



Gunnedah Preschool

PARENT HANDBOOK



35 Elgin Street

PO Box 161

Gunnedah, NSW, 2380

02 6742 1002

admin@gunnedahpreschool.org.au



Gunnedah Preschool

PHILOSOPHY

The staff at Gunnedah Preschool acknowledge and pay our respects to the Gamilaraay people - the traditional custodians of this land on which we gather to teach.

We pay our respects to Elders - past, present and emerging.

Gunnedah Preschool offers quality education and care through a nurturing and play-based, child centred program. We believe that social interactions shape children and their learning, recognising the power of wider learning circles – personal experiences, values and beliefs. We value and celebrate diversity, with a special focus on Aboriginal and Torres Strait Islander perspective.

Gunnedah Preschool is led by the 'Belonging, Being and Becoming: The Early Years Learning Framework' and the 'National Quality Framework'. We believe in the importance of teaching and engaging children through their interests. We seek to challenge children's abilities and focus on set individual and group goals guided by a developmental checklist.

Goals and Interests are programmed for through the following focuses:

- **Munch and Move** activities surrounding healthy eating and exercise, taking care of our bodies.
- **Sustainable practices** to provide care and respect of the present and future environment.
- **STEM** - Science, Technology, Engineering and Mathematic education
- **Literacy** activities developing pre-writing and pre-reading skills.
- **School Readiness** concepts such as phonological awareness through the Heggerty Program, self-help skills, emotional regulation, cognitive challenges and social skills.
- **Cooking** experiences.
- **Risky Play** challenges through gross and fine motor experiences.
- **Community** engagement and **cultural** inclusion.
- Expression and creativity through the **arts**.
- Excursions utilising our **school bus**.

On an end note... 'we ensure the children have had the best day possible, with lots of fun and enjoyment, and they go home dirty at the end of the day!'

Meet Our Team



Gemma Lennox
Director

**Bachelor of Education
(Early Childhood)**



Kate Sills
Early Childhood Teacher
Educational Leader
Assistant Director

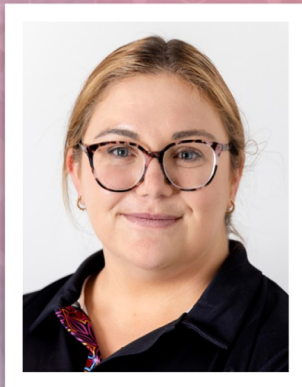
Bachelor of Education (Primary)
Diploma of Early Education and Care



Krystal Sawyer
Administration

Bigibila Educators

School Readiness Room



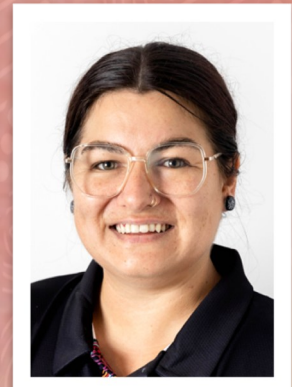
Libby Fleming

Lead Educator
Monday - Friday
Diploma of Early Education
and Care



Kate Sills

Early Childhood Teacher
Educational Leader / Assistant Director
Wednesday & Thursday



Tarryn Noble

Tuesday/Friday
Diploma of Early Education and
Care
Tuesday & Wednesday



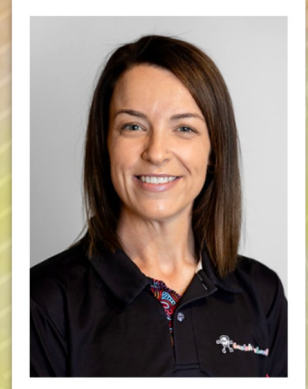
Ashlee Edwards

Monday - Friday
Diploma of Early Education



Fiona Mitchell

Monday - Thursday
Certificate III in Early Education and
Care



Mia Campbell

Monday - Friday
W/T Certificate III in Early Education
and Care



Courtney Lennox

Wednesday and Thursday
Certificate III in Early Education and
Care



Olivia Perrett

Thursday
School-based Traineeship



Patty Davis

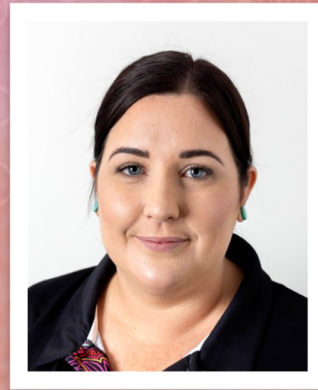
Monday and Friday
Certificate III in Early Education and
Care

Dhinawan Educators



Emily Thrift
Lead Educator

Diploma of Education and Care
Monday - Friday



Kate Sills

Early Childhood Teacher
Educational Leader / Assistant Director
Tuesday



Joanne Smith

Tuesday - Friday
Certificate III in Early Education and
Care



Teagan Whitby

Monday - Friday
Diploma of Early Education



Tarryn Noble

Monday
Diploma of Early Education and Care
Tuesday & Wednesday

The Gunnedah Preschool caters for 3-6 year-old children. It receives funding through the NSW Department of Education and Communities, Early Childhood and Care Directorate (ECEC). They provide supervision of regulations and licensing of the Preschool. The Department of Education and Communities also fund children with additional needs through the Preschool Disability Support Program.

What Does Your Child Need?

- ◆ A backpack or bag with a visible name tag.
- ◆ A broad-brimmed hat with your child's name in it (Preschool hats are available for sale).
- ◆ Some of our Preschool friends have food allergies, so please do not send your child with any nuts or nut products.
- ◆ A refillable water bottle with your child's name on it.
- ◆ If you think your child may need a daytime rest, bedding is required. A fitted cot sheet is ideal. This is a requirement of our regulations. A second sheet is optional. Items should be named and stored in a fabric bag or pillowcase.
- ◆ Children should wear sensible clothing. Messy activities are part of the program. Please do not dress your child in good clothes. The Preschool practices sun safety. A shirt with collar and a minimum of short sleeves is required. Singlet tops are not permitted. (Preschool shirts and hoodies are for sale at the office.) Children need to be able to manage their clothes independently, therefore, overalls and belts are discouraged. A more comfortable pair of shoes or joggers are suitable. Jewellery is also discouraged. Again, **please ensure that all clothes are labelled**
- ◆ Spare clothing



Jumpers \$35-40



Hats \$25



Plain Shirts \$25
Cultural shirts \$50

Food Requirements

Gunnedah Preschool provides a breakfast program. The menu changes weekly. Families are asked to bring their child's morning tea and lunch. We offer a range of fresh fruit, as well as anything that we have made during cooking experiences each week. When packing your children's lunches, **please be mindful of allergies and avoid nut products**. Also aim to pack the recommended daily intake for children aged 3-6 years. Please no chocolate items or "lollies" as we are required to follow the Munch and Move Healthy Eating guidelines.

Only water and **plain** milk is permitted at Preschool.



BIRTHDAY

CELEBRATIONS!!!

We love to celebrate our friend's Birthdays!

We encourage cupcakes, however, cake is fine too. All we need is a list of ingredients!



Rest

Gunnedah Preschool acknowledge that children need some quiet time during their day. We also understand that children grow out of their day sleep at varying ages.

To accommodate for everyone's needs, we have a quiet rest period after lunch time. During this time, the children lay down with some quiet music for around 15 minutes. Those that do not fall asleep are offered quiet activities to engage with whilst the others are sleeping.



Nappy change facilities are available, however, we encourage children to be toilet Trained, or in a pull-up for toilet training.

We are more than happy to assist you in your toilet training journey!

OWNA

You will be sent an invitation to OWNA upon enrolment.

OWNA is a secure, private, online space to ensure that you are involved and up-to-date with your child's learning and development. Through this platform, you will receive Daily Reflections each afternoon, informing you about what your child has done for the day, each day that they attend. You will also receive checklists and individual and group learning stories through this platform. Your child's educators will also communicate with you through OWNA when sending through goals and relevant announcements.

Our weekly programs are sent home each Monday using the OWNA app.

Clever Ruby

One of Ruby's goals this term is to work on her fine motor skills, in particular drawing shapes. This goal was decided based on her Developmental Checklist completed at the start of term one.

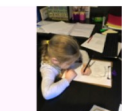
On the 29th of March, Ruby sat down with Miss Teagan to participate in a tracing activity involving shapes. Miss Teagan gave Ruby the sheet of paper and asked her if she could name the shapes as she traced them. With confidence, she started saying 'Triangle, Star, Circle, Square, Heart, Hexagon, Oval, Rectangle'. Only getting stuck on Pentagon, but Miss Teagan said, 'That one is a bit tricky' (LO 3.2, 5.1, 4.3, 1.3).

Concept 5.1.1.



Ruby was able to trace the shapes with confidence. Miss Teagan assisted her saying, 'Straight lines, straight lines down to the point', when Ruby occasionally curved around the corners. Ruby showed great focus and determination, persisting through right to the very end, experiencing the satisfaction of achievement and she was able to acknowledge and accept assistance (LO 3.1).

Ruby showed that she was listening to Miss Teagan by following the instructions given to her. She happily asked for assistance when needed (LO 5.1, 3.1).



To extend on this activity, Miss Teagan gave Ruby another shape sheet to complete, challenging her a little more. With this worksheet, she had to copy the shapes that were shown on the sheet and draw them next to each other.

Ruby was able to copy the circle, rectangle and triangle, only needing assistance with the triangle. Miss Teagan will continue to work with her on her shape drawing throughout the remainder of the year to be able to perfect this skill (LO 3.2, 4.3).



This learning experience can be linked to Vygotsky's theories. He believes that language, literacy and numeracy skills should be 'scaffolded' by adults or more skilled peers. Their understandings in these areas were deepened and enriched.

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Gunnedah Preschool

Child Developmental Milestones Record 3-5 Years

2023

Child's Name: _____
Date Completed: _____

Physical Social Emotional Cognitive Language

Physical Development
EYLF Outcome 3: Children have a strong sense of wellbeing. Children take increasing responsibility for their own health and physical wellbeing
NQS Areas: 1, 2, 3, 5, 6

Can you see evidence of the following development or skill?	Yes	Developing	No	Additional Comments
Hops, jumps and runs with ease				
Climbs steps with alternate feet				
Attempts to catch a ball with both hands.				
Transfers weights forward to throw a ball				
Holds pencil/crayon between two fingers and thumb. Exhibits hand preference.				
Imitates a variety of shapes in drawing e.g. Circle				
Independently cuts paper with scissors				
Tosses themselves				
Feeds themselves with minimal spills				

Is able to balance along a low beam
Enjoys learning simple rhythm and movement routines

Social Development

EYLF Outcome 1: Children have a strong sense of identity. Children learn to interact in relation to others with care, empathy and respect
NQS Areas: 1, 5, 6

Can you see evidence of the following development or skill?	Yes	Developing	No	Additional Comments
Enjoys playing with other children				
Participates in group time				
Begins to share and jointly manipulate objects with one or two others				
Begins to develop				

Emotional Development
connected with and contribute to their world with respect
confident and involved learners- Children
ing such as curiosity, cooperation, confidence, risk, persistence, imagination and reflexivity.

Developing No Additional Comments

Can you see evidence of the following development or skill?	Yes	Developing	No	Additional Comments
Can you see evidence of the following development or skill?				
Uses objects of different materials to construct things				
Counts by rote having memorised numbers				
Follows simple instructions				
Engages in dramatic play taking on a number of roles				
Copies letters and may write some unprompted				
Can name and match some colours				

Language Development

EYLF Outcome 5: Children are effective communicators- Children Use information and communication technologies to access information, investigate ideas and represent their thinking
NQS Areas: 1, 5, 6, 7

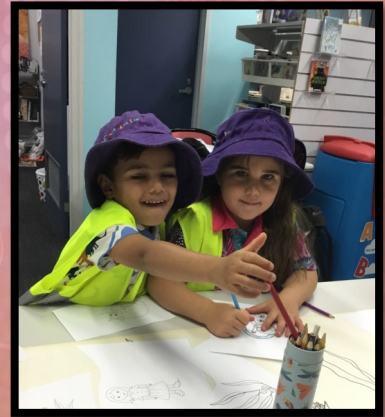
Asks many questions

Can you see evidence of the following development or skill?	Yes	Developing	No	Additional Comments
Asks many questions				

Incursion/Excursions

Children are involved in various incursions/excursions during the year. There is a section on your enrolment form for parents to give written permission, and families will be notified in advance of any upcoming incursions/excursions.

Parent helpers are encouraged to join us on most excursions, so please feel free to put your name down as a volunteer if you're available.



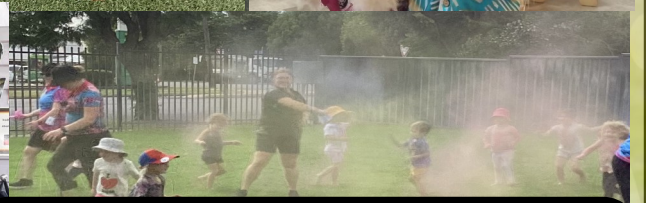
Extra Activities

Each week we rotate the daily activities so each child gets a turn at experiencing STEAM, Sustainability, Cooking, Munch and Move and an explicit Literacy activity.

Educators at Gunnedah Preschool recognise that diversity contributes to the richness of our society, and culture is an essential component of growing a child's identity as it provides them with a healthy sense of who they are.

Through teaching children to respect cultural diversity, whilst showing them how to recognise universal characteristics that we all share; we help children to establish belonging (LO 1.1).

This is why throughout the year, we celebrate diversity through many different cultural celebrations, and embed culture within our curriculum each week.



We love to learn about other cultures, so please feel free to share different aspects of your culture with us through reading, cooking or even dance!

Our door is always open to you and your family.

ALLERGIES

Please ensure you inform staff, as well as noting on your child's enrolment form, if they suffer from any allergy. Staff will work with you to create a risk minimisation plan to avoid an allergic reaction whilst in our care.



MEDICATION & ILLNESS

There are strict regulations governing what medication staff can give preschool children and how they can give it. If your child requires medication, please see a staff member.

Medicines are never to be left in a child's bag (including asthma puffers). The Preschool is not able to care for sick children. Please take time to read our policy on this, "Illness, injury, accident & Medical Emergency".

ADDITIONAL NEEDS

The staff at Gunnedah Preschool regularly attend professional development to provide additional assistance with children's development needs.



SUNSCREEN

The Preschool provides 50+ water resistant sunscreen and will ensure that children apply it before going outdoors.

Please complete the relevant section on the enrolment form.

Fees

Fees have been raised to meet Start Strong Affordable Preschool budgetary requirements. Fees per day will be:

1. Low income and Aboriginal and Torres Strait Islanders families - \$29.00

2. Non-equity children - \$55.00

In 2023, the NSW Government is providing fee relief to families through the Start Strong Affordable Preschool initiative as part of the Early Years Commitment.

From 2023, families with children who are at least 3 years old on or before 31 July 2023 and who are enrolled in a community or mobile preschool service may save up to \$4,220 each year.

The funding for your child's fee relief will be provided to our service, directly from the NSW Government, and we will pass this fee relief on to you as a reduction to your fees. You cannot receive fee relief at more than one Early Childhood Education Service, therefore, if your child attends another service that offers relief, you will need to choose which service you would like to receive fee relief from.

The fee relief will be evenly allocated to you across the calendar year.

The Start Strong Affordable Preschool Initiative Fee Relief payments will cover 15 hours of preschool per week.



PAYMENT OF ACCOUNT

A fee account is issued each term. Fees must always be kept up to date (two weeks in front), otherwise your child's position may be cancelled. Payment can be made by EFTPOS or direct deposit to our Administration Staff.

If you would like to pay by internet transfer, the Preschool account is:

Acc name: Gunnedah Preschool
Bank: Greater
BSB: 637-000
Acc no: 780989513

*** **Don't forget** to put your child's surname in the description so we know who the fees are for.

Early Care Fee

The Preschool provides early care between 8:00am and 8:30am Monday to Friday. The cost is \$5 for the half hour. **Prior notification is recommended.**

If your child is signed in any time before 8.30am, there will be a charge of \$5 added to your Statement.



FAILURE TO PICK UP ADDITIONAL FEES

If your child is on the premises after 4:00pm, a \$15 late fee, per 15 minute block, will be charged. This will need to be paid upon pick up.

Please ensure families or emergency contacts are here to collect your child before 4:00pm.

NO PAY - NO STAY:

If your account is not up to date, your child will not be able to attend which could result in losing their spot. If you have trouble paying fees, please come and talk to the Director/Admin to organise a Payment Plan.



ABSENCES

Children suffering infectious illnesses **must not** attend Preschool. We have a list of illnesses/diseases and their exclusion periods which you can view, or if you require more information, you are welcome to phone us. If your child contracts an infectious illness/disease, please notify the Preschool immediately.

If your child is unable to attend due to illness, family holidays etc., please let the staff know as soon as possible. Fees must be paid if the child is absent as the vacancy in the group is reserved for the child.



OCCASIONAL CARE

Enrolled children may attend an extra or occasional care day. You will need to ask at the office to make sure a vacancy exists on the day you require.

Occasional care is charged according to the fee policy and the number of days your child attends.

NOTICE OF WITHDRAWAL:

To terminate a child's enrolment, at least two weeks of **term time** notice must be given at the office. Failure to do this will mean that parents are liable for two weeks fees.

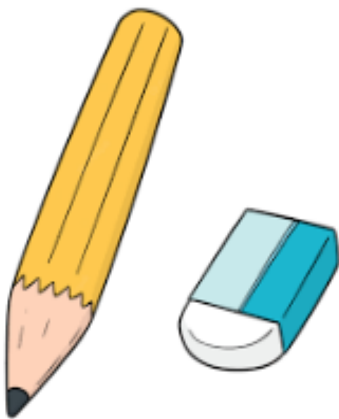
If a child fails to attend for two weeks without notifying staff, their position may be given away.



Is your Child Ready for School?

What is School Readiness?

School readiness refers to whether a child is ready to make an easy and successful transition into school. School readiness is about the development of the whole child, including their social and emotional skills, physical skills, communication skills and cognitive skills. Children cannot thrive at school if they haven't developed the skills to manage things like getting along with other children, following instructions, and communicating their needs.



Does my Child need to be able to read, Spell & Count?

While many people think of academics as the important school readiness skills, school readiness refers to a much broader range of skills. In addition to some academic basics, school readiness skills also include self-care (independent toileting and opening lunch boxes), attention and concentration, physical skills (e.g., having the endurance to sit upright for an entire school day), emotional regulation, language skills, as well as play and social skills.

Signs your Child is Ready for Big School.

- Ability to be separated from parents.
- Shows confidence physically & pride in who they are.
- Communicates clearly & forms relationships.
- Takes responsibility for themselves, others & their belongings.
- Is adaptable & copes with change.
- Can problem solve & shows curiosity.
- Can verbalise their needs.
- Can resolve conflict.
- Initiates, is involved & willing to try new things.



Why are School Readiness Skills Important?

The development of school readiness skills allows school teachers to expand and further develop a child's skills in the specific areas of social interaction, play, language, emotional development, physical skills, literacy and fine motor skills. Without these basic skills already established upon entry to school, children can very quickly find themselves playing 'catch up' compared to their peers that are advancing more quickly. Students that begin school with the building blocks (or foundation) skills in place advance quickly, as opposed to those that start school only *then* begin the slow process of developing school readiness.



What are the Building Blocks necessary to Develop School Readiness?

Self-Regulation: The ability to obtain, maintain and change emotion, behaviour, attention and activity level appropriate for a task or situation.

Sensory processing: Accurate processing of sensory stimulation in the environment, as well as in one's own body that influences attention, and learning that effects how you sit, hold a pencil and listen to the teacher.

Receptive language (understanding): Comprehension of spoken language.

Expressive language (using language): Producing speech or language that can be understood by others.

Articulation: The ability to clearly pronounce individual sounds in words.

Executive functioning: Higher order reasoning and thinking skills.

Emotional development/regulation: The ability to perceive emotion, integrate emotion to facilitate thought, understand emotions and regulate emotions.

Social skills: Determined by the ability to engage in reciprocal interaction with others, to compromise with others and to be able to recognise and follow social norms.

Planning and sequencing: The sequential multi-step task/activity performance to achieve a well-defined result (e.g. a cut and paste task or a simple maths worksheet).

What Can Families Do to Help their Child Get Ready?



1. Try to arrange play dates with other children starting at the same school. This gives your little one the chance to develop their social skills.
2. Let your child practise drawing with a range of different materials, such as pencils, crayons and textas, to help develop their fine motor skills.
3. Encourage your little one to dress and undress themselves, and use the toilet independently.
4. Encourage your little one to have conversations with you – ask them questions, listen to their answers, and encourage them to talk about what they think and feel so they can express themselves with new friends and teachers.
5. Read with your child as often as possible. If your little one has some reading skills already, that's great! But if not, don't worry – they will be taught how to read at school.
6. Help your child develop a basic awareness of numbers by helping out around the house – they could set the table and count the plates, match socks from the washing line, or measure the ingredients for some baking.
7. Play games with your little one – simple board games (like snakes and ladders) and card games (like snap and go fish) are great for practising turn-taking, sharing, waiting and learning to cope with not winning.

Want Further Information?

Visit: <https://childdevelopment.com.au/areas-of-concern/school-readiness>

<https://www.transitiontoschoolresource.org.au>

<https://www.learningpotential.gov.au/articles/is-your-child-ready-for-big-school>

<https://www.guardian.edu.au/blog/parenting-advice/10-signs-your-child-might-be-ready-for-school/>

THINGS YOU MAY NOT KNOW...

MANDATORY REPORTING:

Staff at Gunnedah Preschool are mandatory reporters. All staff members have been trained on how to react to situations relating to Child Protection. They are required by law to report if they suspect a child in their care is at risk of significant harm.

SERVICE POLICIES AND PROCEDURES:

The Association has developed rules which govern the day-to-day operation of the Preschool. These are contained in the Policy Folder. It can be found in the foyer in the main room, and you may read it at any time. The Self Assessment is also on display. Parents are encouraged to comment on these and provide feedback.

COMPLAINTS:

If you have feedback, concerns or queries, you can contact Lead Educators, Educational Leader, Assistant Director, Director, Administrative Manager or the President of the Gunnedah Preschool Committee. The Preschool has a Dealing with Complaints (Families) Policy which you can access in the Policy Folder.

ASSESSMENT OF CHILDREN:

Staff continually assess children and records are kept on each child's progress. If additional assistance is sought by professionals outside the Preschool, parents are approached before the assistance is sought.

PARENTS PARTICIPATION:

Parents are encouraged to visit the Preschool as often as they like. If you have a particular skill, talent or interest e.g. craft activity or play a musical instrument, please share it with us. You may choose to assist with excursions if you are available. Your contributions to the children's programme, policy/QIP development, board of management and service direction are always welcome.

REVERSE GARBAGE:

The Preschool would love to use your recycling such as egg cartons, wool, string, material scraps, match boxes, polystyrene trays, magazines, cardboard boxes/cartons etc. for art and craft activities, so please save them up and bring them in to our centre.



DHINAWAN Summer Daily Routine

8:00am	Centre opens. Staff set up indoor and outdoor play spaces with children's assistance. Apply sunscreen upon arrival and hats.
8:30am	Uninterrupted outdoor play commences.
9:00am	Progressive breakfast outdoors. Menu changes each week. Bus friends arrive and place their belongings away.
9:30am	Remind children to go to the toilet.
9:50am	Commence a 10-minute reminder until tidy up.
9:55am	Commence a 5-minute reminder until tidy up.
10:00am	Tidy up commences. Tidy up either the top or bottom ready for returning in the afternoon. Pack away which ever area you will not be returning to.
10:10am	Move to the Totem poles for Welcome to Country- Word of the week- Daily Yarn topic.
10:20	Transition to Morning Tea. Educators to lead children to bathroom to wash hands then get lunchboxes & drink bottles from bags.
10:20-10:40 am	Children to eat outdoors at tables
10:40am	Educators to transition kids to line up to go indoors. Children to place lunchboxes in the fridge & drink bottles in trolley. Children to wash hands & sit on mat.
10.50am	*Morning Yarn. An educator to sit with children and discuss the day including date, weather, UV levels, mark roll, complete the Heggerty program and discuss any plans or changes for the day including visual chart. Phonics song to transition to play.
11:00am	Transition to programmed Art/craft activity.
11:10am	Move to uninterrupted indoor play and extra planned and spontaneous activities (STEM, Literacy, Cooking, Sustainability and Munch n Move).
12.30pm	10-minute warning for pack away.
12:35pm	5-minute warning for pack away.
12.40pm	Pack away time.
12.40-1:00pm	Music and Movement group time. Transition to lunch.
1.00pm	Transition to the bathroom to wash hands for lunch.
1:05-1:25pm	Lunch
1.30-1:50pm	*Rest Time (Sleep/Story Group Time)
1:50pm-2:20pm	Apply sunscreen and have an afternoon literacy/numeracy activity.
2.20pm	Transition outdoors.
2.45pm	Bus friends leave for home.
3.30pm	Engage in group games and small group activities in the top half of the playground. Staff pack away indoors and outdoors area.
4.00pm	Centre closes.



Bigibila Summer Daily Routine

8:00am	Centre opens. Staff set up indoor and outdoor play spaces with children's assistance. Apply sunscreen upon arrival and hats.
8:30am	Uninterrupted outdoor play commences.
9:00am	Progressive breakfast outdoors. Menu changes each week. Bus friends arrive and place their belongings away.
9:30am	Remind children to go to the toilet.
9:50am	Commence a 10-minute reminder until tidy up.
9:55am	Commence a 5-minute reminder until tidy up.
10:00am	Tidy up commences. Tidy up either the top or bottom ready for returning in the afternoon. Pack away which ever area you will not be returning to.
10:10am	Move to the Totem poles for Welcome to Country- Word of the week- Daily Yarn topic.
10:20	Transition to Morning Tea. Educators to lead children to bathroom to wash hands then get lunchboxes & drink bottles from bags.
10:20-10:40 am	Children to eat outdoors at tables
10:40am	Educators to transition kids to line up to go indoors. Children to place lunchboxes in the fridge & drink bottles in trolley. Children to wash hands & sit on mat.
10.50am	*Morning Yarn. An educator to sit with children and discuss the day including date, weather, UV levels, mark roll, complete the Heggerty program and discuss any plans or changes for the day including visual chart. Phonics song to transition to play.
11:10am	Move to uninterrupted indoor play and extra planned and spontaneous activities (STEM, Literacy, Cooking, Sustainability and Munch n Move).
12.20pm	10-minute warning for pack away.
12:25pm	5-minute warning for pack away.
12.30pm	Pack away time.
12.30-2.45	LITERACY AND NUMERACY GROUP TIME (At the tables)
12.45-1:00pm	Music and Movement group time. Transition to lunch.
1.00pm	Transition to the bathroom to wash hands for lunch.
1:05-1:25pm	Lunch
1.30-1:50pm	*Rest Time (Sleep/Story Group Time)
1.50-2.15pm	Whole Group literacy/numeracy activity- Interactive/whole group mat activity
2:15pm	Apply sunscreen/Goodbye song/Gather belongings and put on shoes
2.20-2.25pm	Transition outdoors.
2.45pm	Bus friends leave for home.
3.30pm	Engage in group games and small group activities in the top half of the playground. Staff pack away indoors and outdoors area.
4.00pm	Centre closes.



Dhinawan Winter Routine

8:00am	Centre opens. Staff set up indoor and outdoor play spaces with children's assistance.
8:30am	Uninterrupted indoor play commences.
9:00am	Progressive breakfast in Dhinawan room. Menu changes each week. Bus friends arrive and place their belongings away.
9:15am	Breakfast/kitchen cleaned up. Children to help with packing up, washing up & cleaning (self-help skills).
9:30am	Remind children to go to the toilet. Extra planned and spontaneous activities (STEM, literacy, Cooking, Sustainability & Munch & Move) occur during uninterrupted play.
9:50am	Commence a 10min reminder until tidy up
9:55am	Commence a 5 min reminder until tidy up
10:00am	Tidy up commences, pack up/close areas around the room, leaving room for tabletop activities in the afternoon.
10:10am	*Morning meeting. An educator to sit with children and discuss the day including date, weather, UV levels, mark roll, complete Heggerty Program and discuss any plans or changes for the day. Transition to wash hands, ready for morning tea.
10:30-10:45/10:50am	Morning Tea
10:50am	Transition to put lunch boxes in fridge and head outside
11:00am	Uninterrupted outdoor play
11:30	Toilet Reminder
12:30pm	Commence a 10min reminder until tidy up
12:35pm	Commence a 5min reminder until pack away
12:40pm	Pack away
12:50pm	Move children to totem poles for transition to wash hands
1:00-1:20pm	Lunch outside
1:20pm	Transition inside for rest time
1:25pm	*Rest Time (Sleep/Story Group Time)
1:45-2:05pm	Whole group Literacy/Numeracy activity.
2:10pm	Transition to a mat activity and table-top activities
2:45pm	Bus friends leave for home.
4:00pm	Centre closes.



Bigibila Winter Routine

8:00am	Centre opens. Staff set up indoor and outdoor play spaces with children's assistance.
8:30am	Uninterrupted indoor play commences. Progressive breakfast begins.
9:00am	Bus friends arrive and place their belongings away.
9:15am	Breakfast/kitchen cleaned up. Children to help with packing up, washing up & cleaning (self-help skills).
9:30am	Remind children to go to the toilet. 10 Minute reminder until pack away
9:35am	Commence a 5 min reminder until tidy up
9:40 am	Tidy up commences, pack up/close areas around the room, leaving room for tabletop activities in the afternoon.
9:50am	*Morning meeting. An educator to sit with children and discuss the day including date, weather, UV levels, mark roll, complete Heggerty Program and discuss any plans or changes for the day including visual chart. Then transition to tables for Literacy/Numeracy activity.
10:10am	Literacy/Numeracy whole group table activity.
10:30-10:45/10:50am	Morning Tea inside. Children to wait for all their peers and we commence transition together outside. Children to put their lunchboxes in their bags and apply hats and sunscreen before going out to play.
10:50	Uninterrupted outdoor play begins.
11:30	Toilet Reminder
12:20pm	Commence a 10min reminder until tidy up
12:25pm	Commence a 5min reminder until pack away.
12:30pm	Pack away
12:40pm	Move children to totem poles for Acknowledgment of country, Gamilaraay word of the week, and yarn before transitioning to wash hands and have lunch
12:45pm-1:05 pm	Lunch Outdoors
1:05-1:10pm	Transition inside
1:10-1:25	Music and Movement Group Time
1:25pm	*Rest Time: 10-15 minutes of rest followed by a physical story book
1:45-2:05pm	Whole group Literacy/Numeracy activity- Games on the Smartboard-Whole class game/activity
2.10pm	Transition to extra activity; a mat activity and table-top activities. May head outside dependant on weather.
2.45pm	Bus friends leave for home.
4.00pm	Centre closes.

Rest activity may be moved to another time slot throughout the day if it suits better.

National Quality Standards

Quality Area 1 – Educational program and practice

Quality Area 2 – Children's health and safety

Quality Area 3 – Physical environment

Quality Area 4 – Staffing arrangements

Quality Area 5 – Relationships with children

Quality Area 6 – Collaborative partnerships with families and communities

Quality Area 7 – Governance and leadership

'Belonging, Being and Becoming: The Early Years Learning Framework'

Learning Outcome 1: Children have a strong sense of identity

Learning Outcome 2: Children are connected with and contribute to their world

Learning Outcome 3: Children have a strong sense of wellbeing

Learning Outcome 4: Children are confident and involved learners

Learning Outcome 5: Children are effective communicators



Gunnedah Preschool

ORIENTATION EVALUATION FORM

Quality Area 6.1.1 | Families are supported from enrolment to be involved in the Service and contribute to Service decisions

NAME:		DATE:	
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How would you rate the orientation process? <i>(Please Circle)</i>	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
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QUESTION:	YES	NO
Did the staff member familiarise you and your child with the daily routine and activities?		
Did the staff member discuss with you how children settle into a new environment?		
Did the staff member arrange for you and your child to visit the service, meet the staff and become familiar with the environment before your child's first day?		
If your child visited the Service before their first day, did the educators indicate your child could participate in the activities if they wished?		
Did the staff member discuss any special requirements for your child?		
Were you encouraged to send any special comfort items (teddy etc.) to help your child settle into care?		
Were you invited to ring and check on your child at any time?		
Were you told what to bring? (E.g. immunisation record and Medicare number)		
Did the staff member explain fee payment and administration fee and communication methods (email, Storypark etc.)?		
Did the staff member explain the importance of labelling personal items and also shown the parent library where they can access the Service policies and other resources?		
Did the staff member encourage you to say goodbye when dropping off – and reassure you that if your child remains distressed over a period of time they will contact you?		
Were you able to stay as long as needed to reassure your child?		

Were you told you would be kept informed when you collect your child about how he or she is settling into care?		
Were you advised you are welcome to discuss any issues with the Nominated Supervisor at a convenient time?		
Was the Enrolment Form explained and filled in completely with all relevant information about your child?		

How could we improve?

What did you feel we did well?

We appreciate your time and effort, and look forward to working in partnership with you and your family. Please return this form to the service so that they may use this in their development process.