



LENNOX HEAD COMMUNITY PRESCHOOL

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AGM Notice

Our Annual General Meeting will be held on Wednesday the 11th of February 2026. If you are interested in joining our team, please see Sophie or Tara.

As a not for profit organisation we are run by a committee of volunteers who oversee the operations of preschool. We could not be what we are without them <3

Group Together

The Committee have organised a Group Together gift for your teachers. If you would like to join this shared gift please see your group management representative or use the link below.

<https://app.groupttogether.com/ThankyouLHPS>

2026 Dates to Remember

Orientation Days

3/12/25 & 10/12/25 3:20pm-4:00pm;
 28/01/26 - Wednesday children
 9:00-10:30 & 2 day children
 11:00-12:30 for 20-30 minutes.

Orientation Evening

27/01/2026 at 6pm at preschool

First Days 2026

Thursday 29/01/2026;
 Monday 02/02/2026;
 Wednesday 04/02/2026

DATES TO REMEMBER


Events will be confirmed closer to the dates and changes may occur

TERM 1 Tuesday 28th Jan - Fri 11th April


TERM 2 28th April - 4th of July


TERM 3 21st July - 26th September (Fri 22nd Sept Staff Development)

TERM 4 Mon 13th Oct - Fri 19th Dec
(Fri 19th Dec Staff Development Day)


Wk 5  Fathers Afternoon Wednesday
 4.00-6.00pm. 2 x sessions of 1 hr.


Wk 5  Last week of news and library


Wk 6-7  Little Green Thumbs sharing experience with 2 day children


Wk8-10  Miss Tara away at Jnr World Cup in Chile

Wk 8  Carols at the Club - Sat 6th of Dec

Wk 9  **End of Year Concerts** for 2-day groups
 SAVE THE DATE (Tuesday and Thursday night of your child's respective attendance days) 9th of Dec and 11th of Dec. These are in the afternoon/evening.

Wk 9  Christmas in the Boulevard - the friendly grocer has invited us to share our Christmas carols in their 'Christmas in the Boulevard' event. Friday afternoon 12th Dec.

Wk 10  This is our final week for 2025. And we will be having parties on the last day Tuesday, Wednesday and Friday

Wk 10  After our last day, the Lions Club are hosting a Carols in the Park, at Ross Park. We are all invited to attend. Fri 19th of Dec

2026 Term Dates

Term 1 27th Jan - 3 April

Term 2 20th April - 3 July

Term 3 20 July - 25 Sept

Term 4 12 Oct - 18 Dec



Supporting Early Literacy

Reading with your child:

- Provides opportunity for emotional connection as you share an activity, looking at pictures and playing with words
- Helps start to appreciate what books have to offer, and shows that books can give both pleasure and information
- Helps learn the sounds of letters in the spoken language
- Helps understand that stories aren't coming from you, but from the words on the page – this teaches about how the printed word works
- Helps develop a larger vocabulary, which increases understanding, pleasure and interest in reading (this is because books offer more unusual words than are used in everyday language or on television)
- Improves thinking and problem-solving skills
- Can start a conversation about a new concept, an event or something that interests your child.

What you can do to enhance their early literacy development

- Read with your child, as often as possible. Embedding this into your evening routine creates an opportunity for your child to have time with you and calm before bedtime.
- When your child is old enough, encourage them to hold the book and turn the pages. This will help them to understand that the book should be a certain way up, and that pages are always turned in the same direction.
- Slide your finger along underneath the words as you read them, pointing out each word. This indicates to your child that we always start on the left and move to the right when reading English, helping them start to understand the rules of reading.
- Point out pictures and talk about the pictures your child points to. Discuss the pages with questions, what's that? Why's that? What are they feeling... etc.
- Predict what could happen next. "Ohhhh, what do you think will happen next?"
- When there is a problem, encourage your child to create a solution... "oh no what could they do?"
- Re-read a story several times over a period of time, this supports children's memory and ability to transfer information.
- Tell a story in many different ways. e.g. books, puppets, felt stories, drawings, visualisation.
- Help your child's ability to organise and process with sequencing games.
Choose a sequence or story, break this down into sequential steps and muddle them up. Encourage your child to help you to tell the story but organising it into the correct sequence.



Be Your Child's Advocate

Become a part of your child's school solution.

Thoughts when moving into the school environment. Be your child's voice.

What should you do when your child is presented a problem at school? How do you proceed if you suspect your child has a learning disability? Where do you turn if your child is bullied during recess? You become your child's advocate by working **with** the school to create a solution.

Build good relations from the start. Don't wait for an issue to emerge to introduce yourself to your child's teacher. Raising a concern will be easier and less confrontational if open communication has already been established. There are many ways to become a positive force in your child's classroom. Consider dropping a friendly note or making an appointment with the teacher early in the year just to touch base. Volunteering in the classroom or chaperoning a class trip will also help you get to know the teacher better, as well as allow you to observe your child firsthand.

If a problem occurs, gather the details. Perhaps your child is struggling with a subject that used to come easily, or maybe he has voiced concerns about being teased. It makes sense to act when you observe an issue or your child tells you something's wrong. Trust your own judgment and move forward, but also make sure you have all the information available.

Begin with the teacher, usually. In most cases, an informal chat with the classroom teacher should be the first step in addressing any issue. Starting with the teacher gives you the opportunity to escalate your complaint should a suitable solution not be reached. Please then see your schools procedure for moving past this. All schools have their own process for dealing with issues that arise. Know your schools procedures.

Connect with others. There's strength in numbers and most likely any school-based issue is not unique to your child. Connect with other parents. If you're concerned about a disability of any kind, contact your state's federally funded parent resource centres, such as Early Intervention services.

Keep a record. Document all your communications, both to be on the same page about expectations and so you'll know who told you what and when. If you move beyond the casual chat level, express concerns in writing. Keep a copy, and send the letter by certified mail or email as there will be a copy kept within your server

Avoid the blame game. Mixing an important issue that concerns your child with busy teachers and school administrators can make for potentially frustrating feelings. For best results, try to keep your cool. Do try to be considerate of the teacher's time. Even though you may have to be persistent, keep in mind that ultimately everyone involved wants what's best for your child.

Remember we all want our children to succeed and to do this we must work together as an effective team. An effective team is based on integrity, honesty, empathy, respect, trust and open communication.

Book Recommendations :

Books are a great way to support our children to develop concepts they are learning.

Below are some recommendations to support your child to advocate for themselves and develop the concept of consent and body boundaries. (These are all links which you should be able to access by clicking the words)

[My body my rules](#)

[Yes! No!](#)

[Don't Hug Doug](#)

[Boss of your own body](#)

[From my head to my toes, I say what goes](#)

[Yes means Yes](#)

Here are some recommendations for books which will support our children with their growth mindset. To see mistakes as an opportunity to learn, encourage perseverance and develop the self awareness of their ability to achieve when things are hard!

[The Magical Yet](#)

[Try your best, forget the rest](#)

[Beautiful Opps](#)

[The Most Magnificent thing](#)

[After the Fall](#)

[The book of mistakes](#)

[Mistakes that worked](#)

[Giraffes can't dance](#)

[Ada Twist Scientist](#)

[Iggly Peck Architect](#)

[Rosie Revere Engineer](#)

[What to do with an idea?](#)

[Life Lessons for little ones \(This is a great series!\)](#)

[She's Got this](#)

[Making a Splash](#)

[My Strong Mind](#)

[I can't do that, yet](#)