

Lilly Pilly Little School Policies



QUALITY AREA ONE - EDUCATIONAL PROGRAM AND PRACTICE

06/11/2022

Monitoring and Review

These policies are to be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review these Policies every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

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PHILOSOPHY and MISSION STATEMENT

Lilly Pilly Little School offers a safe home-like environment based on the National Quality Standard for Early Childhood Education and Care and we are guided by the Early Years Learning Framework and the Child Safe Codes of Conduct. We are a bridge between home and school where a sense of wonder can be nurtured with respect, reverence and awe.

*In our heart of Lilly Pilly lives Rhythm, Rhyme and Repetition.
In our soul of Lilly Pilly lives Play, Predictability and Positivity.
In our actions of Lilly Pilly lives Connection before direction.*

- ♥ We strive to nurture in each child a sense of Belonging. We recognize that the child's family is their first teacher and we strive to extend on this by helping to make the children feel as safe, warm and comfortable as possible and part of our Lilly Pilly Home and Family. Predictability is vitally important.
- ♥ To nourish in each child a sense of 'Being', to experience what is happening now, life in the present. For the children in our care to fully experience being four or five years old without the pressure of feeling rushed or hurried to grow up. For the Kingdom of Early Childhood to be celebrated within our Lilly Pilly home so the children feel celebrated and accepted for who they are and that the children are given space and time to be children. Play is vitally important.
- ♥ For the children to feel supported in their sense of Becoming as they experience changes as they grow, learn and develop and for our educators to honour and respect the unfolding development of the children in our care. *We advocate for schools preparing to receive the child rather than preschools preparing the children for school. Respect is vitally important.*

We strive to uphold a sense of Respect, Belonging and Connection for everyone who enters our door; children, guardians, educators and visitors all.

OUR PROGRAM.....

Lilly Pilly Little School operates five days per week from 9 am to 3 pm and follows the pattern of normal school terms. Life in our little school can be compared to living and working in a large family. The group of children comprises, on average, fifteen girls and boys between the ages of 3 and 6.

Our program here at Lilly Pilly Little School is arranged as to strike a balance between free play, in which the children use their own initiative and general activities, in which the whole group participates. There is a daily mix of play and rest, creativity and receptivity, free play and listening. The day is rhythmically structured and ordered to provide artistic and imaginative activities, games and rhymes, music and storytelling. We also include domestic activities such as washing, sweeping and packing away.

The experience of enjoying and caring for their preschool helps children build an appreciation of the environment and fosters a healthy outlook on the wider world.

The education of small children is based on rhythm and repetition. We provide a variety of general activities that adhere to rhythmic sequence. Children feel very secure when they know what is happening next in the day. It also eliminates the need for constant verbal direction.

Children have an intimate relationship with their surroundings and this is something we actively cultivate. We take a lot of inspiration from the cycle of the year and many of our activities are linked with events of the seasons. We try to help the children develop an increasingly deep and living relationship with the cycle of nature.

Our aim is to make the pre-school environment a positive encouragement for creative play. Play is the child's "work"; they learn to solve problems, anticipate difficulties, plan ahead, communicate with others, negotiate differences and ask for guidance and help when necessary. It is crucial, therefore, to create a space that allows them to play creatively and imaginatively.

PRINCIPLES OF THE PROGRAM

Our program is based upon the principle that the whole child must be developed if she/he is to become a well adjusted member of our society. As such, we provide the environment and experiences which enable a child to grow physically, emotionally, intellectually and socially. Through a balance of structured play, exploration learning and group participation, children develop as whole and complete individuals.

Children attending Lilly Pilly Little School will experience:

- ♥ Love and care from dedicated qualified educators in a fun and happy environment.
- ♥ Guided group activities which develop a sense of care and respect for others, as well as a healthy self-image.
- ♥ Active play and exercises which enhance physical development and gross motor skills.
- ♥ Creative activities such as story time, drama, poetry, music and movement to stimulate the imagination.
- ♥ A full range of activities which encourages curiosity, experimentation and language development.
- ♥ An expansion of the child-care environment through supervised regular walks around our local Lilly Pilly neighbourhood.
- ♥ The structured experiences necessary to develop skills for a smooth transition from preschool to primary school.
- ♥ A program of activities specifically geared for a developmental group and tailored activities to meet the needs of each individual child.
- ♥ Our 'child to educator' ratio permits each child the individual attention they require.
- ♥ A planned learning program to strengthen the perceptual skills necessary for eventual academic success.
- ♥ Guided activities with multimedia (sand, paint, paper, crayons, water, dough and many more) to enhance the development of fine motor skills.

- ♥ A positive and accepting environment in which to safely develop the social behaviours which lead to independence, self control and positive emotional regulation.
- ♥ Music and movement activities encourage physical, social and intellectual development and are the heart of our day. Planning the program will be developmentally and individually appropriate. We will start with the child and look at their needs and plan objectives to meet these needs, provide activities and experiences in accordance with the needs of the child and the objectives of the teacher. We will evaluate the program each week and this will provide us with the ongoing observations for the following week.

All children need to feel they are valued as individuals and capable of achieving their full potential. Educators allow frequent opportunities to have friendly interaction with all children and respond to them warmly.

Half an hour every morning is given for each room to set up activities according to their programs planned the previous week. This set up time in the morning is very important to educators so we ask for your co-operation in not disturbing educators at this time. (8.30 am to 9 am). All educators also need to clean, tidy and organize their rooms between 3.00 pm and 3.30 pm so evaluations/reflection can happen as a group every afternoon so we also require children to be picked up by 3.00. We hope everyone will honour and respect this please. The weekly program will be displayed in each playroom for parents perusal and Parents are encouraged to ask any questions. We welcome your interest and suggestions.

Grouping of Children Policy...

Children will be grouped according to observed developmental records. Opportunities will be provided for individual, small group and whole group experiences. Educators' knowledge of child development will be used in determining group experiences and supervision of the children as well as The NSW Department of Education's state licensing children care regulations.

Gender Equity Policy/Non Sexist Education

At Lilly Pilly Little School there is equal opportunity across every aspect of the centre. Males and females alike are accepted into the centre according to waiting list order. Children are not treated any different from each other according to their gender and we strive to develop a non sexist program in our storytelling, puzzles and other visuals as well as our craft activities and language used.

Multicultural Policy...

Our aim is to provide a centre and program which recognizes that Australia is a multicultural society where different ethnic groups co-exist harmoniously, free to maintain and practise their language, religious beliefs and social customs, while recognising that all are equals as individuals. Our programme will recognise the importance of similarities as well as differences in various cultures, which incorporates the cultural and linguistic backgrounds of families, educators and the community, and which includes experiences and materials which meet the individual needs and interests of all children. It is also equally important to introduce children to cultural variety, not only to the cultures represented at Lilly Pilly Community Centre. Educators will include individual experiences for non-English speaking children. Educators will consult with parents about the care of each child when there may be a conflict between the centre's philosophy and family values. Parents will be encouraged to participate in the centre programme and introduce their culture, food, craft and clothing to the other enrolled children in the centre. The centre will provide within the programme activities relevant to other cultures, books, music, songs, cooking activities, craft, clothing, multicultural dolls, multicultural puzzles, games, play equipment, posters and utensils to help foster cultural awareness.

The centre has access to an ethnic worker by the Ethnic Child Care Development Unit and her attendance at the centre will depend on availability at the time required. All educators are encouraged to attend in-service training on multicultural programming for centre educators. All activities in the centre will be monitored to ensure that negative and discriminating images of particular cultures are avoided.

AUSTRALIAN INDIGENOUS CULTURE POLICY

Aim:

This centre will provide children and their families with positive awareness of the aboriginal culture, access to information and appreciation of the Aboriginal Culture.

Procedure:

This will be done by the provision of books, music, crafts, singing, posters, dance, aboriginal dolls, puzzles and games. Educators with indigenous heritage and association will be employed to provide cultural awareness programs, whenever possible. When indigenous children attend the centre, new parents or guardians will be invited to give advice to the educators about culturally sensitive child rearing practices and programmes.

Parents or guardians will be encouraged to contribute and participate in the programme to enhance awareness of their culture. Many Aboriginal people prefer to be called "Kooris", a word that comes from a north coast language. The name "Murri" is also used in the North and North West of the state. For further information, contact the Aboriginal and Torres Strait Islander Commission.

We have built and continue to build strong relationships with our First Nations Elders in our community. We had Aunty Delta visit us regularly and she helped us with our Reconciliation Action Plan. We now continue with Aunty Nicola who visits us twice a term for Storytelling and sharing of culture.

We also work collaboratively with our First Nations families to support us in maintaining cultural sensitivity.

ASSESSMENT OF CHILDREN POLICY

The educators at Lilly Pilly Little School take daily observation records of the children's participation within the program. These observation records are used to plan activities within the centre and are evaluated at the end of each week. These evaluations contribute to our ongoing programme development.

If there is an area of concern regarding a particular child, the centre has access to a support teacher, funded by the Federal Government (this is subject to availability of continuation of funding). These support teachers assist educators in assessment of children and if required, the children are referred to specialists in the area of concern.

Photograph Policy

As a service to parents, children's photographs will be taken annually by a professional photographer. An individual photo as well as a group photo will be taken. This is a service to provide a keepsake of your child's attendance at Lilly Pilly Little School. There is no obligation to purchase the professional photographs. The photos are usually returned to the centre around 4 weeks after the shoot. These photos can be viewed at the centre or bought to take home. A full refund policy is in place. An independent photography company is used. When educators or students take children's photo's throughout the year they are always to do so in a respectful way to the children and in a way that is not interrupting their play.

Birthday's Policy

There is nothing the child comes to school with that is more important to them than their birthday. There is true magic in this day of all days.....On the day of the child's birthday much preparation is done by the other children. They bake a cake, create the birthday book and build the birthday house. The birthday child wears a crown and birthday cape, and their family joins us in celebration. "Child's Name.... is now 5 years old, We'll get out the spoon and get out the bowl. We'll make a cake deliciously sweet, filled with love and good things to eat. "

Here at Lilly Pilly, we celebrate each child's birthday with a celebration at 2.30 pm. Family are invited to attend and to share the growing up story of their child with some photos. The day is spent with preparation of the celebration with all children. We all make the "Lilly Pilly Birthday Butter Cake", The Birthday Child then helps serve out the cake to be shared by the children after the celebration for afternoon tea.

Lost Child Policy

It is the child care centres policy and state licensing regulations that no child is ever left alone. If a child goes missing from the centre and cannot be located after a search by the educators, the director will notify the Police on 000 as well as the child's parents and the Regulatory Authority.

Planning Child to Child Interaction Policy

For optimum development, all children need to recognise and develop an awareness, acceptance and understanding of themselves and others. Positive peer interactions are encouraged and observed at Lilly Pilly Little School. Programmes are written and evaluated to encourage respect and understanding of others.

Educators encourage children to:

- ♥ verbalise feelings and ideas
- ♥ listen to other children
- ♥ show respect for others
- ♥ develop good social skills
- ♥ accept others of different culture, race and religion
- ♥ be cooperative
- ♥ have good relationships with each other
- ♥ share experiences
- ♥ show acceptance of routines
- ♥ seek help when frustrated
- ♥ interact with other children
- ♥ be relaxed and happy with each other
- ♥ contribute and participate in curriculum decision making and activities
- ♥ respond to positive discipline practice
- ♥ feel comfortable with themselves
- ♥ respect other children's space and privacy

TRANSITION TO SCHOOL POLICY

Introduction

When a child first attends school, there is a great change for that child and for his/her family. We believe that the child's parents are a most important link in this transition. We believe that there needs to be a sense of partnership between parents and teachers. The better the bridge between home and school, the better the education: this is the message of recent research. Starting school is a significant milestone in the life of any child and family.

Our service supports continuity of learning and transitions for each child by sharing relevant information, clarifying responsibilities and by developing strategies that support a positive transition to formal schooling. (Standard 6.3)

Goals

Lilly Pilly Little School will liaise with local schools to develop a smooth and comprehensive transition to school program. Our service will work in collaboration with families to support the individual strengths and needs of each child and provide a high quality program to help children experiencing the transition to formal school.

Strategies

Starting school is a major transition for young children. When children know what to expect they are much more likely to feel confident and happy about starting school.

Our program assists children to develop the following skills considered useful for engaging positively in the school environment:

- ♥ Concentrating on the task at hand
- ♥ Persevering when faced with difficulties
- ♥ Responding positively to new situations
- ♥ Taking some responsibility for their behaviour as it impinges on others in the group
- ♥ Developing the communication skills necessary for group or individual play
- ♥ Developing positive feelings about themselves and others.
- ♥ Experiencing a sense of self satisfaction resulting from achievement.

The Educational Leader will:

- ♥ Establish systems across Lilly Pilly to ensure there is continuity of learning when children transition to school.



Educators will:

- ♥ Encourage children to start thinking and talking about school by exploring various elements of the school experience. (E.g. uniforms , eating packed lunches, talking to older children about school and how a school environment is different.)
- ♥ Talk with children about starting school, respecting any concerns and communicating these to families.
- ♥ Communicate with families to ensure our service is meeting the individual strengths and needs of the children and families.
- ♥ Consider family priorities and any concerns about the transition process. Each families cultural and linguistic needs will be respected, along with family diversity.
- ♥ The program requires both parent and educator support for the child. This collaboration will ensure the best possible climate for this transition.
- ♥ Consider the individual rest or sleep needs of children in the months leading up to the transition to school and whether a reduction in sleep times may prepare some children for the longer school day routine. Children will continue to have rest periods and quiet activities during the day. Beds will be available for any child who requires rest or sleep.
- ♥ Focus on school readiness in all areas of development throughout the day. Children will be encouraged to extend their knowledge via their interests and educators will assist children to challenge their skills regularly.
- ♥ Regularly discuss children’s development and readiness for school with families.
- ♥ Support each family’s decision about when to send children to school, acknowledging the NSW Department of Education and Training’s policy that “children must turn five by July 31 in the year they start Kindergarten. All children in NSW must start school by their sixth birthday”.
- ♥ Develop an information package for families about the transition to school. This will include information on school readiness skills, how to support children and what to expect with the transition process. This package will be reviewed each year to meet the needs of the families and to incorporate updated information from local schools.
- ♥ Be supported to access professional development opportunities to ensure current knowledge and practice regarding transition to school is employed within the education and care service.
- ♥ Facilitate relationships and networking with local schools to support children and families with the transition process and to open lines of communication. The importance of school preparation through school visits, orientation days and meeting the Kindergarten teachers will be regularly promoted.
- ♥ Maintain a play based program and wait until Term 4 for all big school transitions.



Evaluation

Educators recognise the importance of a positive transition to school in a child's life. Educators support children and families to make the transition process positive and informative by liaising with the local schools and the wider community.

Lilly Pilly Little School will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition. On request from a school, preschool records will be made available for the child transitioning. If possible, information on local schools will be made available for children's parents.

SCHOOL READINESS

Starting school is a major transition for children, their families and the teachers involved, and are a big deal for many 5 year olds. It is an exciting but also potentially a stressful time for children and families alike. It is one of the key transition points during childhood.

All such transitions are known to be times of particular vulnerability for young children, when earlier developmental and social progress is placed at risk. A successful transition to school is important for all children.

Transition to school has been perceived as one of the major challenges children have to face in their early childhood years. It can be a time of great excitement for children as they meet new people, learn to function in a new environment and face new challenges. Sometimes, it can be a scary experience as they face so many changes at one time.

Commencing school presents children and their families with both opportunities and challenges. It requires them to negotiate many challenges – in identity, relationships, physical environment, and rules.

There are several reasons why negotiating this transition successfully is important. If the move to school does not go well and children do not manage the demands of the new environment, then their engagement in school activities and even their actual attendance at school can be compromised. This can have long term consequences.

As the early years of school are now recognised as being critical for later school success, both attendance and engagement are vital to establishing the attitudes, behaviours and competencies crucial to ongoing achievement.

A successful transition to school results in children who like school, look forward to going regularly, and show steady growth in academic and social skills. Successful transitions are also more likely to lead to families being actively involved in their children's education, and in teachers and families valuing each other.

Teachers in schools want children to adjust socially to the new situation. For them, this often means children being able to operate as part of a large group act independently yet appropriately and take responsibility for their own possessions. Some children describe the scary nature of the school playground – full of big kids and with lots of noise and unfamiliar surfaces or equipment. They also need to know the rules of big school. There are many rules with consequences that are attached to breaking these. Rules such as no running, no hitting, standing in the right lines, putting your hand up, don't be rude, do what the teacher says, etc.

Extensive research indicates that children with well-developed social and emotional skills have a better chance of being prepared for life and being happy and healthy adults.

While we often look to academic ability to assess school readiness in young children, social and emotional readiness is even more important, to be ready for life we need to know how to develop relationships with others, how to negotiate, problem solve, share, lead and follow.

Parents should not feel pushed into rushing their children into school just because they may have reached the legal age. Australia has one of the youngest age entries in the world – The Lilly Pilly Aunties believe 4 and a half is too young.

It is truly surprising that our Western industrialized society, based on scientific research, technology and expert knowledge, has blatantly ignored the research on child development and education. Extensive international research has made it clear that there are no benefits to beginning formal education early. In fact, the countries with the best educational outcomes for children have a starting age ranging from 6 to 8 years old. One country, which starts school at 7, is Finland. They have a fantastic school system, one that is deemed to be the best in the world. They believe in high quality educational programs and less testing and exams. Dr Sahlberg, a Finnish educator and author said: “The first 6 years of education are not about academic success. We don’t measure children at all. It’s about being ready to learn and finding your passion.” There is no need for the young child to enter schooling before they are emotionally and socially ready. We don’t want to race our children too quickly through the Early Childhood years.

We need to ensure that all children who are going to school are able to take full advantage of the academic and social learning experiences that schools provide.

Is the child ready for a transition from small-scale to large scale interactions, from highly personalised to less personalised relationships, and from environments with a limited range of ages to an institution with children of many ages, It is a transition to a different learning, education and care paradigm.

Childhood is not the same as adolescence or adulthood and we need to set an appropriate pace of life for our young children. Are we hijacking childhood and family time by giving young children homework after a 6 hour school day? It is very important for children to have down time and for it to be valued, instead of the constant racing from one activity to another.

Is there rhythm to the day and an orderly structure of predictability? Are there creative activities? Are there singing and movement games every day? Is there storytelling? Is there a good morning verse/ song and goodbye verse / song? Does it feel calm or hectic? The environment is very important for the young child. What does the environment feel like? Is it



nourishing, warm and inviting or too busy and cluttered? Is the teacher 'Early Childhood' trained?

Children need order, calm, predictability, routine, and the modelling of key adults in their lives. Daily activities like talking about the day- as a family – sitting around a dinner table, and reading together helps early literacy and oral language without children even noticing.

How do we help children value waiting, time passing, and anticipation?

We talk a lot about the importance of resilience, mindfulness, self-esteem and social cohesion. The irony is that our general fast-paced western lifestyle is in direct opposition to these. Children don't need to bear all the burdens of society. They don't need to be overwhelmed with all of the issues of the world when they are 3 or 6 years of age.

School readiness refers to a broad range of skills and with these skills as a foundation; children can quickly find themselves playing catch up with their peers. What is developmentally best for the individual child? A younger child may do well in kindergarten or first grade, but in later years the distance between this child and the rest of the class will begin to broaden. Academics may progress, but gaps in social and emotional maturity may become more evident. Isolation and bewilderment with social dynamics beyond the child's maturity level may arise. Times will come when it really will matter that a child is younger.

Neurological and developmental studies confirm that boys and girls have different maturational timetables. Boys generally require 6 months more to achieve equivalent maturational levels with girls.

The child should be socially secure and resilient- as expected for this age. Conversations between parents and teachers are essential.

Children should enter school confidently and experience success and satisfaction academically, socially and emotionally. We need to really look at what is best for the child for all the educational years ahead.

In the first seven years of a child's life the emphasis lies on growth and development of the body. We never again grow as fast as in the first 7 years. So should we be confining young children to sitting for long periods when what they really need is movement.

High quality care/ education are characterized by adult-child interactions that are responsive, affectionate and readily available; well-trained educators; ratios and group sizes that allow



educators to interact adequately and appropriately with children; and a developmentally appropriate curriculum with educational content.

This is what we offer here at Lilly Pilly and we are confident that we are able to continue to meet your child's needs even if they are to continue another year as they are turning 5. Think carefully about sending a child to school already thinking they can repeat if they have to. You want the first year of school to be exciting and successful, not just one where the child attempts to 'cope' and then has to do it all again.

Programs in Lilly Pilly uses developmentally appropriate play-based learning approaches, where as big school are more structured, teacher driven and curriculum based. Here we use modelling, not lecturing which is the most important way in which young children learn.

If we want children to be calm, we need to model a calm, routine and predictable lifestyle. Connecting with nature changes the way children interact with each other and in big school there is often not a lot of time in nature.

Let's not tamper with nature's timetable. Developmental steps should not be skipped or hurried. What do children really need and what should their day look like? The age for formal learning has steadily been pushed down. Many kindergartens are now doing what was once a first grade program. We don't want children to have a sense of failure. Is there time for self directed play? Are there computers or TV's? Find out about the schools philosophy.

There is a lot that parents can do to smooth the path for their children.

Join the school board or committee where you may be able to have influence into the education.

Stay involved and stay connected to your child's teacher so you are working together.

- ♥ Talk about school: spend time together playing and chatting about school in a casual way to help your child feel secure.
- ♥ Talk about your own experience at school-highlighting the positive memories and experiences.
- ♥ Be positive and show you have confidence in your child's ability to manage the new environment.
- ♥ Read stories about going to school and first days at school and ask your child what they think might happen at school.



- ♥ Visit the new school. Help your child know where the school is in relation to home. Identify interesting things in the classroom, the boys and girls toilets, the play areas, the office, the canteen etc.
- ♥ Show you child where you will drop them off and where to wait at the end of the day.
- ♥ Explain some of the rules, like the bell
- ♥ Have regular reasonable bed times and routines during the week.
- ♥ Give your child practice with self help skills and becoming more independent, such as dressing themselves, packing their own bag and lunchbox containers.
- ♥ Label everything with your child's name.
- ♥ Be on time.

How do we promote school readiness?

This includes reading with children, teaching them songs and nursery rhymes, playing with letters and numbers through play, cooking and gardening with children, taking children on visits, and creating regular opportunities for them to play with their friends at home. Basically, the best foundation we can give our young children is to spend time with them and in the moment, making the ordinary extraordinary through rhythm, rhyme, repetition and creating an atmosphere of reverence, awe and wonder.

These early years are important for cognitive, social and physical development. When children feel safe and optimistic about starting school, they will find it easier to make friends and engage in learning.

The Lilly Pilly Aunties have to follow the Education Departments Policy, which states that all children who turn 5 before the end of the preschool year need to go to big school. However, with all the international evidence we have, we would recommend that if your child is turning five the following year, then we would welcome them back to be able to enjoy another year of treasured Childhood. It is better to be the race horse chomping at the bit, so when they get to school, they are confidently ready and will fly ahead in leaps and bounds.

CHILDREN WITH ADDITIONAL NEEDS POLICY AND PROCEDURE

Aim: To meet the requirements of the children with additional needs and to offer an inclusive program for all children.

Explanation: To work with speech and occupational therapists to help children to reach their full potential and prepare for primary school

Procedure:

- ♥ Children with additional needs are given priority at Lilly Pilly Little School but we reserve the right to cap our numbers of high level additional needs children enrolled according to the funding available.
- ♥ The centre is well equipped with the facilities necessary for additional needs children. For example, hand rails, toilet with wheelchair access, flat pathways, flush door entries and spacious rooms.
- ♥ There are in service educators training opportunities on particular needs through the year.
- ♥ With special funding, we are able to employ a support teacher.
- ♥ We work closely with early intervention – (Northcott and Shaping Outcomes) who provide speech and occupational therapists when required.
- ♥ Regular meetings are held with the teaching educators, parents and therapists, to program and evaluate and to coordinate the child's progress.
- ♥ The continuance of a support teacher relies on the continued support of NSW Department of Education and Training.

DAILY PRE-SCHOOL RHYTHM: Terms 1 & 4: Spring and Summer

8.30 - Educators arrive and set up

9.00 - Children arrive - Outside Play

10.15 - Pack away song, Gather Children for transition & drink

10.30 - Morning Circle, Music & Movement

11.00 - Toilet & Wash Hands for Morning Tea

11.20 - Inside Play and Craft

12.30 - Pack Away, gather children for transition & drink

12.40 - Finger Plays & Story time

1.00 - Toilet & Wash Hands for Lunch

1.30 - Clean up & free play

2.00 - Rest / Quiet time

2.30 – Afternoon Tea

2.50 - Good-bye Circle

3.00 - Happy Home Time

3.00 - 3.30 - Educators to pack away

3.30 - 4.00 - Educators all meet for Evaluation / Reflection



DAILY PRE-SCHOOL RHYTHM: Terms 2 & 3 - Autumn & Winter

8.30 - Educators arrive and set up

9.00 - Children Arrive, Inside Play & Craft

10.20 - Pack Away Song, gather children for transition & drink

10.30 - Morning Circle, Music and Movement

11.00 - Toilet & Wash Hands for Morning Tea

11.20 - Outside Play

12.30 - Pack Away Song & Gather children for transition & drink

12.40 - Finger Plays & Story Time

1.00 - Toilet & Wash Hands For Lunch

1.30 - Clean Up and Free Play

2.00 - Rest / Quiet time

2.30 - Afternoon Tea

2.50 - Good-bye Circle

3.00 - Happy Home Time

3.00 - 3.30 - Educators to pack away

3.30 - 4.00 - Educators all meet for Evaluation / Reflection

