The History of our Preschool

Our Centre began as a parent-run Kindergarten in 1973. In 1977, the Kindergarten moved into the School as an Educational Department funded preschool. The name was later changed to Child Parent Centre which emphasised the important relationship between parent and child.

Child Parent Centres recognise that a parent is a child’s first and most significant educator. It is the central task of teachers to support parents in that role of the educator. The Centres focus upon children learning through play. Thus, an important part of the teacher’s role is to set up play situations which will assist the children to learn naturally and truly.

Child Parent Centres recognise that each child is unique and this uniqueness is shown through the child’s intellectual capacity, background experiences and personality. As the Centre and the home are connected through the child, it is essential to ensure a continuous interaction between the two. Child Parent Centres cater for the differing needs of parents and children. They vary little from conventional Kindergartens except that they are an integral part of the Primary school, enabling continuity from the Child Parent Centre through to Year 7.

In Term 3 2011 the name was changed to Preschool. This change is intended to raise the profile and assist with recognition of school based preschool programs. Staffing, governance and all other existing functions remain the same.

Personnel

Principal
Mr Peter Ryan

Preschool Director
Mrs Sue Muster

Assistant
Mrs Natalie Koch

Parent Committee

President
Emma Golding

Secretary
Hannah Loller

Centre Times

Monday 8:45 am - 12:00 noon
Tuesday 8:45 am - 3:15 pm
Thursday 8:45 am - 3:15 pm

On all days:
Recess 11:15 am - 11:35 am
Lunch 1:05 pm - 1:45 pm

Fees

The Preschool is funded according to how many full-time children are enrolled. As this is not enough to cover all expenses, we also request a contribution of $40.00 per child per term.
Attendance

Pre-Entry Children
May only attend for 1 session per week on Monday morning for 4 weeks prior to beginning full-time Preschool.

Full-Time Children
May attend 5 sessions per week (Morning am and full days on Tuesday and Thursday) for 4 terms prior to beginning Reception.

Transition To Reception
(Children due to begin Reception the following term)
Transition children spend some time in the Reception room prior to being enrolled (usually 4 visits including 1 full day).

Reception intakes are at the beginning of each term. Children may begin Reception if they turn 5 prior to beginning of a term.

Signing In / Out
Each child must be signed in/out when they arrive/leave each day. Preschool staff can sign in/out any children who travel on the bus. Other children may be signed in/out only by a parent or the people nominated on their enrolment form as an emergency contact or authority to collect child only.

Preschool Support
Following consultation between parents and the preschool teacher, eligible children with additional needs (e.g. speech, behaviour) may receive additional support to enable meaningful participation in the preschool program. Any concerns should be addressed as early as possible (ideally prior to enrolling at preschool). Information on support services is available from the preschool teacher.

Your Child Should Bring
- A piece of fruit (to be shared at Fruit Time).
- A drink bottle - named. (Water only)
- A named book bag for borrowing from the Community Library
- Recess and lunch day - lunches may be ordered from the canteen if desired.
- A school bag - a reasonably large backpack style is recommended - named.
- Hat - named.

Nuts
We are a nut free school so please refrain from including nut products in your child’s lunchbox (ie nuts, peanut paste, Nutella, muesli bars, etc).

Communication Book
Each child receives a Communication Book in which the teacher will write information regarding the child. The parents should also use it to provide the teacher with information about the child’s home life and to write any notes about absences, illness, collection, etc.

Profile Book
This book contains examples of your child’s work and will be sent home at the end of each term and then must be returned. This book is for children attending Preschool full time.

Clothing
Please dress your child in hardwearing clothing including appropriate footwear (preferably sneakers or sandals) – all clothing should be named.

Hats
The school’s "No Hat - Sit in the Shade" policy requires that all children must bring a wide-brimmed hat to be worn outside all year round.
Show And Tell
Children are rostered to bring one Show and Tell item (preferably related to the theme for the week) on either Tuesday or Thursday.

Library
We visit the Library on Monday and Thursday. As we have a School/Community Library we encourage parents to become Library borrowers.

Buses
Children can travel to and from Preschool on the school buses if there is an available seat. Please arrange this with the School Office.

Newsletter
A School/Community Newsletter is produced once a week. A Preschool Newsletter is produced when required.

Parent Discussion Group
The Committee meets with parents once a term and is involved in organising functions, advising Preschool staff, maintaining grounds and buildings and fund raising. The AGM is held in term 4.

Parent Roster
Parents are asked to assist at the Preschool on a rostered basis. This increases the adult/child ratio and enables parents to get to know the children, the teacher and the school. The roster is organised at the beginning of each term. Rostered parents must have had a police check – forms are available from the Front Office.

Parents are encouraged to visit the Preschool at any time.

Playgroup
A parent-run Playgroup is held fortnightly on Mondays during school terms from 9.30 am – 11.30 am at the CoGS rooms in the Institute. Please contact the preschool for more details.

General Principles and Beliefs

- Early childhood is the foundation on which children build the rest of their lives.
- Children develop at different rates and in different ways.
- All children have abilities that can and will be promoted.
- Children learn from everything that happens to them and around them.
- Children learn best through actions rather than instructions.
- Children learn best when they are actively involved and interested.
- Children who feel confident in themselves and their ability have a head start to learning.
- Children need time and space to produce work of quality and depth.
- What children can do rather than cannot is the starting point in their learning.
- Play and conversation are the main ways children learn.
- Children who are encouraged to think for themselves become more independent.
- The relationships children make with their peers and adults are central to their development.
**Preschool Program**

Our curriculum, recording and reporting procedures are all based on *The Early Years Learning Framework (EYLF)*. This framework emphasises first hand experiences, the central role of play and quality interactions in young children’s learning and development.

The Early Years Learning Framework describes childhood as a time of **belonging, being and becoming**.

**Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

**Being** is about living here and now. Childhood is a special time in life and children need time to just ‘be’ — time to play, try new things and have fun. **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

The Framework has five **Learning Outcomes**:

**Outcome 1:**
Children have a strong sense of identity

**Outcome 2:**
Children are connected with and contribute to their world

**Outcome 3:**
Children have a strong sense of wellbeing

**Outcome 4:**
Children are confident and involved learners

**Outcome 5:**
Children are effective communicators

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**Play Is Learning**

Play is very important for children. Through play children explore and learn to understand the world around them as they come to communicate, imagine and create.

When children play they are showing what they have learned and what they are trying to understand.

For children, *play is their work*. 