



WEST
MOONAH
COMMUNITY
PRESCHOOL

A place of inspiration

A place of discovery

A place for exploration

A place for learning

Building skills today that we will need
tomorrow!

INFORMATIONBOOKLET

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Welcome to the West Moonah Community Preschool.

Children are one third of the world's population, and all of our future.

The first five years of a child's life are the most critical.

Early learning presents all of us with a huge opportunity to make a difference to the lives of our youngest citizens and their families when it matters most.

80 per cent of their brain develops before they are 5 and the experiences they have during this time will shape them for life. In the early years children build the foundation for lifelong learning and success – essential numeracy, language, literacy, behavioural, social and emotional skills are formed during this time.

Children who experience high quality early learning during their formative years go on to be happier, healthier and more productive individuals.

Research shows that high-quality early learning that involves child, family and community has positive outcomes for all children (the reverse is also true – poor quality has negative effects).



One childhood one chance!

The early years are crucial in creating the abilities, motivation, and other personality traits that produce success downstream: in school, in the workforce, and in other aspects of life.

Environments and investments matter for producing skills over the entire life cycle but are particularly effective when children are very young—from birth to age five.

Professor James Heckman, Nobel Prize winning economist (2009)

Young brain development is dependent on a positive nurturing and stimulating environments where children are encouraged to grow, learn and thrive.

That's why high quality early learning experiences are so important. By creating these environments we are providing the best possible opportunity for children to fulfil their potential. The National Quality Standards implemented in January 2012 are raising the quality of early learning in Australia and setting a benchmark for preschools so that families can have peace of mind knowing good quality early learning is being provided to their child.

At the core of the standards is National Early Years Learning Framework. This framework is endorsed by our preschool.

Our object is to provide an optimum learning environment in partnership with our families. We hope that you will enjoy the preschool experience and working with us. I know that we will certainly enjoy having the opportunity to get to know and work with you and your child.



About us

The West Moonah Community Preschool is managed by the West Moonah Community House Management Committee. It is co-ordinated by the Preschool Teacher who is a qualified Early Childhood Educator and a qualified Assistant Teacher.

Operating Times

The preschool operates on Tuesdays, Wednesdays and Thursdays during school terms. The preschool is licensed to operate by the Tasmanian Education and Care Unit.

Sessions begin at 9am and finish at 2:30 for full day attendance.

Term Times 2019:

Term 1 Tues 12th February - Thurs 11th April

Term 2 Tues 30th April - Thurs 4th July

Term 3 Tues 23th July - Thurs 26th September

Term 4 Tues 15th October - Thurs 12th December



Enrolment Information

Children must be at least 2.5 years of age and not more than 5 years to attend. It is preferable that children can manage their toileting themselves, but we do understand that children are still learning.

A fully completed enrolment form is required **before** the first session attended by your child.

Fees

The Preschool is funded through attendance fees and assistance from the Department of Education. The preschool has a commitment to maintaining affordable fees.

Payment and Fee Structure:

Full day session: \$35.00 per day A small school levy is payable upon commencement of \$60.00 per year, this is not refundable. Full day fees apply to public holidays, sick days and absences. Fees are generally paid fortnightly in advance through a direct bank deposit. In some cases grant funding can be sought to assist with payment of fees in part or in full. Two weeks' notice in writing is required for holidays should you wish to cancel your child's place, however you will be required to pay the remainder of the term. An invoice will be issued for each family at the beginning of each term.



About preschool, we believe:

Children from 3 years of age reach a time of independence with emerging needs for socialisation. Their skills in using the materials around them to construct, imagine and investigate are blossoming and they are becoming ever more aware of peers as their play moves from alongside other children to collaborative and negotiated play.

Their developing understanding of the world is also forming as their social and emotional world is strengthening with the development of empathy and consideration for others. We aim to achieve a program which is ideal for the preschool child's interests, development and capacities. Recognising that each child comes along to our preschool, with their own set of capacities, development style and uniqueness. Our work is to recognise and tap into the child's strengths whilst ensuring that the children have multiple opportunities to strengthen and become masterful at their own pace.



Guiding practice and experiences at preschool

The experiences and materials provided are carefully chosen to promote children's exploration, creativity and skills across a whole range of areas including physical and motor skills, language, emotional and interactive skills, inquiry and numerical concepts, understandings and experience of the natural world.

Group times are used to share key experiences in story, music and movement and develop children's understandings of different topics of interest as well as involve them in the planning of future activities. Group times are also important occasions to develop the skills required for group learning in a school context.

We are guided by the National Early Years Learning Framework, principles and quality standards. The key outcomes of the curriculum are as follows:

- | | |
|-----------|--|
| Outcome 1 | Children have a strong sense of identity |
| Outcome 2 | Children are connected and contribute to their world |
| Outcome 3 | Children have a strong sense of well-being |
| Outcome 4 | Children are confident and involved learners |
| Outcome 5 | Children are effective communicators |



Daily Program

Our daily program includes three sessions of activity choice time which take place in both the indoor and outdoor environment. Throughout these times, social skills of sharing, negotiating and resolving conflict are practised.

There are also 2-3 group times which include a story session, a song, music and dance session and discussion time where children's understanding about the world is explored, recorded and acknowledged in a group context. Group times develop children's ability to listen to the teacher and each other in turn, to learn from each other and to offer ideas and participate without feeling intimidated.

Routines are followed for hygiene practices, meal times and rest time, helping children to develop good habits and independence in these areas prior to school entry.



Transition to school

Every year children start school. Whether it's your child's first day at preschool or the start of fifth grade, there are always new challenges. Children, as well as parents, often struggle with saying goodbye at the classroom door and hello to the start of a new year.

Some children will start the year off easily, breezing into the classroom with a quick goodbye – but after a few days (or even weeks) – cling as you try to leave. Others will enter the building only under protest from day one. Then there are those who rush off to school with great enthusiasm but meltdown the instant you pick them up. Others may get stomach aches, or have difficulty falling asleep. Some may even experience going to school as a rejection, particularly if a younger sibling stays home with a parent or caregiver.

One of the big adjustments is separating from their parents and creating a bond with their teacher. It is important to know that we want to ease the transition for you and your child to preschool and work with you to make it as comfortable as we can. We recommend at least three visits with you for 30-60 minutes prior to your start date. Please let us know what your preferred style is when you say goodbye.



Settling In

The preschool opens at 9am. We recommend arriving just prior to this time. Staff will greet and receive each child and family.

It is important to remember to say goodbye, even though at times this may seem a little sad. Children learn to trust and feel secure if we prepare them with what is going to happen. This approach strengthens and develops a trusting relationship between child, parents and teachers.

A parent or guardian must sign the day sheet when dropping off and collecting their child. Only adults authorised on the enrolment form to collect the child may do so. Additional authorised people may be added in writing at any time. A late fee of \$5 for each 15 mins may apply should parents arrive late.



What to Bring

Please ensure all items are labelled with child's name

- Morning tea (including a fruit or vegetable item)
- Lunch
- Water bottle (water Only)
- Clothing suitable for playing in sand, the garden, painting etc.
- Spare change of clothes including underwear
- Sunhat is required, 1st term and 4th term
- Warm outdoor gear in winter (gumboots, coats, hats and gloves)

We recommended that bags, clothing and food containers should be easy for children to open and close, and put on as this encourages them to manage their things independently. In the case of enrolment of a child with **severe** food allergies parents may be asked to avoid providing certain foods for their children to prevent the risks of allergic reaction.

Please note we are nut free.



Nutrition at Preschool

The Australian Government National Health & Medical Research Council has a number of publications relevant to dietary intake for young children. These guidelines are useful for ensuring all Australian children develop healthy eating from a young age essential for growth and development. We endorse these guidelines at the preschool. For more information please follow the link below.

<http://www.nhmrc.gov.au/guidelines/publications/n55>

Illness and Absence

The best place for a sick child is at home. They can be comforted, protected and usually have a speedier recovery. This protects the other children and staff at preschool. Families of children who become unwell at preschool will be contacted to collect their child. In the case of infectious diseases there is an obligation to notify the preschool, and a minimum period of exclusion from the preschool may apply. However your doctor will usually inform you of this. If your child will not be attending a preschool session please call the Community House **6273 2362** prior to 9am or leave a message on the answering phone.



Safety

In the event of an incident or accident, you will be notified immediately should your child require medical treatment. Be assured our staff have current first aid, anaphylactic and asthma management training.

Confidentiality, please be assured all records, information shared will remain in the strictest of confidence. All representatives of the preschool and community house are obliged to adhere to our privacy policy.

Behaviour Guidance

Children are more likely to behave the way we would like them to when we create an environment that that reduces opportunities for challenging behaviour. This means an environment that is rich in age appropriate, stimulating experiences but also one that minimises “triggers” for children like challenging behaviours, tantrums, aggression and defiance. The most important part of a child’s environment are the relationships that inhabit it. Relationships that are built on warmth and mutual respect will teach children prosocial behaviour and encourage them to live up to our expectations. Prevention is better than cure so with a few measures in place, an environment can be created in which behavioural challenges are less likely to arise and we can be better prepared to respond when they do.



Behaviour Guidance continued

Below are some strategies that we use at preschool:

Set clear rules and boundaries

Teach and support communication

Catch children getting it right

Always preserve the children's self esteem

Talk with the child about behaviour and what they could do next time?

As a last resort of some thinking time- This means just sitting quietly anywhere in the room (no naughty corners, sitting on the chairs etc. Just thinking and reflecting time on how we might do things differently). Usually this would last a maximum of 3 minutes. The only time we would use this approach is when children may have difficulty self-regulating i.e. knowing the do's from the don'ts. We are mindful that behind every behaviour is an emotion so talking about how we are feeling or how others are may be feeling is a very important part of what we do. Creating a happy healthy emotional environment every child is just important as the learning environment.



Preschool environment

- Parent help, you are more than welcome to attend (safety screening apply)
- Excursion (safety screening apply)
- Working bees
- Governance
- Committee
- Fundraising

We value your input, and suggestions so please share them. If we can do things differently which can enhance school environment we will definitely incorporate your ideas where we can.

What are your options should you be unhappy?

Always approach your teacher with concerns that you may have. We value families and it is important to us that you are able to communicate your needs within the school environment either verbally or in writing. In the event that you feel concerns have not been heard, please approach our manager - West Moonah Community Centre **Phone: 6273 2362**

Email: info@westmoonahcommunityhouse.com