



Hawker Preschool *Handbook*





Welcome to Hawker Preschool

Hawker School was opened in 1976. It has an open plan design with the library at the centre, leading into shared class units. The layout provides an inclusive and flexible learning environment. Hawker School is well positioned for productive links with all sectors of ACT Education as it is situated adjacent to Belconnen High School and Hawker College. It has an active Board and P&C (Parent and Citizens' Association) and a strong relationship with the local community. Parents have many opportunities to be involved in all areas of the school.

Our curriculum offers a strong academic focus as well as an emphasis on physical education, and creative and performing arts.

Hawker School Contact Details:-

Principal: Kim McCormack

Deputy Principal: Alison Reid

Executive Teachers: Lisa Fairlamb and Rachel Eisenberg

Preschool Teacher: Kate Cappelletti

School phone number: 6142 2660

Preschool Unit phone number: 6142 2675

School email: info@hawkerps.act.edu.au



Hawker School Vision and Mission Statement

The underpinning philosophy of the school established by the founding principal, Mr Al Leece still thrives today and embraces the loaves and the hyacinths principle in education:

'If of fortune be bereft and of thine earthly store hath left two loaves sell one and with the dole buy hyacinths to feed the soul.'

The loaves are about the core foundation skills; literacy and numeracy and the skills involved in learning. The hyacinths are about passion areas, creativity, curiosity and confidence. It is about happiness and responding to the joy of being alive. At Hawker School we aim to provide a secure, caring and stimulating learning and working environment, which is inclusive, values excellence and is responsive to the community.

We believe that when implementing the policies of the ACT Education and Training Directorate, *Early Years Learning Framework*, *Every Chance to Learn* and the Australian Curriculum it is our responsibility to create learning programs that are responsive to the needs of our students and our community. We believe that all student programs should be underpinned with a set of core values. These values protect our children and teach them the skills and attitudes they need for life as active citizens in local and global communities.



Hawker School has a friendly, inviting atmosphere and a positive student culture. Our core values are expressed in our SCARF (Support, Cooperation, Acceptance, Respect and Friendship) values program. These values teach students the skills and attitudes they need for life as active citizens in local and global communities.

Support

- Supporting others in need
- Demonstrating empathy

Cooperation

- Striving to work cooperatively
- Resolving conflict peacefully
- Working together to achieve common goals
- Displaying interpersonal cooperation and social responsibility.

Acceptance

- Opposing prejudice and eliminating discrimination
- Valuing difference
- Valuing the diversity of cultural expression
- Acknowledging each person's uniqueness

Respect

- Considering others
- Developing self-respect
- Demonstrating effort and pride in work
- Caring for the environment

Friendliness

- Creating a friendly and attractive school environment
- Acting with compassion
- Showing sensitivity for the well-being of others



At Hawker School we take a consistent whole school approach to creating student programs which:

- value and acknowledge every child
- develop strong foundations in literacy and numeracy
- promote academic excellence and learning enrichment
- develop quality relationships and resilience
- nurture a culture of peace and social harmony
- explore the creative arts
- develop life skills in fitness and sport
- equip children for their future in technology
- provide opportunities to learn in a variety of ways
- engage children in critical and creative thinking
- expect children to do their best and strive to reach their potential.



Hawker Preschool Philosophy Statement

The Hawker Preschool philosophy builds upon our school's Vision Statement and the principles from the Early Years Learning Framework. At Hawker Preschool educators aim to develop:

Secure, respectful and reciprocal relationships

- ensure that the interests, abilities and culture of every child and their family are understood, valued and respected.
- encourage children as active participants for sustainability, influencing the quality of life now, and for future generations.
- respect the views and feelings of each child.
- initiate warm, trusting and reciprocal relationships with children.
- provide safe and stimulating environments for children.
- build on children's prior learning and experiences to build continuity for their learning and development.

Partnerships with our community

- warmly encourage active participation and involvement by families.
- provide support to families and connect them with external agencies when the need arises.
- work with families to support children's learning and development at home and in the community.
- use families understanding of their children to support shared decision making about each child's learning and development.
- create a welcoming and culturally inclusive environment where all families are encouraged to participate in and contribute to children's learning and development experiences.
- are transparent and objective, provides families with information about their children's learning and development and about what they can do to further support their children.
- work collaboratively to share information and plan to ensure holistic approaches to children's learning and development.
- actively engage families and children in planning children's learning and development.
- acknowledge the significance of transitions within and across early childhood services and schools and ensure that children understand the process and have an active role in preparing for these transitions.

High expectations and equity

- establish high expectations for all children's learning and development.
- support children's learning and development through a combination of child-led and adult-led play-based learning, as well as active teacher-led learning.
- ensure that every child experiences success in their learning and development.
- recognise that whilst every child can learn, some require different opportunities and support.
- maximise opportunities for every child.
- provide physical environments that support a range of opportunities for learning and physical activity, both indoors and outdoors.
- encourage children to explore, solve problems, communicate, think, create and construct.
- use child-centred approaches to explicitly teach particular knowledge and skills.

Respect for diversity

- support children who are bi-lingual to maintain their first language and learn English as a second language.
- promote cultural awareness in all children, including greater understanding of Aboriginal and Torres Strait Islander ways of knowing and being.
- support children to develop a sense of place, identify and a connection to the land.
- build on children's interests, abilities, cultures and previous learning experiences to extend their thinking, learning and development.
- recognise the connections between aspects of children's learning and development.

Ongoing learning and reflective practice

- gather information that supports, informs, assesses and enriches decision-making about appropriate professional practices.
- continually develop professional knowledge and skills to enable them to provide the best possible learning and development opportunities for all children.
- promote practices that have been shown to be successful in supporting children's learning and development.
- assess children's learning to inform our teaching practice and cater for individual needs.
- use evidence to inform planning for early childhood experiences and practice.

At Hawker Preschool our teachers are fully qualified with an Early Childhood Degree. All teaching programs align with ACT Education Directorate policies. These encourage learning through play, explicit teaching of literacy and numeracy, environmental and physical education, visual and performing arts, science and technology. Children's learning is supported by the Early Childhood band of the ACT Curriculum Framework, *Every Chance to Learn*, the *Early Years Learning Framework for Australia* and the Australian Curriculum.

Curriculum

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

<https://www.acecqa.gov.au/nqf/about>

Hawker Preschool staff recognise that children learn through their play. They implement the Framework in partnership with families to develop learning programs responsive to children's ideas, interests, strengths and abilities.

https://www.acecqa.gov.au/sites/default/files/2018-02/being_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

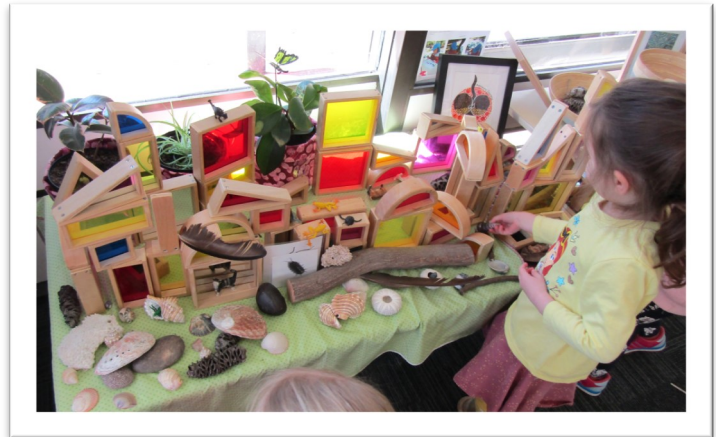


The Early Years Learning Framework describes childhood as a time of ***Belonging, Being and Becoming***.

Belonging: Children feel they *belong* because of the relationships they have with their family, community, culture and place.

Being: Childhood is a special time in life and children need time to just 'be' — time to play, try new things and have fun.

Becoming: Children start to form their sense of identity from an early age, which shapes the type of adult they will become.



Educators at Hawker Preschool use this national framework and *Every Chance to Learn: Curriculum Framework for Australian Capital Territory schools for Preschool to Year 10* to develop quality programs. To view ACT Education Directorate policies visit: <https://www.education.act.gov.au/about-us/policies-and-publications>

Communication with Staff

At Hawker School all staff aim to:

- Develop positive relationships with families based on mutual trust and open communication
- Share knowledge with parents to enhance children's growth and development
- Develop a sense of belonging for students and their families.

Teachers appreciate the opportunity to talk with families both informally and in formal meetings. This ensures valuable insights and understandings can be communicated with a focus on each child's individual developmental journey.

Teachers appreciate knowing any information which may have an impact on children during their day at school. If you have any questions or concerns, please do not hesitate to ask for an appointment to meet with the teacher. However, as teachers need to give their complete attention to the children at the start of the day, please avoid this time if possible.

Important notices are placed on the preschool noticeboard and distributed to each family. School newsletters are produced every fortnight with information about school events and celebrations. Newsletters are emailed to families. Printed copies are provided to those without internet access.

Parent /Carer meetings are held to gain input and provide feedback:

- 'Get to Know You' meetings for families are held in Term 4 *prior* to commencing preschool.
- Parent and teacher interviews are scheduled in Term 2.
- Student-led Learning Journeys occur in Term 3.





Hours of Operation

At Hawker School there are two preschool groups who attend preschool for 15 hours each week. One group attends on Monday and Tuesday, and on alternate (odd week) Wednesdays. The other group attends on Thursday and Friday and on (even week) Wednesdays.

As children may initially find a full day tiring, we offer a flexible approach if parents/carers wish to take their child home early during the long, hot days of summer.

Preschool commences at 9am. The teachers like to establish a routine for school each day, so it is important that children are at school on time.

To help children when they arrive each morning, parents and carers are invited to spend time completing a puzzle with their child.

Initially, some children may be upset when parents and carers leave, but they will quickly calm down. (It is often more upsetting for parents and carers. Please feel welcome to contact the Preschool for reassurance that your child has settled).

Regular attendance is important as this allows the children to settle into routines and establish themselves as part of the group. In accordance with the National Quality Standard, collection of children must be by a parent, carer or authorised nominee. Children need to be collected at 3pm.

If extenuating circumstances cause you to be late collecting your child, please contact the School on 6142 2660.

Parent Involvement

At Hawker School, parents are encouraged to participate in their child's education and are always welcome in the school. The P&C (Parents and Citizens' Association) is active in fundraising and contributes in decision making.

The School Board consists of elected parent and staff representatives who oversee the governance of the school.

Parent volunteers provide valuable assistance with activities throughout the school including:

- assistance in the Preschool program
- support in reading and practical maths sessions
- assisting in the uniform shop and the school canteen
- covering library books
- preparation and support of the annual school fete
- organisation and assistance at school discos
- participation in playground working bees



Please note: all volunteers working in the school are required to have a 'Working with Vulnerable People' registration card. Application forms are available on the Access Canberra website. Please see the link below:

<https://www.accesscanberra.act.gov.au/s/article/working-with-vulnerable-people-wwwvp-registration-tab-overview>

Changes to Details

It is important to inform staff and the school of any changes to address, home/work phone numbers, child care arrangements, medical information and emergency contact phone numbers. However, please keep telephone calls to the preschool *during* session times for urgent matters only.

Food and Water

Parents/carers are urged to provide children with healthy snacks and lunch. *Please ensure their lunch is clearly labelled.* Include only *small* amounts of highly processed foods and those high in salt or sugar.

All children will need their own drink bottle filled with water only.

Please note: Hawker School is an allergy friendly and nut aware school due to the inclusion of students with life threatening anaphylactic allergic conditions. We ask that children to do not bring nuts or foods containing traces of nuts to school e.g. peanut butter sandwiches.

Physical Activities

During preschool sessions, children will be actively involved in hands-on activities. These activities can be messy! Please ensure your child is dressed appropriately to participate. The children will be using climbing equipment so sensible footwear is essential and long dresses or skirts can be dangerous. In keeping with the school's Sun Safe policy, children need to wear a legionnaire's style hat, which will be provided by the preschool. A warm coat and hat are required in winter. Please label all of your child's clothing and pack a spare set in case of accidents.

Excursions

On enrolment, parents are asked to give permission for their child to go on incidental excursions e.g. walking in the community. If children are required to use any form of transport for an excursion, parents will be advised in advance and asked to give written permission. The adult/child ratio is 1:4 on excursions and parent helpers are required to assist in meeting these ratios.

Transitions

By enrolling your child at Hawker Preschool, your child will automatically be enrolled in kindergarten at Hawker School. To ensure that the move from preschool to kindergarten is successful, children participate in a range of activities building their confidence in the whole school setting. These include:

- weekly library sessions
- participation in a buddy class program
- attendance at school assemblies
- participation in whole school special events
- informal visits to playground equipment and kindergarten rooms
- formal orientation visits during term four

Starting School: a Guide for Parents:

https://www.education.act.gov.au/public-school-life/starting_school has useful and important information for preparing your child for school.





Student Welfare and Management

At Hawker School we ensure that students are treated with respect and valued for their uniqueness. We provide a supportive, welcoming and culturally inclusive educational environment where students feel safe and happy. The school has a Student Management policy that outlines steps for addressing student welfare and management issues.

Parent Support

Parentlink www.parentlink.act.gov.au is a website that provides:

- Parent guides
- A directory of local parenting services.
- Upcoming community events and parenting courses.
- Further readings and links to other useful websites.

Concerns or Complaints

If you have a concern about your child's education please have a conversation with the preschool teacher. You are also welcome to make contact with Hawker School's executive teachers or Principal. Should the need arise the ACT Education and Training Directorate has a policy for complaints resolution. This policy can be accessed at <https://www.education.act.gov.au/about-us/policies-and-publications>

Lost Property

Please name *everything* with permanent markers. Ensure your child's name is clearly visible. Lunch boxes and drink bottles need to be named also. If the name washes off, please keep rewriting it.

School Bags

We strongly recommend that children bring a bag big enough for them to carry items including jumpers, lunchboxes and coats in winter.

Valuable Items at School

We ask that children do not bring toys or other items to school (except when presenting as a news item). This prevents loss and damage of much loved toys and possessions.

Money

All money for excursions etc. should be given to staff or the school front office in an envelope marked with your child's name, class, amount and what the money is for. Receipts will be issued once your payment is processed.

Medical Condition Management

Illness and Accidents

It is important that sick children are kept at home for their own comfort as well as consideration for other children and staff. If a child becomes ill or is injured at school appropriate First Aid will be given and if necessary, parents will be notified and asked to take their child home. If emergency treatment is required, parents will be notified immediately, and the child will be transferred by ambulance to hospital. In such cases ambulance services and treatment are free. All students who have an ongoing condition (e.g. asthma, diabetes, epilepsy) must have a treatment plan completed by parents and their doctor and lodged at the school. Plan proformas are available from the Front Office or from a staff member in the preschool.

If a child needs to take a prescription medicine while at school, a medical authorisation form will need to be completed at the front office. Information on a child's health status e.g. diabetes should be given on enrolment or on diagnosis. If the health problem is serious, please advise staff so the relevant paperwork can be completed by yourself and your doctor. Please provide an up-to-date photograph of the child so it can be placed on our Medical Alert board.

Hygiene Procedures

Personal hygiene measures are an important means of limiting the transmission of a number of common infectious conditions. These include:

- hand washing
- covering the mouth and nose when coughing or sneezing
- covering all scratches, cuts and weeping sores
- not sharing food or drinks
- not attending school when ill or suffering from diarrhoea and/or vomiting

To comply with health regulations, staff, children and volunteers must adhere to hand washing procedures. All children are encouraged to wash their hands:

- on arrival
- before and after eating or touching food
- after toileting
- after blowing their nose, wiping tears and dribbles

Immunisation

The ACT Department of Health advises that all children attending school in the ACT should be immunised against diphtheria, tetanus, whooping cough, polio, measles, mumps, rubella and HIB (Haemophilus influenzae type b). ACT Public Health regulations require schools to request proof of up-to-date immunisation when enrolling. Failure to provide this may result in your child being excluded from school should an outbreak of an infectious disease occur.

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

Condition	Exclusion of person with condition	Exclusion of persons in contact with condition
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases	Not excluded
Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded Any child with an immune deficiency (e.g. with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded

Diphtheria	Exclude until— (a) at least 2 negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and (b) A certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
<i>Haemophilus influenza</i> type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot and Mouth disease	Exclude if— (a) child is unwell, or (b) child is drooling, and not all blisters have dried or an exposed weeping blister is not covered with a dressing.	Not excluded
Hepatitis A	Exclude for at least 7 days after the onset of jaundice and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza-like illnesses	Exclude until well	Not excluded
Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
Measles	Exclude for at least 4 days after the rash appears.	(a) Immunised contacts not excluded. (b) Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within 7 days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	Not excluded
Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	(a) Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. (b) Otherwise, excluded until 10 days after last contact with the index case.

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

