

CRONULLA PRE-SCHOOL KINDERGARTEN

FAMILY INFORMATION BOOK



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WELCOME TO CRONULLA PRESCHOOL KINDERGARTEN

We are pleased that you and your family will be joining us. We look forward to building a great relationship with you and creating a happy learning experience for you child.

BRIEF HISTORY OF CRONULLA KINDERGARTEN

(By Pam McDowell)

In 1939, my aunt, a Mrs Alma Hubery and her very good friend Mrs Ferguson-Woods, who both had small children, recognised the needs of mothers and children in the local area. Both women began door-knocking at homes where there were obvious signs of young children, such as prams, strollers and nappies on the clothes line, or they would just stop mums in the street to gather interest in starting a kindergarten. This was very successful and the first kindergarten was opened in an old white wooden house owned by the Church of England. Sunday school was held there on Sunday mornings, fellowship for older children at night and during the week days it was a kindergarten for three to five year olds. This was situated on the corner of Ocean Grove Avenue and Gerrale Street where there are now units and restaurants.

The Kindergarten then moved to an old house on the grounds of South Cronulla Primary School. The house was situated on the corner of Lucas street and Ewos parade. It was run from there until the South Cronulla Primary School was extended and the extra land was needed.

The next move was to a very large old house on the corner of Sunset Avenue and Nicholson Parade – the site where it still operates today. The original house was used for many years caring for the needs of most of Cronulla’s children and those of surrounding areas. Some children used to be picked up from the station on a regular bus run. One of the staff always accompanied them. They were then picked up by bus in the afternoon from the kindy.

The grounds were always a lovely play area, but the rooms of the house were small and the toilets, bathroom and kitchen were not up to standard. One large room had been built on the back of the house with a small stage area and this opened onto a big cement play area. All of this part was then used by the three year olds and we held our concert and parties there.

Finally the wood in the old part of the house was very much affected by white ants and it all had to go. During this time (circa 1975) when Gough Whitlam was the Prime Minister, he granted us funds for a new kindergarten to be built on the same site. During the years that the Whitlams lived in South Cronulla, their children had attended the Kindergarten, both parents had been on the Committee and Margaret Whitlam had been President.

When the old Kindergarten came down, we were allowed the use of the Congregational Church Hall in Wilshire Avenue for the six months needed to build the current structure.

Cronulla Kindergarten was officially opened on 7th August 1976. Kurnell Kindergarten was built around the same time and was designed by the same architect. The new Cronulla Kindergarten was financed by the Federal Government and the land was owned by the local Council. At this time the Council always gave money towards expenses but that stopped some years ago, and now the Kindergarten is Government subsidised only. Good financial management during the past few years has kept the fees down. No donation of money or property left in wills has ever been given to the Kindergarten despite rumours to the contrary.

Over the years since 1939. so very many children have attended this Kindergarten and so many have gone on to be outstanding citizens in their chosen fields of science, commerce, law, medicine and sports and numerous other rewarding occupations and lifestyles – and many past pupils now bring their own children or grandchildren back here to the Kindergarten they have once attended.

Mrs. Pam McDowell was a loyal and dedicated staff member of the Preschool who provided 29 years of service until she retired in early 2003.

MANAGEMENT OF THE PRESCHOOL

The Cronulla Preschool Kindergarten is a community-based, not for profit, Preschool. Parents/Guardians automatically become members of the Association upon enrolment of their child and payment of the first two week's fees.

The affairs of the Preschool are administered by a volunteer Committee of Management comprising parents of the Pre-School Committee. The Committee is elected each year at the Annual General Meeting, held at the beginning of each year around March or April. The Committee then meets regularly throughout the year, which is usually twice per term.

The Management Committee's activities are bound by the Rules of Incorporation and its operation of the Preschool is licensed under the NSW Children's Services Regulation (2004), under the Children & Young Persons (Care & Protection) Act 1998. The licencing and operations of the Pre-School are administered by the NSW Department of Community Services.

Management Committee members are not paid for their work and require lots of support from parents so they remain enthusiastic and dedicated. Please consider joining the Management Committee, as without parental involvement on the Committee our Preschool cannot function.

If you have any ideas or enquiries, a Communication Book and Box is provided in the foyer for parents to convey messages or requests to the Committee. All entries will be discussed at the Management Committee meeting and feedback will be provided.

The Sutherland Shire Council is the owner of the Pre-School property, but they are not involved in the operation of the Pre-School.

PHILOSOPHY STATEMENT

Welcome to our Preschool. This is a place of safety. It is a place where we stimulate enquiry, engage the senses, invite discussions, and offer choices. We ask everyone to contribute to and influence the Preschool.

We believe that adults and children are unique and special. They bring their own skills and abilities to the Preschool. Everyone is a capable, resourceful, and meaningful contributor to our group.

The preschool years are vital foundations for children's life-long learning. Play is fundamental for children to make meaning of the world around them. As their teachers, we support and facilitate their learning as well as learn with them and from them.

In order to learn effectively we need to build strong relationships throughout the preschool community. We help families to make links with local services. Our environment reflects the local neighbourhood

It is vital to build self-confidence. Through the program we experience, investigate, explore, solve problems, create, practice and daydream together. It is important to us to take risks and meet new challenges. We learn through our achievements and mistakes.

As a community, we value honesty and openness in our interactions with one another. We strive to communicate with one another freely and without judgment. We ask questions. We listen to suggestions and follow them through as much as possible. We

accept that people are all influenced by their own family culture their upbringing, and life experiences. We share these with one another.

We try to empathise with others and are respectful of everybody's point of view. We try to be positive, optimistic & tactful. We establish partnerships based on common interests & goals. We value each individual for the special qualities they bring. In these ways we build trust with each other.

We strive to be fair to everyone. We encourage each other. We celebrate each others' achievements. We strive to be compassionate, tolerant and patient. We have chosen a career that involves a lifetime of learning and are committed and enthusiastic in our work. We work together in the spirit of friendship and enjoy the humour and joy that is part of everyday.

Our learning environment and the natural world are integral elements of lives. We appreciate their beauty together. We enjoy spontaneity and the great value in learning from each moment and person we encounter.

ENROLMENT

Any and all families may place their child's name on the waiting list (See Enrolment Policy). Siblings of children who have attended the Pre-School in the last two years are eligible for priority on the waiting list. However, to claim priority, Waiting List Forms must be lodged by the end of term 2 the year before you wish your child to attend. Children must have turned three to be allowed to enrol at the Preschool. Places can be held for children who turn three before 30th April, however, fees are payable from the first day of term 1.

ATTENDANCE DAYS

Children can attend 2 days per week, Monday & Tuesday or three days per week, Wednesday, Thursday & Friday.

WHEN YOU ARRIVE IN THE MORNING

An adult (person over the age of 18years) must escort each child into the Preschool and sign the attendance register located for each room. Lunch, Morning Tea and drink bottle must be placed in the refrigerator in each room and all bags in the locker provided for your child outside the room.

PRESCHOOL HOURS

The Pre-School hours of operation are 9.00am to 3.00pm. Children must be collected by 3.00pm. We are not permitted, by licence, to allow children on the premises before 9.00am or after 3.00pm. The Preschool is closed for all school holidays, for a pupil-free day the first day of terms 1 and 3, and on any Public Holidays that fall within school terms.

COLLECTING YOUR CHILD

In the afternoon, children must be collected by a person over the age of eighteen (18) years from inside the Pre-School. Children must be signed out on the Attendance Register. It would be appreciated if you would say goodbye to your child's teacher so that we can be sure we have seen everyone leave. The Authorised Supervisor or your child's teacher must be notified if someone other than the child's parent is going to collect your child by writing on the sign in sheet in each room. **Only authorised persons, written by parents on your child's enrolment form, will be permitted to collect children from the Pre-School.** In the event of a custody dispute, evidence of custody must be provided, stating if there is restriction of access to a child or children.

LUNCHBOXES

These should be labelled clearly with your child's name and placed in the refrigerator in their playroom.

We recommend that you send fruit as the preferred snack (the way you want your child to eat it (eg. Cut up). We often have children with food allergies, so there are restrictions on the types of food that can be brought into the Pre-School. Details of the restrictions can be found in our Anaphylaxis Policy. Currently we do not allow any food which has nuts or their products of any sort. This includes

- peanuts, brazil nuts, cashew nuts, hazelnuts, almonds, pecan nuts
- Any other type of tree or ground nuts, nut-based oil or cooking product, nut sauce, peanut butter, hazelnut spread, marzipan
- Any food containing nuts such as chocolates, sweets, lollies, nougat, ice-cream, cakes, biscuits, bread, drinks, satays
- Foods with spices and seeds such as mustard, poppy, wheat seeds and sesame seeds.

To avoid any confusion, please include the food's packaging so that we can confirm that they **do not contain nuts or traces of nuts**. If we are not completely sure the food is safe for children with allergies to be exposed to, we will put it in a safe place & send it home at the end of the day.

WHAT TO BRING

Children's bag should hold:

- packed lunch (see lunchbox section above)
- Bottle of water
- Nutritious Morning Tea Snack (fruit preferred)
- Sunhat (all year round, can be worn over beanies if necessary in Winter)
- Change of clothes (full set, including underwear)
- Sun Screen (optional, if you don't wish to use ours)

Please consider all of the above when you choose your child's bag. It will also need to fit any art or craftwork we may send home, plus a jumper or raincoat in cooler months

If your child wishes to sleep s/he will need 2 sheets to fit the Pre-School bed. Dimensions: 132cm long x 15cm wide. One sheet needs to have elastic diagonally across each corner, or alternatively, fitted cot sheets will also fit. Your child will need a drawstring bag for their sheets. Sheets are taken home at the end of each week for laundering. Both should be clearly marked with your child's name

TOYS

The Preschool is well equipped with toys and other activities to keep your child entertained throughout the day. Please leave your child's toys at home. Comfort toys/blankets for rest time and special items for news are acceptable, but are to be left in children's bags until the appropriate time of the day.

IF YOUR CHILD IS SICK

We are careful to minimise, as much as possible, the cross-infection of children while they are at the Pre-School. Please, if you are in doubt about your child's health or whether they may be contagious to others, please keep them at home. A good general rule is: if they don't appear able to participate normally in the Pre-School's program it's best for them to be resting at home. If your child has been sick, you must obtain professional advice and a doctor's clearance to return to the Pre-School.

The Director may:

- Request a child who is displaying symptoms of illness; be taken home and/or checked by a Doctor;
- In the event that your child suffers an injury or has an accident, seek appropriate medical advice or treatment, if it is not possible to contact the parent. If your child has an accident at Pre-School, it is recorded by staff on an Accident Report Form.

IF YOUR CHILD NEEDS MEDICATION

Staff will administer medication prescribed by a Doctor only for this child for this bout of illness. If it is necessary for staff to administer medicine while the child is at Pre-School then it will be necessary to complete a Medication Form (see Appendix 1). Staff will only administer medication that is in its original container with the original label.

FUND RAISING LEVY

The Fund Raising Levy is a nominal amount and is levied once per term. The funds raised are then used to purchase toys and equipment for the Pre-School. The Fund Raising Levy is based on the daily rate at the commencement of each term, and will be invoiced with the Attendance Fees. The Fund Raising Levy is non-refundable and is payable irrespective of whether the child attends for the whole term.

FEES

Attendance Fees and Fund Raising Levy are set by the Committee each year based on a rate per day for Attendance Fees, and a single payment per term for the Fund Raising Levy that is based on the amount of the daily Attendance Fees. The Attendance Fees and Fund Raising Levy amounts are determined for commencement in Term 1 of each year. While fees are intended to be consistent throughout the school year, all fees are subject to change by the Committee at any time during the year to ensure the ongoing viability of the Pre-School.

Fees are invoiced on a term basis whereby the entire terms fees are charged. Invoices are issued in week 1 of term 1, and in the last week of the previous term for terms 2, 3 and 4. Fees may be paid in full or progressively throughout the term, subject to fee payment being maintained at two (2) weeks in advance at all times.

A Fee Bond is also payable in the amount of \$200 for each enrolled child, which is payable on enrolment and is held by the Pre-School until the child leaves the Pre-School.

We do not accept cash payments. The following methods of payment are available:

- Cheque
- Internet transfer. Account details appear on our invoice. Please ensure you include your child's name as reference so that the payment can be identified & allocated to your account.
- Direct deposit. Cash payments can be made into any branch of the National Australia Bank using an individually coded deposit book which is available from the Preschool Administration staff. The Preschool incurs bank fees via this system and a charge of \$2.70 per term will be applied to your account should you utilise this system.

Any cash payments made direct into the Pre-School's bank account without a pre-coded deposit book will appear on the bank statement as a cash deposit and will not be applied to your account.

If you are having difficulty paying for any reason, please see the Director so a payment plan may be devised for you. If fees fall in arrears, the matter will be referred to the Director. Failure to pay fees in the time requested may result in the matter being referred to Preschool Management Committee and the child's enrolment being terminated.

Fees remain payable for all days including any days that your child is absent.

TERMINATION OF ENROLMENT

When a family wishes to terminate, or alter, their child's enrolment in any way, the Pre-School requires two (2) weeks notice in writing. The two (2) week period is based upon the Pre-School's normal operating days; therefore school and public holidays cannot serve as any part of the notice period. Alternatively, two (2) weeks fees may be paid in lieu. If no notice is given, the Rental Bond is forfeited.

WE NEED TO KNOW IF.....

- Your address or phone number changes. Or any other information provided on your child's enrolment form.
- If one of your authorised persons is picking up your child.
- If your child is sick or if s/he will be absent for any reason.
- Something is happening that may affect your child's behaviour in any way. For example, death or birth in the family, visitors at home, moving house.
- You are having difficulty with your fee payments

HOW YOU CAN PARTICIPATE IN THE PRESCHOOL COMMUNITY

- Join the Preschool Management Committee and assist in policy formulation and decision making.
- Please return all forms, notes, surveys etc. promptly.
- Be part of the Preschool Social Committee. Or attend their functions and meet other parents.
- Discuss the curriculum of the Pre-School with staff. All questions and suggestions are welcomed.
- Contribute your skills and talents to our program. It may be singing, craft, hobbies, or reading stories. All parents are invited to visit the playrooms and join the fun for as long as they are available.
- Assisting with washing some of the Pre-School's belongings such as tablecloths and returning on the next day your child attends

BIRTHDAYS & OTHER CELEBRATIONS

You are welcome to bring a cake to celebrate. Please be mindful of our Anaphylaxis Policy and food allergies and that there are 20 children in each class. Cupcakes are ideal.

Please be discreet when giving out party invitations as young children are sensitive and get hurt when they are left out. You can place them in lockers, post them or give them to staff to hand out.

Sometimes parents wish to bring other gifts for Easter, for example. It is best to give them to the class teacher, so that they can be put in the child's bag to take home. This way each child's parent is aware of what they are being given.

ABOUT THE PROGRAM

Staff at Cronulla Preschool actively implement the National Curriculum: Belonging Being & Becoming, The Early Years Learning Framework for Australia
Below is a brief summary of the curriculum. A full copy of the document is available in the Preschool Library

All children experience learning that is engaging and builds success for life.

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

BELONGING

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

BEING

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

BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society. The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates

these expectations through the following five Learning Outcomes:

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

The Framework provides broad direction for early childhood educators in early childhood settings to facilitate children's learning.

Learning outcome:

a skill, knowledge or disposition that educators can actively promote in early childhood settings, in collaboration with children and families.

It guides educators in their curriculum decision making and assists in planning, implementing and evaluating quality in early childhood settings. It also underpins the implementation of more specific curriculum relevant to each local community and early childhood setting.

The Framework is designed to inspire conversations, improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals

ELEMENTS OF THE FRAMEWORK

The Framework puts children's learning at the core and comprises three inter-related elements: Principles, Practice and Learning Outcomes.

All three elements are fundamental to early childhood pedagogy and curriculum decision-making.

Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development.

The emphasis in the Framework is on the planned or intentional aspects of the curriculum.

Children are receptive to a wide range of experiences. What is included or excluded from the curriculum affects how children learn, develop and understand the world.

The Framework supports a model of curriculum decision-making as an ongoing cycle. This involves educators drawing on their professional knowledge, including their in-depth knowledge of each child.

Working in partnership with families, educators use the Learning Outcomes to guide their planning for children's learning. In order to engage children actively in learning, educators identify children's strengths and interests, choose appropriate teaching strategies and design the learning environment.

Educators carefully assess learning to inform further planning.

Pedagogy:

early childhood educators' professional practice, especially those aspects that involve building and nurturing relationships, curriculum decision-making, teaching and learning.

Curriculum:

in the early childhood setting curriculum means 'all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development'. [adapted from Te Whariki]

CHILDREN'S LEARNING

The diversity in family life means that children experience *belonging*, *being* and *becoming* in many different ways. They bring their diverse experiences, perspectives, expectations, knowledge and skills to their learning.

Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately interwoven and interrelated.

Play is a context for learning that:

- allows for the expression of personality and uniqueness
- enhances dispositions such as curiosity and creativity
- enables children to make connections between prior experiences and new learning
- assists children to develop relationships and concepts
- stimulates a sense of wellbeing.

Children actively construct their own understandings and contribute to others' learning. They recognise their agency, capacity to initiate and lead learning, and their rights to participate in decisions that affect them, including their learning.

Viewing children as active participants and decision makers opens up possibilities for educators to move beyond pre-conceived expectations about what children can do and learn. This requires educators to respect and work with each child's unique qualities and abilities.

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

Children's early learning influences their life chances. Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning.

The Learning Outcomes section of the Framework provides examples of evidence of children's learning and the educator's role.

ROUTINE

Our routine is flexible, but could be roughly estimated as:

9.00-10.30	Outdoor experiences
10.40	Morning Tea
11.00	Indoor experiences
12.30/45	Lunch
1.15	Quiet/Relaxation time
1.35-3.00	Indoor experiences

STAFF

The staff at the centre are:

Director:	Tracey Popple
Administrative Assistant:	Alison Gleeson
Starfish Room:	Karen Ollerenshaw Bonney Connell
Dolphin Room:	Lyn Coleman (Mon, Tues) Merryn Lloyd (Wed, Thurs, Fri) Cathy Neate
Rainbow Room:	Sara Corlis Gail Lanaghan
Support staff:	Denise Moffitt Betty Stubbs

SETTLING IN

Separation from home and family can be a difficult experience for your child. When a child begins Pre-School it may be the first time they have been in such a situation with so many other children. Be patient, as they will need time to adjust and feel confident in this new setting. Visit as many times as you can before your child starts. Talk about Preschool before their first day. The settling in period is different for each child. Some children need time for the parent(s) to stay and play: some prefer if you leave soon after arrival.

Please feel free to stay and play with your child if you think it will help settle them. However, if your child is distressed when you are leaving then we will be here to help. If your child is crying when you leave, you may like to call the Preschool later on in the morning, and staff will be able to discuss their progress over the day. Please remember that it is essential that you say “goodbye” to your child when you leave, so that they trust you tomorrow not to sneak away when they are not looking. Let your child know when you will return, so as to reassure them. Giving them a time that they are familiar with helps them to understand, for example: after lunch, or before we pick up the big kids from school. It is important to be realistic about when you will be able to come back and to be consistent with what you have told your child, to build their trust. It can be quite distressing for them if you are late. Please discuss with the staff any concerns or suggestions you have about the transition

LOST PROPERTY

The best way to make sure that you don't lose any of your child's belongings is to mark them clearly with your child's name. Staff can always return them to your child's bag or locker if they find them. Any other lost items will be placed in the Lost Property basket in the foyer of the Preschool for you to collect. Anything not collected by the last day of term will be donated to local charity

WE HAVE POLICIES ON...

- Enrolment
- Anaphylaxis
- Complaints Handling
- Staffing
- Program
- Medication
- Immunisation
- Control of Infectious Diseases
- First Aid
- Sun Safe
- Fire & Emergency Procedure
- Hazardous Substances
- Behaviour Management
- Anti-bias
- Hygiene
- Maintenance & Repairs
- Nutrition
- Accidents
- Transition to School
- Child Protection
- Children with Additional Needs
- Excursions
- Interactions with Children
- Clothing
- Supervision

If you would like a copy of the complete policy, or to read or have one explained, please do not hesitate to speak with the Director.

DATE RATIFIED: 21/10/08

DATE UPDATED: