Salisbury Heights Preschool

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Fax:  (08) 8285 5159
E-mail:
dl.2670.leaders@schools.sa.edu.au
www.salisburyhkgn.sa.edu.au

Government of South Australia
Department for Education and Child Development
Our Educators:

Director - Phil Jenkins
Teachers- Gaynor Zanker
Felicity McAllister
Early Childhood Workers- Lyndall Booth
Jill Donald
Maxyne Lodge

From time to time there may be other people at the centre. They may include volunteers, work experience students, bilingual assistants, preschool support workers, speech pathologists, etc.

Preschool Sessions:

Group 1 - Mondays and Wednesdays from 8.45am to 3.15pm and on alternate Fridays (odd weeks of term) from 8.45am to 12.45pm.

Group 2 - Tuesdays and Thursdays from 8.45am to 3.15pm and on the alternate Fridays (even weeks of term) from 8.45am to 12.45pm.

For information on the Department of Education & Child Development intake policy, please refer to page 15. For further information look at www.earlyyears.sa.edu.au

Fees:

The government contributes a certain amount towards the preschool's running costs. However, this is insufficient to cover the cost of maintenance, water rates, electricity, cleaners, paint, paper etc. Consequently the preschool asks parents to pay a fee. Payment of fees enables us to meet expenses and ensure that the children have adequate supplies of materials for their needs. An invoice is placed in each family’s communication pocket at the beginning of each term. In the case of financial difficulty, please speak with Phil Jenkins, the Director.

$120.00 per term

Daily Essentials:

What to bring to preschool-

- a bag
- fruit, vegetable, yoghurt or cheese for snack times in a container
- lunch in a separate container (insulated &/or with an ice pack if required) Lunch is not needed for Friday sessions
- drink bottle for water only
- legionnaire, broad brimmed or bucket (with 5cm brim) hat (from 1st Sept to 30th April)
- spare change of clothes if necessary

Please write your child’s name on all items.

Please leave toys at home, to avoid the risk of damage or loss which could cause distress

WE ARE AN ALLERGY AWARE PRESCHOOL
Please do not bring nuts or nut products.
We have children attending with severe allergic reactions (anaphylaxis) to a range of foods including nuts.
For more information please refer to our Anaphylaxis Management Policy.
We believe children learn through play by exploring, experimenting, developing skills and abilities, working together, making links and building understandings in a safe caring environment where everyone is important and learning is valued.

To facilitate this educators will:

- Create an environment which promotes children’s learning and development through play.
- Value and respect each child as an individual and support the development of their positive self-concept.
- Develop respectful relationships.
- Value what children already know and plan learning experiences that compliment what children want to learn and what they need to learn.
- Focus on the development of the whole child.
- Recognise each child’s right to be safe and support the development of children’s protective strategies to help them be safe.
- Encourage children to take risks in their learning and provide opportunities for children to experience success.
- Acknowledge children as competent, capable and active learners.
- Nurture in children the skills necessary for successful interactions and working in groups.
- Support and facilitate the development of children’s language and communication skills, as well as early literacy and numeracy skills.
- Ensure the curriculum is culturally and socially inclusive and foster a sense of fairness and respect for diversity.
- Support children’s interaction with and respect for the natural world and awareness of sustainability.
- Regularly evaluate the learning journey of each child through observing, discussing, recording and planning for their learning, and share this information with parents.
- Work in partnership with families and liaise with support services, schools and other agencies to achieve the best outcomes for each child.

We encourage children to:

- experience success
- take risks in their learning
- accept, co-operate and share with others
- engage in a rich variety of experiences
- take responsibility for their own actions
- seek positive ways to resolve grievances
- develop problem solving skills
- create, laugh, listen, give, sing, have fun
We use the Early Years Learning Framework – Belonging, Being and Becoming to plan and structure the learning environment for the children. In a preschool the curriculum encompasses all the interactions, experiences, routines and events, spontaneous and intentional, that occur in an environment designed to foster children’s learning and development. Play provides the context for the children’s learning, as it allows for the expression of personality and uniqueness, enhances dispositions such as curiosity and creativity, enables children to make connections between prior experiences and new learning, assists children to develop relationships and concepts and stimulates a sense of wellbeing.

The Framework has five Learning Outcomes:
- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

As part of our weekly curriculum we focus, through the activities and experiences planned for the children, on selected components of the above outcomes as individual needs and interests arise. In addition many of the learning outcomes for children from the framework are ongoing and form a basis for all our programming. Details of our current interests are displayed on the learning program noticeboard on the verandah.

Planning and reporting for individual children

Each child has a portfolio in which to keep copies of their work e.g. drawings, photographs and other records of their time at preschool. Parents are invited to look at their child’s portfolio at any time.

When your child moves on to school they will be able to keep this book as a memento and also as a record of their learning and involvement while at preschool. Your child is also invited to take this book on orientation visits to their school.

Educators consider the information recorded in your child’s portfolio in relation to the Belonging, Being and Becoming learning outcomes, as well as our knowledge of child development and early childhood education to evaluate and plan for your child’s learning. We also refer to the Reflect, Respect and Relate document when considering a child’s wellbeing and involvement, as well as reflecting on the relationships established and their engagement with the learning environment.

Throughout your time with us you are always welcome to discuss your child’s progress with a staff member.

Each child has an Individual Learning Plan developed for them during their 1st or 2nd and again in their 3rd or 4th terms at preschool. In 1st / 2nd term this takes the form of an Observation sheet and in their final terms a Statement of Learning. These plans are developed around the Learning Outcomes and will summarise your child’s skills and interests, as well as areas which need strengthening. The 1st / 2nd term Observation sheet also details strategies to follow-up and extend your child’s learning. Copies are provided for parents. The Statement of Learning is developed for Parents and with your permission a copy is also sent to your child’s school.
OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY

Children feel safe, secure, and supported
Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
Children develop knowledgeable and confident self identities
Children learn to interact in relation to others with care, empathy and respect
Children learn about themselves and construct their own identity within the context of their families and communities. This includes their relationships with people, places and things and the actions and responses of others. Identity is shaped by experiences. As children are developing their sense of identity, they explore different aspects of it (physical, social, emotional, spiritual, cognitive), through their play and their relationships. When children feel safe, secure and supported they grow in confidence to explore and learn.

BELONGING

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BECOMING

Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
Children respond to diversity with respect
Children become aware of fairness
Children become socially responsible and show respect for the environment

Experiences of relationships and participation in communities contribute to children’s belonging, being and becoming. From birth children experience living and learning with others in a range of communities. Over time the variety and complexity of ways in which children connect and participate with others increases. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently.
OUTCOME 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING
Children become strong in their social and emotional wellbeing
Children take increasing responsibility for their own health and physical wellbeing
Wellbeing incorporates both physical and psychological aspects and is central to belonging, being and becoming. Wellbeing includes good physical health, feelings of happiness, satisfaction and successful social functioning. It influences the way children interact in their environments. A strong sense of wellbeing provides children with confidence and optimism which maximise their learning potential. It encourages the development of children’s innate exploratory drive, a sense of agency and a desire to interact with responsive others. Wellbeing is correlated with resilience, providing children with the capacity to cope with day-to-day stress and challenges. The readiness to persevere when faced with unfamiliar and challenging learning situations creates the opportunity for success and achievement.

OUTCOME 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS
Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
Children transfer and adapt what they have learned from one context to another
Children resource their own learning through connecting with people, place, technologies and natural and processed materials
Children use processes such as exploration, collaboration and problem solving across all aspects of curriculum. Developing dispositions such as curiosity, persistence and creativity enables children to participate in and gain from learning. Children who are confident and involved learners are increasingly able to take responsibility for their own learning, personal regulation and contribution to the social environment. Children develop understandings of themselves and their world through active, hands-on investigation Active involvement in learning builds children’s understandings of concepts and the creative thinking and inquiry processes that are necessary for lifelong learning.

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS
Children interact verbally and non-verbally with others for a range of purposes
Children engage with a range of texts and gain meaning from these texts
Children express ideas and make meaning using a range of media
Children begin to understand how symbols and pattern systems work
Children use information and communication technologies to access information, investigate ideas and represent their thinking
Communication is crucial to belonging, being and becoming. Literacy and numeracy capabilities are important aspects of communication and are vital for successful learning across the curriculum. Literacy incorporates a range of modes of communication including music, movement, dance, story telling, visual arts, media and drama, as well as talking, listening, viewing, reading and writing. Spatial sense, structure and pattern, number, measurement, data argumentation, connections and exploring the world mathematically are the powerful mathematical ideas children need to become numerate.
Keeping safe -
Child Protection Curriculum

This curriculum forms an important part of child wellbeing and is one of the ways that preschools can work in partnership to ensure the safety of our children now and in the future. It is based on two main themes which are presented through a range of topics and activities

- **We all have the right to be safe**
- **We can help ourselves to be safe by talking to people we trust**

The themes are explored through four focus areas:

<table>
<thead>
<tr>
<th>The right to be safe</th>
<th>Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognising and reporting abuse</td>
<td>Protective strategies</td>
</tr>
</tbody>
</table>

We encourage the children to care for and keep themselves and their friends safe. A partnership between staff, children and their families is crucial for successfully developing responsible behaviour.

**We encourage children to:**

- respect each other and adults
- value that the preschool promotes a peaceful play zone (we discourage children to use weapons that are intended to harm other people)
- use their voice or assertive actions, not aggressive actions when unhappy with a situation
- acknowledge their feelings and divert their negative energies into an activity where everyone can feel safe (playdough, digging, etc)

For more information also refer to our Site Behaviour Code included with this package

All children are involved in a special social skills program called PALS (Playing and Learning to Socialize). PALS links with and enhances our everyday self and social development learning area. PALS is designed to help young children develop a range of social behaviours that will help them develop friendships and get along with others. Through the use of story telling, songs, games, role play, video stories and activities the children will be able to further develop their skills in these important areas. The program consists of 10 small group sessions, each focusing on a particular skill. One skill will build on another so that the program gradually progresses to the more complex skills required for competent social interaction. The sessions are greeting others, taking turns: talking and listening, taking turns at play, sharing, asking for help, identifying feelings, empathy, overcoming fear and anxiety, managing frustration and calming down and speaking up.
The children are involved in a range of activities and experiences throughout the year to promote their awareness of our natural environment, as well as foster their sense of wonder and enquiry. We encourage the children to recycle their food scraps and paper. The food scraps help make compost which is eventually used on the garden.

Time is also spent exploring other concepts related to our environment such as solar energy and other forms of sustainable energy production, saving electricity and using water carefully.

We have a Murray short necked tortoise named Mickey at preschool. The children are able to help care for him. He has a special enclosure in the playground. We also have 2 goldfish.

“The sun is helping us make electricity. It shines on the solar panels and makes electricity.”

Good relationships within the preschool community give children a greater chance of success. Staff and Parents need to work together to develop a safe, caring and supportive learning and working environment, where everyone has the right to be safe and know that their concerns will be listened to and addressed with the aim of achieving a positive resolution and in light of existing policies. However in the event of a grievance, the following guidelines should be used.

**Principles of our policy.**

Everyone should be treated with respect.

Meetings to discuss grievances will be suspended if any person(s) behaves in an insulting or offensive manner.

The right to confidentiality for all parties in this process must be respected.
ARRIVALS AND DEPARTURES

- When entering or leaving through the gates, please ensure that they are closed.
- Ensure that your child is inside the preschool building before leaving.
- Notify staff if you have arranged for another person to pick up your child from preschool. Record the person’s name in the collection diary near the kitchen.
- Always inform a staff member when you are taking a child from the preschool grounds.
- At the end of session song group time, please wait for a staff member to say “Goodbye” to your child before leaving.
- Make note of the session times and pick your child up promptly. It can be distressing for a child to be left waiting at preschool. If you are likely to be late, please notify us.
- Parking in the disabled parking bay is not permitted without appropriate permission

REGULAR ATTENDANCE AND ILLNESS/INJURY

Sending your child to preschool regularly provides continuity in their experiences and will also assist in their interactions with other children. Establishing a pattern of regular attendance is also a good foundation for school. In addition, preschools are staffed on the number of children who attend each day. Low attendances can result in staff reductions. However, if your child is ill, please keep them at home until recovered. Also notify the preschool of their absence, particularly if the reason is an infectious condition. Certain conditions require that your child remain at home until the infectious period is over and the child is physically recovered. A list of some of these conditions can be found on page 19. If you require further information please speak to one of the staff.

If your child has any allergies or medical conditions, it is important that this information is recorded on their enrolment form. Staff are unable to administer medication without the appropriate forms being completed and signed by your child’s doctor. For more information please refer to our Medication Management, Anaphylaxis and Asthma Policies and speak to a staff member. If your child becomes ill at kindergarten or is seriously injured every attempt will be made to contact you. If your child has a minor injury at kindergarten a note will be placed in your child’s communication pocket and/or a verbal account will be given. For more information please refer to our Emergency First Aid Policy.

WHAT TO WEAR AT PRESCHOOL

Dress your child with consideration for their comfort, independence, safety and according to weather conditions. When thinking of clothing and shoes, remember that a child needs to be able to play, walk, run and climb safely and comfortably. Thongs and rubber boots can be dangerous. Costumes such as Batman etc., are not allowed, as these tend to promote aggressive play.

During the summer months please give consideration to sun safety when choosing your child’s clothes, e.g. avoid sundresses and tank tops.

Please write your child’s name on their clothes.

All our paints are water based. Smocks are provided for the children to wear, but we allcri get paint on our clothes from time to time. The manufacturer recommends soaking the garment or using ‘Wondersoap’ on the mark. Then wash in warm water with detergent. Stain removers are not recommended.
**FOOD**

Our preschool encourages healthy eating habits. Children are asked to bring *fruit, vegetables, yoghurt or cheese* for snacks. Nutritionists recommend that all children in Australia should eat more fruit and vegetables and snack time at preschool provides an opportunity to do this. Please help us by ensuring that:

- a **separate lunch box** is provided (clearly named). Please use an insulated lunch box and/or ice brick if required in hot weather. We will show you where the lunches are kept. Remember to make healthy choices when packing your child’s lunch. Lollies, chocolates, chips, etc are sometimes foods—not for everyday. Also please avoid fruit juice loolly-like snacks which pretend to be healthy.
- **morning and afternoon snacks** (fruit, vegetables, yoghurt or cheese) are *left in the child’s bag (separate from their lunch)*. If they have something that requires refrigeration their snack food can be placed in the fridge near the song mat. This is to avoid confusion about lunch time food and food for snack times.

Please do **not send any foods containing nuts**, as we have children attending with severe allergic reactions to these foods.

**DRINKS**

Children can bring a drink bottle containing water (clearly named) or filtered water, with cups, is always available.

**SUN SAFETY**

Skin damage is the result of cumulative exposure to the sun. In keeping with the recommendations from the Cancer Council SA to protect children from damage, it is the preschool’s policy that children are required to wear a broad-brimmed, legionnaire or bucket (with at least a 5cm brim and deep crown) hat when playing outside from the 1st September to 30th April each year. Children without hats will be unable to play outside.

It is also recommended that the children wear appropriate sun protective clothing eg clothes with sleeves, collars, longer style shorts/skirts etc.

From 1st September to 30th April we recommend that you apply sunscreen on your child before coming to preschool. After lunch we will reapply sunscreen for your child’s protection during the afternoon. We use the Cancer Council Kids sunscreen (SPF 50+). If your child is sensitive to sunscreen products, you are welcome to provide an alternative product. Please speak to one of the staff.

During the summer activities are set up in shaded areas. On days when the forecast temperature is over 35°C the children will generally play inside only. However, if on these mornings the temperature is cooler according to the outside thermometer, then children will be able to play outside before the 1st story time group. On afternoons when there is a cool change, children will be able to play outside after sunscreen is applied at lunch time. Appropriate signage will be placed on the front door to indicate what is happening.

For more information please refer to our Sun Smart and Hot Weather Policies.
CHILDREN’S LIBRARY – books, story kits, science/discovery kits

Many children enjoy borrowing books from the preschool. Early literacy skills and a love of books are fostered through sharing books and stories. There are also story kits which promote literacy and numeracy skills for loan. We also have a selection of science / discovery kits available.

Parents are asked to help with the library and add their name to the library roster. Please encourage your child to care for our books and resources, and return them promptly.

Borrowing days for story kits and science/discovery kits are Monday and Tuesday, at the beginning of session. Library books can be borrowed on any day.

PARENT LIBRARY
There is also a selection of books for parents available for loan. This section contains books about different issues relevant to families.

NOTICEBOARD
Remember to check our noticeboards regularly. Information related to our current educational programme is displayed, as are other notices, rosters and community information. Other noticeboards display information from local schools, newsletters and governing council news.

COMMUNICATION POCKETS
Each child has a ‘pocket’ for newsletters, receipts, etc, which should be checked regularly. They are located outside on the verandah.

LOST PROPERTY
Articles left at preschool are placed in our Lost Property Tray, which is under the communication pockets. To help in the recovery of missing items, it is a good idea to write your child’s name on their possessions - especially bags or backpacks, footwear, jackets and hats.

PHOTOGRAPHS
Our photographer visits the centre during the second term of each year to take photographs of the children.

VISITING PERFORMERS AND EXCURSIONS
During each term a visiting artist or an excursion is organised. The cost of these activities is included on each term’s invoice.

MAKING TABLE MATERIALS
The preschool is always in need of empty grocery boxes, egg cartons, scraps of material and wool, empty containers etc. Please make sure that any sharp or dangerous parts have been removed, eg the metal strip on gladwrap boxes. For safety or hygiene reasons we do not use milk or fruit juice cartons, cardboard toilet paper rolls, matchboxes, washing powder boxes, medicine containers or other containers marked ‘poison’.
How can I be involved and help at preschool?

By working together we (staff and parents) can ensure the best outcomes for the children. Your involvement helps the preschool to function effectively. You might like to consider some of the following:

- working with the children during activities
- reading a book with a small group of children
- sharing talents with a group of children
- helping to clear up at the end of session
- preparing materials for the children (at home or kindergarten)
- taking laundry home
- helping with the library
- helping with the garden and pets
- cooking with a small group of children
- helping the children at the computer
- joining the Governing Council
- supporting fundraising activities for new facilities and equipment for the children

Please speak to one of the staff if you are interested in helping in any of these areas.

GOVERNING COUNCIL
The Governing Council would like to welcome new families to the preschool. Membership of the Governing Council is open to all interested parents. It is the Council’s responsibility to make decisions regarding the operation of the preschool and allocation of funds, to co-ordinate fund raising and/or social activities and to oversee maintenance and development of preschool facilities and equipment. Meetings are held in weeks 2 and 8 of each term. New members are always welcome.

You are also welcome to attend meetings without joining the Governing Council. Minutes are displayed on the noticeboard.

FUNDRAISING
As fees and government funding only cover basic running costs, fundraising is necessary if we are to purchase new books and equipment for the children, as well as improve facilities. All Parents are asked to support our fundraising efforts, as the money raised benefits all the children at the preschool. If you have any ideas or suggestions regarding fundraising please let us know.

MAINTENANCE
Maintenance of the preschool is the responsibility of all families. From time to time Working bees are organised. Your support is essential. You may also be able to help with other requests for assistance which appear in our newsletters or on the noticeboard.

ROSTERS
There are a number of specific tasks (laundry, library, end of term) where your help is needed. Please add your name to one of the rosters on the noticeboard. Or you may be able to help in one of the ways listed above.
PLAYGROUP
Younger children and parents are welcome to attend Playgroup on Fridays from 1.15 to 3.00pm
For more information, please speak to one of the staff.

SUPPORT SERVICES
Support and advice is available for children and families through the Early Childhood Support Services team. Speech pathology, psychology, social work and special education support is available. If you have any concerns in these areas, please speak to one of the staff.

CHILD AND FAMILY HEALTH SERVICE PRE-SCHOOL CHECKS
Children attending preschool are eligible to be included in a developmental health screening during their preschool year. This usually occurs at Salisbury Heights Schools and parents/caregivers take their child to the appointment.

DENTAL SERVICE
Keep your kids smiling
Dental care is FREE for ALL preschool and most school aged children at School Dental Service clinics.
Your local clinic is located at:
Salisbury Community Dental Clinic
Hollywood Boulevard
SALISBURY DOWNS SA 5108
All babies, children and young people under 18 are welcome. First dental check-ups are recommended from 12-18 months
Please call 8250 9254 to make an appointment.

THE PRESCHOOL HAS FACILITIES FOR PEOPLE WITH IMPAIRED MOBILITY (EG RAMPS, DISABLED ACCESS ADULT TOILET).
INTAKE POLICY - SAME FIRST DAY:
There is a single intake for preschools and for schools. This means that children with birthdays before 1\(^{st}\) May will start preschool at the beginning of the year they turn 4 and school at the beginning of the year they turn 5. Children with later birthdays will start school at the beginning of the following year.

BIRTHDAYS
Birthdays at preschool are celebrated by lighting the candles on our 'special' (wooden) cake, singing 'Happy Birthday' and the giving of a birthday sticker. It is the preschool’s policy not to have birthday cakes.

ENROLMENT FORMS
Please inform a staff member of any changes to the information on your child’s enrolment form. This is particularly important in relation to family and emergency contact details. Information provided remains confidential.

MONIES
Please place the correct money for fees, performances, etc in a clearly labelled envelope and place it in the fees box. A receipt for fees, etc paid will be placed in your child’s communication pocket. You are also welcome to make payments for fees on the internet.

POLICIES
Copies of the policies mentioned in this booklet are available in the Policy folders and CDs in the Parent Library. They are also available on our website www.salisburyhkgn.sa.edu.au Please speak to a staff member if you would like your own copy of any of our policies.
Plan of Salisbury Heights Preschool
Safety Issues

EMERGENCY PROCEDURES:
In the event of an emergency at preschool (eg fire) which would require evacuation of the building, please note the following:

- **warning signal** - continuous sounding of the hooter
- **muster point** - ash tree in playground with black & yellow post (x on map opposite)

If you are at preschool when an emergency is in progress please move quietly and calmly to the muster point.

Detailed emergency plans are displayed near all exits to the building. Please familiarise yourself with these procedures.

In the event of an emergency requiring us to evacuate the area, the children and staff will walk to Salisbury Heights School, Ward Street, Salisbury Heights. Ph: 8258 7299.

Fire drills are practiced with the children each term.

Due to the increased danger (in the event of a fire) presented by displays hanging from the ceiling, children’s art work is only displayed on our windows and walls

FIRST AID AND HEALTH PRACTICES AND PROCEDURES:
Our First Aid Kits are located in the kitchen, shed near sandpit and the children’s toilet next to the playgroup kitchen. Staff are trained in first aid and undertake regular training updates. Staff practice Standard Precautions when involved in administering first aid or in other situations where there is the possibility of contact with blood or body fluids.

Standard Precautions are implemented to prevent transmission of infection. This means that:

- hygienic practices are used, including appropriate hand washing and regular cleaning of work areas and equipment
- blood and body fluids are regarded as potentially infectious and therefore hazardous substances
- disposable gloves are worn when contact with blood or body fluids is likely eg administering first aid, toileting, etc
- appropriate procedures are used for the environmental cleaning of blood and body fluid spills

The children are encouraged to practice good hygiene (eg washing hands, flushing the toilet, using tissues, etc) and safety procedures (eg covering injuries, avoiding contact with others blood or body fluids, using gloves in appropriate play situations eg hospital play).

NO SMOKING:
It is DECD policy that all preschool properties are non-smoking environments (inside & out).

HAZARD REPORTING:
As part of our Work Health and Safety, as well as Child Safety Procedures staff are vigilant in maintaining a safe environment for all who use our centre. As a member of our preschool community, please assist us in this process by informing staff of any concerns you have in this area (you may notice something we have missed).
# Recommended Immunisation Schedule

<table>
<thead>
<tr>
<th>AGE</th>
<th>DISEASE</th>
</tr>
</thead>
<tbody>
<tr>
<td>birth</td>
<td>Hepatis B</td>
</tr>
<tr>
<td>2 months</td>
<td>Diptheria, tetanus, whooping cough / poliomyelitis Hib (haemophilus influenzae type b) / Hepatitis B Pneumococcal Rotavirus</td>
</tr>
<tr>
<td>4 months</td>
<td>Diptheria, tetanus, whooping cough / poliomyelitis Hib (haemophilus influenzae type b) / Hepatitis B Pneumococcal Rotavirus</td>
</tr>
<tr>
<td>6 months</td>
<td>Diptheria, tetanus, whooping cough / Poliomyelitis Hib (haemophilus influenzae type b) Pneumococcal Rotavirus ? Dependent on type given previously</td>
</tr>
<tr>
<td>12 months</td>
<td>Meningococcal C Measles, mumps, rubella Hib (haemophilus influenzae type b)</td>
</tr>
<tr>
<td>18 months</td>
<td>Measles, mumps, rubella Chicken pox</td>
</tr>
<tr>
<td>4 years</td>
<td>Diptheria, tetanus, whooping cough Poliomyelitis Measles, mumps, rubella (if not administered at 18mths)</td>
</tr>
</tbody>
</table>
Children with infectious diseases should be kept at home until the infectious period has passed and the child is physically recovered. Parents / caregivers are asked to contact the preschool in cases when children contract communicable diseases. Recommended minimum exclusion periods from kindergarten are:-

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>EXCLUSION OF CASES</th>
<th>EXCLUSION OF CONTACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken pox</td>
<td>Exclude until fully recovered for at least 5 days after the eruption first appears. Some remaining scabs are not a reason for continued exclusion.</td>
<td>Any child with an immune deficiency (e.g. leukemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Hand, foot &amp; mouth disease</td>
<td>Until all blisters have dried.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Haemophilus influenzae type b</td>
<td>Exclude until medical certificate of recovery is received.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>(Hib)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herpes (cold sores)</td>
<td>Young children unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions to be covered by dressing, where possible.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza &amp; influenza like illnesses</td>
<td>Exclude until well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after onset of rash.</td>
<td>Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case.</td>
</tr>
<tr>
<td>Ringworm, scabies, pediculosis (head lice), trachoma</td>
<td>Re-admit the day after appropriate treatment has commenced.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Rubella (german measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of rash.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Streptococcal infection (including scarlet fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the person feels well.</td>
<td>Not excluded.</td>
</tr>
<tr>
<td>Whooping cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment.</td>
<td>Exclude unimmunised household contacts aged less than 7 years for 14 days after last exposure to infection or until they have taken 5 days of a 14-day course of antibiotics. (Exclude close child care contacts until they have commenced antibiotics).</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude if diarrhoea present.</td>
<td>Not excluded.</td>
</tr>
</tbody>
</table>
Salisbury Heights Preschool Clothing

The children have designed our turtle logo.
Items available for purchase

- Legionnaire hats - $6.60
- Iron-on logos - $3.30
Beginners Alphabet

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
1 2 3 4 5 6 7 8 9 10
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

This is the style of print we use with the children in preschool and is also the style used in South Australian schools.

When writing with your child, it is a good idea to use the same style.
Please note: Use lower case letters. Capitals are only used at the beginning of sentences and for the first letter of names.
We hope the information contained in this book has been useful. If you require any more information, please speak to one of the staff.

We hope you and your child enjoy your time at our preschool.