



Education &
Communities

Public Schools NSW



Narrabri West Public School



Preschool Handbook

Updated: November 2024

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Our Mission Statement

Narrabri West Public School is committed to providing a quality Preschool service in partnership with parents that is relevant and responsive to its community. We provide opportunities to maximize the children’s potential and develop a foundation for future success in learning. We recognise diversity and foster the overall development of each child as an individual within the group context and wider social environment.

Welcome to Narrabri West Public School Preschool. We are looking forward to sharing the year with you and your child as we embark on a journey of learning together.

Every child is a valued member of our school. The year ahead is carefully planned to provide productive and positive experiences for your child and all children are encouraged to achieve at their highest level of ability and follow their interests through meaningful activities.

Teachers play a significant role in each child's life as they interact together at school. Our staff members are a committed group of professional educators who want the best outcomes for every child. We aim to develop an open line of communication with each child's family.

Working together, parents and teachers can achieve the best results for all children. We welcome you into the school to involve yourself in your child's education through helping in the Preschool, attending special events and maintaining regular contact with their teacher. We value any input that enables us to understand your children and their needs more closely.

I look forward to working with all of our families as we share a successful year ahead. I anticipate each child will have a rewarding time of learning and discovery.

Regards,
Tania Nichols - Principal

1. GENERAL

1.1. Aim

Our aim is to ensure that "all children experience learning that is engaging and builds success for life."
(Early Years learning Framework)

1.2. Introduction

A child's early years determine much of his or her future development. Extensive educational research and experience has confirmed that experiences in the first five years have lasting and far reaching effects.

Preschool education is concerned with the growth and development of young children during this important period. It aims to help each child to achieve their potential and to find ways of using their abilities creatively. At Narrabri West Preschool your child's time will be planned to give them a variety of daily activities and experiences, which will include indoor and outdoor play, music, books, craft and language.

As your child begins Preschool, there may be some questions which arise. We hope this handbook will assist you in understanding our Preschool and help you and your children enjoy a happy and rewarding year with us. Of course we are always available to talk with you about your children.

We offer a 5 day fortnight, from 9.25 am to 3.25pm with children attending either Monday and Tuesday or Thursday and Friday with alternating Wednesdays. This will mean that we have two groups with a maximum of 20 students in each group. Regular attendance at Preschool is important. Our terms and holidays are the same as for Narrabri West Public School. The children attend for the full year prior to Kindergarten enrolment.

2. EDUCATION

2.1. Educators

Tania Nichols: Principal
(Nominated Supervisor)

Maddie Pursche: Preschool Educator
(Bachelor of The Early Years)

Linda Watson: Preschool Learning Support Officer
(Certificate 3 Children's Services)

The role of the educators within the Preschool is to provide a safe, stimulating and interesting environment, where growth and development can take place through programs which extend and enrich your child's experience of Preschool.

Educators are also responsible for being positive role models and assisting children with behaviour management to encourage development of self-control and positive peer interactions.

2.2. The Early Years Learning Framework (EYLF)

We are a licensed service which implements the Early Years Learning Framework, developed by the Council of Australian Governments. The framework has been designed to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. It ensures that your child receives a quality early childhood program. It is a guide for early childhood educators to develop learning programs responsive to children's ideas, interests, strengths and abilities and recognises that children learn best through play. The EYLF draws on evidence that early childhood is a vital period in children's learning and development. It has a specific emphasis on play-based learning and

recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. Fundamental to this Framework is a view of children's lives as characterised by *belonging, being* and *becoming*.

Belonging in the sense that experiencing belonging i.e. knowing where and with whom you belong – is integral to human existence. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. *Being* recognises the significance of the here and now in children's lives. That childhood is a time to be, to seek and make meaning of the world. *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.

While at Narrabri West Preschool the children will be guided by the broad and observable five Learning Outcomes as expressed in the Framework, which convey the highest expectation for all children's learning. The five outcomes are:

- 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; and
- Children are effective communicators.

A copy of the Early Years Learning Framework is available at our Preschool, or may be obtained from the Australian Children's Education and Care Quality Authority (ACECQA) website: <http://acecqa.gov.au/>

2.3. Our Philosophy

Our philosophy has been guided by input from families, children and staff as well as our knowledge of 'The Early Years Learning Framework for Australia - Belonging, Being and Becoming 2023.' Our Philosophy is posted in the foyer and a copy is included with this handbook.

We adopt an approach of understanding to meet the needs, interests and developmental stages of each individual child. We believe each child's development is unique, thus we endeavour to incorporate a variety of teaching methods and experiences that reflect their individual needs, interests, learning styles and family background.

We recognise that a child's family is their primary learning environment and that is why we encourage all parents to play an active role in their child's

Preschool experience. We aim to understand and incorporate each child's family background, conveying awareness and respect for the cultural diversity of our community.

2.4. Our Learning Goals

- Observe and develop each child's potential through individually designed programs that recognise the children's social, emotional, intellectual and physical needs.
- Ensure the safety of all children is a priority.
- Be responsive to all children's strengths, abilities and interests and base our program on their needs and interests.
- Provide opportunities for children to learn through play as they discover, create, improvise and imagine.
- Keep our program flexible, encouraging children to involve themselves in both planned and spontaneous activities.
- Provide intentional teaching that is deliberate, purposeful and thoughtful.
- Ensure all interactions with children are positive.
- Provide a welcoming learning environment that reflects and enriches the lives and identities of children and families participating in the setting.
- Promote continuity of learning and transitions where the children bring family and community ways of being, belonging and becoming.
- Use assessment for learning to gather and analyse information as evidence about what children know, can do and understand. This will form part of an ongoing cycle that includes planning, documenting and evaluating children's learning.
- Develop a strong partnership with parents and other members of the child's family, as well as our school and community.

2.5. The Educational Curriculum

Theory

Our approach to learning is based on current child development knowledge and encompasses a variety of developmental theories.

Play

Play is considered the essential focus for children to learn. Through playing, children learn to develop relationships with adults and other children. Our program is play based and provides all children with the opportunity to make choices, actively explore, problem solve and use their imagination. Children are Encouraged to experience objects, people and events so they can discover more about the world in which they live.

Our practices support each child's individual development and we provide positive guidance as they interact with peers, adults and the environment.

Through the play based program, children utilise a range of open-ended activities, which are appropriate to all children aged 3-5 years. However, the way in which the individual child utilises the equipment is dependent upon their stage of development and interests. The open-ended activities are planned, provided and guided in the indoor and outdoor environments. They provide opportunities for children to:

- Self-select;
- Develop and practise skills;
- Acquire language and communication skills;
- Develop:
 - Physically
 - Socially
 - Emotionally
 - Intellectually.

Curriculum

Our curriculum encompasses everything that happens throughout the child's day. This includes routine times, group and individual experiences, planned and spontaneous activities as well as indoor and outdoor play and transitions.

We recognise and are responsive to a number of learning and teaching opportunities as they occur. We are flexible in our approach to programming and may change experiences to take into account unexpected responses and outcomes. We will pursue spontaneous learning experiences.

Key attributes children have is their zest for life and natural curiosity about their environment. We encourage children to initiate, investigate, explore, problem solve, reason and create to their full potential. We recognise that children have intrinsic motivation to explore and the ability to set challenges for themselves.

We aim to empower children so that they may play harmoniously with others and develop respectful, caring and responsible attitudes to all around them. We observe children to identify each individual's interests, strengths and needs. The observations and records become the basis of the Preschool program and the reason why particular activities are provided and used as a guide for promoting optimal development.

All children utilise and benefit from the specific activities that are provided and we support and offer guidance where required. This may be done working with children on a one to one basis or involving them in small group experiences.

2.6. Assessment

In order to gain a full understanding of each child's development and learning the teacher will make observations. From these observations, the educator can program accordingly to suit; the needs, strengths and interests of each child to further extend their development and learning.

Observations will be of an objective nature and cover all areas of development in order to assess a child's developmental level. Forms of observations will include:

- Developmental checklists/learning stories;
- Anecdotal records/running records;
- Comments/feedback and conversations with parents; and
- Group observations/photos.

Observations on children are kept strictly confidential. Work samples will be collated and these enable families to see a progression of their child's development and learning through their year at Preschool. As a parent you are able to access, view and add to these at any time. Please speak to your child's educators for more information.

Formal individual Parent/Educator meetings will be held at the end of Term 2 to discuss each child's progress.

Each child will also receive a Transition to School Statement and journal at the end of Semester Two (Term 4), which reflects their progress through the learning goals as outlined in the Early Years Learning Framework.

Please feel free to discuss any concerns that you may have with the Preschool teacher at any time.



2.7. Preschool Program

We implement the five Learning Outcomes of the Early Years Learning Framework to facilitate the highest learning expectations for all children. Through these we provide a program which enables the individual child to develop their natural curiosity to learn about themselves and the world around them.

Our program will include activities such as painting, drawing, cutting, pasting, collage, block building, puzzles, group games, music, movement, stories, role playing, sand and water play and other outdoor activities.

The organisation of the daily program has been developed to meet the needs of the children in a balanced way. Generally the timetable is as follows, but this may change due to school events, student interests, the weather or any of many other variables.

Daily Routine

Our daily routine will include:

- Outdoor play
- Group Time (language/music activities and stories)
- Indoor play, including games, puzzles, art, home corner, craft and manipulative activities to increase fine motor skills

2.8. Additional Needs Programs

Our program will endeavour to meet any additional needs your child may have. Our environment is created so the children can learn to actively participate, and direct their own learning from that environment. We will provide an inclusive approach in our early childhood service.

When developing individualised programs we are mindful of the needs, concerns and priorities of the family and the developmental level of the child. Learning experiences for the child will be planned in a sequential way, with the support of all members of the staff.

Staff will liaise with and seek ongoing assistance from professionals working with the child and family such as health agencies and other support agencies.

2.9. Enrolment & Eligibility Criteria

Where the number of children applying exceeds the number of places available, names will be placed on a waiting list.

The principal must prioritise offers of enrolment for:

- Aboriginal and/or Torres Strait Islander children
- children living in low socioeconomic circumstances
- children unable to access other early childhood services due to disadvantage or financial hardship.

If places remain, the principal will then offer enrolment in the following order:

- children living within the school's enrolment intake area
- children living outside the school's intake area and who have siblings enrolled in the school
- children living outside the school's enrolment intake area.

Preschools cannot enrol a child unless the parent/carer has provided documentation that shows that the child:

- is fully vaccinated for their age, or
- has a medical reason not to be vaccinated, or
- is on a recognised catch-up schedule if their child has fallen behind with their vaccinations.

This is a requirement of the Public Health Amendment (Review) 2017.

Applications for the following school year will be taken from Term 1 of the current school year. Applications will be reviewed at the end of Term 3 according to enrolment criteria and successful applicants will be notified by email. This notification will include an acceptance to be returned in order to confirm the position at Preschool.

Upon receipt of this acceptance by the school, successful applicants will be supplied with a letter of confirmation, enrolment form and any additional information. Successful applicants at this time will also be advised of the date of the commencement of the next school year.

A meeting and orientation day for children and parents is organised during the first school week.



2.10. Positive Guidance

Children arrive at Preschool with a wide range of experiences, backgrounds and levels of development. Challenging behaviours may appear when a child first settles into the routine or alternatively they may develop later for a number of reasons. If sudden changes occur staff, together with the family, will consider issues both at Preschool and at home, which may have caused the changes.

Outcomes and goals anticipated will be for children to control and be responsible for their own actions and reactions.

We aim to set clear and defined limits of behaviour that reasonably and consistently build awareness of those limits. Children will learn to solve problems and understand the consequences of their behaviour and be able to verbalise and negotiate solutions.

Strategies implemented include:

- Redirecting, anticipating and preventing problems before they arise
- Positive reinforcement and encouragement
- Empathy and sensitivity to individual situations
- Providing explanations of inappropriate behaviour and consequences of children's actions
- Empowering children to become independent in resolving conflict.

If repeated behaviour continues to occur a discussion will be held with the child's parents and the educator to discuss appropriate ways of dealing with the behaviour in Preschool and at home.

2.11. Learning Environment

We aim to provide an environment where children and families feel relaxed and comfortable; a place, which reflects a warm and welcoming atmosphere that pays attention to safety, design, detail and presentation as well as family aspirations for children.

When creating play spaces, the organisation of the indoor and outdoor area is extremely important. Our goal is to provide an inclusive and integrated approach between indoor and outdoor learning spaces.

Considerable planning takes place to ensure a balanced and stimulating environment is created for children to explore with a sense of wonder, opportunities to share ideas with each other and adults and for children to make real choices.

By providing a safe, stable environment we aim to develop children's security and independence. Specific learning spaces assist children to locate and replace items with ease and confidence. Arranging the physical equipment into designated play spaces allows children:

- The opportunity to interact with others,
- To play alone or in small groups,
- To engage in messy, quiet and noisy play spaces.

We will take care in the way we present experiences and objects of interest to the children. We will focus on aesthetic qualities, as well as visual and tactile elements to enhance their learning.

Learning to care for our environment is equally important. All children will be encouraged to help each other and staff in the tidying up process on a daily basis. They will also learn to care for our environment by recycling, feeding the worm farm, saving scraps for compost and tending the garden.

3. PREPARING YOUR CHILD FOR PRESCHOOL

Beginning Preschool can be a stressful experience for you as well as your child. We are here to help you and your child in this settling in process and are always available to speak to you. Settling children is an individual process and parents are welcome to stay with their child until they feel confident and relaxed with the staff and the new environment.

3.1. Facilitating a happy start to Preschool

We have found that the following approach assists in easing the transition from home to Preschool:

- Talk positively about your child going to school with comments like, "I know you will really enjoy going to Preschool, I am looking forward to hearing about it".
- Demonstrate that you know your child is ready for school by ensuring they walk into Preschool

value it accordingly. Offer your child acknowledgement; your praise will greatly encourage them. It is recommended you display some of their work at home.

3.7. Toys

As there are a variety of educational toys at Preschool, it is preferable that the children leave their own toys at home. The children may wish to bring along a special toy for 'show and tell'. Your child may wish to bring a toy to Preschool to show on their birthday. Although all care will be taken, we cannot accept responsibility if a toy is broken or lost at Preschool.

3.8. Clothing

We ask that children wear clothing that will not restrict their movement or inhibit their involvement in activities at Preschool. The children are encouraged to be independent in dressing. Please bear this in mind by providing shoes and other clothing which can be easily removed. Please label all items of clothing clearly marked with your child's name.

Thongs are not acceptable footwear at preschool.

Although aprons are provided for messy activities, your child may not always go home as clean as they came! All paint and paste is washable and we hope not too difficult to remove.

A broad brimmed hat is provided to protect your child from the sun. This hat is labelled with their name and kept at preschool.

3.9. Birthdays

Birthdays are very special occasions for young children. We love to celebrate their birthdays at preschool by singing Happy Birthday. You are welcome to come in and share this special day with the group. You may like to bring a cake and candles to or ice cream and cones.

3.10. Sign In and Out

It is a requirement that each child be signed in and out upon arrival and departure each day. An Arrival and Departure Register is located inside the entry door for this purpose. Please ensure this is complied with as this becomes the official record of attendance and will be used in the event of a fire or evacuation.

Children will not be released into the care of anyone who has NOT been authorised by the parent in writing to collect their child. Please check that the permission to collect form has been completed for all adults that may be collecting your child. In an emergency, staff must be notified by the parent in writing and identification may be requested from the person collecting the child.

Young children can also be upset when their Mum or Dad is late arriving at collection time so please try to be prompt at these times.

The road at the front of our centre is a very busy one at both the beginning and end of our Preschool sessions so make sure the front gate is kept shut at all times to prevent children venturing out without adult supervision.

4. PRESCHOOL FEES

4.1. Fees

There are currently no compulsory fees for preschool attendance.



5. HEALTH, SAFETY AND HYGIENE

5.1. Illness & Immunisation

Children with contagious diseases such as measles, chicken pox, mumps, head lice, scabies, conjunctivitis etc. must NOT attend Preschool whilst infectious. Please inform us if your child has any of the above.

Parents are encouraged to tell the Preschool staff if a family member has an infectious disease, as this can help reduce the risk of the infection spreading to others.

We do not have the facilities or staff to provide care for children who are unwell. Therefore, we request that children who are unwell not attend if they are unwell. (See Appendix 2 for a list of common infectious diseases and exclusion periods.)

5.2. Medication

If medication is necessary for your child at Preschool, a parent must complete a Medication Authority. NOTE: only prescribed medication in the original bottle with the child's name on it will be administered by staff. The medicine will be kept in the fridge and is not to be left in the child's bag for staff administration. If your child has any medical condition which would require staff responding urgently, then an emergency action plan must be completed by the child's doctor.

5.3. First Aid

In the case of injury to a child, appropriate first aid measures will be taken and the parent will be notified. In the case of a serious emergency where medical attention is required, an ambulance or doctor will be called and parents contacted. If parents cannot be contacted, the emergency contact person will be informed.

5.4. Munch and Move Program

We implement the Munch and Move Program, which is commonly used throughout Australia in a range of health and educational settings. This program is a quick daily routine focusing on gross motor skills and whole body movement. It includes quick exercise such as jumps & running on the spot and other physical activities. It is an effective strategy for the staying healthy and active in the early years.

5.5. Absences

Please let the Preschool know in advance (if possible) if your child will be absent from Preschool. All absences require an explanation for the purpose of the roll. Please ensure this happens in a timely manner

so records can be kept up to date. In cases of prolonged unexplained absences, it may be necessary to ask that the child's position be relinquished to enable another child to benefit from Preschool.

5.6. Excursions / Special Events

Throughout the year we organise special occasions. These can include parent information sessions, Easter celebration, sports day, family picnic, Christmas party, as well as other excursions and activities which are designed to enhance the learning program.

It is required that we have one adult per 10 children on any excursion which leaves the school grounds. Parents helpers are welcome. These are most enjoyable experiences and we encourage parents to come along. We request, if possible, that younger brothers and sisters do not come as they distract from the responsibility of the larger group.

6. PARENT INVOLVEMENT AND COMMUNICATION

Success in childhood is a goal that both parents and educators have for the children. Research shows that learning improves when parents are involved in their child's education. It is important that educators and parents get to know each other to develop trust and respect. Children succeed when there is an open exchange of information that links the home with the Preschool. We encourage parents to exchange ideas about their child's special talents, interests and hobbies. We can then focus their learning through these interests, strengths and abilities.

We aim to give parents the opportunity to participate in their child's education and care. We encourage parents to play an active role in decision making processes in the preschool. You should feel free to visit any time, discuss your child's progress and volunteer to help in any way.

Keeping in touch and working together is the best way to ensure a high quality education for all children and to help ensure their success not only in the Preschool and the early years, but also in life.

There are many opportunities to get involved in the day-to-day program. You might like to come and play with the children, do puzzles, craft, read or garden with the children. You may also like to cook, play an instrument or share an interest with the children. The successful running of the Preschool depends on the support and interest of all families.

6.1. Parent Help and Roster

Parents may be rostered on to help us for part of each session. All parents are welcome to join the roster. It is a great opportunity to meet your child's friends and observe them in different situations at Preschool. Rosters will be distributed at the start of each term.

When you come to help you can:

- Assist the children by asking questions and talking to them about their activities and encourage them to complete activities by themselves.
- Write children's names on their paintings, drawings etc.
- Provide help when asked by a child while still encouraging children to complete activities by themselves.
- Supervise a special activity e.g. board game, sewing, craft.
- Encourage children to pack away when they finish an activity.
- Assist children and staff in packing away.
- Help prepare and clean up after eating times.

6.2. Communication

Three times a term, the school newsletter is published on the school's website, Facebook page, Sentral Parent Portal. The Preschool news section includes learning activities and upcoming events to help you understand what is happening at Preschool and how you may extend these experiences. Our entrance also contains information so please check it regularly to keep up to date. If you have any concerns or comments that you would like to discuss with the staff, please talk to the Early Childhood Teacher to arrange a meeting time.

6.3. Kinderloop



We utilise the Kinderloop app to record some of the day's activities with your child as they happen. These are shared through a personalised, secure newsfeed for parents to view. The Kinderloop posts from preschool can be viewed on your phone, smart device or computer. This can help you keep a record of your child's development and continue the learning with your child at home. We encourage all families to utilise this wonderful resource.

6.5. Parent Communication to Staff

Two-way communication between the family and Preschool is essential if we are to co-operate with each other in meeting the needs of each individual child. Therefore, please share with us:

- Any information that could assist us in knowing and understanding your child.
- Any concerns you may have or difficulties your child may be experiencing.
- Any change to personal details, especially change of address and contact numbers, so that we can maintain up-to-date files.

6.6. Parent/Educator Meetings

Parent meetings will be held at the beginning of the year and at the end of Term 2. We will discuss your child's learning and development as well as their interests and any goals you may have for them. We will also contact parents if we have any concerns. Parents are also welcome to arrange a convenient time to meet if they have any concerns throughout the year.

6.7. Release From Face To Face Teaching (RFF)

Each week, the Preschool educator is entitled to two hours release time. This time is used by educators to prepare programs, teaching aides, organise resources, analyse and evaluate children's observations, contact parents/carers, undertake professional development and carry out many other tasks that must be completed to ensure the best possible education for the children. Another teacher from the school will teach at the Preschool during this time.



7. TRANSITION TO KINDERGARTEN PROGRAM

7.1. 'Ready, Set, Kinder!'

Narrabri West is a P-6 school. Children attending our preschool are part of, and enrolled at, Narrabri West Public School. Our preschool is not a separate facility operating in isolation to the rest of the school. It is an integral part of the school and our planning and programs reflect this. This allows us to provide experiences for children that other preschools are unable to. Our efforts in regard to this are encouraged, supported and mandated by the NSW Department of Education.

There will be extensive integration and interaction with all aspects of Narrabri West Public School throughout the year. This will include regular visits and interaction with Kindergarten students and other students and teachers within the school.

During Terms 3 and 4, all children attending our Preschool will participate in our Transition to Kindergarten program, 'Ready, Set, Kinder!'

Children will benefit from a comprehensive series of planned and structured sessions which will assist in preparing them for their entry into Kindergarten. This will involve skills and activities which will be appropriate for all schools and for all children.

All available research shows that children benefit significantly from attending comprehensive transition programs and that this need not be at the school at which they are attending Kindergarten for it to be of value.







Best wishes to you all for a very happy and memorable Preschool year!


















Too sick for school?



Generally if your child feels unwell, keep them home from school and consult your doctor. This chart and the information it contains is not intended to take the place of a consultation with your doctor.

| | | |
|---|--|--|
| Bronchitis | Symptoms are coughing, a runny nose, sore throat and mild fever. The cough is often dry at first, becoming moist after a couple of days. There may be a slight wheeze and shortness of breath. A higher fever (typically above 39°C) may indicate pneumonia. |  ... until they are feeling better. Antibiotics may be needed. |
| Chickenpox (Varicella) | Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab. |  ... for 5 days from the onset of the rash and the blisters have dried. |
| Conjunctivitis | The eye feels 'scratchy', is red and may water. Lids may stick together on waking. |  ... while there is discharge from the eye unless a doctor has diagnosed a non-infectious cause. |
| Diarrhoea (no organism identified) | Two or more consecutive bowel motions that are looser and more frequent than normal and possibly stomach cramps. |  ... for at least 24 hours after diarrhoea stops. |
| Fever | A temperature of 38.5°C or more in older infants and children. |  ... until temperature is normal. |
| Gastroenteritis | A combination of frequent loose or watery stools (diarrhoea), vomiting, fever, stomach cramps, headaches. |  ... for at least 24 hours after diarrhoea and/or vomiting stops. |
| German measles (Rubella) | Often mild or no symptoms: mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time. |  ... for at least 4 days after the rash appears. |
| Glandular Fever (Mononucleosis, EBV infection) | Symptoms include fever, headache, sore throat, tiredness, swollen nodes. |  ... unless they're feeling unwell. |
| Hand, Foot and Mouth Disease (HFMD) | Generally a mild illness caused by a virus, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area in babies. |  ... until all blisters have dried. |
| Hayfever (Allergic rhinitis) caused by allergy to pollen (from grasses, flowers and trees), dust mites, animal fur or hair, mould spores, cigarette smoke | Sneezing, a blocked or runny nose (rhinitis), itchy eyes, nose and throat, headaches. |  ... unless they feel unwell or are taking a medication which makes them sleepy. |
| Head lice or nits* (Pediculosis) | Itchy scalp, white specks stuck near the base of the hairs; lice may be found on the scalp. |  ... while continuing to treat head lice each night. Tell the school. |

| | | |
|--|---|---|
| Hepatitis A | Often none in young children; sudden onset of fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools. |  ... for 2 weeks after first symptoms (or 1 week after onset of jaundice). Contact your doctor before returning to school. |
| Hepatitis B | Often no symptoms in young children. When they do occur, they can include fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine. |  ... if they have symptoms. Contact your doctor before returning to school.  ... if they have a chronic infection (not the first outbreak) and no symptoms. |
| Impetigo (School sores) | Small red spots change into blisters that fill up with pus and become crusted; usually on the face, hands or scalp. |  ... until antibiotic treatment starts. Sores should be covered with watertight dressings. |
| Influenza | Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches. |  ... until well. |
| Measles | Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days. |  ... for at least 4 days after the rash appears. |
| Meningococcal Disease | Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash. | Seek medical attention immediately. Patient will need hospital treatment. Close contacts receive antibiotics. |
| Molluscum Contagiosum | Multiple small lumps (2–5mm) on the skin that are smooth, firm and round, with dimples in the middle. In children, occur mostly on the face, trunk, upper arms and legs. Symptoms can last 6 months to 2 years. |  |
| Mumps | Fever, swollen and tender glands around the jaw. |  ... for 9 days after onset of swelling. |
| Ringworm* (tinea corporis] | Small scaly patch on the skin surrounded by a pink ring. |  ... for 24 hours after fungal treatment has begun. |
| Runny nose or common cold | |  ... unless there are other symptoms such as fever, sore throat, cough, rash or headache. Check with school. |
| Scabies* | Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes. |  ... until 24 hours after treatment has begun. |
| Shigella | Diarrhoea (which may contain blood, mucus and pus), fever, stomach cramps, nausea and vomiting. |  ... until there has not been a loose bowel motion for 24 hours. Antibiotics may be needed. |
| Slapped Cheek Syndrome (Parvovirus B19 infection, fifth disease, erythema infectiosum) | Mild fever, red cheeks, itchy lace-like rash, and possibly cough, sore throat or runny nose. |  ... as it is most infectious before the rash appears. |
| Whooping Cough (Pertussis) | Starts with a running nose, followed by persistent cough that comes in bouts. Bouts maybe followed by vomiting and a whooping sound as the child gasps for air. |  ... until the first 5 days of an antibiotic course has been completed. Unimmunised siblings may need to stay home too until treated with an antibiotic. |
| Worms (Threadworms, pinworms) | The main sign of threadworms is an itchy bottom. Sometimes children feel 'out of sorts' and do not want to eat much. They may also have trouble sleeping, due to itching at night. |  ... and tell the school as other parents will need to know to check their kids. |

***It is important that the rest of the family is checked for head lice, scabies and ringworm**



Narrabri West Public School

...opportunities and challenges for our children

Revised 2024

Preschool Philosophy

Narrabri West Public School Preschool commits to providing a quality service in partnership with families that is relevant and responsive to its community and prepares children for their entry into Kindergarten. We recognise diversity and foster the overall development of each child as an individual within the group context and wider social environment.

Our aim is:

- to ensure children's safety and wellbeing are a priority and to provide a warm, friendly and caring learning environment where children feel nurtured and secure.
- to build partnerships with families where open communication between parents and educators encourages positive and respectful relationships.
- to plan and provide a quality, flexible play-based program combined with intentional teaching practices incorporating children's interests, children's voices, family backgrounds and emerging skills.
- to provide quality programs by following the planning cycle (observe – assess – plan – implement – evaluate) for all children.
- to continuously improve the quality of our service through professional learning and collaboration with the Early Learning Directorate and the NWPS leadership teams
- to build relationships with the whole school community from Preschool to Year 6, including students, staff and families.
- to build relationships with community organisations and services and provide families with information about the services available in our local community.
- to build children's awareness of the environment and encourage them to be environmentally responsible.

Current research and theory underpin our practice. We recognise the social nature of learning, that each child is special and unique, is a capable and powerful learner and that the opportunities experienced during their time at Preschool will have lasting effects.





Narrabri West Public School Preschool

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Facebook: www.facebook.com/NarrabriWestPS

The N.S.W Department of Education Preschool Handbook can be located at:

<https://schoolsequella.det.nsw.edu.au/file/caddbee8-92ca-422b-a9df-cffdd34d5ccf/1/preschool-handbook.pdf>