



# Rona Glynn Preschool Family Handbook 2024





Rona Glynn Preschool

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Staff at Rona Glynn Preschool extend a warm welcome to you and your family. Thank you for choosing us to share in supporting, nurturing and nourishing your child during their important Preschool year. We look forward to setting out on this journey together.

Our Preschool values the role of play and recognises the importance of relationships in children's early years. We follow the Early Years Learning Framework V2 (EYLFv2) which has play at its foundation, and gives children opportunities to explore, discover and understand the world around them, and to communicate, imagine and create, all in a play-based child centred context.

Our staff 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 and every staff member is warm and approachable. Working together, parents and teaching staff can achieve the most relevant education for the children. We welcome parents into the centre to involve themselves in their child's education through helping in the classroom, attending special events and maintaining regular contact with the class teacher and staff. We value any input that enables us to understand your child's needs more closely.

This handbook has been prepared to help you understand how the Preschool works and the responsibilities we each have in this partnership. Please take the time to read it and if you have any questions, please do not hesitate to ask one of our staff.







# OUR PHILOSOPHY

## OUR CHILDREN

We see children as unique and capable individuals. Our goal is to support children to become enquirers, thinkers, risk takers, listeners and communicators. To be open minded, accepting, knowledgeable and reflective.

## OUR EDUCATORS

We believe that we are learners alongside our children. Through respect and trust in one another we build a learning community of ongoing improvement to maintain a team of highly effective educators.

## OUR FAMILIES

We see family as the first and most important teachers of their children. We value collaboration with family and welcome the knowledge that they bring to the Rona Glynn environment.

## OUR COMMUNITY

We see children as active participants in the community, as individuals who construct their own identity within the context of their own families, Ross Park Primary School and the Alice Springs community.

## AT RONA GLYNN WE VALUE AND PRACTICE...

independence ● wellbeing ● individuality ● environment ● safety ● language ● sustainability  
reflective practice ● identity ● responsibility ● resilience ● kindness ● imagination ● fun  
culture ● respect ● honesty ● caring ● learning ● risk taking ● pride ● intentionality  
connectedness ● problem solving ● rights ● creativity ● persistence ● high expectations  
holistic ● relationships ● diversity ● inclusivity ● play ● equity ● happy ● decision making  
security ● teamwork ● enquiry ● communication ● nurturing ● identity ● relationships

## Belonging, Being, Becoming

The learning program at Rona Glynn Preschool is designed using the Early Years Learning Framework Version 2 (EYLFv2). This is Australia's first national Early Years Framework and was developed to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. 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. It has recently been updated and the second version is now currently being implemented at Rona Glynn.

Fundamental to the Framework is a view of children's lives as characterised by *belonging*, *being* and *becoming*.

**Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

**Being** is about living here and now. Childhood is a special time in life and children need time just to 'be' – time to play, try new things and have fun.

**Becoming** is about the learning and development that young children experience. Children start to form their identity from an early age, which shapes the type of adult they will become.

The Framework puts children's learning at the core and comprises three inter-related elements: Principles, Practice and Learning Outcomes.



## **The National Quality Framework (NQF)**

On 1 January 2012, the National Quality Framework was established across Australia and applies to most long day care, family day care, preschool (or kindergarten) and outside school hours care services. Requirements such as qualifications, educator-to-child ratios and other key staffing arrangements were being phased in between 2012 and 2020.

The National Quality Framework aims to raise quality and drive continuous improvement and consistency in education and care services through:

- ✓ a national legislative framework (including national laws and regulations)
- ✓ a National Quality Standard
- ✓ a national quality rating and assessment process
- ✓ A national Early Years Learning Framework (EYLFv2)
- ✓ a new national body called the Australian Children's Education and Care Quality Authority (ACECQA)

A national body - the Australian Children's Education and Care Quality Authority (ACECQA) - oversees the National Quality Framework and ensures the consistent and effective implementation of the new system.

## The National Quality Standard (NQS)

The National Quality Standard sets a new national benchmark for the quality of education and care services. The National Quality Standard is divided into seven Quality Areas:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

The National Quality Standard aims to promote:

- ✓ the safety, health, and wellbeing of children
- ✓ a focus on achieving outcomes for children through high-quality educational programs.
- ✓ families' understanding of what distinguishes a quality service.



Australian Children's  
Education & Care  
Quality Authority™

## Learning through play

Children learn so much through play. It allows them to explore, discover, negotiate, take risks, create meaning and solve problems – all the important foundations for developing literacy, numeracy and social skills. It is central to the EYLFv2 and while it may sound simple and easy, learning through play is a complex form of natural enquiry that requires an experienced educator who understands child development, knows each child's capabilities, emerging strengths and interests.

It is important for children to build a strong foundation of pre-literacy and pre-numeracy skills before moving into formal learning. At Rona Glynn we develop these skills through the learning that occurs during play that capitalises on children's natural sense of inquiry and discovery through hands-on exploration of the world around them.

Educators embed elements of teaching and learning within the play experiences that children are interested in and naturally drawn to – and therefore more likely to stay engaged with. For example, some of the important foundation skills required to read and write are a wide vocabulary and extensive oral language skills. This is achieved through play such as dramatic or 'character' play between peers and through educator – peer interactions where educators intentionally teach vocabulary and build a child's oral language through rhyme, song and daily conversation! Pre-numeracy and mathematics are learnt through construction play, puzzles, finger rhymes and games and so much more.

An example may be children who are interested in gardening. Some children in the room may be encouraged to chart how their veggie patch has changed over the past month while another group of children may be supported to write/draw a 'menu' for their pretend restaurant using garden materials in their kitchen. These early literacy skills of pre-writing, drawing and mathematical concepts of classifying and charting are explored through play in ways that are authentic to the child.

We want our children to learn the skills of being a learner, to take risks, try new things and learn to bounce back after failure or disappointment. All of this learning takes place alongside peers developing a child's social and emotional intelligence and wellbeing.

## Making children's learning visible

Children are active learners, and they learn naturally through exploration – by touching, moving, listening, seeing and experiencing. Our roles are to support and enrich your child's learning by:

- Providing resources and opportunities for children to explore.
- Using materials, such as paint, clay, musical instruments, and writing implements for children to express themselves.
- Questioning and encouraging children to think creatively, investigate and solve problems.
- Making learning 'visible' – that is, by using cameras, video recorders and written observations to document your child's thoughts and ideas as they learn. We collect their experiences, comments, ideas, learning stories, photos, and observations. Our educators use this information to develop an individually tailored learning program for your child across the five learning areas detailed in the EYLFv2. You are encouraged to contribute information about what your child is doing and learning outside preschool as this continuity between home and early learning can greatly enhance your child's learning and development.

**SEE      THINK      WONDER**



## Mindsets

*'What students believe about their brains — whether they see their intelligence as something that's fixed or something that can grow and change — has profound effects on their motivation, learning, and school achievement.'* (Professor Carol Dweck, 2006).

At Rona Glynn Preschool we aim to develop 'growth mindsets'. The term 'growth mindset' refers to a way of thinking, learning, and taking on challenges. A person with a growth mindset is open to constructive criticism, takes feedback and uses it, takes on new challenges, pushes themselves outside of their comfort zone and shows resilience and perseverance.

Studies show that it is people with a growth mindset (as opposed to a fixed mindset) who achieve in life, are successful in all they do and are happy. Which is exactly what we want for all children.

### Some key aspects of a 'Growth Mindset'

- We remember it's always OK to make mistakes – we learn from them.
- We never give up! We try a different approach or use a different strategy.
- We learn from each other – you guys often make the best teachers!
- We don't compare ourselves with others, but we do learn from others.
- We challenge ourselves – which really helps us make progress.
- We take risks – we don't limit ourselves by taking the easy option.
- We join in as much as possible – and we learn much more by being involved.
- We remember that mastering something new feels so much better than doing something you can already do.
- We remember that the brain is making new connections all the time – the only thing you need to know is that you can learn anything!

At Ross Park, we follow School Wide Positive Behaviours. We have our core set of Values which we follow in all areas of our school and learning. These values set us up for success and help us to be the best learners we can be at our school.

 <h1 style="margin-left: 20px;">Our Values</h1>		
<b>Be Strong</b>	<b>Be Fair</b>	<b>Be Kind</b>
<p><b>We are strong when we strive to achieve and continuously take the next steps in our learning.</b></p> <p><b>We are strong when we persevere and adapt to change.</b></p> <p><b>We are strong when we take the space to heal and grow.</b></p> <p><b>We are strong when we ask for help when we need it.</b></p>	<p><b>We are fair when we follow the rules.</b></p> <p><b>We are fair when we accept responsibility for our actions.</b></p> <p><b>We are fair when we value difference and give everyone the opportunity to shine.</b></p> <p><b>We are fair when we give people what they need to learn, knowing that</b></p>	<p><b>We are kind when we do the right thing, even when no one is watching.</b></p> <p><b>We are kind when we build people up and treat them with gentleness and care.</b></p> <p><b>We are kind when we consider ours and others' rights, abilities and feelings.</b></p> <p><b>We are kind when we show gratitude and thanks to others.</b></p>

## **Important things you will want to know.**

Rona Glynn Preschool is a Northern Territory Government Department of Education (DoE) centre. We are working within the requirements of the National Quality Framework (NQF) and the National Quality Standards (NQS). Rona Glynn Preschool is also guided by the Australian Children's Education & Care Quality Authority (ACECQA). ACECQA oversee how the NQS are applied across the country and ensures that services are meeting the new requirements. Our aim is to provide a quality service that meets the needs of the families in our community. It is in our best interest to work in collaboration with parents in the care and education of their children at the most important stage of their development - the early years.

States and territories are responsible for the provision of preschool, and this ensures families have nationally consistent access to 15 hours of preschool per week. In our case, children are able to enjoy preschool across two long days or two and a half shorter days. Rona Glynn Preschool can accommodate 62 children, with a maximum of 31 children in each group.

We operate an all-day indoor & outdoor program where the children get to choose if, and for how long, they will play indoors and outdoors, giving them more control over their environment and learning.

## **Session times**

### **Monday / Tuesday (Bilbies/Aherte group)**

Hours of attendance are:

Monday 8am - 3:30pm

Tuesday 8am - 3:30pm

### **Wednesday / Thursday / Friday (Echidnas/Inarlenge group)**

Hours of attendance are:

Wednesday 8.30am – 2.45pm

Thursday 8.30am – 2.45pm

Friday 8.30am – 11am

**We would appreciate you being prompt to collect your child at our finish times.**

We understand that occasionally emergencies do arise, and this can lead to the late collection of your child. If you have a genuine emergency and know you will be late, please give us a courtesy phone call on 08 8952 1792 or 0488 357 829.

## **Term dates**

Term 1	Tuesday 30 <sup>st</sup> January – Tuesday 5 <sup>th</sup> April	(10 weeks)
Term 2	Monday 15 <sup>th</sup> April – Friday 21 <sup>st</sup> June	(10 weeks)
Term 3	Tuesday 16 <sup>th</sup> July – Friday 20 <sup>th</sup> September	(10 weeks)
Term 4	Monday 7 <sup>th</sup> October – Friday 13 <sup>th</sup> December	(10 weeks)

# Settling your child into Preschool

## Preparation and expectations

- ✓ Before coming to preschool talk to your child about what to expect. Research shows that the parent's reaction is a key factor in determining how their child copes with separation. If you approach the idea in a positive way, then it is more than likely that Preschool will be a positive experience.
- ✓ For the first few days, be prepared to stay around for a while or to come back early. When you are ready to leave, please tell an educator and then say goodbye to your child, reassuring them that you will return to collect them. **It is important that you then leave quickly and quietly.** Please resist the temptation to sneak out while your child isn't watching to avoid separation tears and tantrums. This can be very distressing for your child. They learn not to trust that you won't disappear at any moment.
- ✓ If your child is upset, please do not hesitate to seek the assistance of an educator to ease the separation process. Preschool is a new experience and like any other, it takes a while to get used to it. For some children this is their first separation into an unfamiliar environment. Be assured that the educators will be patient and understanding.
- ✓ Each child will respond in his or her own way to this new experience. Below are some typical responses, which may be useful for you to know:
  - Some children seem very happy to separate from their parents and are keen to explore a new environment. They hardly notice that their parent leaves and aren't interested in saying goodbye.
  - Other children continue to be happy for several weeks and then suddenly seem to dislike being left. At this point separation can be difficult and children may cling or cry.
  - Some children cry when their parent leaves for the first few times. Sometimes those tears only last a few minutes, and they are consoled by an educator and quickly become interested in an activity.
  - At times, children don't cry but prolong the separation by clinging or asking a parent to stay and play for longer periods.
  - Some children like to follow or be with an educator or need individual attention for a period of time before settling in.
- ✓ Please talk to our educators if you are finding separation difficult. We will work together to find the best solution for you and your child.
- ✓ We welcome your phone calls during the day to talk to the educators about your child's well-being and how they are settling in.



## What to bring

We suggest your child brings:

- a backpack / school bag with a change of clothes
- a clearly labelled drink bottle filled with water.
- a piece of fruit / vegetable / cheese (to be placed in the bowl on the first day of the PS week.)
- a lunch box filled with healthy food and minimal plastic wrapping.
- a library bag for borrowing books (every Tuesday or Thursday) and
- a hat (which can be purchased from preschool with your back-to-school voucher)

**Please ensure that all items sent to preschool are clearly labelled with your child's name.**

## Daily routine

Upon arrival at preschool, please wait in the foyer until 8am or 8:30am (depending on your group), when the classroom doors will be opened. To develop independence, please encourage your child to place their piece of fruit in the bowl and lunch container in the fridge, find the locker with their picture name tag and place their bag inside. Water bottles can be placed on the shelves near the back door for easy access throughout the day.

During the morning, a staff member will cut all the food from the bowl, and this will be shared together for morning tea. Several times throughout the day, staff will gather all the children for group time. This is where we check in for the day by marking the roll, initiating speaking and listening activities, sharing what learning has taken place and / or engage in new learning.

At lunch time, we all eat together, either on the outside tables or picnic rugs.

Lunch containers should have a sandwich / wrap / main meal type of food item which staff will encourage your child to eat first. After this is eaten, other smaller healthy snacks may be consumed. *Please note that due to regulations we are unable to heat food.*

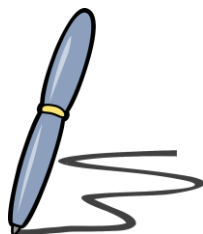
At the end of the day, all children are involved with packing away and gathering their belongings in preparation for home time. Before everyone leaves, we will usually finish the day with a song, story, game or yoga, depending on the learning at the time.

## Signing in and out

There is a sign-in / out sheet just inside the classroom door where you must sign your child in at the beginning of each day and out at the end of each day. It is a legal requirement to follow this process.

We use the sign-in sheets for attendance, security and evacuation register reasons and take them with us in the event of an emergency, so it is important we have an accurate record of attendance.

Please tell any person you have authorised to drop off or pick up your child that they must sign in and/or out.



# Food Supply

Our Preschool:

- ✓ Is a **nut free environment**. As we may have children attending this Preschool with severe allergies to nuts, risk minimisation has been implemented. This involves the removal of items with nut ingredients but does not apply to foods labelled 'may contain traces of nuts'.
- ✓ Has the following guidelines for families for food brought from home.

## Morning tea

- Families are asked to supply a piece of fruit, vegetable, or cheese for sharing. We ask families to contribute one block of cheese throughout the year. This can be at any stage.

## Lunch

- A healthy lunch box might include a sandwich, yoghurt, vegetable sticks, dried fruit, cheese & crackers, a boiled egg.

## Foods not acceptable at preschool (will be sent home for consumption outside of Preschool)

- ALL nuts/nut products including peanut butter, Nutella and other nut spreads
- Chocolate of any sort (including choc chip muesli bars, biscuits etc.)
- Chips e.g. Twisties, Cheezels etc.
- Roll-ups, lollies, jelly, donuts, LCM's, packaged cakes and sweet biscuits.
- Cordial, flavoured milk and fruit drinks

Staff aim to promote nutritional eating habits in a supportive and meaningful environment. We believe that early childhood is an important time for establishing healthy eating habits and food safety practices that may benefit growth, development and activity whilst minimising illness.

Please refer to the *School Nutrition and Healthy Eating Policy*.

## Plastic Free

To help us contribute to living in a safer and healthier environment, we encourage all families to join the challenge and refuse to use single-use plastic in lunch boxes. By being more aware of our plastic use, we can assist in creating a cleaner world for our children.

## If your child is away

All absences from school require an explanation. **Please call or send a text message to inform us if your child will be away** on the following number **0448 357 829**.

If your child is ill, it is especially helpful that you inform staff as it may assist us and other families if there are similar symptoms amongst other children. Also, we care about what is happening for your child and family and like to let other children know if their friends are going to be away.

## **Policies and Procedures**

Policy development for early childhood services is an ongoing process. Policies are reviewed every two years or as deemed necessary. We welcome your comments and ideas. Our policies reflect how we respond to the requirements of our Regulations and the National Quality Standards, along with other issues that arise. You can be involved in policy development by commenting on draft policies when we put them out to parents, and by offering your feedback.

Our policy folder is currently kept in the office and is available to families upon request.

## **Back to School Payments**

Through the Back to School Payment Scheme, the NT Government supports families to meet the costs of getting their children ready for a new school year.

All enrolled Preschool-aged children across the NT are eligible to receive \$150 to assist with the costs of education expenses. The \$150 entitlement can be used during Term 1, 2023 to purchase essential items through your child's Preschool. Essential school items may include uniforms, books, stationery, resources, subject material costs and costs for excursions.

## **Parent Contributions**

Families are asked to contribute a one-off financial contribution of \$280 at the commencement of the preschool year to cover the costs of providing educational resources for your child. This equates to \$7 a week, which is excellent value for money in terms of your child's education.

Payment can be made in the following ways:

1. Direct deposit  
BSB – 065 900      Account – 00931049  
Account name – Ross Park Primary School  
Reference - RGPS & your child's surname
2. EFTPOS at Rona Glynn or Ross Park
3. Cash to Rona Glynn or Ross Park

**Rona Glynn Preschool receives money each year from:**

- Parent Contributions.
- Back to School Vouchers; and
- Fundraising.

**When all families pay this contribution, fundraising is kept to a minimum.**

We rely on the contributions to resource our program, so we encourage you to support us with payment by the end of Term 1.

## Getting involved

At Rona Glynn, we aim to work closely with families to meet your child's and family's individual needs. In order to achieve this, we ask that you contribute to the community life of our Preschool, at the level at which you feel most comfortable. This can be achieved in a variety of ways.

We encourage you to be involved with your child at Preschool if you have the time. You are very welcome to spend time at the Preschool – just let the educators know that you're planning to stay. Feel free to come in at any time of the day.

If you have any skill or talent that you think the children may enjoy, please mention it to the educators e.g., singing, playing an instrument, bathing a new baby, sewing, cooking, other handicrafts, storytelling, acting or an aspect of your occupation.

We also love to have parents who may like to help us with gardening with the children during outdoor play time.... this can be on a casual drop-in basis.... the children are always willing helpers for weeding, planting, watering, and any other everyday garden jobs.

You may like to share a cultural experience with us. Perhaps you can sing or speak in another language, or cook foods from your culture, or share a celebration with us, or an aspect of your culture.

We actively encourage parents to join us on excursions and special days. We'll let you know when these are happening.

Parental input into our daily program and feedback in your child's portfolio is an important area where we would appreciate your input. Just tell an educator if you would like to contribute or have comments to make.





## **Bikes**

Riding bikes is a popular pastime at Rona Glynn. We encourage children to bring their own bike and helmet to use at preschool on the condition they are willing to share the use of their bike with their peers. If bringing a bike to preschool, **please enter and exit via the back gate.**

## **Birthdays**

Birthdays are an important occasion for your child, so if you would like to send a cake to celebrate your child's birthday with their group at preschool, you are welcome to do so. It is preferable if you can send cupcakes (one for each child in the group) if possible.

You are more than welcome to join us for the celebration, take photos and assist to share out the cakes. Please arrange a suitable time with your child's teacher.

If you have invitations to give out for your child's birthday celebration, please do so discreetly so that other children do not feel left out. Please do not ask staff for personal information relating to other children at preschool, as this exchange of information is not allowed. However, we are happy to assist with the handing out of invitations.

## **Library**

We have a small library and children are encouraged to use it. Families may borrow two books from our collection on a weekly basis. Children need to bring a library bag for their books – preferably a cloth bag.

Please reinforce the importance of caring for books at home. Parents are required to replace books that are damaged or lost while in their care.

Parent volunteers run our library – typically this is about half an hour which can either be on a weekly basis or on a roster with other parents. Please contact staff if you are interested in helping out.

## **Bringing toys to preschool**

We know that children love to bring a favourite or special toy to preschool to show their friends or educators. We respect this and will not actively discourage it. However, children will be given some guidelines on the use of their toys at preschool. Children will be able to spend some time playing with their special toy before returning it to their locker or to the office for safekeeping. Possessions from home can be the cause of children becoming upset about ownership or that they have become lost or broken. For some children this can be a valuable life lesson, but others will find losing or breaking a toy very difficult. We will be guided by the decisions you and your child make and approach the situation with sensitivity.

Finally, your child might take small pieces of equipment and other little treasures home without our knowledge, and it is not until their bag is unpacked or pockets emptied, that it is discovered. If this happens, please bring the item/s back without embarrassment – we know that children find some things irresistible or that they forget they are in their pockets, and we always enjoy finding missing pieces of our equipment!

## **Educa**

At Rona Glynn we use an online learning platform called Educa. This platform enables us to document learning online so that parents can see what happens at Rona Glynn on a daily basis and read about their child's individual learning throughout the year. The feedback we have received about Educa has been extremely positive with parents reporting that it has helped to generate conversation at home about their child's preschool day, that they feel more informed about what learning occurs and that they can continue to extend upon the learning that has happened during the preschool week at home.

As part of your paperwork, you will receive a permission form to sign allowing us to set up a profile for your child.

## **Portfolios**

Portfolios are a popular form of documentation and a keepsake to give families at the end of the year. They contain examples of children's work at different time periods in a school year. Portfolios help educators begin to construct a well-rounded and authentic picture of each child so we are better able to plan our program to build on individualised strengths and support each child's growth.

As children participate in the portfolio process, they begin to reflect on and understand their own strengths and needs. This, in turn, helps them feel responsible for their own learning. Children also enjoy comparing examples of their past work with what they are doing in the present. Educators can help children recognise their own progress by asking questions and commenting as they compare such things as drawings or photographs of math manipulatives, block structures, or writing samples. We might ask: "What can you tell me about your work?" "If you were to build this again, would you do it differently? What might you change?" "What was the hardest part?" "What was your favourite part?"

Portfolios are a collaborative effort involving teachers, children, parents and often other family members too. As we create portfolio collections, educators will learn about children's personal styles, thought processes, accomplishments, strengths, and difficulties. More important, we will get to know and remember your children through the portfolio process. They will also get to know themselves better through this practice.

## **Communicating with you**

Our communication with you is important to us. There will be a number of ways that we will get information to you:

- Educa online learning portfolio and message board
- Noticeboard in the foyer
- Email
- Phone calls
- Personal communication at drop-off or pick-up time

## Reporting accidents and medical incidents

When children have accidents that require first aid or adult attention, they are recorded, and we will ask you to read and sign the account of what occurred. It may seem as though we are reporting on lots of minor things, but it is important that you are aware of any cuts, scratches, bruises or other injuries, incidences and illness that happen during the day. It is a requirement of our regulations that we report this information each time.

Several members of our staff have a current First Aid Certificate, and a certified person is present at all times when the centre is in operation. In addition, most educators are trained in Asthma and Anaphylaxis First Aid.

Please keep us informed if your child has had any recent episodes of a medical condition.

## Medication

There are strict regulations around the administration of medication for your child at preschool so a medication form must be completed for each occasion and situation. We can only administer medication that is prescribed by a registered medical practitioner. It must be in the original container with the original prescription label with the name of the child. The medication must be within the expiry date or use-by date.

We cannot administer over-the-counter products, which include cough medicines, pain or fever relieving medications, etc.

Skin creams can be applied but must be in the original container with the original label and instructions and be within the expiry or use-by date. A medication form will need to be filled out for these as well.

The only other exception to the administration of medication will be in the case of the need for an emergency medication to be administered for asthma or anaphylaxis when asthma or anaphylaxis had not previously been diagnosed. Parents and guardians will be asked to record all medications in our Medication Register, which is then signed and witnessed by another staff member at the time the medication is given. **Children will not be permitted to self-administer medication.**

## When should I keep my child at home?

There will be times when your child should not come to preschool. Because we need to balance your child's needs with the health and safety of all the other children and educators at preschool, it is likely that if you send them, we will call you to come and pick them up if we see the following:

- If your child is ill from a contagious viral or bacterial illness (flu, stomach bug, cold, etc.)
- If your child has a skin condition or discharging eyes
- If your child is unusually tired, pale, lethargic or irritable, or constantly crying from discomfort due to illness and in need of constant one-on-one care.
- If your child has rashes or skin irritation that can't be identified
- If your child is vomiting and/or has loose bowel motions
- If your child has been injured involving a head injury

**Please also remember that if you have given your child medication to ease pain or fever during the night or in the morning before coming to preschool, you may be unaware that you are masking symptoms, which are likely to reappear when the medication wears off.**

**If your child needs pain or fever medication to come to preschool, they should be kept at home.**

## Sun Safety Procedures

Rona Glynn Preschool follows the Sun Safety Procedures of Ross Park Primary School.

**Clothing:** Preschool t-shirts are made of close weave fabric with longer sleeves to protect the shoulders. Singlet tops and cap sleeves do not offer enough protection and are therefore not suitable.

**Hats:** Children are required to wear broad-brimmed hats, whenever they are outside. Sun safe hats approved by the Cancer Council are broad-brimmed hats, bucket hats and Legionnaire-style hats. Caps are not acceptable.

**Sunscreen:** SPF 30+ broad-spectrum, water-resistant sunscreen is available at the preschool, although it is preferable for everyone to provide their own sunscreen. When a parent or carer requires a particular brand of sunscreen to be used, it is to be provided by the parent or carer. Sunscreen should be applied by students at least 20 minutes before going outdoors and reapplied every two hours if outdoors. Teachers will allow students to apply their own.

**Shade:** Adequate shaded areas are provided and are accessible to all students, visitors & staff.

## Complaints and Feedback

As much as we will try our best to meet your family's needs and do the best for your child, there may be times when things go wrong. Please bring your complaint or constructive feedback to our staff so that we are able to review and effectively address the issue.

We would ask you to refrain from using Facebook or other social media to contact other parents or educators regarding complaints. Confidential, sensitive and honest communication is the best way to sort through any difficult issues, either face to face, by phone or email.

We also love to get your positive feedback. Our work can be tiring and challenging at times, and it can lift an educator enormously to hear that your child loves to come to Preschool, had a particularly good day, enjoyed an experience planned by an educator or has learnt something new. We also love to hear if you are happy with the level of care, stimulation and nurturing we provide for your child.

We have our feedback station set up in the foyer for our families to let us know how they are feeling about preschool. We appreciate you taking the time to provide your feedback.





## After Rona Glynn Preschool

Children who turn 4 years of age on or before June 30 2024, will usually complete one year of preschool and move into Transition in 2025. In some cases, students will complete a second year of preschool. Decisions around this are made by the family with input from Preschool and school staff.

Children who turn 4 after June 30, 2024 will continue in preschool in 2025 and commence Transition at the beginning of 2026.

The vast majority of students who complete Rona Glynn's Preschool program continue on to Ross Park's Transition program.

For a number of years, the demand for enrolments has necessitated the implementation of a Priority Enrolment Policy. This is due to Ross Park Primary School being at capacity for the classroom space available. This policy guarantees entry to students living within our Priority Enrolment Area and allows others to enrol, subject to capacity, special circumstances and/or School Council consideration.

A map of Ross Park's Priority Enrolment Area is available in the school office and on the website: <https://www.rossparkprimary.nt.edu.au/>

If you have any questions about this, please contact Penny Weily, Principal Ross Park Primary School to make an appointment.

