



LENNOX HEAD COMMUNITY PRESCHOOL

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Welcome to Preschool!!

Our DA application is in and we are now working on the construction plan for submission to council :)

NQF/QIP Review

This month we are reviewing the National Quality Framework Quality Area 1. Our Quality Improvement Plan is available on School Stream via the 'About Us' section.

We would love your feedback throughout the process. If you have time could you please have a read of Quality Area 1, what we have identified as our strengths and the areas we would like to improve and share your suggestions/feedback. Please send this via email to our email address (above)

Your Management

We would like to welcome the new preschool management for 2020. These parents are your representatives. As a community not-for-profit organisation we require a management to govern all our practices and procedures. Thank you for your commitment throughout 2020

Rosalyn (President) (Community Member)

Leah (Secretary) (Community Member)

Natalie (Treasurer) (Thomas WW)

Tom (Macy WD)

Kate (Leo MTW)

Aggie (Hugo TFW)

Lidia (Allegra TFD)

Keli (Huxley WW)

Lauren (Cruz MTD)

Liesel (Max MTD)

Hannah (Island MTW)

Emily (Jedd MTW)


(Please speak with your management representative for information about your days play dates)


DATES TO REMEMBER (Please add to your diary)


TERM 1 Thurs 25th Jan - 2nd April (*Mon 25th & Wed 27th - Pupil Free)

Wk 7  Fire Safety and visit to/from Lennox RFS


TERM 2 19th April - 25th of June


Wk 3  RESTA Reptile show will be visiting preschool to share all things reptile!!

Wk 4  STePS Vision screening will be vision screening all children attending school in 2021 (awaiting confirmation)


Wk 4  Mothers Belonging Sessions 13th and 15th of May. Thursday and Saturday of this week we are inviting all mothers/female guardians to share some preschool time with their children. Look out for more information closer to the date.



Wk 7  Virtual Reality experience for all 2-day children


Wk 10  Happy Harold - 'Becoming Healthy' Happy Harold will be coming to visit and share some knowledge about self care.


Wk 10  PJ Party. All children will have a Pyjama party on their last day for term 3.

TERM 3 12th July - 17th September


Wk 2  Fossil Dig experience - we are trying something a little different this year. We will have a fossil dig incursion to learn about dinosaurs, palaeontology and fossils.

Wk 5  Visit to SeaBird Rescue. The 2-day children will be catching the bus to seabird rescue to learn about how we impact and make a difference to our planet. 


Wk 9  Fathers Belonging Sessions 9th and 11th of Sept. Thursday and Saturday of this week we are inviting all fathers to share some preschool time with their children. Look out for more information closer to the date.

Wk 10  (TBC) Our annual excursion to the butcher to learn about body parts and connecting within our community

Term 4 Mon 4th Oct - Thu 9th Dec (*Fri 10th is Pupil Free)

Wk 7  **End of Year Concerts** for 2-day groups SAVE THE DATE (Tuesday and Thursday night of your child's respective attendance days) We are hoping to host this years concerts in the community centre with a matinee performance.

Wk 9  **Carols in the Park** first Sunday in December (usually) (TBC)

Wk 9  End of year show by **Dr Hubble Bubble**

Group/Day Play Dates

The Management members have contacted each group to organise play sessions outside of preschool. The idea behind this is to support parent relationships and also strengthen your children's friendships which are being fostered at preschool.

Wednesday Children are invited to meet at the Surf Club/Lake each Monday and Thursday at 9.30am. A WhatsApp group was created. If you need any further information please contact Natalie (Thomas WW) via your phone tree.

Preschool Management Meetings: Our Meetings will be held on the 3rd Wednesday of every month (excluding May this year)



What is “crossing the midline”?

By the age of 3 or 4 years old, a child should have mastered the bilateral skill (using both sides of the body together) called “crossing the midline”. This is the ability to move one hand, foot, or eye into the space of the other hand, foot or eye. We cross midline when we scratch an elbow, cross our ankles, and read left to right. Crossing the midline of your body helps build pathways in the brain and is an important prerequisite skill required for the appropriate development of various motor and cognitive skills. Children who have difficulty crossing the body’s midline often have trouble with skills such as reading, writing, completing self care skills and participating in sports & physical activities. These skills require a type of coordination that comes from experience with “cross-lateral motion,” which is movement involving the left arm and right leg, or the right arm and left leg at the same time.

Establishing a “doing hand” and a “helping hand” is a sign that the brain is maturing and lateralisation is occurring, and is strongly correlated with the ability to cross the midline. Both sides of the brain need to talk to each other for the “doing hand” and the “helping hand” to work together and compliment each other. Coordinating both sides of the body can be difficult for the child who avoids crossing midline. Often, these children have not yet established a hand preference, sometimes using their left and sometimes using their right to draw, colour, write, eat, and throw.

Affects on children who do not develop the bilateral skill:

Furthermore, when a child has difficulty crossing midline, it can affect his/her ability to read. While the child is moving his/her eyes from left to right across the page, the eyes will stop at midline to blink and refocus; however, when this happens, the child will very frequently lose his/her place on the line and become confused as to where they left off. It also affects handwriting, as diagonal lines cross the midline, and the child may need to stop in the middle of the page to switch hands when writing from left to right. Many self care and daily living skills require crossing midline. For example, perfecting the skill of putting socks or shoes on requires one hand to cross over to the other side of the body.

Children who have difficulty crossing midline may appear ambidextrous because they are often observed using both hands, but they actually have a hidden neuroprocessing issue. Both sides of their brains may not be communicating, resulting in decreased coordination, decreased motor control of movements and difficulties achieving higher level skills.

Activities to help develop the ability to cross the midline:

To help develop efficient crossing of the midline, provide children with a variety of two-handed (bilateral) activities. Try some of the below activities to help build more pathways in the brain and to develop the ability to cross the midline, improve coordination, and improve overall functional performance on a daily basis.

Right brain/left brain teasers-

- Pop bubbles with only one hand (they will have to reach across their body to pop the bubbles floating on the opposite side).
- Reach for bean bags, balls, stuffed animals, or other objects across midline, then throwing at a target.
- Cross one foot over the other while walking sideways.
- Do “grapevine” walks.
- Draw large figure eights (the infinity sign or an 8 turned on its side) on paper, on the floor with a finger, in the air with a finger, or drive a matchbox car around a figure eight pattern.
- Knee slap walk- Walk around raising each knee while touching/ slapping it with the opposite hand (or elbow). Change it to a skip while touching the opposite knee as it comes up.
- Let the child play with sand, scooping sand from one side of the body and putting it into a bucket on the opposite side of the body without switching hands.
- Windmill-stand with feet spread apart and arms extended out to the sides. Bend over at waist and tap right hand to left foot. Stand back up and then bend and tap left hand to right foot.
- Let the child pretend to drive a car with a ball in his/her hands to use as a steering wheel and encourage the crossing of his/her arms as he/she turns the ‘steering wheel’ OR to make this similar in style to most of the others—pretend to drive a car with a ball in both hands to use as a steering wheel and cross both arms while turning the “steering wheel”.
- Point your left finger out and put your right thumb up. Switch them, and switch, and switch, and switch...
- Touch the opposite elbow and knee.
- Play flashlight tag. In a dimmed room, lie on your backs and have the child follow your flashlight beam projected on the wall with his own flashlight.
- Hold your nose, then cross the other hand over and grab your opposite ear. Slap your thighs and switch your hands...switch, slap, switch, slap...



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