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A Welcome from the Head of Junior School

The Junior School at Canberra Girls Grammar School comprises a busy, enthusiastic learning environment for students from 3-12 years. The School is dedicated to providing a high quality education. As educators we are also committed to the pastoral needs of our entire student body, and to fostering an environment where all students feel supported and encouraged in working towards their personal potential.

A diverse, globally significant curriculum which spans across the ages 3-12 has been embraced by our community of staff, parents and students. The Early Learning Centre follows the Primary Years Programme of the International Baccalaureate. CGGS is an International Baccalaureate World School after being officially authorised in 2011.

At CGGS staff are cognisant of the needs of students at different ages and stages of their learning and development. Students are immersed in the balanced PYP curriculum appropriate to their needs and readiness, which in turn nurtures a love of learning and positive self esteem. Emerging literacy and numeracy is fostered and the children’s development is carefully guided, along with each child’s curiosity and interests.

There is a natural progression from the ELC experience as students move to our Junior Primary Years, where there is a commitment to the education of both boys and girls. From Year 4, girls learn in an environment that specialises in the education of girls.

You will discover at CGGS our commitment to the establishment and mastery of foundation skills in literacy and numeracy, especially in the Junior Primary years. As students develop, they are increasingly encouraged to risk-take in their learning, identify with strong role models, engage in higher order thinking and take the opportunities offered to excel and take on the responsibilities of leadership. Specialist classes are part of the core curriculum and expanded as the children move from the Junior Primary years to the Primary years.

Our students, from those in the Early Learning Centre to our leaders in Year 6, have a strong sense of their place in the School. Each stage of schooling is distinctive, reflecting the age and stage of development of its cohort, yet the boundaries are blurred: from the Early Learning Centre, where it all begins, moving through the Junior Primary Years to the Primary Years and culminating at our leadership group in Year 6. At every level there is a sense of looking forward, and yet an appreciation of what has gone before. For many of our senior students completing Year 12 at our Senior School, their hopes and dreams for the future mingle with nostalgic memories of their early years in the Junior School.

For students the sense of belonging and connectedness to school is a critical one. It is one of the major factors that indicate the health of a school and the wellbeing of its students. By building relationships with students in earlier and later years, one also builds a sense of one’s importance in the School community. Every student is aware that there will be someone looking out for each of them, just as one also needs to watch out for others.

As a parent in our school, you will gain a sense of our community and how we at CGGS care for each other.

Angela Whitaker
Head of Junior School
About the School

Canberra Girls Grammar School (CGGS) is an independent Anglican school founded in 1926. It has an enrolment of more than 1,500 students, spread between an Early Learning Centre (ELC), a Junior School and a Senior School. The School is co-educational from Early Learning to Year 3. Boarding facilities are available on the Senior Campus for students in Years 7 to 12. The Junior School, located on Grey Street, caters from students from Pre-School to Year 6, whilst the secondary years are taught in the Senior School located on Melbourne Avenue, Deakin.

The School campuses cover ten hectares and include facilities such as an indoor heated swimming centre, gymnasia, sports courts, playing fields, an aquatic centre on the shores of Lake Burley Griffin and purpose-built buildings for the performing arts, art and textiles, and ICT.

The Junior School’s most recent facilities include a large multi-purpose hall that replaced the Clements Hall. Also included has been a new Administration Centre, student facilities and a refurbished Undercroft and Canteen.

History of the School

In the year 1926 the first Federal Parliament House was nearing completion, surrounded by the sheep paddocks dominating the rural landscape of early Canberra, which at this time had a population of less than 5,000. On the other side of the Molonglo River, St Gabriel’s School was opened, with just ten pupils, in the old St John’s Rectory, known as Glebe House. The Anglican Order of the Sisters of the Church had answered a request from Bishop Radford, Bishop of the then Diocese of Goulburn, who saw a need for such a school in the small community which was designated as the federal capital.

From such humble beginnings both the city of Canberra and CGGS began and the School’s development has continued to reflect the story of Canberra’s growth.

In May 1927 the foundation stone of the School was laid by Dr Radford, for the mock Tudor building which today comprises the Boarding House in Melbourne Avenue. It was no accident that this was just one day before the opening of Parliament House by the Duke
and Duchess of York, when the appropriate dignitaries were in town.

Through the Great Depression both the School and city weathered economic setbacks. With the decline in Canberra's population, and hardship in the rural community which supplied much of the School's enrolment, the School came close to closing down. It was rescued by the determination of Canon Robertson, and later by a dedicated group of parents and friends, who took the dramatic step of purchasing the School from the Sisters in 1935. St Gabriel's had already been renamed the Canberra Church of England Girls Grammar School in 1933.

When the Second World War finally ended in August 1945, the School shared the celebration of the whole Canberra community. Shops stopped trading after the announcement of peace, and workers and school children headed for shopping centres carrying flags and sprigs of the bushland wattle then in bloom. The prosperity of the post war decades saw a boom in the birth rate and in the migrants who came to this country. The acceleration of Canberra’s development saw the expansion of suburbs and all their associated services. These were also years of growth in education and Church of England Girls Grammar School shared in the expansion of schools, both government and private, to meet the enrolment demands for the generation of “baby boomers”. The building program of the School was assisted greatly by the Government Science Grants of the sixties, and the expansion of the city mirrored the optimism and buoyancy of these years. In 1972 the Junior School moved to a new campus in Grey Street, Deakin to allow for expansion of both the Junior and Senior Schools.

From the beginning the School has provided a boarding house, meeting the demand created by parents from defence forces and embassies, as well as the original rural population, for such a boarding facility for their daughters. Today the original Melbourne Avenue school is still contained within the central buildings of a much expanded and improved Boarding House.

Now a new and grander Parliament House dominates the original building, and the School, with its name updated to Canberra Girls Grammar School in 2000, has expanded beyond recognition. In 2004 the School opened its Early Learning Centre for 3 and 4 year olds and overall CGGS now caters for close to 1 500 students on its Junior and Senior campuses. How far we have come from those sheep paddocks and the original ten students at Glebe House.

Our Mission and Vision

Canberra Girls Grammar School is proud of its heritage and its uniqueness. Our school is situated within view of Parliament House and our students have access to national institutions. Our country is changing each day and many of those changes begin in Canberra.

Canberra has a dynamic and diverse population. Students of our school meet peers from a wide range of cultures. Their own families exemplify life and work in a global community. Our rural boarding students bring to our school those attributes and skills which are quintessential to the Australian character. This blending of cultures and backgrounds brings uniqueness to our school and opportunities for the development of resourceful and ethical young people who will have opportunities to shape their global community in the future.
At Canberra Girls Grammar School we:
— prepare our students for further studies, for leadership and for life;
— are committed to providing challenging, enriching and supportive learning experiences;
— encourage our students to become informed, resilient, forthright, resourceful and ethical global citizens;
— maintain our Anglican traditions and welcome people of other denominations and faiths into our community;
— seek to inspire our graduates to serve their community and to shape a changing world.

Canberra Girls Grammar School is an Anglican independent school which:
— is a forward thinking dynamic learning community
— a leader in girls education;
— deliberately pursues excellence and encourages students and staff to achieve their ‘personal best’;
— fosters care and concern for the individual and social justice for all members of the School community;
— values the diversity that its day and boarding communities bring;
— is committed to the implementation of innovative practice which engages students;
— shares a philosophy of learning and teaching from Early Learning to Year 12;
— encourages local community service;
— promotes co-educational experiences from Early Learning to Year 3 and embraces girls education from Year 4 to Year 12;
— advocates gender equity and encourages young women to take the lead in shaping their own future and the future of their communities;
— uses its exceptional human and physical resources to provide a wide range of opportunities to its students and staff;
— promotes leadership at all levels within its staff and students.

The Canberra Girls Grammar School graduate is:
— confident
— ambitious
— resilient
— socially competent
— academically capable

with:
— a strong sense of self
— a strong sense of justice
— respect for others
— enthusiasm for life
— cultural awareness
— well developed values and beliefs

who is:
— able to reason and make wise choices
— striving for his/her personal best
— ready for leadership
— imaginative
— spiritually alive.

Through the curriculum framework of the Primary Years Program of the International Baccalaureate students are explicitly taught what it means to exemplify the PYP Learner Profile.

CGGS students are:
— Caring
— Knowledgeable
— Principled
— Reflective
— Inquirers
— Thinkers
— Communicators
— Open-minded
— Risk Takers
— Balanced
Early Learning Centre Philosophy

The Canberra Girls Grammar School Early Learning Centre strives to provide an educational program of the highest quality for girls and boys aged 3 to 5. Central to this is the creation of an environment that is welcoming, stimulating and supportive of both our students and families.

Our Philosophy focuses on nine Core Areas: Administration, Learning/Curriculum, Educators, Children, Communication, Families, Relationships, Physical Environment, and Community. Cumulatively, the values and beliefs asserted in these Core Areas provide an all-encompassing picture of our unique Centre.

Administration

The Early Learning Centre (ELC) is part of Canberra Girls Grammar School (CGGS). We are governed by the School Board and its delegates, including the Principal, Head of Junior School, and Director of Junior School (ELC). We are an Anglican School; we support and actively promote Christian values with our students.

We work closely with National and Territory specific agencies to ensure we meet all required regulations and standards, including those associated with the National Quality Framework, National Quality Standard and Early Years Learning Framework. As an International Baccalaureate (IB) World School, we offer the Primary Years Program (PYP) and we are guided by the Reggio Emilia philosophy.

We have clearly written policies and procedures in place to provide educators and parents/carers with consistent information about the day to day functioning of the ELC. Policies and procedures are open to ongoing reflection and review. Feedback from all stakeholders is both welcome and encouraged.

The professional conduct of our educators is guided by the CGGS Code of Conduct, the United Nations Convention on the Rights of the Child and the Early Childhood Australia Code of Ethics.

Learning/Curriculum

As an IB World School offering the PYP, we aim to “develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” (IBO Mission Statement).

Offering the PYP in the ELC ensures a seamless transition into the PYP program at the Junior School and provides a framework to ensure the holistic development of young children. Our educational program directly addresses the key learning areas of emergent literacy and numeracy, fine motor, gross motor, creative, musical, scientific and cognitive development. A strong emphasis is placed on the social and emotional development of all children in the ELC. Opportunities to develop independence and self-help skills are also highly valued. In planning for learning experiences across all areas, educators use a planning cycle which incorporates assessing prior knowledge, observation, delivery, formative assessment, summative assessment, critical evaluation and review.

We believe that learning is a lifelong process, and that children, educators and parents/carers are all in the process of learning and growing. We believe learning is a social and shared process and that children learn with and from those around them, including educators, peers, parents/carers and family members.
We believe that all of these individuals scaffold children's learning to promote new understandings and the acquisition of new skills.

We believe that children benefit from a range of teaching and learning strategies, including explicit teaching, intentional teaching, open inquiry, guided inquiry, hands on exploration, play, and trial and error. We also acknowledge that, at times, children need time and space to acquire and consolidate new skills and understandings.

We believe that learning experiences must be meaningful and purposeful. Inquiry based learning, through which children are able to investigate, explore and discover freely, is central to our learning philosophy. Play is the most important process through which young children interact and co-construct their learning. We ensure that the curriculum content is organised and planned for so that "play" is the primary focus.

We believe each child brings their unique background and breadth of experience to their learning, and that the prior knowledge and individual learning style of each child should be respected and catered for. We offer a differentiated curriculum which is sensitive to the individual needs of each child and their mode of learning. In adopting this view, we consider both a child's strengths and areas requiring support.

Educators

Educators in the ELC are highly qualified and possess detailed knowledge about young children's learning and development. We value the knowledge our educators bring from both tertiary education and relevant work and life experience.

Our educators are purposeful in the way they design and deliver the learning program. Educational programs are planned collaboratively in year level groups, and in class specific teams, and involving consultation with the Educational Leader and Curriculum Coordinator. Educators acknowledge that their role varies depending on the situation and needs of the children. Educators facilitate, guide, support, scaffold, teach, observe, redirect, challenge, and intervene as required. Educators are highly cognisant of their fundamental role in ensuring that the learning environment is conducive to making children feel safe, secure and supported.

Qualities valued in all staff at the ELC include being fair, inclusive, compassionate, innovative, reflective and passionate. All staff members are committed to working as a team and collaboration is highly valued. All staff are committed to ongoing professional learning and are supported by the school in these endeavours.

Children

We believe that children are unique individuals who have a natural ability to think, wonder, create, reason and imagine. We believe they are capable and competent individuals, who are developing the ability to be autonomous, self-aware and socially competent. We acknowledge that these skills are developing and children require the support and guidance of trusted, sensitive and knowledgeable educators.

We believe that children learn at their own pace. They require ongoing opportunities to engage with a wide range of familiar and novel experiences in order to learn and grow. We believe that children learn best through meaningful, play-based experiences and by engaging with others, both educators and peers, in a variety of situations and groupings.

In order to maximise young children's full potential, we believe that young children must feel safe, secure, respected and supported in their learning environment.
**Communication**

We believe that communication is fundamental to our work. Clear, open and respectful communication is expected between all parties at all times, including staff, children, parents/carers and family members. ELC staff work to ensure that communication is professional, positive, honest and culturally sensitive at all times.

Communication with children is of particular importance and educators and staff are aware of the impact of their language (verbal and body language), volume and tone, and work to ensure all aspects are respectful and appropriate when communicating with children.

We believe frequent communication between educators and parents/carers is important for children’s learning, wellbeing and development. Within the ELC, communication between educators and parents/carers occurs in a variety of ways, including verbal, written, online and printed, and may be formal or informal. Communication may be initiated by either educators or parents/carers. All staff work to develop strong relationships with families to promote open, reciprocal communication between home and school, in order to promote the best interests of each child.

**Families**

We value the important role that family plays in the life of each child. We value the diversity present in our community, and welcome families of various backgrounds, compositions, and faiths. While our educational programs are offered in English, we respect the importance of a child’s cultural heritage, and support parents/carers to maintain their home language/s.

We respect the intricate and detailed knowledge that parents/carers have of their child. We believe that each child’s development and education is optimised by parents/carers and educators working together.

We recognise that families include a range of individuals including grandparents/carers, extended family members and friends. We welcome the involvement of these important people, with approval from parents/carers. Parents/carers and family members have regular opportunities to be involved in the educational program, and are encouraged to do so.

**Relationships**

We believe that relationships are fundamental to the well-being of our staff, students and families. We believe relationships are best built on foundations of trust, mutual respect, confidentiality and impartiality. ELC staff work to demonstrate professionalism in all relationships, including with other staff, children and parents/carers.

We believe that the relationship an educator builds with a child is critical for the child’s well-being, learning and development and that opportunities for learning at the ELC are maximised when children have strong, positive relationships with their educators. We work to create relationships with children that are nurturing, playful, supportive, compassionate, respectful and accepting.

We acknowledge the unique relationship that educators have with parents/carers and view the relationship between the two as a partnership. We acknowledge that educators have a unique role in providing support, information and education to parents/carers in some circumstances.

Staff within the School, including class teachers, single subject teachers, learning support staff and administration staff, develop professional relationships and share information in order to promote the best interests of each child and ensure continuity of care.
Physical Environment

We believe that the environment is the "third teacher" and should be comfortable, welcoming and aesthetically pleasing at all times. We believe children have the right to learn in an environment that is safe and hygienic, well maintained and well resourced, and one that is designed specifically to meet their needs as a young child.

We believe that the physical environment should be inclusive of all children. We organise the physical environment in particular ways in order to offer a range of experiences catering for the differing needs of all children, and allow all children to maximise their participation in the program.

We believe young children have a basic right to feel safe and secure in their learning environment. To this end, we strive to create an environment in which children feel they belong and are cared about and where expectations and experiences are fundamentally consistent and predictable.

Community

We believe that there are positive outcomes for children and families when a strong school community is present. Parents/carers and families of the ELC are encouraged to develop relationships with other families within the school community, and are provided with structured opportunities to do so.

The School community, including the ELC, is connected to wider communities, including local, national and international (global) communities. These connections enable us to raise awareness of social, humanitarian and justice issues, and promote internationally minded citizens.

We utilise agencies and members of the local community as a resource to support and enhance our learning program in purposeful and meaningful ways. We access professional therapists, support agencies and counsellors as required.

In summary, at the Canberra Girls Grammar School Early Learning Centre we believe in the unique and special nature of early childhood. We value the opportunity we have to be a positive influence on young children’s well-being, development and education, and embrace the opportunity to support parents/carers in the care and education of their children. We strive for excellence and to be a service of the highest integrity and quality.
### Early Learning Centre Staff 2020

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Head of Junior School</td>
<td>Ms Angela Whitaker</td>
</tr>
<tr>
<td>Director of Junior School (ELC)</td>
<td>Mrs Kate Columbine</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>Ms Kat Rees</td>
</tr>
<tr>
<td>School Chaplain</td>
<td>Rev. Jenny Willsher</td>
</tr>
<tr>
<td>ELC Clerical Assistant</td>
<td>Mrs Pip White</td>
</tr>
<tr>
<td>Reception M</td>
<td>Miss Erin McCarthy &amp; Miss Jess Dowell</td>
</tr>
<tr>
<td>Reception C</td>
<td>Mrs Lisa Clarke &amp; Ms Elizabeth Nielsen</td>
</tr>
<tr>
<td>Reception K</td>
<td>Mrs Catherine Knight &amp; Mrs Katrina Goodwin</td>
</tr>
<tr>
<td>Reception O</td>
<td>Mrs Claire Osborne (M–W) &amp; Ms Sylvia Murry (Th &amp; Fri)</td>
</tr>
<tr>
<td>Pre-Prep IW</td>
<td>Mrs Rebecca Amon</td>
</tr>
<tr>
<td>Pre-Prep EW</td>
<td>Mrs Elspeth Windeyer &amp; Mrs Marcia Sandrini</td>
</tr>
<tr>
<td>Pre-Prep H</td>
<td>Mrs Diana Harrison &amp; Ms Micky Zhao</td>
</tr>
<tr>
<td>Pre-Prep R</td>
<td>Mrs Emma Ryan &amp; Ms Alissah Breton</td>
</tr>
<tr>
<td>Specialist Music Teacher</td>
<td>Mrs Sara David</td>
</tr>
<tr>
<td>Specialist Library Teacher</td>
<td>Mrs Jen Ferdinand</td>
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<tr>
<th>Before School Care</th>
<th>After School Care</th>
<th>Holiday Program</th>
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<tbody>
<tr>
<td>Mrs Marcia Sandrini</td>
<td>Miss Clair Bellingham</td>
<td>Mrs Marcia Sandrini</td>
</tr>
<tr>
<td>Miss Jess Dowell</td>
<td>Mrs Katrina Patterson</td>
<td>Mrs Katrina Patterson</td>
</tr>
<tr>
<td>Mrs Rebecca Amon</td>
<td>Mrs Ketaki Tyagi</td>
<td>Mrs Ketaki Tyagi</td>
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<tr>
<td>Ms Micky Zhao</td>
<td>Mrs Wendy Kuang</td>
<td>Mrs Wendy Kuang</td>
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<td>Mrs Priya Parekh</td>
<td>Mrs Priya Parekh</td>
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<td></td>
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<td>Ms Micky Zhao</td>
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<tr>
<td></td>
<td></td>
<td>Miss Jess Dowell</td>
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</table>
The A–Z of Handy Hints

Absences

Parents are asked to inform the ELC (6202 6458 or earlylearningcentre@cggs.act.edu.au) of any absences before 9.30am. In keeping with our Duty of Care, any unexplained absences will be followed up by the ELC Clerical Assistant after 9.30am.

Notifying the police is the next step in locating a parent, guardian or designated person of responsibility and will help determine the well-being of the child’s family as well as ensure the safety of the child.

Allergies and Medical Conditions

It is imperative that any allergies or medical conditions your child suffers from are clearly communicated to staff at the ELC at enrolment interview, on the My Family Lounge online enrolment form, and as required if conditions are diagnosed during your child’s time at the ELC.

The information you provide is recorded on a central student data base which is accessed and relied upon by staff for medical information about children at the Early Learning Centre. It is therefore vital that you fill out this information correctly and advise of any updated information.

Parents are asked to make an appointment to meet with their child’s class teacher or the Director of Junior School (ELC) to discuss any allergies or medical conditions and develop a Risk Minimisation Plan and Communication Plan, prior to the start of the school year. Parents are required to provide an Action Plan developed by a medical practitioner, for children who experience allergies and asthma.

Medications provided to the school to be retained for the year (Eg. Epipens, Ventolin, antihistamine etc.) must be provided on or before the first day of the school year and must be signed in on a class Medication Register.

The full ELC Medical Conditions and Medications policy can be found on Agora.
Before School Care

The Early Learning Centre offers a Before School Care Program which operates between 8.00am and 9.00am. Children can be enrolled in the program on a regular or casual basis, however bookings are dependent on the number of positions available. All bookings are made online via My Family Lounge. Charges apply to the Before School Care Program.

Behaviour Policy

At Canberra Girls Grammar School (CGGS) we believe that every individual matters. We believe that every individual within our school community is important and is to be treated with respect, kindness and fairness.

Every individual has the right to learn in a safe, nurturing and positive learning environment where they are provided with the best opportunities to develop.

This policy outlines our guidelines and expectations for rewarding positive behaviour and the formal processes to support students who have made poor behavioural decisions.

Our Junior School expectations are based on ‘The CGGS WAY’ which is:

Be Respectful
Be Safe
Be Responsible

This policy highlights the rights and responsibilities of students, staff and parents.

<table>
<thead>
<tr>
<th>Rights</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students have the RIGHT to:</td>
<td>Students have the RESPONSIBILITY to:</td>
</tr>
<tr>
<td>– Be treated with respect, kindness and honesty.</td>
<td>– Display respect, kind and responsible behaviour.</td>
</tr>
<tr>
<td>– Learn and play in a safe and supportive environment.</td>
<td>– Ensure that their behaviour is not unsafe disruptive to others.</td>
</tr>
<tr>
<td>– Express themselves.</td>
<td>– Behave in a way that protects our environment.</td>
</tr>
<tr>
<td>Staff have the RIGHT to:</td>
<td>Staff have the RESPONSIBILITY to:</td>
</tr>
<tr>
<td>– Be treated with respect, kindness and honesty.</td>
<td>– Model respect, kindness and responsible behaviour.</td>
</tr>
<tr>
<td>– Teach in a purposeful, safe and courteous environment.</td>
<td>– Establish positive relationships with students.</td>
</tr>
<tr>
<td>– Work in cooperation and with support from parents in matters relating to their children’s education.</td>
<td>– Be vigilant in recognising positive behaviour and dealing with behavioural issues.</td>
</tr>
<tr>
<td>Parents have the RIGHT to:</td>
<td>Parents have the RESPONSIBILITY to:</td>
</tr>
<tr>
<td>– Respect, kindness and honesty.</td>
<td>– Model, respect, kind and responsible behaviour.</td>
</tr>
<tr>
<td>– Be informed of decisions affecting their child’s welfare at school.</td>
<td>– Support the school in implementing behaviour strategies in relation to their own child.</td>
</tr>
<tr>
<td>– Be heard in an appropriate forum on matters relating to their child.</td>
<td>– Inform the school about issues concerning behaviour.</td>
</tr>
<tr>
<td>– Expect that issues concerning behaviour are appropriately dealt with</td>
<td></td>
</tr>
</tbody>
</table>

BEHAVIOUR POLICY

At Canberra Girls Grammar School (CGGS) we believe that every individual matters. We believe that every individual within our school community is important and is to be treated with respect, kindness and fairness.
We place a strong emphasis on acknowledging and encouraging positive behaviour.

Teachers may implement individual class reward systems to promote positive behaviour and school values.

When inappropriate behaviour is displayed, the following will occur at the discretion of the teacher:

**Verbal redirection (or reminder)**

**Second verbal redirection (or reminder)**

**Move away from the group**

**Move into separate area**

**Visit to Director of Junior School (ELC)**

Essential agreements based on ‘The CGGS WAY’ will be referred to at each step of the process. It is recognised that in events of extreme behaviour one or more of the above steps may be skipped. Where appropriate, parents will be informed of action taken and may be invited into school to meet with the Teacher and, where relevant, Director of Junior School (ELC) to collaboratively plan a way forward.

In the event where a child deliberately causes visible injury to another child the Director of Junior School (ELC) will be notified, the parent will be contacted and asked to take their child home for the remainder of the day.

While the Counselling service is not the first port of contact for behaviour issues, it will sometimes be assessed as an adjunct service if/when it is identified that a student’s ongoing behaviour stems from some difficulty in their life.

Where there is a repeated pattern of inappropriate behaviour it may be important to ascertain whether a student is unable, rather than unwilling, to make positive choices. This may require further investigation by the Academic Engagement Team (ANT).

**Birthdays**

Birthdays are very special occasions and often parents provide a treat for other children in the class. Individual patty cakes (24) make ideal treats as they can be easily distributed and eaten. We recommend sending in a couple of extra patty cakes to ensure a replacement in the event of one falling on the floor.

Birthday celebrations will be low key, and cakes only are to be provided. Party bags, drinks, lollies, party games or party favours are not permitted and staff are not able to facilitate a party-like event for any child.

Parents of a child with allergies are asked to provide 6 cupcakes or similar that can be frozen and kept at the School. These will be defrosted and provided to the child on occasions when cakes are provided.

Invitations to birthday parties should be distributed independently of the ELC. A parent contact list is provided at the beginning of the school year to facilitate the distribution of party invitations.

**Bullying**

All families are issued with ‘Speak Up’ – the CGGS Safe School Policy.

**Burrawi**

“Burrawi” is the School Magazine. This is prepared by a committee of Senior School students under the oversight of a teacher coordinator. A member of staff from the Junior School coordinates submissions from Junior School students.
Agora

Agora is the CGGS parent portal. It is an important access point for information, policies and documents relating to the school. It can be accessed via the school’s web page [http://www.cggs.act.edu.au](http://www.cggs.act.edu.au). We urge all parents to access Agora with their CGGS ID and password. These logon details are emailed to you directly at the beginning of the school year.

Car Parking

The Early Learning Centre offers some car parking within the ELC grounds. Parents are asked to be mindful and respectful of our neighbours and other road users when parking within the neighbouring streets. Parents are advised that parking on the grass verge outside of the ELC gates is not permitted and official Road Traffic Inspectors regularly patrol the area.

Chapel

The School Chaplain visits the ELC classes and conducts age appropriate Chapel services with Reception and Pre-Prep classes. It is expected that all students attend Chapel services.

Change of Personal Details

Parents are asked to ensure the school has up to date contact details at all times. In the ELC, parents are asked to update their own details via My Family Lounge, and the school Community Portal, accessed via Agora.

Class Contact Lists

Every year Class Contact Lists detailing addresses and telephone numbers of all the students in the class are uploaded on to the learning management system. These can be used to make contact with other families. To maintain privacy, permission is always sought from all families prior to distribution. Please advise the ELC Office if your contact details change during the year. These contact lists can be used to distribute party invitations and organise play dates.

Communication

The School embraces strong communication between families, the community and the School. The first person to contact is your child’s class teacher. Depending on the query, the class teacher will then either deal with the problem or refer you to an appropriate member of staff, usually Kate Columbine, Director of Junior School (ELC). All staff can be contacted by email. The email addresses are made up in the following format: **GivenName.Surname@cggs.act.edu.au**

This is often the best method of contact, however as Teachers are engaged with the children throughout the day, responses to emails may not be immediate. For urgent situations, please call the ELC Office (6202 6458).

General communication between parents and class teachers can also take place using the student diary which needs to be brought to the Early Learning Centre each morning and will be returned home each afternoon.

The Head of Junior School issues a Weekly Email Update, with is emailed out to all parents each Friday.

Each class has a SeeSaw page which is updated regularly. Through SeeSaw, the Class teacher and coeducator will share photographs and information about the learning experiences that have been occurring in the class and post some photographs of the children engaged in their learning. Families are provided with logon details for SeeSaw at the beginning of the school year, or on entry.
Notes are posted to Agora and an email notification sent to parents. These notes are displayed on the ELC parent notice board.

Important upcoming events and information is placed on the Piazza whiteboard and TV screen. Please check these regularly.

Community

CGGS values its diverse community and encourages its families to share their skills, expertise and cultures with us through classroom programs and other parental involvement programs.

Please speak with your child’s Class Teacher if you are able to support the program in any way.

Counselling Service

The Counselling Service at CGGS is staffed by Psychologists. The School Counsellor in the Junior School operates Tuesday, Wednesday and Thursday. The Counsellor’s office is set up to ensure maximum confidentiality and privacy. The service is open to students and parents. Appointments can be made by ringing the School on 6202 6411. Please remember parental and student concerns should usually be directed in the first instance to the class teacher. Our Psychologists are registered to practice in the ACT with the ACT Board of Psychologists. In addition, Psychologists employed at CGGS must be eligible for full membership with the Australian Psychological Society.

Role of the School Psychologist at CGGS

Psychologists at CGGS apply their psychological and educational expertise to support students to achieve academic success, psychological health and social and emotional wellbeing. The activities that the school psychologists engage in are diverse and include:

- Assessment;
- Implementation of prevention and intervention programs;
- Referral processes;
- Evaluation and management of critical incidents.
- In addition to these services, the School Psychologists make presentations on various topics to students, members of staff, parents/guardians and external stakeholders.

The CGGS School Psychologists work in a consultative, supportive and resourceful manner with all members of the School community.

Counselling Services and Confidentiality

Counselling services at CGGS are voluntary.

- The School Psychologist will make students and the parents of younger students aware of the voluntary nature of counselling and the rights of students within the counselling relationship.

CGGS Psychologists are bound by law to maintain client confidentiality when collecting, recording, storing, disseminating and disposing of information.

There are occasions where information cannot remain confidential and the School Psychologists make students aware of these limits.

- When information is revealed by a student which places them at risk of harm to themselves or others, the School Psychologist will reveal this information to the School administration and parents/guardians.
- The School Psychologist is obliged to disclose information when a court order is provided to the School.
Parental Consent

In the CGGS Junior School, the Psychologist will always seek the consent of the parent(s) or carer(s) before undertaking a psychological assessment or providing ongoing psychological support to a child.

In the CGGS Senior School, students may seek assistance from the Psychologists without parental consent or knowledge. In most cases, Year 7 students attend counselling with the knowledge of their parent/carer.

In partnership with the student, the Psychologist may endeavour to involve the parent/carer. For example, the Psychologist may seek formal consent from a parent/carer for a student to participate in the counselling service.

The Psychologist will determine the level of parent/carer involvement desired based on the nature of the issue, the age of the student and the student’s assessed level of risk.

Where there are concerns about the immediate safety or wellbeing of a student, the Psychologist must act in the best interests of the student and this may override any need for parental consent prior to intervention.

Delivery and Collection of Children

All parents/guardians of children enrolled at the Early Learning Centre are required to sign their child in and out using the QikKids Kiosk system, accessed by the designated iPads. This must be completed at the time of arrival and departure. This is a legal record which is used in the event of an emergency evacuation of staff and students from the Early Learning Centre.

Any parent/authorised person who delivers or collects a child should ensure that a staff member at the Early Learning Centre has acknowledged the arrival or departure of the child. It is a licensing requirement that written permission is given by parents when a person other than the parent or guardian is required to be contacted in the event of an emergency or if the parent is unable to collect their child. This information should be provided on a “Permission to Collect” form, completed when the child enters the ELC.

If a situation arises during the School day where another adult needs to collect a child and they are not named on Permission to Collect Child form, an email or fax needs to be sent by a parent to the Early Learning Centre giving permission.

Any person, other than the parent, who delivers or collects a child from the Early Learning Centre, will be asked to show some proof of identity, such as a drivers’ licence. All persons collecting a child from the Early Learning Centre must be over the age of 18.

Parents may bring their child to the Early Learning Centre up to 15 minutes before the educational Program begins if they have another child who attends the Junior School. In this circumstance, the parent will be responsible for supervision of their child until the teacher begins the educational Program at 9am. Parents and children are invited to read books in the Piazza or play on the school oval (access via ELC playground gate) while waiting for the educational Program to begin. As the Early Learning Centre playground is set-up by the ELC staff before school with planned activities, we ask that children do not play on the playground before school.

As the After School Care Program utilises the Early Learning Centre playground after school, we ask that children who have been collected by their parents/guardian do not use the ELC playground after school.

Parents who will be late in collecting their child are requested to make telephone contact with the Early Learning Centre staff. Any child not collected by 3.15pm will automatically be signed out of the class room and into the After School Care Program. Children signed into the After School Care Program must be signed out of the Program by a parent or guardian. The casual rate of payment will be charged to the account of the parent.
The full Delivery and Collection of Children Policy can be found on Agora.

**Excursions**

ELC children go on school excursions to support a relevant unit of inquiry being explored. Notification, including the cost of these excursions and a parental consent form, will be sent home in a letter in advance of the outing.

Early Learning Centre students will often attend School activities and functions at the Junior School. A parental consent form is not completed for each such outing.

A permission form covering use of the school buses between the ELC and Junior School is collected each year.

ELC students embrace the opportunity to explore the local Deakin area and annual parent permission is sought to facilitate these local walks.

The full ELC Excursions policy can be found on Agora.

**First Aid / Sickness**

Parents of children who become unwell during the course of the day will be contacted and asked to collect their child as soon as possible. Children who exhibit symptoms of illness will be isolated from other children in the ELC Office in order to minimise the risk of spreading illness. Parents will be asked to complete the appropriate Early Learning Centre illness or accident record on collection of their child. Parents are asked to inform the Early Learning Centre if their child has experienced symptoms of illness at home.

The full ELC Infectious Diseases policy can be found on Agora.

**Food**

Healthy eating habits are encouraged throughout the School. CGGS acknowledges the important role of the Early Learning Centre in teaching children healthy eating habits. It supports practices which provide children with the daily nutritional requirements of their bodies and minds and also establishes attitudes which will foster the children’s understanding of the importance of eating nutritious food to maintain a healthy and happy lifestyle.

Children bring their own morning tea and lunch to the ELC each day.

Afternoon tea is provided in After School Care.

Parents must inform the School of any allergies or food intolerances their child has along with a written Action Plan for treatment. If your child has allergies or food intolerances you may wish to provide the ELC with a supply of ‘treat’ foods which can be given as a substitute if another child brings in birthday teats etc.

The full Food and Nutrition Policy can be found on Agora.

**Front Door Access**

From 8:00 – 9:30am and 2:30 – 3:30pm the front doors open by pressing big white button to the left of the doorway. At all other times, please ring the doorbell to gain access. To exit, press round exit button on the wall to the left of the doorway.

**Hair Styles**

Girls’ hair accessories should be navy in colour. Hair that is past shoulder length should be tied back. Boys’ hair styles must be conservative and not extend over the collar.
Holiday Program

A Holiday Program for CGGS Early Learning Centre students only is available during the holiday breaks with the exception of a three week period over Christmas and New Year. Charges apply to the Holiday Care Program. Information packs are available from the Early Learning Centre Office around Week 6 of each term.

Students may commence in the Holiday Program only once they have commenced at the ELC ie students who commence at the ELC at the start of the school year are eligible to attend the Term 1 Holiday Program (April) and thereafter. If required, Pre Prep students moving from the ELC to the Junior School attend the ELC Holiday Program in the December/January prior to them commencing in Prep. Once they have commenced in Prep, students then attend the Junior School Holiday Program as required.

As there are a limited number of places available in the Holiday Program, parents of children who attend part-time Reception and Pre-Prep are asked to only book Holiday Program on their usual days of attendance.

Home Help – Parent Guidelines

From time to time parents are offered workshops designed to assist them working with their children at home or in a classroom. In addition, the following suggestions may be useful.

Ways in which Speech Leads to Reading and Writing

Stories and plays seen on television or listened to can be helpful in providing a stimulus for the child’s imagination and dramatic play. Programs should be chosen carefully and watched with the child to promote discussion at the conclusion of the program.

A rewarding and totally satisfying activity is reading and story-telling with your child. This offers opportunity for closeness and interaction between child and parent.

Talk to your child about the book you are about to read. Ask them to guess what it might be about, point to words they recognise, point to the words you are reading. Nursery rhymes are thoroughly enjoyed by children. They enjoy the rhymes, tunes and repetition. Make up a story and get your child to participate in the make believe. The School participates in the Scholastic Book Club and every two years holds a Book Fair in the Library. Please don’t forget the local Libraries where a large selection of quality books can be borrowed for free. If your child is just beginning to learn to read try adopting the Pause, Prompt, Praise method. Pause – give the child the opportunity to work out what the word is; Prompt – give hints such as pointing at the object in the picture (if the word is a noun) and Praise when the child accomplishes the word, if even you have to pronounce the word before getting the child to repeat it. Remember each child learns at a different rate!

Handwriting Skills

This can be enhanced even before school age by promoting your child’s fine motor skills. This is achieved by building up the finger hand strength, coordination and by integrating hand/eye skills. Some activities to promote these aspects are:

- Ball games
- Jigsaws
- Craft activities, including the use of scissors and scrunching paper
- Playing with Playdough
- Finger painting
- Construction games such as Lego
- Sewing activities

Encourage the correct manner to hold a pencil. When naming things for School use lower case school cursive script; not all capitals.

Homework

Homework is not set for children in the Early Learning Centre.
Illnesses – Exclusion Times

Recommended minimum exclusion periods

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion of case</th>
<th>Exclusion of contacts&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campylobacter infection</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Candidiasis (thrush)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cytomegalovirus (CMV) infection</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Cryptosporidium</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Diarrhoea (no organism identified)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Fungal infections of the skin or nails (e.g. ringworm, tinea)</td>
<td>Exclude until the day after starting appropriate antifungal treatment</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Giardiasis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours&lt;sup&gt;a&lt;/sup&gt;</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Exclude until all blisters have dried</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Haemophilus influenzae type b (Hib)</td>
<td>Exclude until the person has received appropriate antibiotic treatment for at least 4 days</td>
<td>Not excluded; Contact a public health unit for specialist advice</td>
</tr>
<tr>
<td>Head lice (pediculosis)</td>
<td>Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts^a</td>
</tr>
<tr>
<td>---------------------------------------------</td>
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</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice</td>
<td>Not excluded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group</td>
</tr>
<tr>
<td>Hepatitis B</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hepatitis C</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Herpes simplex (cold sores, fever blisters)</td>
<td>Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Human immunodeficiency virus (HIV)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td></td>
<td>If the person is severely immune compromised, they will be vulnerable to other people’s illnesses</td>
<td></td>
</tr>
<tr>
<td>Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Hydatid disease</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Impetigo</td>
<td>Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Influenza and influenza-like illnesses</td>
<td>Exclude until person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Listeriosis</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>---------------------------</td>
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</tr>
<tr>
<td>Measles</td>
<td>Exclude for 4 days after the onset of the rash</td>
<td>Immunised and immune contacts are not excluded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>For non-immunised contacts, contact a public health unit for specialist advice</td>
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<tr>
<td></td>
<td></td>
<td>All immunocompromised children should be excluded until 14 days after the appearance of the rash</td>
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<tr>
<td></td>
<td></td>
<td>in the last case</td>
</tr>
<tr>
<td>Meningitis (viral)</td>
<td>Exclude until person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until appropriate antibiotic treatment has been completed</td>
<td>Not excluded</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case</td>
</tr>
<tr>
<td>Molluscum contagiosum</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner)</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Norovirus</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 48 hours</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Pertussis (whooping cough)</td>
<td>Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing</td>
<td>Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics</td>
</tr>
<tr>
<td>Pneumococcal disease</td>
<td>Exclude until person is well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Roseola</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Ross River virus</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rotavirus infection</td>
<td>Exclude until there has not been a loose bowel motion or vomiting for 24 hours&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until the person has fully recovered or for at least 4 days after the onset of the rash</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Salmonellosis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours&lt;sup&gt;b&lt;/sup&gt;</td>
<td>No excluded</td>
</tr>
<tr>
<td>Condition</td>
<td>Exclusion of case</td>
<td>Exclusion of contacts&lt;sup&gt;a&lt;/sup&gt;</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
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</tr>
<tr>
<td>Scabies</td>
<td>Exclude until the day after starting appropriate treatment</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Shigellosis</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Streptococcal sore throat (including scarlet fever)</td>
<td>Exclude until the person has received antibiotic treatment for at least 24 hours and feels well</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Toxoplasmosis</td>
<td>Not excluded</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Tuberculosis (TB)</td>
<td>Exclude until medical certificate is produced from the appropriate health authority</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Varicella (chickenpox) disease</td>
<td>Exclude until all blisters have dried – this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children</td>
<td>Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease Otherwise, not excluded</td>
</tr>
<tr>
<td>Viral gastroenteritis (viral diarrhoea)</td>
<td>Exclude until there has not been a loose bowel motion for 24 hours&lt;sup&gt;b&lt;/sup&gt;</td>
<td>Not excluded</td>
</tr>
<tr>
<td>Worms</td>
<td>Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred</td>
<td>Not excluded</td>
</tr>
</tbody>
</table>

<sup>a</sup> The definition of ‘contacts’ will vary according to the disease – refer to the specific fact sheet for more information.

<sup>b</sup> If the cause is unknown, possible exclusion for 48 hours until the cause is identified. However, educators and other staff who have a food handling role should always be excluded until there has not been a loose bowel motion for 48 hours. Adapted from SA Health Communicable Disease Control Branch [http://www.dh.sa.gov.au/pehs/ygw/index.html](http://www.dh.sa.gov.au/pehs/ygw/index.html). Note that exclusion advice is consistent with the Communicable Diseases Network Australia Series of National Guidelines (SoNGs), where available.

Some diseases—such as pertussis, typhoid, tuberculosis, meningococcal disease and hepatitis A—can cause concern among parents and sometimes interest from the media. Education and care services should consult their local public health unit, which can provide support and education in the event of a concerning disease.
Immunisation

Immunisation records (two copies) for all students commencing at the ELC should have been provided to the school at, or before, the student’s initial enrolment interview.

This should be provided in the format of an Immunisation History Statement provided by the Australian Childhood Immunisation Register (ACIR). (This can be printed from the Medicare section of the my.gov.au website or can be obtained by calling 1800 653 809)

Parents are responsible for providing the School with an updated copy of immunisation information each time their child receives an immunisation. This information should be provided within one week of the immunisation. In particular, parents of children in the ELC as asked to provide an updated Immunisation Record following their child’s 4-year-old immunisations.

Families who choose not to immunise their child, those who fail to provide information about their child’s immunisation status and those who do not provide updated information following immunisations, will be informed that their child will be excluded from care if there is a case of a communicable disease within the School, based on advice from the Public Health Unit. Regular fees will be payable during any period of absence. Child Care Subsidies may be affected if children are not fully immunised.

In cases where children experience medical conditions which prevent them from being immunised according to the National Childhood Immunisation Program, parents need to complete a “Medical Contraindication” form, which is signed by their medical practitioner and submitted to the Australian Childhood Immunisation Register. A letter, with supporting documentation from ACIR, stating that the child has not been immunised for medical reasons must be provided to the School. In these circumstances, the child will be excluded in the case of an outbreak of a communicable disease, but Government child care subsidies, where applicable, will not be affected.

Information Evenings

Throughout the year information evenings are held regarding a variety of key learning areas and new initiatives. Information will be provided prior to any planned evenings. We encourage all families to ensure that information evenings are attended by a representative when possible. Presentations from Information Evenings may be uploaded to Agora for parents to access.

Jewellery

The only jewellery allowed is a watch for boys or girls and a single pair of plain, small gold or silver studs or sleepers for girls. For any special or religious requirements, please discuss the matter with the Head of Junior School or her delegate.

Junior School Links

The links between the Early Learning Centre and Junior School occur in a variety of ways. Children in the ELC will access some specialist classes, such as Music and Library in the Junior School. Children in the ELC join in with Junior Primary classes on carnival days (Swimming, Athletics and Cross Country) and engage with older students through formal and informal buddy arrangements and activities.

A structured transition program takes place in Term 4 of Pre-Prep, during which the students participate in activities and experiences in the Prep classes, to build their sense of familiarity and comfort.
Leave of Absence

If your child will be absent from the Early Learning Centre for an extended period of time which is longer than two days (ie family holiday) please notify the Head of Junior School in writing.

Library

The students in Pre-Prep visit the Library once a week to participate in reading, story-telling and literacy activities with the School’s specialist Teacher Librarians. Pre-Prep students may borrow one book per week from the Library. They require a CGGS book bag for this (available from the Uniform Shop).

Students in the full-time Reception class have a weekly session with one of the Junior School Management Team in which they participate in reading, story-telling and literacy activities. As the year progresses, the Reception students visit the Library regular borrowing of books.

Lost Property

All items belonging to individual children that are brought into the Early Learning Centre, including all clothing, shoes and hats, must be clearly named. Any named lost property will be returned directly to the relevant classroom/individual. Each class has a basket for storing Lost Property. Parents are asked to check the basket on a regular basis. General items found such as sunglasses are kept in the ELC Office and a notice displayed on the notice board in the foyer. Any unnamed and unclaimed uniform items are passed on to the Uniform Shop to be resold and unnamed non-uniform items are donated to charity.
Medication

Children who have ongoing medical needs such as asthma, allergies, diabetes etc. must have relevant medications with them at the ELC at all times. Medication must be provided at the beginning of the school year and remain at the ELC. Parents must sign the medication in with the ELC Clerical Assistant, along with completing the necessary authorisations. Parents will be informed about any medication administered to their child during the school day via a slip sent home.

For isolated medical needs, eg. antibiotics, parents are required to see the ELC Clerical Assistant to completed the necessary forms regarding the administration and storage of the medication. Parents are required to collect the medication at the end of the school day.

Please note that ELC staff are not permitted to administer pain/fever relief medications (paracetamol, ibuprofen etc.) or cough/cold medications.

The full Medical Conditions and Medications policy can be found on Agora.

Office Hours

The Early Learning Centre Office hours are 8.30am – 3.30pm. Messages can be left outside these hours on 6202 6458.

Out of Uniform

If a student is unable to be in complete School uniform for some exceptional reason, a note should be sent to the Class Teacher from parents/guardians explaining the situation. Children should not be out of uniform for an extended period of time.

Pastoral Care

The School prides itself in the pastoral care it offers their students. Parents are encouraged to maintain regular communication with their child’s class teacher.

Parents and Friends Association

The School has an active and highly valued Parents and Friends Association. Meetings are held on the first Tuesday of the month and newcomers are extremely welcome. The major fundraising event each year is the School Fête which generally takes place on the last Saturday of October. This is a wonderfully successful event enjoyed by students, staff, parents and the community. Assistance is always welcome and we strongly encourage parents to become involved in this highly motivated, dedicated group.

Parent Representatives

At the beginning of each year, parents are sought to take on the role of Parent Representative for their child’s class. This important and valued role is not intended to be onerous but to provide a wonderful means of communicating and socialising with other parents. A role description can be obtained from the Class Teacher.

Music

The students in Pre-Prep visit the Music Room once a week to participate in singing, musical activities using instruments and movement activities with the School’s specialist Music Teacher.

Students in the Reception classes have a weekly session with the Music Teacher in which they participate in singing, musical activities using instruments and movement activities. Early in the year, the Music Teacher visits the Early Learning Centre but as they year progresses, the Reception students visit the Music Room for their session.
Payment

ELC annual tuition fees (as per the Schedule of Fees) is broken down into a daily rate for the purposes of offering the Child Care Subsidy.

Child Care Subsidy is applicable on all aspects of the ELC program: BSC, Core Program, ASC and Holiday Program (pending family eligibility). Applications for CCS are made directly with Centrelink.

Child Care Subsidy payments are made directly to the ELC, and parents are invoiced for any gap payment.

ELC fees are paid fortnightly, in arrears via direct debit. Queries about fees should be made to the ELC Clerical Assistant on 6202 6458.

Personal Items

Personal items such as toys, sweets, stickers, etc must stay at home. If children regularly bring items of this nature to the Early Learning Centre they will be held by staff for the day and returned at the end of the day when the child goes home. Children are welcome to bring things of an educational nature such as insects, books, interesting artifacts, etc to share with their class. Children may also bring a small soft toy, small pillow or small blanket for comfort at rest time.

Photographs

In the Early Learning Centre photographs of the children are regularly taken as they are a wonderful way to document the educational journey of young children. These photographs will be used in displays in the ELC and for the children’s Portfolios.

On occasions, photographs of children attending the ELC will be sought for use in school promotional material, such as on the School website. Parents may request that photographs of their child are not used in School publications or placed on the School website by indicating as such on the “Permission for Names, Photographs and Work to be Used for Promotional Purposes” form included in the enrolment pack.

PYP

The Junior School, incorporating the Early Learning Centre, is an authorised International Baccalaureate school implementing the Primary Years Program (PYP). The PYP is one of the three programs offered by the International Baccalaureate and is designed to embrace the ages 3 – 12. The program is recognised and taught in a vast number of schools throughout the world. Schools that teach this program belong to a worldwide network and, as a result, CGGS Junior School has the opportunity to forge links with schools in this network.

Rest Time

Young children require opportunities to rest during the day to allow their bodies and minds to relax. As part of the Primary Years Program, children are encouraged to be “balanced” which includes a balance of rest and play.

Children are provided with opportunities to rest and/or sleep as required. In addition, quieter activities are often planned for the afternoon period to allow children time to rest and relax. Soft lighting and relaxing music will be used to promote a restful environment.

Should children require a rest during the day, the Early Learning Centre has mattress and bedding for children to rest on. Children may bring a small pillow, light blanket, and/or small soft toy to cuddle while they rest.

The full ELC Sleep and Rest policy can be found on Agora.
School Day

The Early Learning Centre school day commences at 9.00am and concludes at 3.00pm.

Before School Care is available from 8.00am – 9.00am.

After School Care is available from 3.00pm – 6.00pm.

Holiday Program operates from 8.00am – 6.00pm.

School Photographs

Each year, the School arranges for professional photographs to be taken of each child in the Early Learning Centre. Parents will be advised in advance of when these photographs will be taken and are asked to ensure their child is present on the given day.

Each family is provided with a “photo pack” which includes individual photos of their child as well as a class photo. If parents wish to keep the photo pack, do not return the pack and the cost will simply be added to your child’s account. If parents do not wish to keep the photo pack, simply return the pack to the ELC Office and no charge will be added to your child’s account.

School Uniform

All children attending the ELC will be required to wear clothing from the selection of regulation mix and match garments at the School Shop located on the Senior School Campus on Melbourne Avenue, Deakin. The School uniform is only available from the School Shop. During term time, the School Shop opening hours are:

- **Mondays**: 8.15am – 2.00pm
- **Tuesdays**: 8.15am – 2.00pm
- **Wednesdays**: CLOSED
- **Thursdays**: 12 noon – 5.30pm
- **Fridays**: CLOSED

Additional opening hours operate during the School holidays. The times are published in the Newsletter. The School Shop also offers a range of secondhand uniforms. It is expected that children wear the full correct School uniform and to demonstrate pride in themselves and the School by a high standard of personal presentation, grooming and hygiene.

The Early Learning Centre uniform stocked in the School Shop consists of:
- CGGS crested polo top (green or navy)
- Shorts (red or navy)
- Rugby jumper
- Fleecy pants (navy)
- School sun hat (blue)
- School beanie (blue)

Also required are:
- Small to medium school bag (large bags will not fit in the ELC lockers).
- Warm coat or rain coat for winter
- Velcro fastened runners. (The Velcro fastening enables children to independently manage their footwear. Laces can also be a safety hazard.)

No other footwear is permitted

Please ensure all items of clothing and footwear are clearly labeled with your child’s full name. All clothing must be purchased from the School Shop. The substitution of other brands of clothing is not permitted.

Sharing Learning with Families

The first Monday of the school year is “Welcome Day” during which parents are encouraged to make an “Insights” meeting with their child’s class teacher. This is an important opportunity for parents to share information about their child with the class teacher, in order to promote a smooth and positive transition.
Formal Parent Teacher Interviews take place at the end of Term 1 and Term 3.

Student Led Conferences occur in Term 2. These are wonderful opportunities for parents and family members to engage with the ELC program, and for your child to share their learning and environment with you.

End of year reports are emailed to parents at the end of Term 4.

Teachers keep a record of student’s learning progress using a variety of methods including work samples, anecdotal records, photographs, videos, checklists etc. These provide a stimulus for students, teachers and parents to discuss progress.

Parents are welcome to make an appointment to meet with their child’s class teacher at any time.

UV Protection Policy

The ELC is a SunSmart Centre. Children are required to wear the school, broad brimmed blue hat and sunscreen, when outdoors when the UV levels are 3 and above. Parents are asked to provide a named, roll on sunscreen to remain at the ELC, for their child to use during the school day.

A limited number of spare hats are available. If a child does not have a hat on a given day, they will be asked to play in the shade of the sand pit.

From late May until August, UV levels drop below 3 and sun protection is not required.

The full ELC UV Protection policy can be found on Agora.

Spare Clothes

Each day, please make sure that your child has a spare set of seasonally appropriate clothes in a drawstring bag. This can either be an extra set of the ELC uniform or pieces of general clothing in the ELC clothing colours. These items will be used in the case of toileting accidents. All items, including the drawstring bag, should be labeled with your child’s name.

Toileting

Children entering the Early Learning Centre are expected to be fully toilet trained, as discussed at the enrolment interview. Children will be reminded regularly throughout the day to use the toilet and will have access to toilet facilities when required. We understand that toileting accidents may occur on occasions during the school day and in this event, will assist your child to get cleaned up and changed. Soiled clothes will be put in a plastic bag and placed with your child’s school bag.

The full ELC Toileting policy can be found on Agora.

Transition Program

To assist in the settling in process, we recommend a transition program for all new students.

For Reception children, the first week of the school year incorporates a transition program in which the children will attend the Early Learning Centre part days (either a morning or afternoon), followed by half days during the first week. From the second week of school, children are invited to attend full-time if they are ready. If extended transition periods are required, please speak to your child’s teacher who will be able to design a program to meet the needs of each child.

As most children entering Pre-Prep are well adjusted to the ELC routines, the children are welcome to attend Pre-Prep full time from the beginning of the year. If you feel your child would benefit from a transition program to assist them in entering Pre-Prep, please speak with your child’s teacher who will develop a program to meet your child’s needs.
For children entering the Early Learning Centre during the school year, a transition program is recommended. Please speak to your child’s teacher to develop a program to meet your child's needs. This may involve you spending time with your child in the ELC on arrival and your child spending part days at the ELC before attending full-time.

Please be aware that children respond differently to new situations. It is quite normal for some children to feel anxious in the first few minutes, hours or days after arrival in a new program. In this situation it is imperative that children are given unhurried time and you are only required to leave them if you feel comfortable with the decision to do so. It is important to tell your child that you are leaving and explain that you will be back later to collect them. There may be occasions where children are upset upon the departure of their parent. Please be assured that the ELC staff will care for your child in a sensitive manner and encourage them to become involved in the day’s activities. Should your child remain upset and/or withdrawn, we will call you to come and collect them and will discuss a more appropriate transition program for your child.

Visiting the ELC During School Hours

All visitors must enter the Early Learning Centre via the front doors and are asked to report to the ELC Office on arrival. Visitors will be required to “Sign in” and will be issued a Visitor’s badge.

“Waste Wise”

The School is a recognised “Waste Wise School” with every effort being made to reduce waste.

In the Early Learning Centre, food scraps are used seasonally in the ELC worm farm or given to community members in order to feed chickens. Children participate in paper recycling in the classrooms.

The School also offers opportunities to recycle mobile telephones through Mobile Muster, and corks, which are donated to the Girl Guides Association that receives 10c per kilo. These items can be left at Reception for forwarding on to the relevant organisation.

Water Bottles

Each child should bring a water filled drink bottle, filled with fresh water only, to school each day. Water and milk are offered at morning tea time and water at lunch time, however children are encouraged to access their own drink bottle at other times throughout the day when thirsty. Wire cages for the water bottles are provided in each room which ensures that the bottles are able to be easily transported outside during outside play. The water bottle must not be more than 8cm in diameter in order to fit in the wire cage.

Welcome Day

The day before school commences at the beginning of the year is called ‘Welcome Day’. On Welcome Day parents are invited to bring their child in to meet with the ELC staff who will be working in their classroom. Children will have the opportunity to familiarise themselves with the classroom environment. Parents are invited to make an “Insights” meeting on this day.

What to Bring

Please ensure that your child has the following items at school each day. Some items can be brought in and left at school, while others will need to be brought in each day. All items should be clearly labelled.
- School bag
- Spare clothes (in drawstring bag)
- School hat
- Roll-on sunscreen
- Pillow, blanket, soft toy for rest time (if required)
- Water bottle

**Working with Vulnerable People**

In line with ACT Legislation anyone volunteering in the classroom more than 5 times in the year is required to obtain a Working With Vulnerable People Card. This will be sighted when signing in to the Early Learning Centre. Information on Working with Vulnerable People Checks can be found at [http://www.ors.act.gov.au/](http://www.ors.act.gov.au/)
Early Learning Centre Parent Participation Form

STUDENT’S NAME: ___________________________________________________ YEAR: ______________________

There are many ways in which parents can become involved within the School community. Depending on the requirements of the various programs within the School, teachers will make contact with you. Please indicate below if you can give your time and expertise, and return this form in the first week of Term 1 to the ELC Parent postbox in the ELC foyer.

GUEST SPEAKER – Hobby, Special Interest, Career
Area of expertise: ________________________________________________________________

CULTURES
Please indicate below if you prepared to talk to the students about a culture you are familiar with.

Yes ☐ Culture ________________________________________________________________

PARENT REPRESENTATIVES
Please tick the box if you are willing to take on the role of Class Parent Representatives.

I am prepared to take on the role of Class Parent Representative. ☐

GENERAL ASSISTANCE
Some parents may prefer to offer general assistance, eg book covering, sewing costumes, gardening.

Please list ________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

OTHER COMMUNITY INVOLVEMENT
If you have other members of your family, such as grandparents, who would be willing to be involved in ELC activities please provide details below.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

PARENT:
☐ (Home) ___________________________________________ ☐ (Work) _______________________________

Email: ___________________________________________