

INDEX	Page
Aims of our Preschool	4
Arrival / Departure	5
Birthdays	8
Borrowing Library	11
Change of Information	14
Children's News	11
Children's Requirements	7
Child Development Theories	18-19
Clothing for children	8
Custody	13
Excursions	11
Fees	12
BFE Levy	13
Health	10
Holidays	15
Hours	5
Immunisation	10
If your Child is sick	9
Interviews	15
Lockers	6
Lost Property	8
Lunch and Afternoon Tea	8
Management	3
Parent Roster	15
Parent/Staff Communication	14
Payments	13
Payment Details	13
Policy Book	20
Programming and Planning	16-17
Settling your child into Preschool	6
Staff	3
Sun Protection	10
Welcome	3
Your Child's Day	7



Lennox Head Community Preschool

Open 8.00 – 4.00

Operational for children:

Mon-Tues & Thurs-Fri 8.15-3.45

Wed 8.45am-3pm

Office hours: Please see newsletter and website for current office days.

Contact: 0266877105(BH)

0455877105(mob)-message one

Email:

mail@lennoxheadcommunitypreschool.com.au

Website:

www.lennoxheadcommunitypreschool.com.au

Hierarchy

Educational & Care Services

National Law and regulation

Service provider:

Management Committee

(Service approval #: SE-00008134)

(Provider Approval #: P.R-00004558)

Responsible Person & Certified Supervisor:

Jannette Leonard

(Certified Supervisor #: CS-00009052)

Educational Leader

Tamara Leonard

(#: CSSC1001719)

(In Jannette's absence Tamara Leonard will be responsible person)

Preschool Community CONTACT List

AMBULANCE, FIRE, POLICE	000
AMBULANCE	131233
Ballina	(02) 66 862033
FIRE BRIGADE	000
Ballina	(02) 66 862038
POLICE	000
Ballina	(02) 66 818699
FaCS (Family and Community Services)	133627
Ballina	(02) 66 861999
Keeping Them Safe	http://www.keepthemsafe.nsw.gov.au/
ACECQA (Australian Children's Education & Care Quality Authority)	1300422327
Fax	(02) 66 835614
BALLINA HOSPITAL	(02) 66 862111
Ballina Community Health	(02) 66 868977
Early Intervention - Ballina	(02) 66 866889
- Byron	(02) 66 853023
ASPECT (Autism Spectrum Australia) – North Coast	(02) 66 283660
ACON (HIV prevention and support)	(02) 66 221555
BRIGHTER FUTURES North Coast (CONC - Consortium of Neighbourhood Centres)	(02) 66 824332
ALCOHOLICS ANONYMOUS 24 hours	(02) 66 868599
Alcohol and Drug Information Service	(02) 66 207600
Domestic Violence and Sexual Assault Help Line	1800 200 526
COMMUNITY WELFARE CENTRE	(02) 66 865538
CRISIS COUNSELLING 24HRS	13 11 14
DoCs Helpline	132 111
HealthDirect Australia (24hr telephone health advice from a registered nurse)	1800 022 222
Lifeline	131 114
Mental Health Line	1800 001 511
NARCOTICS ANONYMOUS	1300 658 820
Poisons Information Centre	13 11 26
S.E.S State Emergency Services	132 500
TRANSLATING & INTERPRETING SERV	131 450
WILDLIFE CARE & RESCUE	(02) 66 863708
WOMENS REFUGE LISMORE	(02) 66 212685

WELCOME

The Management Committee and staff of the Lennox Head Community Preschool extend a warm welcome to you, your child and your family. We are proud of our **Community owned** and **managed non-profit** preschool and provide a stimulating program of activities for children aged three years to five years. The preschool's approach to planning is child-centred, which means that programming is designed to build on each individual child's strengths, developing areas and interests. Families and Carers have much to contribute to the educational process and we encourage parent participation in preschool activities and encourage feedback to the staff using the communication procedures. Parents are encouraged to use the website, which is updated regularly, to keep informed.

MANAGEMENT

The Management, as the Approved Provider, consists of 10 parents and/or community members who govern the service operations in accordance to the Department of Education and Care Laws and Regulations. These Management members represent the preschool families in a voluntary capacity. This group is elected annually at the Annual General Meeting (AGM), held in February, to represent the preschool families and meet monthly to review, develop and maintain the service standards. The Nominated Supervisor reports to the management monthly and the president regularly in regard to the day to day operations, concerns and service matters.

All parents are invited to attend these meetings and support the smooth functioning of the preschool. Please check the newsletters and website for meeting times and dates. Minutes of the meetings are displayed in each sign-in area and the website.

- Term 1 – February - A.G.M (Nomination and election boards are displayed weeks 1-4)
- Term 2 & 3- Information sessions, open to the community when arises.
- Term 4 - Orientation evening for current and new parents

The format used by the Staff and Management to operate is in the best interests of each individual child and family.

STAFF

The preschool is staffed by a 3 yr. Early Childhood Teacher; two 4 yr. Early Childhood Teachers; 7 Diploma in Community Services (Children's Services); and one of the staff with her Certificate III (Childcare Workers). Children with additional needs are supported with programs organised by the trained teachers, in collaboration with Early Childhood Professionals and Specialist Support Services.

The office is staffed by an Administration Officer, the Educational Leader or Nominated Supervisor. (Please see website or Newsletter for current office days, as these can change.)

AIMS OF OUR PRESCHOOL

The aim of the preschool is to help children become enthusiastic, independent, self-confident, inquisitive identities while supporting and promoting a positive sense of self. The children are encouraged to be active and creative explorers who are not afraid to explore their thoughts and ideas. We aim to develop an understanding and respect for all people within our community. The Preschool bases its programming and planning on the Early Years Learning Framework which describes a childhood as a time of:

- Belonging – knowing where and with whom you belong
- Being - living in the here and now
- Becoming – reflects the process of rapid and significant change that occurs in the early years as young children learn and grow

We do this by:

- Setting limits, providing choices, encouraging conversation and responsibility
- Valuing what the children achieve
- Letting the children explore their own ideas and develop problem solving skills
- Helping the children acquire skills such as asking questions and using words to describe ideas and feelings
- Providing age appropriate equipment for children to further develop their physical skills and confidence
- Encouraging children to share and develop relationships with other children while maintaining their individuality
- Encouraging children to work within routines in preparation for school
- Ensuring each individual has the opportunity for belonging within the Pre school
- Supporting values and providing an environment that is inclusive and enriching of diversity

Play is the base through which the children learn, through exploration they develop an understanding about their world. Sensitive and thoughtful planning, intervention and participation by the staff enhance the learning potential with each child within the play environment. The preschool collaborates with the local primary schools to share formal and informal activities.



HOURS (outside these hours the preschool is not licenced to supervise children on the premises)

Preschool hours of operation vary for each group

- Wednesday children attend a 6 hour day from 8.45-3.00 (the floating 15 minutes requires parents who deliver their children at 8.45 to collect at 2.45, creating a 6 hour day).
- Mon/Tues & Thurs-Friday – have a 7.5 hour day 8.15-3.45. The Preschool is providing the national requirements of 600 hrs annually, 15 hours per week the year before school.

Collection of children will link with collecting your other children from the local schools. And needs to be short, allowing all parents the opportunity for a safe collection of their child as well as allow staff time for preparation and parent interviews. Should unforeseen delays occur please phone the preschool to notify staff in order for them to reassure your child. If you have a newborn, less than 6 weeks old, or a sick child, pre-organise for the staff to bring your child to your car at the rear of the preschool.

Outside these hours the preschool is not licensed to have children on the premises.

IN the incident of a natural disaster or in circumstances where there would be a variation to these hours relevant information will be broadcast on ABC Radio, Paradise FM, the Website and School Stream.

ARRIVAL AND DEPARTURE

Please make sure that on arrival at preschool your child is left in the care of a staff member. **Please complete the attendance sheet located near the mailboxes. It is a legal requirement for every child to be signed in upon arrival and out upon departure.**

Steps for arrival: Jobs for your child in the morning

Support your child to do this in the First Term and by Term 2 they will be able to complete this independently.

- Your child puts their bag into their locker, removing their crunch 'n' sip, lunch and snack
- Your child places their lunch in the fridge on the shelf and their labelled snack is placed in the crisper at the bottom of the fridge and their crunch 'n' sip is placed in their craft box
- (2 day chn.) Library Bag goes into the Library Box, with the book enclosed, and the news goes into the group news bucket on your child's news day.
- Together check their **hat** and **footwear** are ready to use or are stored in their locker.

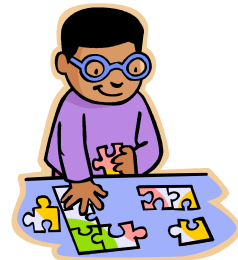
When someone other than the parent or authorised person is going to collect your child, prior notification **MUST** be given to the Nominated Supervisor or Room Leader. Emailing the information prior to the day is the most effective means of communication. Unauthorised persons will **NOT** be permitted to collect a child. **NO PERSON UNDER THE AGE OF 16 YEARS IS AUTHORISED TO SIGN A CHILD IN OR OUT (unless a parent).**

CONFIDENTIALITY – Please respect other families right to confidentiality as you are dropping off and picking up. The small snippet you see during this time may not be an accurate representation of that family/child's day.

SETTLING YOUR CHILD INTO PRESCHOOL

Coming to preschool for the first time can be traumatic for some children and parents. To make the adjustment between home and preschool easier, we make these suggestions.

- Take part in our orientation program or visit the preschool before your child starts.
- Stay with your child for approximately five minutes while he/she becomes familiar with the new surroundings.
- Always inform the staff that you are leaving. This is a signal for them to give your child a little extra support, if required.
- When it is time to go DO NOT PROLONG THE FAREWELL. Say, "I'm going now. I'll be back at... (e.g. 3 o'clock) (Give your child a kiss, say goodbye and leave. Prolonging this confuses your child and elevates the separation anxieties, making the separation more difficult for everyone).
- It may be tempting to sneak away but this should be avoided as this could impact on your child's trust and security.
- Be on time when you come to collect your child - a few minutes is a long time for a waiting child.
- Greet your child warmly. Show your appreciation for each masterpiece he/she has to show you. A 10 second chat to a friend can seem like "forever" to your child, make the collection time about your child, and meet your friends at another time.
- Avoid putting pressure on your child to discuss what he/she did today, let your child tell you in his/her own time. Reading the day's reflection sheet is a way to be informed and can guide some conversation. "I read you ...", "Wow was that ...", or "I read that you played with...? At...? What did you do?" The day sheet is also available on the website and School Stream App, you can access this with your groups Universal Password.
- Or take a look at your child's book – reflecting on their preschool experiences.
- Do not be disappointed if your child seems to regress. It is not unusual for your child to appear to have settled and then after a couple of weeks test the boundaries
- Each child is unique and responds in his/her own way to situations. Please follow the parent/staff communication procedures to discuss any concerns or family needs.



LOCKERS

Each child will have a locker space for belongings and will keep the same locker for their year at preschool. At the end of each day please help your child to check the locker for all belongings and also collect all craftwork which is kept in the box above the locker.

YOUR CHILD'S DAY AT PRESCHOOL

The Preschool program has been specifically designed using the Early Years Learning Framework Outcomes as a tool for planning and assessment: - Outcomes note that children-

1. Have a strong sense of identity.
2. Are connected with and contribute to their world
3. Have a strong sense of wellbeing.
4. Are confident and involved learning
5. Are effective communicators

The Program, linking to your child and our planning, is in your home area.

Each day includes periods of free exploration and discovery play, activities and small group times for music, story-time and discussion.

The activities available to the children are varied from day to day providing a holistic approach to a wide variety of challenges to enrich their experiences as well as have familiar and consistent areas that give opportunity for children to have social interaction and/or recreate or extend on their ideas and abilities. Staff engage a variety of pedagogies (teaching methods) including modelling and scaffolding and many, many more to support each child throughout the day.

Observation of children at play provides the basis for planning, to meet the developmental needs of individual children and promote specific interests and skills. Parents input is encouraged and appreciated in the form of activities, stories - relating to cultural experiences, interests to prompt or support. ALL families and children are a part of our community and we endeavour to enrich that diversity within the Preschool setting.

A relaxation period in the afternoon is part of your child's day. It is NOT a sleep time although some tired children do take the opportunity to have a nap. We provide quiet activities (reading, relaxation music, stories, quiet play etc.). Children in Years 5 & 6 at the Lennox Head Public School come to the preschool to play language games and read to the children, (the games are introduced to the readers by the preschool staff and the program supports the children with their transition to school).

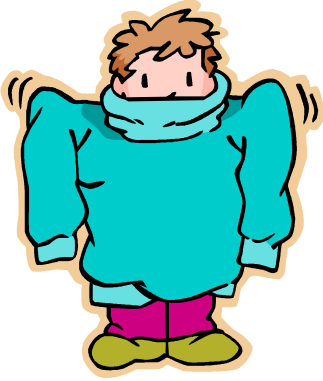
CHILDREN'S REQUIREMENTS AT PRESCHOOL

ALL ITEMS MUST BE LABELLED

Your child will need to bring:

- A sun hat (labelled)
- Shoes or sandals (please ensure your child has a labelled pair in their bag if not worn)
- A bag to hold all belongings (labelled)
- A change of clothes and underwear. It is advisable to include a jumper, as the afternoons can sometimes turn chilly. A labelled bag with spare clothes that can be reused for wet/dirty clothes.
- Library bag for two day groups i.e. Mon/Tues and Thurs Fri. groups (Supplied and painted at Preschool). We encourage this to be changed at least once a week.
- No nappy changing facilities – ALL children need to be toilet trained (accidents are expected).
- Two day children provide items for news (see page 11 for further details)

CLOTHING FOR CHILDREN



Clothing needs to be easily managed for your child's growing independence and ease of going to the toilet. **Your child will be working with messy materials during his/her preschool day so will need to wear clothes which are easy to launder and able to withstand wear and tear.** "Good clothes" often have a way of inhibiting children's interactions within the environment. Clothes also need to allow for running, jumping, climbing and swinging so should neither restrict your child's activity nor reduce his/her safety. All enclosed shoes should include socks. (Health and Hygiene). **To ensure our children are sun safe, all clothing should cover neck and shoulders and hats need to cover face and neck.**

LOST PROPERTY

The best way of reducing the incidence of lost property is to label every article brought to preschool. While this is a tedious task for parents, it's worth the effort in the long run.

LUNCH, CRUNCH 'N' SIP and AFTERNOON TEA

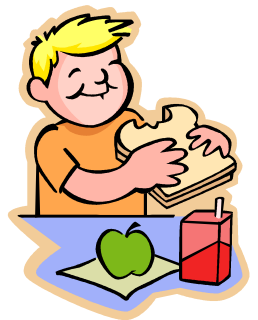
Children's afternoon tea and lunches are to be kept in the fridge and their vegetable snack (Crunch 'n' sip belongs in their craft box). Remember we only need small lunch boxes. **NO INSULATED FRIDGE BAGS.** No spoons, forks or utensils are required.

Please supply:

- **Afternoon Tea- suggestions include a Fruit and yoghurt** - to be placed in a labelled paper bag or labelled small container and placed in the fridge crisper.
- **A small lunch box containing a wholesome nourishing lunch – sandwiches (or equivalent) plus a piece of fruit OR cheese OR yoghurt etc. in a small lunch box with your child's name on it.** (No lollies, chips, roll-ups, fruit sticks etc.) Scrumptious ideas for nutritious lunches are available from the NSW Health website. (refer to the Healthy Food Guide)

Preschool has emergency food if needed.

- **Crunch 'n' sip** – this is a VEGETABLE snack. Preferably crunchy vegetables.
We have this as a mid-morning crunch break. (This is for 2-day children only)
- **NO food** will be heated or cooked at preschool (WH&S)
- **No Drinks required** - We supply fresh iced water throughout the day and at food times.
- Preschool children are invited to order from big school (next door) see staff in regard to the process



BIRTHDAYS

Birthdays are very important in a child's life and we like to make that day extra special. Please feel welcome to send a slab or small patty cakes or ice cream and cones to celebrate with friends. **Families with medical dietary needs are asked to provide an appropriate substitute to be kept at preschool for these instances.**



A SICK CHILD

Keep your child at home in the following instances:

- Child has a high temperature or has been unwell during the previous 24 hours. **NOTE:** any child sent home from Preschool is not permitted to return for 24 hours (i.e. a child sent home Monday – unable to attend Tuesday)
- When the doctor prescribes medication or antibiotics etc. DO NOT bring your child to preschool until he/she has been on the medication for 24 hours.
- Vomiting and Diarrhoea - keep child at home for 24 hours since the last episode.
- Conjunctivitis (highly infectious) - the eye is red and inflamed may have a yellow pus discharge.
- Bronchitis - this starts with a cough and slight temperature.
- Croup – starts with symptoms of the common cold and evolve to a harsh, barking cough. This loud cough, which is characteristic of croup, often sounds like the barking of a seal.
- Rashes - any skin irritation you can't identify and has not been diagnosed by a doctor.
- Impetigo - "School Sores" - starts as small dots then becomes blisters that break and have thick, sticky, yellow fluid oozes out. (highly infectious)
- Severe cold or runny nose (green mucus)
- Head lice – hair must be treated, and all lice and eggs removed.
- Child is sick without any obvious symptoms e.g. irritable, unusually tired, pale or lethargic or has an undiagnosed persistent cough.
- Any child requiring medicine needs to stay home to monitor. (Panadol/Nurofen are included in this)
- Any infectious disease –e.g. mumps, measles, whooping cough, etc. are excluded for the period of time indicated by the Health Department Guidelines (available on request.)

HEALTH POLICIES ARE TO PROTECT EVERYONE – PLEASE READ THE PRESCHOOL’S HEALTH POLICY available at sign in areas and on the website.

IF YOU ARE NOT SURE PHONE THE PRESCHOOL FIRST



HEALTH

The preschool has a comprehensive **Health Policy** covering such matters as exclusion of sick children, immunisation, administration of medication, provision for children with special health needs and hygiene practices within the preschool. A copy is available at sign in areas, website, or at the office on request. Some important points are listed below.

- **MEDICATION** - If Doctor prescribed medication is essential during the day please give the medication to a staff member and complete a Medication Authority form. Please do not leave medication in your child's bag. ONLY medicines prescribed by medical practitioners will be administered (this includes asthma medication) the child is not to attend the pre-school for at least 24 hours from the commencement of the medication.
- **DIETARY NEEDS** - If your child has any specific allergies or food intolerances we will monitor this closely
- **THE PRESCHOOL PROMOTES A PEANUT PRODUCT FREE ZONE**



IMMUNISATION:

Parents/guardians are required by the public health Act to provide documentation of the enrolled child's up to date immunisation record.

Unimmunised children with a medical exemption are required to provide paperwork made in consultation with a Doctor.

Parents/guardians are required to-

- Provide documented proof upon enrolment to confirm enrolment.
- In the case of an outbreak of an infectious disease all unimmunised children will be excluded from attendance to the pre-school in accordance with the department of health guidelines
- Fees will be charged during this period of exclusion
- An immunisation register will be kept annually and updated regularly.
- To maintain your child's position at the preschool, you are required to provide an updated record within 3 months of the due date (due date is indicated at the bottom of your immunisation records).

SUN PROTECTION

Research has shown that most skin damage occurs in early childhood and that proper protection at this time will significantly reduce the incidence of skin cancer in later life. Therefore, the preschool has a policy of encouraging all children to wear a wide brim "**labelled**" hat when playing outside. Our program has been arranged so that outdoor activities are planned to meet the day's weather conditions and shade areas. We ask all parents to make sure their child brings a labelled hat every day they attend preschool. 30+ Sunscreen is available at the preschool for parents to apply if required. All Children are required to have covered shoulders (no strap or singlet tops)



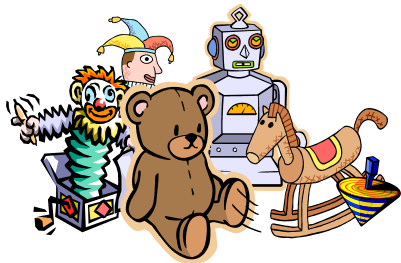
EXCURSIONS

Routine excursions – Staff may escort children on walks to the Lennox Head public school as part of the children's program, within the regulations set down by the Department of Community Services. Permission for these excursions are signed as part of your enrolment form. Parents are informed via the reflection sheet.

All other excursions - will be notified by individual permission notes in mail boxes or group permission sheets to sign at the sign in area. Parent/guardians Helpers are usually required.

CHILDREN'S NEWS

News items are viewed daily (2-day groups) to help children gain confidence in talking and asking questions. Children are encouraged to share experiences and family outings, books, photos, drawings and nature items. Toys, novelties and toy magazines are discouraged (except following a birthday). It is great if you can encourage your child to participate in this once a week on their allocated day.



Parents/Guardians are requested to discourage children from bringing toys as it causes many upsets particularly if toys become lost or damaged. If this creates any situations, please speak to staff and we will deal with the situation in a positive manner.

BORROWING LIBRARY

Mem Fox – the celebrated Australian author of 'Reading Magic' and 'Possum Magic' claims that 'reading one to three books to your child at bed time kindles your child's interest in books, creates a great bonding time and stimulates your child's brain for a restful and fruitful sleep.' The preschool agrees with this belief. The 2-day children (Mon/Tues and Thurs/Fri Groups) are urged to make use of our library. Children can borrow one book at a time and must return previously borrowed books before taking another, each day or at least once a week.

Please protect our library books by keeping them in your child's library bag when not being read and encourage your child to respect books and store them safely such as on their bedroom door knob. All replacement library bags, should yours become lost, will incur a \$10 replacement fee.

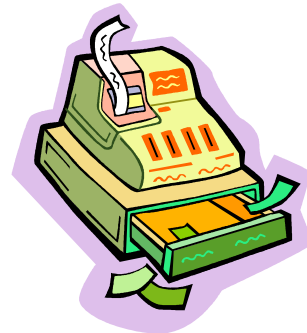
We recognise the 5 EYLF principles that underpin effective practise.

1. Secure, respect and reciprocal relationship
2. Partnerships
3. High expectation and equity
4. Respect for diversity and difference
5. Ongoing learning and reflective practice



FEES

Your fee income is vital to the day to day operation costs and cash flow for the pre-school. It is essential that fees be paid **ON TIME in advance**, as the Pre-school is unable to carry a large number of fees in arrears even for short periods. Parents/guardians are expected to adhere to their agreed frequency of payment as indicated and signed on the enrolment form. If you are to become in arrears with your fees without an agreed payment plan, your child will be unable to commence the new term.



Please Note;

Term payments are due the start of week 2 of each term

Half term payments are due the start of week 2 & 6 of each term

Fortnightly fees are due the start of each fortnight

Weekly fees are due the start of each week (except the last week of the term, is to be finalised the week before)

TERM 4 ALL FEES TO BE FINALISED BY WEEK 7

The N.S.W. Department of Community Services provides funding to assist parents with health care cards, of Aboriginal and Torres Strait Islander decent and children with recognised developmental delays or additional needs. Please ask the staff for more information.

A 10% discount applies if two children from the same family attend preschool simultaneously.

Accounts for fees will be issued during the first week of each term or the last week of the preceding term. Failure to pay fees ON TIME will result in the implementation of the preschool's procedures for the collection of outstanding fees as set out in the Fees Policy.

The fees are paid for the period your child is enrolled, whether they attend or not. This includes Public Holidays, natural disasters, or where the children's safety would be compromised and the pupil free day at the beginning of Term 1 for the Monday/Tuesday group and at the end Term 4 for the Thursday/Friday group.

If you wish to withdraw your child from Preschool for any reason, two weeks' notice needs to be given or two weeks fees are to be paid in lieu of notice. The two weeks' notice of termination of enrolment does not apply to Term 4. It will be presumed that if your child commences Term 4 that his/her enrolment is for the whole of Term 4 and fees must be paid accordingly.

Fee income is vital for the survival of the preschool and it cannot be reasonably expected that a position can be filled part way through Term 4 to recoup lost fees.

ENROLMENT FEE – the registration fee is a non-refundable fee which covers administration costs to confirm your child's position annually. There will be a \$10.00 discount for the 2nd child within the preschool. For all other queries it is the discretion of the Director and President.

(BFE) FEE LEVY

The BFE (building, fundraising & excursion/shows etc.) levy was introduced to be fair and equitable to all families. (Replacing raffle tickets)

The BFE Levy, is itemised on your fees invoice.

There are 6-8 prizes drawn at the end of each term. (All enrolled families with up to date fee payments will be included in the draw).

Prizes are donated from the local communities' businesses usually in the form of a voucher.

PAYMENTS

INTERNET BANKING is the only facility for parents to make payments. When paying please enter the enrolled child's name with day and group as reference e.g. Ruby Brian MTD (Monday/Tuesday dolphins)



PRESCHOOL BANKING DETAILS

COMMONWEALTH BANK

BSB: 062-502

ACCOUNT: 1029 6489

REFERENCE: Your child's name and day of attendance (e.g. Fred Smith MTW)

Statements will be emailed to the address supplied on your enrolment form. This will reduce the paper trail and help our environment. **Please notify the office if any details of contact change.**

CHANGE OF INFORMATION

It is very important that parents/guardians notify the preschool of any change of address, phone number, place of work, health issue etc. This is vital for contact in case of an emergency. Email or written information is to be provided to the office.

CUSTODY

In the case of custody disputes, staff cannot refuse access to a child unless the preschool has on record documentation of guardianship and/or access arrangements. Please provide this at the time of enrolment and update as necessary. All court orders must be provided to the preschool. In the case of a shared parenting agreement, one primary contact person needs to be identified by both parents prior to the child's commencement. All preschool correspondence is to be shared between the parents through the nominated primary contact.

PARENT/Guardian COMMUNICATION with Staff

- As there are many of you and only a few staff members, our means of notifying you of important events and activities will be by notes, noticeboards, newsletters, website and the reflection sheet displayed within the preschool and on the website (password required). Also, on your Information sheet collected on enrolment
- Parents/guardians are reminded to check mailboxes every preschool day.
- Parents/guardians are asked to use the Suggestion Box at the sign in area for informal staff collaboration and all formal requests and queries of the Management or Nominated Supervisor through the Fees box in the Office Door. All formal requests will be addressed within a fortnightly period and for all informal sharing please notify your group leader when using the suggestion box at your sign in area.
- Short, informal chats with the staff regarding your child are encouraged. Notebooks (kept at your child's sign in area) may be used as an alternative if staff are busy. (Communicating with staff via notebooks – write your note to the staff and place it in the communication box at the sign in area and tell the staff that you have done so. Staff will either respond in person or reply placing a note in your Pidgeon hole.)
- Inclusive practise to encourage children and families to share and promote their beliefs, customs, cultural knowledge and/or interest. Emails and family contribution sheets (at the sign in area) are for sharing information related to the family that may influence a child's day.
- Emails requiring a response will be attended to within a fortnight, corresponding with the allocated Office time of the Educational Leader and Nominated Supervisor.
- Website Password – each family will be provided with a universal password, relevant to their child's group, to access the daily information sheet.

PARENT/Guardians INFORMATION: covering a wide range of topics relevant to young children and families are available on request or the staff will source the required up to date information.

INTERVIEWS

Parents/guardians are invited to make an appointment with the staff to discuss their child's progress or any relevant concerns. The staff are passionate about providing individualised support for the children and can best meet their needs through collaboration with parents. Interviews are by appointment requiring 1 week notice with the child in attendance.

Term 2 and 3 is suggested for all parents to use this process to link with staff if not previously organized. This will support the collaboration between school and preschool and enhance transition to school procedures.

HOLIDAYS

The preschool follows school holidays with fees calculated on a term basis. Preschool pupil free day, paid by parents/guardians, is incorporated in the programming of the year. The last day and/or the first day of the year are pupil free days embedded in the fees for the two day children. This tends to have minimal impact on the year and is fair to all groups

PARENT/GUARDIANS SKILL SHARING ROSTER

The Management welcomes the valuable contribution of volunteers to the preschool program.

PARENT/Guardians SKILLS AND HOBBIES

As part of being a member of the preschool family, each family is encouraged to share skills with your child. Organise a time and discuss/plan your skills to be shared with the room leader prior to attending. (E.g. cooking, dancing, travel, languages or culture. The list is endless). Remember your attendance is a special event for your child.

Sorry, but non-enrolled children are NOT permitted to attend with rostered volunteers. This is to avoid distractions, for the safety of the younger child and the children enrolled in Pre School.

Suggestion - If you have a toddler, organise to “swap a sibling” with another family on the phone tree so you can both attend roster on different days – AND your toddler has a special day too.



PROGRAMMING and PLANNING

The Service philosophy and policies are guided by the National Laws and Regulations in accordance with the National Quality Standards.

The National Quality Standards are used by Staff, Management, Parents and Compliance Officers to rate the service in the 7 quality areas.

1. Educational Program and Practice
2. Children's Health and Safety
3. Physical Environment
4. Staffing Arrangements
5. Relationships with Children
6. Collaborative Partnerships with families and communities
7. Leadership and Service Management

Ratings are displayed at the entrances of the service. The Teachers, Educators and management continually reflect to maintain and/or improve the service in each quality area.

Programming and planning is guided by the Early Years Learning Framework (EYLF, 2009).

The vision is that children will develop their identity through their experiences and is characterised by their sense of **belonging**, who they are **being** and who they are **becoming**.

One of the goals of the framework is to build partnerships between families, communities and services to work together to create programs related to the children's ideas, interests, strengths and abilities.

The EYLF aims to achieve high expectations in the 5 learning outcomes designed to capture the integrated and complex learning and development of all children.

The outcomes are:-

1. **Children have a strong sense of identity** – children feel safe secure and supported; develop autonomy and resilience; develop a knowledgeable and confident self-identity; learn to interact with others with care, empathy and respect.
2. **Children are connected and contribute to the world** (community) – Children develop a sense of belonging to groups and communities; develop an understanding of the rights and responsibilities for active community participation; recognise and value the importance of diversity; become aware of fairness; recognise and respect their environment.
3. **Children have a strong sense of wellbeing** – Children become strong in their social and emotional wellbeing (self-regulate and manage their emotions); develop an increasing responsibility for their own health and physical wellbeing.
4. **Children are confident and involved learners** (learning) – Children develop curiosity, persistence, creativity, imagination and reflexivity; skills such as problem solving, inquiry, experimenting and researching; transfer and adapt learning from one context to another; resource their learning through connecting with people, places, technologies and natural and processed materials
5. **Children are effective communicators** – Children interact verbally and non-verbally with others; engage with a range of text and gain meaning from these; express ideas and make

meaning using a range of media; begin to understand how symbols and pattern systems work.

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

The outcomes are interconnected with the principles and practices to make up the three main elements of the EYLF. These are used to guide curriculum decisions and assessment to promote children's learning.

The Principles:

1. **Secure, respectful and reciprocal relationships** – supporting each child to feel safe and secure while ensuring their respect themselves and others as well as the environment they live in.
2. **Partnerships with families** – Building relationships with families and professionals to have open communication about the child's learning and development.
3. **High expectations and equity** – All children are given equal opportunity in our programs and are challenged to achieve success.
4. **Respect for Diversity** – Recognising and supporting each child's culture supports the child's being as well as providing rich and wonderful learning opportunities.
5. **Ongoing learning and reflective practice** – As educators we need to continually build our own knowledge and understanding to share new learning with our peers.

The Eight aspects of Practice that underpin the principles are:

1. **Holistic Approach** – cognitive, physical, social, emotional, spiritual and personal wellbeing of the child.
2. **Responsiveness to children** – sharing ideas and responding to interests, strengths and abilities
3. **Learning through play** – learning together and sharing responsibilities of decision making
4. **Intentional teaching** – deliberate, purposeful and thoughtful. Educators demonstrate, model, explain and problem solve together.
5. **Learning environment** – the environment plan supports the developmental need of each child.
6. **Cultural competence** – support a positive view and knowledge of diverse cultural practices and implement this in daily practice.
7. **Continuity of learning and transitions** – home and preschool and school share knowledge to support each child's journey.
8. **Assessment of learning** – using a variety of strategies to support the child's learning and to develop an understanding of themselves.

These are displayed and linked with the planning program of children within the group.

The Teachers guide Educators through a reflective cycle. This reflective cycle reviews observations through the EYLF and Child Development Theory lenses. From this review plans are created and implemented to support the holistic development of all children within the preschool.

CHILD DEVELOPMENT THEORIES

Child development theory underpins all programming and planning. Educators use this knowledge to support the analysis and reflection of child observations. Supporting future planning and programming for each individual child.

Theoretical Approach	Principles of the theory	Theorist
Maturation	Growth and development occur in orderly stages and sequence. The individual genetic timetable affects rate of maturation.	Arnold Gesell (1880-1961)
Psychodynamic	Behaviour is controlled by unconscious urges. Three components of the mind are id, ego and super ego.	Sigmund Freud (1856-1939)
Psychosocial	Personality develops in 8 stages throughout a lifetime. Development is influenced through interactions with family, friends and culture.	Jean Piaget (1896-1980) Lev Vygotsky (1896-1934)
Cognitive	Qualitative changes in the way children think. The child is considered an active learner going through stages	Erik Erikson (1902-1994)
Behaviourist	Learning is gradual and continuous. Development is a sequence of specific conditional behaviours. Main emphasis is on the environment, not heredity. Observable behaviours are considered most important.	John Watson (1878-1958) BF Skinner (1904-1990) Albert Bandura (1925)
Ecological	Balance between nature and nurture. Child is placed in the middle of concentric factors which all influence the child. Emphasis is placed both on environment and heredity.	Uri Bronfenbrenner (1917-2005)
Information Processing Theory	We all have an innate learning ability. Children are born with specialised information processing abilities that enable them to figure out structure of development.	Noam Chomsky (1928-

Areas of development	Theorists	Stages of development
<u>Emotional & Psychological</u>	Erik Erikson John Bowlby	<ul style="list-style-type: none"> - 8 stages based on positive or negative responses - Attachment theory. The relationship between carer/child
<u>Cognitive</u>	Jean Piaget Lev Vygotsky	<ul style="list-style-type: none"> - Emphasis on the importance of maturation and the provision of a stimulating environment. Piaget identified children as active participants in their learning. (Four main stages of development). - Children's cognitive understanding were enriched and deepened when they were 'scaffolded' by parent, teachers or peers. (Zone of Proximal Development)
<u>Language</u>	Lev Vygotsky BF Skinner John Watson & Albert Bandura	<ul style="list-style-type: none"> - Children's cognitive understandings were enriched and deepened when they were scaffolded by parents or teachers. (Zone of proximal development) - Behaviourist or learning theorists – one main premise of behaviourists is that if behaviours are rewarded they will be repeated, if behaviours are ignored, they will decrease.
<u>Social</u>	Bronfenbrenner Lev Vygotsky	<ul style="list-style-type: none"> - Ecological systems theory – a balance between nature and nurture. 4 sections of a child's innermost and outermost influential factors - The importance of relationships between children and more knowledgeable peers and adults.
<u>Social Play</u>	Piaget and Smilansky Mildred Parten Jerome Singer	<ul style="list-style-type: none"> - Developed categories of play – sensory motor play, symbolic play and games with rules. - Smilansky extended this further with the additions of functional play, constructive play and dramatic play. - The different stages of social play: unoccupied play, solitary play, onlooker play, parallel play, associative play and co-operative play - The importance of children's imagination and curiosity developed through dramatic and socio dramatic play
<u>Autonomy & Independence</u>		<ul style="list-style-type: none"> - Four of Erik Eriksons stages – trust vs mistrust; autonomy vs shame and doubt; initiative vs guilt; industry vs inferiority
<u>Nature vs Nurture</u>		The Nature vs nurture debate is one of the oldest issues in psychology. The debate centres on the relative contributions of genetic inheritance and environmental factors of human development.

POLICY BOOK

The preschool is continually developing and upgrading its policies covering a wide range of procedures and practices within the preschool. A Policy Book is kept on the sign in bench or available on the preschool website, and you are encouraged to read through it at a convenient time. Your input or queries regarding policies or the running of the preschool are encouraged using the preschool format:
Our current preschool policies include.

Philosophy	13 Infection Control
General Aims	14 Governance and Management
Long Term Objectives	15 Nutrition
1 Accident/Emergency Policy	16 Occ. Health and Safety Policy
2 Child Protection Policy	17 Physical Activity Policy
3 Child Supervision and Safety Policy	18 Positive Behaviour Guidance Policy
4 Communication Policy	19 Program Policy
5 Confidentiality and Custody Policy	20 Road Safety Policy
6 Emergency Evacuation Procedure	21 Staff Policy
7 Enrolment Policy	22 Student/Volunteer Policy
8 Excursion Policy	23 Sun Safety Policy
9 Fees Policy	24 Sustainability and Environmental
10 Grievances and Complaints Policy	25 Transition to School Policy
11 Health Policy- Dental	26 Waiting List Policy
- Immunisation	
- Medication	Guide for Writing Policies
- Sick child	
12. Inclusion policy	

***We hope you and your child find
preschool a rewarding and satisfying
experience and we look forward to
including you in our preschool family.***