The Pre-Preparatory Program offered by St Hilda’s School aims to ensure that the children in our care develop self-confidence, independence, skills in body use, organisation of thinking and the ability to work and communicate with others.

Parents and teachers are regarded as equal partners in the Program and as such parents are welcome to participate in the School’s daily activities.
TEACHERS AND PARENTS IN PARTNERSHIP

Success in an early childhood setting is a goal that both parents and teachers require for their children. This goal can be more easily achieved when parents and teachers work together.

Learning improves when parents are involved in their child’s education. When parents work in partnership with their child's teacher, the child clearly benefits.

So how can teachers and parents work in partnership?

There are many things parents can do at home. Encouraging a positive attitude towards learning provides the child with the necessary foundation for success. Teachers appreciate it when parents:

- Help their children understand that learning is important.
- Stress good work habits.
- Set expectations for learning, taking into account the child's ability.
- Show interest in what their child is learning and shared activities occurring within the classroom.
- Understand their children are learning through play.
- Read the memos and information sheets found on Parent Lounge and via emails. Note important dates on the calendar.

It is important that teachers and parents get to know each other and develop trust and respect for each other. Children succeed when there is an open exchange of information that links home and School.

- Exchange ideas about the child's special talents and hobbies to help focus the child's learning through interest, strengths and weaknesses.
- Inform the teacher if the child has any medical condition that may affect the child at School - asthma, allergies or diabetes, or any other conditions such as limited hearing, speech, gross/fine motor skills that may impact on the child’s learning. Teachers are not medical practitioners, and parents should discuss arrangements they have made for emergency situations.
- Talk with the child's teacher about what is being taught.
- Discuss things like expectations, and discipline. Explore ways that the parent and teacher can help the children meet those standards and needs.
- Let the teacher know about situations which might affect the child's interest e.g. a seriously ill grandparent, the arrival of a baby, or changes in a work situation can be upsetting to a child. Teachers are better able to provide learning experiences for children if parents let teachers know what is happening.

How do parent-teacher interviews fit into the whole process?

The partnership between parents and teachers often happens in informal ways - an orientation prior to the start of the year, a phone call, notes in diaries and newsletters to keep in touch. Teachers welcome frequent contact from parents. Problems can often be avoided by early and frequent communication.

Parent-teacher interviews offer a more formal time for parents and teachers to talk about and define their roles and responsibilities in a child's education. Reports are also sent home at the end of each Semester so that achievements and concerns can be highlighted.

Since each child is different, each parent-teacher interview will reflect that individuality. However, the following matters are often discussed:

- All areas of development of the child - samples of work in portfolio shown;
- The parents’ and teacher's expectations for the child;
- How the teacher evaluates progress;
- Joys and problems related to the child.
• Joint development of a plan to help the child overcome any problems and to continue important accomplishments; and
• How parents and teachers can work together on a continuing basis to encourage the child to do well.

**What do we do if a problem arises?**

Children at times run into a roadblock or two - and communication is vital to solving these problems.

When a parent has a concern, the first person to talk with is always the teacher. This is a matter of protocol in the School’s Grievance Policy, as well as courtesy. In almost all cases, parents and teachers can find a solution together.

If, for some reason, parents and teachers are not able to resolve the problem, it may be helpful to have a joint meeting with the Deputy Head or the Head of Junior School. However, such action is not always necessary - especially if parents and teachers are committed to working together.

**And when good things happen?**

Tell each other! Compliments reinforce the good things that are happening in the child’s life either at home or the centre.

Keeping in touch and working together is the best way to ensure a high quality education for our children, and to help ensure their success not only at School, but also in life.
## Staff

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Telephone</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Head of School</td>
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<td>Mrs Ali Wood</td>
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</tr>
<tr>
<td>Andrews Cup Co-ordinator</td>
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## Junior School Reception

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<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Mrs Kathy Jackson</td>
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</tbody>
</table>
PRE- PREPARATORY SCHOOL STAFF

Nominated Supervisor:
Mrs Lisa Cleverly  
Head of Junior School  
Email: lcleverly@sthildas.qld.edu.au

Early Childhood Teacher:
Mrs Kelly Adam, Bachelor of Education (Early Childhood)  
Email: kadam@sthildas.qld.edu.au

Early Childhood Teacher:
Ms Belinda Robson, Bachelor of Education (Early Childhood)  
Email: brobson@sthildas.qld.edu.au

Early Childhood Teacher:
Ms Gillian Sparshott, Bachelor of Education (Early Childhood)  
Email: gsparshott@sthildas.qld.edu.au

OSHC Co-ordinator/ Assistant:
Mrs Amanda Roberts – Diploma of Early Childhood

Assistant:
Mrs Sheela Nolan – Diploma of Early Childhood

Assistant:
Ms Rachel O’Brien, Cert 111 – Community Services/Child Care

STAFF POLICY

Staff members are qualified and experienced in different areas of child development, care, health and welfare. All staff members hold a Suitability Card issued by the Commission for Children and Young People and a current Senior First Aid Certificate.

CLASS SIZE/ AGE

Each class is under the care and guidance of two staff members and a trainee at all times. The number of students per class is approximately 24 in order to ensure an appropriate staff/child ratio. Details of the groups and staffing are displayed in the entrance of Pre-Preparatory. The children must be 4 years old by the 30 June in the year they commence Pre-Prep. It is a School requirement on enrolment that children entering Pre-Preparatory are toilet trained.

PRE- PREPARATORY PHILOSOPHY

School is a place where knowledge and values are transmitted and constructed and therefore a place where culture is developed. As education is closely linked with the concept of values, our philosophy is one whereby we seek to educate the intrinsic values of each individual and culture, in order to make them extrinsic, visible, conscious, and shareable.
Belonging - In the Pre-Preparatory year the School aims to provide a secure, stimulating, caring, warm and friendly environment for young girls and their families. We believe that the relationships that are nurtured, developed and built on in the learning and caring environment of the individual rooms and the centre as a whole, provide our children with the opportunity to enhance their self-identity and their genuine sense of belonging.

Being - An inquiry based pedagogy, is incorporated into the learning environment of the Pre-Preparatory as this philosophy and learning allows for the development of a curriculum that caters to the needs of developing and inquiring minds. Emphasis is placed on language and communication as the keys to acquiring knowledge about themselves, their learning and a sense of belonging to a wider, collaborative community.

Becoming – As the Early Years are a time in which significant change occurs, we provide appropriate developmental and educational programs for all children. The experiences offered contribute to the continuing growth of young children’s knowledge of themselves and the world around them.

At St Hilda’s Pre-Preparatory School we believe:

- each individual develops in relation to environmental contexts and that the relationship between individuals and others is fundamental to cognitive and social growth.
- children learn through play and exploration of their environment whilst engaging in positive relationships with peers and responsible adults.
- children learn best when they feel comfortable, know what is expected of them, can experience success and are able to express themselves in a warm, secure and nurturing environment.
- by providing a stimulating, accepting and supportive environment, children are willing to accept challenges and take risks.
- each individual is unique and thus it is important to value difference in regard to race, gender, culture and religion.
- in order to educate ourselves, we must try to understand differences rather than having any pretensions to eliminate them.
- children learn about the world in different ways and at various rates.
- in the value of participation of both students and their families and the value of democracy which is embedded in the concept of participation.
- in the value of learning, of difficulties and the concept of risk taking, of play, of fun, of emotions and of feelings.
- success in the Pre-Preparatory year assists in the development of positive attitudes toward life long learning.

GENERAL AIMS OF THE PRE-PREPARATORY YEAR

The aims of the Pre-Preparatory experience are to:

- develop a life long love of learning.
- encourage children’s natural curiosity to enquire, to observe carefully and to acquire information from the environment.
- encourage health, safety and nutritional practices.
- encourage the child to invest personal effort into tasks and thus to persevere, persist and complete them to their own satisfaction.
- encourage the child to seek and receive adult help if unable to complete a task.
- develop independence and to be confident to select equipment and activities.
- develop problem solving skills and be willing to attempt to solve their own problems.
- ask questions and be prepared and willing to investigate answers.
- learn respect and concern for other people’s ideas, property and person.
AIMS FOR CHILDREN

- To value and respect differences:
  - identifying oneself as a member of a specific family and cultural group
  - feeling proud of one’s heritage and background
  - demonstrating confidence in one’s growing abilities
  - demonstrating increasing independence
  - developing an understanding of a democratic learning community.

- Exhibit a positive attitude towards life by:
  - developing and demonstrating trust in other adults
  - being able to separate happily from parents
  - participating and engaging joyfully in classroom activities
  - adjusting to and implementing routines where necessary.

- Demonstrate collaborative learning skills by working co-operatively alongside one’s peers and understanding and respecting differences.

SPECIFIC GOALS OF THE PRE-PREPARATORY PROGRAM

The aims of the Program are to:

- promote the child’s development in each foundation learning area: sense of self and others, social living and learning, thinking, communicating, Christian Education, cultural, environmental, health and physical understanding.
- foster those abilities, skills and attitudes that will assist in further learning.
- complement and build on the learning that has already occurred at home and in the community.
- assist each child to make a smooth transition from home to School, with a gradual introduction to School life e.g. co-operative learning in the classroom, familiarisation with physical amenities and membership of the wider community.
- cater for individual needs and interests through a child centered and carefully planned play environment, where the child feels comfortable, accepted and secure.
- utilise and extend on the Queensland Studies Authority Pre-School Curriculum Guidelines and the Early Years Curriculum to underpin a quality program.
- use a variety of equipment and materials and to experiment in its use.
- use the imagination and creative tendency that is evident in young children.
- develop language skills and understanding of concepts.
- accept routines and participate in the daily life of the Pre-Preparatory class.
- allow time to work on projects of interest to the child.
- allow time to interact with a small group and within a whole class and to encourage individual contributions within both contexts.
- allow time for play where adult supervision does not intrude.
- develop both pre-literacy and pre-numeracy skills.
THE PROGRAM

The Pre-Preparatory Program will offer students a variety of developmentally, socially and culturally appropriate experiences. Personnel with training and experience in Early Childhood Education will deliver the program.

St Hilda’s Pre-Preparatory uses the Queensland Kindergarten Learning Guideline to support their professional practice. The guideline is based on the Early Years Learning Framework for Australia (EYLF) and embraces the inclusive vision that “all children experience learning that is engaging and builds success for life”.

The EYLF describes a vision of children’s learning, characterised by:

- **belonging** — recognising that knowing where and with whom you belong is integral to human existence, providing a basis for children’s interdependence and relationships with others
- **being** — recognising and valuing the “here and now” in children’s lives, and viewing childhood as more than simply preparation for adulthood or for the future
- **becoming** — recognising the rapid and significant learning and development that occurs in the early years, and the capability and potential of all children

While the EYLF focuses on children from birth to five years, the Queensland Kindergarten Learning Guideline aims to specifically enrich children’s learning in the Pre-Preparatory Year. Throughout the Pre-Preparatory Year, children’s right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions.

The following information is a guide only to the experiences offered on a day-to-day basis in the Pre-Prep year. Changes are made daily to the program or to aspects of studies as a consequence of learning opportunities that present themselves through play, exploration and experiences from home during the course of the year.

Parents can assist classroom learning by talking to their children about their day; what they have learned, what they enjoyed and what they could do differently. This type of conversation assists the development of comprehension, sequencing and problem-solving skills.

As a general rule of thumb learning involves taking risks. Suddenly a child is asked to attempt something that they have not done so before. Parents and teachers can give assistance, guidance and support to the child but must allow her to undertake tasks independently. Offering a guiding hand is necessary when it is required but it should never be at the expense of taking the initiative away from the child.
The weekly program is flexible and consists of a broad range of learning experiences such as:

- Whole group mat time (pre-literacy and pre-numeracy focus)
- Indoor activities
- Extended project activities
- Child centered play activities
- Outdoor play – free and structured
- Gross and Fine Motor activities
- Gymnastics
- Swimming
- Music
- French
- Religious Education
- Library
- Physical Education

The structure of the day will allow for a 20 minute rest/relaxation period.

### PRE-LITERACY

The early years, from birth to age 5, form an indelible blueprint for your child's long-term learning success. Early behaviours and skills associated with successful reading development used to be described as readiness skills, but we now use the term pre-literacy. This umbrella term covers far more than a child's ability to identify letters, numbers, or shapes. It includes important skills such as oral language and phonological and phonemic awareness (the awareness of sounds), as well as knowledge of the alphabet and an understanding of common print concepts (print goes from left to right and from up to down on a page).

By the time your child enters Pre-Preparatory, her teacher will expect her to have some pre-literacy skills, especially the ability to conduct a brief conversation. Your daughter will also be expected to begin to pay attention for sustained periods, react to stories, to know some letters of the alphabet and their corresponding sounds, as well as some basic print concepts, such as knowing that printed words convey meaning. These are all skills derived from living in a language and print rich environment.

**Encouraging Pre-Literacy Skills**

Although knowing letters and sounds is important, perhaps the most significant factors in your child's reading success are oral language skills. Language is the foundation of reading development and is strongly tied to your child's growth in reading and writing. Research shows that by about 5 years of age, most children have learned approximately 5000 words. But those words are not acquired through passive listening alone. Rather, language is supported through verbal interactions and experiences with others. The girls will be exposed to rich oral language within the classroom environment such as; books, media, theatre and other art forms.

*Motivation to read and self-regulation* (self-control) are also considered to be pre-literacy skills. Children develop motivation to read by being read too often, learning first-hand the pleasures that reading can bring. Motivation also grows out of a child's interaction with the adults in her life and her observations of how print and language are used in everyday life. Regular story sessions with the class and library teacher are part of the program.

Self-regulation involves your child's ability to control her behaviour. Listening to a story or directions and sitting still when necessary are skills that will help your child become a focused learner in the classroom. If your child is an especially active learner, we can help her build self-regulation skills through a range of activities, such as listening to a very short story or sitting in group tasks with adult supervision for short
periods of time. Over time as her attention is captured and sustained the timing of activities will be extended. Self-regulation is more difficult for some children than for others, and is learned only with patience and persistence.

While it is important to understand pre-literacy skills and behaviours, they do not need to be taught directly. Instead, we try to follow your child’s lead. For example, interesting experiences like grocery shopping, a visit to the doctor or trips to the veterinarian encourage children to talk. We use Group Sessions and Show and Tell to allow them to take risks using language, particularly in new and creative ways. Children will play with familiar words, explore new meanings, and test the use of language in different settings. Sometimes they will even invent new ways to use well-known words, and eventually begin to write about these events (through scribble writing, letters, and phonic spellings). All of this happens in interactive settings, with a supportive adult who listens and responds in positive ways to their language play.

THRASS is the phonics program used throughout the Junior School and will begin in Pre-Preparatory.

**PRE-NUMERACY**

Numeracy learning builds on children’s curiosity and enthusiasm, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Consequently, quality instruction occurs in environments that are rich in language, encourage children’s thinking, and nurture children’s explorations and ideas. These ideas include the concepts of number pattern, measurement, shape, space, and classification.

Understanding the concept of *Number* is fundamental to Mathematics. Children come to School with a rich and varied (informal) knowledge of *Number*. A major goal is to build on this informal base and move toward a more thorough understanding and skills.

**Patterns and Algebra**
Recognising patterns and relationships among objects is an important component in children’s intellectual development. Children learn to organise their world by recognising patterns and gradually begin to use patterns as a strategy for problem-solving, forming generalisations, and developing the concepts of number, operation, shape, and space. Pattern recognition is the first step in the development of algebraic thinking.

**Spatial Sense**
Geometry (special awareness) helps children to systematically represent and describe their world. Children learn to name and recognise the properties of various shapes and figures, to use words that indicate direction, and to use spatial reasoning to analyse and solve problems.

**Measurement**
Measurement is one of the most widely used applications of Mathematics. Early learning experiences with measurement should focus on direct comparisons of objects. Children make decisions about size by looking, touching, and comparing objects directly while building the language to express size and relationships.

**Classification and Data Collection**
Children use sorting to organise their world. As children recognise similarities and differences, they begin to recognise patterns that lead them to form generalisations. As they begin to use language to describe similarities and differences, they begin sharing their ideas and their mathematical thinking.

In the Pre-Preparatory environment we develop our thinking about numbers through the manipulative mode, this is where the children use concrete materials to increase their awareness of mathematical concepts. Much of the learning experiences offered in this curriculum area are through play. These include:

- Free play – child determined
- Teacher assisted play – outcome based.
PROJECT WORK

Through small group project work the children will have the opportunity to investigate topics of interest. These projects involve them in debating issues related to particular topics, developing and testing theories, devising plans, and discovering meaningful questions in collaboration with others. The children will be encouraged to ask questions about things in life which they find fascinating e.g. Do ants have shadows? Why is the sky blue? By encouraging children to pose questions and hypothesise possible answers/solutions a community of thinkers will be nurtured.

BENEFITS OF PLAY

Play is a vital part of a child’s life, and provides a pleasant, non-threatening vehicle for learning as children interact with one another and a variety of materials. Substantial uninterrupted blocks of time allow children the opportunity to socialise; explore, revise and consolidate their ideas; develop and improve their physical skills until success is met; be creative in problem solving; and interact in a variety of activities that enhance their development and self-esteem.

When children are playing they are:

- learning to represent their ideas in a variety of forms – talking about their thoughts, constructing, painting, building, drawing and taking on roles.
- developing social skills – communicating, caring, negotiating, co-operating and sharing.
- engaging with the perspectives of others as they negotiate roles and solve problems.
- building foundations for early literacy and numeracy through the use of symbolisation – objects and materials are used as if they are something else.
- accessing and applying prior knowledge through exploration and re-creation of familiar events.
- acquiring new knowledge about themselves and their world as they play with others.
- developing their imaginative skills – using flexible and creative thinking in adapting to situations and finding solutions to problems.
- making meaning of their world by exploring a range of community and family roles.
- experimenting and making discoveries in a non-threatening way.
- working at their own pace and at their own level.

HOW ARE PROGRAMS DEVELOPED?

Pre-Preparatory staff meet regularly to share their observations and to discuss and evaluate the programs offered to the students. These discussions provide the feedback necessary to develop a program that is inclusive of the academic, social and emotional needs as well as the interests of all the students in the Pre-Preparatory year.

Staff members participate in Staff Meetings in order to discuss curriculum issues and any queries or concerns pertaining to the Pre-Preparatory classes.

FEEDBACK TO PARENTS

Formal parent/teacher interviews are scheduled in Terms 1 and 3 throughout the School year. They are 15 minutes in duration. The first interview at the end of Term 1 focuses on settling into a School environment. The second interview in the latter half of the year discusses the progression and readiness of your daughter for the Prep year. A written report is also given to parents at the conclusion of Terms 2 and 4. This can be accessed via Parent Lounge on the St Hilda’s School Website.

Informal meetings can be scheduled with teachers throughout the year. This can be arranged with your daughter's teacher via email or telephone.
MORNING MAT TIME

Each day begins with a brief morning meeting where the children and staff sit together to discuss the day's events. This allows the children and staff the opportunity to express and share their interests and ideas, to discuss projects and any concerns which may have arisen during the previous day/s.

DAILY POWERPOINT PRESENTATION

A day in Pre-Preparatory is a very busy and exciting experience. So that parents have the opportunity to find out what has happened during the day, Teachers take photos of the students throughout the day. These images will be uploaded daily, keeping you up to date with all of the activities and excitement happening at School.

STUDENT HANDBOOK AND PLANNER

All students in Pre-Preparatory are issued with a Student Handbook and Planner at the beginning of the School year. The Handbook is used as a means of communication between home and School. Parents are requested to sign the book each evening and return it to School the following day.

PREPARATORY SCHOOL NEWS IS INCLUDED IN THE JUNIOR SCHOOL NEWS EACH FORTNIGHT

This will be available for parents via an emailed Daily Correspondence and will be placed on the class noticeboard for parents to read. Notification of special events, routine information and requests will be made through these notices.

ST HILDA’S NEWSLETTER

The EXTRA, the weekly newsletter of St Hilda’s School, is also made available to parents once a week via email or by viewing on our website. This enables parents to get a general overview of what is happening in the Junior, Middle and Senior Schools.

DOCUMENTATION

Observation, conversations with children and analysis of children’s work will provide the basis for daily and weekly programs. The program covers all areas of development; social, emotional, intellectual, spiritual and physical. Photography, video and audio recordings will be used in order to document the processes involved in the project work and other learning experiences.

Documentation allows staff to:

- make the learning visible.
- revisit, read and assess the learning of the children.
- reflect upon teaching and learning practices within the year level.
- ensure that the pedagogy of listening is being employed and that all members of the community are listening and being listened to.

PROTECTION OF PRIVACY

Before any photographs, video or audio recordings are taken parents will be required to sign the School’s Standard Privacy Collection Notice.
PORTFOLIOS

A portfolio, which contains samples of your daughter’s work, will be collated during the year. The aim of this collection is to demonstrate the development and progress that your daughter has made. Please see your daughter’s teacher if you have any queries or concerns. Matters of this nature are always confidential.

PARENTAL INVOLVEMENT POLICY

Parents play a vital role in the education of their children. Each family has something to contribute to the educational journey being undertaken by their daughter.

If a parent has any concerns, suggestions or questions regarding the Pre-Preparatory year, they are requested to contact the class teacher/s or Coordinator of Early Childhood, who will endeavour to resolve any problems or answer any questions.

Any concerns not addressed at this level should be referred to the Deputy Head or the Head of Junior School. The Principal is also available should a parent consider that the matter is of such concern that it should be addressed by the Head of School. Appointments with the Head of Junior School or the Principal may be made by telephoning 07 5577 7230.

Your input is valued in such things as discussion groups, participating in the daily parent roster, assisting with project work and contributing suggestions to the weekly and daily planning. Materials used throughout the program will be acquired/purchased from a variety of sources. Parents are requested to participate in the collection and sorting of equipment at various times during the year.

PARENT ROSTER

A parent roster will be on display for Terms 2 and 3, for parents to nominate a day convenient to them throughout the School day. Parents can help in a variety of ways including helping with morning tea supervision, tidy up and participating in the daily life of the Pre-Preparatory Program. The experience also gives parents the opportunity to see the program in action and your child’s participation.

Parent participation helps you to:

- gain an insight into the needs of individual children.
- develop an awareness of different ways of interacting with children.
- develop an awareness of how young children interact socially with their peers.
- gain a better understanding of your child.
- gain an insight into the daily life of the Pre-Preparatory year.

Parents are invited to participate in the program and should feel relaxed at the School. Here you will be learning about your child in a different setting, which is of great importance in the development of a stable and happy individual.

COMMUNITY CODE OF CONDUCT

The School is a place which promotes values that are in keeping with the School’s Mission. All students, parents, teachers and staff have the right to be safe, and feel safe, in their School community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself. The School Community Code of Conduct sets clear standards of behaviour which are expected of members of the School Community. It specifies the consequences for any member of the School Community who does not comply with those standards of behaviour, whether those persons are on the School’s property, in transit or at another location for the purpose of any School-authorised events or activities.
Parents play an important role in the education of their children and have a responsibility to support the efforts of School staff in maintaining a safe and respectful learning environment for all students. Parents fulfil this responsibility when they:

- Show an active interest in their daughter’s School work and progress;
- Communicate regularly with the School;
- Assist their daughter to be neat, appropriately dressed and prepared for School;
- Ensure that their daughter attends School regularly and on time;
- Promptly report to the School their daughter’s absence or late arrival;
- Become familiar with the School Community Code of Conduct and School Rules;
- Encourage and assist their daughter in following the rules of behaviour;
- Work with School staff in dealing with disciplinary issues including their children.

**Standards of Behaviour**

As a minimum, all members of the School Community are expected to behave with respect, civility and in the manner of a responsible citizen.

As a minimum, all School Community members must:

- Respect and comply with all applicable Commonwealth and State laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, and especially when there is a disagreement;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the legal and moral rights of others;
- Show proper care and regard for School property and the property of others;
- Take appropriate measures to help those in need;
- Respect persons who are in a position of authority;
- Respect the need of others to work in an environment of learning and teaching.
CHILD PROTECTION

STATEMENT OF COMMITMENT

St Hilda’s School Gold Coast supports the rights of children and is committed to ensure the safety, welfare and wellbeing of students. St Hilda’s School is therefore committed to responding to allegations of student harm resulting from the conduct or actions of any person including that of employees.

This commitment includes the provision of a safe and supportive living and learning environment for all students and requires all employees, volunteers and visitors to model and encourage behavior that upholds the dignity and protection of students from harm.

In support of this commitment, St Hilda’s School is dedicated to our Child and Youth Risk Management strategy which includes having relevant policies, procedures and training in place to effectively address the safety and wellbeing of students in our care.

STUDENT PROTECTION IN ANGLICAN SCHOOLS - SAFEGUARDING OUR STUDENTS

INFORMATION FOR PARENTS AND STUDENTS

St Hilda’s School recognises that protecting students from harm and the risk of harm is fundamental to maximising their personal and academic potential. For this reason the welfare and best interests of the children within our School will always be a primary consideration.

We expect our students to show respect to our staff and volunteers and to comply with safe practices and we expect all employees to ensure that their behaviour toward and relationships with students reflect proper standards of care for students, and are not unlawful. The School will respond diligently to a report of suspected or actual harm, or risk of harm to a student.

What does the School mean by harm?

Recent Queensland legislation (s.9 Child Protection Act) defines harm as follows:

1. Harm to a child, is any detrimental effect of a significant nature on the child’s physical, psychological or emotional wellbeing.
2. It is immaterial how the harm is caused.
3. Harm can be caused by –
   a. Physical, psychological or emotional abuse or neglect; or
   b. Sexual abuse or exploitation.
4. Harm can be caused by –
   a. A single act, omission or circumstance; or
   b. A series or combination of acts, omissions or circumstances.

How does the School protect students from harm?

Students have the right to feel safe and free from harm at all times including when you are at School. At St Hilda’s School, creating a safe environment for our students is a responsibility we take very seriously. To help us do this, we have policies and procedures which help us to provide a safe environment for all students and members of our School community.

If you are at any time feeling unsafe or fearful of being harmed or you are concerned for another student, we encourage you to speak with a trusted adult. This could be your teacher, one of the School’s Student Protection Officers as listed below, or the Head of School, Dr Julie Wilson Reynolds.

School Protection Officers – are staff members within the School designated by the Head of School as a contact person to whom students may refer or report if they have concerns for their or another student’s safety, or to make a complaint of sexual abuse, harm or risk of harm or inappropriate behaviour of a staff member.

Junior School:  
Mrs Lisa Cleverly, Head of Junior School  
Mrs Melissa Wilkins, Deputy Head of Junior School/Administration

Middle/Senior School:  
Ms Wendy Lauman, Deputy Principal  
Mrs Nicole Hinchcliffe, School Counsellor
What should you do if you become aware or have a reasonable suspicion that harm has been caused to a student of the School by a member of staff, someone outside of the school or by another student/s?

Students and parents who have concerns or information relating to the safety of a student are encouraged to report the information to a Student Protection Officer or to the Head of School, Dr Julie Wilson Reynolds. Students can also report concerns to any trusted adult at School.

What will happen next?
If you report your concerns to an SPO or a member of staff other than the Head of School, they will report it to the Head of School immediately. If the Head of School is the subject of the complaint, then the report will be made to the Chair of the School Council.

What will the Head of School or the Chair of School Council do?
The Education (General Provisions Act 2006), requires mandatory reporters, teachers and registered nurses, to immediately make a written report when they become aware or reasonably suspect the sexual abuse or likely sexual abuse of a student under 18 years of age. The report is made to the Child Protection Investigation Unit. If there is not a parent willing and able to protect the child, the Head of School will also make a report to Child Safety Services.

Teachers and nurses are required by law to report to Child Safety Services when they have formed a reasonable suspicion that a student has suffered, is suffering or is at risk of suffering significant harm caused by other forms of abuse (psychological/emotional or neglect) and may not have a parent able and willing to protect the student.

What happens about confidentiality?
Your report will be treated in a confidential manner and with respect. Knowledge of it will be limited to the Head of School and those directly involved. The Chair of the School Council may also need to be informed. It is the School’s policy that confidentiality between the School and parents will be respected as much as possible and any concerns raised by parents will not rebound adversely on their children.

Each person who has access to information regarding a reasonable suspicion of harm has an obligation to observe appropriate confidentiality. However, the School is unable to promise absolute confidentiality since the steps of the Policy will require disclosing, internally and externally, certain details involved in responding to the report. State authorities can compel people to give evidence about actions under the Policy and to produce documents. You would be fully informed if information you provided were to be passed on to a third party.

Any action which needed to be taken under staff disciplinary procedures as a result of an allegation not requiring police intervention would be handled confidentially within the School.

How will the School help my child?
- Ensure that each staff member understands and fulfils their obligations under the Student Protection in Anglican Schools Policy and Procedures.
- Ensure that there are appropriate reference checks and screening processes for each staff member engaged since the commencement of this protocol.
- Require all members of academic staff to be registered or provisionally registered with the College of Teachers, or to have received special dispensation from the College.
- St Hilda’s School is required to provide the Director of Professional Standards at the Anglican Schools Commission with the names of all potential employees including teachers so that the Director can obtain any record which may be on the Anglican Church’s National Professional Standards Register. The Director will inform the School of the outcome of the National Register check.
- Require all non-teaching members of staff and all volunteers and contractors (including School Council members) to hold a current Blue Card
- In some cases deemed appropriate by the School, paid or unpaid employees who work with children but are not required to hold a blue card (e.g. a parent volunteer) may be asked to consent to a criminal history check through the Queensland Police Service.
Ensure that where volunteer parents are working with children, it will always be in the presence of academic or non-teaching staff who are cleared to work with children.

If the Head of School receives a report of harm to your child, he will support the child by:
- Responding rapidly and diligently to the report
- Reassuring the student
- Protecting the child’s confidentiality as much as possible
- Offering continuous support and providing counselling if required.

**What should I do if I require more information?**
The School's complete Student Protection in Anglican Schools Policy and Procedures is available on the School’s website under the Governance menu – entitled Safeguarding Students Policies.

Every student has the right to feel safe and free from harm while at School. We expect you to respect your teachers and other students and we expect that you will receive the same respect in return. You should never allow yourself to feel unsafe without reporting it to someone you trust.

**Who should I tell if I am not feeling safe at School or at home?**
Speak to an SPO, the Head of School or any staff member you trust.

**What will happen if I report what is happening to a member of staff?**
If a concern is worrying you but not causing you immediate harm, then the SPO or member of staff will discuss with you ways to solve your problem. If the concern is serious and the SPO or member of staff believes that you are being harmed or in danger of being harmed, he or she will report it to the Head of School.

The Head of School is able to refer your family for support to Family and Child Connect or Intensive Family Support. These agencies have been established by the State Government to assist families in times of need.

**Remember the most important thing is that you feel safe and free from harm. You must tell someone if you are being harmed or are afraid that you will be harmed.**

Information on this site includes:

**Child Protection**
- Student Protection Officers
- Child Protection Information for Parents (Child Protection Act)
- Student Protection Information
- Student Protection in Anglican Schools – Policy and Procedures
- Student Protection in Anglican Schools – Policy and Procedures (epub version for mobile devices)

**Responsibilities**
- St Hilda’s School Community Code of Conduct Policy
- St Hilda’s Volunteers Code of Conduct Policy
- Information for coaches, tutors, volunteers and visitors to Anglican Schools – Responsibility, Recognising and Reporting
- A simple guide to the Protocol for Dealing with Complaints of Sexual Harassment, Assault or Sexually Inappropriate Behaviour
- Protocol for Dealing with Complaints of Sexual Harassment, Assault or Sexually Inappropriate Behaviour
School Culture

- St Hilda’s Student Code of Conduct Policy
- St Hilda’s Bullying and Harassment Policy
- St Hilda’s Bullying and Harassment Information for Students
- St Hilda’s Bullying and Harassment Information for Parents
- Complaints Management in Anglican Schools Policy and Procedures

Privacy

- Standard Collection Notice

VOLUNTEERS

It is a policy of St Hilda’s Pre-Preparatory not to accept volunteers at any time. All adults working with the children in the Centre are employees of St Hilda’s School.

CHILD CARE STUDENTS/SCHOOL BASED TRAINEES PARTICIPATION POLICY

Child Care Students and School Based Trainees are welcome at the School. Their role is expected to be one of full participation in all aspects of the program. These duties include active input into the program, assisting with documentation and other daily routines and activities. School Based Trainees and Child Care Students will work under the guidance of trained staff at all times. All students and trainees are required to hold a Suitability Card issued by the Commission for Children and Young People and a current Senior First Aid Certificate.

ANTI-BIAS MULTICULTURAL PROGRAM POLICY

Our aim is to have a School which recognises and respects the diversity of cultures in Australia and provides opportunities for all children to learn about, value and respect such cultures.

St Hilda’s School recognises that Australia is a multicultural society composed of people from a wide variety of ethnic backgrounds. We recognise the impact culture plays on families, staff and the community and make every effort to provide an educational facility which is sensitive to the needs of different cultures and which affirms human differences and the right of people to make choices about their own life style. We aim to foster within each child an awareness and acceptance of other cultures by:

- recognising the beauty, value and contribution of every child
- acknowledging the child’s home culture
- involving parents in the program
- fostering self-esteem and positive self-concept
- teaching children about different cultures
- exploring differences and similarities between culture
- helping children learn from each other through play
- developing an awareness of how to operate in a democratic learning community
- encouraging children to retain their first language.

Implementation

- The children will have the opportunity to read a range of books, listen to a variety of music, cook different foods and participate in events which will promote an awareness of multiculturalism.
Parents from non-English speaking backgrounds will be welcomed into the School so that they can contribute their knowledge of their culture in order to enhance the overall program.

The staff will encourage children to value differences through demonstrating and modelling appropriate behaviours.

**COMPLAINTS/CONCERNS**

St Hilda’s Pre-Preparatory is licensed by the Office for Early Childhood Education and care. Under the National Law Act and National regulations St Hilda’s is required to comply with the Act and Regulations in respect of:

- Number of staff members
- Number of children
- Qualifications of staff
- Activities
- Experiences
- Programs

The Early Childhood Information Service is a free state-wide information service provided by the Department of Education and Training. The service operates 24 hours, 7 days a week and provides information to assist families in choosing an early childhood education and care service that meets their needs.

The Early Childhood Information Service can provide the following information about early childhood education and care services including:

- the types of services available
- service location, hours of operation and contact details
- information on what to look for in a quality service
- information for prospective developers about establishing a service in Queensland
- information for students undertaking studies in the early childhood field.

Contact the Early Childhood Information Service 1800 637 711* (24 hours, 7 days) or via email ECIS@qld.gov.au. * Calls from mobile phones are charged at applicable rates

**CHILD CARE BENEFIT & CHILD CARE REBATE**

St Hilda’s Pre-Preparatory and OSHC are approved care providers and as such are entitled to offer eligible parents the reduction of fees under Child Care Management System (CCMS). This is the system for processing Child Care Benefit claims.

Under this system to enable reduced fees to be charged the following information needs to be provided to on the Enrolment Agreement:

- Parent/ carer Customer Reference Number (CRN)
- Child CRN
- Parent/ carer date of birth
- Child date of birth
- Name of siblings in other approved care
It is essential that the information given precisely matches that submitted to Centrelink. Any discrepancies will lead to claims being unable to be processed. It is the responsibility of the parent on enrolment to ensure this information is provided to the School.

For further information on Child Care Benefit and Child Care Rebate phone the Family Assistance Office for an assessment on 136150 or visit www.familyassist.gov.au

**ORIENTATION AND INDUCTION**

It is a policy of St Hilda’s Pre-Preparatory to conduct an Information Session for parents in Term Four of the year prior to entry, and an Orientation Session for children prior to their commencement.

At the Parent Orientation Session the Head of Junior School/ Deputy Head of Junior School will inform parents of the following:

- Staff
- Qualifications of staff
- Role of individual staff members in the Centre
- Staffing Requirements – across the Centre and in the individual rooms
- Program (Indoor/Outdoor)
- Policies
- Allocation of children to rooms
- Dates of attendance (a calendar of dates will be distributed to each family to indicate the days their daughter is to attend and is available on the School Website).

It is a policy of St Hilda’s Pre-Preparatory to ensure that parents are informed at all times in respect of staffing and the experiences offered to the children in our care. As a result it is our policy to ensure that parents always have access to the following:

- The Pre-Preparatory’s Educational Philosophy on Learning and Child Development
- The Goals of the Pre-Preparatory Program
- The expected Knowledge and Skills that will be nurtured in children as a result of attendance at St Hilda’s Pre-Preparatory
- A description of the activities/experiences offered to the children
- The expected outcomes as a result of the learning experiences/activities offered
- Information on how individual experiences/activities will assist the children to achieve the stated outcomes

All of the above information will be displayed in the foyer of each classroom.

Parents are invited to speak to the Head of Junior School, the Deputy Head of Junior School, Coordinator of Early Childhood or their child’s teacher at any time to discuss the Pre-Preparatory’s educational philosophy, staffing, policies, learning experiences, outcomes or means of monitoring each child’s progress.

**PRE-PREPARATORY SCHOOL CALENDAR 2017**

All parents will have access to the School Calendar through the website.

**HEALTH AND HYGIENE POLICY**

- Parents are asked to ensure that all recommended immunisation injections are up to date. Refer to information in the Appendix.
• On admission, you will be required to provide details of your child’s/children’s development, medical record, allergies, and any special needs. It is vital that we have accurate information and that we are notified of any change.

• A child suffering from an infectious complaint (measles, mumps, chicken pox etc.) must not attend School but must remain at home for the period specified by the Health Department.

• Staff (in consultation with the Head of Junior School) reserve the right to exclude a child from attendance if, in their opinion it appears that the child may have a disease contagious to the other children. Please notify staff immediately if your child has been exposed to any communicable disease e.g. German Measles, so that we can notify parents.

• Minor injuries will be treated at the Centre by our staff. All staff hold First Aid Certificates.

• In cases of emergencies or accidents where we feel medical attention should be sought, parents or nominated emergency guardians will be notified to collect the child as soon as possible. If parents or alternative emergency guardian cannot be contacted, staff, in consultation with the Head of Junior School, have the authority to call an ambulance. A staff member will accompany the injured child to hospital and remain until parents arrive.

• Children requiring medication will be supervised by staff in accordance with the written direction provided by parents. Documentation will be completed in respect of the medication including the following details: name of child, medication type, dosage and time of administering.

• REST TIME - After lunch all children will rest/relax for approximately twenty minutes.

FIRE AND EVACUATION PROCEDURES

It is expected that the staff at the School will always fulfil the ‘duty of care’ required in their role of caregiver, both on a personal level and in terms of the general safety and welfare of the children.

Regular Fire Drills and Lock Down Procedures are held for staff and children. The children are made aware of the procedures and are familiar with the noise of the bell and evacuation procedures.

Procedure for Fire Emergencies:

• Staff respond calmly if the alarm is sounded.

• The children line up and are evacuated as quickly as possible to an assembly area directly in front of the Junior School Art precinct.

• A nominated person in charge checks all areas to ensure that children have not sought refuge from smoke or fire.

• A designated adult collects the Register of Attendance on departure and a roll is called at the assembly point to ensure all students and staff are accounted for.

• The Coordinator of Early Childhood supervises the evacuation.

• The Head of Junior School is notified if any child/staff member is missing.

The Evacuation Plan and Drill is displayed at all exits.

Lock Down Procedure:

The Lockdown Procedure occurs in the following instances:

• Police activity

• Violent Intruder

• Hostage

• Custodial Incident

• Storm/Tempest
**Action to be taken:**

- Alarm sounds
- All staff and students must go to the nearest safe building
- Everyone must be away from windows or hidden from outside view, eg. under tables
- Windows must be locked
- Doors must be locked when everyone is inside
- Staff and students are to wait for an announcement to end the Lock Down.

**Child Protection**

As part of the School’s determination to protect the security and safety of all children at all times and in the affirmation and dignity of every child, active measures are put in place to prevent the occurrence of child abuse or neglect; where abuse or neglect has occurred or is suspected to have occurred the School will respond to all cases in a manner which will keep children safe.

The School will establish and maintain observations and records to help prevent child abuse and neglect. Each term the children will be reminded of the Student Protection Officers in the Junior School – Mrs Cleverly and Mrs Wilkins.

**SAFETY POLICY ON ARRIVALS AND DEPARTURES**

Parents of Pre-Preparatory students are required to sign the Register of Attendance on arrival each day. It is also a requirement that you hand your daughter to a staff member.

It is necessary for parents/guardians to sign their daughter out before they depart from the Pre-Preparatory environment.

At the conclusion of the day your daughter should be collected from the classroom. To ensure your daughter’s safety, only persons listed on your enrolment form and 18 years or older will be permitted to do so. Any changes to this list must be supplied in writing. Siblings under 18 years of age, may not sign in/out Pre-Prep students.

**BIRTHDAYS**

On this special day you may care to bring in individual cupcakes for your daughter to share with her classmates. Parents are asked to notify the class teacher several days prior to the birthday in order to address any issues associated with student allergies. Whilst small cakes and/or ice cream are acceptable, please do not include sweets or nuts in the party food.

A single candle may be included for an individual cupcake for the birthday girl to blow out. ACCEQA have outlined this policy due to the number of germs that may be associated with the blowing out of candles over a whole cake.

**FOOD AND NUTRITION POLICY**

Hand washing is a vital part of meal times and children are encouraged to wash their hands after toileting and before eating.

The Australian Children’s Education and Care Quality Authority (ACECQA) outline strict guidelines regarding nutrition and health for children aged 0-5. To assist the girls in deciding on a suitable morning tea or lunch choice within their lunchbox, perhaps a coloured sticker or different shaped containers will help them remember which food is appropriate at what time of the day.

The staff will also support the girls with their choices as they learn to develop independence, especially at the beginning of the year.
LUNCH

In Pre-Preparatory the girls are encouraged to learn to care for their environment. Therefore we promote the use of re-usable containers in their lunch boxes. This will reduce the amount of lunchbox litter. Any fruit or vegetable remains will be placed in our worm farm.

As independence is encouraged in all aspects of your daughter’s Pre-Preparatory day, please pack her lunch in a manner that will allow her to access the food without any undue stress. We do not recommend tins of food instead the contents could be put into a thermos for safety. We are unable to heat food at the centre.

A drink bottle should be brought to School each day. Chilled water is available at all times. A simple, healthy lunch is encouraged. Cordial is not recommended.

The program provides opportunities for children to develop an interest and taste in a variety of foods through cooking activities.

EXCURSION POLICY

The School does not promote outings and excursions. Instead we invite a variety of educational organisations to visit the School to provide in-house experiences for the students.

Parents will be informed of the attendance of outside educational organisations visiting the School and details will be given in respect of the presentation, via Parent Lounge.

BEHAVIOUR POLICY

A child who is fully engaged in learning usually demonstrates positive behaviour. Therefore the Pre-Preparatory staff will make every effort to be sensitive to the interests and needs of individual children in order to minimise any inappropriate behaviours.

By anticipating problems and re-directing children into a positive play environment few problems should result. The children will be encouraged to solve minor problems by themselves by discussing with the teachers appropriate words or phrases which could assist in resolving conflict. These verbal skills will empower the child and assist in the development of the skills of negotiation and compromise from an early age.

If a child is behaving inappropriately, the staff will consider the most appropriate procedure for the individual child, taking into account their age, place, danger etc.

TREASURES FROM HOME

While we do not wish to dampen your child's enthusiasm, we would appreciate it if toys brought from home were limited to those received on special occasions. Treasures can be lost and broken so it is best to leave them at home. Your child is encouraged to bring any type of interesting specimen or object - rocks, shells, flowers, or animals - to enrich the Science Program.

If your child needs the 'security' of a familiar and much loved object e.g. blanket, sheepskin, soft toy, these are of course welcome at the beginning of the year to assist your daughter to settle into her new environment.

Your daughter will be encouraged to put these 'treasures' in safe places when not needed.
UNIFORM AND SUN PROTECTION POLICY

All uniform requirements are available at the Uniform Shop.

Your child will require:

- Shorts and T-Shirt  Terms 1-4
- Play hat  Terms 1-4
- Navy sandals (velcro)  Terms 1 and 4
- Velcro Sneakers (basically white)  Terms 2 and 3
- School Socks  Terms 2 and 3
- Navy tracksuit pants  Terms 2 and 3
- Flora Jacket  Terms 2 and 3
- School Swimmers  Terms 1 and 4
- School Swim Shirt  Terms 1 and 4
- House Swimming Cap/ School Swimming Towel  Terms 1 and 4
- School drawstring bag  Terms 1 - 4
- Red Book Bag  Terms 1 - 4

All items must be clearly labelled with your child's name. In addition a complete set of clothes, including underwear must be left at the School for use in emergencies. This does not have to be School uniform, just appropriate play clothes.

Parents are requested to apply sunscreen to their daughter before arriving at School. Sunscreen is available in each room and will be applied to the girls before they go outside to play. All girls must wear a red School play hat when they are engaging in outside activities. Any girl without a hat will need to take part in activities in the undercover area next to the classroom.
## APPENDIX 1 – Immunisation Details

### National Immunisation Program Schedule Queensland

**For children & adults**

**September 2010**

### Immunisation Details

<table>
<thead>
<tr>
<th>Age</th>
<th>Diseases being immunised against</th>
<th>Routine childhood vaccinations plus</th>
<th>Additional vaccines for high risk children</th>
<th>Additional vaccines for Aboriginal &amp; Torres Strait Islander people</th>
<th>Annual seasonal influenza for medical at risk groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B birth dose administered within 7 days of birth</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, 4 &amp; 6 months</td>
<td>Diphtheria-tetanus-pertussis-hepatitis B-polio-HEmophilus influenzae type B (Hib) ²</td>
<td>Infant pneumococcal Rotavirus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vaccine due at 2 months of age can be administered from 6 weeks</td>
<td>Age limits apply</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12 months</td>
<td>Hib</td>
<td>Measles-mumps-rubella ²</td>
<td>Varicella (chickenpox)</td>
<td>Infant pneumococcal</td>
<td></td>
</tr>
<tr>
<td>18 months</td>
<td></td>
<td>Measles-mumps-rubella ²</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 years</td>
<td>Diphtheria-tetanus-pertussis-polio-HEmophilus influenzae type B (Hib) ²</td>
<td>Measles-mumps-rubella ²</td>
<td></td>
<td>Pneumococcal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vaccine can be administered from 3 years 6 months</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Hepatitis B ³ (2 doses)</td>
<td>Varicella (chickenpox) ³</td>
<td>Human Papillomavirus ³ (females only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>Diphtheria-tetanus-pertussis ², ³</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 to 49 years</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>50 years &amp; over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 years &amp; over</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Schedule Key**

1. Only underlying medical conditions.
2. These are combined vaccines, meaning one injection protects against several diseases.
3. Additional vaccinations are offered in the School Based Vaccination Program. Catch-up for these vaccines is available from your doctor or immunisation provider.

**NOTE:** A free booster dose of pertussis vaccine for birth parents, adoptive parents and foster parents of children under 6 months of age is available from your doctor or immunisation provider. Expectant fathers can request their free vaccination prior to the birth of their baby.

**To find out more about immunisation for you or your child**

- Talk to your doctor or immunisation provider
- Call 13 HEALTH (13 43 25 84)
# APPENDIX 2 – Minimum Periods of Exclusion from Pre-School Settings

<table>
<thead>
<tr>
<th>DISEASE OR CONDITIONS</th>
<th>EXCLUSION OF CASES</th>
<th>EXCLUSION OF CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronchiolitis and Bronchitis</td>
<td>Exclude until appropriate medical treatment is given and the child is feeling well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>Exclude until all lesions have crusted, and there are no moist sores and the child feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Common cold</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude children during the acute stage of the infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Croup</td>
<td>Exclude until fully recovered</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cryptosporidiosis</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV) infection</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Fifth Disease (Erythema Infectiosum, Human Parvovirus Infection)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular Fever (Mononucleosis)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude child until all the blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Head Lice</td>
<td>Readmit the day after appropriate treatment has commenced</td>
<td>Not excluded Close contacts should be inspected regularly for signs of infestations</td>
</tr>
<tr>
<td>Hepatitis A (Infectious Hepatitis)</td>
<td>Exclude for one week after the onset of jaundice or illness</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes Simplex Type 1 (Cold Sores or Fever Blisters)</td>
<td>Exclude until the lesion has dried</td>
<td>Not excluded</td>
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<tr>
<td>Hib infection (Haemophilus Influenza type B)</td>
<td>Readmit when well</td>
<td>Not excluded</td>
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<tr>
<td>Human Immunodeficiency Virus infection9HIV AIDS VIRUS)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
<td>Not excluded</td>
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<tr>
<td>Hydatid disease</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
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<tr>
<td>Influenza</td>
<td>Excluded until the child feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude from unimmunised children for at least four days after onset of rash</td>
<td>Immunised contacts not excluded. Public health medical officers may advise immunization of susceptible contacts or their exclusion from Pre-School</td>
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<tr>
<td>DISEASE OR CONDITIONS</td>
<td>EXCLUSION OF CASES</td>
<td>EXCLUSION OF CONTACTS</td>
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<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down</td>
<td>Not excluded</td>
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<tr>
<td>Psittacosis (also called Ornithosis)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
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<tr>
<td>Ringworm</td>
<td>Readmit the day after appropriate treatment has commenced</td>
<td>Close contacts should be inspected regularly for signs of infection</td>
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<tr>
<td>Rotavirus</td>
<td>Exclude until vomiting and diarrhoea has ceased</td>
<td>Not excluded</td>
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<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered</td>
<td>Not excluded</td>
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<tr>
<td>Salmonella</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
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<tr>
<td>Scabies</td>
<td>Readmit the day after appropriate treatment has commenced</td>
<td>Close contacts should be inspected regularly for signs of infestation</td>
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<tr>
<td>Scarlet Fever (see “strep”)</td>
<td>Readmit once appropriate treatment has commenced. Any sores on exposed surfaces should be properly covered with a dressing.</td>
<td>Not excluded</td>
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<tr>
<td>School Sores(Impetigo)</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
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<tr>
<td>Shigella</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
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<tr>
<td>Streptococcal Sore Throat “Strep” (including Scarlet Fever)</td>
<td>Exclude until child has received antibiotic treatment for at least 24 hours and the person feels well</td>
<td>Not excluded</td>
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<tr>
<td>Thrush</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
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<tr>
<td>Toxoplasmosis</td>
<td>Exclusion is not necessary</td>
<td>Not Excluded</td>
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<tr>
<td>Tuberculosis</td>
<td>Readmit on advice from public health medical officer</td>
<td>Not excluded</td>
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<tr>
<td>Viral Gastroenteritis</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
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<tr>
<td>Warts (Common, Plane, Planter)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
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<tr>
<td>Whooping Cough</td>
<td>Exclude the child for five days after starting antibiotic treatment</td>
<td>Unimmunised household or close contacts should be excluded for 14 days or until they have been on antibiotic treatment for at least 5 days.</td>
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<tr>
<td>Worms</td>
<td>Exclusion is not necessary</td>
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## APPENDIX 5 – Pre-Prep M Attendance Dates 2017

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## APPENDIX 6 – Pre-Prep T Attendance Dates 2017

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