“Children only get one chance at a successful first year at school”
Dear Parents,

Thank you for enquiring about St Maria Goretti Primary School and more particularly about our Prep program which is integrated with our P/1/2 Early Learning Centre.

This handbook provides you with an insight into our beliefs and practices here at St Maria Goretti. However, bear in mind that this is but one avenue through which you can gain a full understanding of our school which has served the Inglewood community for more than half a century. Please take the time to make an appointment to come and see our school and have your questions answered directly. You are very welcome and one of the key features of this school is its openness and transparency.

Deciding where to send your daughter/son to school is a very important decision that will have an impact on the rest of her/his life. It is a decision that cannot be made lightly and it is our obligation to offer you assistance in that decision making process. Remember that children only get one chance at a successful first year at school.

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Paula O’Rourke
( Principal)
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THE EARLY EDUCATION CENTRE

Our Early Learning Centre (ELC) is highly valued and a very important foundation of St Maria Goretti School. It exists to provide, within a Catholic Christian environment, sound learning foundations for your child as she/he begins their educational journey within a school setting. Like any legitimate and worthwhile school, it is our aim to assist your child to grow and develop spiritually, physically, socially, emotionally and academically and to do this in a positive environment where each child is valued and respected.

A good relationship between parents and the school is crucial to a child’s first year at school and to their entire lives. We hope then, that this handbook will provide you with an informative guide which will assist in developing this relationship from the beginning.

Prep was introduced in Queensland in 2007. It is a fulltime, non-compulsory education program that provides a bridge between kindergarten/preschool/home and the more formal years which follow. This emphasises the vital importance of parent participation in the life of the school. Research shows that children do better in school when their parents show an interest in and involve themselves with the school’s programs and activities.

We see each child as a unique individual with gifts and talents to be nurtured and developed. Our purpose is to look to your child’s strengths and needs and within the framework of an Early Learning Program provide the opportunities and stimulus necessary for the development of the whole child.

Our centre comprises students enrolled in both Year One and Prep and our experience convinces us that this combination is a positive and fruitful journey for both year levels. Prep students, both deliberately and unwittingly, learn much from their older companions and the Year One students gain much in confidence and leadership as they support the younger students. Numbers are small and we are able to provide a very attractive staff/student ratio consisting of teacher and teacher assistant. Additionally, specialist advisors, teachers and visitors assist the development of our students.

The objectives of our Early Learning Program may be summed up as:

- The provision of an exciting and positive learning environment which allows each child to begin their educational journey in the best possible setting with qualified and caring staff.

- Ensuring well researched and prepared curriculum programs that meet state requirements, are designed for a multi-age setting and are supported by high quality resources.

- The strong encouragement of parents (as the first educators) to be
actively involved in the life of the school.

- Identification of and support for those students who have special needs.

**ST MARIA GORETTI SCHOOL E.L.C. PHILOSOPHY**

We believe that the early years of education are an integral part of our school and learning process. We aim to provide a caring environment that fosters and supports the spiritual, social, emotional, physical, intellectual and creative development of each child. Learning at St Maria Goretti Early Learning Centre is a partnership and shared responsibility between the school staff, parents and children. The children in our care are encouraged to learn and develop at their own rate through an integrated, multi-age program encompassing prep and year one. The Prep student, as well as undertaking a full preparatory program, has the opportunity to interact and learn from the Year One children in the same learning environment. This is an advantage also for the Year One Early Years students as they are given more opportunities to continue learning through exploration, investigation, inquiry and explanation, whilst interacting with younger inquisitive minds. It also assists Year One students accept responsibility whilst interacting with students who are finding their way at the school.

To a child, Prep is an opportunity to experience a world full of exciting things to do. As your child is encouraged to play and explore through negotiated experiences, they are indeed learning!

**A child at play is a child learning**

In Prep, children are supported and encouraged to enhance the development of:

- Independence and positive self-image;
- The ability to socialise, share, communicate and co-operate with other children and adults;
- Early literacy and numeracy skills which will help them understand their world and build foundations for further learning;
- Concentration;
- Fine and gross motor skills, co-ordination and flexibility;
- Creative expression through dramatic play, music, movement and various technologies;
- A love of literature, stories and story-telling;
- Skills in pre-reading, reading and number;
- Positive attitudes to learning; and
- Foundational Christian beliefs within the Catholic tradition and supported or explained at home in terms of that family’s faith journey.
St. Maria Goretti offers small class sizes within a multi-age setting to provide a more individualized educational program. Classes are determined by the number of students enrolled each year.

**PREP ITEMS LIST**

List Available from Office

**UNIFORM**

*Please ensure all items of uniform are clearly marked and in good repair.*

As our Prep students are integrated fully into the school and its programs, the students are required to wear St Maria Goretti uniform each day (including sports uniform as required). This promotes a sense of ‘belonging’.

*Our uniform requirements are as follows:*

All children are required to wear the uniform as described in this handbook. Personal modifications/variations to these requirements are not permissible and where the student is unable to comply with the dress code then the parent must supply a note of explanation. Students must also adhere to the dress code while on official school business away from the school premises.

Students’ hair should be clean, tidy and of reasonable style. Haircuts are to enhance a neat/tidy appearance and are not to make a fashion statement. Colour dying of hair is unacceptable. All hair accessories must conform to the school colours. Fashion accessories and ornaments such as hair colouring, nail polish and chains are not permitted except for the following:

- **Earrings**.......................... One pair of sleepers or studs only
- **Watches**.......................... We recommend an inexpensive watch for school
- **Neck chains**.......................... Christian medals only
UNIFORM – GIRLS

Summer Day Uniform

Navy skort and blue check blouse or blue check dress with back zipper. Blouse will match
dress in material and design
Short white socks (no colours or stripes)
Black good quality leather look joggers
Navy hat with school logo (Available from uniform shop)

Summer Sports

Navy skort OR Microfibre Shorts
School Sports Shirt with logo (Available from uniform shop)
Joggers plain in colour
Short white socks (no colours or stripes)
School hat

Winter Day Uniform

Navy skort and blue check blouse or blue check dress with back zipper. Blouse will match
dress in material and design
Light blue skivvy
Navy tights if desired
Navy Jumper (Round neck sweat) or School Tracksuit
Short white socks (no colours or stripes)
Black good quality leather look joggers
Navy hat with school logo (Available from uniform shop)

Winter Sports

Track suit – school track suit with logo (Available from uniform shop)
School Sports Shirt with logo (Available from uniform shop)
Navy skort OR Microfibre Shorts
Short white socks (no colours or stripes)
Joggers plain in colour
School hat

UNIFORM – BOYS

Summer Day Uniform

Shirt – school blue, short sleeve, button up
Shorts – navy blue
Black good quality leather look joggers
Socks – short white (no colors or stripes)
Hat – navy with logo (Available from the Uniform shop)
Summer Sports

School sports shirt (Available from the Uniform shop)  
Microfibre shorts or Shorts – Navy Blue  
Short white socks (no colours or stripes)  
Black good quality leather look joggers  
Hat – navy with logo (Available from the Uniform shop)

Winter Day Uniform

Shirt – blue, short sleeve, button up  
Shorts – navy blue  
Light blue skivvy  
Black good quality leather look joggers  
Short white socks (no colours or stripes)  
Navy Jumper (Round neck sweat)  
Hat – navy with logo (Available from the Uniform shop)

Winter Sports

School Sports Shirt (Available from the Uniform shop)  
Navy Shorts  
Track suit –school track suit with logo (Available from uniform shop)  
Short white socks (no colours or stripes)  
Black good quality leather look joggers  
Hat – navy with logo (Available from the Uniform shop)

HAT - GIRLS & BOYS

The correct school hat to be worn is outlined in the uniform section. It is given separate prominence because the wearing of a hat at St. Maria Goretti receives particular emphasis. In this climate and with considerable publicity about:

- Sun smart programs
- The high incidence of skin cancer
- Damage to skin etc.

Students at St. Maria Goretti must understand that no hat means no play due to our school being a SunSmart School. A student without a hat will not be permitted to play even in the shade because to allow that defeats the purpose of instilling the message that each and every student must have a hat at school.

Hair

All hair must be tidy. Long hair must be worn pinned back, for health and hygiene reasons.

Nail polish / body art

These are not permitted to be worn or seen on the body at school. Please ensure it is removed or covered before attending school.

Jewellery

Studs or sleepers (no earrings)  
No other jewellery with the exception of a simple cross  
Watches – not expensive ones please.
BIRTHDAYS

Whilst appreciating that a birthday is a very important event in a child’s life and that they have a desire to celebrate it with friends at school it is essential that parents check with the Principal regarding current policy and practice. The school will be as cooperative as possible, however legislation and social practice are ever changing landscapes. The school has to take into account matters such as:

- Nutrition and parents’ desire that only healthy food be available on school premises.
- The matter of ingredients used in the cake and the possible allergic reactions that might follow even for one child (The whole issue of anaphylaxis – a serious life threatening disorder which has become more prevalent).
- Issues of a legal nature in an increasingly litigious society.

Please don’t let this deter you from bringing a cake to celebrate a birthday - let us know the ingredients if you bring one and alternatively we need to be advised of any allergies your child is susceptible to as well.

MORNING TEA AND LUNCH BREAK

At St Maria Goretti our timetable is designed to maximise learning time before students begin to tire in the hot afternoon whilst avoiding children playing at a time that experts advise ultra violet rays are most damaging. (Morning Tea is 10.40am-11.00am, and Lunch is 1.00pm-1.45pm)

Children need healthy food to support growth and learning. Please take this into account when preparing your child’s lunches for their day at school. Encourage your child to bring home what they do not eat because they did not like it or because it was too much. Gradually you will reach a point whereby you can pack a lunch that is nutritious, is sufficient in quantity and that it will not be wasted. We do encourage foods that include sandwiches, fruit, yoghurt with water. Package foods/snacks are generally high in fats/salts/sugars and we would prefer these to be consumed at home.

Tuck-shop is available on Fridays and the procedures will be explained to you once your daughter/son commences school. Menu items are subject to change depending on the season and availability and parents are asked to consult the menu for pricing and items before ordering. To avoid disappointment, please ensure the correct money accompanies your child’s tuck-shop order.
LIBRARY

Reading to your child is paramount to the promotion of readiness for learning and establishing a love of books and reading so essential to all future learning. As a parent, you do your child a great service by reading to them from an early age and by encouraging them to read.

Children at St Maria Goretti may borrow from our library on a weekly basis. They will need a library bag to protect the books borrowed as they bring them to and from school. You will be advised the library days for the Prep/1 students once school is underway and timetables have been established. On this day children may borrow up to three books to take home for one week.

Please take an interest in what your child has borrowed, by reading the borrowed book/s with your child.

Books need to be returned on the day due or preferably the day before.

* Children must have a library bag as a condition of borrowing – without the bag no borrowing is allowed.

NAMING PROPERTY

Please take the time to ensure that all of your child’s property is clearly named. (Please use correct script with Upper and Lower case letters so the child can readily recognise what belongs to them.) (We are happy to provide you with a copy of the Queensland Alphabet script so you can closely copy this.) Too many items find their way into the Lost Property Box and replacement is an unnecessary expense.

Examples of items that need to be named include:

- Rulers, rubbers, pencil cases, school bags, lunch boxes, books and other stationery items
- All items of clothing including hats, jumpers, track suits and socks

THE DAILY PROGRAM

Daily program experiences will vary according to the needs and interests of the children. Nevertheless, the regular routines set will incorporate the following:

- Structured and negotiated experiences both indoors and outdoors to promote physical and intellectual development. These may be prep only or Prep/1.
- Group times involving planning for-and reflecting on- learning, sharing ideas/experiences, discussion, music and movement and early literacy and numeracy focused activities.
- Small group times for specific concept and skill development.
**Indoor and Outdoor time**
The Prep program is based on a QLD and Australian *curriculum* which encourages children to be active participants in their learning. It has to be understood that whilst this philosophy and practice underpins what we do at St Maria Goretti, directed learning is the main focus of teaching and learning.

During indoor and outdoor time, children are engaged in a variety of experiences – either small groups or as whole class. The experiences in which children participate may be child-initiated but are generally teacher-initiated in routine early literacy experiences. These experiences are largely determined by the children’s individual needs and abilities and vary dependent upon learning requirements at different levels.

Having children in a multi-age setting provides a unique opportunity for children to learn at their own pace. Children are able to consolidate their learning and challenge themselves according to their developmental level as well. In addition, the multi age setting allows children to engage in experiences at a level that is not dependent on their chronological age or a particular school grade.
PARENTAL INVOLVEMENT

St Maria Goretti School encourages and values parental involvement in the life of the school. This can occur in many ways e.g. Tuck-shop Roster, membership of the Parents and Friends’ Association, working bees, volunteering for a range of activities like reading, helping at swimming, membership of committees formed for consultation purposes etc. Parents bring a range of gifts and talents which can be beneficial both for the school and for the student. Again, we are open and willing to discuss any issues or concerns you wish to raise. However, unless the matter is one of great urgency, we ask that certain protocols are followed i.e:

- Communicate with the prep teacher from 8.20a.m. until such time as that teacher is required to be on duty in the playground or has other allocated responsibilities. (Bear in mind that before school commences teachers are usually quite busy preparing for the day ahead.)
- Communicate with the prep teacher after school from 3.05 pm but again bear in mind that teachers have supervision duty or maybe required to attend staff meetings and in-service etc.
- Write a note requiring follow-up by the teacher
- Ensure you keep free the times set aside for parent-teacher interviews
- Make an appointment through the school secretary if you wish to have a more formal interview. This process is not designed to be a deterrent for you but to ensure quality uninterrupted time is set aside.

ATTENDANCE

Prep is now the first year of schooling in Queensland and as a parent who has made a commitment to enrol your son/daughter in our five day program it is very important that you support it fully to gain maximum benefit for your child from this Early Learning Centre program. Prep provides a strong foundation for future learning and parents have an obligation to be role models in respect to punctuality and regularity of attendance.

Certainly, some parents may find their child tires very easily at the beginning of the year but, deciding to keep your child home is not necessarily the solution. This is a matter that you need to discuss with the teacher and co-operatively you may find there are a number of more positive and creative solutions. These solutions are better than allowing your child to determine when they will and will not come to school, establishing bad habits based on a child’s ability to manipulate the situation. Having said that, there may be occasions when there is benefit in the child taking a day at home to fully rest.
ARRIVAL AND DEPARTURE

School times at St. Maria Goretti are 8.40 a.m. to 3.05 p.m. (There is a warning bell at 8.38 a.m. which is to alert children to the need to prepare for class and go to the toilet if necessary, wash their hands, have a drink and move to the assembly area.) The teacher will take the children to the assembly area on the first day of the week and Thursday for the formal assembly.

- When a prep student arrives at school between 8.30 a.m. and 8.40 a.m. they should be accompanied to the classroom by a responsible adult who is known to the school, or an older sibling or student who has been given this responsibility by the family. The student should be assisted to unpack then taken to the area under the building to be seated with the other children.

- At the end of the day (3.05 p.m.) the prep student should be collected from the classroom and the teacher should be informed as to who is taking the child. If children are to travel by bus the school should have been informed of what arrangements have been made.

- Teachers are on duty in the playground from 8.30 a.m. each day and again in the afternoon there is a teacher on duty until at least 3.15 p.m. when buses have departed and all children have left the school property.

CLOTHING

As has already been stated elsewhere in this handbook, please ensure all clothing is clearly named. There will be occasions when activities undertaken by the child may include removal of socks and shoes and belongings can get mixed up.

Parents are encouraged to have a spare set of clothes at the school, in case of unforeseen accidents.

MEDICAL

If there are any specific medical issues that the school needs to be aware of, (e.g. allergic reactions etc,) these should have been noted on the enrolment forms and the Principal advised at the point of enrolment. The Principal will have already passed on this information to the teacher. (However it is always wise to reinforce this by emphasising such matters with the teacher.) Similarly, if new information becomes available i.e. more current medical information or new family details (or any other matter that is important for the school to know), as a parent you should advise the teacher, but at the same time also let the Principal/school office know immediately.
Recommended minimum exclusion periods for infectious conditions for schools, pre-schools and child care centres.

Children who are unwell should stay home from school, pre-schools and child care centres.

Definition of ‘contacts’ will vary according to disease. Please refer to specific Fact Sheets for definition of ‘Contacts’. (Fact sheets are listed in the contents pages in the manual).

Different exclusion periods will apply to people whose work involves food handling; if they have vomiting and/or diarrhoea they should not return to work until they have been symptom free for 48 hours and do not have loose bowel actions. For some conditions such as *Campylobacter* and *Giardia*, even though the organism may still be found in the bowel action, children may be able to return to the child care centre 24 hours after the diarrhoea has ceased. This is because the number of organisms will be less and it will be possible for good hygiene to be effectively maintained.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of Case</th>
<th>Exclusion of Contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amoebiasis (Entamoeba histolytica)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Campylobacter</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Candidiasis</td>
<td>See ‘Thrush’</td>
<td></td>
</tr>
<tr>
<td>Chickenpox (Varicella)</td>
<td>Exclude until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised children and less in immunised children</td>
<td></td>
</tr>
<tr>
<td>CMV (Cytomegalovirus infection)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cryptosporidium infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (no organism identified)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least 2 negative throat swabs, the first swab not less than 24 hours after finishing a course of antibiotics followed by another swab 18 hours later</td>
<td>Exclude contacts that live in the same house until cleared to return by an appropriate health authority</td>
</tr>
<tr>
<td>German Measles</td>
<td>See ‘Rubella’</td>
<td></td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular Fever (Mononucleosis, EBV infection)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of Case</td>
<td>Exclusion of Contacts</td>
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<tr>
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<tr>
<td>Pertussis</td>
<td>See ‘Whooping Cough’</td>
<td></td>
</tr>
<tr>
<td>Respiratory Syncytial Virus</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ringworm/tinea</td>
<td>Exclude until the day after appropriate antifungal treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Roseola</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ross River virus</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus infection</td>
<td>Children are to be excluded from the centre until there has not been a loose bowel motion or vomiting for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least four days after the onset of the rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonella infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scabies</td>
<td>Exclude until the day after appropriate treatment has commenced</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Scarlet Fever</td>
<td>See ‘Streptococcal sore throat’</td>
<td></td>
</tr>
<tr>
<td>School Sores</td>
<td>See ‘Impetigo’</td>
<td></td>
</tr>
<tr>
<td>Shigella infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Thrush (candidiasis)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Exclude until medical certificate is produced from appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Typhoid, Paratyphoid</td>
<td>Exclude until medical certificate is produced from appropriate health authority</td>
<td>Not excluded unless considered necessary by public health authorities</td>
</tr>
<tr>
<td>Varicella</td>
<td>See ‘Chickenpox’</td>
<td></td>
</tr>
<tr>
<td>Viral gastroenteritis (Viral Diarrhoea)</td>
<td>Children are to be excluded from the centre until there has not been a loose bowel motion or vomiting for 24 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Warts</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Whooping Cough (pertussis)</td>
<td>Exclude until five days after starting appropriate antibiotic treatment or for 21 days from the onset of coughing</td>
<td>Contacts that live in the same house as the case and have received less than three doses of pertussis vaccine are to be excluded from the centre until they have had five days of an appropriate course of antibiotics. If antibiotics have not been taken, these contacts must be excluded for 21 days after their exposure to the case while that person was infectious.</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if loose bowel motions present</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of Case</td>
<td>Exclusion of Contacts</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Haemophilus influenza type b (Hib)</td>
<td>Exclude until the person has received appropriate antibiotic treatment for at least 4 days</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Head Lice (Pediculosis)</td>
<td>Exclusion is NOT necessary if effective treatment is commenced prior to the next day at child care (ie the child doesn’t need to be sent home immediately if head lice are detected)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes simplex (cold sores, fever blisters)</td>
<td>Exclusion is not necessary if the person is developmentally capable of maintaining hygiene practices to minimise the risk of transmission. If the person is unable to comply with these practices they should be excluded until the sores are dry. Sores should be covered by a dressing where possible.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human Immunodeficiency Virus (HIV/AIDS)</td>
<td>Exclusion is Not necessary. If the person is severely immunocompromised, they will be vulnerable to other people’s illnesses</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hydatid disease</td>
<td>Exclusion is not necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo (school sores)</td>
<td>Exclude until appropriate antibiotic treatment has commenced. Any sores on exposed skin should be covered with a water tight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza—like illnesses</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Legionnaires disease</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Leprosy</td>
<td>Exclude until approval to return has been given by an appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for 4 days after the onset of the rash</td>
<td>Immunised and immune contacts are not excluded. Non immunised contacts of a case are to be excluded from child care until 14 days after the first day of appearance of rash in the last case, unless immunised within 72 hours of first contact during the infectious period with the first case. All immunocompromised children should be excluded until 14 days after the first day of appearance of rash in the last case</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of Case</td>
<td>Exclusion of Contacts</td>
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</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well and has received appropriate antibiotics</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningitis (Viral)</td>
<td>Exclude until well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate antibiotic treatment has been completed</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 48 hours.</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Parvovirus infection (fifth disease, erythema infectiosum, slapped cheek syndrome)</td>
<td>Exclusion is NOT necessary</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>
FEES AND LEVIES

Details of school fees are provided to each family on enrolment. Any changes to fees and levies will be made known prior to the implementation of such changes. Any queries about these may be directed to the school office.

Fees may be paid by cheque, cash, direct deposit, or by periodic payment through your bank or financial institution. Cash and cheque payments may be made directly to the office.

Please ensure all direct deposits and periodic payments are identified with your family name, so they can be matched in our system.

EXCURSIONS

As a part of the education program the children may be involved in a number of short excursions to various venues around the town e.g. the town library. For safety reasons during these excursions parents may be required to assist with the supervision. You will be always advised of excursions and be given the opportunity to assist. It has to be remembered of course, that on these occasions parents must respect the need to maintain confidentiality and not to make any comments to others regarding observed abilities or behaviours of individual students in their care that day.

At St Maria Goretti PERMISSION SLIPS ARE A NECESSITY. Parents must have full knowledge of the excursion planned and notes sent home will include:

- Where the activity will take place
- What will be done
- How the children will be transported
- When they will leave and return
- The cost, if any

Only students with a signed form should be allowed to attend. If parents refuse attendance, meaningful, supervised activities will be organised at school.

INTEGRATION WITH THE WHOLE SCHOOL

Whilst we are operating an Early Learning Centre we also see the value and necessity of the centre being fully integrated with the rest of the school. Fortunately as a small school this is relatively easy and brings many benefits. The prep students:

- Use the library facilities.
- Attend events like school masses and liturgies, sport days,
fundraisers etc.

- Make full use of the Tuck-shop facilities.
- Sit with the whole school during morning tea/lunch breaks.
- Participate in assemblies and so on.

HELPING FAMILIES ON THAT FIRST DAY

Both children and their parents can be nervous about starting out at school, even though children may have already attended a Kindergarten or preschool program. You need to keep in mind that:

- It is important to explain to your child what they will be doing and who else will be there (when there are friends from Kindergarten or Childcare etc, this assists.) Suggest positive things that you as a parent will be looking forward to at the end of the day e.g. Could you paint me a picture today? Will you tell me this afternoon what you did, who you played with, if you used the sandpit?
- Read stories (or make up your own) about the positive experiences of Going to School. Look for publications like Spot Goes to School.
- Play school at home using books and equipment that you already have. Talk positively about your child doing this with others in a new setting.
- Ensure your child understands where you will be and what you are doing whilst she/he is at school. Make sure they fully understand who will be picking them up from school.
- Make sure that you exhibit calmness and cheerfulness when speaking about school and when leaving your child there. If you show that you are worried, then unwittingly the child will also become worried and anxious. Make sure that at the time of separation you are bright, smiling, give a warm hug, reassure your child about who will be collecting them from school, then depart quickly. Staying around to see what will happen will only create problems and undermine the good work you have done and that will be done by staff. If your child becomes tearful give them a reassuring hug and go – if you do not, then each time will become more difficult instead of easier.
- When you collect your child at the end of the day take time to genuinely listen to what they want to tell you. Ask leading questions like – What was your favourite thing today?
- Provide opportunities outside school hours for your child to mix with their peers. This will assist your child to make friends more quickly and establish ongoing positive relationships.
THE EARLY YEARS CURRICULUM

At St. Maria Goretti school as with all Queensland schools we use the Early Years Curriculum Guidelines. These Guidelines (EYCG) have been developed specifically for use in the Preparatory Year. They provide a framework for continuity of learning through the early childhood phase of schooling.

It is widely accepted that the early years of learning are among the most significant periods of growth for children. Experiences during this time not only affect cognitive, social and physical development, but deeply influence dispositions to learning and children’s views of themselves as learners. A positive start in prep may well guarantee a strong and positive attitude to future learning.

With this in mind, the EYCG is based on current research into young children’s learning. The following six factors associated with preparedness for school and later success have been identified from this research:

- social and emotional competence with a focus on social learning and independence (Responsibility for learning and positive self-image).
- health and physical wellbeing, particularly in making healthy choices and gross- and fine-motor development.
- language development and communication, focusing on oral language and early literacy including pre-reading skills and early writing.
- early mathematical understandings with emphasis on early numeracy including the syllabus requirements of number, patterns and algebra, measurement, chance and data and space.
- active learning processes with a focus on thinking, investigating, and imagining and responding (art, drama, dance, music) (investigating the natural and built environments).
- positive dispositions to learning.

These factors for success provide the framework for the EYCG curriculum content.
The Australian Curriculum for English, Maths, Science, History and Geography are incorporated into this framework. St Maria Goretti views children as capable learners who bring knowledge and experience into prep settings. The teaching and learning approach emphasises the importance of:

- building on prior learning.
- providing opportunities for children to learn through all sensory pathways.

It recognises the vital role in children’s brain development of play-based problem-solving with other children and the role of adults in supporting, scaffolding, facilitating and monitoring learning.

We recognise the important role the teachers play as they work with children and other partners in making curriculum decisions. In preparatory settings, curriculum decision making involves four non-linear, interactive processes — planning, interacting, monitoring/assessing and reflecting. These are used as organisers throughout the teaching and learning experience.

In the Prep environment the teacher will provide considerable focus on five main contexts for learning and development. These are:

- Play
- Real life situations
- Investigations
- Routines and transitions and
- Focused learning and teaching

**Play** will occur in both indoor and outdoor environments and it has to be remembered that what we view and see as play is also the opportunity for children to extend oral language, improve various areas of literacy and numeracy, explore ways to symbolise their experiences and develop their imagination and creativity.

**Real life situations** are an attempt to build connections with home and community and their classroom experiences. These include matters like cooking, gardening, reading and writing texts for real purposes (shopping lists, notices, letters etc), conducting experiments, making artwork, working on a project or talking with guest speakers and special visitors.

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

**Routines and transitions** These refer to times like meal times, relaxation times, toileting and tidy-up times which all provide important opportunities for meaningful and spontaneous learning in a planned manner.
Focused learning and teaching: This involves children actively co-constructing understandings with people, objects and representations, as they participate in a variety of learning opportunities that inspire and motivate them to learn and love learning.

STUDENT PORTFOLIOS

Parents play a vital role in their children's education. Research has shown that effective programs for children are based on the establishment of good relationships between all participants in your child's education. This is in fact crucial to a child's successful first year at school.

To help build effective partnerships between the school, home and your child, we will be constructing a portfolio with your child through the prep year. This is assisted with the award winning software provided by Toowoomba Catholic Education Office - Diocesan Learning Profile - DLP. Hard copy files of your child's work are also maintained as the year progresses and their skills develop.

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

- Sharing insights and information related to your child
- Reading with your child ‘library and referencing books’
- 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 with prior arrangements made with the teacher
- Contributing ideas and resources (for example material for collage making)
- Reading newsletters and notice boards with care
- Joining and becoming an active member of the P & F
- Attending working bees and getting to know your school’s community
- Being present at special assemblies and liturgies
- Volunteering for membership of committees
I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child’s mind
As they fashioned it with care,
One was a teacher, the tools she used
Were books and music and art;
One was a parent with guiding hand
And a gentle, loving heart.
Day after day the teacher toiled
With touch that was deft and sure,
While the parent labored by her side
And polished and smoothed it over.
When at last their task was done,
They were proud of what they had wrought,
For the things they had moulded into the child
Could neither be sold nor bought.
And each agreed they would have failed
If they had worked alone,
For behind the parent stood the school,
And behind the teacher the home.

(Author Unknown)