Fraser Park Preschool
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Mr Daniel Papuc  
Preschool Support Teacher

Ms Danielle Grguric  
Preschool Support Teacher

Ms Serena Grout  
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Ms Paula Fahey  
Preschool Support Staff

Mr Daniel Robin  
Preschool Support Staff/ ICT Teacher

Mr Daryl Mark  
Christian Pastoral Care Worker/ Bus Driver

Ms Kiah Mann  
Front Office/ Bus Driver

Ms Julie Cawte  
Finance

Ms Julie Sim  
Front Office
**PHILOSOPHY**

The Preschool provides a safe, secure and supportive environment for children and families where Respect, Care, Enthusiasm and Fun are valued.

We believe children learn best through play which engages them in concrete, active experiences.

We believe in strong family partnerships and working with the community.

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**FACILITIES**

The Preschool provides a large shady outdoor activity area for children to actively play and, be creative.

The Preschool indoor learning environment supports learning through play-with various construction puzzles, numeracy and literacy experiences and making materials for the children.
THE CURRICULUM

The curriculum is based on the Early Years Learning Framework for Australia-Belonging, Being & Becoming.

Fundamental to the Framework is a view of children’s lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children’s first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

The five Learning Outcomes are designed to capture the integrated and complex learning and Development of all children across the birth to five age range. The outcomes are:

Outcome 1: Children have a strong sense of identity.
Outcome 2: Children are connected with and contribute to their world.
Outcome 3: Children have a strong sense of wellbeing.
Outcome 4: Children are confident and involved learners.
Outcome 5: Children are effective communicators.

The outcomes are broad and observable. They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning.

REPORTING YOUR CHILD’S PROGRESS

Each child has a work sample book and a learning portfolio containing:

- examples of work
- Teacher observations
- Learning Stories
- photographs

The folder goes home with the child and their families at the end of their preschool year.

“Play is the work of children”

STARTING PRESCHOOL

If your child turns four before May 1st, they will start preschool on the first day of Term one in that year.
If your child turns four on or after May 1st, they will start preschool on the first day of Term one the following year.
PRESCHOOL ENTITLEMENT

Children aged four are entitled to 4 preschool terms prior to school entry.

Special Needs, Aboriginal and Torres Strait Islander Children are entitled to begin preschool at age three and four sessions a week.

SESSION TIMES FOR PRESCHOOL

Fraser Park Preschool runs 2 sessions per day from Monday to Thursday.

Morning sessions: 8:50am - 11:50pm
Afternoon sessions: 12:00pm - 3:00pm

We also offer a pre-entry term for children to attend once a week before their 4 terms start. Pre-entry children are entitled to 1 session per week, and full time preschool children are entitled to 5 sessions per week.

Children attend a combination of five (5) sessions in one week or 10 sessions over a 2 week period eg:

Any combination of five (50) sessions each week
- 3 half days and 1 full day
- 2 full days and 1 half day

Or

Any combination of Ten (10) sessions each fortnight
- Week 1 = 6 sessions Week 2 = 4 sessions or vice versa
N.B. 1 session = 1 half day

Sessions can be distributed flexibly over the week/fortnight please talk to us we will endeavour to accommodate your needs.

FEES

Pre-entry children pay $10.00 per term.
Full time children pay $15.00 per term.

We use this money to supplement our government grant: your money is used to buy:

- Ingredients for cooking, play dough
- Textas, pencils, crayons
- Paint and paper
- Nails for woodwork
- Tissues
- Bits and pieces for activities
- Photos for our Portfolio’s
- Clay
- Toys, games and equipment

An account will be issued at the beginning of each term. The money needs to be paid at the Front Office for which a receipt will be issued. Payments may be made in instalments.
WHAT DOES MY CHILD BRING TO PRESCHOOL?

Each session your child attends they will need the following:

- **A named bag** (big enough to carry their belongings)
- **A healthy snack to eat**, here are some ideas
  - fruit, sandwich
  - dry biscuits, cheese and hard-boiled eggs
  - vegies, cucumber, sweet corn, celery, tomato

If your child is staying for 2 sessions on any given day then they will need to have their lunch in a named lunch box or bag. This will be put in the lunch box basket in the preschool that will then be put in a safe, cool place. The children will still be required to monitor their own snack. Please keep packaging simple for the children to handle, e.g. put a sandwich in a paper bag rather than glad wrap.

- **A named hat**
- **A change of clothes** (you never know when accidents may occur)

"Fraser Park is a Health Promoting School which actively encourages education for a healthy lifestyle. We would like to discourage lollies, chocolate, rollups, fizzy drinks, etc. from being sent."

- Water is available for children to drink
- **Fruit box drinks are not encouraged.**

SIGNING IN

A sign in sheet is on the table near the FRONT DOOR.

FAMILY COMMUNICATION BOOK

A family communication book is near the FRONT DOOR to notify staff who picks up your child, or if your child is to catch the bus.

CLOTHING

Children need to wear clothes they can play in and not be too concerned if they get dirty.

- Suitable footwear is important (sandals, covered in shoes) for safety when climbing, running, balancing etc. Thongs and rubber boots should be avoided.
- Hats need to be worn in Term 1 and Term 4 keeping with the Preschool’s Sun Smart Policy. Hats stay in children’s bags when not being worn - **name your child’s hat**.
- T-shirts rather than tank tops are encouraged during summer months to provide extra protection from the sun.
REFERRALS AND MEDICAL INFORMATION

Please try to give us as much information as you can to help us plan for your child's needs eg asthma, bee sting allergy, food allergy, recurrent ear infections. Children with asthma need to submit an asthma plan (given to you by your G.P., if your child requires an asthma plan or an action plan for anaphylaxis families will need to sit with preschool staff to devise a mutually agreed health support plan). If your child has been seeing a specialist for speech, vision, ADHD, physiotherapy etc. let us know, we may be able to get some extra help through a referral. (Anaphylaxis and Epi pen to be supplied)

ILLNESS AND ABSENCES

Please notify us if your child will be absent.

In an emergency an ambulance will be called. Families will be contacted as soon as possible.

Please keep children home if they have any contagious illness such as Chicken Pox, Ring worm, Lice, School sores, a virus, cold, conjunctivitis, measles, or gastro.

LOST PROPERTY

Lost property will be placed in the Lost Property Box, please check with staff.

To save your child an emotional upset it would be safer to leave toys / valuables at home, in case they are lost or damaged.

MEDICATION

Staff do not administer medication without a competed Medication Health Plan that needs to be completed by a Medical Practitioner. Documentation and permission to administer medication forms must be competed if this is applicable to your child. Please see staff for these forms. You can request a copy of our preschool health support policy which outlines the requirements for the administration of medication.

FAMILY PARTICIPATION

Our aim is that you view the Preschool as an extension of your home and that you will share with us in the development of you child.

Your participation in our educational program is always welcome and much appreciated. If you have any special interest, skill or talent which you would like to share with the children, please let us know so we can incorporate your ideas in the program. We especially appreciate your help with music, dance, science, cooking, craft etc.

Family help at the end of the session is greatly appreciated; parents can help out with cleaning paint pots, wiping tables, sweeping the floor, washing dishes etc.
SCHOOL TRANSITION

We value smooth transitions to ensure children feel happy and safe.

This means children have the opportunity to see their school and familiarise themselves with the new routines, expectations and staff.

CONCERNS / GRIEVANCE PROCEDURES

If any family has concerns regarding any aspect of the preschool program the following guide may help. Please see the teacher in the first instance.

If you have concerns regarding staff, volunteers, support workers, other parents please see the Principal. (Michelle Kamma)

If you have concerns regarding the Principal please contact
The Regional Director
Beatty Tce
Murray Bridge District Office
Ph.: 85320700

GOVERNING COUNCIL

The Preschool Is managed by a family and staff Governing Council. The Governing Council, with guidance and support from the Principal, are responsible to oversee the Preschool’s budget and finances, maintenance of the building, equipment, garden and grounds and ensuring that the children have a safe and healthy environment in which to learn. A large focus within these meetings is the curriculum-learning journey of the children.

The Council consists of the following position:

Chairperson
Ensures that meetings are held twice a term, organises the agenda, chairs meetings with efficient time management, contact with Principal for official meetings if /when necessary.

Vice Chairperson
In absence of Chair, as above.

Minutes Secretary
Takes minutes of the meeting, ensures all members have copies of minutes for next meeting at least one week before meeting, displays minutes on pin up board.

General Council Members
Contribute to discussion and support the council where needed.

Becoming a member is a great way of having an active role in your child’s Preschool and a way of getting to know other parents and staff. No experience is necessary and your comments, suggestions, concerns and ideas are always welcome. Meetings are organised, twice a term, and everyone is welcome to attend. Families can also join throughout the year.

CRIMINAL HISTORY CHECKS

We greatly value volunteers at Fraser Park. As part of making sure all of our children are safe all paid and unpaid workers must have a DCSI Criminal History check and a copy must be provided for our records.
FRASER PARK PRESCHOOL BEHAVIOUR GUIDANCE CODE

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child’s well being, learning and development.
- Staff and families need to share responsibility, being consistent at all times, creating a safe, secure environment for children, and modelling appropriate behaviours.
- Children behave in ways which are meaningful and purposeful, based on their perceptions of the best ways to meet their particular needs in a situation or context.
- It is the responsibility of families and staff to equip children with decision-making skills to make appropriate behavioural choices to help meet their needs.
- All individuals and groups within the Fraser Park community must be valued and treated with respect. The diversity within this community will be acknowledged in responses to children’s behaviours. We acknowledge that children have different levels of ability to learn and to cooperate.
- Most inappropriate behaviours indicate that children need more learning, practise, support, or counselling.
- That the consideration of children’s individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- In preschool, children often have unpredictable moods as their self-regulatory skills are developing. We believe that positive development of self-regulation helps children with school readiness. Children therefore need opportunities to discuss and practise appropriate behaviours. For children with disabilities, appropriate behaviour management strategies are developed in the context of Negotiated Education Plans.
- A partnership is necessary between staff, children and their families if a safe, caring, orderly and productive community is to be created and if responsible child behaviour is to be developed.
- A whole Fraser Park Preschool-7 School community approach to the management of children’s behaviour will provide a consistent environment in which children can learn to take responsibility for their own behaviour.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.
- Staff who understand a range of models and are supported in implementing them are better able to develop successful engagement and to assist children and their families in making decisions about behaviour.

As a staff team we promote positive behaviour and interactions by:

- Providing staff with opportunities to develop a wide range of skills in managing behaviours.
- Promoting the Fraser Park values CARE, RESPECT, ENTHUSIASM and FUN.
- Teaching children to accept responsibility for their behaviours through being involved in decisions about behaviour, and staff explicitly teaching and modelling responsible behaviour.
- Maintaining consistent reinforcement and expectations of children accepting responsibility for their behaviours.
- Using Restorative Justice as a method to teach responsibility for behaviours.
- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
Ensuring that limits set are reasonable and understood by all children and adults.

Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feelings through sensory and other forms of play.

Using positive verbal and non-verbal guidance.

Exploring possible causes and implementing strategies for behavioural changes to increase the level of successful learning. Strategies may include reviewing and reforming preschool structures, practice or curriculum and involving DECD and other interagency services.

Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.

Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.

Interacting positively, using positive language and acknowledging and modelling respectful behaviour.

Valuing children as individuals within their family and cultural context.

Working in partnership with families to identify shared values regarding children’s behaviours, to clarify expectations and consequences in the Preschool’s Behaviour Code and to ensure that they are being applied consistently.

Taking the initiative in establishing partnerships.

Involving children in goal setting, developing group norms and the development of behavioural expectations.

Intentional teaching of appropriate behaviours and play skills, building on each child’s strengths and achievements and providing choices when possible.

Encouraging open communication with families to ensure that each child’s rights are met.

**We will respond to challenging behaviours by:**

- Taking into account the diversity of the community, and individual children’s developmental levels when formulating appropriate responses to inappropriate behaviour.
- Reminding children of expectations and limits and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice practices that support children to empathise with others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child’s well being and learning.
- Assessing individual children’s learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.
Behaviour Flow Chart

WE VALUE
Learning with respect, fun, enthusiasm and care

Some behaviours that may result in Reminders or Redirection
- Out of bounds
- Swearing
- Name calling
- Yelling inside
- Violent Play
- Games (e.g. ‘doctor/nurse’, ‘show me yours and I’ll show you mine’)
- Climbing trees
- No hat
- Playing in toilets
- Tantrums
- Wanting to touch other children’s genitals
- Not following instructions
- Minor vandalism
- Running inside
- Climbing fences

Some behaviours that result in Intentional Teaching and Redirection
- Racism
- Bullying
- Violent tantrums
- Biting
- Hurting animals
- Hitting others
- Inappropriate language
- Following others into toilets to look at them or touch them
- Eating others food
- Vandalism
- Dangerous behaviour
- Persistent violent play
- Urinating outside
- Defecating outside

Some behaviours that require Withdrawal, Intentional teaching and Talking to Families
- Overt sexualised behaviour
- Chronic peeping
- Persistent violent tantrums
- Continual bullying
- Extreme violence
- Pulling other children’s pants down/skirts up against their will
- Extreme violent play
- Persistent blinking
- Continually defecating outside
- Explicit sexual conversation using sophisticated or adult language
- Persistently following others into toilets to look at them or touch them
- Continually urinating outside (≥4.5 years)

Date Approved 02/07/2013
Date Review Due 03/07/2015
PARENT CONCERNS AND COMPLAINTS
PROCEDURE (endorsed 2nd July 2013, Review July 2015)

At Fraser Park Preschool-7 School we believe families are partners in the education of children. Regular two-way communication between families and the preschool is essential in helping children achieve their potential.

Our preschool is committed to ensuring that anyone with parental responsibilities for a young person can raise a concern or complaint, with confidence that it will be heard and responded to in an appropriate and timely fashion.

GUIDING PRINCIPLES
Safety of children is always the first priority. Our procedures are underpinned by the following principles:

1. All persons in the Fraser Park Preschool-7 School community including children, families, staff and volunteers have the right to be treated with respect and courtesy in accordance with the site’s values.
2. Families have the right to raise concerns and make enquiries or complaints about any aspect of preschool life.
3. Information about how, where and to whom complaints can be made should be visible and accessible through preschool procedures.
4. Complaints will be acknowledged and addressed promptly within specified timelines.
5. Individual complaints will be assessed objectively and without bias using principles of natural justice.
6. The rights and responsibilities of all parties will be considered and balanced in attempting to find a mutually acceptable outcome to complaints.
7. The confidentiality of all parties will be maintained wherever possible.

Step 1: Talk to us
If your concern or complaint relates to an issue concerning your child’s education or experiences you should talk to the teacher as soon as possible.

You may prefer to organise a mutually convenient time to meet the teacher rather than discuss the issue via a telephone conversation. You are welcome to bring a support person with you, if you wish. The role of the support person is to provide advice and support during the process and not to answer questions on behalf of any of the parties or interfere with the discussion.

Our staff will, following a direct complaint:
• Listen to the complaint
• Record what you say
• Identify actions to resolve the concern
• Let you know what will or has been done
• Get back to you to see how things are going
• If appropriate, refer the matter to the preschool principal

If your concern has not been resolved following discussions with the staff member, you should contact the preschool principal.
The preschool principal will:
- acknowledge receipt of the complaint as soon as reasonably possible (within 5 school days).
- listen to the you.
- provide support to you if necessary while the complaint is being considered.
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly.
- consider relevant legislation, DECD policy and guidelines, preschool procedures.
- inform you if there is a delay in the process.
- ensure your complaint and the outcome is documented.
- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing including the right to refer the matter to the Murray and Mallee Regional office.

Please note:
Interpreters and Aboriginal Education Coordinators are available to assist families in communicating with us. Please contact the Murray and Mallee Regional office on (08) 85320700 for assistance.

Step 2: Contact our local DECD Regional Office

If the complaint is about the principal of the preschool or you are not satisfied with the outcome you may contact our local DECD Murray and Mallee Regional Office.

DECD Murray and Mallee Regional office
20 Beatty Tce
Murray Bridge SA 5253
Ph. (08) 8532 0700
Fax (08) 85325065

The Regional Office will:
- provide written acknowledgement of receipt of your complaint within five working days.
- clarify and record the nature of the complaint, including what expectations you have in relation to outcomes.
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly.
- refer, where appropriate, any complaint that has not been raised at the preschool level back to the preschool.
- inform you if there is a delay in the process.
- ensure your complaint and the outcome is documented.
- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing.
Step 3: Contact the Parent Complaint Unit

If your complaint remains unresolved after working together with our preschool, regional personnel and Regional Principal, you should submit, in writing, your complaint to:

Manager, Parent Complaint Unit
Level 6 / 31 Flinders Street
ADELAIDE SA 5000
Ph: 1800 677 435
Or by email to decd.parentcomplaint@sa.gov.au

You should include information about the complaint, including why it remains unresolved and an outline of what actions have been taken to resolve the complaint. You should also outline what you think a reasonable solution would be.

The Parent Complaint Unit, on behalf of the Chief Executive, will:
• acknowledge receipt of the complaint
• assess and make a recommendation to the Head of Schools or the Head of Child Development that:
  1. a review is not warranted and that you should be advised that no further action is considered necessary and that the complaint is now concluded; or
  2. a review is necessary; or
  3. the complaint should be referred to an external agency for investigation or review.

The Head of Schools or the Head of Child Development will review the advice and decide that the complaint (in full or in part):
• can be resolved (all parties agree on an appropriate response)
• should be dismissed (complaint is either unsubstantiated, vexatious, outside of reasonable expectations in relation to confidentiality, cooperation, courtesy and respect or is orientated towards conflict)
• remains unresolved and that an independent review by an external agency is required.

Please Note:

Any written or verbal complaints that contain personal abuse, inflammatory statements, and comments of a threatening nature or intended to intimidate will not be addressed and the parent will be advised accordingly.

Families can call the Parent Complaint Unit hotline at any stage on 1800 677 435 for information, advice and support.

In some circumstances it may be appropriate that a concern or complaint is escalated directly to Parent Complaint Unit. In these instances the parent will be advised of where the matter will be referred to and why.

Families can also contact the Education and Early Childhood Services Registration and Standards Board of South Australia (EECSB) Ph: 1800 882 413 or the State Ombudsman: www.ombudsman.sa.gov.au for information, advice, support and in circumstances where the complaint remains unresolved.
Requesting your identity to remain confidential

Families may request that their identity remain confidential when making a complaint. In this situation, every effort will be made to keep the parent’s identity confidential but this may limit options for negotiating a resolution. (For example, an apology is unlikely to be forthcoming if the identity of the complainant is not known.) These circumstances also raise issues in relation to procedural fairness for those who have a complaint made about them as they have a right to know the particulars of the complaint.

While every effort will be made to comply with a request to keep the parent’s identity confidential, Freedom of Information requirements may result in a parent’s identity becoming known.

Anonymous complaints

Fraser Park Preschool-7 School will assess every complaint that is made. The extent to which an anonymous complaint can be investigated will be limited, as preschool staff cannot liaise with the family about the complaint. Anonymous complaints also raise issues in relation to natural justice for those who have a complaint made about them as they have a right to know the particulars of the complaint.

The Principal will determine upon receipt of an anonymous complaint to what extent the complaint will be investigated. Where the complaint is in relation to a Principal, the Assistant Regional Director will make the determination and for Regional Directors, the Head of Schools or the Head of Child Development will make the final decision.

Approaches that may be used to resolve a parent complaint

Our preschool may take one of the following approaches to resolve a family’s concern or complaint:
- Acknowledge the complaint as valid and worthy of investigation (overall or in part).
- Identify the areas of agreement between the parties involved.
- Give opportunities for all involved parties to express their concerns, explain their point of view and clarify any misunderstandings.
- Acknowledge the situation could have been better handled (this does not constitute an admission of negligence).
- Make an opportunity for an apology.
- Recognise the situation presents an opportunity for changes or alternate arrangements to be made to resolve the complaint.
- Discuss the steps required to rectify the issue and to minimise its reoccurrence.
- Review school policies, procedures or practices.

Additional Information

These procedures apply to parent concerns and complaints in relation to Fraser Park Preschool-7 School. These procedures do not apply to matters where there are legislated requirements or existing policies and processes of appeal, such as:
- Concerns and allegations of misconduct by staff, volunteers and service providers (criminal matters, child protection, corruption, etc)
- Employee disputes and grievances (Employees should refer to HR17 Complaints resolution for employees 2000 for these types of complaints).
- Complaints or appeals relating to student suspension and expulsion.
- Duty of care or mandatory reporting responsibilities.
- Health support planning.
These procedures will be reviewed every two years.

For more information

Fraser Park Preschool-7 School

Building Evacuation Procedures These procedures are to be followed in the event of fire, explosions, bomb threat or similar emergency.

1. Assist anyone in immediate danger
2. Alarm
3. Evacuation
4. Air Conditioning Plants
5. Assembly
6. Roll Class
7. General

1. Assistance of Anyone in immediate Danger.

2. Alarm
   a. Any member discovering an outbreak of fire, or becoming aware of a disaster should immediately sound the alarm or direct that it should be sounded.
   b. Any pupil discovering an outbreak of fire should inform the nearest staff member who will sound the alarm, or direct that it be sounded.
   c. Alarm signal: Continued intermittent sounding of siren/bell, or whistle.
   d. All clear signal: one siren/bell or whistle.

3. Evacuation
   a. Students should sit quietly on hearing the alarm, proceed through an appropriate safe class area door and leave in an orderly manner, preferably single file, and move to the oval/safe area.
   b. Panic situations should be minimised by teachers exercising strict control during evacuation.
   c. Teachers follow at the rear of students. Bring the current Roll, and Absentee Book (if it is in the Front Office-admin will bring them). Close, but do not lock the classroom door, or any other door passed through the route to a staff area.
   d. Special arrangements should be made to deal with physically impaired children, and those of a nervous disposition.
   e. Anyone (staff or student) not actually in class when the alarm sounds should go directly and immediately to the oval point and rejoin their class/group.
   f. Students should at all times remain silent so that any instructions can be clearly heard.
   g. The Principal will go to a predetermined area on the oval (the middle of the smaller oval) and remain there until reports have been received from each section.
   h. Under no condition should anyone be allowed to enter a building to retrieve clothing, books etc.
   i. It may be that at the time the alarm is sounded, class rolls are not held by the teacher. In such cases no person should be endangered by attempting to obtain Absentee Books.

4. Air Conditioning Plants
   a. If time permits all air conditioning plants should be turned off during evacuation.

5. Assembly
   a. All classes should assemble in a safe place on the oval in a single file in class groups. If safe assemble in the middle of the smaller oval.
   b. All classes remain in line until the all clear sign is given.

6. Roll Class
   a. Immediately classes have gathered in a safe area (probably the oval), a roll call from the Current Roll calls absence form, or account should be taken, and a report of "all present" or otherwise to the Principal.
b. If anyone is missing an immediate search by admin staff should be made and no place to which students have access should be overlooked. Sufficient staff are to remain to provide adequate supervision.

7. General
a. Teachers should familiarise themselves with the location and operation of the nearest fire extinguishers to their classroom.
b. Practice evacuation drills will be held, if possible early each term-minimum once per year. c. Admin will always take a school class list to the oval.

**Fraser Park Preschool- 7 School Building Evacuation Area Checklist**

**Responsibilities**

**Preschool**
- Unit Staff
- Unit Storeroom and toilets

**Learning Together**
- Learning Together kitchen/ office/ storeroom — teacher in Learning Together or AET Teacher
- Learning Together Ab Ed Room/ ICT Storeroom- ICT teacher when present or Learning Together Staff
- Learning Together at Home- Teacher in Learning Together at home/ Lt Staff/ AET teacher

**West**
- Computer Room — Teacher in W1
- Teacher Prep (2 rooms)-teacher in W2 (south) teacher in W4 (north).
- Wet area's ( 2 areas) — teacher in W2 (south) and teacher in W5 (north)
- Maths Store room — teacher in W4
- Re-think Room W6 — staff in room
- W3 — teacher in W4

**Library**
- Librarian and or Librarian School Assistant
- Store Rooms
- Library and Prep Room

**Sundries**

*Front Office School Assistant/Finance Officer*- Take class lists, visitors book, staff in/out book, and any roll books to the oval.

*Principal*- Canteen, Sick Bay, Staff Toilets, Staff Room, Principal's, Finance Officer's, School Counsellor and Staff work room.

*Counsellor*- West Toilets, Gym, Bin Shed, Propagation area- Ensure classes are on the oval/safe area and head count taken. Report back to Principal.

*Groundperson*- Sheds, Gym (if here at the time)

*School Service Officer / ACEO Persons*- sheds

- Check other teacher's are if there are no persons in their area at the time of the alarm.
- Utilise School Service Officers and other personnel if available.