

PALMERSTON DISTRICT PRESCHOOL HANDBOOK 2026



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PRINCIPAL'S GREETING



Dear Families,

On behalf of Palmerston District Primary School, we welcome you to our school community. Starting preschool is a huge milestone in the life of your child and we are committed to partnering with you to make your child's first schooling experience rich in curiosity, play and a love of learning.

Our preschool is dedicated to providing a nurturing and enriching environment where children thrive through play. Through play your child will develop a range of literary and numeracy skills, critical thinking and problem solving skills. They will develop communication and collaboration skills and build their confidence as an active member of the preschool community.

At Palmerston, our motto, *"Together we learn from each other,"* reflects our commitment to a vibrant and supportive learning culture. Our educators work together to engage each learner and bring out their full potential and develop passions and interests. We value our partnership with you, as we believe that by working together, we can inspire our students to grow as confident and creative individuals who are active and informed citizens.

We would love to learn more about your family and any ways you might be interested in contributing to our community. Building positive relationships with you is important to us, and we look forward to connecting over the years.

I hope you find this information pack helpful as you begin your journey. Please know that our team is always here to support you, so never hesitate to reach out with any questions.

Together, we are committed to making this school a truly exceptional place for every child.

Greg Terrell
Principal

GENERAL INFORMATION

Education Directorate Contact Details

Phone: 6205 5429

Access Canberra Phone: 13 22 81

Online: [Education Directorate Contact Form](#) via Access Canberra

School Contact Details

Principal: Greg Terrell

School Phone number: 02 6142 1440

Address: Kosciuszko Ave, Palmerston ACT 2913




School email: info_palmdps@ed.act.edu.au

Preschool Team

Educational Leader:

Preschool Teachers: Belinda Smith, HyiSyim Tee and Thomas Willding.

Preschool learning support assistants: All classes are assigned a qualified learning support assistant.

Belinda Smith	Thomas Willding	HyiSyim Tee
		

OUR VALUES

Palmerston District Primary has recently updated their values to the Winyu Ways represented on the school's graduate profile. Our new values are based on the local Ngunnawal language.



YINDUMARE
Respect



GINNINDERRA
Sparkling Light



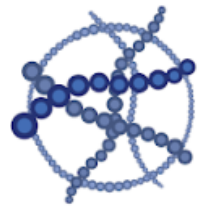
NARRAGUNNAWALI
*Coming together,
alive, wellbeing*



BIRRIGAI
to laugh



MANAMANJI
Industrious



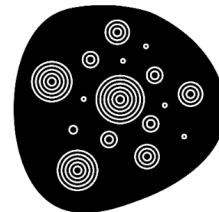
MURA
Pathway

Palmerston District Primary School Graduate Profile



YINDUMARE *Respect*
I show empathy and strive to learn from others.
I am socially aware and build positive relationships.
I am compassionate and kind.
I understand and accept consequences.
I respect my heritage and that of others.

GINNINDERRA *Sparkling light*
I am ambitious and curious about my learning.
I am a creative thinker.
I can effectively identify and solve problems.
I am persistent and persevere with tasks.
I communicate effectively.



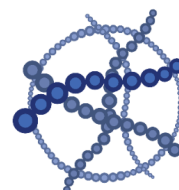
NARRAGUNNAWALI *Coming together, alive, wellbeing*
I work collaboratively.
I embrace diversity of opinion and seek to understand new ideas.
I am courageous and call out bullying behaviour.
I can manage my thoughts, feelings and actions appropriately.
I am proud of my identity and I belong.

BIRRIGAI *to laugh*
I have fun as I develop.
I value my independence.
I enjoy strong, positive friendships.
I know how to be a friend and how to make new ones.
I cheer on others and celebrate successes.



MANAMANJI *Industrious*
I am industrious.
I love to learn.
I engage in my learning.
I demonstrate initiative and integrity.
I have skills and confidence to explore new ideas and opportunities.

MURA *Pathway*
I understand my learning is interconnected.
I understand that there is still much more for me to learn.
I set effective goals and manage time to achieve them.
I am a self-directed learner.
I contribute positively to teamwork.



PRESCHOOL PHILOSOPHY

The early years are vital for shaping confident, curious, and capable learners. At Palmerston District Preschool, we are committed to providing a high-quality, inclusive education guided by the Early Years Learning Framework (EYLF) to prepare children for their future learning. We believe that every child is a unique individual with their own strengths, identities, and potential. Our role is to nurture the whole child socially, emotionally, cognitively, and physically within a supportive and respectful environment.

Belonging, Being, and Becoming

We embrace the EYLF's philosophy that children's lives are shaped by their connections to family, community, culture, and place. We acknowledge the Ngunnawal people as the traditional custodians of the land on which we learn and grow. Palmerston is a vibrant multicultural community. We honour the diverse backgrounds of our children and families, and we strive to ensure every child feels a genuine sense of belonging and connection.

Strong Partnerships with Families and Community

Building trusting, respectful relationships with children and families is central to our approach. We see families as our first and most important educators, and we work collaboratively with them to support each child's learning journey. Through open communication, regular meetings, and shared experiences, we foster an inclusive community where all voices are heard and valued.

Nurturing Confident, Curious Learners

We believe children learn best when they feel safe, respected, and empowered to express themselves. By actively listening to children's voices, we encourage them to ask questions, explore ideas, and take agency over their learning. Our play-based program uses open-ended experiences that inspire creativity, problem-solving, and connection to real-life contexts, including children's home cultures. We actively engage in 'slow' in depth experiences guided by students' interests and questions. We nurture curiosity through play, exploration of new materials and interact with intention to understand and prompt students to investigate their experience of the world.

A Vision for a Kind, Connected World

We recognise that children thrive when surrounded by environments and relationships that foster belonging and trust. Our preschool is a place where everyone is free to be themselves, where kindness and respect guide our interactions, and where we work together to build a brighter future. At Palmerston District Preschool, we are dedicated to walking alongside children and families on their learning journey—creating a nurturing space where children grow as confident, connected, and capable learners ready to embrace the possibilities of their world.

CURRICULUM

Palmerston District Preschool is governed by the Education Directorate and is guided by all aspects of the [National Quality Framework](#). We follow [The Early Years Learning Framework \(EYLF\)](#) which is the required framework for all Early Childhood Education and Care services. The three themes encompassed in the framework are:

Belonging - Knowing who you are and where you belong.

Being - The here and now and its significance

Becoming - Changing as we grow and learn and develop our own identity.

As part of the National Quality Framework, the Early Years Learning Framework supports the objectives and principles of the National Law and Regulations including the National Quality Standard. Recognising children as competent and capable learners who have rights and agency, the Framework has a specific emphasis on play-based learning and the intentional role played by both educators and children in extending and enriching learning. The Framework identifies a shared Vision for children’s learning, Principles and Practices to underpin learning and teaching and the 5 Learning Outcomes. Together these elements inform the professional work of early childhood teachers and educators.

The Framework conveys the highest expectations for all children’s learning, development, and wellbeing from birth to 5 years and through the transitions to school. It looks different in each setting and is used by Early Childhood Educators to guide their programming to respond to children’s development, interests, and strengths under the 5 Learning Outcomes:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

VISION		
BELONGING, BEING AND BECOMING		
PRINCIPLES	PRACTICES	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Secure, respectful and reciprocal relationships • Partnerships • Respect for diversity • Aboriginal and Torres Strait Islander perspectives • Equity, inclusion and high expectations • Sustainability • Critical reflection and ongoing professional learning • Collaborative leadership and teamwork 	<ul style="list-style-type: none"> • Holistic, integrated and interconnected approaches • Responsiveness to children • Play-based learning and intentionality • Learning environments • Cultural responsiveness • Continuity of learning and transitions • Assessment and evaluation for learning, development and wellbeing 	<ul style="list-style-type: none"> • Children have a strong sense of identity • Children are connected with and contribute to their world • Children have a strong sense of wellbeing • Children are confident and involved learners • Children are effective communicators

PLAY AND INQUIRY LEARNING

Children's learning is dynamic, complex, and holistic. This means that cognitive, linguistic, physical, social, emotional, personal, spiritual, and creative aspects of learning are all intricately interwoven and interrelated.

Play-based learning capitalises on children's natural inclination to be curious, explore and learn. Children actively construct their own understandings that contribute to their own learning. In play experiences children integrate their emotions, thinking and motivation that assists to strengthen brain functioning. They exercise their agency, intentionality, capacity to initiate and lead learning, and their right to participate in decisions that affect them, including about their learning. Play-based learning:

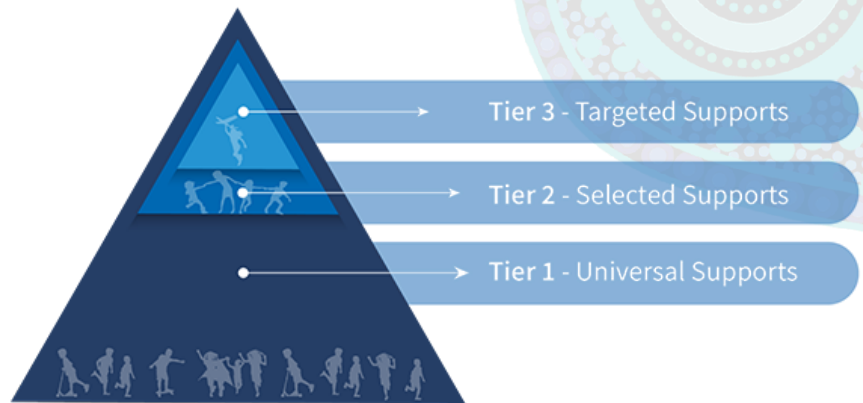
- allows for the expression of personality and uniqueness.
- offers opportunities for multimodal play.
- enhances thinking skills and lifelong learning dispositions such as curiosity, persistence, and creativity.
- enables children to make connections between prior experiences and new learning and to transfer learning from one experience to another.
- assists children to develop and build relationships and friendships.
- develops knowledge acquisition and concepts in authentic contexts.
- builds a sense of identity.
- strengthens self-regulation, and physical and mental wellbeing.



POSITIVE BEHAVIOUR FOR LEARNING (PBL)

[PBL is a Framework](#) that implements a continuum of interventions to achieve positive academic and behavioural outcomes for all students. It is a multi-tiered system of support that highlights the relationship between academic achievement, social behaviour, positive school culture and individual student success.

PBL effectively enhances school culture through embedding systems that support strong personal relationships. The development of positive social skills through clearly defined and acknowledged expectations help students to feel safe, supported, and ready to learn.



At Palmerston, our school mascot Palmy is an active participant in school events. Students will also see and interact with Palmy on signs around the school. His job is to remind students of the behaviour we see when students are **safe, respectful learners**.



COMMUNICATION

Palmerston District Preschool recognises the importance of positive family and staff relationships. We encourage:

- Sharing knowledge to enhance the growth and development of your child
- Developing positive relationships with families that are based on mutual trust and open communication
- Developing a sense of belonging to the Preschool and wider school, for the children, families, and staff.

Our staff value opportunities to talk to parents both in a formal and informal way. See below ways you may receive communication from our educators:

EMAIL

Please ensure the email you provide at the time of enrolment is correct and updated when changes occur. You will receive whole school and teacher communications via email.

FLOOR BOOKS

Each student is assigned a journal where their aspects of their learning journey from across the year are documented. They can include a child's work, scribed thinking and ideas, photographs, evaluations of learning and development from educators. This is available for families to access each day. The floor book is sent home with students at the end of the year. Additionally, each class has a floor book which shows the engagement and learning of students in the planned activities, this is also accessible every day.



PARENT PORTAL



Parent Portal is now available as a mobile app! You can now access Parent Portal with the *Sentral for Parents* app. Download *Sentral for Parents* for free through the [App Store](#) or [Google Play Store](#).

Parent Portal is a secure online platform used to share student information between you and your child's teachers. If you haven't registered for Parent Portal yet, use this [Parent Portal access](#) link to log into or create your ACT Digital Account. To access Parent Portal, you will need your access key, you should have received this by email when we launched.

If you can't find the email with the access key, please contact the front office team for help. Some reminders about what you can do with Parent Portal:

- notify us if your child is sick or explain an absence
- book parent-teacher interviews
- receive academic reports
- receive our school newsletter
- receive messages from your child's teachers
- make payments
- access the school calendar and your child's student timetable.

For more details you can access [Palmerston District Primary \(palmdps.act.edu.au\)](http://palmdps.act.edu.au)

PARENT TEACHER INTERVIEWS

Teachers appreciate the opportunity to talk with parents and carers both formally and informally. Interviews ensure valuable insights, and understandings about a child's individual developmental journey. Parent interviews are offered after formal reporting at the end of Semester 1 and by request in Semester 2. Interviews assist the teachers in planning, and we encourage you to attend.

REPORTS

Educators undertake a variety of assessments throughout the year for all Preschool children that are child-centred and include the voice of the child, parent, and educator. Assessment is linked to the Early Years Learning Framework. A formal report is prepared and is provided at the end of each semester (Term 2 and 4).

SCHOOL NEWSLETTERS

Newsletters are issued three times each term, providing updates on school activities and announcements. A link to the newsletter is emailed to the community on Fridays during weeks 3, 6, and 9 of each term. Additionally, the newsletter is available on our [school website](#).

SEESAW

At Palmerston District Primary School, we use the Seesaw app to communicate with parents. Seesaw is an online platform that allows teachers to create a digital portfolio for students. Parents will be able to see and comment on the activities their child is participating in. If you wish for yourself and your child to be added to the communication app to enable parents/carers to directly contact the classroom teacher, share photos and class work, please fill out the form at enrolment.



Here is an example of Seesaw posts in our Preschool:



It looks like the Dragon Lizards had such a great time during Mini Japanese Day! Children made fans, played games, listened to stories and ate rice balls. What a fun day!

GETTING READY FOR PRESCHOOL

A TYPICAL DAY AT PRESCHOOL

We will always prioritise the needs of the children during the day. This schedule is flexible to support individual and group dynamics, environmental conditions, and programmed learning opportunities.

Time	Activities
8.45 a.m.	Indoor investigations
9.00 a.m.	Mark roll, group time
9.30 a.m.	Fruit break
10.00 a.m.	Indoor/outdoor investigations
11.00 a.m.	Recess
11.30 a.m.	Inside/outside investigations
12.30 p.m.	Pack away, group time and transition
1.00 p.m.	Lunch
1.30 p.m.	Outdoor investigations
2.00 p.m.	Pack-up outdoor investigations
2.30 p.m.	Pack bags and relaxation/story time
2.45 p.m.	Home time

FOOD

All lunch boxes and containers needed to be labelled with your child's name and accessible. During the day students have fruit break, recess and lunch and parents are encouraged to pack a healthy lunch box with limited sweet or pre-packaged food. There will not be access to a microwave for hot food. Lunch and recess orders from the school canteen can be arranged for all weekdays **EXCEPT** Mondays. Please find

more details on how to order under CANTEEN in A-Z General Information.

Here are some examples of a healthy and balanced preschool lunch box:



Please note: Palmerston District Primary School is an allergy friendly school due to the inclusion of students with life threatening anaphylactic allergic conditions. We ask you to consider others as new students do join our school during the year and we may need to consider restraint of certain foods to accommodate the needs of others. Please do not bring nuts or send sandwiches with peanut butter or Nutella.

SESSION TIMES

Preschool classes start at 8:45 a.m. and finish at 2:45 p.m. Each preschool student attends for five days every fortnight. This ensures that students are provided a total of 30 hours of preschool each fortnight.

Students assigned to the beginning of the week will attend on Mondays, Tuesdays, and alternate Wednesdays (odd weeks). Students assigned to the end of the week will attend on Thursdays, Fridays, and alternate Wednesdays (even weeks). Below is an example of a class schedule. Each term resets and the beginning of the week classes will always attend the Wednesday of the first week.

Example				
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday
Monday	Tuesday	Wednesday	Thursday	Friday

RESOURCE PACKS

Communication about resource packs will be sent via email during the summer holidays. These will be available for purchase in the summer holidays and will be sent directly to the school. We have made every effort to keep the prices as low as possible.

SUPPORTING YOUR CHILD

Each child's journey to preschool is different. Your child might transition from home or an early childhood education and care service, they might attend a public preschool or continue into their early childhood education and care preschool program. You know your child best – you are their first teacher – and you play an essential role in helping them on their educational journey.

As part of the [Set up for Success: An Early Childhood Strategy for ACT](#) the ACT Education Directorate has launched the Preschool Pathways program, designed to assist you to support your child in starting preschool. A set of resources is available under the [Preschool Pathways program](#), including:

- [Preschool Pathways map](#)
- [Supporting Resource 1: What is the EYLF?](#)
- [Supporting Resource 2: Great books to read with your child](#)
- [Supporting Resource 3: Talking to your child about their day](#)

You may also want to do the following to prepare your child:

- Pack food for a full day in a lunch bag and help your child to select what they need to eat at fruit break, lunch, and afternoon snack.
- Make sure that your child can open the containers and access the food themselves.
- Practise dressing, and check that the shoes are a good fit.
- Help your child to practise independence when following the toilet routine and washing hands.
- Suggest to your child that they should have a toilet break and wash their hands before they eat.
- Talk about when they might need to ask for help – e.g. to go to the toilet, to locate something they cannot find or for support to resolve an issue and get them to give you some ideas about what they can do if they need help.
- Share some of your own stories about how you make new friends.
- Talk together about what they can say to introduce themselves.
- Talk and make some plans about what they can do if they cannot find anyone to play with.

Some students will need 'down time' when they come home, try to adjust your routines to allow for breaks, times to rest and play.

UNIFORM

Our school colours are teal and navy blue. These are reflected throughout our school. Students are encouraged to wear a school uniform each day as it promotes their sense of belonging. Uniforms are available for purchase from the schools second-hand uniform shop (managed by the P&C) or [Lowes](#) or [Chilada](#) located in Gungahlin.

The summer uniform consists of checked school dress, teal short-sleeved polo and a navy skirt or shorts.



The winter uniform consists of white or teal skivvy, navy tracksuit bottoms or pants, black tunic, teal long-sleeved polo shirt and a fleece jacket.



WHAT TO BRING

- School bag/backpack: Please make sure your child can identify it, and it is large enough to hold all items requested below.
- Library bag: To borrow a book from the Preschool library you will need a waterproof library bag.
- Sunhat: A wide-brimmed hat is most suitable. A bucket or legionnaire hat will best protect the eyes, ears, and neck. Please ensure that cords on hats are detachable in compliance with Directorate regulations. Hats must be worn when playing outdoors and will stay at school.
- Change of clothing: Please pack a spare set of clothes (including underwear and socks) in case of accidents. Leave these in a plastic bag in your child's school bag for easy access.
- Covered shoes: sneakers, joggers or traditional black school shoes are advised. Our Educators do support students to be independent and shoes without laces are encouraged if they are not able to tie their own laces.
- Drink bottle: filled with water each day.

Please ensure all your child's belongings are clearly labelled.



HEAD LICE

Head lice are extremely contagious but easily eradicated. Children with either eggs or live lice will be excluded from school until treatment has begun. Please report any cases of head lice to the Front Office.

To view Education Directorate policies, visit [ACT Education Directorate](#)

OUTBREAK PROCEDURES AND EXCLUSION PERIODS

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

CONDITION	EXCLUSION PERIOD OF PERSON WITH CONDITION	EXCLUSION OF PERSONS IN CONTACT WITH CONDITION
Amoebiasis (entamoeba histolytica)	Exclude until diarrhoea ceases	Not excluded
*Campylobacteriosis	Exclude until diarrhoea ceases	Not excluded
Chicken pox (varicella and herpes zoster)	Exclude until the last blister has scabbed over. The child should not continue to be excluded by reason only of some remaining scabs.	Not excluded Any child with an immune deficiency (e.g. with leukaemia, or as a result of receiving chemotherapy) should be excluded for their own protection and seek urgent medical advice and varicella-zoster immunoglobulin (ZIG), if necessary.
Conjunctivitis (acute infectious)	Exclude until discharge from eyes ceases.	Not excluded
*Cryptosporidiosis	Exclude until diarrhoea ceases	Not excluded
Diarrhoea	Exclude until diarrhoea ceases	Not excluded
*#Diphtheria	Exclude until— at least two negative throat swabs have been taken (the first not less than 24 hours after cessation of antibiotic treatment and the second not less than 48 hours later), and a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Exclude family and household contacts until approval to return has been given by the Chief Health Officer.
Giardiasis	Exclude until diarrhoea ceases	Not excluded
*#Haemophilus influenza type b (Hib)	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded
Hand, Foot, and Mouth disease	Exclude if— child is unwell, or child is drooling, and not all blisters have dried, or an exposed weeping blister is not covered with a dressing.	Not excluded
*Hepatitis A	Exclude for at least seven (7) days after the onset of jaundice and a certificate	Not excluded

	is provided by a medical practitioner recommending that the exclusion should cease.	
Herpes (cold sores)	Exclude young children unable to comply with good hygiene practices while the lesion is weeping. Lesion to be covered by a dressing in all cases, if possible.	Not excluded
CONDITION	EXCLUSION PERIOD OF PERSON WITH CONDITION	EXCLUSION OF PERSONS IN CONTACT WITH CONDITION
Impetigo (school sores)	Exclude until appropriate treatment has commenced and sores on exposed surfaces are covered with a watertight dressing.	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded
*Leprosy	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*#Measles	Exclude for at least four (4) days after the rash appears.	Immunised contacts not excluded. Exclude non-immunised contacts until 14 days after the first day of appearance of the rash in the index case. (b) Non-immunised contacts immunised with measles vaccine within 72 hours after their first contact with the index case are not excluded after being immunised. (d) Non-immunised contacts who are given normal human immunoglobulin (NHIG) within seven (7) days after their first contact with the index case are not excluded after being given NHIG.
Meningitis (bacterial)	Exclude until well	
*Meningococcal infection	Exclude until adequate carrier eradication therapy has commenced.	Not excluded if receiving rifampicin or other antibiotic treatment recommended by the Chief Health Officer. Otherwise, excluded until 10 days after last contact with the index case.
*#Mumps	Exclude for nine (9) days after onset of symptoms, or until parotid swelling goes down (whichever is sooner).	Not excluded
*#Poliomyelitis	Exclude for at least 14 days after onset of symptoms and until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	Not excluded

Ringworm, scabies, pediculosis (lice), trachoma	Exclude until effective treatment has commenced.	Not excluded
Rotavirus	Exclude until diarrhoea ceases	Not excluded
*#Rubella (German measles)	Exclude for four (4) days after the appearance of the rash.	Not excluded Female staff of child-bearing age should ensure that their immune status against rubella is adequate.
*Salmonellosis	Exclude until diarrhoea ceases	Not excluded
*Shigellosis	Exclude until diarrhoea ceases	Not excluded
Streptococcal infection (including scarlet fever)	Exclude until the person has recovered or has received antibiotic treatment for at least 24 hours.	Not excluded
CONDITION	EXCLUSION PERIOD OF PERSON WITH CONDITION	EXCLUSION OF PERSONS IN CONTACT WITH CONDITION
*Tuberculosis	Exclude until approval to return has been given by the Chief Health Officer.	Not excluded
*Typhoid and paratyphoid fever	Exclude until a certificate is provided by a medical practitioner recommending that the exclusion should cease.	(a) Not excluded unless the Chief Health Officer notifies the person in charge of the school. (a) If the Chief Health Officer gives notice, exclusion is subject to the conditions in the notice.
*#Whooping cough (pertussis)	Exclude for 21 days from start of cough, or for at least five (5) days after starting a course of antibiotics recommended by the Chief Health Officer.	Exclude non-immunised household, home based childcare and close childcare contacts under seven years old for 14 days after the last exposure to infection, or until five (5) days after starting a course of antibiotics recommended by the Chief Health Officer (whichever is sooner).
Worms (intestinal)	Exclude until diarrhoea ceases	Not excluded
A parent/carer of a child with a listed exclusion condition or a child who has been in contact with a listed exclusion condition must notify the school principal or principal carer as soon as possible.		
*These conditions must be notified by medical practitioners to the Chief Health Officer #These conditions must be notified by the school principal or principal carer to the Chief Health Officer.		

A-Z GENERAL INFORMATION

ABSENCES/LATE SLIPS

The class roll is a legal document, and it is maintained electronically. Parents are requested to report all absences from school. Failure to do so will result in 'unexplained' absences which can be forwarded on to the Student Attendance Team to follow up. Absences should be reported in one of the following ways:

1. Email to info_palmdps@ed.act.edu.au
2. Call 02 6142 1440

Our preschool day starts at 8.45am and attendance rolls are marked by 9am. If your child arrives at school after 9am they will need to sign in at the front office. If you are collecting your child for appointments or private arrangements during the day you are required to inform the front office staff and sign out your child before collecting them from preschool.

ALTERNATIVE PICK-UP ARRANGEMENTS

In accordance with the National Law, children may only leave the preschool/school premises:

- with an authorised parent, guardian or authorised nominee who has been authorised to collect the child and is named within the child's official enrolment file.
- with written permission provided by an authorised parent, guardian or an authorised nominee who has been granted permission to do so within the child's official enrolment file.
- if the child requires medical, hospital or ambulance care or treatment or in the case of another emergency.

Please see the front office for an **Authorised Nominee form** if you require your child to be collected by someone other than an adult already on the student's profile well in advance. This is a protective measure for your child and, if we do not have written consent, we cannot release your child from our care. If the unexpected happens during the day and you may be late or need to adjust pick up, please let the front office know. Our preschool day ends at 2.45pm and students should be picked up promptly.

BEFORE AND AFTER SCHOOL CARE

Palmerston has a relationship with Communities at Work operates an out of hours school care program (OHSC). The hours of operation are: 7.30am - 8.45am and 2.45pm - 6.00pm Preschool students typically remain in the preschool for the afternoon sessions.

If students attend Before or After School Care provided by Communities at Work, a handover will be conducted between the preschool staff and the Before/After School Care staff.

For more information and bookings, please contact Communities at Work. Either via email: enrolments@commsatwork.org or via their website: Communities at Work

The logo for Communities at Work is displayed on an orange rectangular background. The word "communities" is written in a white, lowercase, sans-serif font. Below it, the word "atWork" is written in a white, lowercase, sans-serif font, with "at" in a smaller size and "Work" in a larger size, and the "a" and "t" are connected.

BIRTHDAYS

Educators will often celebrate students' birthdays by providing them a birthday badge to wear and leading the class in a happy birthday song. Parents are discouraged from bringing in food of any kind to celebrate due to the possibility of adverse reactions to ingredients.

CANTEEN

The canteen at Palmerston District Primary School is run by an external company called Flexischools. The canteen currently operates 4 days a week (Tues - Fri) to pre-order lunches and to purchase snacks. The canteen is located next to the school hall.

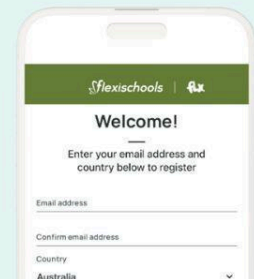
Schools in the Australian Capital Territory follow the National Healthy Schools Canteen Guidelines which aims to help canteen managers across Australia to make healthy food and drink choices for school canteens. The National Healthy School Canteens Guidelines is based on the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.



How to register with Flexischools

- 1 Download the Flexischools app and select "**Register**"
- 2 Enter your email and hit submit to create an account
- 3 Go to your inbox and click the link to verify your email (check spam if lost)
- 4 Follow the prompts to complete your registration, creating a password and adding your personal details
- 5 In the navigation bar, add your student(s) under "**Profile**" > "**Students**" > "**Add new**" then hit "**Save**" once done.

Now you're ready to start ordering!



CHANGES TO DETAILS

Please keep the front office staff and preschool informed of any changes to address, home/work phone numbers, childcare arrangements, medical information, and emergency contact phone numbers.

CHILD PROTECTION PRACTICES

All employees in schools are mandated to report any case of suspected child abuse. Failure to notify suspected physical and /or sexual abuse of children is a criminal offence. This is a confidential process, and families may not be informed if reports occur. Staff will deliver lessons to children about protective and safe behaviours. Staff will also deliver lessons to enhance social and emotional skills.

CONCERNS OR COMPLAINS

If you have a concern about your child's education, please have a conversation with the preschool teacher. You are also welcome to contact the executive teacher or Principal in the primary school. Should the need arise the Children's Education and Care Assurance (CECA) can be contacted via: Email: complaintsCECA@act.gov.au or via phone: 6207 7581.

CONTRIBUTION TO DECISION MAKING

Families are welcome to contribute to the decision-making procedures of the school through the School Board and/or P&C.

CUSTODIAL ARRANGEMENTS

Please make sure the Palmerston District Primary School front office and the preschool staff have a copy of any custodial arrangements. Information supplied will be kept strictly confidential.

EARLY INTERVENTION

Early intervention refers to the avenues available to assist children when they need additional support to meet outcomes or milestones, this may be through avenues at school or may require external agencies. Services are designed so support students academically as well as socially if necessary and are adapted to meet needs. Early intervention refers to both long term and short-term targeted approaches. If teachers have concerns regarding students' academic or social performance this will be communicated to parents in a timely manner and may result in referrals to our targeted student support team. Students with a diagnosed disability or delays should have their documents and needs communicated to the school. If you would like any additional information on services available please see the [Community Paediatric and Child Health Service](#) and the [Child Development Service](#).

EMERGENCY MANAGEMENT PROCEDURES

The school has a policy on emergency evacuations and are required to practise evacuations and lock down drills every term. All staff and children participate in regular emergency drills such as fire and lockdown. Preparing our younger students with ways we keep them safe is an important part of each term at preschool. Procedures for all emergency evacuations are visible in the Preschool classrooms.

ENROLMENT FOR KINDERGARTEN 2027

Preschoolers will be automatically enrolled into kindergarten for the following year where they attend preschool at their local Priority Enrolment Area (PEA) primary school.

Students attending preschool outside their Priority Enrolment Area will need to submit a new enrolment application for kindergarten in the following year, which will be assessed based on the relevant enrolment criteria for the school's kindergarten. The need for you to submit a new application will have been advised in a letter or email from your current school when you received your preschool offer of enrolment.

If you received a letter or email like this from your current school for your preschool enrolment offer, then you will need to complete a new enrolment form for your child for kindergarten. Please check with your current school if you are unsure what to do. Regardless of where you attend preschool, you are guaranteed a kindergarten place at your PEA school.

EXCURSIONS

Excursions and incursions are part of the educational program in Preschool. If children use any form of transport, parents will be advised in advance and asked to give permission, in writing, for the child to attend. Additionally, parents will be advised in advance if payment is required to attend. Prior to excursions and incursions, staff complete a Risk Assessment to ensure the safety of all children.

HELPFUL LINKS

Raising Children Network: [Raising Children Network](#)

Child Development Service: [Child Development - Community Services](#)

Starting Blocks: [Starting Blocks](#)

Little People's Literacy Learning [Little People's Literacy Learning](#)

HYGIENE PROCEDURES

Personal hygiene measures such as hand washing, covering the mouth and nose when coughing or sneezing, covering weeping sores, not sharing food or drinks, and not attending school when ill or suffering from diarrhoea are important means of limiting the transmission of a number of common infectious conditions. Staff, children, and volunteers must adhere to the hand washing procedures. All children are encouraged to wash their hands:

- Before and after eating or touching food
- After toileting
- After blowing their nose, wiping tears and dribbles

All scratches and cuts must be covered.

LOST PROPERTY

Please ensure all items of clothing are labelled with your child's full name in the case they are misplaced. If you are unable to find lost items, please check in with the classroom teacher.

PARENTS AND CITIZENS (P&C) ASSOCIATION

The Parents and Citizens Association (P&C) plays a key role within the school. Meetings are held twice a term. One occurs on a Monday evening at 7pm in Week 3 and a Tuesday afternoon at 2pm in Week 8. All parents are encouraged to attend the meetings. As well as its more official activities, the P&C provides an informal meeting ground for parents and teachers and serves a fundraising function for the school. If you have any ideas/suggestions or are interested in assisting, please find out more on

How to wash hands

1 A hand wash should take around 30 seconds.



THIS POSTER REFERENCES THE WORLD HEALTH ORGANIZATION'S 'HOW TO HANDWASH' POSTER. NHMRC Ref: CH519. Printed June 2013.

Australian Government
National Health and Medical Research Council

NHMRC
WORKING TO BUILD A HEALTHY AUSTRALIA

our school [website](#), or email the P & C President via pdpspandc@gmail.com

PHOTOGRAPHY

Palmerston Preschool has adopted the [National Model Code for Early Childhood Education and Care](#). This resulted in only service-issued electronic devices being used when taking images or videos of children. Educators also have strict controls in place for the appropriate storage of images and videos of children.

POLICIES AND PROCEDURES

If you are interested in looking at our policies and procedures, please see a staff member. They are also available online via the [Education Directorate website](#).

SCHOOL BOARD

Each government school in the ACT is administered by a School Board whose membership comprises the school principal, two elected staff members, three elected members of the parent body and a nominee of the Department of Education. Elected members normally serve for a two-year period. The Board meets regularly across the year.

The Board is the policy-making body of the school. Its major functions are to:

- Determine the educational policies to be implemented at the school.
- Assess, from time to time, the needs of the school in relation to the provision of buildings and facilities, equipment, funds, teachers and other staff, and make recommendations to the Chief Executive (of the Directorate) with respect to the meeting of those needs.
- Determine the purposes for which funds made available for the school are to be expended.
- Make recommendations to the Chief Executive in respect of the use of the buildings, facilities, and equipment of the school for purposes other than school purposes.
- Develop relationships between the school and the community and between the school and community organisations.
- Make recommendations to the Chief Executive on matters relating to the school.

SUSTAINABILITY

Preschool staff pride themselves on leading by example. At preschool students learn to sort their rubbish into categories: Rubbish, plastics, and compost.



TRANSITIONS

If your child is continuing at Palmerston for Kindergarten, they will be involved in many and varied activities to ensure a happy and successful transition into their next setting. To do this we have implemented a transition program for our preschool children and their families. Some of the activities include:

- Kindergarten classroom visits
- Library and canteen visits
- Opportunities to attend whole school events - Book Week, Easter Hat Parades, performances, sport carnivals etc.
- Students attending small group settings or other primary schools are also provided with necessary support to ensure successful transitions. This might be in the way of organised visits to the new setting, and by professional sharing of relevant information to new teachers and carers.

VOLUNTEERS

We warmly welcome volunteers into our classrooms to assist in many ways. This may include interaction with individuals and small groups of students in a range of different activities, including our famous Sports Carnivals. To assist schools in providing a safe environment and a positive educational climate, volunteers are asked to comply with the Code of Conduct for Volunteers. Prior to commencing volunteer work you will need to obtain a Working with Vulnerable People positive registration (WwVP Card) through [Access Canberra](#) and fill out a form at the Front Office with your details. Please see the Front Office for more information.

**WE LOOK FORWARD TO
WORKING WITH YOU IN 2026!**

