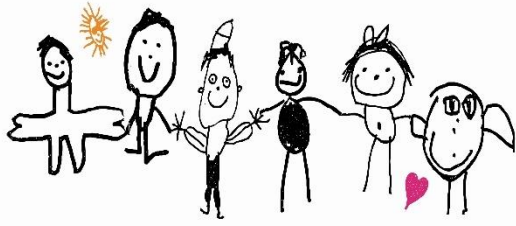


Moree Pre-School Inc.



explore imagine create play

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# PARENT INFORMATION HANDBOOK



Visit us at: [www.moreepreschool.com.au](http://www.moreepreschool.com.au)



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## Welcome & History

Welcome and thank you for choosing Moree Pre-School. Our Pre-School adopts an 'open door' approach and we are proud of the quality of care we provide. The staff are highly motivated, caring and qualified to care for and support your children. We are also able to offer support for those children and families with additional needs. Our Pre-School is open at all times for parental inspection and to enable parents to observe their child's development and participation in activities.

Moree Pre-School Inc. began in the 1960's on a different site in Moree and was officially opened by Mrs Gall in 1963. Part of the existing building was moved to the Orana Street site in the late 1980's on land that was leased from the Moree Council. Further extensions were made in the mid-90's and again in the 2000's.

Our Pre-School is approved by the NSW Department of Education and Communities, and is directly accountable to them for maintaining standards and for the funding received. This booklet provides information and guidelines about the service. Please feel free to approach the Director or staff members and we will be more than happy to assist you.





# Our Philosophy

## **MISSION STATEMENT**

We aspire to uphold the rights of the child, ensuring that we cater to the whole child in terms of wellness and wellbeing and understanding that children have a voice and need to be heard.

We believe in engagement in meaningful experiences that promote learning within our philosophy of EXPLORE, IMAGINE, CREATE, PLAY.

Our environment is one that fosters positive relationships and partnerships for all involved (children, staff, parents, community).

We encompass and embrace current Early Childhood research for best practice for all within the service.

## **VISION**

To provide a quality learning environment that is safe, nurturing and welcoming for all involved in the centre.

To deliver a high quality program that fosters the co-construction of knowledge between staff, children, families and the community.

To build mutually respectful partnerships with families that enable parents to be partners in the education of their children.

## **PHILOSOPHY**

Providing a foundation for learning and the development of life skills through an ethos that children explore, imagine, create and play.

# Management

The Pre-School Management Committee is made up of parents of children who attend the preschool and the Director. The management committee are responsible for the overall management and governance of the service ensuring that they comply with the requirements of the Department of Education and Communities.

The Management Committee is elected each year at the Annual General Meeting. Smaller sub-committees are also formed at the AGM to handle other tasks e.g. gardening, fundraising. The Management Committee meets each month with all meetings being open for families to attend. The meeting dates are published in the newsletter, prior to the meeting.

The committee are always happy to discuss ideas, suggestions etc. and would be appreciative of your input. Likewise, if you feel that you would like to be involved in the next year's committee please speak with someone on the present committee before the AGM. Being a member of the committee gives you an opportunity to be a part of the decision making process of the Pre-School.

The Management Committee has set up a Building Fund for those wishing to make a tax-deductible donation to the Pre-School. This fund is to be used strictly for Pre-School building additions and maintenance.

## Staff and Room Information

### Staff

Our staff are a professional team with a wide range of qualifications and experience. These qualifications include Early Childhood Degree Teachers, Diploma in Children's Services and Certificate III in Children's Services. All staff have current first aid, asthma and anaphylaxis management certificate, child protection training and have completed a Working with Children Check (WWCC). Please see our display in the foyer to find out a little more about our staff and their interests.

### Rooms

As you enter the front door of the Pre-School the **Starfish Room** is on the **left** and the **Jellyfish Room** is on the **right**.

Each room has a **noticeboard** located just outside the room door, on this you can see notes, details of what has happened in the room on a daily basis and other important information.

### Session Times

|                |                                   |
|----------------|-----------------------------------|
| Jellyfish Room | 8.45am to 3pm - Monday to Friday. |
| Starfish Room  | 8.45am to 3pm - Monday to Friday. |

Parents must abide by the Pre-school hours of operation. (Please refer to Delivery and Collection of your Child in this handbook).

### Absences

If your child is going to be absent or late please phone the Pre-School to let us know. Fees still apply even if your child is absent. If your child is ill, please use your discretion as to whether your child should attend or consequently phone the Director/staff and ask their advice.



# Delivery and Collection Information

**Your child must be signed IN and OUT of the Pre-School each day by an authorised person.** Sign in books can be found on the shelves outside of each room.

## **DELIVERY**

On entering the Pre-School please make sure that you secure the front gate and ensure the front door is closed behind you.

Children must be brought into preschool and signed into the appropriate classroom, no earlier than 8.45am.

Please place your child's bag in the lockers provided. Unpack morning tea and lunch and place in baskets and fridges.

Contact must be made with a staff member each time, and before leaving your child. Please use this contact time if you wish your child's educators to know any relevant information or concerns you may have. We encourage and invite you to share special events and happenings, cultural beliefs, within your family with us so that we can incorporate these into our program and share them with your child.

## **COLLECTION**

When collecting your child please wait in the foyer outside your child's room until the door is opened at 3pm for both rooms. Please make sure that you and your child say goodbye to a staff member before leaving.

If a parent does not collect children a nominated adult must collect them. (A list of adults nominated to collect your child is to be provided to the Pre-School at enrolment time and staff will strictly adhere to this list)

If your child is to be collected by a person not nominated on the enrolment document, please let the staff know in the morning when your child is delivered to Pre-School.

## **LATE COLLECTION OF CHILDREN AND AFTER HOURS**

On that rare occasion that you find yourself running late please phone the Pre-School as soon as possible to let them know that you are on your way. This enables them to know what is going on and to keep your child informed.

Parents who are consistently late collecting their child will be charged a late fee of \$20 per 15 minutes.

When a child is not collected from the Pre-School, staff will make every endeavour to contact the parents, or other nominated adults on the enrolment document. After a reasonable time, should staff be unable to make contact then the Director will contact the Department of Community Services and the Police Department. At that time a sign will be placed on the Pre-School door as to the whereabouts of your child.



# Fees

Funding received from the State Government meets a proportion of our operating costs. This funding is allocated to children who are 4yrs or older by the 31st July in the current year. Children who turn 4 yrs from 1<sup>st</sup> August in the current year are not funded unless they are from a low income, Aboriginal or Torres Strait background. Fees are therefore an essential part of our budget. These fees are subject to change. The committee does endeavour to keep these fees down and will advise you, the parents, when and if, an increase is necessary at least 2 weeks before a proposed change.

Included in your enrolment package is a **fee agreement** for you to indicate how you wish to pay your fees, please ensure this is returned to the service along with your enrolment forms.

Parents will be sent an account for each term. Accounts and fee summary statements go out 3-4 weeks before the commencement of the next term. Fees are due within two (2) weeks of the invoice date unless they are being paid weekly or fortnightly. All fees must be finalised at the end of each term. Fees can be placed in the Fees Box located inside the Preschool entry foyer, be posted or paid by direct deposit to the Preschool.

Fees placed in the fees box need to be in an envelope, marked with your child's name, days attending and amount enclosed.

If parents are having difficulties in payment of fees they should not hesitate in speaking to the Bookkeeper or Nominated Supervisor. Arrangements may be made to pay in instalments (e.g. weekly).

Subsidies are available to families meeting the following eligibility criteria. **Low income Health care card holders.** The card must be provided to the service to receive the subsidy and must be updated to continue receiving a subsidy. **Children from Aboriginal and Torres Strait Islander families** are also eligible for subsidy.

A **family discount** is also offered by the Pre-School to families with multiple children enrolled.

N.B. Should we have the unfortunate incident of a dishonoured cheque, the Pre-School will expect the bank charges etc. to be reimbursed by the parent/s concerned, back to the Pre-School.

## **Outstanding Fees**

It is the policy of Moree Pre-School that fees are paid within 2 weeks of the invoice date, unless fees are being paid weekly or fortnightly. All fees must be finalised at the end of each term.

If fees are outstanding at the end of the term they must be paid by the first day of the following term to ensure continuation of your child's enrolment. If fees are to come into arrears for a 2<sup>nd</sup> time you will be asked to pay fees upfront, 2 weeks in advance.

If fees continue to be in arrears then your child's enrolled days will be reduced or terminated and legal action will be taken to recover outstanding debt.

## **Family Assistance.**

Our Pre-School is a registered carer. You may be eligible to receive rebates on your fees from the Family Assistance Office. Please check with the Family Assistance Office, located at Medicare, to see if you are eligible. Receipts are issued for this each term as fees are paid.



# Curriculum and Program

Our programs and practice are overarched by the National Laws and Regulations, the National Quality Standards (NQS), the National Quality Framework (NQF) and the Early Years Learning Framework (EYLF).

The broad aim of our Pre-School is to provide quality care and an educational program within a warm, secure and safe environment. To develop in each child the knowledge that they are unique and individual and that their special abilities, interests and backgrounds are a very important contribution to the community.

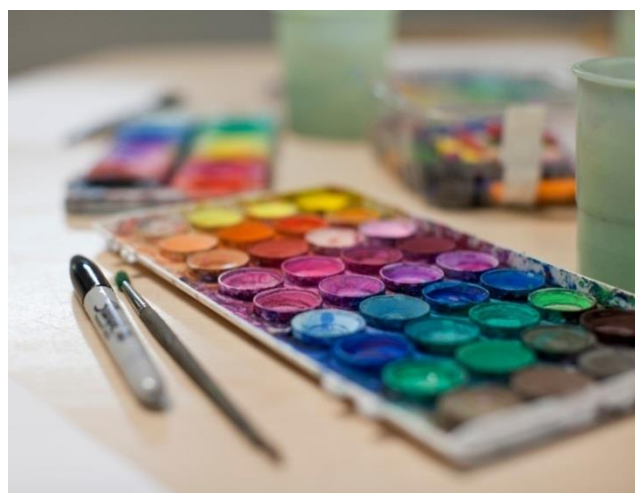
We aim to create a safe, happy and loving environment, which fosters a **sense of belonging** and security. We endeavour to provide a service, which reflects an anti-bias curriculum, multi-cultural programs and integration of special needs children. Activities that help children develop at their own pace are the mainstay of our program.

We aim to encourage in our children: confidence and curiosity, happiness and honesty within themselves, interest in the world around them, respect for themselves, others and the environment and to nurture independence and identity.

Your child will receive a **PORTFOLIO** when they commence Pre-School. It is a collection and reflection of their ongoing time at Pre-School (development, milestones, relationships, photos, conversations, daily happenings, learning journeys). It is our hope that you value these insights into your child's day as much as we do and that you connect to the portfolios as much as your children do. The portfolios are always accessible in the rooms, so feel free to take a look with your child.

## *Children will have the opportunity to:*

- ◆ Build with blocks, construction
- ◆ Participate in collage, painting, drawing, creative arts
- ◆ Enjoy dramatic play e.g. home corner, fairy garden
- ◆ Enjoy quiet concentration with books, puzzles and manipulative equipment.
- ◆ Engage with the natural world, gardening, recycling, care of pets.
- ◆ Enjoy music and story time, discussion
- ◆ Participate in active, healthy fundamental movement



# Description of Learning Areas

As **play is endorsed as our desired vehicle for learning**, the program has many provisions that are available to the children that promote learning, inspire enquiry and provide practice as the children build upon their skills. These provisions are embedded into the program and are considered to be a 'taken for granted' assumption within the environments.

| Area                   | Description of Learning   |
|------------------------|---|
| Dramatic Play          | Dramatic play provides the child with an opportunity to take on a new role; explore feelings and reflect life experiences. It helps the child to sequence their ideas into logical thoughts as they share what they are thinking with others. Negotiation skills are honed as children determine the roles for the play.  |
| Conversation           | Conversations between child/ child, staff/family and/or child/staff are valued and may become the catalyst for a new learning journey. They help the staff to understand the child's thinking as well as building positive, trusting relationships.   |
| Music & Movement       | Provides the child with the opportunity to build concentration, balance and control of their body. It can promote participation and generate courage in both small and large groups. Kinaesthetic learners thrive when learning includes movement   |
| Block construction     | The children have access to a variety of blocks that they may freely construct with. This provides the children with the opportunity to explore size, shape & patterns in a concrete way. Whilst learning about balance, angles and velocity.   |
| Puzzles                | Puzzles include manipulates that encourage the child to solve the problem presented. They may be prescribed as with interlocking picture puzzles or open-ended as with Lego/Duplo. Puzzles assist the kinaesthetic learner by providing a 3D image to their learning.   |
| Calendar               | The calendar is used to help children understand time, seasons, weather, months, years, number sequence, before, after, today, yesterday and tomorrow concepts. It is used as a tool on a daily basis to assist with literacy through the recording of events important to the children   |
| Investigating table    | This area provides the children with an opportunity to share something from home that others might like to explore. E.g.: bird's nest, cray bobs, shells. The staff will extend their interest by adding appropriate provisions which will further their curiosity and expand their learning.   |
| Creative art area      | The children have free access to the collage trolley that is stocked with a variety of 'loose' materials that entice children to explore and make visual their thinking through construction and painting. Tools are provided to assist in the process (scissors, rulers, hole punches, staplers, easel etc.). This activity helps the child to sequence their thoughts as they share their ideas with others. If the child needs something extra to achieve the task they have set for themselves, the staff will strive to accommodate their needs. |
| Box construction       | Box construction provides the child with the opportunity to make a 3D image of what they are thinking about. It promotes perseverance and dedication to task as they learn how best to attach the boxes together. This often promotes co-operative team work and scaffolding as the more proficient child will show their friends what they have learnt and how best to apply their knowledge to this situation.  |
| Drawing Table          | The drawing table offers the child an opportunity to make a 2D representation of what they are thinking. This area is freely available to the child and is provisioned with textas, crayons and pencils, as well as a quality paper in a variety of sizes. Our aim is to promote this activity through acknowledging effort, listening to explanations and extending ideas through conversations.   |
| Spontaneous Activities | Children's learning can't always wait until next week. We strive to listen to the children and build upon their learning as it takes place.   |



|   |  |
|---|--|
| Climbing Frames                             | Are always available and aide in the development of large muscles required for climbing. These sights are often used as dramatic play areas as the children's play flows from one area into another.   |
| Aesthetic Dimensions                        | Are considered when setting up an environment. Our aim is to provide environments that create curiosity and encourage participation for the children/parents/staff. This is an ongoing process as together we look at ways to improve our large environment and explore new techniques for adding interest to small environments.  |
| Veggie Garden                               | Holds lots of lessons for the children; growth over time, benefits of fruits of our labour, our need to look after plants, life cycle, consequences of actions. These concepts are extended through provisions in the classroom, e.g. books, cooking, drama etc.   |
| Observation/ Documentation                  | Observation is considered an important aspect of our program and is a constant throughout any given day. As it would be impossible to explore every idea presented to the staff on any given day, documentation is limited to keep our task achievable. Documentation is valued as a way of reflecting the children's learning back to them. It provides a window for other to observe the day as well as validating the work for the staff. |
| Compost Bin & worm farm                     | Assists the children to understand how much rubbish we generate, how long it takes to break down and the possible benefits when recycling is implemented. This helps the children to make links about their impact upon the natural world.   |
| Chooks, Fish & Rabbit                       | The chickens, fish and rabbit remind the children of other living animals and how they too need to have their basic needs met in order to live. The collection of the eggs gives the children the opportunity to take care of precious cargo; establishing a 'can do' attitude.  |
| Fairy Garden                                | The cubby house, nestled at the back of the fairy garden provides the children with an element of privacy for their play. It is a quiet place to retreat to, either alone or with a small group of friends. The trees and grasses adds an element of natural beauty that promotes dramatic play and interest in the natural environment as children often discover an interesting bug that warrants further exploration.                     |
| Access to water                             | Throughout the yard are taps that the children have free access to (weather permitting). It is used to water the plants, extend play in the sandpit or as an ingredient in cooking for dramatic play.  |
| Open area for active gross motor activities | The lawn area provides the children with an opportunity to use their large muscles and build stamina as they chase each other across the yard. These games promote cooperation, negotiation and build pro-social skills as they play together.   |
| Stage                                       | Provides the children with a constant platform for dramatic play. Provisions are often included to further promote this activity.  |
| Sandpit                                     | The sandpit provides the children with the opportunity to explore cause and effect principal as they dig in the sand. Provisions are added to promote further discoveries and to embed learning for each child. The sandpit can also be a place for dramatic play and/or co- operative play, as space and ideas are share; as well as a safe place to be alone and play independently.   |
| Books                                       | Provide children with time for engaging in literacy with educators, their families and peers. Being able to revisit stories allows children to build upon their literacy skills and can spark conversations about their world.   |
| Playdough & Sensory experiences             | Provide the children with opportunities to manipulate and explore through the use of their senses.   |
| Routine times                               | Are utilised to promote self-help skills & autonomy in cooperative learning environments. The children can teach or learn from more experienced others through every day routines such as mealtimes, toileting & packing away experiences. Sharing time & experience helps everyone to develop strong trusting relationship.   |

**Whilst we may be restricted to limiting time in our outdoor environment due to sun safety issues, we do not limit our activities to either indoor or outdoor as they can be as easily accomplished in whichever environment. This provides the staff with a fluid program to nurture curiosity and to foster learning as the topic of interest can extend into either environment.**

# Enrolment & Orientation

## **Enrolment**

Children can be placed on the Pre-School waiting list once they turn two by either ringing, calling into the Pre-School or completing a waiting list form via the website and emailing.

Consideration is made for children on the waiting list with reference to access guidelines and availability of positions. Priority access is also given in accordance with the NSW Government guidelines (Start Strong Pre-School model).



### ◆ Our enrolment recommendations are as follows:

- 3 - 4 yr olds – 1 day per week - Jellyfish room Monday, Tuesday
- 4 - 5 yr olds – 2-3 days per week - Jellyfish room Wednesday, Thursday, Friday  
- Starfish Room Monday - Friday

The priority is given to children who will be entering school the following year, having access to 2-3 days per week (ideally at least 15 hours per week) and subject to availability.

**Staff retain the right to use their professional discretion for the allocation of places, taking into consideration age, sex, special needs, siblings, position on waiting list etc (but not necessarily in this order).**

Enrolments are carried out throughout the year when vacancies exist. In September and/or October enrolments are conducted for the following year.

At enrolment, parents will complete an Enrolment form detailing *family details, medical information, vaccination record (ACIR Statement) any daily medication needs of the child, Medicare number, consent forms and fee agreement*. Service providers will be prohibited from enrolling a child unless they have documentation from the child's parents showing that either;

- the child is fully vaccinated for their age; or
- the child is on a recognised vaccination catch-up schedule; or
- the child has a medical contraindication to vaccination; or
- the parent has a conscientious objection to vaccination.

Parents also need to provide the child's birth certificate. Enrolment forms will then be filed confidentially at the Pre-School.

**Prior to the commencement of preschool all enrolment forms and required documents must be completed and lodged with the service.**

**Enrolment forms, medical needs and contact information must be updated as changes occur.**

Continuation of enrolment is subject to fees being paid in full before the end of each term.  
(see Fees)



## **Orientation**

We host **two** different orientations:

- one for **parents only** and
  - one for **parents and children**
- The orientation evening for the parents of new children attending is to familiarise them with the building, routine, activities and running of the service and committee management. This evening is usually held sometime in November and we do strongly encourage all new parents to attend. The daily routine and program is discussed in detail with parents so they will know what to expect and are able to prepare their children as best they can.
- An orientation session is held for children and parents a few weeks later to allow the children the opportunity to have a play at Pre-School and become familiar with the environment. This visit will help them to prepare for their transition to Pre-School the following year.

If you are unable to attend this evening, or your child's enrolment falls at a mid-year date, the Director can arrange for you to attend the Pre-School prior to your child's first day and familiarise yourself with the building, program, timetable and so on.





# Medical Information

 **Administration of Medication:** *Medication will only be administered in the service if;*

- ◆ relevant details are filled in by parents on a Medication form
- ◆ Medications are in their original container/packaging, clearly labelled with the child's name and dosage. Prescription Medicine must have the child's name and dosage prescribed by a doctor on it.
- ◆ Premeasured dosages of medication **will not** be given to children at the service.

Under no circumstances are medications to be left in a child's bag or in a place accessible to children. All medications must be handed to a staff member and collected at the end of the day.

Medications are administered by room staff and are co-checked and signed by a second staff member.

Medical conditions include, but are not limited to asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis. Parents are required to provide a written management plan from their GP in regards to anaphylaxis and asthma. Staff will consult with families regularly about the ongoing support of children with medical conditions, ensuring that any changes to the child's allergens or condition are updated and noted in the action plan for that child.

**No child who has been prescribed an adrenaline auto-injection device is permitted to attend the service without the device.**

If no written Asthma Action Plan is available the Asthma First Aid Plan will be followed immediately.

## **Medication Forms**

It is the parent's/guardian's responsibility to hand medications to a staff member and to record medications to be given during the day on the medication form. This includes recording of ointments or creams, reason for medication, last dosage given, including time and expiry date of medication

Medication must be collected and the Medication form signed by parent/guardian at the end of each day.

## **Vaccinations**

Parents are required to provide early childhood education and care services with proof that their child is immunised, or that they hold a valid exemption for their child. Proof must be in the form of an ACIR statement (sent to parents each time a child is immunised) or be the appropriate exemption documentation. **Service providers are prohibited from enrolling a child unless they have documentation** from the child's parents showing that either:

- ◆ the child is fully vaccinated for their age; or
- ◆ the child is on a recognised vaccination catch-up schedule; or
- ◆ the child has a medical contraindication to vaccination; or
- ◆ the parent has a conscientious objection to vaccination

In some cases a mix of these documents may be provided. For example, a child may have a combination of up-to-date vaccinations for their age together with an exemption for a medical contraindication to one particular vaccine. Service providers may receive the

required information from parents or, where a child is transferring from another service, from the service provider of the service where the child was previously enrolled.

As vaccinations are updated families are required to provide the service with current immunisation printout.

### **Exclusion Periods**

*The following is a list of the most common infectious diseases and their exclusion periods:*

| Condition   | Exclusion of Cases   |
|---|--|
| Campylobacter                                     | Exclude until diarrhoea has ceased.  |
| Chicken Pox                                       | Exclude until fully recovered or at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.   |
| Conjunctivitis                                    | Exclude until discharge from eye has ceased.   |
| Diarrhoea   | Exclude until 48hrs after diarrhoea has ceased.  |
| Diphtheria  | Exclude until medical certificate of recovery is received following at least 2 negative throat swabs; the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later. |
| Glandular Fever                                   | Exclusion is not necessary.  |
| Hepatitis A                                       | Exclude until medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.   |
| Hepatitis B                                       | Exclusion is not necessary.  |
| Human Immuno Deficiency Virus                     | Exclusion is not necessary unless child has a (HIV AIDS Virus) secondary infection.  |
| Impetigo  | Exclude until treatment has commenced. Sores on exposed surfaces must be covered with water-tight dressing.  |
| Leprosy   | Exclude until approval to return has been given by health authority.   |
| Measles   | Exclude for at least 4 days after onset of rash.   |
| Meningitis  | Exclude until well   |
| Meningococcal Infection                           | Exclude until well.  |
| Mumps   | Exclude for 9 days or until swelling goes down.  |
| Poliomyelitis                                     | Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.  |
| Ringworm, Scabies, Head lice, Trachoma            | Readmit the day after appropriate treatment has commenced.   |
| Rubella (German measles)                          | Exclude until fully recovered or at least 4 days after the onset of rash.  |
| Streptococcal Infection (Including Scarlet fever) | Exclude until the child has received antibiotics treatment for at least 24 hours and the child feels well.   |
| Tuberculosis                                      | Exclude until medical certificate from an appropriate health authority is received.  |
| Whooping Cough                                    | Exclude the child for 5 days after starting an antibiotic treatment.   |

# When you are ready to start at Pre-School

## **WHAT TO BRING**

**All of your child's belongings, clothes, shoes and all the items listed below should be clearly labelled with your child's name.**

Children attending should bring:

- ◆ Hat (preferably wide brimmed)
- ◆ A drink (Drink bottle with enough water for morning tea and lunch.)
- ◆ Morning tea container/bag (fruit, vegetable sticks, cheese, crackers, etc)
- ◆ Lunch (Sandwiches, fruit, salad, vegetable sticks, yoghurt etc)
- ◆ Set of small sheets (Fitted cot sheet and flat sheet are ideal)
- ◆ Drawstring bag **or** pillowcase to hold sheets
- ◆ Spare set of clothes (To be kept in school bag)

**N.B.** Morning tea, drink and lunch, should be placed in the appropriate boxes or fridge on arrival each morning.

Sheets will be kept at pre-school for duration of the term and will be returned to you at the end of term to be washed.



### **A few suggestions on clothing...**

Children should be dressed in comfortable, appropriate clothing. Likewise, hats should be practical and comfortable. Children's shoes should be sensible and suitable with a flexible sole. Dresses and skirts below the knee are discouraged, as this length hinders children's ability to participate in activities involving crawling, jumping, climbing, rolling. An alternative should be provided for these times. Ideally, older clothes save the worry of dirt and paint.

### **A few suggestions about food....**

We encourage you to pack your child a nutritious and filling lunch. Some suggestions include sandwiches, savoury muffins, crackers and cheese, yoghurt, fruit salad, muesli bars, cereal, boiled eggs, carrot/ banana cake, stewed apple, tub of strawberries, dried fruits, carrots, salads, quiche and water. This allows children to make healthy food choices and ensures all mealtimes are positive, relaxed and social. Consider our environment and use containers for your child's food as opposed to excessive packaging.

**Foods such as roll-ups, chips, sweet biscuits, choc coated /choc chip muesli bars, cordial, soft drinks, flavoured milk, nutella, lollies, or sweet dessert yoghurts are not recommended or acceptable.**



# Ways you can help as a parent

## **Parental involvement**

We encourage parents to be involved in all aspects of your child's pre-schooling. Open two way communication with the staff enables us to work together to achieve the best for your child. We love you to share information as to your child's individual needs, interests and your hopes for your child. We also love to hear about any changes occurring, special events coming up or significant happenings for your family. (These often become a topic of conversation for your child and it helps us to have a little background....maybe it's the arrival of a new pet, a grandparent, friends staying over or a weekend away) You may also like to come in and spend some time with us in the rooms, whether it be to play for a little while or share a special skill with us, maybe you love to cook, sew or play an instrument. The children love to have you visit.

## **Committee.**

As a Community Based Pre-school a parent committee is essential to our governance and management. Becoming a committee member is a valuable way of not only helping the Pre-School but also getting to know other parents. The committee's goal is to provide the best possible educational experience for the children. If you are interested in joining the committee please see a current committee member. Names and contact numbers for the current committee members are listed on the notice board in the foyer. You may even like to be on one of the sub committees that we have for both Fundraising and gardening.

## **Fundraising.**

Throughout the year you will be notified of numerous fundraising events. All the monies raised go towards buying resources for the Pre-School. Whether it be the fundraising by the teachers e.g. book sale, t-shirts, toy catalogues or events organised by the Management Committee fundraising team, please, if you can, support the cause. Ultimately, the purchases from this fundraising do benefit each and every Pre-School child here at the school. Also, if you feel that you would like to help with the actual fundraising event, please contact a committee member.

## **Gardening**

With such a beautiful landscaped yard gardening bees are a must to keeping it that way and ensuring it is a wonderful, safe place for the children to play in. If you love to garden you can join the gardening sub-committee and be involved in maintaining the grounds throughout the year (not just at garden bees). We currently have a sub-contractor who mows and fertilises the yard. Perhaps you might even like to have a patch of the yard that you maintain and are able to pop in and do it on days that your child attends.



## **Collecting / Recycling.**

Please save margarine containers, egg cartons, cereal packets, magazines, take-away containers, cardboard cylinders, cotton reels, etc. and any other recyclable objects as these all can be used in the children's craft activities. There is a space provided in the foyer, just inside the front screen door for you to put these items.

Also, if you have some old dress up clothes at home that you are not using they would be most appreciated.

# Events and Celebrations

## **Special Events**

Occasionally throughout the year we may have a visiting guest, musician or performer visit, sometimes these will incur a cost and other times will be included in our budget. We also have other special events for Mother's and Father's day, discos, and small fun events. At Christmas time the children put on a Christmas Carol Concert here in the pre-school grounds. You will notice your child practising carols in the last term, and we encourage all families to join in the fun and support your child at this exciting time of year. A note will be sent home with details.

## **Birthdays.**

We would love to help celebrate your child's birthday at Pre-School. You might like to send along a cake or even bring along a cake and candles for morning tea and join your child and classmates for the celebration. Even if your child's birthday doesn't fall on a Pre-School day you are more than welcome to celebrate it on the next Pre-School day.

(Some parents find that sending along cupcakes for birthdays a better alternative to a larger, hard to handle birthday cake.)

## **Celebrations**

We acknowledge religious and cultural celebrations as a part of our ongoing, everyday program. Please indicate on your enrolment form if there are any.

## **Excursions.**

We really enjoy going on excursions. A note will always be sent home letting you know about upcoming excursions. Parents will need to give written permission for their child to attend upcoming excursions. We always require parent volunteers to accompany any group on our excursions, so please let the staff know if you can help.

## **Photo Day.**

Each year in the third term the Pre-School holds a PHOTO DAY. This is a pupil free day. Individual and class photos are taken by a professional school photographer. You will be notified, of photo times and general procedure prior to the day.



# List of Policies

A full copy of Moree Pre-School's Policies and Procedures are available for your viewing at the Pre-School.

## ❖ Leadership & Service Management

- ◆ Governance and Management of Service
- ◆ Fees
- ◆ Privacy & Confidentiality
- ◆ Record Keeping
- ◆ Refusal of Authorisations
- ◆ Complaints and Feedback

## ❖ Collaborative Partnerships with Family & Community

- ◆ Family Participation & Communication
- ◆ Enrolment & Orientation

## ❖ Relationships with Children

- ◆ Interactions with children

## ❖ Staffing Arrangements

- ◆ Staff Code of Conduct
- ◆ Determining Responsible Person
- ◆ Volunteers, Students & Visitors

## ❖ Educational Program & Practice

- ◆ Educational Program – Principles, Aims & Objectives
- ◆ Transition to School

## ❖ Children's Health & Safety

- ◆ Arrival & Departure
- ◆ Child Safe Environment
- ◆ Safe Environment – Tobacco, Drug & Alcohol free zone
- ◆ Cleaning & Maintenance
- ◆ Safe Storage of dangerous goods
- ◆ Sun Protection
- ◆ Child Protection
- ◆ Incident, injury, trauma & illness
- ◆ Administration of First Aid
- ◆ Administration of medication
- ◆ Medical condition - Asthma Management
  - Anaphylaxis management
- ◆ Infectious Diseases
- ◆ Emergency & Evacuation - Fire procedure
  - Other events
- ◆ Nutrition – Dietary Requirements
- ◆ Excursions
- ◆ Water Safety



# Parent Concerns

We welcome parent's comments and concerns in any area of our work. We encourage parents to speak with us if they have any concerns or comments that may help us improve our Pre-School or our performance. If a parent wishes to make a written suggestion or comment they may use the fees box (located inside left of the pre-school entry foyer) which doubles as a suggestion box.

Contact details for making further complaints are displayed in the foyer of the service.

- ◆ Families may make a formal complaint and no person will be disadvantaged in any way as a result of that complaint.
- ◆ Formal complaints should be in writing, addressed to the service, including names of the approved provider and nominated supervisor and include the complainants address and phone number.
- ◆ Complaints will be dealt with in strictest confidentiality, with only those who need to be notified to deal with it informed.
- ◆ When an educator or staff member receives a complaint directly, it should be documented by them and passed on to the most appropriate person to investigate.
- ◆ Actions to address complaint will be determined and persons involved notified of these. Resolutions of the complaint will be documented and as a result may form a basis for an area of improvement.
- ◆ The Department of Education and Communities will be notified of any complaint made to the service alleging a breach of regulation within 24 hours of the complaint being made.

## Support Services

The following support services are available;

### **Early Intervention Support Program**

The Department of Education runs a free Early Intervention Service, through Moree Public School, for children to school age. This service aims to support children who have a delay or disability within their development. Referrals are required for this service and children will need to meet strict criteria in order to access this service.

The Moree and District Early Intervention Service supports children (0-6yrs) that have a diagnosed disability or significant developmental delay. This service provides various styles of support for both the child and their family such as pre-school support, home visits, resource library and transition to school program. This service is an approved NDIS provider and is the transitional Early Childhood Early Intervention access partner for our local region. To access this service please contact Deb Hamilton on 67521055 or visit the Dolphin Room at Moree Pre-School.

Moree Pre-School has access to funds to work individually with children who may be having difficulties in some areas. Ask your class teacher for any details if you are concerned about your child's development.

### **Speech Pathologist & Occupational Therapy**

Staff will contact parents if they feel that your child will benefit from this service.

# Useful Contacts

## **Department of Early Childhood Education and Care**

**Phone** 1800 619 113

**Email** [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

## **Australian Children's Education & Care Quality Authority**

**Phone** 1300 422 327

**Email** [acecqa.gov.au](mailto:acecqa.gov.au)

## **Centrelink**

**Phone** 136 150

## **Immunisation Register**

**Phone** 1800 653 809

## **NSW Ombudsman**

**Phone** 1800 451 524

## Finally...

Please do not hesitate to approach staff or committee members if you would like more information about Moree Pre-School. Thank you for entrusting Moree Pre-School with the education and care of your child. We hope to make your families time with us a positive and rewarding experience.

