



The Pines School Based Preschool



Parent Information Booklet 2018

Contact information



The Pines School Based Preschool

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Welcome to the Pines School Based Preschool



We welcome you and your child/ren to our Preschool. We hope your time with us is both educational and enjoyable.

We provide a high quality, safe, welcoming, happy environment where your child will have a sense of belonging and ownership.

Through our practices we develop and maintain partnerships with families and children, so that children feel valued, respected and have a voice in their learning.

This booklet contains information about our Preschool. If you have any questions please do not hesitate to contact us.

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Educators

Principal

Cherie Collings

Educational Leaders

Maria Battisti & Lucy Hlatshwako

Educators:

Maria Battisti

Lucy Hlatshwako

Dianne Duggan

Miriam Solano

Emma Barone



Services available

Same First Day

Children who turn 4 years of age before 1st of May will start Preschool on the first day of Term 1 of that year. Children who turn 4 years of age after 1st of May will start Preschool on the first day of Term 1 the following year.

*Indigenous children are eligible to access 12 hours of Preschool a week at 3 years of age.

Session Times at Preschool

Your child is eligible to full time Preschool (15 hours). You may choose for your child to attend one of the following groups:

- **Group A** (Mondays 8.30am-3.10pm, Tuesdays 8.30am-3.10pm and every alternative Friday 8.30am-12.00pm)
- **Group B** (Wednesdays 8.30am-3.10pm, Thursdays 8.30am-3.10pm and every alternative Friday 8.30am-12.00pm)

Preschool Support

DECD (The Department of Education and Child Development) provides specialised help free of charge from qualified Speech Pathologist, Psychologists and Disability Coordinators. If you have any queries or concerns regarding your child's development, please see a staff member for a confidential referral.

An Educator may also approach you regarding any extra support that we feel your child may need.

Bilingual Support

We offer Bilingual Support for children and families from culturally and linguistically diverse backgrounds who have limited English.

School Transition

The Pines Preschool is part of The Pines School. The Preschool liaises closely with The Pines School and other local Schools to provide a transition programme for your child. Transition visits are a fantastic opportunity for children to meet their Educators, peers and become familiar with the new environment and routine.

Health Screenings (Child and Family Health and Youth Services - CaFHS)

CaFHS Nurses provide health screening for children aged 4-5 years at our Preschool. Screenings are held once a Term before your child starts School. Educators will notify you of the dates throughout the year.

Playgroup

Playgroup is available at the Preschool every Wednesday morning from 9.00am to 11.00am. Playgroup provides an excellent opportunity for children and their Parents / Caregivers to get to know our Educators, the Preschool environment and also connect with other families within the community. The cost for entry is \$4.00 per family. Your payment will cover the cost for art/craft materials and other resources required to run Playgroup. If you require further information please do not hesitate to contact the Preschool.

Public School Term Dates (2018)



Term 1	29 th January - 13 th April
Term 2	30 th April - 6 th July
Term 3	23 rd July - 28 th September
Term 4	15 th October - 14 th December

Material services and charges

Government funding subsidises part of the Preschool costs. Therefore, it is required that families pay Preschool 'material services and charges' once a Term to cover the remaining costs. Your payment will cover the costs of numerous essential consumable items, such as paints, glue, art/craft materials and new equipment/resources.

- Preschool material services and charges are currently \$70 per term.
This is to be paid at the School Front Office.
- If you are having difficulties paying, please speak to the Educational Leader.
- Reminder notices will be issued for overdue fees.

Daily routine

Monday to Thursday (full day sessions 8.30am-3.10pm)

8.00am - 8.30am - Staff preparation time. Set up inside / outside.

8.30am - Doors open, children arrive and participate in free play activities / experiences inside.

8.50am - Pack up for learning time

8.55am - 9.15am - Group time songs / roll call / learning time

9.15am - 11.50am - Rolling snack / children involved in inside and outside learning experiences

11.50am - Begin rolling lunch. Children continue with inside/outside learning experiences

1.00pm - 1.30pm - Relaxation time / yoga / songs / learning time

1.30pm - 2.20pm - Children participate in inside/outside learning experiences. Also set up afternoon snack table.

2.30pm - Everyone on the mat. Divide into two groups. One group stays in the main room. The other group goes into the activity room.

3.00pm - Begin to farewell children. Staff say goodbye before they leave the mat.

3.10pm - Children finish session

**Routine is flexible*



Daily routine

Friday (half day session 8.30am - 12.00pm)

8.00am - 8.30am - Staff preparation time. Set up inside / outside.

8.30am - Doors open, children arrive and participate in free play activities / experiences inside

8.45am - Pack up time

8.45am - 9.00am - Group time / songs / roll call

9.00am - School library visit / borrowing / story time

9.30am - Learning time / snack all together

9.45am - 11.30am - Inside / outside learning experiences. During this time, Staff may use this time to work with small groups / individual children.

11.30am - Pack up time

11.45am - Group time for all children / songs / games / stories

12.00pm - Farwell children



Educational Philosophy

"Children lead play based learning, but it is what we do, say and how we act that can make a huge difference in the child's learning and life. Remember that every interaction is an opportunity for children and educators." (Peter H Reynolds - The Dot)

At The Pines School based Preschool, we believe that children learn best when there is engagement with families and the community, where everyone belongs and feels their culture is valued and included.

When children have choices and are active participants in their learning, they gain new understandings about the world around them. This occurs when learning experiences are inclusive, play based, hands on and link to real life context.


As educators, we establish good relationships with children and ensure student safety and wellbeing. We critically reflect to ensure that each child's interests are developed and incorporated into the curriculum. We provide children with opportunities to continually build on their individual and emerging skills through differentiation, and develop their dispositions as powerful learners to reach their full potential.



Curriculum

"Play to a child is what work is to an adult. It is what they do. It is through play that children learn about their world and the things in it. Play allows children the chance to explore their environment, to learn how it works and how they relate to it." (K, DeBord & N, Amann - Benefits of Play)

- At the Pines School Based Preschool, we provide a play based learning environment based on Reggio Emilia principles that allows children to explore, imagine, create, problem solve, develop social groups, develop independence and have fun.
- We give children the time and space they need to discover, practice and build age appropriate knowledge and skills.
- We value our outdoor space as an essential part of each child's learning and development. We believe the outdoor environment encourages children to become "explorers", "investigators" and "creative thinkers" and to challenge children's thinking by managing their own risks.
- We invite children to find their own learning journey through their prior knowledge, skills and abilities and we build on children's existing knowledge and interests.
- Children are encouraged to share their discoveries in different ways, through construction, drawings and photographic evidence.
- We provide inquiry based learning opportunities, whereby children work together to listen, respond, make decisions, explore and evaluate specific questions/ideas.
- Children have a say in their learning and participate in activities of personal interests and connect to real world situations.
- Respect and value the cultural and social diversity of children and their families.
- Provide children and families with opportunities to become involved in the centre's program.
- Provide children a high quality, safe, welcoming, happy environment that children have a sense of belonging and ownership.
- Develop and maintain partnerships with children so they feel valued, respected and supported. Children have a sense of belonging and ownership.





The **Early Years Learning Framework (EYLF)** is used to inform our planning. The framework identifies the following 5 learning outcomes for the 3 to 5 age group.

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

This framework allows Educators to plan an inclusive play based program and to also assess and report on your child's learning. We use a programming cycle to track, monitor, observe and extend children's interest and learning. We provide a balance of spontaneous and intentional learning experiences which are derived from our observations, children's prior knowledge, skills and also relevance.



DECD Preschools are required to use the **Indicators of Preschool Numeracy and Literacy** to identify, plan for, assess, monitor and report each child's learning and growth. Information collected is reported in each child's Statement of Learning.


Numeracy is the capacity, confidence and disposition to use mathematics in daily life

(Implementation Guidelines of Preschool Numeracy and Literacy, pg. 3). **The Numeracy Indicators are:**

- I explore and understand my place and space in the world
- I quantify my world
- I analyse, read and organise the data in my world
- I measure and compare my world

Literacy is the capacity, confidence and disposition to use language in all its forms

(Implementation Guidelines of Preschool Numeracy and Literacy, pg. 3). **The Literacy Indicators are:**

- I use language to connect with my world
 - I understand the language of my world
 - I represent my world symbolically
 - I engage with texts and make meaning
- 

Keeping Safe: Child Protection Curriculum (KS:CPC)

DECD Preschools are required to implement the Keeping Safe: Child Protection Curriculum. The aim is to support children to recognise abuse and understand ways to keeping themselves safe. The Educators delivering the program have received training in the Curriculum.

The Curriculum has 2 major themes:

- We have the right to feel safe
- We can help ourselves to be safe by talking to people we trust

The Curriculum has 4 focus areas:

- The right to be safe
- Relationships
- Recognising and reporting abuse
- Protective strategies

Parents are informed via our notes/newsletters prior to the implementation of the Child Protection Curriculum at the Preschool.

Assessment and Reporting to Families

During each child's time at our Preschool, Educators will establish a learning portfolio. The Portfolio shows a range of information about your child's unique and individualised learning journey, such as learning stories, work samples, photos, individual and group learning experiences. These portfolios are available at all times to Parents and children.

First Term Reports

The first term report focuses on how your child has settled into the Preschool learning environment. In addition, ongoing observations are recorded about your child's interests, development and learning. These observations are used by Educators to plan learning experiences and goals to meet and extend the needs of your child. We also offer parent teacher interviews at the beginning of Term 2.

Statement of Learning

At the end of your child's year at Preschool (Term 4), you will be given a Statement of Learning. This describes your child's progress and development as outlined by the Early Years Learning Framework and Indicators of Preschool Literacy and Numeracy.

Can you help us?

We provide various every day/natural materials for children to use in their art creations, numeracy explorations and where their imagination takes them!

We would appreciate your help any donations from the list of items provided below:

**Please remember we cannot accept egg cartons, toilet rolls or any chocolate/nut packages. Thank you.*

- Cardboard boxes (all shapes and sizes)
- Cardboard rolls
- Cuts of fabric
- Wrapping paper
- Cards and unused envelopes
- Buttons
- Plastic yoghurt tubs
- Different types of paper
- Bottle tops
- Corks
- Assorted ribbon/lace
- Mosaic tiles
- Sea shells
- Rocks / pebbles
- Pine cones
- Any natural materials children can use for sorting/comparing/classifying



Communication with families

We recognise that families are a child's first and main contact. Therefore we focus on the relationship between the child, families and Educators at our Preschool.

We aim to ensure that all families feel accepted, valued and respected. We also encourage families to be involved in their child's planning process and learning journey.

All Educators encourage positive and productive relationships in the Preschool. These relationships are based on trust, confidentiality and open communication.

We maintain regular communication between our families and the Educators through:

- informal conversations
- newsletters
- information/Acquaintance Night
- displays
- communication diary
- telephone calls
- interviews
- portfolios
- Notes
- Emails

We also upload information on **The Pines School Skoolbag** App available free for download on iPhone and Android users.



What your child needs each day at Preschool

- A clearly named hat for outdoor play
- Please dress your child in practical and comfortable clothes suitable for active and sometimes messy play. **No singlets please - shirts must have some sleeve**
- A change of clothes
- Appropriate footwear (thongs and slip in sandals are inappropriate)
- A named bag (to be placed in a locker provided)
- A named drink bottle (containing water only and to be placed in the cooler bags provided)
- A healthy morning snack/lunch

- The Preschool programme aims to promote and encourage good health and nutrition practises as well as independence skills.
- We recommended that you send healthy foods for snacks, which can be independently managed by your child. For example, a piece of fruit, vegetable, cheese, dried fruit, crackers.
- **No cakes, sweet biscuits, chips, chocolate, lollies.**
- If the above items come to Preschool they will be returned to you along with a note.
- For further information please refer to our Nutrition Policy or got to www.decd.sa.gov.au/rightbite.
- Please ensure you pack their lunch in a separate named lunch box, and placed in the fridge located in the activity room.
- Their morning snack is to be left in their Preschool bag.






Nut Aware Policy

Please be aware children attending our Preschool may have severe allergies to nuts.

No nuts or products containing nuts may be brought to the Preschool because there is no guarantee that children will not share snacks or inadvertently have contact with the nut product (this includes all types of nuts, peanut butter, Nutella and foods that are cooked peanut oil).

To protect children with allergies, any foods that are found by Educators to contain nuts or nut products will be placed in a zip lock bag along with a note and be returned to you at the end of the day.



Illness at Preschool

- If your child is showing signs of being unwell before coming to Preschool, it is important to keep them home for the day. This will ensure that Educators and other children do not become ill.
- If children become unwell at Preschool, they will be cared for until a Parent/Caregiver or emergency contact person can collect them.
- Please make sure that your contact details are up to date.
- If your mobile number is your main contact, please keep your mobile phone on at all times during your child's Preschool session time.
- If your child will be absent for one reason or another, please phone the Preschool, especially if he/she has a contagious illness that we need to notify all Parents. Please notify Educators immediately should your child contracts an infectious disease, such as measles or chicken pox.

Medications

- If your child has a long term health problem which requires ongoing medication, you will need to see an Educator for a Health Care Plan and Medical Authority form, which needs to be completed by your child's Doctor.

Other important information

Arrival at Preschool

- Please enter the Preschool from the side gate and then go through our yard to enter through the main doors.
- Before doors open, please make sure you put your child's lunch box in the fridge located in the activity room
- Please check your child's information pocket, which are located on either side of the main doors.
- Once main doors are open, please assist your child to place their bag in the bag lockers.
- Each session will begin with a period of free play for children to engage in various activities before learning time
- Please feel free to stay and spend some time with your child to settle into the session
- Please see that your child is happily settled into an activity before you leave. If your child is experiencing difficulties separating from you, please let an Educator know for assistance.

Goodbye time

- To provide a more conducive learning environment in the afternoon, children are divided into two groups for our goodbye time at the end of the day. This enables more children to have a turn with games, and to also support with participation, social skills, listening, confidence and overall quality of learning. **This means at the end of the day, one group time will be held in the main room and the other in activity room. You will be notified which room your child will be via a note.**
- An Educator will farewell the children individually to ensure that they go home with the person nominated to collect them.

- Please be prompt in collecting your child. This will allow time for Educators to clean up and prepare for the next day.
- Should an emergency arise and you are unable to pick up your child on time, please phone the Preschool so we can reassure your child.
- In general, children are collected by their Parents/Caregivers. When this is not the case, please let an Educator know. There is a diary on the kitchen bench to record other arrangements. Please provide their name and contact number. We also need to sight I.D. to check their identity against your written permission in the diary.
- If you are collecting your child before the end of the day, please sign your child out on the **Early Departure Sheet** located on the kitchen bench.

School library

- We visit the School library once a week on Friday mornings. Children are able to borrow one book to take home. You are more than welcome to supply a named library bag for your child.

Parent involvement

- Parents are always welcome in the Preschool and there are a variety of ways in which you can give your support. If you would like to cook, share your skills/interests or help in anyway, please let one of the Educators know.

Toys

- We ask that children **do not** bring toys or other items from home due to the risk of becoming lost or broken. We cannot be responsible for toys brought to Preschool.