



ST HILDA'S SCHOOL
GOLD COAST

Pre-Preparatory Handbook

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WELCOME

The Pre-Preparatory Program offered by St Hilda's School aims to ensure that the children in our care develop self-confidence, independence, skills in body use, organisation of thinking and the ability to work and communicate with others.

SCHOOL MOTTO

Non Nobis Solum - Not for Ourselves Alone

SCHOOL COLOURS

Red, Gold, Blue

THE HOMILY OF ST HILDA

Trade with the gifts God has given you.

Bend your minds to holy learning that you may escape the fretting moth of Littleness of mind that would wear out your souls.

Brace your wills to action that they may not be the spoils of weak desire.

Train your hearts and lips to song which gives courage to the soul.

Being buffeted by trials, learn to laugh.

Being reproved, give thanks.

Having failed, determine to succeed.

PUBLIC COMMITMENT

Our Anglican schools and early learning services are committed to preventing, detecting and responding to child abuse and neglect.

Every child has the right to be safe and feel safe.

We commit to:

- Implementing the [10 Child Safe Standards and the Universal Principle](#).
- Providing care that is physically, psychologically and culturally safe.
- Taking all reasonable steps so children are not exposed to harmful conduct or abuse.
- Empowering children to participate in decisions that affect them.
- Educating children about who to approach if they feel unsafe, or to share any concerns they may have.
- Educating all relevant people on how to respond to complaints and concerns, and breaches of our conduct expectations.
- Listening, learning and seeking to improve.

As Anglican child safe organisations, we commit to:

- Providing children with exceptional pastoral care.
- Operating by Gospel values, emphasizing service, inclusivity, integrity, character and justice.

PRE-PREPARATORY STAFF

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Trainees:

Holly Warn

Educators are qualified and experienced in different areas of child development, care, health and welfare. All educators hold a Blue Card issued by Blue Card Services Queensland and a current First Aid Certificate.

The Pre-Preparatory Office is open Monday to Friday 8.00am – 4.00pm.

PRE-PREPARATORY PROGRAM HOURS

The Pre-Preparatory playground is supervised from 8.00am by educators with the Program beginning with outdoor play at 8.20am. All children are encouraged to arrive by 8.20am. The Program runs until 3.25pm and children must be collected from the classroom at this time.

After 3.30pm any children remaining will be signed into After School Care. After 3.45pm an additional fee will be charged.

PRE-PREPARATORY PHILOSOPHY

At St Hilda's Pre-Preparatory we believe that each child is a unique human being whose potential is limitless, and that childhood is a time to be valued and enjoyed. Our educational philosophy is inspired by the Reggio Emilia Approach. St Hilda's Pre-Preparatory values each child and view them as strong, capable and resilient learners, with a sense of wonder and a passion for learning. We believe that:

Children

- are strong, capable and resilient learners. Intrinsically creative thinkers, they deserve environments that value and support their creativity through all forms of expression
- learn best through play-based learning which supports opportunities for an inclusive environment and is scaffolded and challenged by educators who engage actively with children
- are supported by responsive educators to be successful and confident learners who take on new challenges and are involved in making decisions about matters that are important to them.

Families

- are unique and are recognised as the first and foremost teachers of their children. Their ideas, values and beliefs are respected, and they add a rich diversity of culture, beliefs and knowledge
- are encouraged to contribute from their wealth of knowledge of their own child and be involved in a collaborative manner
- are encouraged to build reciprocal relationships between families and educators that are strengthened and sustained over time.

Our Community

- is recognised and welcomed into Pre-Preparatory as additional stakeholders who can assist children to deepen their understanding of their place within the wider world
- maintains partnerships between children, families, educators, staff and our local community.
- is respectful and works toward shared understandings and common goals.

Curriculum

- is informed by the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guidelines (QKLG), Principles of Reggio Emilia and research. The curriculum is driven by children's ideas, interests and is developed through a collaborative process involving the community and is differentiated to provide individualised learning

- we value the importance of play. We see children as inquisitive and active learners and that play is the best method for fostering an inquiry approach to learning. The planning cycle is undertaken to support this practice
- celebrates cultural diversity
- the curriculum contributes to outcomes which build success for life and will incorporate the teaching of skills to prepare children for a lifetime of healthy interactions in all aspects of their lives. Anglican traditions and values including Love, Compassion, Forgiveness, Hope and Grace are upheld.

The Environment

- is aesthetically pleasing, safe and healthy, and creates a strong sense of belonging. It includes both indoor and outdoor play spaces that hold equal importance as learning spaces.
- is protected through sustainable practices. Children’s connections with the natural environment are supported.
- nurtures children’s creative abilities, providing an opportunity to turn their feelings and thoughts into something physical.

Educators

- acknowledge the Traditional Owners, Kombumerri People of the Ngarahngwal and Yugambeh language groups of the Mibiny nation on which our building stands. We also acknowledge and pay our respects to all Elders past and present
- form warm, trusting and nurturing relationships with children, families and colleagues
- believe that the Early Years are a vital time in a child’s development and that positive and high-quality early childhood experiences strongly influence children as they grow and lay a solid foundation for their life
- have a commitment to high expectations for all children’s learning and development based on our belief that they are competent and capable individuals.
- Are guided professionally by *Early Childhood Australia’s* Code of Ethics and the *United Nations Rights of the Child*.
- Are supported to be innovative educators through comprehensive professional development.
- Make an ongoing commitment to reflective practices



EDUCATIONAL PROGRAM AND PRACTICE

GENERAL AIMS OF THE PRE-PREPARATORY YEAR

The aims of the Pre-Preparatory experience are to:

- develop a lifelong love of learning
- encourage children's natural curiosity to enquire, to observe carefully and to acquire information from the environment
- encourage health, safety and nutritional practices
- encourage the child to invest personal effort into tasks and thus to persevere, persist and complete tasks to their own satisfaction
- encourage the child to seek and receive adult help if unable to complete a task
- develop independence and confidence to select equipment and activities
- develop problem solving skills and be willing to attempt to solve their own problems
- ask questions and be prepared and willing to investigate answers
- learn respect and concern for other people's ideas, property and person.

AIMS FOR CHILDREN

To value and respect differences:

- identifying oneself as a member of a specific family and cultural group
- feeling proud of one's heritage and background
- demonstrating confidence in one's growing abilities
- demonstrating increasing independence
- developing an understanding of a democratic learning community.

Exhibit a positive attitude towards life by:

- developing and demonstrating trust in other adults
- being able to separate happily from parents
- participating and engaging joyfully in classroom activities
- adjusting to and implementing routines where necessary.

Demonstrate collaborative learning skills by working co-operatively alongside one's peers and understand and respect differences.

CLASS SIZE/AGE

Each class is under the care and guidance of two educators at all times. The number of children per class is approximately 22 in order to ensure an appropriate educator/child ratio. Trainees also work within the Pre-Preparatory Service. Details of the groups and staffing are displayed in the entrance of Pre-Preparatory. The children must be 4 years old by 30 June in the year they commence Pre-Preparatory. It is a Service requirement on enrolment that children entering Pre-Preparatory are toilet trained.

SPECIFIC GOALS OF THE PRE-PREPARATORY PROGRAM

The aims of the Program are to:

- promote the child's development in each foundation learning area: sense of self and others, social living and learning, thinking, communicating, Christian Education, cultural, environmental, health and physical understanding
- foster those abilities, skills and attitudes that will assist in further learning
- complement and build on the learning that has already occurred at home and in the community

- assist each child to make a smooth transition from home to School, with a gradual introduction to School life, e.g. co-operative learning in the classroom, familiarisation with physical amenities and membership of the wider community
- cater for individual needs and interests through a child-Serviced and carefully planned play environment, where the child feels comfortable, accepted and secure
- utilise and extend on the Queensland Kindergarten Learning Guidelines and the Principles of Reggio Emilia to underpin a quality program
- use a variety of equipment and materials and to experiment in its use
- use the imagination and creative tendency that is evident in young children
- develop language skills and understanding of concepts
- accept routines and participate in the daily life of the Pre-Preparatory class
- allow time to work on projects of interest to the child
- allow time to interact with a small group and within a whole class and to encourage individual contributions within both contexts
- allow time for play where adult supervision does not intrude
- develop both pre-literacy and pre-numeracy skills.

THE PROGRAM

The Pre-Preparatory Program will offer children a variety of developmentally, socially and culturally- appropriate experiences. Personnel with approved qualifications and experience in Early Childhood Education will deliver the program.

St Hilda's Pre-Preparatory uses the *Queensland Kindergarten Learning Guideline* to support our professional practice. The guideline is based on the *Early Years Learning Framework for Australia (EYLF)* and embraces the inclusive vision that "all children experience learning that is engaging and builds success for life".

The **EYLF** describes a vision of children's learning, characterised by:

- belonging — recognising that knowing where and with whom you belong is integral to human existence, providing a basis for children's interdependence and relationships with others
- being — recognising and valuing the "here and now" in children's lives, and viewing childhood as more than simply preparation for adulthood or for the future
- becoming — recognising the rapid and significant learning and development that occurs in the early years, and the capability and potential of all children.

While the EYLF focuses on children from birth to five years, *the Queensland Kindergarten Learning Guideline* aims to specifically enrich children's learning in the Pre-Preparatory Year. Throughout the Pre-Preparatory Year, children's right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions.

Our program is inspired by the Principles of Reggio Emilia. These guiding principles include:

- children are capable to construct their own learning
- children are collaborators and learn through interaction within their communities
- children are natural communicators and should be encouraged to express themselves however they feel they can
- the classroom environment acts as the third educator
- teachers are partners, nurturers, and guides who help facilitate the exploration of children's interests as they work on short and long-term projects
- documentation is a critical component of communication.

The following information is a guide only to the experiences offered on a day-to-day basis in the Pre-Preparatory year. Changes are made daily to the program or to aspects of studies as a consequence of learning opportunities that present themselves through play, exploration and experiences from home during the course of the year.

Parents can assist classroom learning by talking to their children about their day; what they have learned, what they enjoyed and what questions they have now. This type of conversation assists the development of comprehension, sequencing and problem-solving skills.

As a general rule of thumb, learning involves taking risks. Suddenly a child is asked to attempt something that they have not done before. Parents and teachers can give assistance, guidance and support to the child but must allow her to undertake tasks independently. Offering a guiding hand is necessary when it is required but it should never be at the expense of taking the initiative away from the child.

The weekly program is flexible and consists of a broad range of learning experiences such as:

- whole group mat time (pre-literacy and pre-numeracy focus)
- indoor activities
- extended project activities
- child initiated play activities
- outdoor play – free and structured
- gross and fine motor activities
- Arts and crafts
- Gymnastics
- Swimming
- Music
- Languages – French and Japanese
- Religious Education
- Library
- Physical Education.

The structure of the day will allow for a 20-minute rest/relaxation period.

MULTICULTURAL DIVERSITY

We aim to recognise the diversity of cultures in Australia and help foster an awareness and acceptance of other cultures within each child, through the thoughtful integration of a variety of cultural activities in the program. All activities and behaviour at St Hilda's Pre-Preparatory will be considerate of the cultural and linguistic diversity of the families within the community. Children will be encouraged to explore and share a range of cultural activities and experiences in an environment free from racial prejudice and harassment.

St Hilda's Pre-Preparatory recognises that Australia is a multicultural society composed of people from a wide variety of ethnic backgrounds. We recognise the impact culture plays on families, educators and the community and make every effort to provide an educational facility which is sensitive to the needs of different cultures and which affirms human differences and the right of people to make choices about their own lifestyle. We aim to foster within each child an awareness and acceptance of other cultures by:

- recognising the beauty, value and contribution of every child
- acknowledging the child's home culture
- involving parents in the program
- fostering self-esteem and positive self-concept

- teaching children about different cultures
- exploring differences and similarities between culture
- helping children learn from each other through play
- developing an awareness of how to operate in a democratic learning community
- encouraging children to retain their first language.

Implementation

- the children will have the opportunity to read a range of books, listen to a variety of music, cook different foods and participate in events which will promote an awareness of multiculturalism
- parents from non-English speaking backgrounds will be welcomed into the Service so that they can contribute their knowledge of their culture in order to enhance the overall program
- the educators will encourage children to value differences through demonstrating and modelling appropriate behaviours



PRE-LITERACY DEVELOPMENT

Experiences in the early years provide fundamental building blocks in the promotion of reading competency. The following skills are nurtured in Pre-Preparatory in order to assist the child on the pathway to becoming a confident and motivated reader.

- concentration – through the use of short progressive activities that stimulate the mind and allow the time to develop the skills to focus, forever increasing longer periods of time e.g. threading beads/puzzles

- Language/Speaking and Writing – using appropriate and correct words, allowing the child the freedom to speak, writing signs and symbols
- confidence/self-esteem/motivation – through sharing news, Show and Tell and asking open-ended questions. Drama and music opportunities in a supportive environment also help to promote risk taking and the children learn to value all levels of participation
- songs/rhymes/stories/games – children love to learn through repetition, rhymes and chanting. Stories are read and told to the children using a variety of sources including books and pictures. Pictures allow the adult to ask questions and encourage the child to create the story. They can also assist in the promotion of comprehension skills as the child can sequence the story via the manipulation of the pictures. Other tasks utilised to support language development include pairing, finding opposites and memory activities
- listening skills – to learn a new language we all need the ability to listen. To develop these skills the children play a range of games including, whispering, following directions of more than one step and positional language, e.g. hide the object **under** the...., **beside** the

Phonological and phonemic awareness activities are embedded into our literacy program. The ability to hear, identify and manipulate individual speech sounds is the aim of these activities in preparation for learning to read.

Parents can assist by:

- teaching that the letters of the alphabet have a name
- emphasising that both the capital and lower-case letters are known by the same name
- encouraging clear articulation of sounds, including initial, medial and final sounds
- playing with rhyming sounds and words
- playing 'I Spy'
- clapping out syllables of words together
- reading and sharing plenty of nursery rhymes
- encouraging oral discussions
- read, read, read with your child.

Children often write before they can read, therefore it is very important for them to be assisted to develop their fine motor control and a pincer grip. Threading and craft activities, tracing and cutting all help in the promotion of hand/eye co-ordination, concentration, strength and control and therefore are included in the daily Pre-Preparatory program.

Helping a child to write and recognise their name is an important step in promoting independence. In order for the children to have an understanding of formal writing and so as not to confuse the concept of upper and lower case, it is important that the child is encouraged to use **lower case letters only** except for the first letter of their name.

PRE-NUMERACY DEVELOPMENT

There is far more to Mathematics than numbers and sums. It is an important language that helps us to explore, describe and explain the world in which we live. Therefore, during the course of the Pre-Preparatory year, educators aim to develop the children's ability to think about numbers and to raise their awareness of mathematical concepts through the manipulation of concrete materials.

In-class activities encourage and support the children to:

- look at quantity, counting and number recognition

- sequence, sort and match
- weigh and measure objects with the use of scales, height charts and comparing longer and shorter and heavier and lighter
- develop the concept of 1 to 1 correspondence.

Some activities parents could consider undertaking the following at home to promote mathematical development:

- counting objects, initially in ones, of household items such as pegs, buttons and stairs
- playing board games – these also assist in the development of social skills
- reciting counting rhymes and songs. If parents would like some additional rhymes and songs to add to their repertoire educators can assist
- discuss concepts such as empty/full and heavier/lighter
- sort and sequence objects such as fruit, coins and buttons
- play matching games using socks or dominoes
- share out items equally between family members e.g., one for you and one for me

Please remember that pre-mathematics is philosophically underpinned by the belief that learning is best supported with a **HANDS-ON APPROACH!**

SOCIAL AND EMOTIONAL DEVELOPMENT

Often, we think of school readiness as describing a concrete set of cognitive and academic skills. Research has shown that for the very young child, social/emotional skills, i.e. the ability to listen, communicate, and form relationships with others, are crucial for supporting the development of academic competency. Well-developed social and emotional skills provide children with the solid base they need to become proficient in more traditional areas of school readiness, like literacy and numeracy.

As with cognitive functioning and fine motor development, children are at different stages of development in their social and emotional maturity when they begin Pre-Preparatory. Significant growth in this area is evident during the year and it prepares the children for the challenges that the Prep year presents.

During the year parents will typically see the following:

- greater levels of self-confidence
- a maturing in the child's choice of friends and play interests
- improvement in self-help skills
- a maturing in the child's approach to learning and a willingness to tackle challenges that once might have been deemed too demanding or difficult.

The following checklist is provided as a guide only in relation to the social and emotional development of children in the 3.5 years to 4.5 years age bracket.

- children enjoy dramatic play with other children
- children begin to learn to share. Games and other activities can help children to learn about sharing
- children need to feel important and that their efforts are valued and worthy of praise
- children need opportunities to make decisions and demonstrate their growing independence
- children need clear and consistent guidelines and the consequences for stepping outside the guidelines

- children express their emotions and on occasions these can be extreme but short-lived. They need to be encouraged and supported to express their feelings in words and in a socially acceptable manner
- children need to be encouraged to use their very active imagination
- children can be aggressive when endeavouring to control their setting
- children want to be liked and accepted by their friends.

FINE AND GROSS MOTOR DEVELOPMENT

Motor skills are motions carried out when the brain, nervous system, and muscles work together. **Fine** motor skills are **small** movements, such as grasping an object with the thumb and forefinger that use the small muscles of the fingers, toes, wrists, lips, and tongue. **Gross** motor skills are the **bigger** movements, such as running and jumping that use the large muscles in the arms, legs, torso, and feet.

Fine Motor Development

Fine motor activities help to promote the skills necessary to write and manipulate small objects. Simple activities such as painting, puzzles, play dough, clay work, cutting, threading and blocks help develop these skills. As part of the learning process in Pre-Preparatory the children undertake pre-writing activities. These activities include tracing, copying, moving from left to right and writing letter shapes using Queensland Cursive handwriting.

Gross Motor Development

Pre-Preparatory children require time to be allocated each day to exercise that leads to the use of their large muscles. Therefore, the Pre-Preparatory day provides an opportunity for gross motor activity through the use of a wide variety of equipment in our outdoor spaces. Exploration of this equipment promotes a healthy physical body by developing flexibility, endurance and strength. Gross motor activities include walking, running, throwing, lifting and kicking. These skills also relate to body awareness, reaction speed, balance and strength. Gross motor activities promote the child's ability to move in a variety of ways, to control their body and help to promote self-esteem. The children participate in a timetabled lesson with specialist staff which assists in the growth of gross motor skills. These lessons include swimming, physical education and gymnastics.

HEALTH AND PHYSICAL EDUCATION

The Pre-Preparatory Physical Education program endeavours to enhance gross motor skills, develop enthusiasm for movement and promote engagement in physical activity.

During Terms 1 and 4 the children will participate in an individualised *Water-based Fundamentals* unit facilitated by their PE teacher and a team of trained and experienced St Hilda's School swimming instructors. After being assigned small ability-based groups of approximately 3-4 children, staff will proceed with delivering our St Hilda's Aquatics Learn-to-Swim program, which involves the following learning experiences:

- Recalling pool safety requirements
- Executing safe pool entry and exiting techniques
- Demonstrating a variety of water safety skills
- Performing a range of swimming strokes, initially freestyle and backstroke

Parents may wish to consider enrolling their daughter in extra swimming lessons provided all year round by our St Hilda's Aquatic Service; please contact (07) 55 777 277 for more information.

In Terms 2 and 3 the children will engage in a *Land-based Fundamentals* unit that provides exposure to a wide variety of athletics, dance and ball skills and games in an effort to build physical literacy, movement confidence and team awareness. Learning experiences will involve:

- Animal walking, running, galloping, skipping, hopping and leaping
- Expressive movement, themed dancing and simple routine performance
- Large and small ball handling including rolling, tracking, scooping, throwing, catching, passing, shooting and dribbling
- Ball skills involving the feet and striking implements such as paddles and banana hockey sticks
- Co-operative activities and games that incorporate the capacities listed above
- Lots of fun along the way!

GYMNASTICS

The children in Pre-Preparatory also participate in a gymnastics program. The program is delivered by the trained coaches from Delta Gymnastics and it also helps to promote the skills nurtured in physical education. The focus and discipline required in gymnastics assists the cognitive program as it enhances focus and comprehension skills.

RELIGIOUS EDUCATION

In Pre-Preparatory the children participate in Religious Education lessons which enable them to:

- learn about God, the Creator
- learn that God put people on earth to care for His Creation and how we can do this
- learn that the Bible is a book of stories about God and Jesus
- hear some Old Testament stories of God's messages
- hear and understand some of the stories of Jesus and His life on Earth
- understand the teachings of Jesus and how we should treat others
- learn about the events that led up to Easter and Christmas and their meaning to Christians.

FRENCH

French in Pre-Preparatory is taught through the repetition of songs, rhymes and stories and the use of visual stimuli.

The concepts studied in first semester include:

- greetings
- asking/ saying name
- understanding basic instructions
- numbers to ten
- body parts
- age
- colours
- shapes
- songs

JAPANESE

Japanese is studied in Pre-Prep for one semester for 30 minutes per week. Students are exposed to the Japanese language and culture with a focus on songs, role-play and games.

The concepts studied include:

- Greetings at different times of day, bow
- Classroom routines and instructions
- Introduction to Japanese alphabet and script
- Geography
- Animal names (panda, rabbit, koala, piglet, raccoon, fox, cat, dog, frog, bear, monkey)
- Festival: Girls' Day (*Hinamatsuri*)
- Festival: Children's Day (*Kodomo no hi*)
- Children's game: *Janken*.

MUSIC

Lessons are delivered by the Junior School Music Specialist and are of thirty minutes duration. The lessons and learning experiences are sequential and address the knowledge and understanding necessary to support later learning. The children's listening and performance skills are also enhanced via their musical experiences. The content presented to the children is linked where possible to the themes being studied in the classroom.

The music program from Pre-Prep to Year 2 is based on Kodály, Dalcroze, Orff, and Gordon approaches to music education and uses the Music Room educational resource published by Bushfire Press.

Learning experiences in the music classroom involve:

- listening
- singing
- moving
- playing
- creating.

These experiences develop skills in, and an understanding of, the music elements:

- duration – including beat, rhythm and tempo
- pitch – including melody and harmony
- expressive Devices – such as dynamics
- form
- tone (Timbre)
- texture
- style.

Some examples of actives from the Pre-Prep Term 1 program are as follows:

- singing in a group as well as singing solo
- moving to the beat around the room and moving body parts to the music
- marching in time
- dancing to music, freely and directed
- clapping the beat, playing the beat on instruments
- listening to and identifying sounds from the environment

- listening to high and low sounds on pitched instruments
- listening games
- childhood nursery rhymes, chants
- listening and copying – songs, melody, rhythm patterns.

Storytelling and creating sound effects to match the story (loud/soft, high/low, fast/slow)

- action songs, dance
- music of other countries and cultures
- sound represented by pictures and symbols.

Activities you can do with your child to encourage and develop their interest and ability in music:

- sing to or sing together
- talk about music you listen to. ask questions about the speed, the volume, the feeling, the instruments, the style
- have real or toy instruments at home that your child can play with and experiment on, e.g. harmonica, recorder, keyboard, drum, ukulele...
- sing lullabies, nursery rhymes, action or finger songs, sing in funny voices
- enjoy musical events in the community as a family
- put on some music you love and dance around together
- march together, clap the beat
- make up songs!

LIBRARY

The aim of the Pre-Preparatory Library experience is to nurture in the children an enjoyment and appreciation of books both fiction and non-fiction. Library activities help to promote the children's knowledge and understanding of rhyme, rhythm, sequence and story line in fictional works as well as to expose them to information books that cover a variety of topics.

In Semester 1, nursery rhymes and action songs are introduced along with puppets and role play. Once the children are familiar and at ease in the library setting, the reading of well-loved stories is introduced with the intention to engage the children by having them respond to the stories in action and sound. Later in the semester, emphasis is placed on stories that highlight the concepts of friendship, sharing and fair play.

During the course of Semester 2, the children listen and respond to texts that investigate emotions, generosity and stories with a moral.

Towards the end of the semester, the children are encouraged and supported to re-tell a familiar story in their own words. This activity helps to develop memory, comprehension and sequential skills which are fundamental to later learning

PROJECT WORK

Through small-group project work the children will have the opportunity to investigate topics of interest. These projects involve them in debating issues related to particular topics, developing and testing theories, devising plans, and discovering meaningful questions in collaboration with others. The children will be encouraged to ask questions about things in life which they find fascinating, e.g. *Do ants have shadows? Why is the sky blue?* By encouraging children to pose questions and hypothesise possible answers/solutions, a community of thinkers will be nurtured.

BENEFITS OF PLAY

Play is a vital part of a child's life, and provides a pleasant, non-threatening vehicle for learning as children interact with one another and a variety of materials. Substantial uninterrupted blocks of time allow children the opportunity to socialise; explore, revise and consolidate their ideas; develop and improve their physical skills until success is met; be creative in problem solving; and interact in a variety of activities that enhance their development and self-esteem.

When children are playing, they are:

- learning to represent their ideas in a variety of forms – talking about their thoughts, constructing, painting, building, drawing and taking on roles
- developing social skills – communicating, caring, negotiating, co-operating and sharing
- engaging with the perspectives of others as they negotiate roles and solve problems
- building foundations for early literacy and numeracy through the use of symbolisation – objects and materials are used as if they are something else
- accessing and applying prior knowledge through exploration and re-creation of familiar events
- acquiring new knowledge about themselves and their world as they play with others
- developing their imaginative skills – using flexible and creative thinking in adapting to situations and finding solutions to problems
- making meaning of their world by exploring a range of community and family roles
- experimenting and making discoveries in a non-threatening way
- working at their own pace and at their own level
- developing their imaginative skills – using flexible and creative thinking in adapting to situations and finding solutions to problems
- making meaning of their world by exploring a range of community and family roles
- experimenting and making discoveries in a non-threatening way
- working at their own pace and at their own level.

HOW ARE PROGRAMS DEVELOPED?

Pre-Preparatory educators meet regularly to share their observations and to discuss and evaluate the programs offered to the children. These discussions provide the feedback necessary to develop a program that is inclusive of the academic, social and emotional needs as well as the interests of all the children in the Pre-Preparatory year.

Educators participate in Staff Meetings in order to discuss curriculum issues and any queries or concerns pertaining to the Pre-Preparatory classes.

MORNING MEETING TIME

Each day begins with a brief morning meeting where the children and educators sit together to discuss the day's events. This allows the children and educators the opportunity to express and share their interests and ideas, to discuss projects and any concerns which may have arisen during the previous day/s.

DOCUMENTATION

Observation, conversations with children and analysis of children's work will provide the basis for daily and weekly programs. The program covers all areas of development; social, emotional, intellectual, spiritual and physical. Photography, video and audio recordings will be used in order to document the processes involved in the project work and other learning experiences.

Documentation allows educators to:

- make the learning visible
- revisit, read and assess the learning of the children
- reflect upon teaching and learning practices within the year level
- ensure that the pedagogy of listening is being employed and that all members of the community are listening and being listened to.

PORTFOLIOS

A portfolio, which contains samples of their daughter's work, will be collated during the year. The aim of this collection is to demonstrate the development and progress that their daughter has made. Parents are to see their daughter's teacher if they have any queries or concerns. Matters of this nature are always confidential.



EXTRA CURRICULAR ACTIVITIES

Pre-Preparatory children can participate in the extra-curricular program offerings at St Hilda's School, because we believe it adds significantly to each child's experience, offering opportunities for personal growth and development. These activities help children to create meaningful connections through common experiences, encouraging a sense of belonging as well as School spirit. Ballet, Gymnastics, Swimming, Tennis and My Fit Kids are the extra-curricular activities available for children in Pre-Preparatory. All activities are held on the School site and bookings and further enquiries can be made by contacting the organiser directly.

Pure Tennis email: sthildas@puretennis.com.au

Phone: 07 5577 7271

Delta Gymnastics: www.deltagym.com.au

Phone: 07 3262 0066

GC Dance email: info@gcdance.com.au

Phone: 0400 598 708

St Hilda's Aquatics email: aquatics@sthildas.qld.edu.au

Phone: 07 5577 7277

My Fit Kids email: info@myfitkids.com.au

Phone: 0419 024 448

Further details regarding the Extra Curricular Activities offerings can be obtained through the Co-curricular Handbook on the Website.

After enrolling their daughter in an extra-curricular activity, all parents are required to complete and submit the Extra-Curricular Activity Form at the beginning of **each term** informing the Pre-Prep Educators of the enrolment into an activity and authorising the relevant coach to collect their daughter from Pre-Preparatory. Children will not be released into the care of the coach if this form has not been submitted. It is the responsibility of the parent to inform the Pre-Preparatory Service of any changes to arrangements for extra-curricular activities in a timely manner.

[Pre-Prep After School Activity Form](#)



RELATIONSHIPS WITH CHILDREN

BEHAVIOUR GUIDANCE

The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults.

We aim to create positive relationships with children making them feel safe, secure and supported within our Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guidelines (QKLG), The Education and Care Services National Regulations and the National Quality Standard (NQS).

A child who is fully engaged in learning usually demonstrates positive behaviour. Therefore, the Pre-Preparatory educator will make every effort to be sensitive to the interests and needs of individual children in order to minimise any inappropriate behaviours.

By anticipating problems and re-directing children into a positive play environment, few problems should result. The children will be encouraged to solve minor problems by themselves by discussing with the teacher's appropriate words or phrases which could assist in resolving conflict. These verbal skills will empower the child and assist in the

development of the skills of negotiation, compromise and restorative practice from an early age.

If a child is behaving inappropriately, the educators will consider the most appropriate procedure for the individual child, taking into account their age, place, danger etc.



TREASURES FROM HOME

While we do not wish to dampen your child's enthusiasm, we would appreciate it if toys brought from home were limited to those received on special occasions. Treasures can be lost and broken so it is best to leave them at home. Your child is encouraged to bring any type of interesting specimen or object - rocks, shells, flowers, or animals - to enrich the program.

If your child needs the 'security' of a familiar and much-loved object, e.g. blanket, sheepskin, soft toy, these are of course welcome at the beginning of the year to assist your daughter to settle into her new environment. Your daughter will be encouraged to put these 'treasures' in safe places when not needed.

THE HOUSE SYSTEM

The House system is an integral part of life at St Hilda's School. House events are a great way for girls to get to know each other across different year levels and extend their friendship groups, as well as developing a range of skills and providing opportunities for leadership. Every child is assigned to a House. Children with existing family connections will be placed in that House.

The Junior School Houses are:

- **Acacia** (Sky Blue)
- **Grevillea** (Purple)
- **Tristania** (Emerald Green)

Children quickly form an allegiance to their House, and a sense of fun and friendly competition pervades house events. All of these events contribute enormously to School spirit. Children attend and represent their House in various events throughout the year.



COLLABORATIVE PARTNERSHIPS WITH FAMILIES

ORIENTATION OF FAMILIES

Orientation is an exciting and emotional time for children and families. It is important to manage this time with sensitivity and support, building partnerships between families and the Service. Such partnerships enable the Service and families to work toward the common goal of promoting consistent quality outcomes for individual children and the Service.

We aim to ensure children and families are provided with an orientation procedure that allows the family to transition into the Service positively and informatively, meeting the children and families' individual needs. We strive to establish respectful and supportive relationships between families and the Service to promote positive outcomes for children whilst adhering to legislative requirements.

Orientation takes place for both parents and children to welcome them to the Service and School, to manage this time of transition to the new environment with sensitivity and support building partnerships between families and the Service, to make parents aware of our policies, aims, goals and procedures, and to encourage parent participation.

An Information Session will be conducted for parents in Term 4 of the year prior to entry, and an Orientation Session for children prior to their commencement.

At the Parent Orientation Session, the Director of Pre-Preparatory, Head of Admissions and Head of Community & Partnerships will inform parents of the following:

- staff
- qualifications of staff
- role of individual staff members in the service
- staffing requirements – across the service and in the individual rooms
- program (indoor/outdoor/specialists)
- policies
- allocation of children to rooms
- dates of attendance (a calendar of dates will be distributed to each family to indicate the days their daughter is to attend)
- general administration information
- details of how correspondence is delivered to parents, e.g. email, Parent Lounge, Newsletter
- Parent Support Groups and opportunities for parental participation
- guidance on dealing with separation or any anxieties relating to starting school
- Child Safe Action Plan
- Child Protection Contacts
- How to raise a concern.

It is a policy of St Hilda's Pre-Preparatory to ensure that parents are informed at all times in respect of staffing and the experiences offered to the children in our care. As a result, it is our policy to ensure that parents always have access to the following:

- the Pre-Preparatory's Educational Philosophy on Learning and Child Development
- the Goals of the Pre-Preparatory Program
- the expected Knowledge and Skills that will be nurtured in children as a result of attendance at St Hilda's School Pre-Preparatory
- a description of the activities/experiences offered to the children
- the expected outcomes as a result of the learning experiences/activities offered
- information on how individual experiences/activities will assist the children to achieve the stated outcomes.

Parents are invited to speak to the Director of Pre-Preparatory or their child's teacher at any time to discuss the Pre-Preparatory's educational philosophy, staffing, policies, learning experiences, outcomes or means of monitoring each child's progress.

The children will be invited to an Orientation session to familiarise them with their room, Educators and their peers. They will need to bring morning tea, water bottle, sun hat and wear suitable play clothes. During the session the educators will begin to develop relationships with the children and introduce them to some of the activities they can undertake during their time in Pre-Preparatory.

During the first weeks of the year, an additional Parent Information Session is offered to outline routines and policies in the Pre-Preparatory Service.

COURT AND PARENTING ORDERS

Parents are required to ensure any court or parenting orders for their child in Pre-Prep have been submitted to the Director of Pre-Preparatory and are updated as necessary.

FEEDBACK TO PARENTS

Formal Parent/Teacher Interviews are scheduled in Terms 1 and 3 throughout the year. They are 15-minutes in duration. The first interview at the end of Term 1 focuses on

settling into the Pre-Preparatory environment. The interviews in the latter half of the year discuss the growth development of your daughter and her readiness for the Prep year. A Portfolio Viewing Session is held at the end of Term 2. A written report is also uploaded on Parent Lounge for parents to access at the conclusion of Term 4. The Transition Statement will be included in the portfolio given to parents of children progressing to Prep in November.

Informal meetings can be scheduled with teachers throughout the year. These can be arranged with your daughter's teacher via email or telephone.

LEARNING JOURNAL

Each week a Class Learning Journal will be communicated with families. This will outline learning and include photos from class activities.

STUDENT ORGANISER

All families in Pre-Preparatory are required to purchase the Student Organiser, which is included in the Pre-Preparatory Book Pack, purchased by parents and delivered directly to the Service. The Organiser is used as a means of communication between home and Pre-Preparatory. Parents are requested to sign the Organiser each evening and return it to the Service the following day. Teachers and Parents are required to check the Student Organiser and sign each day.

WEBSITE

The School's website is found at sthildas.qld.edu.au. On this website there is a wealth of information. Information pertaining to Pre-Preparatory can be found under Pre-Prep and parents are encouraged to visit this site regularly for updates. The School has a Facebook page, Instagram and LinkedIn account which can be accessed from the base of the Website. The St Hilda's App for iPhones is available from Google Play.

PARENT LOUNGE

The interactive web-based portal, Parent Lounge, is the School's primary means of communication between School and home. This is a secure, password protected site and allows access to information such as:

- student details including timetable, medical information and teachers' contact information
- student records
- student attendance details
- extra-curricular information
- school calendar/events
- correspondence
- community news
- newsletter
- excursions
- sport information
- parent directory
- Parent Teacher Interviews
- links to various documentation including Staff Contact details, Junior School Café online ordering etc.



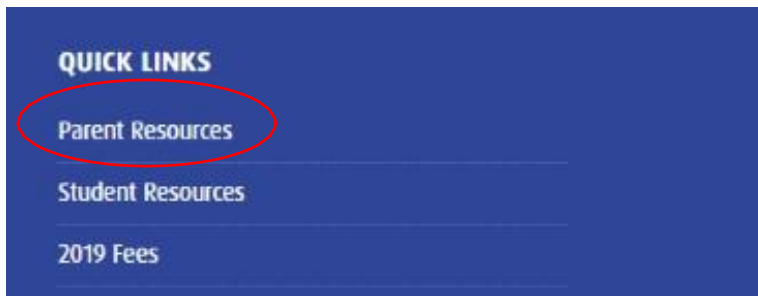
MYSTHILDAS ONLINE ORDERING

MyStHildas is the application used to order from the Junior School Café, online ordering of uniform items, Vacation Care bookings, uniform orders and fundraising activities.

MYSTHILDAS HOW-TO-GUIDE

FOLLOW THESE EASY STEPS TO ACCESS YOUR PARENT PROFILE

1. Go to the St Hilda's School website www.sthildas.qld.edu.au
2. Go to the Quick Links *Parent Resources* page

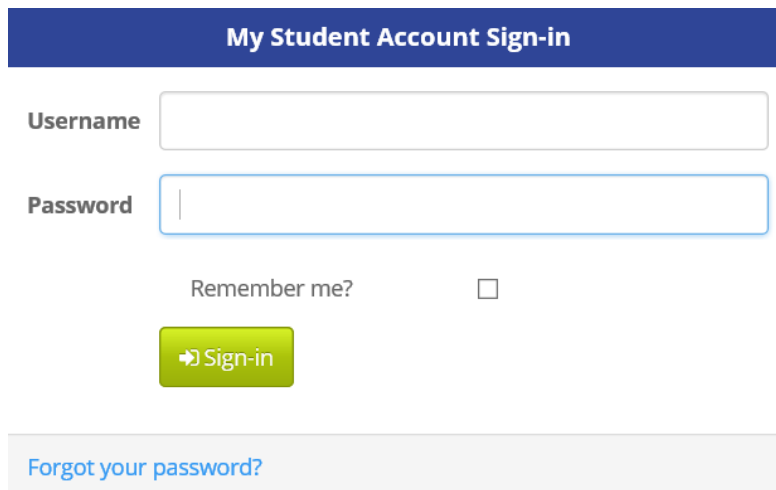


3. Click on the link *MyStHildas Online Ordering*



MyStHildas Online Ordering

4. Sign in using your 5 digit parent code and password (default password *CanTeen*)

A screenshot of a sign-in form titled 'My Student Account Sign-in'. It features two input fields: 'Username' and 'Password'. Below the password field is a 'Remember me?' checkbox which is currently unchecked. A green 'Sign-in' button with a right-pointing arrow is located below the checkbox. At the bottom of the form, there is a link that says 'Forgot your password?'.

ST HILDA'S NEWSLETTER

St Hilda's School Newsletter is published fortnightly and is made available to parents via the Pre-Prep Newsletter. This enables parents to get a general overview of what is happening in the School. The Pre-Prep News is emailed to Pre-Prep families on a fortnightly basis. Parents are strongly advised to read these newsletters to be informed of events occurring in the school.

PARENTAL INVOLVEMENT

Parents play a vital role in the education of their children. Each family has something to contribute to the educational journey being undertaken by their daughter.

We value and pride ourselves on our partnership with families. We believe families are children's first teachers and therefore we embrace parents, guardians and family involvement within our Service. Participation by parents, guardians and families conveys a positive impression to children and allows them to feel supported as well as a sense of belonging.

Parent participation helps to:

- gain an insight into the needs of individual children
- develop an awareness of different ways of interacting with children
- develop an awareness of how young children interact socially with their peers
- gain a better understanding of your child
- gain an insight into the daily life of the Pre-Preparatory year.

Parents and other family members will be given opportunities throughout the year to attend curriculum sessions, sharing the children's experiences and gaining an understanding of their engagement with learning.

Parent's input is valued in such things as discussion groups, policy review, assisting with project work and contributing suggestions to the weekly and daily planning. Materials used throughout the program will be acquired/ purchased from a variety of sources. Parents are requested to participate in the collection and sorting of equipment at various times during the year.

Parents are invited to participate in the program and should feel welcome at the Service. Here they will be learning about their child in a different setting, which is of great importance in the development of a stable and happy individual.

If a parent has any concerns, suggestions or questions regarding the Pre-Preparatory year, they are requested to contact the class teacher/s or Director of Pre-Preparatory, who will endeavour to resolve any problems or answer any questions.

Parents who wish to volunteer are required to complete an Induction Process with the Director of Pre-Prep each calendar year prior to the volunteering activity.

EXPECTATIONS OF PRE-PREP COMMUNITY

Pre-Preparatory is a place which promotes values that are in keeping with the School's Mission. All children, parents, educators and staff have the right to be safe, and feel safe, in their School community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others or oneself. The Expectations of Pre-Prep Community sets clear standards of behaviour which are expected of members of the Pre-Preparatory Community. It specifies the consequences for any member of the Pre-Preparatory Community who does not comply with those standards of behaviour, whether those persons are on the School's property, in transit or at another location for the purpose of any School-authorized events or activities.

Parents play an important role in the education of their children and have a responsibility to support the efforts of staff in maintaining a safe and respectful learning environment for all children. Parents fulfil this responsibility when they:

- show an active interest in their daughter's education and progress
- communicate regularly with the Service
- assist their daughter to be neat, appropriately dressed and prepared for Pre-Preparatory
- ensure that their daughter attends Pre-Preparatory regularly and on time
- promptly report to the service their daughter's absence or late arrival
- become familiar with the Expectations of Pre-Preparatory Community and Rules
- encourage and assist their daughter in following the rules of behaviour
- Work with service educators in dealing with disciplinary issues including their children

Standards of Behaviour

- as a minimum, all members of the Pre-Preparatory Service Community are expected to behave with respect, civility and in the manner of a responsible citizen
- as a minimum, all Pre-Preparatory Community members must:
 - respect and comply with all applicable Commonwealth and State laws
 - demonstrate honesty and integrity
 - respect differences in people, their ideas and opinions
 - treat one another with dignity and respect at all times, and especially when there is a disagreement
 - respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability
 - respect the legal and moral rights of others
 - show proper care and regard for Service property and the property of others
 - take appropriate measures to help those in need
 - respect persons who are in a position of authority
 - respect the need of others to work in an environment of learning and teaching.

PROTECTION OF PRIVACY

Before any photographs, video or audio recordings are taken, parents will be required to give permission by signing the School's *Standard Privacy Collection Notice* on enrolment.

LEADERSHIP AND SERVICE MANAGEMENT

PRE-PREPARATORY FEES

Pre-Prep Fees are charged fortnightly in advance. Payment of fees is through Debit Success as a weekly or fortnightly payment. Parents are required to return the Debit Success Form to the Pre-Preparatory Office prior to commencement at St Hilda's School Pre-Preparatory Service.

Parents will be sent a link to confirm enrolment and link St Hilda's to an Xplor Home App account. Parents who do not have an Xplor Home Account already, will create one from the email sent. Here is where you will sign your daughter in/out daily. Both parents will need a separate account. One parent will be set up as the Primary Account Holder and will be able to view Finance details via the app. Statements can be sent on request.

One full term's notice of removal of a child must be given in writing to the Principal, otherwise a term's fees will be charged in lieu.

If your account is in arrears from dishonoured payments or the like, your daughter will not be allowed to commence a new term until the balance of fees is paid. This may only be varied by special arrangements confirmed in writing by the School, and those special arrangements must be complied with at all times.

CHILD CARE SUBSIDY

St Hilda's Pre-Preparatory and OSHC are approved care providers and as such are entitled to offer eligible parents the reduction of fees under Child Care Management System (CCMS). This is the system for processing Child Care Subsidy claims.

Under this system to enable reduced fees to be charged, the following information needs to be provided on the Enrolment Agreement.

- Parent/Carer Customer Reference Number (CRN)
- Child CRN
- Parent/Carer date of birth
- Child date of birth

It is essential that the information given precisely matches that submitted to Centrelink. Any discrepancies will lead to claims being unable to be processed. It is the responsibility of the parent on enrolment to ensure this information is provided to the School.

For further information on Child Care Subsidy phone Centrelink for an assessment on 136150.

FREE KINDY

The Queensland Government is funding 15 hours of Kindy at approved Kindergartens. St Hilda's Pre-Prep is an approved provider of Free Kindy. All children enrolled in Pre-Prep who are turning 4 years of age by June 30th are eligible for this funding. The funding will be distributed through the CMS and automatically applied to families' accounts.



- For 4-year-olds**
Children aged at least 4 years of age by 30 June in the year before they attend Prep
- Attending an approved kindy**
A government-approved educational program offering free kindy in sessional or long day care settings
- With a qualified kindy teacher**
A kindergarten program is delivered by a qualified early childhood teacher
- For 15 hours per week, 40 weeks per year**
Kindy is 15 hours per week, 40 weeks per year and is FREE



**Queensland
Government**

OUTSIDE SCHOOL HOURS CARE (OSHC)

BOOKINGS AND FEES

Outside School Hours Care can be booked on a permanent (set days each week) or casual basis by contacting OSHC on the day that care is required. Bookings will be accepted provided there are places available.

BEFORE SCHOOL CARE

7.00am—8.00am @ \$22.50 per session.

If children will not be attending Before School Care on a day they have been booked, OSHC must be notified no later than 4.00pm on the day prior. Failure to do so will result in a forfeit of fees.

AFTER SCHOOL CARE

3.30pm—6.00pm @ \$40.00 casual rate for the afternoon or part thereof (\$35.00 for permanent whole term bookings)

Children who are not collected by their parent from Pre-Preparatory Classrooms at 3.30pm, from Prep – Year 3 pick-up areas at 3.45pm, from Junior School Library at 4.30pm or from Co-curricular Clubs or sports training at the advertised finishing time will be accompanied to After School Care and booked in. Please note that After School Care charges will then apply.

After School Care bookings can be made on Xplor or by emailing OSHC@sthildas.qld.edu.au and must be made by 2.00pm on the day of care.

Bookings made for After School Care after 2.30pm on the day of care will incur a \$10.00 late booking fee.

Parents will receive an email confirming their booking. If no confirmation email has been received by 2.00pm on day of care, parents are asked to call the OSHC mobile on 0428 639 706 to confirm their booking has been received.

If children will not be attending After School Care on a day they have been booked, the School/OSHC must be notified no later than **2.00pm**. Failure to do so will result in a forfeit of fees.

VACATION CARE

\$88.00 per day + any incursion costs. Payment is required on booking.

If children will not be attending Vacation Care on the day they have booked, 48-hour notice must be provided to avoid fees.

FEES

All regular bookings and fees are charged fortnightly in advance. Payment of fees is through Debit Success as a weekly or fortnightly payment. Parents are required to return the Debit Success Form to the Pre-Preparatory Office prior to commencement at St Hilda's School Pre-Preparatory Centre.

Parents will be sent a link to confirm enrolment and link St Hilda's to an Xplor Home App account. Parents who do not have an Xplor Home Acc already, will create one from the email sent. Here is where you will sign your daughter in/out daily. Both parents will need a separate account. One parent will be set up as the Primary Account Holder and will be able to view Finance details via the app. Statements can be sent on request.

If an account falls into arrears and attempts are not made to rectify the position, your child's place may be jeopardised.

LATE COLLECTION FEES

\$50.00 late collection fee will apply from **6.01pm–6.15pm** with a further charge of **\$1.00** each minute thereafter.

Contact Details – Telephone: 5577 7211 or 0428 639 706 Email: OSHC@sthildas.qld.edu.au

AFTER SCHOOL ACTIVITIES

When children are involved in after school activities parents must complete an 'OSHC After School Activity Form'. This form gives permission for a handover between OSHC and the activity. If there is no form submitted the child will **not** be collected from or handed over to the activity.

Form Linked - [OSHC After School Activity Form](#)

Contact Details – Telephone: 5577 7211 or 0428 639 706
Email: oshc@sthildas.qld.edu.au

BOOK PACKS

The Pre-Preparatory Book Pack contains all scrapbooks, stationery and the Student Organiser required by each child. These are ordered online by parents and are delivered directly to the Service. Information regarding ordering book packs for children in Pre-Preparatory will be emailed to all families during Term 4.

LINEN PACKS

Each girl requires a Linen Pack. These are ordered online or through Pre-Preparatory Office. Information regarding ordering linen packs for children in Pre-Preparatory will be emailed to all families during Term 4. The Linen Pack should be brought to Pre-Preparatory on Mondays and taken home for laundering on Fridays. Please ensure that you clearly label the sheets and bags in this pack for ease of identifying the owner.



CHANGE OF ADDRESS DETAILS

If your personal contact details change, i.e. address, email contact or telephone number please advise the Pre-Preparatory Office of this as soon as possible. We require current contact details for parents at all times.

LATE TO PRE-PREPARATORY

If children are late, parents are required to report to Pre-Prep Office so they can be recorded as being present.

ABSENCE FROM PRE-PREPARATORY

If a child is to be absent from Pre-Preparatory due to illness, parents are requested to contact Pre-Prep Office by emailing Miss Tere Brown: tebrown@sthildas.qld.edu.au and your child's Teacher no later than 9.00 am on the day of absence.

If the period is to be an extended absence due to the advice of a doctor, the information is to be emailed to Miss Tere Brown: tebrown@sthildas.qld.edu.au in the Pre-Preparatory Office. The information will be distributed to the Teacher concerned. On the child's return to Pre-Preparatory, parents are asked to follow up with a note explaining their daughter's absence. The number of days a child is absent is recorded in the Pre-Preparatory Report.

LEAVE OF ABSENCE

Parents are required to write to the Director of Pre-Preparatory requesting permission for a child to be absent from Pre-Preparatory during the term (for reasons other than illness). If permission is granted there will be a letter of confirmation sent to parents from the Director of Pre-Preparatory noting the days of absence. Confirmation will be directed to the Form Teacher so she is also aware that your daughter will be absent during the term.

EARLY DEPARTURE FROM SCHOOL

If a child needs to depart Pre-Preparatory early to attend an appointment, parents are required to inform the teacher in writing prior to the appointment day. Parents collect and sign out their daughter from the classroom.

POLICIES AND PROCEDURES

Pre-Prep Policies can be found in the Policy Folder outside the Pre-Prep office and on Ammonite during 2026.

COMPLAINTS

The Complaints Management in Anglican Education Policy, Guidelines and Procedure establishes both informal and formal grievance resolution procedures, structured to promote a fair, sensitive, quick and confidential process. Educators, parents and children are encouraged to use this policy to resolve Service related disputes, problems or concerns. We trust this policy contributes to maintaining harmonious and constructive relationships for the benefit of all. The purpose of the Complaints Management in Anglican Education Policy, Guidelines and Procedure is to establish a framework for the handling of complaints that relate to the operation of St Hilda's Pre-Preparatory.

EARLY CHILDHOOD INFORMATION SERVICE

The Early Childhood Information Service is a free state-wide information service provided by the Department of Education and Training. The service operates 24 hours, 7 days a week and provides information to assist families in choosing an early childhood education and care service that meets their needs.

The Early Childhood Information Service can provide the following information about early childhood education and care services, including:

- the types of services available
- service location, hours of operation and contact details
- information on what to look for in a quality service
- St Hilda's Pre-Preparatory is licensed by the Office for Early Childhood Education and Care

Under the National Law Act and National regulations St Hilda's is required to comply with the Act and Regulations in respect of:

- number of staff members
- number of children
- qualifications of staff
- activities
- experiences
- programs
- information for prospective developers about establishing a service in Queensland
- information for students undertaking studies in the early childhood field.

Contact the Early Childhood information service: 13 QGOV (13 7468)
ecec@qed.qld.gov.au

St Hilda's Carer Reference Number is 420 704 887S



STAFFING ARRANGEMENTS

CODE OF CONDUCT – STAFF AND VOLUNTEERS

Our commitment: Creating environments for children and young people to thrive – Code of Conduct for Anglican Schools and Education and Care Services has been adopted for St Hilda’s School and Pre-Preparatory Service. This Code applies to all staff and volunteers working within the School and Pre-Preparatory Service. It includes but is not limited to:

- behaviour that includes, relates to, or impacts upon a person who the staff member or volunteer has contact with as part of their role within the Pre-Preparatory Service and School: and
- behaviour that occurs in a physical or online environment.

It is also recognised that staff and volunteers may be subject to more than one Code of Conduct or similar requirement. For example:

- Code of Ethics for Teachers in Queensland
- Australian Professional Standards for Teachers
- Early Childhood Australia (ECA) Code of Ethics

All staff will receive a copy of the *Our commitment: Creating environments for children and young people to thrive – Code of Conduct for Anglican Schools and Education and Care Services* on employment and are asked to acknowledge their agreement to the Code. Copies are also available on the Staff Portal and the School Website under Pre-Prep/Safeguarding our Children.

CHILD CARE STUDENTS/SCHOOL BASED TRAINEES

Child Care/Teaching Students and School Based Trainees are welcome at the Service. Their role is expected to be one of full participation in all aspects of the program. These duties include active input into the program, assisting with documentation and other daily routines and activities. School Based Trainees and Child Care/Teaching Students will work under the guidance of trained educators at all times. All students and trainees are required to hold a Blue Card issued by Blue Card Services Queensland and a current First Aid Certificate and undertake an Induction into the Pre-Preparatory Service.

VOLUNTEERS

It is a policy of St Hilda's Pre-Preparatory not to accept volunteers at any time. All adults working with the children in the Service are employees of St Hilda's School.

CHILDREN'S HEALTH AND SAFETY

CHILD PROTECTION

As part of the School's determination to protect the security and safety of all children at all times and in the affirmation and dignity of every child, active measures are to be put in place to prevent the occurrence of child abuse or neglect; where abuse or neglect has occurred or is suspected to have occurred the matter is to be reported to the Director of Pre-Preparatory or the Responsible Person/Child Safe Advocate.

Child Safe Action Plan

The Child Safe Action Plan aims to identify potential risks of harm to children and young people and to implement strategies to minimise these risks. Our Pre-Preparatory Child Safe Action Plan provides a clear and consistent framework to guide and support children and young people, parents, employees, volunteers and visitors to St Hilda's Pre-Preparatory.

A copy of this document can be found on the School's website under Pre-Prep/Safe Guarding Our Children. Staff in Pre-Prep will receive annual training in the plan and participate in its review each year.

Speaking to a trusted adult

If children are at any time feeling unsafe or fearful of being harmed or they are concerned for another child, we encourage them to speak with a trusted adult. This could be a teacher, or the Director of Pre-Preparatory.

Pre-Preparatory Child Safe Advocate is:

- Mrs Lisa Cleverly

Parents can read the Pre-Preparatory Service's Child Protection Policy – Child Safe Anglican Education Policy and Procedures on the School Website.

HYGIENE

We aim to provide a healthy and hygienic environment that will promote the health of the children, educators and parents. All people at St Hilda's Pre-Preparatory will follow preventative measures in infection control. Educators will ensure that they maintain and model appropriate hygiene practices.

Having and encouraging good hygiene practices in early childhood is essential for reducing the risk of cross infection. Helping children develop appropriate personal hygiene habits will become embedded as they grow and develop. It is important to work with families to ensure children follow simple hygiene rules by incorporating good hygiene methods in both the Service and home environment.

Personal Hygiene

Children are encouraged to develop good hygiene practices to reduce the risk of cross infection. Personal hygiene practices include:

- children do not share hats and hair is to be tied back and off the face
- children reminded not to share drinks, utensils or use items that have been dropped on the floor
- children using effective hand hygiene and toileting procedures
- cough and Sneeze Etiquette: Children are encouraged to cough or sneeze into their inner elbow or use a tissue to cover their mouth and nose. All tissues should be disposed of in the rubbish bin straight away, and hands washed with either soap and water or an alcohol-based rub.

Hand Hygiene

Our Service is committed to assuring the health and safety of all educators, staff, volunteers, families and children, providing a safe and healthy environment. The importance to reducing the risk of infection is through effective hand hygiene. We aim to perform specific hand washing hygiene practices to minimise the risks associated with cross infection.

To ensure the greatest level of personal hygiene, it is a requirement of the Service to wash your hands:

- on arrival at the Service
- before and after toileting
- after going to the toilet
- after wiping a runny nose or blowing your own nose
- before eating, preparing and serving food
- playing outside
- after touching animals
- before going home

Children will be encouraged to follow educators modelling and wash their hands at appropriate times throughout the day. Educators will ensure all required hand washing equipment is easily accessible and appropriate for use.

ARRIVAL AND DEPARTURE

Parents of Pre-Preparatory children are required to sign electronically in the *Register of Attendance* on arrival each day. It is also a requirement that parents hand their daughter to an educator.

It is necessary for parents/guardians to sign their daughter out before they depart from the Pre-Preparatory environment.

At the conclusion of the day, their daughter should be collected from the classroom. To ensure your daughter's safety, only persons listed on their enrolment form and 18 years or older will be permitted to do so. Any changes to this list must be supplied in writing to the Pre-Preparatory office prior to that person collecting the child. Siblings under 18 years of age, may not sign in/out Pre-Preparatory children.

CAR PARKING

The designated car park for Pre-Preparatory parents is located on Whitby Street through Gate 13. This is an off-street car park allowing easy access into and out of the Pre-Preparatory Service.

Car Park rules:

- the drop off zone is a non-parking zone
- parents wishing to park are to use the marked parking bays only
- engines should always be turned off when alighting from your vehicle
- mobile telephones should not be used whilst your vehicle is in motion
- the speed limit in the area is 15 kilometres per hour
- use the supervised crossing when crossing the road in the car park area and follow the directions of the teacher supervising the crossing
- staff in attendance at the car park are there to protect the welfare of the children using the car park, therefore if a staff member makes a request, please respond positively.

UNIFORM AND SUN PROTECTION

All uniform requirements are available at the Uniform Shop.

Regular Trading hours:

Monday, Tuesday, Thursday & Friday 7.30am – 4.00pm

Wednesday 7.30am – 11.00am

To assist with your daughter's back-to-school needs the Uniform Shop will be open 8.00am – 4.00pm two weeks prior to the beginning of the new School year.

At the beginning of Terms 2, 3 & 4 the Uniform Shop is open 7.30am – 4.00pm on the two days before term commences.

Children will require:

Shorts and T-Shirt	Terms 1 - 4
House Shirt	Terms 1 - 4
Play hat	Terms 1 - 4
Navy sandals (velcro)	Terms 1 and 4



Velcro Sneakers (predominantly white) Terms 2 and 3

School Socks	Terms 2 and 3
Navy tracksuit pants	Terms 2 and 3
Flora Jacket	Terms 2 and 3
School Swimmers	Terms 1 and 4
School Swim Shirt	Terms 1 and 4
House Swimming Cap/ School Swimming Towel	Terms 1 and 4
School drawstring bag	Terms 1 - 4
Red Book Bag	Terms 1 - 4

All items must be clearly labelled with your child's name. In addition, a complete set of clothes, including underwear must be left at the Service for use in emergencies. This does not have to be uniform items, just appropriate play clothes.

Parents are requested to apply sunscreen to their daughter before arriving at the Service and complete the Sunscreen Register when signing in. Sunscreen is available in each room and will be applied to the girls before they go outside to play. All girls must wear a red School play hat when they are engaging in outside activities. Any girl without a hat will need to take part in activities in the undercover area next to the classroom.



ILLNESS AND INFECTIOUS DISEASES

The spread of infections in the early childhood environment is facilitated by crowding and microbial contamination of the environment, as well as the unhygienic behaviours and greater exposure of young children. Our Service will minimise children's exposure to infectious diseases by adhering to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation and implement effective hygiene practices.

We aim to provide a safe and hygienic environment that will promote the health of the children. As the care needs of a sick child cannot be met without dramatically reducing the general level of supervision of the other children, or risking other children's health, parents will be asked not to bring sick children to St Hilda's Pre-Preparatory and to collect children who are unwell. If your daughter is unwell, it is often most appropriate to keep her at home. A child who is sick will not be able to perform well and is likely to

spread the illness to other children and staff. Please make arrangements to care for your daughter at home if she is not well.

Parents are not to send their daughter to Pre-Prep if she has:

- fever in the past 24 hours
- vomiting or diarrhoea in the past 48 hours
- strep throat
- bad cold, with very runny nose or bad cough
- contagious infections
- is otherwise obviously unwell.

All care and consideration will be given to the child who becomes ill while at Pre-Preparatory. When a child becomes unwell at the Service, parents will be contacted to collect her as soon as possible. Where it is not practical for your daughter to be collected straight away, their emergency contact will be required to collect her from the Service.

Educators (in consultation with the Director of Pre-Preparatory) reserve the right to exclude a child from attendance if, in their opinion it appears that the child may have a disease contagious to the other children. Please notify staff immediately if your child has been exposed to any communicable disease e.g. German Measles, so that we can notify parents.

Children with infectious diseases will be excluded from the Service for the period recommended by the Department of Health. A record of each child's immunisation status will be kept in their personal file. The Service follows the guidelines set down by the National Health and Medical Research Council for the period of exclusion from the Service for infectious diseases.

Non-immunised children will be excluded from the Service if an infectious disease is present. This exclusion will be until there are no more occurrences of that disease at the Service and the recommended minimum exclusion period has ceased. This will occur even if the child is well.

It is important that the Service Child Care records contain up-to-date details of your daughter's health needs. Parents are responsible to ensure that these records are regularly updated. In the case of children who suffer allergic reactions or are asthma sufferers, it is imperative that we are advised of the necessary steps to be taken in order to deal appropriately if an emergency should arise.

MEDICATION

We aim to ensure the proper care and attention to all children through following specific guidelines regarding all medications given to the children.

In order to ensure the interests of educators, children and parents are not compromised, medication will only be administered with the explicit permission of the parents or in the case of an emergency with the permission of a medical practitioner. Any medication must be administered as prescribed by medical practitioners and first-aid guidelines to ensure the continuing health, safety and wellbeing for the child.

Families requesting the administration of medication to their child will be required to follow the guidelines developed by St Hilda's Pre-Preparatory to ensure the safety of children and educators. The Service will follow legislative guidelines and standards to ensure the health of children, families and educators at all times.

Children requiring medication will be supervised by staff in accordance with the written direction provided by parents. Documentation will be completed in respect of the medication including the following details: name of child, medication type, dosage and time of administering.

All medication should be prescribed by a doctor and bear the prescription information label. All medication will be kept in a locked box in the fridge or in a locked cupboard in the kitchen.

Administration of Paracetamol

Paracetamol will be kept in the locked medication container for emergency purposes. One single dose of liquid paracetamol may be administered in accordance to this procedure, under the following conditions:

- the child's parent / guardian or emergency contact has provided verbal permission, and
- the child's parent / guardian has provided written permission via the Enrolment Form, and
- the temperature of the child has reached or exceeded 38°. Paracetamol may be administered for a lower temperature if a child has a history of febrile convulsions and a written medical management plan authorised by a registered medical practitioner has been provided.

When paracetamol is administered due to a fever:

A parent/ guardian will be required to collect their child immediately. The child will be excluded from the Service until fever has stopped for at least 24 hours. An Incident, Injury, Trauma and Illness Record Form must be completed and signed by the parent / guardian upon collection.

The family will be encouraged to visit a doctor to find the cause of the temperature. While waiting for the child to be collected, educators will

- remove excess clothing to cool the child down
- offer fluids to the child
- encourage the child to rest
- provide a cool, damp cloth for the child's forehead and back of the neck
- monitor the child for any additional symptoms
- maintain supervision of the ill child at all times, while keeping them separated from children who are well.

The illness must also be recorded in the Illness Register.

Paracetamol cannot be administered for pain unless written permission / consent from the child's parent / guardian have been obtained (Medication Form) and it has been prescribed by a registered medical practitioner (i.e. prescription label).

IMMUNISATION

It is understood by educators, children and families that there is a shared responsibility between the Service and the other stakeholders. The Immunisation Policy and Procedures are accepted as a high priority.

In meeting the Service's duty of care, it is a requirement under the *Work Health & Safety Act*, that management and educators implement and endorse the Service's Immunisation Policy and Procedures. This includes notifying children, families and

educators when an excludable illness or disease is present in the Service; maintaining a record of children's and educators' immunisation status; complying to relevant health department exclusion guidelines; and increasing educators' awareness of cross infection through physical contact with others.

In the case of an outbreak of an infectious disease:

Parents of the Service will be notified by email of the outbreak. They will be informed of the symptoms and exclusion periods. Parents are requested to inform the Service if their child contracts the disease.

Parents are asked to ensure that all recommended immunisation injections are up to date and to provide an up-dated immunisation record when she receives additional immunisations. Refer to information in the Appendix.

FIRST AID / INJURY

St Hilda's Pre-Preparatory recognises that in accordance with the Work Health and Safety Regulations, Education and Care Services Law and Education and Care Services Regulations, it has a responsibility to provide first-aid assistance to persons sustaining an injury or illness in the workplace. To uphold these responsibilities, we shall as far as reasonably practicable provide first aid services by:

- training Educators in First Aid to undertake duties to assist in the prompt delivery of treatment for injuries
- providing first aid kits and supplies.

We believe that first-aid equipment and facilities should be available to all educators, children and visitors in the Service and while on excursions. All educators will be required to undertake first aid training as part of their conditions of employment to ensure full and proper care of all is maintained.

Minor injuries will be treated at the Service by our educators. The educators will complete the Incident, Injury, Trauma and Illness Form accurately as soon as practicable following an incident. The Form will be signed by the educator who will show it to the parent/guardian of the child to sign. The form will be given to the Pre-Preparatory Administration Assistant and will be filed in the child's confidential folder in the Pre-Preparatory Office.

In cases of emergencies or accidents where we feel medical attention should be sought, parents or nominated emergency guardians will be notified to collect the child as soon as possible. If parents or alternative emergency guardian cannot be contacted, educators, in consultation with the Director of Pre-Preparatory, have the authority to call an ambulance. A staff member will accompany the injured child to hospital and remain until parents arrive.

SLEEP AND REST TIME

Time to rest is extremely important to Pre-Preparatory children who are exposed to a busy day. Sleep and rest times should be pleasant occasions for children in which they are encouraged to take a rest appropriate to their developmental needs. All children have individual sleep and rest requirements which we need to consider and cater for, to ensure their needs are met. Children need a comfortable relaxing environment to enable their bodies to rest. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.

Children are to be comfortably dressed for sleep and appropriate room temperatures maintained. Appropriate dressing at rest time, e.g. removing shoes, provides good opportunities to develop independence.

St Hilda's Pre-Preparatory defines 'rest' as a period of inactivity, solitude, calmness or tranquillity, and can include a child being in a state of sleep. Considering the busy and energetic nature of children's day, we feel that it is important for children to participate in a quiet/rest period during the day in order to rest, relax and recharge their body. Effective rest strategies are important factors in ensuring a child feels secure and safe in an early childhood environment. After lunch all children will rest/relax for at least twenty minutes.

Our Service will consult with families about their child's individual needs, ensuring they are aware of the different values and parenting beliefs, cultural or opinions associated with sleep requirements, and work in collaboration with families to meet children's needs.

FOOD SAFETY AND NUTRITION

Hand washing is a vital part of mealtimes and children are encouraged to wash their hands after toileting and before eating.

St Hilda's Pre-Preparatory recognises the importance of healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. It is acknowledged that the early childhood setting has an important role in supporting families in healthy eating. Our Service therefore recognises the importance of supporting families to provide healthy food and drink to their children.

Our aim is to encourage the consumption of nutritious and varied food of good quality at St Hilda's Pre-Preparatory. Children will be encouraged to develop good eating habits through good examples and education. Parents will be encouraged to share family and multicultural values and ideas to enrich the variety and enjoyment of food by the children. High standards of hygiene will be maintained throughout any food preparation.

Our Service has a responsibility to help children develop good food practices and approaches, by working with families and educators. Mealtimes reflect a relaxed and pleasant environment where educators engage in meaningful conversations with children. When possible, educators will role model healthy eating behaviour. This assists in creating a positive and enjoyable eating environment.

Children should be seated while eating or drinking and supervised by educators. Children are encouraged to eat the food provided from home, but under no circumstances will a child be forced to eat. Water is available at all times. Children are reminded to speak with quiet voices at the table and good manners are encouraged at all times. A prayer is offered before eating. There will be no sharing of food at any time. St Hilda's Pre-Preparatory promotes the use of reusable containers.

The program provides opportunities for the children to develop an interest and taste in a variety of foods through cooking activities. Any food provided by St Hilda's Pre-Preparatory will be prepared in a hygienic manner. Where children are involved in food preparation, this will always be supervised, and hygienic conditions maintained. All educators are trained in food handling techniques.

MORNING TEA AND LUNCH

Parents are required to provide their daughter's lunch and morning tea and a water bottle. Educators are to ensure that water is available at all times.

The Australian Children's Education and Care Quality Authority (ACECQA) outline strict guidelines regarding nutrition and health for children aged 0-5. To assist the girls in deciding on a suitable morning tea or lunch choice within their lunchbox, perhaps a coloured sticker or different shaped containers will help them remember which food is appropriate at what time of the day.

The educators will also support the girls with their choices as they learn to develop independence, especially at the beginning of the year. As independence is encouraged in all aspects of your daughter's Pre-Preparatory day, please pack her lunch in a manner that will allow her to access the food without any undue stress. We do not recommend tins of food, instead the contents could be put into a thermos for safety. We are unable to heat food at the Service.

NUDE LUNCHES
In Pre-Preparatory the children are encouraged to learn to care for their environment. Therefore, we promote the use of re-usable containers in their lunch boxes and their bringing in a nude lunch. A nude lunch is one that contains no wrappings or packaging. This assists in reducing litter in the grounds and makes for a more nutritious lunch for the girls, as there is less processed food. Any fruit or vegetable remains will be placed in our worm farm or compost bin.

PEANUT ALLERGY

A number of children in the School have a severe allergy to peanuts and other nut-based products. Some of the children concerned can even have a reaction to people who have touched peanuts/nuts. As a result, we ask parents not to include peanuts or nut products in lunchboxes (this includes spreads such as nutella & peanut butter). We appreciate parent's co-operation in this matter, as it is our desire to keep all children safe whilst at the Service.

JUNIOR SCHOOL CAFÉ

Children in Pre-Preparatory may order and pay for items online for both morning tea and lunch using *MyStHildas*.

This system allows parents to place orders from home or work at any time up until 9am. As well as being convenient for parents, the online orders are much faster and easier for the Café to process.

To sign up for a *MyStHildas* Account go to <http://msh.sthildas.qld.edu.au/MonitorOnline> . Once parents have a *MyStHildas* account, they can start placing orders immediately.

The Jennifer Reeves Café (JR Café) menu can be found in My St Hilda's. Orders can be placed prior to 9.00am.

BIRTHDAYS

On this special day, parents may care to bring in individual cupcakes for their daughter to share with her classmates. Parents are asked to notify the Class Teacher several days prior to the birthday in order to address any issues associated with student allergies and ensure food safety protocols are followed. Whilst small cakes and/or ice cream are acceptable, please do not include sweets or nuts in the party food.

A single candle may be included for an individual cupcake for the birthday girl to blow out. ACEQA have outlined this policy due to the number of germs that may be associated with the blowing out of candles over a whole cake.

Parents are required to complete the Pre-Prep Birthday Cakes and Shared Food form and bring it, along with a list of ingredients and give it to the teacher.

[Pre-Prep Birthday Cakes & Shared Food Form](#)

FIRE AND EVACUATION PROCEDURES

It is expected that the staff at the Service will always fulfil the 'duty of care' required in their role of caregiver, both on a personal level and in terms of the general safety and welfare of the children.

Regular Fire Drills and Lockdown Procedures are held for educators and children every term. The children are made aware of the procedures and are familiar with the noise of the bell and evacuation procedures.

Procedure for Fire Emergencies:

- respond calmly if the alarm is sounded
- children should be lined up and evacuated as quickly as possible to the assembly area outside the Pre-Preparatory Playground
- the nominated fire warden (wearing a Hi-Viz vest) is to check all areas to ensure that the children have not sought refuge from smoke or fire
- a roll is to be called at the assembly point to ensure all persons are accounted for
- the Pre-Preparatory Administration Assistant is to collect the hard copy of rolls and Emergency Evacuation Folder and take these to the assembly point
- notify the Director of Pre-Preparatory or Deputy Head of Junior School if a child/staff member is missing.

FIRE EVACUATION ASSEMBLY POINT

The Evacuation plan and drill is to be displayed at all exits.

Assembly Line Up Area

PP3 – Yellow

PP2 – Blue

PP3 - Red



Lock Down Procedure:

The Lockdown Procedure occurs in the following instances:

- police activity
- violent Intruder
- hostage
- custodial Incident
- storm/tempest

Action to be taken:

- alarm sounds
- all staff and children must go to the nearest safe building
- everyone must be away from windows or hidden from outside view, eg. under tables
- windows must be locked
- doors must be locked when everyone is inside
- Educators and children are to wait for an announcement to end the Lockdown.

Immunisation Schedule Queensland - Childhood Immunisation

April 2024



BEFORE IMMUNISING

- Always review the Australian Immunisation Register (AIR) to check the patient's previous immunisation history.
- Check the online Australian Immunisation Handbook or download the Handbook app for information about catch-up immunisation, timing of immunisation for specific risk groups at <https://immunisationhandbook.health.gov.au>
- Check the correct details of all immunisations are recorded on the AIR as soon as possible after they have been administered (this is a mandatory requirement).

Key: Aboriginal and Torres Strait Islander, Medical Risk, R Reconstitute, SC Subcutaneous, IM Intramuscular, DL Deltoid, AL Anterolateral Thigh



Age	Disease	Brand	Reconstitute	Method & Site	Notes
Birth	Hepatitis B - usually offered in hospital	H-B-VaxII® paediatric or Engerix B® paediatric		IM / AL	Hepatitis B vaccine: Should be given to all infants as soon as practicable after birth. The greatest benefit is if given within 24 hours and must be given within 7 days.
	Respiratory Syncytial Virus (Nirsevimab)	Beyfortus®		IM / AL	Nirsevimab: Note dose is weight and age dependent. Can be given at the same time as hepatitis B vaccine. For further information refer to the Queensland Health QPSVP Program page.
	Tuberculosis (Aboriginal and Torres Strait Islander)	BCG	R	Intradermal / DL	BCG vaccine: Children aged 45 years living in Aboriginal and Torres Strait Islander communities. For further information refer to the Queensland Health BCG Vaccination page.
2 months (Can be given from 6 weeks) AND 4 months	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib)	Infanrix® hexa or Vaxelis®	R	IM / AL	
	Rotavirus	Rotarix®		Oral	Rotavirus vaccine: The first dose must be given by 14 weeks of age. The second dose must be given by 24 weeks and 6 days.
	Pneumococcal	Prevenar 13®		IM / AL	
6 months	Meningococcal B	Bexsero®		IM / AL	Meningococcal B vaccine: Prophylactic paracetamol recommended. ATAGI Advice to Immunisation Providers on use of Bexsero
	Diphtheria, tetanus, pertussis (whooping cough), hepatitis B, polio, Haemophilus influenzae type b (Hib)	Infanrix® hexa or Vaxelis®	R	IM / AL	
	Pneumococcal (Aboriginal and Torres Strait Islander)	Prevenar 13®		IM / AL	Pneumococcal vaccine: An additional (3rd) dose of Prevenar 13 is required for Aboriginal and Torres Strait Islander children.
6 months to 45 years (annually)	Pneumococcal (children with specified medical risk conditions)	Prevenar 13®		IM / AL	Pneumococcal vaccine: All children with specified medical risk conditions for pneumococcal disease. Refer to the Immunisation Handbook.
	Meningococcal B (children with specified medical risk conditions)	Bexsero®		IM / AL	Meningococcal B vaccine: Prophylactic paracetamol recommended.
	Influenza	Age appropriate		Age appropriate	Administer annually. In children aged 6 months to less than 9 years of age in the first year of administration, give 2 doses a minimum of one month apart. One dose annually in subsequent years. Information on age appropriate vaccines is available in the Queensland Immunisation Handbook or the annual ATAGI advice on seasonal influenza vaccines.
12 months	Meningococcal ACWY	Nimemrix®	R	IM / DL	
	Measles, mumps, rubella	M-M-R II or Priorix®	R	IM / DL	
	Meningococcal B	Bexsero®		IM / DL	Meningococcal B vaccine: Prophylactic paracetamol recommended.
18 months	Pneumococcal	Prevenar 13®		IM / DL	
	Hepatitis B (Low birth weight (2000g) and pre-term babies (32 weeks gestation))	H-B-Vax II paediatric OR Engerix B paediatric		IM / DL	Hepatitis B (Low birth weight (2000g) and pre-term babies (32 weeks gestation)).
	Haemophilus influenzae type b (Hib)	ActiHB®	R	IM or SC / DL	
4 years	Measles, mumps, rubella, varicella	Priorix-Tetra®	R	IM or SC / DL	
	Diphtheria, tetanus, pertussis (whooping cough)	Infanrix® or Tripace®		IM / DL	
	Hepatitis A (Aboriginal and Torres Strait Islander)	Vaqta® Paediatric		IM / DL	Hepatitis A vaccine: First dose of the 2-dose hepatitis A vaccination schedule if not previously received a dose.
4 years	Diphtheria, tetanus, pertussis (whooping cough), polio	Infanrix® IPV or Quadracel®		IM / DL	Administer first dose of Pneumovax 23 at age 4 years, followed by second dose of Pneumovax 23 at least 5 years later. Refer to the Immunisation Handbook for specified risk conditions and more information.
	Pneumococcal (children with specified medical risk conditions)	Pneumovax 23®		IM / DL	
	Pneumococcal (Aboriginal and Torres Strait Islander)	Pneumovax 23®		IM / DL	
≥5 years Influenza (funded for all children ≥ 5 years in 2024 in Queensland)	Hepatitis A (Aboriginal and Torres Strait Islander)	Vaqta® Paediatric		IM / DL	
	Influenza (children with specified medical risk conditions)	Age appropriate		IM / DL	Administer annually. In children aged 6 months to less than 9 years of age in the first year of administration, give 2 doses a minimum of one month apart. One dose annually in subsequent years. Information on age appropriate vaccine is available in the Australian Immunisation Handbook or the Annual ATAGI advice on seasonal influenza vaccines.
	Influenza (funded for all children ≥ 5 years in 2024 in Queensland)	Age appropriate		IM / DL	

Time Out



Keeping your child and other kids healthy!

- Information for a number of infectious conditions that may require¹ exclusion of children from school, education and care services.
- Additional public health recommendations that apply to children and adults.
- To assist medical practitioners, schools, preschools and childcare facilities to meet the public health requirements¹ and recommendations.

*Refers to contagious conditions as per the Public Health Regulation 2018.

1. Observing the exclusion period meets the intent of the Public Health Act 2005 for a person to be non-infectious. See schedule 4 of the Public Health Regulation 2018 for a complete list of contagious conditions and their exclusion criteria.

2. Doctors should notify the local Public Health Unit as soon as possible if children or staff are diagnosed with these conditions. Refer to page 2 for Public Health Unit contact details.

Condition	Person with the infection	Those in contact with the infected person (The definition of 'contact' will vary between diseases)
*Chickenpox (varicella)	EXCLUDE until all blisters have dried, and at least 5 days after the onset of symptoms. ¹	EXCLUSION MAY APPLY EXCLUDE non-immune pregnant women and any child with immune deficiency or receiving chemotherapy. Advise to seek urgent medical assessment. <i>Contact your Public Health Unit for specialist advice.</i> Also see Shingles Information below.
Cold sores (herpes simplex)	NOT EXCLUDED if the person can maintain hygiene practices to minimise the risk of transmission. Young children unable to comply with good hygiene practices should be excluded while sores are weeping. Sores should be covered with a dressing where possible.	NOT EXCLUDED
Conjunctivitis	EXCLUDE until discharge from eyes has ceased unless a doctor has diagnosed non-infectious conjunctivitis.	NOT EXCLUDED
*COVID-19	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
Cytomegalovirus (CMV)	NOT EXCLUDED pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
Diarrhoea and/or Vomiting including: <ul style="list-style-type: none"> • amoebiasis • campylobacter • cryptosporidium giardia • rotavirus • salmonella • *gastroenteritis but excluding: <ul style="list-style-type: none"> • *norovirus • shigellosis • toxin-producing forms of E.coli (STEC) <p><i>See advice for these specific conditions below</i></p>	Exclusion periods may vary depending on the cause. EXCLUDE a single case until the person, has no symptoms ¹ (includes vomiting if applicable), is feeling well and they have not had any loose bowel motions for at least 24 hours or if the person has confirmed norovirus exclude for at least 48 hours. ¹ EXCLUDE all persons who prepare or serve food until they have not had any diarrhoea or vomiting for 48 hours. NOTE: If there are 2 or more cases with diarrhoea and/or vomiting in the same location, which may indicate a potential outbreak OR a single case in a food handler, notify your Public Health Unit. Diarrhoea: 3 or more loose stools or bowel movements in a 24 hour period that are different from normal and/or escapes a child's nappy. <i>See Information below if norovirus is confirmed or considered likely as the cause of diarrhoea and vomiting.</i>	NOT EXCLUDED
*Enterovirus 71 (EV71 neurological disease)	EXCLUDE until written medical clearance is received confirming the virus is no longer present in the person's bowel motions. ¹	NOT EXCLUDED
Fungal infections of the skin and nails (ringworm/tinea)	EXCLUDE until the day after antifungal treatment has commenced. (No exclusion for thrush).	NOT EXCLUDED
Glandular fever (mononucleosis, Epstein-Barr virus)	NOT EXCLUDED	NOT EXCLUDED
*German measles (rubella) ²	EXCLUDE for 4 days after the onset of rash ¹ or until fully recovered, whichever is longer. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Haemophilus influenzae type b (Hib)	EXCLUDE until the doctor confirms the person is not infectious and has completed 4 days of appropriate antibiotic treatment. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Hand, foot and mouth disease	EXCLUDE until all blisters have dried.	NOT EXCLUDED
Head lice	Exclusion is not necessary if effective treatment is commenced before next attendance day (i.e. the child does not need to be sent home immediately if head lice are detected).	NOT EXCLUDED
*Hepatitis A ²	EXCLUDE until at least 7 days after the onset of jaundice; ¹ OR for 2 weeks after onset of first symptoms, including dark urine if there is no jaundice. If a person is asymptomatic <i>contact your Public Health Unit for Specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about vaccination or treatment for children and staff in the same room or group, children transferring to another centre and new enrolments.</i>

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Condition	Person with the infection	Those in contact with the infected person ²
Hepatitis B and C	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Hepatitis E	EXCLUDE until at least 2 weeks after the onset of jaundice.	NOT EXCLUDED
Human immunodeficiency virus (HIV/AIDS)	NOT EXCLUDED cover open wounds with waterproof dressing.	NOT EXCLUDED
Influenza and influenza-like illness	EXCLUDE until symptoms have resolved, normally 5–7 days.	NOT EXCLUDED
*Measles ²	EXCLUDE until the doctor confirms the person is not infectious but not earlier than 4 days after the onset of the rash. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY NOT EXCLUDED vaccinated or immune contacts. EXCLUDE Immuno-compromised contacts (including those receiving chemotherapy) until 14 days after the appearance of the rash in the last case. EXCLUDE non- or incompletely vaccinated contacts, without evidence of immunity. <i>Contact your Public Health Unit for specialist advice.</i>
Meningitis (bacterial)	EXCLUDE until well and has received appropriate antibiotics.	NOT EXCLUDED
Meningitis (viral)	EXCLUDE until well.	NOT EXCLUDED
*Meningococcal infection ²	EXCLUDE until the treating doctor confirms the child is not infectious and at least 24 hours of appropriate antibiotics have been completed. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	NOT EXCLUDED <i>Contact your Public Health Unit for specialist advice about antibiotics and/or vaccination for close contacts.</i>
Molluscum contagiosum	NOT EXCLUDED	NOT EXCLUDED
Mumps	EXCLUDE for 5 days after onset of swelling. Pregnant women should consult with their doctor.	NOT EXCLUDED pregnant women should consult with their doctor.
*Norovirus	EXCLUDE until no symptoms and no loose bowel motions for 48 hours. ¹	NOT EXCLUDED
Roseola, sixth disease	NOT EXCLUDED	NOT EXCLUDED
Scabies	EXCLUDE until the day after treatment has commenced.	NOT EXCLUDED
School sores (impetigo)	EXCLUDE until 24 hours of appropriate antibiotics have been completed. Cover sores on exposed areas with a waterproof dressing until sores are dry, and encourage handwashing.	NOT EXCLUDED
Shiga toxin-producing E.coli (STEC)	EXCLUDE until diarrhoea has stopped and 2 samples have tested negative. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Slapped cheek syndrome, fifth disease (parvovirus B19, erythema infectiosum)	NOT EXCLUDED pregnant women should consult with their doctor. Note: Children are contagious until 24 hours after the fever resolves. Rashes generally occur after the infectious period has passed.	NOT EXCLUDED pregnant women should consult with their doctor.
Shigellosis	EXCLUDE until there has been no diarrhoea or vomiting for 48 hours. <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
Shingles (herpes zoster)	EXCLUDE all children until blisters have dried and crusted. EXCLUDE adults if blisters are unable to be covered. NOT EXCLUDED in adults if blisters can be covered with a waterproof dressing until they have dried.	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice, including advice for pregnant women and any person who is immuno-compromised (including receiving chemotherapy).</i>
Streptococcal sore throat (including scarlet fever)	EXCLUDE until 24 hours of appropriate antibiotics have been completed.	NOT EXCLUDED
*Tuberculosis (TB) ²	EXCLUDE until written medical clearance is received from the relevant Tuberculosis Control Unit.	NOT EXCLUDED
*Typhoid ² and paratyphoid fever ²	EXCLUDE until appropriate antibiotics have been completed. ¹ Stool sample clearance will be required, <i>contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY <i>Contact your Public Health Unit for specialist advice.</i>
*Whooping cough (pertussis) ²	EXCLUDE until 5 days after starting appropriate antibiotics or for 21 days from onset of cough AND confirmed that they are not infectious. ¹ <i>Contact your Public Health Unit for specialist advice.</i>	EXCLUSION MAY APPLY for contacts of an infected person. <i>Contact your Public Health Unit for specialist advice regarding exclusion of non- or incompletely vaccinated contacts.</i>
Worms	EXCLUDE until diarrhoea has stopped for 24 hours and treatment has occurred.	NOT EXCLUDED

This is an assistive tool, it is not intended to replace clinical assessment, management or judgment.

If you have any medical concerns, contact your healthcare provider or 13 HEALTH (13432584)

For further advice on the information within this poster, contact your nearest Public Health Unit via 13Health or at www.health.qld.gov.au/system-governance/contact-us/contact-public-health-units

Further information on recommendations:

- Communicable Diseases Network Australia (CDNA) guidelines <https://www1.health.gov.au/internet/main/publishing.nsf/Content/cdnasongs.htm>
- National Health and Medical Research Council publication: Infectious diseases in early childhood and education and care services, 5th edition www.nhmrc.gov.au/guidelines-publications/ch55
- Queensland Department of Health Communicable Disease Control Guidance <http://disease-control.health.qld.gov.au>



Use this QR Code to access a digital copy of this poster or visit www.health.qld.gov.au/public-health/schools/prevention

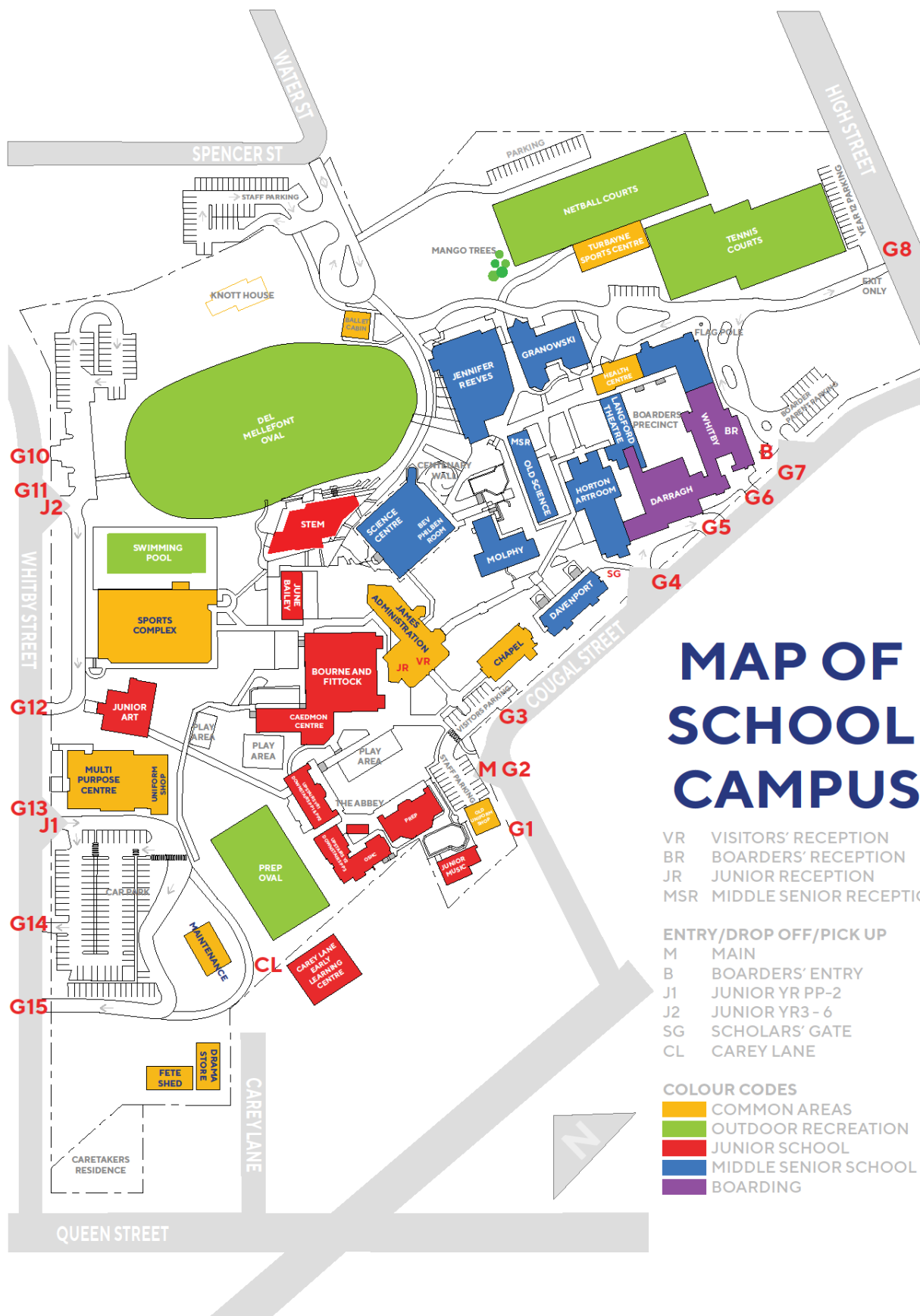
PPM ATTENDANCE DATES 2026

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<p>Week 1A Tuesday 27 January Wednesday 28 January</p> <p>Week 2B Monday 2 February Tuesday 3 February Wednesday 4 February</p> <p>Week 3A Monday 9 February Tuesday 10 February</p> <p>Week 4B Monday 16 February Tuesday 17 February Wednesday 18 February</p> <p>Week 5A Monday 23 February Tuesday 24 February</p> <p>Week 6B Monday 2 March Tuesday 3 March Wednesday 4 March</p> <p>Week 7A Monday 9 March Tuesday 10 March</p> <p>Week 8B Monday 16 March Tuesday 17 March Wednesday 18 March</p> <p>Week 9A Monday 23 March Tuesday 24 March</p> <p>Week 10B Monday 30 March Tuesday 31 March</p>	<p>Week 1A Tuesday 21 April Wednesday 22 April</p> <p>Week 2B Monday 27 April Tuesday 28 April</p> <p>Week 3A (Monday 4 May – Labour Day Holiday) Tuesday 5 May Wednesday 6 May</p> <p>Week 4B Monday 11 May Tuesday 12 May</p> <p>Week 5A Monday 18 May Tuesday 19 May Wednesday 20 May</p> <p>Week 6B Monday 25 May Tuesday 26 May</p> <p>Week 7A Monday 1 June Tuesday 2 June Wednesday 3 June</p> <p>Week 8B Monday 8 June Tuesday 9 June</p> <p>Week 9A Monday 15 June Tuesday 16 June Wednesday 17 June</p>	<p>Week 1B Tuesday 14 July Wednesday 15 July</p> <p>Week 2A Monday 20 July Tuesday 21 July Wednesday 22 July</p> <p>Week 3B Monday 27 July Tuesday 28 July</p> <p>Week 4A Monday 3 August Tuesday 4 August Wednesday 5 August</p> <p>Week 5B Monday 10 August Tuesday 11 August</p> <p>Week 6A Monday 17 August Tuesday 18 August Wednesday 19 August</p> <p>Week 7B Monday 24 August Tuesday 25 August</p> <p>Week 8A Monday 31 August Tuesday 1 September Wednesday 2 September</p> <p>Week 9B Monday 7 September Tuesday 8 September</p> <p>Week 10A Monday 14 September Tuesday 15 September</p>	<p>Week 1B Wednesday 7 October</p> <p>Week 2A Monday 12 October Tuesday 13 October</p> <p>Week 3B Monday 19 October Tuesday 20 October Wednesday 21 October</p> <p>Week 4A Monday 26 October Tuesday 27 October</p> <p>Week 5B Monday 2 November Tuesday 3 November Wednesday 4 November</p> <p>Week 6A Monday 9 November Tuesday 10 November</p> <p>Week 7B Monday 16 November Tuesday 17 November Wednesday 18 November</p> <p>Week 8A Monday 23 November Tuesday 24 November</p>

PPT ATTENDANCE DATES 2026

TERM ONE	TERM TWO	TERM THREE	TERM FOUR
<p>Week 1A Thursday 29 January Friday 30 January</p>	<p>Week 1A Thursday 23 April Friday 24 April</p>	<p>Week 1B Thursday 16 July Friday 17 July</p>	<p>Week 1B Thursday 8 October Friday 9 October</p>
<p>Week 2B Thursday 5 February Friday 6 February</p>	<p>Week 2B Wednesday 29 April Thursday 30 April Friday 1 May</p>	<p>Week 2A Thursday 23 July Friday 24 July</p>	<p>Week 2A Wednesday 14 October Thursday 15 October Friday 16 October</p>
<p>Week 3A Wednesday 11 February Thursday 12 February Friday 13 February</p>	<p>Week 3A Thursday 7 May Friday 8 May</p>	<p>Week 3B Wednesday 29 July Thursday 30 July Friday 31 July</p>	<p>Week 3B Thursday 22 October Friday 23 October</p>
<p>Week 4B Thursday 19 February Friday 20 February</p>	<p>Week 4B Wednesday 13 May Thursday 14 May Friday 15 May</p>	<p>Week 4A Thursday 6 August Friday 7 August</p>	<p>Week 4A Wednesday 28 October Thursday 29 October Friday 30 October</p>
<p>Week 5A Wednesday 25 February Thursday 26 February Friday 27 February</p>	<p>Week 5A Thursday 21 May Friday 22 May</p>	<p>Week 5B Wednesday 12 August Thursday 13 August Friday 14 August</p>	<p>Week 5B Thursday 5 November Friday 6 November</p>
<p>Week 6B Thursday 5 March Friday 6 March</p>	<p>Week 6B Wednesday 27 May Thursday 28 May Friday 29 May</p>	<p>Week 6A Thursday 20 August Friday 21 August</p>	<p>Week 6A Wednesday 11 November Thursday 12 November Friday 13 November</p>
<p>Week 7A Wednesday 11 March Thursday 12 March Friday 13 March</p>	<p>Week 7A Thursday 4 June Friday 5 June</p>	<p>Week 7B Wednesday 26 August Thursday 27 August <i>(Friday 28 August - Gold Coast Show Day Public Holiday)</i></p>	<p>Week 7B Thursday 19 November Friday 20 November</p>
<p>Week 8B Thursday 19 March Friday 20 March</p>	<p>Week 8B Wednesday 10 June Thursday 11 June Friday 12 June</p>	<p>Week 8A Thursday 3 September Friday 4 September</p>	<p>Week 8A Wednesday 25 November</p>
<p>Week 9A Wednesday 25 March Thursday 26 March Friday 27 March</p>	<p>Week 9A Thursday 18 June Friday 19 June</p>	<p>Week 9B Wednesday 9 September Thursday 10 September Friday 11 September</p>	
<p>Week 10B Wednesday 1 April</p>		<p>Week 10A Wednesday 16 September Thursday 17 September</p>	

SCHOOL MAP



MAP OF SCHOOL CAMPUS

- VR VISITORS' RECEPTION
- BR BOARDERS' RECEPTION
- JR JUNIOR RECEPTION
- MSR MIDDLE SENIOR RECEPTION

ENTRY/DROP OFF/PICK UP

- M MAIN
- B BOARDERS' ENTRY
- J1 JUNIOR YR PP-2
- J2 JUNIOR YR3 - 6
- SG SCHOLARS' GATE
- CL CAREY LANE

COLOUR CODES

- COMMON AREAS
- OUTDOOR RECREATION
- JUNIOR SCHOOL
- MIDDLE SENIOR SCHOOL
- BOARDING