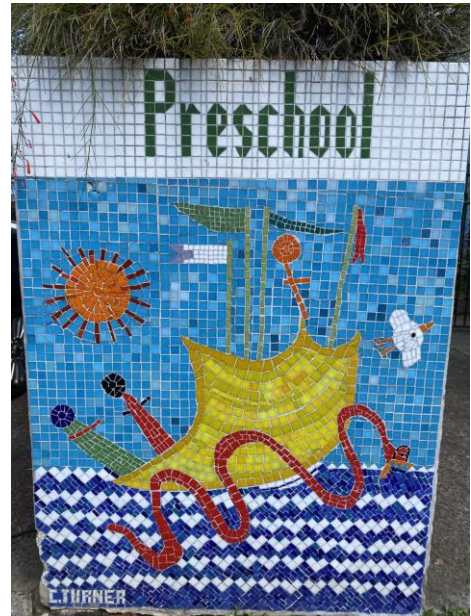


Camdenville Public School Preschool Handbook



Our Educational Philosophy

At Camdenville Preschool we acknowledge the Gadigal people who are the traditional custodians of this land. We pay daily respect to our elder's past, present and future, by giving our own preschool Acknowledgement of Country.

Because we believe in the value of Aboriginal Cultural Heritage, we have embedded culture into our daily program via the use of some select Gadigal language words; clapsticks instead of a bell; a yarnning area; planting and harvesting of bush-tucker food; the learning of indigenous games; visits by local community members. Additionally, the Aboriginal 8 Ways of Learning are practised in our service through Story Sharing, Learning Maps, Symbols & Images, Land Links and Community Links.

Because we believe in the value of play and that children learn best when immersed in meaningful play-based experiences, every day in our preschool you will see children engaged in unhurried, uninterrupted play experiences in an authentic, open-ended, happy and fun environment.

Because we believe that all children are capable, competent and resourceful learners who have a strong sense of agency, every day in our preschool you will see children co-constructing learning with educators and peers. We prioritise opportunities to explore, enquire, experiment, accept challenges, construct and solve problems, make choices, think

independently, have a voice and listen to others.

Because we believe that families are the first and most important educators of their children and that children learn best when strong partnerships are formed between families and educators, every day in our preschool you will see open, regular communication about children and their learning highlights/needs. We highly value and encourage family input and involvement.

Because we believe that children learn best when they have a deep connection with educators who foster curiosity, encourage children to enquire and take ownership of their learning, every day in our preschool you will see educators supporting and encouraging children to take learning risks and build resilience, by providing the children with just enough to show them how and why, through listening, thinking and questioning.

Because we believe that children learn best when actively participating as part of a community, every day in our classroom you will see educators supporting children from diverse cultures, backgrounds and abilities, including special needs, encouraging inclusion through acceptance, tolerance, empathy, kindness, compassion, understanding and resourcefulness. Friendships are initiated, developed and sustained and emerging skills are fostered. Children are supported to celebrate their achievements, just as much as the achievements of others.

Because we believe that fostering a connection to nature inspires respect for the environment, every day in our preschool we ensure that we involve the children in a wide range of experiences around nature. This allows for the development of risk-taking skills, the improvement of confidence, health and well-being and instils a sense of wonder, generates curiosity and lights-up the imagination.

Because we believe we have a responsibility to support the learning of sustainable practices for our future, we embed these learning values into our daily program.

Because we believe that transition to school should be a happy, positive experience, we implement a transition to school program that promotes a smooth and joyful progression to Kindergarten. We support the building of resilience every day throughout the year to enhance this process.

Because we believe that learning is ongoing, our philosophy and practices will be constantly evolving to incorporate new developments and research. We encourage professional development opportunities for staff and value reflective conversations between educators, the children, families and community.

The Early Years Learning Framework

Our preschool program is guided by the Early Years Learning Framework (EYLF). The EYLF has a specific emphasis on play in early childhood education and care. With play as the foundation for our program, children are given the opportunity to explore, discover, and understand the world around them. The EYLF has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. Fundamental to this Framework is a view of children's lives as characterised by ***belonging, being*** and ***becoming***.

Belonging in the sense that experiencing belonging is integral to human existence. **Being** recognises the significance of the here and now in children's lives. That childhood is a time to be, to seek and make meaning of the world. **Becoming** reflects this process of rapid and significant change that occurs in the early years as young children learn and grow.

The Framework puts children's learning at the core and comprises three interrelated elements:

Principles

The following are five principles that reflect contemporary theories and research evidence concerning children's learning and early childhood pedagogy.

1. Secure, respectful and reciprocal relationships.
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practice.

Practice

Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- Adopting holistic approaches
- Being responsive to children
- Planning and implementing learning through play
- Intentional teaching
- Creating physical and social learning environments that impact positively on children's learning
- Valuing cultural and social contexts of children and families
- Providing for continuity in experiences and facilitating successful transitions
- Assessing and monitoring learning to inform provision and support children achieving learning outcomes.

Learning Outcomes

There are five Learning Outcomes designed to capture all facets of children's learning and development from birth to five.

The outcomes are:

1. Children have a strong sense of identity

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

Australian Government Department of Education, Employment and Workplace Relations Council for the Australian Government (2009) 'Belonging, Being and Becoming: The Early Learning Years Framework for Australia'.

Assessment

Educators make observations of learning and play to gain a holistic understanding of your child's learning and development journey. Observations include written jottings, photographs, and reflections. These observations are then used to program and plan for future learning that suits each child's needs, strengths and interests. Observations and photographs will be shared weekly via *Seesaw* - an online learning platform for families.

Mid-way through the year, families will be invited to attend parent/teacher conferences to discuss your child's goals and learning and development. At the end of Term 4, you will be given a written Transition to School Statement that assesses your child's learning and development.

If needed, you can make an appointment with your child's preschool teacher at any time throughout the year.

Behaviour Management

Our Preschool policy regarding behaviour encourages children to think and cooperate as they interact with others. Children will develop social skills and understand what is expected of them in terms of behaviour whilst at Preschool. The Preschool educators work towards the children monitoring and regulating their own behaviour with less reliance on adult assistance.

Preschool educators use positive techniques of guidance, redirection, positive reinforcement and consistency. When a child's behaviour is unacceptable and needs to be redirected or stopped, educators will explain why. Limits will not be given without explanation. Educators will encourage children to discuss their feelings, behaviours and consequences.

If an unacceptable behaviour continues, and redirection to another activity or play area is not successful, a discussion will be held with the child's parents and the teacher to discuss appropriate ways of dealing with the behaviour in preschool and at home.

Management of our service

Our service is operated by the *NSW Department of Education*.

Our Principal assumes the roles of;
Nominated Supervisor
Educational Leader
Responsible person in charge

If our principal is off-site, the nominated executive staff member replacing them automatically assumes these roles.

Licence and Rating

Our preschool is licensed to care for a maximum of 40 children per day, between 9.00 and 3.00 daily, with a ratio of one adult for each 10 children.

- Approved Provider: NSW Department of Education PR-00005345
- Service approval number: SE-00006823
- Service assessment and rating: Rated as Exceeding in 2019

Our preschool is guided by the *Education and Care Services National Regulations*. QR codes to the relevant copy of laws, regulations and our local procedures are available for you to access at the preschool. Please ask a staff member for assistance, if required.

Concerns and complaints

It is best to talk with your child's teacher first if you have a concern. If needed, you can also make an appointment with the School Principal.

Daily Routine

The Preschool is open from 9.00am to 3.00pm Monday through Friday.

Families are welcome to wait with their child in the Family Room from 8.30am onwards until the bell rings at 9.00am.

Please help your child to collect their lunch box and water bottle and greet their teacher at their Home Room door. No child can be left unattended before the school bell.

For families also picking up children from the primary school, we ask that you pick your preschooler up first at 2.50pm.

Our daily routine includes a balance of indoor and outdoor play, active and passive learning, individual and small group experiences and child initiated and educator initiated activities. We follow a flexible routine that is predictable for children.

Home Rooms

To promote a sense of belonging for children and families, our Preschool has two Home Rooms (classrooms) of 20 children per day - the Barrugin (Echidna) and Wali Wali (Possum) rooms. Each Home Room has a Teacher and a School Learning Support Officer (SLSO).

Children spend meal times and the morning and afternoon drop off and pick up sessions in their Home Room. From 10.30am-1.00pm all children flow between the rooms and indoors and outdoors.

Your child will be placed in their Home Room on their first day of Preschool. If needed, we can switch children's Home Rooms to ensure that all children's best interests are met.

Attendance

If your child will be away, please notify your child's teacher via *Seesaw* messenger or by calling the school office.

If your child is unwell, please keep them home. We ask that you keep your child at home if they have had a fever, diarrhoea or vomiting in the previous 24 hours.

Term Breaks

Our preschool is closed in the *NSW Department of Education* term holidays.

TASK Before and After School Care

Out of school hours care is provided for preschoolers (once they turn 4 years old) in Camdenville Public School from 7:00 a.m. to 9.00 a.m. in the morning and from 3:00 p.m. to 6:00 p.m. in the afternoon. Holiday care is also provided. TASK email: camdenville@task-kids.com.au

Sign in and out

Please ensure that your child is signed in and out, as well as stating the time of arrival and departure. This assists educators with supervision and in the case of an emergency.

Collection of children

Please make sure that you document names and contact details of people who you authorise to collect your child on the enrolment form. If you wish to add additional people, we can provide a

'Collection of Children from Preschool' form.

Preschool educators will not allow a person to collect a child who has not been authorised by the family. If a person unknown to staff arrives to collect a child and authorisation has not been received, staff will not allow the child to leave until authorisation has been obtained. Once authorised - via phone or Seesaw - the person will be required to show photo identification.

Please let your child's teacher know if there have been any changes to pick-up authorisations.

What to bring everyday

- A broad brimmed hat.
- A change of clothing to be kept in your child's bag in case of accidents or wet clothing from water and messy play. Please include underwear and socks.
- A drink bottle with water
- Lunch box with ice brick
 - Healthy lunch without packaging
 - Healthy morning tea without packaging
- A bag, large enough to carry all the above.

Please clearly label all belongings with your child's name.

No Toys

We ask that the children do not bring any toys to school as toys can get lost or broken.

Food

Meal times are a social and enjoyable time and aid in the promotion of self help skills. We ask that the children bring nutritious low package food. Please ensure your child can open everything in their lunch box without assistance. No lollies, nuts or chocolates are to be brought in lunchboxes. Please provide a water bottle (no juice or cordial) for your child to access during the day.

In the case that a child at risk of Anaphylaxis enrolls at our preschool, you will be notified of their trigger foods through a notice at our entrance.



What to wear

Children learn through play and are active participants in the preschool program. Messy, wet, and active play is encouraged. We suggest that clothing should be:

- Easily put on and off.
- Shoes that are easily and independently put on and off. Velcro shoes are a great option.
- Sun safe - covering the shoulder.
- Appropriate for climbing, running, and getting involved.

Aprons are an option for children, however, children will get paint on them - please keep really “good” clothes for home.

Birthdays

Birthdays are a wonderful time to share in each other’s joy and celebrate peers. If you wish, you are welcome to bring in small cupcakes (nut free) or ice blocks to share with the children.

Communication with families

The Preschool will communicate with families in a variety of ways;

- Daily verbal communication - educators will be there at drop off and pick up to communicate directly with families.
- *Seesaw* is an online platform and used to share photographs of learning and play, observations, notifications, and direct messages. *Seesaw* is the best way to contact

your child’s teacher directly. You will be provided a QR to join.

- School Newsletters are emailed fortnightly by the School Principal and include a Preschool Update.

Sun protection

We ask that you apply sunscreen to your child upon arrival in the warmer months. Sunscreen is provided at the sign in table. We help children reapply sunscreen throughout the day. Children must wear hats when playing outdoors with the UV is higher than 3.

Immunisation

All children enrolling in NSW Department of Education schools and preschools must show proof of immunisation with an *AIR Immunisation History Statement* or *AIR Immunisation History Statement Form*.

According to the *Public Health Act 2010*, children who are unimmunised due to “conscientious objection” are not able to enrol in our preschool.

If your child turns 4 after enrolling, the office will send you an email reminding you to provide their updated immunisation details as soon as practical.

Accident Policy

We do our best to prevent accidents and injuries occurring at preschool, however, occasionally these incidents do happen. First Aid and comfort will be provided.

Details of all accidents are recorded in the accident folder and parents will be asked to sign the form upon collection of their child. In the event of a serious accident or an injury above the neck, the parent or carer will be contacted by phone.

Incursions and Excursions

From time to time during the year, the teachers will organise activities of educational interest such as a visit from the fire station for the children. Written permission from parents will be necessary before a child may participate in an activity which is out of school grounds.

The preschoolers will often visit the grounds at the primary school to attend assemblies and play on the equipment.

Family Involvement

We have an open door approach. Parents are the first and most important teachers of a young child. Parents and teachers in the preschool need to work together to provide the best possible experience for the child. Parents are invited and encouraged to participate in our program whenever they have time. All caregivers or grandparents are most welcome too!

Parents can help by:

- Keeping up to date by reading the notice board and newsletters.
- Attending Working Bees.
- Supporting and attending the school Parents and Community meetings.
- Collecting and bringing in recycled and 'loose parts' - cardboard rolls (no toilet rolls), scrap materials, paper, lids, jars, etc.
- Offering to share any hobbies, interests or skills you may have. For example, playing an instrument, craft, cooking or sport.



SCHOOL STAFF

PRINCIPAL:

Ms Hollie van Ravenstein

DEPUTY PRINCIPAL:

Mr Joel Streltschenko

ASSISTANT PRINCIPALS:

Ms Laura Douglas

Mr Callum Shepherd

PRESCHOOL TEACHERS:

Ms Anika O'Connor

Ms Jordann Winch

SCHOOL LEARNING SUPPORT OFFICERS:

Ms Christina Lever

Ms Marie Webb

OFFICE STAFF

Ms Lyn Phillis

Ms Liz Holdman

Ms Lara Miller

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