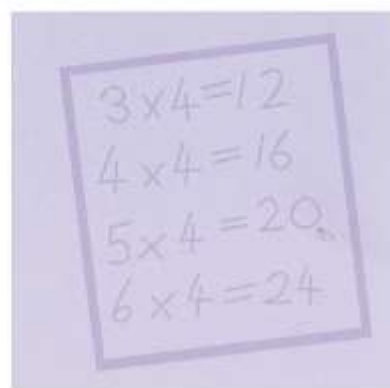


# Pre-School Handbook

2017



Education & Training



## Philosophy

At Australia Street Infants School Preschool we acknowledge the traditional custodians of the land on which we meet, the Gadigal clan, of the Eora Nation.

Relationships are central to everything we do and create a sense of belonging that is inclusive for all. We value relationships between educators, children, families and community, that are based on mutual respect and understanding.

We view each child as a capable learner, confident to direct their own learning. We understand children must be loved, nurtured and challenged in a way that builds a strong self-image and engenders positive self-esteem. By creating a curriculum that focuses on exploration, discovery and exciting 'adventures' children are inspired to learn as they learn best.

We believe that play is essential in the lives of young children. Our environment is flexible, stimulating, inviting and purposefully arranged to capture children's interests, ideas and to cater for individual needs. We believe in learning based on collaboration and that education is a shared journey of self-discovery and change.

In providing a stimulating and responsive environment where positive reinforcement and encouragement make learning possible we are creating a foundation that will ensure that our children are prepared to thrive as confident, intelligent and socially aware members of the community. In building these ideals we are building a community that enables children to develop a readiness for transition to school and ultimately a readiness for a lifelong learning journey.

Our programs are guided by the principles and practices of the Early Years Learning Framework. As educators our role is that of facilitator, encouraging, promoting and reinforcing a child's attempts, questions, skill development and discoveries. We believe that each child's learning is enhanced through teacher quality. Therefore, we maintain a commitment towards ongoing professional learning and continuous improvement. We work collaboratively as a team to challenge, question and evaluate our practice so that each child has the best opportunity to access the educational program and reach their full potential.

## The Early Years Learning Framework

The Early Years Learning Framework draws on evidence that early childhood is a vital period in children's learning and development. It 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* i.e. knowing where and with whom you belong – is integral to human existence. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. **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. It emphasises learning to participate fully and actively in society.

The Framework puts children's learning at the core and comprises three inter-related elements:

### Principals

The following are five Principals 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.'

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### Assessment

In order to gain a full understanding of each child's development and learning the teacher will take weekly observations. From these observations, the teacher can program accordingly to suit; the needs, strengths and interests of each child to further extend their development and learning.

Throughout the year, observations, work samples and photographs from every child, will be collated into a portfolio and this enables families to see a progression of their child's development and learning through their year at Pre-School.

At the end of term 2, a parent/teacher interview is held. During this time teachers and families can discuss the portfolios and any concerns that may have. At the end of Term Four, the completed portfolios will be sent home for the families to keep.

**Please feel free to discuss any concerns that you may have with the Pre-School Teacher at any time.**

### Behaviour Guidance

The Pre-School staff will work towards the children monitoring and controlling their own behaviour with less reliance on adult assistance.

This can be achieved by the staff working with the children to:

- Establish classroom rules and behaviour appropriate for Pre-School and society in general. This will assist them to establish and distinguish between right acceptable behaviour and wrong unacceptable behaviour.
- Discuss alternative ways of dealing with problems and providing skills to help solve their conflicts as they arise, such as using words rather than actions or seeking adult assistance.
- Discuss the consequences that may occur if the classroom rules are not followed.
- Provide them with adult modelling of appropriate behaviour and positive reinforcement of children modelling correct behaviour. Staff will always address the behaviour as being negative rather than the child itself.

If repeated behaviour continues to occur a discussion will be held with the child's parents and the teacher to discuss appropriate ways of dealing with the behaviour in Pre-School and at home.

### Educators

Colleen Taylor: Pre-school teacher  
Bachelor of Teaching Early Childhood

Georgia Kelly: Pre-school teacher  
Bachelor of Teaching Early Childhood

Cynthia Lau  
Diploma of early Childhood Education and Care

The role of the teachers and carers within the Pre-School is to provide a stimulating and interesting environment, where growth and development can take place through establishing social developmental programs

which extend and enrich your child's experience of Pre-School.

Teachers are also responsible for being positive role models and assisting children with behaviour management to encourage development of self-control and positive peer interactions.

### **Attendance**

The Pre-School is open from 9:00 a.m. to 3:00 p.m. Monday to Friday. A Group will attend Monday, Tuesday and every second Wednesday. B Group will attend every second Wednesday and Thursday, Friday. As the Pre-School program starts at 9.00am we ask that your child arrives on time to ensure that they do not miss out on any valuable learning time. Please wait in the big school playground until the second bell rings at 9.00am.

If your child is going to be absent please ring and inform the Pre-School staff. If you find you are running late in the afternoon please ring and inform the Pre-School staff so they can reassure and cater for your child.

### **Term Breaks**

The Preschoolers have the same holidays as the children in Kindergarten to Year 2. Pre-school is closed in the NSW DET term holidays.

### **Timetable**

The Pre-School timetable aims to provide a balance of teacher directed and free play experiences. Our timetable allows for flexibility to follow specific interests, spontaneous experiences and link in with K-2 programs running in the School.

### **What to bring everyday**

- Lunch
- Morning tea
- Drink bottle with water
- A hat
- A complete change of clothes

### **No nut Pre-School**

Due to the individual health issues of children at Australia Street Infants School we ask that no nuts be brought to preschool.

### **What to wear**

To aid in the enjoyment of Pre-School we suggest that clothing should be:

- Easily washable...pre-school is not the place for 'good clothes'.
- Manageable...suitable for promoting independence. Pants easily pulled down, shirts and dresses easy to undo, velcro shoes that children can manage independently.
- Safe...avoid clothes that may hinder climbing, jumping and running.
- Identifiable... please label your child's clothing to avoid loss or mix up.

### **Sun Protection**

Australia Street is now an Australian Cancer Council Sunsmart School. Whilst outdoors, children must wear a hat and will have access to sunscreen. In the warmer months we ask that you apply sunscreen prior to or on arrival at preschool. When necessary we will reapply during the day.

### **Fees**

The Pre-School fees are set by the Department of Education and Community and in 2017 the fees will be \$47 per day. The fees cover your child's tuition.

The fees should be paid weekly, fortnightly or alternatively you may elect to pay for the term in advance. You may pay in person at the school office, or online by credit card at [www.australiastreetschool.com/shop/shop](http://www.australiastreetschool.com/shop/shop)

*Any account four (4) weeks overdue may result in the loss of your place in the Pre-School.*

### **Sign in and Sign out**

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

### **Collection Procedure**

The children's well-being and safety is of up-most importance and we need to ensure that they are always in caring and safe hands, even when they are leaving school. Therefore, we ask that you nominate authorised adults to collect your child from Pre-school. Only authorised people will be allowed to collect your child. The procedure will be as follows: When an *authorised person*, who is unfamiliar to the staff, arrives at the school to collect your child they must introduce themselves to the teacher and present their driver's license as

proof of identity before your child can leave with them.

We understand that on occasions you may need an unauthorised person to collect your child, however please ensure that you provide verbal permission by informing Pre-School staff and write the details in the sign-in and out book.

Please inform staff if you would like to add to, or change, your authorised persons list.

### **If your child is ill**

Regular attendance is important. However, if your child is feeling unwell, keep him/her at home, both for the child's sake and to eliminate the risk of cross infection to other children. We ask that you keep your child at home if he/she has had a temperature, diarrhoea or vomiting in the previous 24 hours.

Please notify the Pre-School staff by phone or email if your child is going to be absent for any reason.

### **Medication**

If your child is taking any prescribed medication it must be given to the preschool teacher in its original packaging with the directions of use. You will need to sign a consent form giving permission for it to be administered by the Pre-School teacher and will be witnessed by the teacher's aide.

### **Accident Policy**

Occasionally children have accidents whilst at Pre-school. First Aid and comfort will be given to the child by a staff member (all of whom are hold a current senior first aid certificate.) All accidents are logged in the accident folder and parents will be asked to sign the form upon pick up. In the event of a serious accident the parent or carer will be contacted. Upon enrolment, the parent or guardian must sign an authority, which enables the staff to seek emergency medical, hospital or ambulance treatment as required.

### **Family Involvement**

Australia Street Pre-school views families as being in partnership with the school in the education of the children. Therefore, we welcome and encourage families to be involved in the Pre-School program through working bees, fundraising, family days, excursions, and in aspects of the daily program (such as cooking experiences or group-times).

### **Communication with Families**

The Preschool will communicate with families in a variety of ways including:

#### *Daily verbal/written communication:*

Teachers will ensure that there will be verbal interaction with families at the beginning and end of each day in order to keep consistency of care between home and school life.

In the sign in/out book there is a comments column which can be used for both teachers and families as a way of communicating.

#### *Fortnightly Newsletter*

A fortnightly preschool newsletter will be emailed to parents. This will include current interests and upcoming events.

#### *Newsletters*

Please log onto school e news (via the school website) to register to receive your copy of the weekly Australia Street School newsletter. This newsletter will contain information regarding school routines, a school diary, a list of merit award winners and accounts of classroom experiences. It is also used as a vehicle for informing the community about current programs in the school, as well as information about learning and assessment and reporting.

### **Excursions**

During the year, the children may have opportunities to attend incursions (inside the school grounds) and excursions that support the teaching and learning program being implemented in the Pre-School.

In advance, families will be sent out a permission slip explaining the excursion in detail and the cost (which will vary depending on the nature of the excursions). It is necessary that the school receives a signed permission slip and payment for the excursion in advance in order for the child to attend that excursion.

### **Immunisation**

All children entering NSW Department of Education and Community schools and Pre-Schools must show proof of immunisation.



# Australia street Infants School Newtown



Education &  
Communities

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