

# Isabella Plains Early Childhood School

## Family Handbook



*Learning and development through collaboration*

## General Information

### Contact Details

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### Staff

Principal:	Simon Parker
Deputy Principal:	Katie Brown
Executive Teacher:	TBC
Business and Facilities Manager:	Trish Coughlan

### 2019 TERM DATES

Term 1	Monday 4 February	Friday 12 April
Term 2	Monday 29 April	Friday 5 July
Term 3	Monday 22 July	Friday 27 September
Term 4	Monday 14 October	Friday 19 December

### PUBLIC HOLIDAYS 2019

New Year's Day	Tuesday 1 January
Australia Day	Monday 28 January is the public holiday
Canberra Day	Monday 11 March
Good Friday	Friday 19 April
Easter Monday	Monday 22 April
ANZAC Day	Thursday 25 April
Reconciliation Day	Monday 27 May
Queen's Birthday	Monday 10 June
Labour Day	Monday 7 October
Christmas Day	Wednesday 25 December
Boxing Day	Thursday 26 December

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## Principal's Welcome

Dear Children and Families,

We warmly welcome you to the Isabella Plains Early Childhood School (IPECS) Community where our mission is to *'engage and equip children as active learners and empower families as partners in education'*.

In partnership with Communities@Work, we offer a holistic service which focuses on high quality learning, integrated service delivery and family support and participation. These services are offered through practices that retain a close connection to nature, foster a responsibility to our environment and acknowledge the custodians of the land on which we live, work and play.

We celebrate the diversity of our families and value children's individual life experiences of community, culture and relationships. You, our families, are partners in education and work closely with us to support your child's growth: academically, physically, socially and emotionally.

We explicitly teach the learning skills, assets and dispositions required for 21<sup>st</sup> century learning using the framework of the 7 Cs which stand for *Communication, Collaboration, Commitment, Craftsmanship, Creativity, Curiosity and Confidence*.

Our school values are worked around IPECS PRIDE. We value *Play, Respect, Integrity, Diversity and Effort*.

In partnership with our families, we aim to achieve our vision of IPECS graduates as happy, healthy, globally minded citizens who positively impact the world around them through respect for country, self, family, community and others.

I encourage you to visit our school website and view the videos that highlight our philosophy and vision in practice. These can be located here  
[http://www.ipecs.act.edu.au/our\\_school/core\\_elements\\_of\\_service\\_delivery](http://www.ipecs.act.edu.au/our_school/core_elements_of_service_delivery)

Kind regards

Simon Parker  
Principal

## IPECS PRIDE

Play

Respect

Integrity

Diversity

Effort

### Our Mission

To engage and equip children as active learners and empower families as partners in education.



### Our Vision

IPECS graduates are happy, healthy, globally minded citizens who positively impact the world around them through respect for country, self, family, community and others.

## The 7 Cs

### Collaboration

I take turns

I am caring

I work with others

### Communication

I am a speaker

I am a writer

I am a listener

### Confidence

I believe in me

I bounce back

I make my own choices

### Craftsmanship

I try my best

I check my work

I take my time

### Commitment

I don't give up

I try again

I have a go

### Curiosity

I ask questions

I explore

I think about things in  
different ways

### Creativity

I am creative

I build on ideas

I use my imagination

## Absences

Absences are recorded at the Front Office. It is advised that parents/carers notify the Front Office on 6142 3777 or via an email to their child's educator for any child absences.

## Allergies

Isabella Plains Early Childhood School is a nut aware school. We ask that in order to minimise the risk of allergic reaction, children do not bring items to school that may contain nuts. If your child has a known allergy, you will be required to complete an action plan with your doctor and provide a copy to the school along with any medication needed.

## Before and After School Care

Before and after school care is provided onsite by Communities@Work and is accessible to all children in preschool to year 2. To enquire about places available and to enrol, please contact the Communities@Work enrolment team on 1300 212 273.

## Book Packs



Each year families are asked to purchase a book pack for their child to use during the following school year. We have found that ordering class sets of everything in bulk is a much more cost effective way of purchasing book pack requirements. The \$50 cost of the book pack includes coloured pencils, textas and crayons, lead pencils and exercise books. It also covers glue sticks, paint, scissors and other craft items. We also ask for a \$10 per child ICT contribution which goes toward the cost of all digital learning tools and resources, including Seesaw which is an online learning journal that all our classes use. There is no need to come in

and pick up the book pack, as everything will be delivered to the classrooms ready for the first day of the school year.

## Breakfast Club

**NOW IN THE FAMILY ROOM**

**BREAKFAST CLUB**

Every Wednesday  
Weeks 2-9 during  
school terms  
8.30-8.55  
In the Family Room

Breakfast club is for all IPECS children and their families or carers. It is a chance to sit, relax and enjoy a healthy breakfast as a family with other children and their families.

For more information please contact the school on 6142 3777 or email [www.ipecs.act.edu.au](mailto:www.ipecs.act.edu.au)

  

## Canteen

Children from preschool to year 2 are able to order lunch from the child care kitchen. Orders can be placed in the morning before school starts at the kitchen located at the entrance to the hall. The full menu is displayed on the canteen window and the meal of the day is also advertised in “the week ahead” which is posted on our Facebook page.

## Changes to Details



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

## Child Protection Practices

All employees in schools are mandated to report any case of suspected child abuse/neglect. Failing to do so is a criminal offence. Educators will talk to the children about personal safety in a way that meets the developmental understandings of children.

## Children with Diverse Needs

If your child is diagnosed with additional needs or you think they will require some specific consideration, please talk to the school executive staff as soon as possible. For our children with diverse needs we may consider a slow transition to starting preschool. In this model, children can get to know the school routines at their own pace and educators can ensure they have effectively set up learning experiences that cater to individual needs.

## Class Connect Program

Each class at Isabella Plains Early Childhood School has a Class Connector who is a family member liaising between educators and families to form a parent/carers network for that class.

As well as classroom events, the Class Connector helps to build an inclusive community through contact with other families in the class. Some of the events may include:

- A coffee morning in the Family Room
- A class play date in the school's farm
- Parent/carers dinner

Families that are part of the parent/carers network will receive notices and invitations to events happening in their child's class community. Families have the choice to opt out of the parent/carers network at any time if they wish by contacting the school.

To become a Class Connector you can nominate yourself or be nominated. You will be supported with an initial training workshop and informal catch ups with other Class Connectors.

## Clothing

The School Board encourages the wearing of the school colour code as it helps to create a sense of belonging. Children are involved in a range of hands on learning experiences, so are encouraged to wear clothes that are wash and wear. We also believe that wearing school clothing assists on excursions as children are more visible and easily identifiable in the school colours.

The benefits of a school uniform include:

- promoting a sense of a school identity and belonging among children
- assisting children to learn the importance of appropriate presentation
- promoting the safety of children through easier identification
- keeping costs of clothing within reasonable limits for parents and carers

Savvy School Wear sell shirts, hats and jumpers brand new. The school runs a second hand uniform shop.

### Available from the school

#### Hats

colours: purple or green

sizes: small (47-51cm)

medium (51-55cm)

large (53-57cm)

price: \$7.00



#### School Dress

Sizes: 4, 6, 8, 10, 12

(Limited quantities of each size)

price: \$40



### Second hand uniform shop

The second hand uniform shop is open every Wednesday morning 9 – 9.30.

Stock availability is dependent on donations received.

#### Prices

T-shirts and Polo's \$2.00

Hoodies and

Fleece jumpers \$5.00

Dresses \$10.00



#### Footwear

Suitable shoes have an enclosed toe and heel, include well-formed sneakers, leather shoes and boots. Well-fitting shoes are important, as ill-fitting shoes can have negative long term effects on children's feet. Thongs, Crocs and open-backed sandals can result in injuries and are therefore discouraged.

*Please bring* a spare change of clothes just in case (including underwear and socks) and LABEL EVERYTHING.

## Communication

Our school implements a range of strategies to ensure communication links between the school and the home. Important school notices are placed on notice boards, sent via e-mail,

sent home as hard copies if requested, mentioned on Twitter at @IPECS\_1 and on our Facebook page. Newsletters are produced in weeks 1, 3, 6 and 9 of each term with information about what is happening in the school from birth to eight years. Our GEMS Parent Association meetings are held twice a term for your input and feedback. More information about the GEMS Parents Association can be accessed at [www.ipecs.act.edu.au/gems\\_parent\\_association](http://www.ipecs.act.edu.au/gems_parent_association).

Our school values collaborative partnerships between parents/carers and staff and provides a number of opportunities throughout the year for formal family interviews to share information about your child and their interests, their strengths and areas to focus on extending their learning and development. Our formal interview times are:

- Term 4 in the year prior to commencement for preschool families - family interviews - this gives preschool children the opportunity to become familiar with the school as well as staff and helps them mentally and visually prepare for their preschool year.
- Start of Term 1 - Getting to Know You Yarns for preschool to year two families and new preschool enrolments
- Mid Year - Child led Conferences for preschool to year two
- Optional end of year interviews if requested for preschool to year two

Educators appreciate the opportunity to talk with parents and carers both informally and in formal situations. This ensures valuable insights, and understandings, can be appreciated about a child's individual developmental journey. If you have any questions or concerns throughout the year, please do not hesitate to ask for an appointment to meet with the educator.

## Concerns and Compliments

### ***Working Together to Resolve Challenging Issues***

There may be some times when we need to deal with a challenging issue concerning your child at school. We understand that you are emotionally invested and would like to work with you towards a positive outcome. Challenging situations can include social conflicts, issues with learning and concerns about the program. At these times, ensure you continue to foster your child's positive attitude toward school, community, people and learning.

### ***When dealing with challenging situations:***

- Be pro-active - you may see things that the educator has not been able to see. Be open, tell them what you understand and what your child has expressed to you. Keep track of follow up and give feedback to the educator about whether the situation is resolved from your perspective.
- Be positive - we all want the best for your child. It is a shared responsibility that educators and parents/carers communicate respectfully in a way that values the teaching expertise and the parents/carers input.
- Be fair - sometimes you may feel frustrated with your child's peers, educators or other families involved. It is important that even in these situations we continue to communicate respectfully and with consideration for others. Your child is learning from your reaction - what do you want them to see?
- Be realistic - for example, if your child is experiencing a challenging situation with a peer, understand that they are *both* still learning how to engage in a positive way. There may be many times across the year where the same challenge comes up. Expectations should meet the child's capabilities.
- Be aware - we have different perspectives. As the primary carer your focus is on your child. You see *their* feelings and affects of the situation in a more intense way than

others. The educator's role is to make professional decisions and move toward a resolution with your family, other families involved and the class, with consideration for the personal impact on each individual concerned.

Should the need arise the ACT Education Directorate has a policy for complaints resolution. This policy can be accessed at

[https://www.education.act.gov.au/publications\\_and\\_policies/policies/A-Z](https://www.education.act.gov.au/publications_and_policies/policies/A-Z)

## Core Elements of Service Delivery

IPECS provides services for children from birth to eight years old. Central to our service delivery are three core elements described below. For more information about each of the elements, please visit our website

([http://www.ipecs.act.edu.au/our\\_school/core\\_elements\\_of\\_service\\_delivery](http://www.ipecs.act.edu.au/our_school/core_elements_of_service_delivery))



## Curriculum

### Preschool

Our Learning Program outlines our learning intentions for each fortnight. It highlights the short term goals for children's learning, our intentional teaching episodes, indoor and outdoor learning experiences all reflecting the children's interests. Each room has its own Learning Program displayed and is available for families to read and give feedback.

### **Early Years Learning Framework**

Our curriculum is informed by the Early Years Learning Framework (EYLF). You may be familiar with Key Learning Areas such as English, Maths, Science or the Arts - they are taught through this framework.



#### **Children have a strong sense of identity**

As they get to know our educators and class members, children have many opportunities to share what activities, experiences or actions, help make them feel good. Children are learning to identify factors that promote their mental wellbeing. As they gain confidence in self-help skills their achievements are celebrated, enhancing a positive sense of self. Stories, role play and discussions further help children value and follow health practices.

#### **Children are connected with and contribute to their world**

Children are introduced to various multicultural resources designed to broaden their understandings and appreciation of different cultures and places. We acknowledge and learn about the diverse cultures that enhance our class group and show individuals that they are understood by including photos, artefacts, literature, language and play activities from their family cultural background.

#### **Children have a strong sense of wellbeing**

The children will engage in class discussions and stories to help them learn about how they can thrive, be independent and help in their new classroom community. All these factors contribute to the development of a sense of wellbeing. Children will be introduced to different roles at pack up time and the recycling system at IPECS. Explicit and incidental teaching and role play around regulating emotions is a natural part of the young child's day.

#### **Children are confident and involved learners**

In the school, children will develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. They will also continue to develop their attitude towards learning including curiosity, creativity, cooperation, confidence, commitment, enthusiasm, persistence and imagination.

#### **Children are effective communicators**

Isabella Plains Early Childhood School offers a wide variety of mediums through which children may express their ideas and understandings. These activities are planned to support children's fine motor and prewriting skills. Throughout the day, children have opportunities to move creatively and express themselves through music and movement. All experiences endeavour to develop verbal communication capabilities and this is evident through cooperative play, exposure to great books (rich text) and learning experiences that build vocabulary.

### **Kindergarten to Year 2**

IPECS is guided by the Australian Curriculum from kindergarten to year 2. The Australian Curriculum is designed to help all young Australians to become successful learners, confident and creative individuals, and active and informed citizens. Presented as a developmental sequence of learning from Foundation - Year 10, the Australian Curriculum describes to educators, parents/carers, children and others in the wider community what is to be taught and the quality of learning expected of young people as they progress through school.

Disciplinary knowledge, skills and understanding are described in the eight learning areas of

the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages. In each learning area or subject, content descriptions specify what young people will learn, and achievement standards describe the depth of understanding and the sophistication of knowledge and skill expected of children at the end of each year level or band of years.

In addition to the eight learning areas, the Australian Curriculum also includes cross curriculum perspectives and general capabilities. The cross curriculum perspectives includes:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

The general capabilities includes:

- Literacy
- Numeracy
- Information and Communication (ICT) Capability
- Critical and creative thinking
- Personal and social capability
- Ethical understanding
- Intercultural understanding

## *Delivery and Collection of Children*

A member of the leadership team provides supervision for children in kindergarten to year 2 from 8.40am each morning. At 8.55am children will be directed to their learning areas to meet the educator and begin the day. Children are asked not to arrive at school before 8.40am. At the end of the day, K-2 children will be walked outside the learning area by the educator to meet a family member. Alternatively, you may like to discuss pick up arrangements with your child's learning group educator. Before and after school care are available onsite through Communities@Work.

## *Emergency Management Procedures*

The school has a policy on emergency evacuations and is required to practise evacuations and lockdown procedures throughout the year. All staff and children participate in the practise evacuations and children are talked through what is happening so that they understand the purpose of the experience.

## *Enrolment Procedures*

The front office staff can answer any queries you may have about the enrolment process and requirements. All ACT Education Directorate schools are now taking enrolments via the online enrolment link. Once the enrolment has been completed online the school receives notification and families will be contacted to confirm if a place is available. When an offer of enrolment has been sent, families must come in to the school and provide originals of the following documents to accept the offer of enrolment:

- Proof of address (this must be your most recent utilities bill and lease agreement or rates notice)
- Immunisation records for your child
- The child's birth certificate

## First Aid

All staff are informed about Education Directorate policies and school procedures in relation to the administration of First Aid and the appropriate response to accidents and incidents.

- Staff receive appropriate professional development and induction training
- First Aid kits are located in the preschool and the front office
- A qualified First Aid Officer is always on site. The First Aid Officer will manage all major and minor injuries / accidents supported by the staff. Further assistance will be called for if necessary.

## Food and Drink

It is important that children have healthy meals throughout the day to ensure they stay alert, energised and able to learn.

It is essential that children have breakfast before coming to school. Healthy breakfast choices include low sugar cereals, multigrain toast, egg, yoghurt or fruit.

Children have two or three eating times during the day – healthy snack, lunch and afternoon snack. In the preschool, these vary slightly according to each group of children and their needs.

Ideas for the **healthy snack and afternoon snack include:** fruit, yoghurt, cold meat, seeds, vegetable sticks and hommus, muesli bars, crackers & cheese.

**Lunch ideas include:** sandwiches or salads with tuna, chicken, cheese or egg, corn cobs, raw or cooked vegetables, baked beans, crackers, rice crackers and milk.

Children also need to continually drink water to ensure proper brain function. A drink bottle can be brought into class each day for children to sip on. Bubblers are also available throughout the school grounds.

School lunches can be susceptible to food poisoning, especially in the summer heat. Children's lunches will be stored away from sunlight, but it is recommended to supply your child with an insulated lunch box and small lunch box ice bricks to keep food cool and to avoid the growth and contamination of food poisoning bacteria.

## GEMS PJC

Isabella Plains Early Childhood School (IPECS) provides children and families with a vibrant, inclusive and supportive community based environment in which our children can grow and thrive. The GEMS Parent Association (GEMS), established in 2009, works hand in hand with the Birth-5 Manager, Principal, Deputy-Principal and staff of IPECS including educators and Comms@Work educators to contribute to the learning and environments of our children.



All parents or carers of children at IPECS from birth all the way to the 8 year olds in year two are automatically members of the GEMS. We value the rich diversity of skills and experiences that each family brings to our school and understand that helping our school comes in many different forms.

A GEMS governing committee is appointed each year with nominations and votes coming from the IPECS school community. The committee provides a delegate to attend the ACT Council of P&C Association meetings giving an IPECS voice on ACT school policies and issues.

GEMS meetings occur twice a term, generally on a Wednesday evening at 7pm in the Family Room. However, we understand that people are very busy and are very happy to vary meeting times/days to give more people an opportunity to attend.

The GEMS have a Facebook page ([www.facebook.com/IPECS.GEMS/](https://www.facebook.com/IPECS.GEMS/)) to share information with parents/carers that is interesting and relevant to our school community.

The GEMS organise many fun community and educational events for our school children and their families such as:

- Whole school discos
- Movie nights
- Sausage sizzles
- End of year celebrations
- Science show presentation during Science Week
- Celebratory breakfasts for eg Mother's Day, Father's Day
- Art show and mini fete

The GEMS also conduct fundraising activities to help provide improvements to the school and new resources for our children. These activities include:

- Mother and Father's Day stalls
- Colouring competitions
- Healthy fruit fundraiser eg mangoes/cherries
- Community barbecues eg Bunnings, Jordo's Chop Shop
- Entertainment Book
- Raffles
- Stuck on You

GEMS is an opportunity for you to find out what is happening around the school, contribute your ideas, connect with other families and have some fun during this precious time of your child's life. Your children will benefit too. Research shows that when parents and carers are involved, children get better grades, have a better attitude to school and improved behaviour. Research also shows that people that volunteer are happier and live longer. So why wouldn't you want to get involved?

If you would like to know more about the GEMS please contact [ipecs.gems@gmail.com](mailto:ipecs.gems@gmail.com).

## *Health and Medical Information*

The ACT Health Directorate advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus Influenza type B). We would ask that you check your child's present

immunisation status to see whether it is complete for his/her age. ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur. A copy of exclusion periods for children with infectious diseases is available in the Appendix of this document. Parents/carers are asked to adhere closely to these requirements unless medical advice to the contrary is provided in writing.

### **Medical and Accidents**

It is important that sick children are kept at home for their own comfort as well as the comfort of other children and staff. If a child becomes ill or is injured at school appropriate first aid will be given and if necessary parents/carers will be notified and asked to take their child home. If emergency treatment is required parents/carers will be notified immediately and an ambulance will be called if necessary.

If a child is to take a **prescription medicine** while at school, written directions and medicine must be left with the front office staff. Information on a child's health status, e.g. epilepsy, diabetes, should be given on enrolment or on diagnosis.

**Head lice** are extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from school until treated. Please report any cases of head lice to the school.

### **Information on hygiene procedures**

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

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

## *Information and Communication Technologies (ICT)*

At Isabella Plains Early Childhood School we use a variety of digital technologies with the children as well as to communicate with our parent/carer community.

We strive to boost children's skills and access to good quality technology across the site. Isabella Plains is striving to use technology as a tool for learning that expands our instructional repertoire and is the vehicle that maximizes the capacity of all educators and learners. It is the vision of Isabella Plains Early Childhood School that children be engaged in a stimulating academic environment and a curriculum that is child centred and focused on 21<sup>st</sup> Century learning. To cater for this we have a purpose built Makerspace equipped with the necessary technology to address a variety of learning styles.

In the 21st century, understanding and using technology will be an integral part of virtually every aspect of daily life. When integrated into instruction, technology will support new strategies for teaching and learning by:

- Addressing diverse learning styles
- Accommodating individual learning rates
- Encouraging cooperative learning

- Helping children accept responsibility for their learning
- Providing the means to communicate globally
- Improving academic achievement in all areas

Specifically, we envision that technology is available and effectively supported for all children and staff to:

- Provide global access to information
- Meet the curricular needs of all learners
- Provide access to the general curriculum
- Refine critical thinking skills and foster creativity
- Provide a medium for expression and communication
- Collect, assess, and share performance information
- Improve the effectiveness of administrative tasks
- Provide skills and proficiencies necessary for future schooling

## Library

Your child will borrow from the school library as a part of their class program. They will need to bring a library bag for borrowing. The library is also open during break times. Parents and carers are welcome to access the library with children before and after school. Children can also borrow electronic books via the school library catalogue which can be viewed on a computer or personal device. Log on details and instructions on how to access eBooks are sent out early in term 1.

## Parent and Carer Partnerships

Positive parent and carer partnerships are critical to our success. Recent research indicates that parent/carers involvement in their children's education has a significant and positive effect on educational outcomes. We encourage you to contact your child's educator if you have any queries or concerns. There are many ways in which you can become involved in your child's school: GEMS P&C, School Board, volunteering in the classroom, excursions and/or attending learning journeys.

We are a community - you are welcome to be part of your child's classroom, school events, and special class events like excursions. To offer help, ask identified staff at any time. If you can help on a regular basis, please talk to your child's educator. If you have an area of expertise, like art, design, music or science, please let us know. Our children are learning to gather information from various sources. People are a precious information resource and we would enjoy including your expertise in our program at some stage of the year. Sometimes children do not respond well to their own parents/carers being in the classroom.

## Policies

To view Education and Training Directorate policies visit <http://www.education.act.gov.au/>

## Preparing your child for school

During your getting to know you yarn, you will talk with an educator about your child. You may like to discuss your child's interests and strengths and ask any questions you may have.

The Educator will ask about medical conditions and experience in childcare. We also ask about family and cultural celebrations. We will also discuss school clothes and lunches. This information is also listed in this handbook. You may also like to consider any goals you would like your child to work towards.

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

***Help your child to become aware of the essential routines of a school day:***

- Talk about giving the brain and body some energy for lots of learning. Talk about and eat a healthy breakfast.
- When helping your child to practise essential routines like packing a school bag, remember to balance your support with promoting independence
- Talk to your child about looking after their own property. Ask your child to help pack their school bag, to tidy their own room, to manage where they store the things they need.

***Help your child to identify people who can help them:***

- Talk about when they might need to ask for help; to locate something they can't find or for support to resolve an issue. Ask them to give you some ideas about what they can do if they need help. You can suggest that they ask a friend first, and then they can ask an educator.

***Highlighting Regular Routines at school***

**What happens at preschool:**

- children are supported to develop skills in becoming independent learners
- children are actively exploring a range of learning opportunities and environments
- learning areas are child centred, based on interest, ability or designed to support skill development
- social skills development is supported through individual and group

Your child's routine will be established over the first few weeks. It will include opportunities for investigating, problem solving, building social connections and expressing what they know about their world through arts, music, play and conversation. Your child will be playing outdoors, actively engaging in gross motor opportunities and playing with others.

Beginning Week 1 or at your child's enrolment date, your child will be engaging in their full preschool routine. Please see your child's educator if you would like to bring your child for shorter periods to allow some transition to adapt to the full timetable.

**What happens in K-2:**

***Organising Your Home Routine***

- It is important for your child to come to school every scheduled day. A consistent routine can create a feeling of safety and when children feel safe they are more likely to take on learning.

- It is important to arrive at school on time. Arriving a little earlier helps your child connect with their friends and enter the classroom in an appropriate manner ready for play, learning and social interaction.
- Mornings in a family setting can be a really busy time. Put some structures into place to reduce the stress and rush, to get to school smoothly and on time. Things like packing lunch snacks the night before, getting clothes out ready for a child to dress themselves, having notes signed and ready for return and helping your child to pack their school bag the night before are all time saving strategies. You may allow time for a favourite book or activity to promote a sense of well-being.

### ***Coping at the End of the Day and Balancing Family Life***

Your child is new to the expectations at school. They will need some 'down time' when they come home. You know your child, remember that they may communicate their tiredness by crying, being cranky, fighting with their siblings and being uncooperative. This is expected behaviour. Adjust your routines to allow for a break, a time to rest and play. Look at negative behaviours as an opportunity to gently teach your child how to cope more appropriately with pressure.

## Psychologist

The school has the services of a school psychologist who is responsible for assisting in identifying educational and developmental needs of children and is available to support children and families in times of need.

## Reporting to families

End of semester reports are a written reflection of children's learning. The Early Years Learning Framework informs preschool educators reporting on your child's sense of belonging, being and becoming. K-2 educators report against the Australian Curriculum. Reports are sent home at the end of term two and four. We are always available for quick conversations at the start and end of each day. If you need a more time for a longer conversation please make an appointment with your child's educator. Across the year the educators share the children's learning via Seesaw which is a digital portfolio.

## School Board

The School Board is our official governing body which consists of seven members: the Principal, two parent representatives, two educator representatives, Education and Care Director and one community representative. Board members are elected and are responsible for all policy decisions for the school.

## Seesaw

Seesaw is a digital communication app that provides families with a real time window into their child's learning while at school. Children and staff document learning and share this with families through the seesaw app. Parent/carers are provided with a class code to gain access to their child's seesaw account. Seesaw will be used to document each child's individual learning journey over the course of the school year. Each child's digital portfolio will represent the individual child and their learning and growth in a range of curriculum areas including indoor and outdoor play. Children share the responsibility of collecting and

collating the learning journal. Parents and carers are encouraged to regularly share their child's digital portfolio with them and give feedback.

**The digital portfolio will include work samples which cover a range of purposes such as:**

- Giving feedback on achievements and progress
- Giving evidence of skill development
- Describing progress and development of learning
- Communicating intended learning outcomes
- Sharing the child's perception and understanding of learning
- Providing parents/carers with information about the child's learning
- Displaying a range of achievements across the curriculum
- Providing a valuable education record for the year

## *Social and Emotional Learning at School*

When children feel they belong, they are more likely to engage in learning. Establishing friendships is a very important element of going to school. The social situation at school will be different to the child's family life. Your child may feel challenged when confronted with the diverse experiences and expectations of their peers. You know you need to talk to the educator if your child expresses they are unhappy at school, develop irregular sleep patterns or eating habits, frequently cry for no apparent reason or just don't seem their usual, happy self.

*Together we aim to:*

- Explicitly teach about using our school values as a tool for life
- Teach your child that friendships come and go. You don't always play with the same person and you don't always get along. It's okay to take a break from friends and use it as a time to make new ones.
- Teach your child to ask friends to play, include others, take turns, cooperate and negotiate
- Model choosing and using positive words to empower, acknowledge personal responsibility and to provide strategies to the child for coping with challenging situations

The PRIDE values provide guidance regarding our expectations of children. We have a hands off /feet off expectation at IPECS and children are regularly taught how to maintain this expectation through play and group situations. We also expect all children to speak kindly towards each other. When things go wrong, we use restorative practices to support all parties to be heard and to "fix" what has happened. Staff will spend time listening to all children's versions of what happened and work with all involved to find a solution and way forward. Four questions are used to guide this process:

1. What happened?
2. How do you feel?
3. Who has been harmed?
4. What needs to happen to make things right?

## *Sun Smart*

We are a SunSmart school which means that from the beginning of August until the end of May, or when the UV level is above 3, sun protection will be enforced. This includes wearing hats that protect the face, neck and ears, applying sunscreen, and seeking shade.

The full sun protection policy can be found on the schools website

([http://www.ipecs.act.edu.au/\\_data/assets/pdf\\_file/0016/260512/sun\\_protection\\_policy.pdf](http://www.ipecs.act.edu.au/_data/assets/pdf_file/0016/260512/sun_protection_policy.pdf))

## Timetable

### **Preschool**

The preschool day is flexible and includes opportunities for children to play indoors and out throughout the day. Educators ensure children are provided with opportunities to be involved in quieter, calmer periods of the day. Group time is held throughout the day for reading to children, oral language activities as well as social and emotional learning. Children don't typically sleep during the day at preschool, although arrangements can be made for this if required. Typically, eating times are at 10:30am and 1:00pm.

### **Kindergarten to Year 2**

A rough outline of the K-2 day is outlined below. Children are encouraged to eat their lunch during the first break time and have an afternoon snack at the second break time. Educators will supervise both eating times prior to children playing outside.

9:00am – 11:00am – morning session

11:00am – 11:45am – break time (including 15 minutes supervised eating)

11:45am – 1:10 – middle session

1:10 – 1:20 – supervised eating time

1:20 – 1:50 – break time

1:50pm – 3:00pm – afternoon session

## Transferring/Leaving School

Parents and carers are asked to notify the school, in writing, at least one week prior to departure when children are leaving the school to allow for preparation of documentation.

## Transitions

### **Transition into preschool**

Preschool families attend an information session held in November or December of the year prior to the child starting preschool. They are invited to a family interview and the children are involved in an orientation session, where they can meet some of the current teaching staff, become familiar with the physical surroundings and participate in preschool activities.

### **From preschool to kindergarten**

By enrolling your child at Isabella Plains Early Childhood School, your child will automatically move on to kindergarten in our school. As with all transitions the staff will ensure that the move from preschool to kindergarten is successful. To do this we have implemented a transition program for our preschool children. This involves the children spending a number of sessions exploring in the kindergarten learning spaces, familiarising themselves with the physical environment and routines. These occur during normal school hours.

### **Transition from year 2 to year 3**

The transition to year 3 from an early childhood school is an exciting milestone for all our children. This information is provided to ensure that all families have the required information as they work through the transition and orientation process for the following year.

IPECS and the other public schools in our area are part of the ACT Government school system and the Tuggeranong Schools Network. Children who live in Isabella Plains have priority access to Monash Primary School, Bonython Primary School or Richardson Primary School. Children who live in another suburb have priority access into their local school or can apply to any school and acceptance is at the discretion of the school.

The Education Directorate has comprehensive information about enrolling in an ACT public school at

[https://www.education.act.gov.au/school\\_education/enrolling\\_in\\_an\\_act\\_public\\_school](https://www.education.act.gov.au/school_education/enrolling_in_an_act_public_school).

You can find information about the Education Participation (Enrolment and Attendance) Policy, priority enrolment areas, and the process for the coming year. You can also access website links for each school at

[https://www.education.act.gov.au/school\\_education/directory\\_of\\_schools](https://www.education.act.gov.au/school_education/directory_of_schools).

IPECS offers a transition to year 3 information session in late term one every year. This session will give families information on enrolling in another school, relevant dates and allow parents and carers to ask any questions about transition.

During term four year 2 children participate in transition visits which are arranged with the receiving school. Families will be advised in writing at the end of term 3 of dates, timings and individual arrangements for these visits. Typically schools offer three visits (one half day and 2 full day visits).

Should you require any further information please contact the front office or deputy principal to make a time to discuss any concerns or questions.

## Voluntary Contributions

Public education is free. At Isabella Plains Early Childhood School we pride ourselves on providing the highest quality education for our children and this involves providing quality resources for our children to explore, to create, to imagine, to investigate and to experiment as they learn through play and as they develop their skills and knowledge in literacy, numeracy and science in both indoor and outdoor environments. Our school encourages families to contribute a voluntary contribution to enable it to purchase special resources and offer specialised programs. The School Board decides the amount for voluntary contributions and this is communicated to parents and carers at the beginning of the year.

Our school is committed to providing valuable learning experiences to enhance all areas of our children's development. Additional expenses throughout the year include excursions, incursions, swimming lessons, extra curricular activities such as sports or dance programs. Some of these experiences are optional and subject to parent/carer permission.

The school also has a Library Fund. Funds in this account can only be used for purchasing resources for the library and donations to this are tax deductible.

## What to Bring

**All belongings must be clearly labelled with the child's first and last name.**

- A school bag, not too big, not too small. Make sure it is big enough for a lunchbox, drink bottle and a coat in winter.
- Sun safe hat
- A lunch box and drink bottle filled with water. Make sure your child is able to

independently open and use these.

- A spare set of clothes, socks and undies (to stay in the school bag)
- A library bag

## Whole School Gatherings

Whole school gatherings are held week 3, 6 and 9 every term with each class taking turns to host the gathering. All children in birth to year 2 have the opportunity to attend the gatherings.

# Appendix 1

## Schedule 1

### Periods of exclusion from school for children with infectious conditions

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

The *ACT Public Health Regulations 2000* require children with the following conditions, and children who have been in contact with the following conditions, to be excluded from school, preschool, child care or family day care for the periods specified.

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded Any child with an immune deficiency (eg with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*#Haemophilus influenza type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded

#### Infectious Diseases - Outbreak Procedures and Exclusion Periods

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Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Hand, Foot and Mouth disease	Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*#Measles	Exclude for at least 4 days after the rash appears.	(a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case.

#### Infectious Diseases - Outbreak Procedures and Exclusion Periods

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Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
*#Mumps	Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
*#Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for 4 days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded
*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded
*Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.
*#Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least 5 days after starting a course of antibiotics recommended by the Chief Health Officer.	Exclude non-immunised household, home based child care and close child care contacts under 7 years old for 14 days after the last exposure to infection, or until 5 days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).
Worms (intestinal)	Exclude until diarrhoea ceases	Not excluded

A parent/carer of a child with a listed exclusion condition or a child who has been in contact with a listed exclusion condition must notify the school principal or principal carer as soon as possible.

\*These conditions must be notified by medical practitioners to the Chief Health Officer.

#### Infectious Diseases - Outbreak Procedures and Exclusion Periods

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# THE COMPLETE LUNCHBOX

Around a third of children's daily food intake occurs at school. Providing a lunch box with food from each of the five food groups is an easy way to ensure kids get all the energy and nutrients they need.

Providing healthy food for school will support the growth and development occurring over this phase of life, and can help to develop life-long healthy eating habits to reduce the risk of unhealthy weight later in life.

*Did you know? An ideal lunch box should have:*



*1. Fruit*  
as snacks



*2. Vegetables*  
as snacks or as a filling



*3. Breads & Cereals*  
wholegrain or multigrain



*4. Dairy rich in calcium*  
reduced fat milk, yoghurt, cheese or  
alternatives



*5. Meat and meat alternatives*  
rich in protein



*6. I drink*  
water is the best

Following this guide will keep your child on track to reaching the recommended daily intakes.

# BELONGING, BEING & BECOMING

The Early Years Learning  
Framework for Australia

Information for families



## EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years



“I want my child  
to have lots of  
opportunities  
for creative play”



### WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

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

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

### PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

### RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

“The learning outcomes are positive and help me to think about how my child is progressing”



## HOW WILL IT WORK?

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

“The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family”

## WATCHING YOUR CHILD'S PROGRESS

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

## WORKING TOGETHER

By working together parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

## FIND OUT MORE

This booklet is an introduction to the Early Years Learning Framework.

To find out more or to access translations visit

[www.deewr.gov.au/earlychildhood](http://www.deewr.gov.au/earlychildhood) or ask your child's early childhood educator.

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