



Woollahra Preschool Parent Handbook 2025

woollahra
preschool



Contents

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Woollahra Council acknowledges that we are on the land of the Gadigal and Birrabirragal people, the Traditional Custodians of the land. We pay our respects to Elders past, present and emerging.

All content is correct at time of publishing, October 2024.

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NAIDOC Week
Tree Decorating



Welcome



We warmly welcome you to Woollahra Preschool. We look forward to getting to know your child and your family.

Here at Woollahra Preschool, we care deeply about all our children and work collaboratively with you to nurture their love of learning and their growth.

Our fun play-based curriculum means children are busy experimenting, exploring, discovering and learning while they play each day. Our team of experienced and caring educators provide a warm, safe and supportive environment.

Preschool Director, Mary Ttikirou Boyd
with Woollahra Preschool staff

We are proud to have achieved an 'Exceeding' National Quality Standard by ACECQA in all seven quality areas for 8 years in a row.

Collaboration between educators and families is vital and we welcome your feedback, or questions, about your child's development at any time. We also have a strong community spirit and we invite you to get involved with our Parent Advisory Committee and we look forward to seeing you at one of our social events.

The information in this handbook will help you transition into our preschool, but if you have any questions please chat to us. We are here to support you.

We hope preschool will be a happy, educational and fun experience for your family. Thank you for choosing us to be part of this journey with you.

Mary Ttikirou Boyd
Director, Woollahra Preschool



2025 Preschool Calendar

Our Values

Woollahra Council is committed to the following values:

Respect: People are at the heart of everything we do. Communicate with honesty and display empathy. Treat others as you would like to be treated.

Open: Be open minded and clear in your communications; be accessible to the community; explain the process as well as the outcome and be transparent in all your dealings.

Accountable: Take responsibility for your actions. Own your mistakes and don't pass the buck. Follow through on what you say you are going to do.

Responsive: Always close the loop in a timely and productive way, even if you don't have all answers. Be helpful at all times and anticipate the needs of residents upfront.

Excellence: Strive to be the best at what you do; care about quality and outcomes at every step of the way. Work at the forefront of continuous improvements in service delivery for our community.

Our Vision

A thriving, inclusive, sustainable and resilient community that will benefit future generations.

Our Mission

To lead climate action and promote respectful connections between people and place, so we can enhance, protect and celebrate Woollahra's beauty, heritage and quality of life, for the enjoyment of all.

Terms

Term 1:

Monday 3 February – Friday 11 April

Term 2:

Wednesday 30 April – Friday 4 July

Term 3:

Tuesday 22 July – Friday 26 September

Term 4:

Monday 13 October – Friday 19 December

School Holidays

Autumn Holidays:

Monday 14 April – Thursday 24 April

Winter Holidays:

Monday 7 July – Friday 18 July

Spring Holidays:

Monday 29 September – Friday 10 October

Summer Holidays:

Monday 22 December 2025 – Monday 2 February 2026

The Preschool closes for Public Holidays and NSW Public School holidays.



Management and Licensing

Woollahra Preschool is owned and managed by Woollahra Council, within its Community Services Division.

We have a strong commitment to creating and maintaining relevant and affordable services to enhance the lives of children and their families.

It is the role of the Preschool Director, Mary Ttikirou Boyd (02) 9391 7030 to manage the day-to-day operations of the service.

Funding

The Preschool is run on a cost recovery basis by Woollahra Council and funded by the fees paid by the families whose children attend the centre and a grant from the NSW Department of Education.

We are a Registered Childcare Provider with the Family Assistance Office but not an Approved Childcare Provider, which means our families are not eligible for the Childcare Subsidy.

Our Carer number is 201 518 852 X

Those families who are eligible to receive Family Assistance payments from Centrelink are encouraged to ask for a CCB receipt to apply for a small refund from the Commonwealth Government.

National Quality Rating

As part of the National Quality Framework for education and care, services across Australia are required to participate in assessment against the National Quality Standard. This involves a self-study and external assessment against the 7 quality areas of educational program and practice, children's health and safety, the physical environment, staffing arrangements, relationships with children, collaborative partnerships with families, and leadership and service management.

Woollahra Preschool has been rated as 'Exceeding the National Quality Standard' in all 7 quality areas.

Photo: NAIDOC Week celebrations

Fees

Woollahra Council sets the budget and reviews fees and charges annually in consultation with the Preschool Director. Every effort is made to keep fees at a minimum.

Fee Reductions

Under the NSW Government Start Strong Reforms, the majority of government funding received will be directed to reducing fees for children who are 4 years old on or before 31 July in 2024, children with disability and additional support needs and children from Aboriginal or low income families. A smaller funding allocation has been granted for children who will be 4 after 31 July, 2024.

Contingent on NSW Government funding we anticipate the following will be the maximum daily fees.

January – June 2025	
3 years old before 31 July	\$94 per day
4 years old before 31 July	\$75 per day
Aboriginal children, children with disabilities and children from low income backgrounds	\$15 per day
Other fees and charges	
Term Fee	\$50
Enrolment Fee (one off)	\$115
Waitlist Fee (one off)	\$55.50
Hats	\$24
Late fee per 15 minutes or part thereof	\$27.70
Bus excursions	\$28.50

Low Income Fee

The Low Income Health Care Card has been chosen by the NSW Government as a simple, universal indicator of low income. Children from a family holding a Health Care Card (where the child is a named dependent on the card) will receive the lowest fee. The Federal Government has confirmed that Health Care Cards issued in the child's name only are not means tested. Therefore children with their own Health Care Card will not be eligible. This includes Foster Care Health Care Cards and Health Care Cards for children with a disability.

Please advise the Director before the commencement of the year if you are eligible.

Children with Disability and Additional needs

In order to receive the reduced fee one of the following must be provided: the child's NDIS reference number; or a copy of the most recent and relevant report, assessment or letter that outlines the child's disability or additional need from a relevant professional (signed and on letterhead).

Fee Payment

Fee payment is in advance and it is expected that full payment is received prior to term commencement; otherwise your child's position at the Preschool will be compromised.

Fees are to be paid by Direct Debit. No cash or cheque payments will be accepted.

An invoice will be posted to the address provided by you for the following term in week 5 and is debited from the nominated account 2 weeks later.

Parents may make an appointment with the Director to negotiate an alternative payment schedule if they are experiencing financial difficulty. The Fee Payment Policy is available in the Preschool Policy and Procedure Manual. 4 weeks notice of withdrawal is required, however, a refund of fees is not possible when a child exits during term 4.

Please note invoices cannot be split.

Bond

On confirmation of a placement, a refundable Bond of \$300 is required to secure enrolment.

This Bond is refunded after your final bill is paid in full. It is not refunded if the child is withdrawn before starting.



We are committed to providing an inclusive environment and children with disability and additional needs have priority of access.



Toilet Training

All children should be toilet trained prior to starting Preschool. Special consideration will be given to children with additional support needs. Please discuss any additional needs your child may have with the Director.

Children with Additional Support Needs

We are committed to providing an inclusive environment and children with disability and additional needs have priority of access.

The Preschool employs an Early Childhood qualified Inclusion Support Teacher to provide support and assistance to children with additional needs. We also have Occupational Therapists and other allied health professionals visiting the preschool to provide support to children on site.

If your child has additional needs, please talk to us and we can provide more information about our resources and how we might best support them.

Once your child starts with us, the Preschool staff will provide regular developmental summaries of your child's progress both educationally and socially.

Enrolments

Re-enrolment for the following year commences in June when we ascertain which children will return and who will leave to go to school.

Younger siblings of children who have attended the Preschool in prior years are given some priority as stipulated in the Admissions Policy. To be eligible, parents of siblings must still complete a Waitlist Application Form from when the child is 18 months of age. The policy acknowledges your long-standing involvement with the Preschool and provides a sense of community membership for you and your children.

The Parent Advisory Committee

The Parent Advisory Committee is comprised of parents who volunteer their time and assistance to the Preschool.

The role of the Parent Advisory Committee is to encourage family involvement in the Preschool and liaise with representatives of Woollahra Council and the Director on matters of general policy and provide an avenue of communication for the parents with both the Council and the Preschool.

The Committee arranges activities that enable parents and children to meet outside Preschool hours and some that involve raising funds for the Preschool.

The Committee also works with the Preschool Director to provide events, typically including a welcome reception, morning teas, outings, regular BBQs in the playground, an end of year Christmas party, Grandparent mornings and many more activities. These events are made possible with the support and efforts of the Committee.

The Committee meets twice a term throughout the year. If you would like to find out more about participating on the Parent Advisory Committee, please approach any Committee member or the Director.

Parent Participation

Parent participation has long been a feature of our Preschool. Parents are encouraged to become involved in the program to the level at which they feel comfortable, working in partnership with the staff and children to enhance our daily program.

New experiences can excite and interest a child and they can find a new interest and strength. Do you enjoy hobbies such as model making, painting pictures, carpentry, fishing, sailing, soccer, play an instrument, cooking or football? Perhaps you could share your knowledge with the children. Talk to your child's teacher about how this might be possible.

We encourage parents to talk about their child's development with their teacher informally each day and formally twice a year. Parent-teacher discussions about your child's developmental progress are vital in providing an individualised and relevant program for your child. Please see your child's teacher to arrange a time to meet.

Parent feedback about the service we deliver is encouraged. We believe everyone should have the opportunity to contribute their views, opinions and suggestions. Please feel welcome to talk with staff about any aspect of our service. You can call us or send an email to make an appointment with the Director or staff for more in depth discussions. We will work out a time to talk with you over the phone or in an outdoor area. We encourage parents to fill out the annual online survey we distribute regarding the quality of care, the educational program and the environment. Parent responses to these surveys play a vital role in the decisions that are made about the direction of the Preschool program, policy development, budgeting and planning for the future of the service.

Our Environment



Children love spending time outside in our enormous shaded playground, offering great scope for exploration, adventure and gross motor development.



Woollahra Preschool has capacity for 80 children per day, divided into four rooms of 20 children. Children attend either 3 or 2 days per week.

Each group of 20 children is cared for by three staff: one teacher with a four year university degree in Early Childhood Education and two childcare workers with a minimum Certificate 3 in Child Studies TAFE qualification.



Saturn

Preschool room 1



Neptune

Preschool room 2





Pluto

Preschool room 3

Jupiter

Preschool room 4





Hand printing with
Dharawal language
teacher

Daily Routines

Preparing for the First Day

Separation from home and saying goodbye to mum, dad or carer can cause real anxiety for some preschoolers. To ensure that your child experiences a happy, relaxed and confident entry into preschool, we need the cooperation and assistance of parents/carers.

- Ensure your child knows what to expect when starting preschool. Talk about what will happen during the day (See daily routine, page 19).
- Be positive! Try not to allow your own anxieties to be seen by your child, as they may mirror your feelings and become distressed unnecessarily.
- Coach your child to put on their socks and shoes independently. Work in stages and on your child's first day inform their teacher, where they are up to.
- Coach your child to follow a hygienic toilet routine. Tell your child's teacher if your child may need assistance to wipe their bottom. Staff will ensure they learn a direct route to the bathroom.
- Learn the teacher's names with your child.
- Be prepared to collect your child early on the first few days as starting preschool can be tiring.
- When it is time to leave, hand over to one of your child's teachers. It is important that there is an adult to provide support and comfort while your child watches you leave.
- Maintain an air of confidence.
- If your child becomes distressed, try to resist turning back.
- Call us 5 minutes after you leave to ensure your child has recovered and is settling.
- Be prepared to come back if necessary. (More often than not, the new preschooler stops crying as soon as the parent/caregiver is out of view and will be fully engaged when you call).
- If you don't call and your child continues to cry after 2 minutes, we will call you to decide together what to do next.
- Be assured that every effort will be made to reassure, comfort and divert your child's attention.
- We never leave a crying child alone. One of us will be there.
- Please avoid dragging out the goodbye.
- Long goodbyes (lacking in adult confidence) heighten the emotional intensity of the experience and will impede the settling process.
- Have your own goodbye ritual, such as a hug or a kiss between the bars of the fence.
- Call or email to pass on any useful information about your child's experiences and interests.
- Help your child to make connections: find out who they enjoyed playing with and invite them to play out of preschool hours.
- Share observations and any concerns with your child's teacher.
- Stay abreast with the program and contribute where you can.
- Some children will be at ease and comfortable from the beginning (often the younger sibling of a preschool graduate), however, most children will demonstrate anxieties in a variety of ways. Please discuss your child's way of dealing with this transition with the staff, who are trained professionals, able, and always available to help with your concerns.

Arrival and Departure Times

Preschool hours are between 8.30am–4.00pm.

You can arrive and depart any time, but **we encourage all children to be at preschool between the core hours of 9.30am-2.30pm.**

We recommend that parents endeavour to arrive before 9:30 am to ensure that your child can participate in the morning rituals that foster a child's sense of membership to his or her group. Also, be aware of the dates when visiting educators and performers are scheduled and allow enough time for your child to settle in before the performances commence.

We know that it is difficult for families with young children to adhere to a strict timetable. The preschool phase of your child's life is the period to learn to get to school on time. Every child is an individual. Every family has unique circumstances and pressures. Therefore, we acknowledge that every child will adapt to "arriving on time" at their own rate and we need to be flexible.

You are welcome to collect your Preschooler after 2.30pm. Preschool closes at 4pm and a late fee (please refer to the table on page 7) applies for each occasion a parent is late for collection. Details about the late fee and procedure for collection of children after hours are outlined in the Preschool's Policy and Procedures Manual.

On arrival and departure please:

- Sign your child 'in' and 'out' using the ipads – stating the actual time of arrival and departure, as required by National Child Care Regulations. Failure to comply with these regulations places our approval to operate at risk.
- Encourage your child to wash their hands to reduce the spread of illness.
- Your child can drop off/pick up their bag from their designated locker, labelled with their name.
- If required, update the daily information diary in your child's room to notify us of special circumstances pertaining to your child.

E.g. Margo has a play date with Scarlet and will be going home with Julie (Scarlet's mum).

Authorised to Collect

Please make sure that you document names and contact details of people you authorise to collect your child. No child under any circumstances will be released to anyone who is not listed as a person authorised to collect.

All people authorised to collect your child must be a minimum of 18 years of age. They must provide photo I.D. the first time they collect your child on your behalf, unless you introduce them in advance in person to your child's teachers.

If needed, ask your child's teacher for a 'Change of Authorised to Collect Details form'.

If you have access (or custody) concerns, please inform the Director as a matter of urgency because staff are powerless to enforce wishes without legal documentation.

If your arrangements alter during the day, and someone else will be collecting your child, please call the Preschool. If there is an emergency and you or an authorised person is unable to pick up your child, please call the Director. Then send an email stating who you are, your child's name, and the person you authorise to collect your child (they must bring photo I.D.). If you are unable to speak with the Director or your child's teacher before sending the email, note a number where you can be reached on to verify the authenticity of the email.

Our email address is:
Preschool@woollahra.nsw.gov.au

No Dogs Policy

When walking to the Preschool, please leave your pet at home. Unfortunately, we cannot allow any dogs on the Preschool premises because some children are fearful of 'man's best friend', and it can be very distressing for them. Dogs carry a risk of an avoidable injury, which is not covered by our insurance policy.

Thank you for your cooperation to ensure our Preschool remains a safe place for children.

Parking and Car Park Access

Limited parking is an issue for all who live and work in the eastern suburbs. We are fortunate to have a relatively large car park at our disposal right outside our door. However, we need to be aware that we share our building and the car park with other Woollahra services that are our neighbours.

Please park in the designated spaces and not in the disabled space. You may park legally for 5 minutes without incurring a fine; however, you risk a fine when you exceed the time limit. You may use the Council spaces for drop off and pick off for 5 minutes. Council parking rangers are our neighbours and are frequently about.

The parking area becomes very busy at drop-off and pick up times, which is one of the reasons why we are flexible about time. To avoid long periods in the car queue consider picking up your child earlier if you do not have an older child to collect from school at that time.





Clothing

Please dress your child in non-restrictive comfortable and easy to wash clothes suitable for messy and active play. We recommend that you purchase our preschool t-shirt.

Please ensure that your preschooler wears comfortable, supportive footwear that can easily be put on and taken off, such as runners with velcro fasteners or shoes or sandals with a buckle. Please do not allow your child to wear 'clogs', thongs or high heeled shoes to preschool.

Although every effort is made to protect your child's clothing, we recommend preschoolers wear clothes that are not of high emotional or monetary value, because accidents do occur when children are learning and exploring with new media. It is anticipated that a little paint may escape the apron and stain your child's clothing.

We advocate the value of messy sensory play for emotional health and fine motor development. We ask you to encourage your preschooler's participation in these types of activities by providing appropriate clothing. Please avoid limiting your child's enjoyment of these experiences by having realistic expectations about the care of their clothing.

The manufacturers of the non-toxic paints we use recommend the following washing procedure:

- Soak the paint-stained garment in cold water overnight.
- Avoid using Oxygenated nappy soakers as these corrode zips and buttons.
- Wash in warm water in detergent or 'Wonder Soap'.
- Avoid using stain remover agents before soaking and washing as these may 'fix' the paint.

Please label every item of clothing including shoes so that discarded garments can find their way back to the rightful owner. Use a permanent marker – just as effective as commercially manufactured labels.

Staff will encourage the children to store discarded items of clothing appropriately in their Preschool bags, in lockers.

When clothing does go astray, promptly check the lost property bins provided in each room. Staff will display remaining lost property items towards the end of each term.

Uncollected items will be added to the Preschool's store of spare clothing.

What to Bring

1. A user friendly bag or backpack that your Preschooler can open and close by themselves.
2. A healthy no-waste lunch.
3. A box of morning-tea – cut up fruit and cheese or yoghurt.
4. A complete change of clothes in a plastic bag inside the Preschool bag (to suit the season).
5. A comforter – a soft toy or security blanket (optional).

Nut Free Zone

In recognition of the increased incidence of anaphylaxis- a severe, life-threatening allergy to peanuts- the Preschool is a nut free zone.

Nuts or nut products (such as peanut paste) are not to be included in Preschool lunches or at family social functions held by the Parent Advisory Committee.



A language and literature session display,
The very busy Spider by Eric Carle.

The Daily Routine*

8.30am	Centre opens and day begins in the playground (weather dependent)
8.30am–8.45am	Outdoor play (weather permitting) or indoor activities
8.45am–10.00am	Free play – Morning activities indoor or outdoor. Please arrive by 9.30am
10.00am–10.30am	Morning tea
10.30am–11.00am	Music and movement session
11.00am–1.00pm	Free play (indoor or outdoor activities)
1.00pm–2.00pm	Lunch
2.00pm–2.30pm	Language and literature session
2.30pm–4.00pm	Indoor or outdoor activities
4.00pm	Preschool day concludes

* Times are approximate



Music and movement session

Quiet Time

Although most children have grown out of the need for a daytime sleep by the time they commence Preschool everyone has some quiet time after lunch to recharge. Younger children are given the opportunity to sleep; however, no one is expected to remain on their beds.

Children may bring a comfort toy or 'security' blanket to use at this time. Please label these items and keep them in your child's bag or backpack until needed.

Birthdays

Birthdays are always a special event for children, and everyone's birthday is celebrated at Preschool. Your child will enjoy being the centre of attention while we sing 'Happy Birthday'.

20 fruit ice blocks are the preferred 'birthday cake' option because they require minimal handling and therefore present a reduced risk of cross-infection. If your child's birthday falls on a school day, we will serve these for morning tea. If your child's birthday falls on a day they are not at Preschool or over the weekend, we will celebrate on the next school day if you wish.

You are welcome to use parent contact lists to email invitations to birthday parties held out of hours, invitations for other special events and play dates.

Interest/Nature Table

While trying to discourage children from bringing toys to Preschool, we recommend you encourage your child to bring photographs or postcards and interesting natural objects instead. Things that have potential as 'conversation starters' and that may be of interest to the group. Please check with staff to ensure items of interest are safe, particularly if they're alive and as some plants and flowers are poisonous or may cause allergic reactions.

When handling/collecting tiny creatures for scientific study, please encourage your child's to respect all living creatures by coaching them to ensure the creature has adequate air, food, water and a reasonable habitat for the duration of the study. We encourage children to return creatures to their natural habitat by day's end.

Well chosen Show and Tell items have educational value and provide the opportunity for the child to 'hold the floor' which nourishes self-esteem and confidence, fosters topic maintenance, improves expressive language skills and extends vocabulary. It is also an efficient means for children to reveal their interests, which are the building blocks for an emergent curriculum. We endeavour to extend the interests of children through all curriculum areas including music, songs, dance, literature, art, dramatic play and construction.

Please avoid bringing toys, jewellery, dress-up costumes, money or sweets because these items will become the focus of discord and exclusion amongst the group. The Preschool is well resourced with equipment designed to promote cooperative play and pro-social behaviour. Private property in the form of toys from home detracts from the noncompetitive and inclusive nature of the program.

Curriculum

An emergent educational curriculum including language and literature, mathematics and science, music and movement, art, craft, drama and construction is planned with developmentally appropriate experiences to meet the interests and strengths of the children on a daily basis.

We implement the Australian Early Years Learning Framework to extend and enrich children's learning through opportunities which maximise their potential and develop the foundations for future success in learning. We record and evaluate each child's achievements, strengths and interests, then plan to extend their interest and build upon their strengths. We provide young children with ongoing opportunities for active learning through play— to explore, to learn at their own pace, to experience success, and develop initiative, curiosity, resourcefulness and self-confidence to foster qualities which will serve them well throughout their lives.

We aim to facilitate growth in the use of expressive language to empower each child to make meaningful connections with his/her peers, and to facilitate social competence to effectively function as a capable and contributing member of the group. Our goal is that every child becomes a successful learner, confident and creative individual and an active and informed citizen.

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

Experiencing belonging: knowing where and with whom you belong is integral to human existence. 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 recognises the significance of the here and now in children's lives. It is about the present and children knowing themselves, building and maintaining relationships with others, engaging in life's joys and complexities, and meeting the challenges in everyday life.

Becoming reflects the progress of rapid change that occurs in the early childhood years as young children learn and grow. It emphasises learning to participate actively in society.

The Framework conveys the highest expectations for all children's learning from birth through to the transition to school. It communicates these expectations through the following learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world.
- Children have a strong sense of well-being.
- Children are confident and involved learners.
- Children are effective communicators.

Visitors

From time to time the Preschool invites artists and educators to perform for the children.

The cost of these is included in the fees charged to you each term.

Visits by student teachers, work experience students and professionals providing health and education services are anticipated. Parents will be informed by email or the group newsletter.

Woollahra Council Librarians visit regularly to read stories to each group of children and to introduce new books purchased by the library.

Excursions and Outings

Staff will capitalise on the wealth of opportunities available in our immediate vicinity for educational outings on foot. Please make suggestions to your child's teacher.

Underpinning the Framework are 5 Principles

1. Secure, respectful and reciprocal relationships.

Educators provide nurturing relationships with consistent emotional support to assist children to develop the skills and understandings necessary to interact positively with others. We help children to learn about their responsibilities towards others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork. Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and interact positively with them.

2. Partnerships

Learning outcomes are mostly achieved when early childhood educators work in partnership with families and support professionals. This involves valuing each other's knowledge of the child, communicating freely and respectfully with each other, sharing insights and perspectives and engaging in shared decision-making.

3. High Expectations and Equity

Educators promote inclusion and participation of all children and believe in every child's capacity to succeed, regardless of diverse circumstances and abilities.

4. Respect for Diversity

Educators who respect and honour the diversity of families and communities and the aspirations they hold for children, are able to foster children's motivation to learn and reinforce the child's sense of themselves as a competent learner. The curriculum they provide upholds children's rights to have their cultures, identities, abilities and strengths acknowledged and valued.

5. Ongoing Learning and Reflective Practice

Early Childhood educators are involved in an ongoing cycle of review through which current practices are examined, outcomes evaluated and new ideas are generated which support, inform and enrich decision making about children's learning.

The principles of early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- Adopting holistic approaches recognising the connectedness of mind, body and spirit.
- Being responsive to children, valuing and building upon children's strengths, skills and knowledge to ensure their motivation and engagement in learning.
- Planning and implementing learning through play provides opportunities to discover, create, improvise and imagine. While playing with other children they create social groups, test ideas, challenge each other's thinking and build new understandings.
- Deliberate, purposeful and thoughtful intentional teaching. Promoting learning through worthwhile challenging experiences that foster high-level thinking. Utilising strategies such as modelling, open questioning, speculation, explanation, and shared problem solving to extend children's learning.
- Creating vibrant and flexible physical and social learning environments that are responsive to the interests and abilities of each child and promote sustained shared thinking and collaborative learning.
- Promoting children's cultural competence. Valuing the cultural and social contexts of all children and their families, celebrating diversity and honouring differences is central to successful lifelong learning.
- Providing for continuity in experiences and enabling children to have successful transitions by assisting children to understand the traditions, routines and practices of the settings they are moving to and to feel comfortable with the process of change.
- Assessing and monitoring children's learning to inform curriculum provision and to support children in achieving learning outcomes.

Health and Safety



Injuries

Although every care is taken to prevent mishaps, accidents may occur which involve your child.

When a child is injured a staff member will administer first aid immediately, comfort the child and notify you. All staff hold current first aid certificates and are experienced in managing the minor injuries which may occur.

If the injury is to the head a child will need close monitoring, therefore we will ask you to come to collect your child. If we are unable to contact you or your chosen emergency contacts, we will continue to monitor your child closely until you can be reached.

An ambulance will be called in case of a serious injury requiring urgent medical attention. The Director will remain with the child at the hospital and await your arrival.

All injuries are recorded and parents are requested to read the form, give a response and sign it.

A copy of the accident form will be given and copies are kept on your child's file.

Immunisation and Exclusion

Immunisation is the safest and most effective way of giving protection against some diseases.

Immunisation uses the body's natural defence mechanism—the immune response—to build resistance to specific infections.

Our Preschool recognises the benefits of immunisation in minimising the risk and spread of vaccine preventable diseases.

Following the introduction of legislation to strengthen vaccination enrolment requirements, from 1 January 2018, Woollahra Preschool cannot enrol a child unless an ACIR Immunisation History Statement is provided that shows that the child is up to date for their age with their scheduled vaccinations or Medicare forms are provided that show that the child is on a recognised catch-up schedule, or has a medical contraindication to vaccination.

Parents must also provide the Preschool with their child's updated ACIR History Statement after each scheduled vaccination to ensure that their child's records are up to date.

While we respect that it is the families' decision whether or not to immunise their child, exclusion periods will apply to children who are not immunised in the event of an outbreak of a vaccine preventable disease.

Parents are asked to:

- Provide proof of immunisation.
- Keep your child at home when suffering from a heavy cold or possible infectious disease or virus.
- Notify the Director immediately if your child contacts a contagious illness, including head-lice.
- Observe the recommended exclusion periods outlined by the [NSW Department of Health](#).





Absences

If your child is unable to attend Preschool due to illness or on holidays, please notify the staff as soon as possible. Please inform us of the nature of your child's illness, especially when it is a contagious illness that others may have been exposed to. We ask that you consider the health of other children and staff within the Preschool. Please do not send your child, even when he or she insists that they want to attend, when there is any chance of passing on a contagious condition to others.

Please remain away until at least 24 hours after commencing antibiotics, and after vomiting, diarrhoea or high temperature.

Unfortunately, fees cannot be refunded as a result of your child's absence. Costs are the same whether your child attends for the day or not.

If a child becomes ill at Preschool, we will contact the parent most likely to be at home to come to collect the child as soon as possible. If we cannot contact the parents / primary carer to come, we will contact the first emergency contact and proceed through the list until a delegated person is reached. We believe that rest at home will give a child the opportunity to make a swift and effective recovery.

Children who are considered unwell are to be kept at home for at least 24 hours unless a doctor's certificate stating they are fit to attend preschool is provided.

Medication

Parents who wish staff to administer medication will be required to complete a Medication Form. Please speak with your child's teacher, who will provide the form, which you both will sign.

Two staff will administer the medication after checking the dosage and expiry date. After administering the medication each of the staff will sign the form.

Staff are not permitted to administer over the counter drugs unless prescribed by a doctor. Written documentation of instructions from the doctor will be required.

To ensure the safety of all the children in our care and visiting, please do not leave medication in your child's bag. Even cough lollies pose a hazard. All medication must be handed to a staff member for safe storage. Please remember to collect medication before departing.

If your child develops a temperature during the day, we can only administer Paracetamol when there is signed permission on file. When necessary we will administer first aid and call you immediately.

A current supply of the prescribed medication for on-going medical conditions, such as asthma, should be kept at the Preschool.

Sun Protection

To meet recommendations by the Cancer Council, we issue each child with a broad brimmed hat which is stored in an individual slot of the class hat locker. Your child will wear the hat whenever he or she is outdoors every day, throughout the year.

At the beginning of the year, your account will be charged a hat fee.

In accord with Cancer Council guidelines, we ask you to apply sunscreen at home before departing for the Preschool (to ensure the sunscreen is most effective by arrival). If you forget, SP30+ is available in the bathrooms and in the playground shed.

If your child has a skin condition or sensitive skin, please advise staff and provide an appropriate alternative sun protection product. Please hand it to a staff member and do not leave it in your child's bag.

The Cancer Council recommends a combination of sun protection measures when the UV index is above 3. We do this by minimising the frequency and duration of time children are outside during these times, and using shade, hats and sunscreen.

Child Protection

The NSW Department of Community and Justice gives clear and specific guidelines regarding Child Protection Issues. In accord with the guidelines the staff are trained to recognise the signs of possible child abuse and are obligated as Early Childhood Professionals to report any incidents of suspected abuse to the NSW Department of Community and Justice.

Contact the **Child Protection Helpline on 13 2111** if you have doubts about the safety or well being of any child.

Grievances

Woollahra Council, the staff and Parent Advisory Committee are committed to the fair and effective resolution of family concerns or complaints, in order to cater for individual needs and to improve service quality.

Please read and become familiar with our feedback policy and promptly make an appointment with the Director if you have any concerns so that these may be mutually resolved. Formal complaints may be lodged with the Director immediately, for resolution. If the issue remains unresolved you may contact Vicki Munro Manager, Community & Culture – phone (02) 9391 7176.

You can also contact us in writing:
email to: records@woollahra.nsw.gov.au
post to: PO Box 61 Double Bay NSW 1360

Please refer to our Grievance Policy.

Custody Situations

In the event of a separation in the family where one parent has custody of the child, and where restrictions may be in place, relevant Court documents must be given to the Director as this is the only way we can ensure your child is picked up by an authorised adult.

Also in these situations, it is necessary to inform your teacher and the Director of any changes that may have occurred, so they can help accommodate your child's individual needs.

Policies

Please refer to the comprehensive Woollahra Preschool Policy and Procedure Manual located in each class room. These policies and procedures cover many of the underlying principles in providing high quality education and care. Please ask your child's teacher if you would like to borrow the manual overnight. These policies are reviewed every 12 months or as required by staff, Woollahra Council and parents.

Emergency Evacuation Procedure

We have an emergency drill with our two day and three day groups, each term, at various times of the day, as required by Government Regulations. Everyone who is in the Preschool at the time must take part, listening and responding to staff directions while assisting us with the children. These drills are vital to ensure that staff and children are prepared to take appropriate action in the event of a genuine emergency.

Our designated safe area is at the end of the Water board Storm Water Canal (across Sherbrooke Ave).

Children and staff will gather and wait for parents and carers to collect them at the end of the canal (near Castra Place).

The drills are evaluated each time to enable us to continuously improve our procedure and practices.

Additional resources



Preschool Drawing and Writing

At Woollahra Preschool we actively foster creative and fine motor skills by offering plenty of opportunity to construct, draw and write.

Based upon our knowledge of child psychology, we provide open-ended experiences that your child may participate in, at the level he or she is at. There is no right or wrong end product which breeds a sense of success at every level. This sense of success is the key to a child's desire to participate, practice, improve and achieve. Achievement enhances the child's self-image and leads to positive self-esteem. Self-esteem is the most vital ingredient in the learning process, and must be nurtured by family and educators to ensure the child's happiness, thus making it possible for children to achieve their maximum potential.

Preschoolers learn most effectively through play. Therefore, we approach drawing and writing playfully. Drawing and writing should be child-initiated, self-directed and fun pursuits, made more rewarding by adults who take the time to observe and listen with interest.

We provide Preschoolers with a range of techniques for self-expression on paper. We encourage experimentation, skill-building, and creativity. We nurture the process, reward effort, concentration and perseverance. We value the production as a spring-board for language expression. Therefore, we make time to listen with interest to the story attached to the creation. We scaffold language by questioning "who," "how," "why," "when" and "where." Then, scribe the story we are told.

As the Preschooler's control and competence in skills such as drawing, cutting, pasting, printing, painting, and modelling grows, their belief in their ability to write also grows.

Adults caring for Preschoolers (parents and educators) should endeavour to:

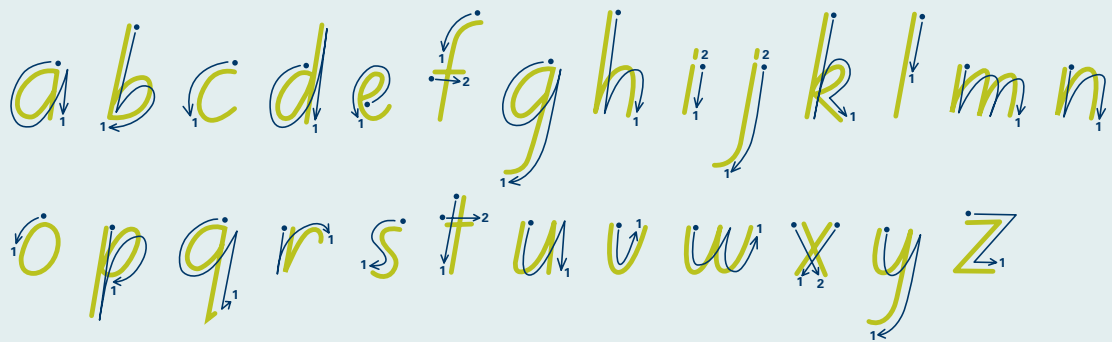
- Recognise and respect the child's stage of development. The child at the 'disordered scribbling' stage is experimenting and developing muscle control while enjoying the process of making marks on the paper. He or she is not ready to write or copy their name. If we push, the child will feel frustrated and belittled by the inability to meet the expectation.
- After the 'controlled scribbling stage', the Preschooler begins to draw simple figures or unplanned pictures and may demonstrate 'hieroglyphic' expressions of their name. At this stage we give verbal encouragement and appreciation to reward the child's effort.
- At this stage adults should provide a model i.e. name card for the child to copy. Sometimes a child may decline the challenge due to fear of failure. Encourage them to 'give it a go'. When they do attempt the task, value what is written.
- Write the child's name in the top left hand corner of the page because we are training the child's eye movement for reading.
- Whenever you are writing a child's name, use a capital letter only at the start followed by lower case letters.
- Attached are notes on writing positions, hand grips and the NSW Foundation Script used in all NSW schools.

Enjoy the experience of discovering words and writing with your child.



Alphabet formation guide

Note to parents: this is a copy of the Primary School Handwriting Syllabus, provided as a guide so you can help your children form all the letters correctly.



Writing Positions

The positions to be encouraged for good handwriting should be maintained with minimum tension and fatigue over a period long enough to complete a handwriting task and allow freedom of movement of the writing arm and hand.

Encourage the child to follow these basic conditions when preparing to write:

A. Side View

- The feet are comfortably and securely placed on the floor.
- The thighs are parallel to the floor and supported by a firm seat.
- The elbows are level with the desk top so that both forearms rest easily on the desk.
- The back is straight, inclined towards the desk and pivoted from the hips.
- The head is not dropped as this would unduly tire the neck muscles, nor are the shoulders hunched.

B. Front View

- The body faces the desk squarely so the non-writing arm can support the body weight without causing fatigue.
- The non-writing arm supports the weight of the body, allowing the writing arm to slide over the page with ease.
- Light should come over the shoulder of the writing hand so the child does not work in light dulled by the body.
- The writing page is moved up as the writing takes place while the body stays in a constant relaxed position.

Writing Grip

The method can vary from child to child, but in general the basic principles outlined below seem best to help letter formation and fluency.

Right-handed Writing Grip

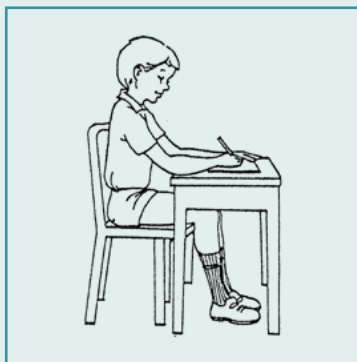
1. Thumb and index finger hold the writing implement firmly while the middle finger allows in the hand.
2. The child's grip position will be determined by the size of the writing implement, the purpose for which the handwriting is intended, the writing audience and the child's stage of development.
3. With the thumb and middle finger holding the writing implement firmly and the index finger resting on top, the writing implement tends to be seated in the middle of the hand.

Left-handed Writing Grip

It is recommended that left-handed writers grip the writing implement 3 cm from the point in order to keep the hand below the writing line. This will help ensure the child sees what has been written. If the thumb, index finger and middle finger share holding the writing implement, the left-handed child will find the writing position easy to maintain.

It is also recommended that the left-handed 'hooked' writer (the over-the-top hooked wrist) be discouraged and instead adopt the technique outlined above.

A Side View



B Front View



Right-handed Writing Grip



Left-handed Writing Grip

Physiotherapy for Children 'W-sitting'

W-sitting is quite common among a number of Preschool age children. The children sit between their knees with knees locked together and usually feet are turned inward. Parents wonder if this is a good position to allow or not. As a Developmental Physiotherapist it is a frequently asked question. It is not a good seating position for a number of reasons:

There are two sets of muscles which lie either side of the thigh- outside thigh muscles (abductors) and the inside thigh muscles (adductors). They work together a bit like a pulley system to hold the knee cap straight and in place.

- With W-sitting these muscles become unbalanced with the outside muscles becoming longer while the inside ones become shorter. The knee cap can drift out of place and to the side. We see a number of adolescents with drifting and wobbly knees who have been W-sitters when they were younger.
- Along with the muscles the hip joint (which play the role of balancing and supporting the body) also 'drifts' inwards from the pull of the muscles (wobbly hips).
- Lastly, the children who W-sit tend to turn their feet inwards as they sit between their knees. Sometimes these feet remain turned in when they are standing up and on the move (sometimes one foot more than another). There is a tendency then to 'in-toe' and have an occasional over balance or 'tripping of feet' as they run.

Why do children sit in this position?

It may be that some children's muscle tone ('spring' in the muscle) may be a little on the low side. These children may struggle a bit more than others to maintain an upright cross-legged sitting position. Gravity is pushing us down on a daily basis and the easier option would be to adopt a wide 'safe' sitting base. However, in this position it is much harder to develop easy balance of the torso. It is more difficult for the child to turn, twist and reach with arms to the side (wobbly balance).

What can we do to make it not happen?

A little support behind your child's back will help them sit cross-legged (bean bag, cushion, wall, sofa etc).

Small breaks from W-sitting to fetch pencils, snacks, etc, to lessen fatigue and rest the muscles.

Sitting on a small hard cushion helps support the cross-legged position.

Gentle stretching of the tightened inner thigh muscles through various play activities will relax the muscles and make it easier to sit upright.

These stretches really do work- I take a ruler and measure the distance from the knee to the floor when we encourage our children to first 'tailor sit'. Within a few weeks, the distance has lessened and we have happy faces.

W-sitting tends to run in families. Usually when children reach school age, they sit less on the floor and more on a chair. However, watch the children who wrap their feet around the chair and swing backwards. They may still want to W-sit!

Have fun with your children. They are so precious, and remember to encourage 'tailor-type (cross-legged) sitting'.

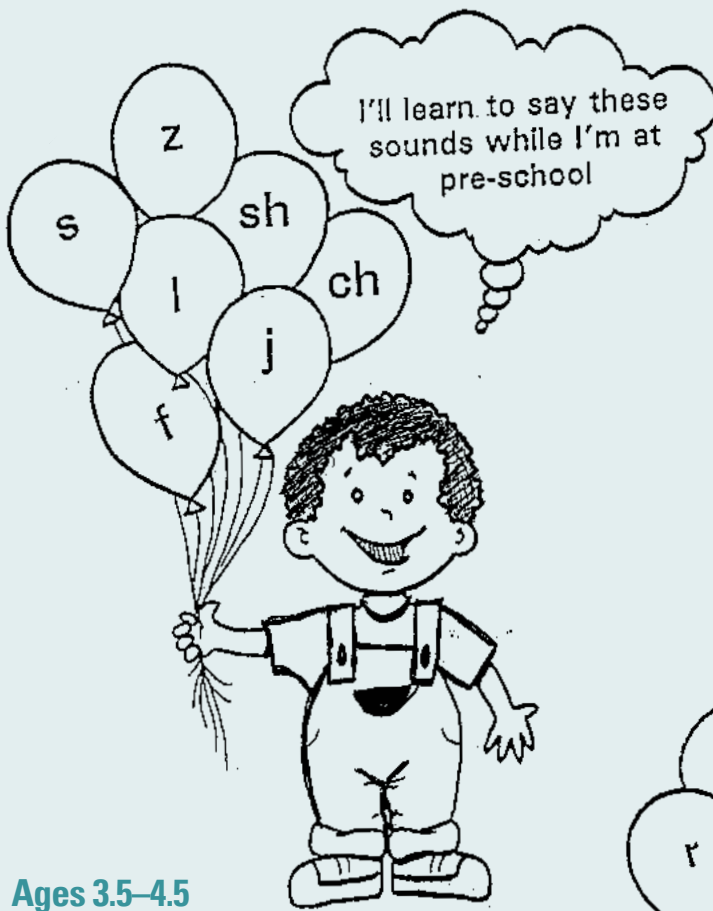
Dolores Doran & Associates Pty Ltd

Physiotherapist for Children
Level 1 / 1A Knox Lane, Double Bay.

Development of Sounds

Kilminster and Laird (1978): 75% of children acquired the sounds at the noted ages below:

Ages 0-3



Ages 3.5-4.5



Ages 5-8.5

For more information on
Woollahra Preschool contact:

Mary Ttikirou Boyd
Preschool Director

(02) 9391 7030

woollahra.nsw.gov.au/Preschool

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Community Development

(02) 9391 7166

community@woollahra.nsw.gov.au

Woollahra Libraries

Paddington Library: 9391 7988

Watsons Bay Library: 9391 7999

Woollahra Library at Double Bay: 9391 7100

library@woollahra.nsw.gov.au

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