Welcome to

Macquarie Preschool
Welcome to Macquarie Primary School

Welcome to the Macquarie Primary School community and thank you for making this your school of choice.

Your child’s education at Macquarie will be designed by a highly skilled team that is committed to developing friendships, creativity and curiosity. Inquiry is the basis of our learning philosophy and children at all stages are encouraged to ask questions and explore as they develop interests and an awareness of the environment, themselves and their place in the world.

Macquarie has a long held reputation as a community school, where students, parents and the broader community work together with a dedicated professional team to ensure every child achieves success. With families from around the world, Macquarie Primary School is proudly multicultural.

We know that starting school is a very special time for parents and look forward to working with you to ensure your child thrives.

We hope you enjoy your experience with us.

Wendy Cave
Principal

Contact Details

- Principal: Wendy Cave
- Deputy Principal: Marc Warwick
- Executive Teacher: Brendan Briggs
- School Phone: 6205 6077
- School Fax: 6205 6333
- Preschool Phone: 6205 6737
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Education and Training Directorate Contact Details

- 13 2281 (62070494 TTY)
- www.act.gov.au

Translating and Interpreting Service

131 450

Civilian and Defence - 24 hours a day, seven days a week.
ACT Education and Training Directorate Vision
That all young people in the ACT learn, thrive and are equipped with the skills to lead fulfilling, productive and responsible lives.

ACT Education and Training Directorate Values
Honesty, excellence, fairness and respect

Macquarie Primary School Vision and Mission Statement
Macquarie Primary School offers the children of our community an environment to learn, play, grow and develop the skills to contribute to society. Creativity and curiosity are nurtured and inquiry is the basis of our learning philosophy. Through fostering strong relationships with our community we are able to give children every opportunity to succeed.

Our Preschool reflects this and is guided by the principles from the Early Years Learning Framework. This framework is underpinned by five key principles.

**Principle 1: Secure, respectful and reciprocal relationships**
At our preschool, the education team:
- ensures that the interests, abilities and cultural backgrounds of every child and their family are understood, valued and respected
- encourages children as active participants for sustainability, influencing the quality of life now and for future generations
- respects the views and feelings of each child
- initiates warm, trusting and reciprocal relationships with children
- provides safe and stimulating environments for children
- builds on children’s prior learning and experiences to ensure continuity in their learning and development
- uses a play based approach through which children develop interests and understandings about themselves and the world, along with the skills to investigate

**Principle 2: Partnerships**
At our preschool, the education team:
- works with families to support children’s learning and development at home and in the community
- uses families understanding of their children to support shared decision making about each child’s learning and development
- creates a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children’s learning and development experiences
- is transparent, objective and provides families with information about their children’s learning and development and about what they can do to further support their children
- works collaboratively to share information and plan to ensure holistic approaches to children’s learning and development
- actively engage families and children in planning children’s learning and development
- acknowledges the significance of transitions within and across early childhood services and schools, and ensure that children understand the process and have an active role in preparing for these transitions
**Principle 3: High expectations and equity**

At our preschool, the education team:

- establishes high expectations for all children’s learning and development
- supports children’s learning and development through a combination of child-led and adult-led play based learning, as well as active teacher-led learning
- ensures that every child experiences success in their learning and development
- recognises that every child can learn, but some children require quite different opportunities and supports to do this
- maximises opportunities for every child
- provides physical environments that support a range of opportunities for learning and physical activity, both indoors and outdoors
- encourages children to explore, solve problems, communicate, think, create and construct
- uses child-centred approaches to explicitly teach particular knowledge and skills

**Principle 4: Respect for diversity**

At our preschool, the education team:

- recognises bi and multilingualism as an asset and support these children to maintain their first language and learn English as a second language
- promotes cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being
- supports children to develop a sense of place, identity and a connection to the land
- builds on children’s interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development
- recognises the connections between aspects of children’s learning and development

**Principle 5: Ongoing learning and reflective practice**

At our preschool, the education team:

- gathers information that supports, informs, assesses and enriches decision-making about appropriate professional practices
- continually develops our professional knowledge and skills to enable them to provide the best possible learning and development opportunities for all children
- promotes practices that have been shown to be successful in supporting children’s learning and development
- assesses children’s learning in ways that informs their practice
- uses evidence to inform planning for early childhood experiences and practice
Curriculum

The *Early Years Learning Framework* ensures your child receives quality education programs in their early childhood setting. The Framework’s vision is for all children to experience play-based learning that is engaging and builds success for life.


The preschool education team uses this framework in partnership with families as children’s first and most influential educators, to develop learning programs responsive to children’s ideas, interests, strengths and abilities.

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.

Together with this national framework, educators in ACT can use ‘Every Chance to Learn – Curriculum Framework for Australian Capital Territory Schools for Preschool to Year 10’ to develop quality programs.


Communication

Our school values strong relationships. We encourage:

- sharing knowledge to enhance the growth and development of your child
- mutual trust and open communication
- developing a sense of belonging

Notices are placed in the school newsletter and on bulletin boards outside the preschool room. All notes for home are placed in ‘pockets’ which are located outside the classroom.

Parents can receive an electronic version of the newsletter if they choose, by notifying the school office.

Families are invited to attend a ‘Stay and Play’ session in December to familiarise themselves with the preschool environment. This is an opportunity to meet the educators and some of the other enrolling pre-schoolers and their families.

Parents and carers are encouraged to communicate with our preschool education team at any time regarding their child’s learning and development.
The Preschool Day

The preschool day begins at 9:00am and finishes at 3:00pm. In meeting *Universal Access* requirements, children attend Macquarie Preschool for 5 days each fortnight.

Voluntary Contributions

Public education is free. At times, we offer or facilitate some specific optional items, activities and services for which parents may be asked to contribute. Such activities may include excursions and class photos.

Each year we invite families to make a voluntary contribution to support quality learning.

Participation of Volunteers

We welcome volunteers who support and enrich our program. To assist us in providing a safe environment and a positive educational climate, volunteers are asked to observe the *Code of Conduct for Volunteers*. An introduction to this code is part of our volunteer induction. Regular volunteers will be required to hold a “Working with Vulnerable People” card. Application is free through ACT shop fronts.

http://www.ors.act.gov.au/community/working_with_vulnerable_people/forms_and_fees

Contribution to Decision Making

Families are welcome to contribute to the decision making procedures of the school through the School Board and the Parents & Citizens Association (the P&C). Preschool families are encouraged to be part of these groups.

Board

Each public school in the ACT is administered by a school board whose membership comprises the school principal, two elected staff members, three elected members of the parent body and a nominee of the Education and Training Directorate (ETD). Elected members normally serve for a two year period.

The Board is the policy-making body of the School. Its major functions are to:

- determine the educational policies to be implemented
- assess, from time to time, the needs of the School in relation to the provision of buildings and facilities, equipment, funds, teachers and other staff and make recommendations to the Chief Executive (of the ETD) with respect to the meeting of those needs
- determine the purposes for which funds made available are to be expended
- make recommendations to the Chief Executive in respect of the use of the buildings, facilities and equipment for purposes other than school purposes
- develop relationships and partnerships with the community
- make recommendations to the Chief Executive on matters relating to the School

Responsibility for the implementation of policies established by the Board rests with the Principal and staff.
Parents and Citizens Association
Every family is encouraged to be part of Macquarie Primary School's Parents and Citizens Association (P&C). The P&C provides a forum for parents and educators to support quality education through building community and sharing ideas. In addition, it serves a fundraising function to support educational and community initiatives. Meetings are generally held once a month and are advertised in the Newsletter. All parents are welcome to attend meetings and events of this group.

Participation in Preschool Activities
Quality education involves a partnership between home and school. Sharing special skills and interests such as craft, dance, cooking and aspects of your family culture and heritage is a valuable way to become involved. A range of social activities offered throughout the year enables families to meet each other and form a sense of community within the school.

Attendance Routines
Regular attendance allows the children to settle into routines and establish themselves as part of the group at 9am. Parents are required to stay with their child until school begins. At the end of the day, a parent or authorised nominee is required to collect each preschool child. If someone other than parents or carers are collecting the child, it is required that parents record the change in the Attendance Diary and inform an Educator. In the case of a child being late to a session or being collected early, parents or carers are required to sign their child in or out.

Dressing for Preschool
Physical activity is very important for children so educators provide structured and unstructured opportunities through movement and play.

During the preschool day, your child may choose to engage in indoor and outdoor inquiries. Dressing your child appropriately will help him/her to feel confident to participate in a range of learning experiences. Please label your child’s clothing and include a spare set in their bag.

In keeping with sun safe guidelines, children are required to wear hats and sun safe clothing during outside learning. All of Macquarie’s preschool children are provided with the gift of a school hat, which will be kept at the preschool.

Changes to Personal Details
In the interest of each child's safety and security, parents are required to keep the school informed of any changes to contact details, child care arrangements, medical information and emergency contacts.

Immunisation
The ACT Department of Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenzae type B). ACT Public Health regulations require schools to request proof of up to date immunisation when enrolling.
Managing Medical Conditions

On enrolment parents or carers are required to inform the school about any pre-existing medical conditions their child may have. This is to ensure that where necessary, an Emergency Treatment Plan is prepared so that appropriate care can be provided. Ongoing conditions such as asthma, diabetes, epilepsy and allergies must have a treatment plan completed by parents in consultation with their GP. Plan proformas are available from the Front Office or from a staff member at the preschool.

At Macquarie Primary School we recognise that children’s wellbeing is a precondition for learning and success. It is important that sick children are kept at home for their own comfort as well as the wellbeing of other children and staff. A copy of exclusion periods for children with infectious diseases is available at www.det.act.gov.au/_data/assets/pdf_file/0008/19457/outbreak.pdf

If a child becomes ill or is injured at preschool, appropriate First Aid will be given and parents will be notified.

From time to time, circumstances may arise where children require additional medication. The First Aid Officer requires written authority to dispense medication or specific care. A form is available on request.

Head lice are extremely contagious. If children have eggs or live lice present, parents will be contacted so treatment can commence. Please report any cases of head lice to the school.

Macquarie Primary School is an allergy aware school due to the inclusion of children with life threatening anaphylactic allergic conditions.

Specific food allergies are communicated through the newsletter to guide families when sending food to school.

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

Information on Hygiene Procedures

In the interests of keeping our students healthy, children wash their hands

- on arrival
- before and after eating or touching food
- when coming inside for group activities
- after toileting
- after putting fingers in mouths, blowing their nose and wiping tears
- at the end of the preschool day

Additionally for safety and hygiene, all open scratches and cuts must be covered.
Safety Tips for Lunches

Healthy lunches and snacks are important for children and help with their concentration and learning. School lunches however, are particularly susceptible to developing harmful bacteria, especially in the summer heat.

The following food preparation reminders will assist in minimising this risk:

- before handling food, wash hands with soap and warm running water and dry thoroughly
- lunch boxes and eating utensils should be washed thoroughly before reuse
- foods that are prepared the night before, such as sandwiches, should be frozen overnight and then taken out for each day’s school lunch. Bread, cooked meat, cheese, baked beans or vegemite are suitable foods to freeze
- because food is normally stored in a child’s lunch box for several hours, the lunch box needs to be kept cool. This can be done by:
  - choosing an insulated lunch box or one with a freezer pack, or include a wrapped frozen water bottle to keep the lunch box cool
  - perishable food such as dairy products, eggs and sliced meats should be kept cool and eaten within about four hours of preparation. Don’t pack these foods if just cooked; first cool in the refrigerator overnight
  - if including leftover meals such as meats, pasta and rice dishes, ensure you pack a frozen iceblock into the lunch box
  - water can be frozen overnight and then stored in your child’s lunchbox, helping to keep it cold

The education team ensures that while at school, children keep their lunches in cool places and away from direct sunlight and other heat sources.

For more tips on healthy lunches go to

Excursions

Excursions are part of the educational program at Macquarie Primary School. Parents are required to complete a permission note and a Medical Information and Consent form for each excursion. Supervision and safety on excursions is ensured through an appropriate adult to child ratio in accordance with the Education and Training Directorate policy.

Emergency Management Procedures

The school has a policy on emergency management and children have opportunities to practise procedures. All parents, visitors and volunteers must sign in when on site to help us manage emergency procedures.

Child Protection Practices

Our everyday practice and curriculum place the highest importance on the development of social and emotional skills, along with protective and safe behaviours. All members of the school community play a role in child protection, in accordance with legislation and government guidelines.
Engagement with the School Community

The preschool is an integral part of the Macquarie Primary School community. The education team ensures that the transition from preschool to kindergarten and the broader school environment is seamless. Preschool children are routinely involved in a range of school community experiences, including:

- library visits
- assemblies
- the Buddies program
- singing
- the Gross Motor program
- school concerts
- junior school excursions

Student Welfare and Management

We provide a supportive, welcoming and culturally inclusive educational environment where children feel safe and happy. Macquarie’s Successful Participation guidelines reflect our focus on diversity and outline the steps for addressing children’s welfare and management.

Parent Support

We value and build parent partnerships to support each child’s learning. A range of staff, services and opportunities are provided through the school to support families. These include

- a school counsellor
- the Parents and Citizens Association

For additional information, the Parentlink website www.parentlink.act.gov.au provides

- parent guides
- a directory of local parenting services
- upcoming community events and parenting courses
- further readings in relation to the parent guides
- links to other useful websites.

Further Information

Members of our Preschool education team are happy to provide further information about your child’s education. You are also welcome to make contact with our Principal, Wendy Cave through our front office on 6205 6077.

Should the need arise, the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at http://www.det.act.gov.au/publications_and_policies/policy_a-z
Diseases - Outbreak Procedures and Exclusion Periods

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

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.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of person with condition</th>
<th>Exclusion of persons in contact with condition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (entamoeba histolytica)</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td><em>Campylobacteriosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td>Chicken pox (varicella and herpes zoster)</td>
<td>Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.</td>
<td>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.</td>
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<tr>
<td>Conjunctivitis (acute infectious)</td>
<td>Exclude until discharge from eyes ceases.</td>
<td>Not excluded</td>
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<tr>
<td><em>Cryptosporidiosis</em></td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td><em>#Diphtheria</em></td>
<td>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.</td>
<td>Exclude family and household contacts until approval to return has been given by the Chief Health Officer.</td>
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<tr>
<td>Giardiasis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td><em>#Haemophilus influenza type b (Hib)</em></td>
<td>Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.</td>
<td>Not excluded</td>
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<tr>
<td>Hand, Foot and Mouth disease</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td><em>Hepatitis A</em></td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>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.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
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<tr>
<td><em>Leprosy</em></td>
<td>Exclude until approval to return has been granted.</td>
<td>Not excluded</td>
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<tr>
<td>Condition</td>
<td>Exclude Duration</td>
<td>Exclusion Status</td>
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<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after the rash appears.</td>
<td>(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. (c) 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.</td>
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<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
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<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has commenced.</td>
<td>(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.</td>
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<tr>
<td>Mumps</td>
<td>Exclude for 9 days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).</td>
<td>Not excluded</td>
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<tr>
<td>Poliomyelitis</td>
<td>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.</td>
<td>Not excluded</td>
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<tr>
<td>Ringworm, scabies, pediculosis (lice), trachoma</td>
<td>Exclude until effective treatment has commenced.</td>
<td>Not excluded</td>
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<tr>
<td>Rotavirus</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td>Rubella (German measles)</td>
<td>Exclude for 4 days after the appearance of the rash.</td>
<td>Not excluded</td>
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<tr>
<td>Salmonellosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td>Shigellosis</td>
<td>Exclude until diarrhoea ceases</td>
<td>Not excluded</td>
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<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until approval to return has been given by the Chief Health Officer.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion Criteria</td>
<td>Notes</td>
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</table>
| *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.  
(b) 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                                                         |