



# Bishop Tyrrell Anglican College

Learn. Lead. Serve.

## Preschool Parent Handbook

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## Introduction

Welcome! Our Parent Handbook explains important information you will need to know while your child attends Bishop Tyrrell Anglican College Preschool.

Bishop Tyrrell Anglican College Preschool is located within the grounds of Bishop Tyrrell Anglican College and licensed by The Department of Education Services. It is an inclusive environment, and we openly welcome all children and families.

The Preschool educators are committed to and passionate about providing quality care and education for children aged 3- 5 years. Priority is given to children aged 4-5 years who turn four by the 31<sup>st</sup> July.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how the Preschool operates. You will be required to sign and return the form on the last page of the handbook to confirm you have read and understand the information you have been given in your enrolment pack.

We have an open-door policy during non-restriction times. You and your family are welcome to visit our Preschool at any time.

## Service Philosophy

### **‘Nurturing a sense of belonging and wellbeing’**

**We embrace the Anglican ethos and the values of our wider school community.** Faith, respect, collaboration, opportunity and a pursuit of excellence is central to all that we do and is at the heart of our daily practices.

**We embrace relationships with the families and the wider school community of which we are apart.** We believe families are unique. They each possess their own set of customs, beliefs, values, differences and strengths. We view the family unit, in all structures as the most significant influence on a child’s learning and development. We believe in collaborating with families to achieve the best possible learning outcomes for children. We draw upon the knowledge and support of our wider school community and work together to provide opportunities for skill development and positive transitions.

We have great appreciation for the values, customs and backgrounds that our families and our educators bring to our Preschool and take pride in incorporating this diversity into our daily practice and curriculum. We acknowledge the traditional First Nations people as the custodians of this land that we share and the first teachers of the next generations.

**We embrace a capable, strong and competent image of children.** We believe it is the right of every child to have access to high quality care and education. We also ensure the standards and obligations defined by the UN Convention on the Rights of the Child inform curriculum design. At the heart of this philosophy identifies a sincere appreciation for the child as inherently strong, capable, and resilient, abounding with both wonder and knowledge. The child is regarded as the focal point of their own learning journey.

**We embrace the role that the environment plays in learning and design spaces that have purpose and potential.** We believe in providing continuity and consistency in the environment where children can revisit ideas and develop deeper understandings. We believe in creating safe environments that encourage collaboration, negotiation and co- construction of knowledge between children, families and Educators. We embrace sustainable education and its possibilities for change on many levels. We engage in tangible, sustainable education and believe in fostering lifelong learning for Children to embed in their current and future endeavours to ensure a safe and healthy world.

**We embrace a curriculum that is born from a strengths based approach.** We embrace play-based learning and intentional teaching to maximise Children's opportunities. Our curriculum is based upon the Early Years Learning Framework and is influenced by the principles underlying the Reggio Emilia Approach to education. We believe in the concept of the 'hundred languages' and that children have multiple ways of expressing their thoughts, ideas and opinions. We believe learning occurs through relationships, collaboration and co-construction with Educators, peers, families and the environment. Our curriculum is an inquiry based/research focus framework, that blends children's interests with educators research. It highlights educators teachings to meet children's learning outcomes and give an authentic holistic view. We believe that Education is a journey of self-discovery and transformation. We believe learning is enhanced in an environment where Children have rights to nourish their own soul, creativity and imagination.

**We embrace a safe space that fosters a collaborative and cooperative approach where all staff are respected as individuals and as valuable team members.** We view professional development as a way to improve our abilities and skills. Furthermore, we see it as a way in which we can promote a culture of continuous growth, improvement and positive attitude towards change. We embrace the role of an Educator as being extensive and involving observation, documentation, re- searching, listening, and co constructing knowledge. Central to these roles is the ability to provide an environment to assist children to investigate, hypothesise, experiment and explore their surroundings. We see critical reflection as a meaningful and an ongoing process to support the learning of Educators and the Preschool's journey of quality improvement. In doing so, we acknowledge the role critical reflection plays in our Preschool's pursuit of excellence and in promoting positive change.

*Our Philosophy is reviewed annually at the beginning of each year with all families. We value your input into the review of our evolving living document.*

### **Service Information**

Our Preschool caters for 56 children aged 3 to 5 years each day. We are open from 8:00am to 4:00pm Monday to Friday, (39 weeks of the year) and are closed on NSW public holidays.

We have 3 classrooms:

Rosellas' Room

Kookaburras' Room

Lorikeets 'Room

### **Preschool Before and After School Care**

The College operates a before and after school care service for Preschool aged children before Preschool from 6.30am – 8am and after Preschool from 4pm – 6pm for an additional fee. This service is classed as Approved care and families may be able to access child care benefits for this service. This service is also available to families during school holiday periods.

For further information regarding Preschool Before and After Preschool care please contact the College OOSH coordinator Ashley Winter on 4979 8482 or at [wintera@btac.nsw.edu.au](mailto:wintera@btac.nsw.edu.au)

### **Preschool Contact Information**

Phone: 02 4979 8445

Email: [preschooloffice@btac.nsw.edu.au](mailto:preschooloffice@btac.nsw.edu.au).

Website: <http://www.btac.nsw.edu.au/experience/preschool>

**Service Provider:** Newcastle Anglican Schools Corporation

**Approved Provider Representative:** Penny Curran-Peters (Bishop Tyrrell Anglican College Acting Principal)

**Service Director:** Michelle Treton (Monday - Friday)

**Nominated Supervisor:** Michelle Treton

**Educational Leader:** Michelle Treton/Jodi Horner

### **Our Team of Educators**

Michelle Treton	Director/Ed Leader/Teacher	Bachelor of Education
Jodi Horner	Lead Educator/Ed Leader	Diploma in Children's Services
Lexia Morley	Lead Educator	Bachelor of Education
Georgia Mooy	Lead Educator	Bachelor of Education
Sarah Hiskens	Lead Educator	Bachelor of Education
Shelly Backhouse	Educator	Diploma in Children's Services
Jade Cardow	Educator	Certificate III in Children's Services
Emma Whitworth	Educator	Certificate III in Children's Services
Jamee Linsley	Educator	Certificate III in Children's Services
Nicole Grant	Educator	Certificate III in Children's Services
Kylie Kinkade	Educator	Certificate III in Children's Services
Sreechitra Dasari	Educator	Certificate III in Children's Services

All educators have completed First Aid, Asthma and Anaphylaxis Training.

### **Responsible Persons**

Name: Michelle Treton

Days: Monday to Friday

Email: [tretonm@btac.nsw.edu.au](mailto:tretonm@btac.nsw.edu.au)

Phone: 4979 8445

## Regulatory Authorities

Our Preschool complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework (or other Approved Framework) and the National Regulations (Education and Care Services National Regulations).

Our Preschool is regulated by the new national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in NSW. To contact our Regulatory Authority, please refer to the contact details below:

NSW Early Childhood Education and Care Directorate Department of Education and Communities  
[www.det.nsw.edu.au](http://www.det.nsw.edu.au)

1800 619 113, [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au), Locked Bag 5107 PARRAMATTA NSW 2124

## Fees

NSW Government Funding, under the Start Strong guidelines has enabled the Preschool to reduce the Preschool daily fee for families, with a further reduction in fees for children 4 years old on or before 31<sup>st</sup> July. Indigenous families, families of children diagnosed as High Support needs, and low-income families (must possess a current Commonwealth Health Care Card) who have a child to be at least 3 years old on or before July 31 receive a further reduction in fees. The reduction of fees through the Start Strong subsidy is reliant on continued Government Funding. Fees will be reviewed at the conclusion of each year and adjusted to reflect funding allocations for the following year. We aim to pass the majority of funding received onto families through reduced fees.

The NSW Government is committed to ensuring that all children in New South Wales can participate in 600 hours of quality preschool education in the year or two years before school, no matter where they live or what their circumstances are. Fee relief funding is scaled by hours of enrolment to encourage 600 hours per year of early childhood education for children in preschools.

Families can only access fee relief from one eligible service at any given time. An eligible service may include a community preschool or long day care service. All parents or caregivers are required to complete a declaration form that nominates which service you are choosing to receive your fee relief from.

An **equipment fee of \$60.00** per child will be charged at the beginning of each year or upon commencement.

Additional costs may apply for excursions and special events.

Preschool fees are charged on a **term basis** with an account being issued at the commencement of each term. Full fees will be charged for all days of absence (such as illness or holidays outside College term dates). Fees are not charged for Public Holidays.

Bishop Tyrrell Anglican College has a strict policy regarding overdue fees. Please speak with the Principal if you are experiencing difficulties.

## Service Closing Times and Late Fees

Please be aware the Preschool closes at 4:00 pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 4:00 pm. A late fee is incurred for children collected after 4.00 pm.

The fee is \$12 per child with an additional charge of \$1 per minute in the event pick up occurs outside of operational hours and will be added to your account. The late fee is strictly adhered to, as two staff members are required to remain at the Preschool until all children are collected.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Preschool closing, then we will contact Department of Education and Communities and the Police to take responsibility of your child.

### **Confidentiality**

We are committed to protecting your privacy. We support and are bound by privacy laws to ensure strict confidentiality is maintained. To plan programs with you we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent, unless we are required to do so by law. We do not ask for personal information about you or your child from other professionals or organisations without your consent.

### **Service Policies and Procedures**

You will find a copy of our Preschool policies and procedures on CALEB under the Preschool Page. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and Regulations.

Educators cannot make exceptions for individuals unless the Nominated Supervisor or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to family's needs and meet required regulations. Your involvement helps us to improve the Preschool and may lead us to change our policies and procedures.

### **Child Protection**

All staff at Bishop Tyrrell Anglican College Preschool have a Working with Children Check and have completed training in child protection. Staff are mandatory reporters and have a responsibility to protect and ensure the safety, welfare, and well-being of all children in contact with our Preschool.

We are a child safe Preschool.

### **Enrolment Information**

Prior to commencing at the Preschool, you will be required to complete all enrolment documentation and pay the enrolment fee.

Please understand that it is essential we have up-to-date information in case of an emergency.

It is important that you notify the Nominated Supervisor (or Responsible Person) of any changes to enrolment information including:

- Address
- Health
- Telephone/mobile numbers
- Contact details
- Family changes
- Emergency contact information details etc.

**It is essential that we have copies of your child's birth certificate and immunisation status. We are also required to have certified copies of any court orders relating to the child.**



## Goals for your child at our Preschool

*"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being." Maria Montessori*

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9)

We will create a range of short and long-term goals for your child that we will program for and observe, which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the Educator is to work in partnership with families: children's first and most influential educators.

## Educational Program

We follow the Early Years Learning Framework as per our programming policy. This is Australia's first national Early Years Learning Framework for early childhood educators. The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school.

We are committed to providing a developmental and educational program, which caters for each child's individual needs, abilities, and interests. Our program will continue to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities, and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests, and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts, and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and Educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices will provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as Educators have any areas of concern, we will inform you and advise where help may be

pursued, e.g. speech therapist. We understand this is a sensitive topic and it is always your decision to follow this up.

Educators are willing to discuss any aspect of learning and development with parents.

### **Portfolios**

Every child will have a personal, confidential digital portfolio comprising of (accessed via SeeSaw):

- Child's Profile
- Goals from families and Educators
- Observations
- Objectives for further development
- Work samples

Each child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Preschool program. This makes the program reflect the value of individuality.

### **Early Years Learning Framework**

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

#### **Belonging**

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

#### **Being**

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

#### **Becoming**

Children's identities, knowledge, understandings, capacities, skills, and relationships change during childhood. They are shaped by many different events and circumstances. 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.

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

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

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

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness

- Children become socially responsible and show respect for the environment

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

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

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

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

### **Outcome 5: Children are effective communicators**

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

## **Preschool Routine**

Example Routine (summer program)

8:00am - 9:00am	Preschool opens.
9:00 - 10:45am	Outside learning and discovery. (obstacle course, ball skills, sandpit, fundamental skills, balancing, jumping, hand-eye co-ordination).
9:15am – 10:15am	Progressive morning tea. (children choose when to have their morning tea in small groups)
10:45am – 11:00am	Fundamental movement skills. (leaping, hopping, galloping, side stepping, star jumps, running, ball skills, skipping).
11:00am – 11:30pm	Literature group-time. (stories, discussions, picture talks, finger plays, puppets, school transition experiences).
11:30pm – 12:50pm	Inside learning and discovery (painting, collage, playdough, construction, science, puzzles, cognitive, drawing, writing, books, dramatic play).
1:00pm – 1:20pm	Lunch (lunch as a whole group with educators)
1:20pm – 1:40pm	Relaxation Time (listening to stories, music, yoga)
1:40pm – 2:40pm	Quiet table activities (peg boards, geo boards, puzzles, drawing, science)
2:40pm - 3:00pm	Music group-time (circle games, movement, rhythm, tone, pitch, songs, finger plays, musical instruments, dancing)
3:00pm – 3:15pm	Packing bags
3:15pm – 3:55pm	Outside play
4:00pm	Preschool closes

## **Intentional Teaching**

Each day Bishop Tyrrell Preschoolers are encouraged to participate in and contribute to two whole group experiences. At these times, the children come together to learn and develop skills in Literacy, Numeracy, Music and Science. These group times include:

### **Literacy**

In our language and literature lessons the children learn:

- The importance of listening
- How to ask and answer a question
- How to best co-operative with others
- To listen to stories and ideas
- About recall and comprehension
- To respect similarities and differences
- To recognise and discuss feelings
- How one's actions can affect others
- To recognise how to act with kindness and compassion
- To share stories and have discussions on interesting topics
- How to use reflective thinking to consider why things occur and what may happen next
- How to speak confidently in front of the group.

### **Math**

During these times the children learn to:

- Recognise patterns and the connections between them
- Sort, categorise, order, compare and measure
- Count by rote and one to one correspondence
- Identify numbers
- Coding using technology blue bots

### **Music**

In our Music lessons children learn:

- How to belong to a group
- To listen to each other, to melodies, musical instruments and instructions
- To move their body and objects such as scarves and bean bags
- Self-regulation and how to be confident
- Songs, dances, beat, tone and rhythm
- To celebrate other cultural dances and songs and appreciate diversity in the community
- How to use musical instruments and identify their sound as well as circle games/songs,
- co-operation, turn taking and sharing
- How to perform in front of a group.

### **Science**

Science is incorporated into the day through activities, experiments, and exploration. Some of the Science terms Bishop Tyrrell Preschool children may learn are:

- full,
- empty,
- opposites,
- floats,
- sinks,
- displacement,
- mixing colours,
- weighing objects,
- life cycles etc.

## **Extra Curricular Activities**

During their time at Bishop Tyrrell Anglican College Preschool children may participate in extra lessons made available to them through the College. These may include:

- Music lessons with the College Music teacher.
- Art lessons with the College Art teacher.
- Library with the College Librarians
- Christian Studies with the College Chaplain.
- Transition to School Visits

The Bishop Tyrrell Anglican College Preschool curriculum also involves the children attending special College events such as assemblies, Book Week parades and College Musicals.

## **Parent Participation**

In non-restriction times the Preschool has an Open Door Policy and actively seeks and encourages families to be involved in the Preschool. This can range from evaluating and adding input to your child's program and observations, volunteering within the Preschool and sharing skills and experiences that the children and the program will benefit from.

Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and can arrange meetings with your child's Educator throughout the year and offer email, College CALEB page, Newsletters, Seesaw, family wall and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Preschool but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Preschool or your child's experience please ask, we are here to work together. If you are unhappy with any aspect of the Preschool, please consult our Grievance Policy. This policy supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available on CALEB.

## **Families Skills, Interests and Talents**

We welcome and encourage the involvement of all parents/families at our Preschool. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however, any contribution no matter how big or small is much appreciated. Here are just a few ideas.

### **Your Occupation or Hobby**

You are the most important person in their world. We welcome all parents to the Preschool to talk about their occupation or hobby (e.g. music, craft, cooking). Everything parents do interest children, and these talks are the best educational resources you can provide for the Preschool.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

### **Your Home Culture will be celebrated**

Your home culture is most welcome in our Preschool. We would greatly appreciate if you were able to share with the children aspects of your culture and family life. This would assist us to enrich the lives of all our families and children.

## **Reading**

Children love to be read to. If you or your parents have the time, please contact your room Educators to organise a day for reading.

## Cultural Diversity

We recognise that our centre is culturally and linguistically diverse and we want to ensure all families experience a sense of belonging. To achieve this, we provide opportunities for all children to develop an understanding of different cultures and help foster in each child an awareness and acceptance of these cultures by integrating multiculturalism into our programs. We aim to help foster in each child an awareness and acceptance of other cultures through integrating multiculturalism into our programs. This can be achieved through providing and offering a range of books, music, cooking, activities, singing, clothing, play equipment and more.

## Recyclable Items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

## Special Events

Our Preschool organises an end of year celebration as well as the children performing at assemblies towards the close of the year. Keep an eye out, as your child is sure to be a star!

## Suggestions

Parents are welcome to visit or call the Preschool at any time. If you have any suggestions or ideas on how we best can work together in the Preschool please let us know.

## Communication

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- Newsletter
- Phone calls
- Emails
- CALEB (the preschool website)
- Letters
- Face to face
- SeeSaw
- Formal meetings

## Court Orders

Parents must notify the Service if there are any Court Orders affecting residency of their children and a copy is required for the Preschool. ***Without a Court Order we cannot stop a parent collecting a child.***

## Arrival and Departure

The Preschool Carpark is a 5 minute parking zone at all times. If families require longer for parking, please request a meeting with the Director to discuss your child. For safety and security reasons ALL

children must be signed in on arrival and signed out on departure. The times must be noted.

For safety reasons we request that Preschool children are dropped off after older siblings and collected prior to older siblings. We request that older siblings do not come into the Preschool playground at drop off/collection time as this time is busy and the classrooms and playground can become too crowded.

NOTE: Only people specified on the child's enrolment form as authorised contacts will be permitted to collect your child from Preschool. People collecting a child for the first time will be required to show proof of identity. By law, we cannot refuse a natural parent access to their child unless we have proof of custody from the Court. Please inform the Director should you need to discuss this further.

No child will be allowed to leave the Preschool with a person who is not stated on the enrolment form unless prior arrangements are made with the Nominated Supervisor.

### **Preparing your child for Preschool**

An interview and Orientation session will be arranged before your child commences Preschool. This is important to familiarise your child with their new school setting. We encourage parents to be positive; a new and exciting phase is about to begin. Enthusiasm and positivity can be infectious, children can pick up on reluctance or apprehension from parents very quickly.

Orientation is an important start for your child and family to connect to our Preschool. We encourage each child to attend the Preschool in the company of a family member before they start the day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to find things, provide Educators with additional information about your child and how we can best support their transition and settling period.

If your child is reluctant to attend, please discuss this with their assigned room leader so that they can develop strategies with you to support the transition from home to the Preschool. You are welcome to take photos of your child in our environment to show and discuss at home. Some children like to take a book from our library to read at home and return on the next visit.

We suggest purchasing one of the following books you can read to your child prior to starting. 'Preschool Day Hooray' By Linda Leopold Strauss, 'Maisy goes to Preschool' by Lucy Cousins, 'What to expect at Preschool' by Heidi Murkoff and 'I love you all day long' by Francesca Rusackas.

Communication between home and the Preschool must be open and happen often to best support your child during this time. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from Educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos and open communication.

If your child does become upset or clingy approaching your departure. Please be confident in your delivery. Reassure them you will be back to collect them, you love them, then take them to a familiar Educator or get them involved in a favourite activity with a friend. Then say "goodbye". It is important that you do say goodbye. Please do not sneak off when your child is settled or distracted as this will only increase their separation anxiety.

We will phone you, or you may call us to be reassured that your child has settled. Be at ease that they are in an environment that is safe, caring, supportive and empathetic.

### **Saying Goodbye**

Ideally, your child will be settled at an activity before you leave, however some children find it hard to settle until their parents have gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day. Please tell your child when you are leaving as they may become upset if they

haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the Educator who is reassuring your child about their day and when you will return. Rest assured, we'll contact you if your child becomes distressed.

## **What to bring to Preschool**

### **Morning tea and lunch**

Morning tea can be sent in either a medium-sized snap-lock bag (which can be reused) or if you prefer a small container, clearly labelled with their name. Also include one drink bottle filled with water only - again with their name on it.

Children are asked to bring their lunch in a plastic lunch box with a lid that they can open. As all lunches must be placed into the fridge in each room, please do not send it in a cooler bag, as these are not effective in the fridges. We ask you to put your child's name on both bottom (at each end) and the lid. We also ask that you think about your child's ability to unwrap their lunch and open such things as muesli bars. Educators can provide tips to make this easier for your child.

We try to encourage a healthy lunch at the Preschool so please only provide sandwiches with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch. We ask that sweet biscuits, cakes, chips lollies, roll ups, are not sent as part of your child's lunch. Here is more information on the nutrition requirements we need to see at Preschool. **No nut based foods** are to be sent to Preschool e.g. peanut butter, Nutella, nut muesli bars. The Preschool has students in attendance with severe allergies to peanuts and nut products. We aim to be 'nut free'.

### **Lunchbox example**

For lunchbox examples, please see the Munch and Move brochure in your enrolment pack. Please do not send chips, lollies/chocolates, highly processed foods, chocolate custards or desserts, pizzas, sausage rolls, pies, flavoured milk, roll ups or other high sugar bars, biscuits or cakes. These items will remain in your child's lunch box for home time. A healthy lunch box environment is a group effort by all families and staff.

### **Spare Clothes**

Every now and then accidents occur, and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes every day which can stay in your child's bag... just in case!

### **Sunhat**

A sun protective hat must be worn every day when playing outside for protection against the sun. Please make sure to include the College bucket hat in your child's bag every day regardless of the weather conditions.

### **Backpack**

For independence, we work towards all children being able to recognise and open their own bag. As the College backpacks are all the same, please involve your child in selecting a bag tag which will assist them to identify their bag. Please ensure it is also clearly labelled with their name.

### **Toys**

The Preschool has an abundance of toys, and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on Educators to track numerous toys throughout the day.

### **Clothing/Uniform**

The Children wear the College Preschool uniform which consists of:



- A polo shirt with Preschool crest,
- Navy shorts/skort in summer
- Plain navy track pants and jackets (No logos please) in winter
- Shoes that allow children the freedom to run, climb, hop & jump as well as being easy for the child to take off and put on by him/herself.
- College bucket hat.
- Bishop Tyrrell Anglican College bag.

Please note:

ALL ITEMS BROUGHT TO PRESCHOOL MUST BE CLEARLY LABELLED.

All Preschool uniforms are available at the College Uniform shop

### **Physical Play**

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

- Physical play provides children with the opportunity to:
- Develop strong bones and muscles,
- Improve strength and balance
- Develop Flexibility and coordination
- Develop Fundamental Movement Skills
- Develop spatial awareness
- Develop mathematical concepts
- Be confident as they learn to control their bodies and understand their limits
- Learn to cooperate and share with others
- Promote healthy growth and development

### **Behaviour Guidance**

Educators follow a Behaviour Management Policy that extends across the whole Preschool giving consistency of expectation in all rooms. This policy allows children to develop self-regulation, a respect for others, for property and respect for self, whilst learning to regulate their behaviour. If you require further information on this policy, please refer to the Policy manual on CALEB.

### **Reconciliation Action Plan**

Bishop Tyrrell Preschool has committed to developing a [Reconciliation Action Plan \(RAP\)](#).

Our RAP supports our Preschool to build knowledge and pride in Aboriginal and Torres Strait Islander peoples, histories, cultures and contributions.

Through our RAP, we will strengthen relationships, respect and opportunities in the classroom, around the Preschool, and with the community.

Developing our RAP is a long-term commitment, one that requires ongoing consideration and collaborative effort. Within our community, there is unique knowledge and valuable experience that we would love to see reflected in the development and implementation of our RAP.

We are seeking your input and support so that our RAP creates meaningful and sustainable change.

RAP Working Group members are dedicated to driving reconciliation within our Preschool community, and can support with the coordination and administration of RAP initiatives.

If you would like to discuss being involved in the RAP Working Group, please get in touch via email [tretonm@btac.nsw.edu.au](mailto:tretonm@btac.nsw.edu.au)

## **Sustainability**

Our Preschool is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Preschool, infrastructure and teaching.

In order to empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

## **Sun Safety**

Children and Educators will wear hats and appropriate clothing when outside. Staff will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF 30+), which is reapplied according to the manufacturer's recommendations. We ask that children come to the Preschool with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application.

## **Rest and Sleep**

Rest and sleep routine varies according to individual needs. Some children, especially at the beginning of the new year, become tired during the day. Children need a relaxation time where they can rest and unwind ready for the remainder of the day. Each day the children will have stories, poetry, yoga and relaxation activities provided for a short period. Your child may wish to bring a security item to have at rest time. If your child requires sleep, please inform educators and we can accommodate your child's needs. Children who require sleep need to bring a fitted cot sheet and flat sheet for resting. Please feel free to discuss your child's rest or sleep needs with Educators.

## **Birthdays**

Birthdays are a special celebration for children and families alike. We celebrate your child's birthday by singing together and presenting a special birthday certificate to the birthday boy/girl. It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday it is recommended that 19 small cupcakes or lemonade icy poles be provided as this reduces the major allergy risks. Families are required to provide a written list of ingredients if bringing cupcakes prior to the celebration. Parents of children who have allergies are asked to provide a supply of cupcakes to freeze for their child to enjoy when birthdays are celebrated. Please **no nuts** are to be present in the baking of the cakes. **We are a nut-free Preschool.**

## **Family Photo**

We have in all rooms a Family display. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much a part of the Preschool, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our display.

## **When should I not send my child to Preschool**

Families are asked to keep a sick child at home. If a child attends Preschool when sick they can become distressed and may run the risk of infecting other children and staff. The Director is

authorised to refuse a child admission to Preschool if they feel it is in the best interest of the child and the Preschool.

Our Preschool is a busy and demanding day for the bodies and minds of our children, we are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

To try and prevent the spread of disease, please monitor your child's health and watch for:

- A runny, green nose
- High temperature
- Diarrhea
- Red, swollen or discharging eyes
- Vomiting
- Rashes
- Irritability, unusually tired or lethargic

Please do not bring your child to the Preschool if they display any of the above symptoms.

If a child becomes ill whilst at the Preschool the child's parents or person responsible for the child will be contacted to organise collection of the child. If the child is unable to be collected, educators will contact the child's emergency contact for collection. When the child is collected, the family will have the following information made available to them to present to their doctor: symptoms, date of onset, general behaviour of the child leading up to the illness and any action taken.

Your child should not attend the Preschool if they have had Panadol or Nurofen within 24 hours for a temperature.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease.

If your child has been away due to illness, please check with the Preschool as to whether or not you will need a certificate before your child returns.

## Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding: Exclusion from the Service of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families and Health Department know if something is going around and avoid an epidemic. (Confidentiality is always maintained).

CONDITION	EXCLUSION
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.

RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhea ceases.
STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhea present.

## Immunisation

From 1 January 2018, children who are unvaccinated due to their parent's conscientious objection can no longer be enrolled in child care. The Public Health Act 2010 prevents NSW child care centres from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason not to be vaccinated
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

*For information on how to access your child's Medicare Immunisation Record please visit:*

<https://www.humanservices.gov.au/individuals/online-help/medicare/getting-your-immunisation-history-statement-using-your-medicare-online-account>

## Breastfeeding

This Preschool supports breastfeeding. If you need to feed your infant while at the Preschool, feel free to use the lounges in either room to be comfortable.

## Medical Conditions

The Preschool aims to provide a safe caring environment for all children and ensure all risks relating to a child's specific health care need, allergy or relevant medical condition are assessed and minimised. A planned approach to the management of medical conditions is embedded in Preschool practices.

Families with a child who has a diagnosed medical condition or allergy are to provide prior to enrolment:

- Child's medication requirements
- Allergy details
- Medical Practitioner contact details
- Medical Management Plan

A risk minimisation plan will be developed in consultation with the parent/guardian to ensure the safety and management of the child's medical condition.

## **Medication**

Educators can only administer medication prescribed by a doctor. They cannot administer non-prescription drugs or dietary supplements unless a doctor provides the Preschool with written authorisation. Educators can only administer medication to a child from its original packaging with pharmacy instruction sticker.

On arrival at the Preschool families, must give medication to Educators for safe storage and complete medication authorisation form. Under no circumstances should medication be left in children's bags.

All medication must be handed to an educator and a medication form completed. Prescription medication must be in its original container, showing the child's name, name of medication, administration instructions and expiry date.

**A child starting a course of antibiotics must be kept at home for at least 24 hours from the start date of the course of medication.**

## **Allergies and/or Asthma**

It is vital that we are aware of any allergies or asthma. Families are required to explain any allergy or asthma on the enrolment form as well as provide us with the diagnosis from the doctor.

Children with asthma or epi-pens must have an accompanying letter from their doctor and an Action Plan. These must be current, updated every 12 months and presented to the Preschool Director. Preschool students with asthma and epi-pens must have their medication/epi-pens with them every day that they attend Bishop Tyrrell Anglican College Preschool.

The Preschool requires an Action Plan filled in by your Doctor to assist in managing your child's needs. The Action Plan is to be updated every 12 months.

## **Accidents**

The Nominated Supervisor/Director will contact parents immediately if a child is involved in a serious accident at the Preschool. As a matter of extreme importance parents must ensure that the Preschool has up to date emergency contact numbers.

An incident report will be filled out for all accidents, injuries and illnesses. This will contain details of the accident /injury/illness, any first aid that was administered, and be signed an educator, the Nominated Supervisor and by the parent.

## **Emergency Drills**

Each term the Preschool will hold emergency drills, which occur at any given time throughout the day. The Preschool participates in full College emergency drills as well. These are carried out in a well-organised and orderly manner. The Preschool fire warden will be trained in using the fire extinguishers that are in the Preschool. An emergency evacuation plan will be displayed in every room at the entrance to the room.

## **Children's Safety**

Each term the Preschool will hold emergency drills, which occur at any given time throughout the day. The Preschool participates in full College emergency drills as well. These are carried out in a well-organised and orderly manner. The Preschool fire warden will be trained in using the fire extinguishers that are in the Preschool. An emergency evacuation plan will be displayed in every room at the entrance to the room.

## **Parking**

Bishop Tyrrell Anglican College Preschool has a dedicated car park. This car park is for parents who are dropping off and picking up their Preschool children only and operates a strict **five minute** pick up/drop off zone. We ask that parents with older siblings at the College do not park in the Preschool car park whilst picking up older children.

## **Workplace Health and Safety**

We welcome all feedback regarding the safety of our Preschool. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

## **Educator Ratios and Qualifications**

We meet all legal requirements in relation to child to educator ratios and the qualifications of our educators. All Educators will hold First Aid qualifications, have Working with Children Checks completed and attend monthly Educators' meetings.

Our Educators are continually evaluating how our curriculum meets the education needs of our children and reflecting on ways to improve children's learning and development. They are encouraged to attend further professional training and development.

## **Complaints and concerns**

We believe that open and honest lines of communication are important. If you happen to have a complaint, issue or problem whilst attending the Preschool please approach your child's see your child's Room leader or the Directors. We encourage you to keep the topic of concern confidential. This is crucial in order to solve the issue as swiftly as possible. Bishop Tyrrell Anglican College has a Grievance Policy and Procedures which set out the steps to be taken if the issue is of great concern or if you would like to formally raise any concerns. It is based on a number of fundamental principles. This policy is available on the College website under Caleb.

### **Michelle Treton – Director**

Phone: 4979 8445      Email: [tretonm@btac.nsw.edu.au](mailto:tretonm@btac.nsw.edu.au)

### **Penny Curran-Peters - Acting Principal Bishop Tyrrell Anglican College**

Phone: 4979 8484      Email: [principal@btac.nsw.edu.au](mailto:principal@btac.nsw.edu.au).

### **Early Childhood Education and Care Directorate**

Phone: 49249895      Email: [ECEC\\_HCC.region@det.nsw.edu.au](mailto:ECEC_HCC.region@det.nsw.edu.au)

### **NSW Ombudsman**

Phone 9286 1000      Website: [www.ombo.nsw.gov.au/complaints](http://www.ombo.nsw.gov.au/complaints)

**Parent Acknowledgment**

I/We have read this handbook carefully. I/We understand the commitment that we are undertaking and our responsibilities to the Preschool. I have completed the enrolment form at the Preschool. I have read and agree to comply with the requirements set out in this handbook and in the Preschool's policies.

FAMILY NAME	
CHILD/REN'S NAME	
PARENT SIGNATURE	

Please list what skills, talents, interests and or cultures that you and your family (not forgetting grandparents) are able to share with the Preschool.
