### Tuberculosis

<table>
<thead>
<tr>
<th>Case</th>
<th>Exclude until public health authorities allow return.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>

### Typhoid paratyphoid fever

<table>
<thead>
<tr>
<th>Case</th>
<th>Exclude until a medical certificate of recovery is produced.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts</td>
<td>Not excluded. Family contacts should not prepare or serve food (e.g. in a school tuckshop) until cleared by medical authorities.</td>
</tr>
</tbody>
</table>

### Whooping Cough also called Pertussis

<table>
<thead>
<tr>
<th>Case</th>
<th>Exclude for 21 days after illness begins, or for 5 days after the start of a 10 day course with an effective antibiotic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacts</td>
<td>Contacts under 7 who are not fully immunised should be excluded for 5 days after starting a 10 day course of antibiotics should be excluded for 14 days.</td>
</tr>
</tbody>
</table>

### Other diseases not requiring exclusion periods are:

- Glandular Fever (Infectious mononucleosis)
- Hepatitis B & C
- HIV/AIDS
- Hook worm
- Molluscum contagiosum
- Cytomegalovirus
- Parvovirus, also called 5th disease or slapped cheeks syndrome

This list should be read in conjunction with the NHMRC's publication, Staying Healthy in Child Care, 2nd edition available from the Australian Government Printing Service. However, the above list contains more up to date information.

*Neil Parker, Darling Downs Public Health Unit, Feb 1998*
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Welcome!!!!
Sacred Heart Parish School aims to nurture children by providing a Christian environment with genuine love, respect, freedom, hope and compassion being vital components.

- **Love:** We show our love for Jesus by the way we treat both ourselves and others.
- **Respect:** We believe that all humans are made in the image of God and recognise the goodness in all people in our school community.
- **Freedom:** We are committed to being responsible and inner directed, capable of freely choosing in conformity with our conscience.
- **Hope:** We are committed to following the example of Jesus and endeavour to become more 'Christ-like' in our thoughts and actions.
- **Compassion:** We accept and embrace the 'humanness' of each individual and acknowledge that errors in both judgement and action are part of this 'humanness'.

Prep operates for the full day, five days per week.

**Monday to Friday** 8.30 am to 3.00pm

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.30 am</td>
<td>The first bell rings</td>
</tr>
<tr>
<td>10.30 – 11am</td>
<td>Morning Tea</td>
</tr>
<tr>
<td>11.05 am</td>
<td>Middle Session</td>
</tr>
<tr>
<td>1.00 pm – 1:40 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1.45 pm</td>
<td>Afternoon Session</td>
</tr>
<tr>
<td>3.00 pm</td>
<td>School Concludes</td>
</tr>
</tbody>
</table>
Play Today?
You say you love children,
And are concerned they learn today?
So am I—that’s why I’m providing
A variety of kinds of play.
You’re asking me the value
Your children are solving problems.
They will use that skill every day.
You’re asking what’s the value
Of having your children play?
Your children creating a tower;
She may be a builder someday,
You’re you don’t want your son
To play in that ‘sissy’ way?
He is learning to cuddle a doll;
He may be a father someday?
You’re questioning the interest centres;
They just look like useless play?
Your children are making choices
They’ll be on their own someday.
You’re worried your children aren’t learning
And later they’ll have to pay?
They’re learning a pattern for learning;
For they’ll be learners always.

Leila Fagg

Please name ALL articles that come to Prep

Please use beginner’s alphabet (first letter in upper case) when writing names. Children will use this script in Prep, and we like to provide an appropriate model.

An example of Beginner Alphabet is on page 20 of this booklet.
The Beginner’s alphabet

Please try to use the beginner’s style alphabet when writing your child’s name. The first letter of the name is a capital, followed by lower case. As a general rule, we place the child’s name in the top left corner of the page. This develops left to right and top to bottom progression. The beginner’s script follows.

Full page versions are available from prep.

Beginner’s Alphabet

A a B b C c D d E e F f G g H h I i J j K k L l M m N n O o P p Q q R r S s T t U u V v W w X x Y y Z z

Queensland Modern Cursive

A b c d e f g h i j k l m n o p q r s t u v w x y z 0 1 2 3 4 5 6 7 8 9

On arrival at prep each day children will need to...

1. Place their lunch and drink bottle in the fridge

2. Place their bag on the bag rack

3. Place library bag, swimming bag, ‘Show and Tell’ item and Homework in the appropriate boxes on the relevant days.

We encourage children to do these jobs themselves to promote independence and responsibility.
**Uniform**

The school uniform represents the pride we have for our children and our school. A smart, neat and user-friendly uniform encourages the children to take pride in their appearance and in the school. The school uniform requirements are listed below:

### Summer Uniform

#### Girls

<table>
<thead>
<tr>
<th>Item</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirt</td>
<td>The green/yellow polo shirt is available at the office</td>
</tr>
<tr>
<td>Sports Shirt</td>
<td>White polo shirt with the school emblem (available at Office)</td>
</tr>
<tr>
<td>Shorts/Shorts</td>
<td>Bottle green Shorts or Shorts (available Country Wear)</td>
</tr>
<tr>
<td>Socks</td>
<td>White socks</td>
</tr>
<tr>
<td>Shoes</td>
<td><strong>ALL BLACK</strong> shoes (preferably joggers)</td>
</tr>
<tr>
<td></td>
<td><strong>FLAT BROWN</strong> or <strong>BLACK SANDALS (optional)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>COLOURED JOGGERS ARE NOT SCHOOL UNIFORM</strong></td>
</tr>
<tr>
<td>Hat</td>
<td>Green school hat (available at Office)</td>
</tr>
</tbody>
</table>

#### Boys

<table>
<thead>
<tr>
<th>Item</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polo Shirts</td>
<td>Green/yellow polo shirt (available at the office)</td>
</tr>
<tr>
<td></td>
<td>Sports Days – white polo shirt with a school emblem (available from the Office)</td>
</tr>
<tr>
<td>Shorts</td>
<td>Bottle green shorts</td>
</tr>
<tr>
<td>Socks</td>
<td>White socks</td>
</tr>
<tr>
<td>Shoes</td>
<td><strong>ALL BLACK</strong> SHOES (preferably joggers)</td>
</tr>
<tr>
<td></td>
<td><strong>COLOURED JOGGERS ARE NOT SCHOOL UNIFORM</strong></td>
</tr>
<tr>
<td>Hat</td>
<td>Green school hat (available at Office)</td>
</tr>
</tbody>
</table>

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**Parents and care-givers can support the development of effective partnerships by:**

- Sharing insights and information related to your child. **This information is always confidential.**
- Reading and participating in your child’s **folio**.
- Being involved in prep activities and decision-making processes.
- Visiting the prep room to take part in daily activities and/or special events—any member of the family is welcome!
- Contributing ideas and resources (for example, junk materials for collage)
- Read newsletters and notice boards carefully.
- Being punctual—particularly on your child’s first days. When leaving say goodbye and leave **promptly**. MOST children settle extremely well; any children who don’t, usually settle within five minutes of you leaving. Consistency is VERY important in settling a persistently upset child.
- Attending P&F meetings and supporting their endeavours. Meetings are held on the 2nd Thursday of each month during term in the staffroom at school. Watch the newsletter for details.
- Not smoking on school grounds
Child Follies
And Communication

Parents play a vital role in their children’s education. Research has shown that effective programs for children are based on the establishment of relationships between all participants in your child’s education.

To help us to build effective partnerships between school, home and your child, we will be constructing a folio with your child throughout the prep year.

On a regular basis, observations of your child at prep will be placed in your child’s folio.

These folios can be seen by making an interview time with the teacher or school secretary.

Students are given a Reading Log/Diary this is used as a form of daily communication between home and school.

Students in each classroom are given a communication pocket where Links (School Newsletter) and other important notes are placed. Please check these on a regular basis.

Thank you!

Winter Uniform

Green tracksuits for both boys and girls are worn during the winter months. You may order a tracksuit top with school emblem from the office or purchased plain tracksuits from Big W, Target, Best & Less. A green skivvy may be worn under the tracksuit for extra warmth.

Other Uniform Requirements

Hats:
Our school policy is ‘NO HAT – NO PLAY’. We are a Sun Smart School.

Jewellery:
The only jewellery allowed is one set of fine studs or sleepers, a chain with some form of religious significance and watches.

Nail Polish:
Nail polish and visible temporary tattoos are not acceptable.

Hair:
Children’s hair must be neat and tidy. If hair is below the collar it needs to be tied back, with appropriate white or green accessories. It is expected that hairstyles reflect the code of dress required by the school. The colouring of hair and unusual hairstyles are not acceptable.
Health Procedure

For the protection of your child and the other children in the group, please keep unwell children at home.

Usually if you are in doubt as to whether a child is well enough to come to school — he / she isn’t!!!!

If your child becomes ill at school, we will call you or your emergency contact so that your child may be taken home — could you make sure that these details are always current.

Children with infectious diseases MUST be excluded from school. A list of exclusion times is on pages 21 to 24 of this booklet.

Medication

No child is allowed to keep medication in their possession. If they require medication that isn’t prescribed, a note must be given to the school secretary who holds the medication throughout the day. If the medication is prescribed, parents must fill out a school medical form in the office.

Accidents

In the unlikely event that your child has an accident at school which is considered serious enough to warrant urgent medical attention, an ambulance will be called first and parents / emergency contacts second.

Building Partnerships

Early Education teachers understand the importance of building effective partnerships with:

- The child
- Parents
- Care-givers
- Other teachers and colleagues
- Other professionals
- The primary school
- The parish community

These partnerships are important because they help the teacher to:

- Get to know the interests and needs of each child
- Be aware of important events in each child’s life
- Plan and share information with parents and care-givers
- Plan with other professionals to meet children’s needs

As a parent, you are the first and most important teacher in your child’s life. Studies have shown that parental interest and support in their child’s education correlate with higher achievement.
The Early Years Curriculum

The Early Years Learning Areas

The Early Years Learning Areas have been selected because they encapsulate the factors identified by research as being indicators of preparedness for school. These provide a holistic learning framework and the foundation for future learning and the curriculum of the primary school.

The Early Years Learning Areas are:

Social and Personal Learning:
- Sustaining Relationships; Understanding diversity; Identity & Independence

Health and Physical Understanding:
- Healthy choices; Gross and fine motor development

Active Learning Processes:
- Thinking; Natural World; Technology; Environments;
- Imagining and Responding

English, Mathematics, Science, History and Geography subjects have replaced some of the old Early Years Learning Areas. As we are still transitioning from the Early Year Curriculum to the National Curriculum students will be supported by both curriculums.

Lunch Box

Children are encouraged to adopt healthy eating habits. Please ensure that your child’s lunchbox has items like: Fruit, Vegetables, Yoghurt, Cheese and Sandwich’s.

In the interest of healthy eating habits lollies, chewing gum and soft drink are NOT allowed.

Library

Reading books to your child from an early age promotes further reading development, concepts of literacy and fosters a love of reading, a very valuable resource. Prep children will borrow weekly from the school library on a day to be advised at the start of the year.

On this day the children choose one book to take home for one week. Please read this book to your child and return it to the library box on or before the following library day. Children may only borrow if they have a library bag (available at school office) and have returned the book from the previous week. It is a good idea to have a special place at home where the library book is kept so that it is not lost, damaged or mixed up with your child’s books.
Birthdays

We love to celebrate birthdays at prep. If you wish to bring a cake to Prep on your child’s birthday (or the nearest school day), it will be most welcome.

Show and Tell

“Show and Tell” is an excellent opportunity for children to develop confidence in listening and speaking skills. Please encourage your child to have something important and meaningful to them to tell their class about.

“Telling” may be about something your child did on the weekend, at home, on holidays, fishing with grandpa etc.

For “showing” children can bring along items for the science table; natural items, wildlife, things made at home, books, photos etc are very welcome. We ask that children do NOT bring toys, jewellery or other precious belongings from home as they may get broken or lost.

Foundations for Success - Life Long Learners

An important aim of the Prep year is to build continuities between children’s prior experiences and their future learning in schooling contexts. Drawing from the research, the following indicators of preparedness for school have been identified:

National Curriculum

Students in 2014 will be also supported by the national curriculum. Students will participate in:

- English
- Mathematics
- Science
- History
- Geography
The Early Years Curriculum

Contexts for Learning

Play
Play occurs in both indoor and outdoor environments. It provides a powerful context in which children learn as they actively engage socially, emotionally, physically and intellectually with people, objects and representations. Through play, children use and extend oral language capabilities, improve literacy and numeracy, explore a range of ways to symbolise experiences and develop imagination and creativity. In play, children are able to practice and master learning, sustain concentration and take risks in enjoyable and non-threatening contexts.

Real Life situations
Learning through real-life learning situations enables children to build connections between their home, community and classroom experiences. These experiences include cooking, gardening, reading and writing texts for real purposes, conducting an experiment, making artworks, working on a project or talking with guest speakers.

Investigations
Investigations involve children in interacting with people, objects and representations, as they inquire, explore relationships and test ideas. The teacher scaffolds investigations by asking questions, posing problems, disrupting thinking, modeling, explaining and suggesting alternatives and involving children in decision-making.

Routines and Transitions
Times such as meal times, relaxation times, toileting and tidy-up times provide important opportunities for meaningful spontaneous and planned learning.

Focused learning and teaching
Focused learning and teaching involves children actively co-constructing understandings with people, objects and representations, rather than involving them in de-contextualised drill and practice activities, worksheets or directed teaching where children take on passive roles.

Sending money to school
During the year we will be taking the children on various excursions. Your voluntary assistance for supervision will be greatly appreciated.

Any payments for excursions, photos, book club, fundraising, school fees etc MUST be sent along in a sealed envelope with your child's name, the correct amount and what the money is for. Please give the envelope to the office or the class teacher.

Fees
The fees and levies paid by each family go towards the running cost of the school. Without them the school cannot operate. School accounts are sent home early each term and are to be paid by due date. Payment options: Cash, Cheque, EFTPOS, Direct Debit or Centrepay. All forms are available from School Office.

<table>
<thead>
<tr>
<th></th>
<th>1 Child</th>
<th>2 Children</th>
<th>3+ Children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tuition Fees &amp; Levies Whole Year</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full year fees</td>
<td>$740</td>
<td>$1020</td>
<td>$1040</td>
</tr>
<tr>
<td>Per Term</td>
<td>$185</td>
<td>$255</td>
<td>$285</td>
</tr>
<tr>
<td>Resource Levy</td>
<td>$50</td>
<td>$70</td>
<td>$90</td>
</tr>
<tr>
<td>Capital Development Levy</td>
<td>$50</td>
<td>$70</td>
<td>$90</td>
</tr>
</tbody>
</table>
Behavior Management Policy

Sacred Heart Parish school has developed a behaviour plan which is used in all grades. This plan affords every child guidance in making good decisions about his or her behaviour and thus an opportunity to learn in a positive, nurturing classroom environment. Your child deserves the most positive educational climate possible for his or her growth and this is the focus of the discipline process.

**The Prep rules are**

- Follow directions
- Keep hands, feet and objects to yourself
- Respect other people and their property
- Wear uniform correctly and with pride
- Do not leave the prep room / playground without an adults permission

The behaviour management in the Prep classroom consists of the collection of Gotchas, once a child has collected 10 Gotchas they receive a prize out of the prize box. This is checked every Friday afternoon. Stop Signs are used to encourage children to stop and think about their behaviour. When students display the correct behaviour they are then able to give their Stop Sign back. On Friday afternoon students are able to participate in rewards (free time), if a student has a stop sign on Friday afternoon they are unable to participate in the rewards session.

For more information on the Behavior Management policy you can ask for a copy at the office.

The Early Years Curriculum

Understanding Children

Children are the focus of the prep curriculum. Prep teachers value the uniqueness and special abilities of each child.

Each child comes to prep with a range of skills and different levels of understanding about themselves and the world. These were learnt through family and community experiences. The prep program will help each child to build on these experiences.

Research shows that a curriculum which broadens children’s learning by providing a broadly based, integrated program, is most likely to provide foundations for success in later learning.

Contexts for Learning

The teacher creates five main contexts for learning and development. The five contexts for learning are:

1. Play
2. Real life situations
3. Investigations
4. Routines and transitions
5. Focused learning and teaching