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.
# Table of Contents

- Teachers and Parents in Partnership ................................................................. 4
- School Administrative Structure ........................................................................... 5
- Pre-Preparatory School Staff ............................................................................... 6
- Staff Policy ........................................................................................................... 7
- Class Size/Age ..................................................................................................... 7
- Pre-Preparatory Philosophy .................................................................................. 7
- General Aims of the Pre-Preparatory Year .......................................................... 8
- Aims for Children .................................................................................................. 9
- Specific Goals of the Pre-Preparatory Program ................................................... 9
- The Program ......................................................................................................... 10
- Pre-Literacy .......................................................................................................... 11
- Pre-Numeracy ...................................................................................................... 12
- Project Work ........................................................................................................ 13
- Benefits of Play ................................................................................................... 13
- How Are Programs Developed? .......................................................................... 13
- Morning Mat Time .............................................................................................. 14
- Daily PowerPoint Presentation ........................................................................... 14
- Blackboard ........................................................................................................... 14
- Student Handbook and Planner ........................................................................ 14
- Preparatory School Newsletters ....................................................................... 14
- St Hilda’s Newsletter .......................................................................................... 14
- Documentation .................................................................................................. 14
- Protection of Privacy ......................................................................................... 15
- Portfolios ............................................................................................................ 15
- Parental Involvement Policy ............................................................................. 15
- Parent Roster ...................................................................................................... 15
- Volunteers .......................................................................................................... 15
- Child Care Students/School Based Trainees Participation Policy ..................... 16
- Anti-Bias Multicultural Program Policy ............................................................ 16
- Complaints/Concerns ....................................................................................... 16
- Child Care Benefit & Child Care Rebate ............................................................ 17
- Orientation and Induction .................................................................................. 17
- Pre-Preparatory School Calendar 2016 ............................................................ 18
- Health and Hygiene Policy ................................................................................ 18
- Fire and Evacuation Procedures ....................................................................... 19
- Child Protection .................................................................................................. 19
- Safety Policy on Arrivals and Departures ......................................................... 20
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 Head of Pre-Preparatory and 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.
JUNIOR SCHOOL STAFF

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OSHC Co-ordinator/ Assistant:
Mrs Amanda Robards – Diploma of Early Childhood
Assistant:
Mrs Sheela Nolan – Diploma of Early Childhood
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 Preschool 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

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 2 and 3 throughout the school year. They are 15 minutes in duration. The first interview at the beginning of Term 2 focuses on settling into a school environment. The second interview in the latter half of the year discusses the progress 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, a Daily PowerPoint Presentation can be located on Blackboard.

Username: Preprep
Password: 123456

BLACKBOARD

Information regarding the day to day running of Pre-Preparatory, including a slideshow of each day’s activities can be accessed through Blackboard on the St Hilda’s School website.

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 NEWSLETTERS

Fortnightly newsletters 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 tape 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 tape 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 Deputy Head of Junior School – ELC – Year 2, who will endeavour to resolve any problems or answer any questions.

Any concerns not addressed at this level should be referred to 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.

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.

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 Orientation Session for parents in Term Four of the year prior to entry, and an Induction Session for children prior to their commencement.

At the Parent Orientation Session the Head of Junior School/ Deputy Head of Junior School – ELC – Year 2 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)

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 Head of the Pre-Preparatory 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 2016**

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 Junior School Head of Administration 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 bring their daughter into the Pre-Preparatory room and sign the Register of Attendance on arrival. It is also a requirement that you hand your daughter to a staff member. If you have time feel free to enjoy a jigsaw puzzle or play a game with your child before you depart.

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 (ACEEQA) 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:

<table>
<thead>
<tr>
<th>Item</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shorts and T-Shirt</td>
<td>1-4</td>
</tr>
<tr>
<td>Play hat</td>
<td>1-4</td>
</tr>
<tr>
<td>Navy sandals (velcro)</td>
<td>1 and 4</td>
</tr>
<tr>
<td>Velcro Sneakers (basically white)</td>
<td>2 and 3</td>
</tr>
<tr>
<td>School Socks</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Navy tracksuit pants</td>
<td>2 and 3</td>
</tr>
<tr>
<td>Flora Jacket</td>
<td>2 and 3</td>
</tr>
<tr>
<td>School Swimmers</td>
<td>1 and 4</td>
</tr>
<tr>
<td>School Swim Shirt</td>
<td>1 and 4</td>
</tr>
<tr>
<td>School Swimming Cap/Towel</td>
<td>1 and 4</td>
</tr>
<tr>
<td>School drawstring bag</td>
<td>1 - 4</td>
</tr>
<tr>
<td>Red Book Bag</td>
<td>1 - 4</td>
</tr>
</tbody>
</table>

(embroidery optional)
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.
<table>
<thead>
<tr>
<th>Age</th>
<th>Diseases being immunised against</th>
<th>Routine childhood vaccinations plus</th>
<th>Annual seasonal influenza for medical at risk groups¹</th>
</tr>
</thead>
<tbody>
<tr>
<td>Birth</td>
<td>Hepatitis B birth dose administered within 7 days of birth</td>
<td>Tuberculosis¹</td>
<td>Both children (from six months of age) and adults who are in the medical at risk group for influenza are eligible to receive free seasonal influenza vaccine.</td>
</tr>
<tr>
<td>2, 4 &amp; 6 months</td>
<td>Diphtheria-tetanus-pertussis-hepatitis B-poliovirus-Haemophilus influenzae type B (Hib)²</td>
<td>Rotavirus</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Infant pneumococcal</td>
<td>Age limits apply</td>
<td></td>
</tr>
<tr>
<td>12 months</td>
<td>Hib</td>
<td>Measles-mumps-rubella ³</td>
<td>Infant pneumococcal</td>
</tr>
<tr>
<td>18 months</td>
<td></td>
<td>Meningococcal C</td>
<td>Hepatitis A</td>
</tr>
<tr>
<td>24 months</td>
<td></td>
<td></td>
<td>Pneumococcal</td>
</tr>
<tr>
<td>4 years</td>
<td>Diphtheria-tetanus-pertussis-poliovirus ²</td>
<td>Measles-mumps-rubella ³</td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td>Hepatitis B ¹ (2 doses)</td>
<td>Varicella (chickenpox)</td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td>Diphtheria-tetanus-pertussis ²,³</td>
<td>Varicella (chickenpox)</td>
<td>Pneumococcal</td>
</tr>
<tr>
<td>15 to 49 years</td>
<td></td>
<td>Human Papillomavirus ¹ (females only) (3 doses)</td>
<td></td>
</tr>
<tr>
<td>50 years &amp; over</td>
<td></td>
<td></td>
<td>Influenza</td>
</tr>
<tr>
<td>65 years &amp; over</td>
<td></td>
<td></td>
<td>Pneumococcal</td>
</tr>
</tbody>
</table>

**Schedule Key**

1. Only underlying medical conditions.
2. These are combined vaccines, meaning one injection protects against several diseases.
3. Adolescent 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 28 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>
</tr>
<tr>
<td>Hib infection (Haemophilus Influenza type B)</td>
<td>Readmit when well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human Immunodeficiency Virus infection 9HIV AIDS VIRUS)</td>
<td>Exclusion is not necessary unless the child has a secondary infection</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hydatid disease</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<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 preschool</td>
</tr>
<tr>
<td>DISEASE OR CONDITIONS</td>
<td>EXCLUSION OF CASES</td>
<td>EXCLUSION OF CONTACTS</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Psittacosis (also called Ornithosis)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<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>
</tr>
<tr>
<td>Rotavirus</td>
<td>Exclude until vomiting and diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German Measles)</td>
<td>Exclude until fully recovered</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<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>
</tr>
<tr>
<td>Scarlet Fever (see “strep”)</td>
<td>Readmit once appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>School Sores (Impetigo)</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Shigella</td>
<td></td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>Thrush</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Exclusion is not necessary</td>
<td>Not Excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Readmit on advice from public health medical officer</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Viral Gastroenteritis</td>
<td>Exclude until diarrhoea has ceased</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Warts (Common, Plane, Planter)</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<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>
</tr>
<tr>
<td>Worms</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
### APPENDIX 5 – Pre-Prep M Attendance Dates 2016

<table>
<thead>
<tr>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
<th>TERM FOUR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1A</strong></td>
<td><strong>Week 1B</strong></td>
<td><strong>Week 1B</strong></td>
<td><strong>Week 1B</strong></td>
</tr>
<tr>
<td>Wednesday 27 January</td>
<td>Tuesday 12 April</td>
<td>Tuesday 12 July</td>
<td>Wednesday 5 October</td>
</tr>
<tr>
<td><strong>Week 2B</strong></td>
<td><strong>Week 2A</strong></td>
<td><strong>Week 2A</strong></td>
<td><strong>Week 2A</strong></td>
</tr>
<tr>
<td>Monday 1 February</td>
<td>Monday 18 April</td>
<td>Monday 18 July</td>
<td>Monday 10 October</td>
</tr>
<tr>
<td>Tuesday 2 February</td>
<td>Tuesday 19 April</td>
<td>Tuesday 19 July</td>
<td>Tuesday 11 October</td>
</tr>
<tr>
<td>Wednesday 3 February</td>
<td><strong>Week 3A</strong></td>
<td><strong>Week 3A</strong></td>
<td>Wednesday 12 October</td>
</tr>
<tr>
<td>Monday 8 February</td>
<td>Monday 22 February</td>
<td>Monday 22 February</td>
<td><strong>Week 3B</strong></td>
</tr>
<tr>
<td>Tuesday 9 February</td>
<td>Tuesday 23 February</td>
<td>Tuesday 23 February</td>
<td>Tuesday 18 October</td>
</tr>
<tr>
<td><strong>Week 4B</strong></td>
<td><strong>Week 4A</strong></td>
<td><strong>Week 4A</strong></td>
<td><strong>Week 4A</strong></td>
</tr>
<tr>
<td>Monday 15 February</td>
<td>Monday 20 August</td>
<td>Monday 1 August</td>
<td>Monday 24 October</td>
</tr>
<tr>
<td>Tuesday 16 February</td>
<td>Tuesday 2 May</td>
<td>Tuesday 18 November</td>
<td>Tuesday 25 October</td>
</tr>
<tr>
<td>Wednesday 17 February</td>
<td>Wednesday 3 May</td>
<td>Wednesday 20 July</td>
<td>Wednesday 26 October</td>
</tr>
<tr>
<td><strong>Week 5A</strong></td>
<td><strong>Week 5B</strong></td>
<td><strong>Week 5B</strong></td>
<td><strong>Week 5B</strong></td>
</tr>
<tr>
<td>Monday 22 February</td>
<td>Monday 9 May</td>
<td>Monday 8 August</td>
<td>Monday 31 October</td>
</tr>
<tr>
<td>Tuesday 23 February</td>
<td>Tuesday 10 May</td>
<td>Tuesday 9 August</td>
<td>Tuesday 1 November</td>
</tr>
<tr>
<td><strong>Week 6B</strong></td>
<td><strong>Week 6A</strong></td>
<td><strong>Week 6A</strong></td>
<td><strong>Week 6A</strong></td>
</tr>
<tr>
<td>Monday 29 February</td>
<td>Monday 16 May</td>
<td>Monday 15 August</td>
<td>Monday 7 November</td>
</tr>
<tr>
<td>Tuesday 1 March</td>
<td>Tuesday 17 May</td>
<td>Tuesday 16 August</td>
<td>Tuesday 8 November</td>
</tr>
<tr>
<td>Wednesday 2 March</td>
<td>Wednesday 18 May</td>
<td>Wednesday 17 August</td>
<td><strong>Week 7B</strong></td>
</tr>
<tr>
<td><strong>Week 7A</strong></td>
<td><strong>Week 7B</strong></td>
<td><strong>Week 7B</strong></td>
<td><strong>Week 7B</strong></td>
</tr>
<tr>
<td>Monday 7 March</td>
<td>Monday 23 May</td>
<td>Monday 22 August</td>
<td>Monday 14 November</td>
</tr>
<tr>
<td>Tuesday 8 March</td>
<td>Tuesday 24 May</td>
<td>Tuesday 23 August</td>
<td>Tuesday 15 November</td>
</tr>
<tr>
<td><strong>Week 8B</strong></td>
<td><strong>Week 8A</strong></td>
<td><strong>Week 8A</strong></td>
<td><strong>Week 8A</strong></td>
</tr>
<tr>
<td>Monday 14 March</td>
<td>Monday 30 May</td>
<td>Monday 29 August</td>
<td>Monday 21 November</td>
</tr>
<tr>
<td>Tuesday 15 March</td>
<td>Tuesday 31 May</td>
<td>Tuesday 30 August</td>
<td>Tuesday 22 November</td>
</tr>
<tr>
<td>Wednesday 16 March</td>
<td>Wednesday 1 June</td>
<td>Wednesday 31 August</td>
<td><strong>Week 9B</strong></td>
</tr>
<tr>
<td><strong>Week 9A</strong></td>
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<td>Monday 21 March</td>
<td>Monday 29 August</td>
<td>Monday 5 September</td>
<td>Monday 12 September</td>
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<td>Tuesday 22 March</td>
<td>Tuesday 30 August</td>
<td>Tuesday 6 September</td>
<td>Tuesday 13 September</td>
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<td><strong>Week 10A</strong></td>
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<td>Tuesday 14 June</td>
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## APPENDIX 6 – Pre-Prep T Attendance Dates 2016

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<thead>
<tr>
<th>TERM ONE</th>
<th>TERM TWO</th>
<th>TERM THREE</th>
<th>TERM FOUR</th>
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<tr>
<td><strong>Week 1A</strong>&lt;br&gt;Thursday 28 January&lt;br&gt;Friday 29 January</td>
<td><strong>Week 1B</strong>&lt;br&gt;Thursday 14 April&lt;br&gt;Friday 15 April</td>
<td><strong>Week 1B</strong>&lt;br&gt;Thursday 14 July&lt;br&gt;Friday 15 July</td>
<td><strong>Week 1B</strong>&lt;br&gt;Thursday 6 October&lt;br&gt;Friday 7 October</td>
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<td><strong>Week 2B</strong>&lt;br&gt;Thursday 4 February&lt;br&gt;Friday 5 February</td>
<td><strong>Week 2A</strong>&lt;br&gt;Wednesday 20 April&lt;br&gt;Thursday 21 April&lt;br&gt;Friday 22 April</td>
<td><strong>Week 2A</strong>&lt;br&gt;Thursday 21 July&lt;br&gt;Friday 22 July</td>
<td><strong>Week 2A</strong>&lt;br&gt;Thursday 13 October&lt;br&gt;Friday 14 October</td>
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<td><strong>Week 3A</strong>&lt;br&gt;Wednesday 10 February&lt;br&gt;Thursday 11 February&lt;br&gt;Friday 12 February</td>
<td><strong>Week 3B</strong>&lt;br&gt;Thursday 28 April&lt;br&gt;Friday 29 April</td>
<td><strong>Week 3B</strong>&lt;br&gt;Wednesday 27 July&lt;br&gt;Thursday 28 July&lt;br&gt;Friday 29 July</td>
<td><strong>Week 3B</strong>&lt;br&gt;Thursday 20 October&lt;br&gt;Friday 21 October</td>
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<td><strong>Week 4B</strong>&lt;br&gt;Thursday 18 February&lt;br&gt;Friday 19 February</td>
<td><strong>Week 4A</strong>&lt;br&gt;Thursday 5 May&lt;br&gt;Friday 6 May</td>
<td><strong>Week 4A</strong>&lt;br&gt;Thursday 4 August&lt;br&gt;Friday 5 August</td>
<td><strong>Week 4A</strong>&lt;br&gt;Thursday 27 October&lt;br&gt;Friday 28 October</td>
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<td><strong>Week 5A</strong>&lt;br&gt;Wednesday 24 February&lt;br&gt;Thursday 25 February&lt;br&gt;Friday 26 February</td>
<td><strong>Week 5B</strong>&lt;br&gt;Wednesday 11 May&lt;br&gt;Thursday 12 May&lt;br&gt;Friday 13 May</td>
<td><strong>Week 5B</strong>&lt;br&gt;Wednesday 10 August&lt;br&gt;Thursday 11 August&lt;br&gt;Friday 12 August</td>
<td><strong>Week 5B</strong>&lt;br&gt;Wednesday 2 November&lt;br&gt;Thursday 3 November&lt;br&gt;Friday 4 November</td>
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<td><strong>Week 6B</strong>&lt;br&gt;Thursday 3 March&lt;br&gt;Friday 4 March</td>
<td><strong>Week 6A</strong>&lt;br&gt;Thursday 19 May&lt;br&gt;Friday 20 May</td>
<td><strong>Week 6A</strong>&lt;br&gt;Thursday 18 August&lt;br&gt;Friday 19 August</td>
<td><strong>Week 6A</strong>&lt;br&gt;Wednesday 9 November&lt;br&gt;Thursday 10 November&lt;br&gt;Friday 11 November</td>
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<td><strong>Week 7A</strong>&lt;br&gt;Wednesday 9 March&lt;br&gt;Thursday 10 March&lt;br&gt;Friday 11 March</td>
<td><strong>Week 7B</strong>&lt;br&gt;Wednesday 25 May&lt;br&gt;Thursday 26 May&lt;br&gt;Friday 27 May</td>
<td><strong>Week 7B</strong>&lt;br&gt;Wednesday 24 August&lt;br&gt;Thursday 25 August</td>
<td><strong>Week 7B</strong>&lt;br&gt;Thursday 17 November&lt;br&gt;Friday 18 November</td>
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<td><strong>Week 8B</strong>&lt;br&gt;Thursday 17 March&lt;br&gt;Friday 18 March</td>
<td><strong>Week 8A</strong>&lt;br&gt;Thursday 2 June&lt;br&gt;Friday 3 June</td>
<td><strong>Week 8A</strong>&lt;br&gt;Thursday 1 September&lt;br&gt;Friday 2 September</td>
<td><strong>Week 8A</strong>&lt;br&gt;Wednesday 23 November&lt;br&gt;Thursday 24 November</td>
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<td><strong>Week 9A</strong>&lt;br&gt;Wednesday 23 March</td>
<td><strong>Week 9B</strong>&lt;br&gt;Wednesday 8 June&lt;br&gt;Thursday 9 June&lt;br&gt;Friday 10 June</td>
<td><strong>Week 9B</strong>&lt;br&gt;Wednesday 7 September&lt;br&gt;Thursday 8 September&lt;br&gt;Friday 9 September</td>
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<td><strong>Week 10A</strong>&lt;br&gt;Thursday 16 June</td>
<td><strong>Week 10A</strong>&lt;br&gt;Wednesday 14 September&lt;br&gt;Thursday 15 September</td>
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