



Play, Explore, Learn

Parent Handbook 2018





Acknowledgement of Country

We would like to Acknowledge the
Wodi Wodi and Wandandian people
who are traditional custodians of this land.
We would also like to pay respect to the Elders
both past and present of the Yuin Nation
and extend that respect to other
Aboriginal people present.

Telephone: (02) 4421 4034

Fax: (02) 4422 8785

Email: bcps@sras.nsw.edu.au

Location: Corner Birriley & Coomea Streets, Bomaderry NSW 2541

Postal Address: PO Box 2382, Bomaderry NSW 2541

Hours: Monday to Friday between the hours of 8:00am and 4:00pm

Opening Dates: 40 weeks per year (see Term Dates page 8)

Closing Dates: Preschool is closed for all School Holidays and Public Holidays
(see Term Dates page 8)



"The best school after all,
for the world of childhood is not the
school where children know the most
answers but the school where children
ask the most questions."

Lae (1987)

The warmth of this space embraces you the moment you walk through the front door, you immediately feel welcome. Upon entering the learning environments, you will find those familiar comforts of home surround you – cosy areas for cuddling up with a good book, beautiful green indoor plants placed strategically around the room, a dining area with a tablecloth and a vase of flowers, family photos respectfully framed and unique artwork exhibited on the walls and shelves. A step further into the room, you are filled with a sense of wonder and a desire to investigate. Outside the window, you are captivated by the beauty of the outdoors. Treasures and adventure seem to be hiding around every corner – intriguing items to explore, magical moments to experience, and dreams to discover.

Where would such a wondrous place as this exist? For whom would such a special place be designed? What would it be like to spend time in such an inspiring environment?

This is the early learning environment at Bomaderry Community Pre-school. Within this space children, families and educators are respected. Children are honoured and relationships are fostered. In this environment learning is dynamic and alive, aesthetic beauty is appreciated, nature's gifts are valued, children's learning styles are respected and thoughts captured and responded to.

"Educators recognise that families are children's first and most influential teachers. They create a welcoming environment where all children and families are respected and actively encouraged to collaborate with educators about curriculum decisions in order to ensure that learning experiences are meaningful"

EYLF (12: 2009)

Welcome

Thank you for enrolling your child at Bomaderry Community Pre-school. It is our aim to provide the highest quality early childhood education for your child and you.

This booklet explains key procedures and policies on enrolment, fees and important information relating to the health and wellbeing of children who attend.

We ask that you complete and sign an enrolment form upon acceptance of a position to acknowledge that you have read and understood the policies and procedures. Policy and procedure folders are located on the book shelf in the main foyer.

Our History

Original plans were to re-develop the old Bomaderry Primary School site to establish a pre-school. A hard working band of Committee members known as "The Purple Pumpkins", set about the task of raising the necessary capital.

However, the then Prime Minister Gough Whitlam, approved three grants for the local area and the Bomaderry, Lyrebird and Ulladulla preschools were built, with the first students using the Bomaderry pre-school in September 1975.

The funds raised by the "Purple Pumpkins" were used to purchase equipment for the centre. Bomaderry Pre-school was officially opened by the member for Wollondilly, Mr T. Lewis, in 1976. Judy Bently, was the first director at the pre-school, a position she held for 10 years.

Bomaderry Pre-school offered a quality early childhood preschool program for children and their families in Bomaderry and surrounds for 33 years. In 2009 Sydney Anglicans school limited auspiced Bomaderry Community Pre-school.

Bomaderry Community Pre-school is a community based centre, auspiced by Nowra Anglican College. Nowra Anglican College is an independent school operated by Sydney Anglican Schools Corporation. It is a not for profit, charitable organization which relies on Federal and State government funding, grants and fees. Fundraising also plays an integral part in the operation of the preschool. The preschool is managed by Nowra Anglican College.

Table of Contents

About our Preschool	
Welcome to Our Preschool	4
Our History	4
Operating Hours	7
Term Dates	8
Our Education Team	9 & 10
Visiting Students	10
Our Philosophy	11 - 15
Relationships	16
The Early Years Learning Framework and National Quality Standards	17 & 18
Enrolment Process	19
Our Learning Environment	20
Documentation	20 & 21
Elements of the Daily Program	21 - 24
Sun Protection	25
Parent Feedback	25
Policy and Procedures	
Parent Involvement	26
Codes of Conduct	26
Excursions & Living & Learning with Nature Program	27
Learning with Nature Program	28
Nutrition	28 - 30
Nut Aware	31
Special Dietary Requirements	31
Allergies and Medical Conditions	31
Health and Medical Exclusions	31
Emergency and Accident Procedures	31
Immunisation	32

Table of Contents cont.

Policy and Procedure cont.	
Medical Procedures	32
Confidentiality of records	32
Collection of your Child	33
Publicity and Promotions	33
Child Protection	33
Guiding Children's Behaviour	34
Work Health and Safety	34
Fundraising	34
Library Borrowing	34
A to Z of the Day to Day	35 & 36
Settling your child into Preschool	36
What Not To Bring	37
What Your Child Needs to Bring Each Day	37
Administration Procedures	37
Fees, Attendance and Fee Relief	
Fees	38
Late Payment of Fees	38
Late Collection of Children Fee	38
Non Payment of Fees on Days When Preschool is Closed	38
Notice of Withdrawals and Changes of Days	39
Insurance	39
Procedures	40
How to Help the Pre-school	40
Policies	41
Notes	41
Closure	42

Operating Hours

The pre-school operates on the basis of a 4 term school year. A yearly calendar, with term dates and professional development dates will be provided to all families upon enrolment.

We have three indoor learning environments, the Wattle Room, Gumnut Room and the Banksia Room. Each year the class groups are divided into these three rooms based on the identified community needs.

Core Pre-school operates between 8:00am – 4:00pm. Every child is entitled to 7.5 hours day per, with a chose of early or late start times (8:00 - 3:30 or 8:30 - 4:00pm).

Late Fees: A late fee will be charged if your child is not collected from pre-school by 4:00pm. The charge for this is, \$10.00 if not collected by 4:10pm and then \$1.00 for every minute thereafter.

In order for staff to provide a high quality program and to have adequate preparation, administration and cleaning time, please adhere to the above timetable.

Extended Care: Extended care is available from 8:00 – 4:00pm. Extended care incurs an additional cost. Please discuss your family's needs for occasional or permanent extended care to ensure your child is booked in.



TERM DATES 2018

Term 1

Tuesday	23 rd	January	Staff Set Up
Wednesday	24 th	January	Staff Set Up
Thursday	25 th	January	Staff Development Day
Friday	26 th	January	Australia Day Public Holiday
Monday	29 th	January	Preschool Commences
Friday	30 th	March	Good Friday
Monday	2 nd	April	Easter Monday
Friday	13 th	April	Term 1 Ends

Term 2

Wednesday	25 th	April	ANZAC Day
Monday	30 th	April	Staff Development Day
Tuesday	1 st	May	Preschool Commences
Monday	11 th	June	Queen's Birthday Public Holiday
Friday	6 th	July	Term 2 Ends

Term 3

Monday	23 rd	July	Staff Development Day
Tuesday	24 th	July	Preschool Commences
Friday	28 th	September	Term 3 Ends

Term 4

Monday	1 st	October	Labour Day Public Holiday
Monday	15 th	October	Preschool Commences
Wednesday	12 th	December	Term 4 Ends
Thurs - Fri	13 th - 14 th	December	Staff Clean-up/Pack-up

Our Education Team

All Pre-school Educators employed at our pre-school are trained in the area of early childhood education. Please see our educators list for more information. All educators bring to our service a wealth of knowledge and experience to enable us to provide a dynamic and professional environment.

The pre-school is licensed by the Department of Education and Communities (DECS) and supervised by advisors from this department. We are a 2 unit centre catering for up to 40 children per day.

Position	Name	Qualifications
Director/Teacher/ Supervisor	Bernice Mathie-Morris	Diploma of Teaching (Early Childhood)
Teacher	Kate Bramley	Bachelor of Teaching (Early Childhood)
Teacher	Heather Norwood	Bachelor of Teaching (Early Childhood)
Educator	Kim Fenn-Lavington	Bachelor of Teaching (Early Childhood)
Educator	Nikki Morris	Bachelor of Teaching (Early Childhood)
Educator	Margy Rose	Diploma- in -Children's Services
Educator	Alison Bowe	Diploma of Teaching (Primary) Diploma in Fine Arts
Educator	Monica Hilzinger	Diploma- in -Children's Services
Administrative Officer	Dianne Woods	Cert 111 Business Administration in Education
Educator	Bek Horton-Gammage	Diploma- in -Children's Services
Educator	Fiona Lewis	Bachelor of Teaching (Primary)

Education Team Cont.

Please note; all educators have a First Aid certificate and asthma and anaphylaxis training. Experienced & qualified staff may replace permanent staff on leave and all staff, including casual staff, have had a working with Children's Check.

When required, additional Special Needs staff work with children with specified special or diverse needs to support their learning development and inclusion. Funding for this support comes from SCAN funding (Department of Community Services), Department of Education and Training, and Day Care funding (Noah's Ark). To further support children with special and diverse needs, staff collaborate with agencies such as Noah's Ark Early Intervention Unit, and the Bomaderry Early Intervention Unit to develop individual educational plans (IEP). Other para-professionals including speech pathologists and other therapists are also consulted where necessary.

In our centre the education team work as facilitators (guides) in the learning process, which requires them to:

- Interact closely with the children,
- Constantly reflecting on their practice and pedagogy, and
- Be flexible in their planning and interactions.

Visiting Students

Throughout the year Bomaderry Community Pre-school welcomes students visiting from High Schools, TAFE and University. During these visits there is a two-way exchange of information. The students develop their practical teaching skills through their interactions, observations and the planning and the pre-school benefits from their contributions and by hearing about current research. You will be informed throughout the year of the upcoming student visits.

Philosophy and Goals

Our Goals

1. To honour and uphold the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families and community.
2. To value children's different capacities and abilities and respect differences.
3. To provide a safe, stimulating and nurturing environment which fosters a sense of being, belonging and becoming.
4. To provide a learning environment which provokes a sense of wonder, curiosity and intellectual engagement.
5. To build genuine relationships and partnerships with families that underpins and enables learning to occur.
6. To provide a learning environment that observes and upholds social justice issues ensuring equity and inclusion for all.
7. To foster children's motivation to learn and reinforce their sense of themselves as competent learners.
8. To promote a culture of professional inquiry, where ongoing reflection and review of current practices are examined, outcomes reviewed and new ideas generated.

Philosophy

At Bomaderry Community Preschool we acknowledge the unique and important phase of life that is Early Childhood. The early years are particularly significant as it lays the foundation for all future learning, and sense of belonging. It is important that children feel that they are capable, competent and valued within the context of their family, our preschool and the community. BCPS acknowledges the critical importance of children, parents and educators as partners in a learning community that promotes the wellbeing, education and development of all children.

Children:

We believe that:

Each child is unique and as such has a right to be valued for whom they are. Their lives should be characterised by belonging, being and becoming.

We value and honour diversity and celebrate differences within our preschool community. Children have a right to have their family's values, family structure, culture, beliefs, abilities and language acknowledged and reflected in the preschool environment. We believe children bring wonder and delight to our preschool and make valuable contributions to the wider community.

Children have a right to feel safe, secure, and competent and to feel as though they belong within our learning community.

Children have a right to a play based learning environment, where the ideal of allowing children to 'just be' is upheld. We believe play should be stimulating, rich, meaningful, spontaneous, hands -on and challenging. The program should reflect each child's life from within their family, preschool and community. We believe that opportunities should be provided to allow children to explore, create, investigate, problem solve, practice and challenge theories, as well as express thoughts and ideas with the support of educators and fellow peers.

Children have a right to be valued as competent, capable and unique human beings who have an inherent curiosity for the world around them. Children should be supported and facilitated to follow their own learning interests. We believe children should be encouraged and supported to make their own decisions, choices and be provided with opportunities to learn about themselves, others and the environment in an atmosphere that is harmonious.

Children have a right to a learning environment that is aesthetically pleasing, inspires delight and wonder, encourages investigation, exploration and experimentation, fosters collaboration and enables reflection.

Families

We believe that;

Families are children's first and foremost influential educators. It is within the family context that knowledge, culture, values, attitudes and beliefs are developed.

Building genuine partnerships involves a commitment to respectful and reciprocal relationships. Partnerships are based on the foundations of understanding each other's expectations and attitudes, and building on the strength of each other's knowledge.

The growing of relationships with families and our capacity to engage families in meaningful ways underpins everyone's sense of belonging, being and becoming in our preschool setting.

Families have a right to feel secure in the knowledge that their child will be provided with a high quality educational program that is guided by early childhood professionals.

Families also share a responsibility with educators to build genuine relationships and commit to respectful and reciprocal relationships which are based on open and honest communication.

To work in a genuine partnership with families requires understanding and respecting of each family's nature, culture and home languages.

Educators

We believe that....

Educators have a right to feel valued, respected and nurtured by fellow educators, children and families. Therefore, educators have a responsibility to ensure that they take seriously their role of educator and at all times reflect on their current practices and professional roles to ensure goals and day to day work is within the philosophy and current educational practices. Formal reflection will take place annually by means of an Educational development review and then more frequently on an informal basis with the educational and team leaders.

Educators have a right to be able to attend professional development to further build professional knowledge, skills and insights of the Early Childhood field.

Educators have a right to a work environment that is respectful, supportive and collaborative and in turn respect, support and value other educators in our environment.

Educators should be dynamic and open in their approach to professional practice and change within the early childhood profession.

Partnerships are based on the foundations of understanding each other's expectations and attitudes, and building on the strength of each other's knowledge.

Community

We believe that;

It is important that we acknowledge and value the original custodians of the land, the Dharawal people, their language and all Aboriginal and Torres Strait Islander people in the community.

By acknowledging and connecting with the local community demonstrates to children and families a sense of belonging.

Exploring diversity and the culture of the community, networking with services and sharing resources supports and strengthens the partnership we share with the wider community, children and families.

A connection with the local community enhances learning opportunities and provides a sense of belonging and an awareness of broader social networks.

Environment

We believe that....

The environment is the third teacher. A well-designed physical environment supports and gives educators time to 'be' with and listen to children, explore their ideas and interests, join in with their play and prompt and provoke deeper thinking and ideas.

The environment, in which we create for children, strongly influences the behaviour and learning that occurs there as well as the child's sense of self.

Children have a right to a learning environment that is engaging, flexible, aesthetically pleasing, inspires delight and wonder, encourages investigation, exploration and experimentation, challenges, provides opportunities to engage in risky play, fosters collaboration and enables reflection.

Environments need to be responsive to the interests and abilities of each child, catering for different capacities and learning styles and invite children and families to contribute ideas, interests and questions.

Our aim is to create environments that are natural, inviting, inclusive, and rich in possibilities, spaces that reflect the children and families, the local community and educators.

Our environment should offer opportunities to build relationships, invite conversations, promote sustained shared thinking and collaborative learning and provoke interest and more complex and increasingly abstract thinking.

Our environment should foster an appreciation of the natural environment, developing an awareness of and including the care of animals such as our resident hens and blue tongue lizard, also the embedding of daily sustainable practices and providing a platform for ongoing environmental education.

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

EYLF pg 9.

The Relationships we have with the Children

Relationships

Relationships are important to children's learning. We promote the development of relationships by:

- Acknowledging families and their strength,
- Fostering reciprocal relationships with all members of our pre-school community,
- Respecting parent's knowledge of their child,
- Empowering and encouraging families to act in partnership, create strong and respected interactions and communication with families,
- Advocating for children and early childhood educators within our pre-school and community,
- Respecting each educator's contribution, life, experience, skills and creativity within the team, and
- Maintaining high professional standards and work practices (by keeping abreast of trends and research).

Learning Program and the Promotion of Lifelong Learning Skills

The learning program and pedagogy is influenced by the Schools in Reggio Emilia, Brain Research, Howard Gardner's Multiple Intelligences theory, The Early Years Learning Framework and the NSW Curriculum Framework. This means the learning program promotes learning skills that are termed 'lifelong'. Children are encouraged to have a go, explore, be creative, respectful and most importantly of all, enjoy themselves. It is these and many other skills that will become the foundation of their future learning of their life skills. Our program, therefore, enables the educators to embrace the uniqueness and individuality of each child (their family and culture).

About the Reggio Emilia Inspired Approach: A History and Definition

The 'Reggio' approach to learning has excited interest and admiration throughout the world and has become renowned for providing high quality education for young children. The 'Reggio approach' is just that, an approach. We do not aim to copy Reggio as our culture is different from that of the Italian community in Reggio Emilia. The key principles of Reggio are adapted to our own community and culture. The image of the child is central - the child who is curious, full of wonder, rich in resources, able to construct and co-construct his or her own learning. Teachers and students together discover the joy of learning.

Educators are responsible for all aspects of the child's learning whilst they are in attendance. Educators develop individual learning programs, monitor and assess learning, interactions and record and track progress for each child.

To further assist in the development of the learning program, documents are kept of play experiences. In addition to monitoring progress, this documentation is used to foster relationships and dialogue between families, children and educators.

The Early Years Learning Framework for Australia

In 2009 the Australian Government released the first 'national' Early Learning Framework (EYLF) for all early childhood services in Australia.

At Bomaderry Community Pre-school the EYLF is integral to our pedagogy and is reflected in every aspect of our day.

The key principles that guide the EYLF and our own understandings focus on creating an environment where the following are embedded in our practice:

- Secure, respectful and reciprocal relationships - with children, families and colleagues
- Partnerships -with families, children, early childhood educators, and community.
- High expectations and equity -where every child, family and educator is valued and catered for.
- Respect for diversity -where difference is acknowledged and celebrated in respectful ways that enhance our understanding,
- Ongoing learning and reflection - where we as educators take the time to reflect on what and why we do what might change and why our key learning outcomes are aligned to the National Early Years Learning Framework and Encompass the following key understandings:
 - 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.

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 - recognizes 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 emphasizes learning to participate fully and actively in society.

National Early Years Learning Framework, 2009

National Quality Framework

From January 2012, the National Quality Framework applies to long day care, family day care, pre-school and outside school hours care services.

The National Quality Framework (NQF) aims to raise quality and drive continuous improvement and consistency in education and care services.

The NQF incorporate a legislative framework which consists of:

- The Education and Care Services National Law
- The Education and Care Services National Regulations

Included in the NQF are the National Quality Standards, against which services will be quality assessed and rated. These standards are divided into Quality Areas.

1. Educational programs and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Bomaderry Community Preschool has embraced all aspects of the National Quality Framework and will be assessed and rated against the National Quality Standards within the next 2 years.

NSW Department of Education & Communities

Contact number is 02 9716 2100

Enrolment Process 2018

Each year, for the following year, after consideration of access guidelines and the availability of a position, a child may be offered the choice of attendance at Bomaderry Community Preschool on the following days:

- 2 days (Monday Tuesday or Thursday Friday)
- 3 days (Monday Tuesday Wednesday OR Wednesday Thursday Friday)

One day positions will not be offered unless extenuating circumstances exist (Child with additional rights, and those families who have to travel long distances (30kms or longer)).

Days attending must be consecutive.

Groupings are set and once enrolled; there is no flexibility to drop single days. If families require a change of groups i.e. from a three day group to a two day group, then a change of group request form must be completed and it will be placed on the waitlist.

The above approach to our enrolment policy has been decided upon taking into consideration a number of factors. These include;

1. Our philosophy and the belief that it is important for children to be able to develop meaningful relationships with educators and peers.
2. Set groupings allow for in-depth, meaningful learning to occur.
3. DEC Preschool Funding model.

The Learning Environment: The Third Teacher

Bomaderry Community Pre-school has two indoor learning environments; the Wattle Room and the Gumnut Room.

These rooms have been designed in line with the Reggio Emilia teaching approach, which sees the environment as a third teacher. In these rooms there is a construction area, dramatic area, thinking area, and various discovery centres.

The outdoor learning environment is an integral part of the learning environment, the potential for play is endless and limited only by the imagination.

These learning environments are designed to:

- Inspire and delight children as they learn,
- Stimulate creative and independent thinking,
- Encourage investigation, exploration, experimentation,
- Ensure collaboration and social interactions,
- Provide opportunities to develop self-interest,
- Enable reflection and self- assessment and
- Foster wellbeing and a sense of agency

Documentation

To assist the children share their day and as a means to make the children's learning visible, a visual presentation of photos taken throughout the day is uploaded to the smart boards each afternoon. These presentations give a visual snap shot of what has been happening in each of the learning areas.

These photos also provide visual prompts for the children and enable them to express themselves. Photos of their previous day (at pre-school) are displayed in the morning period on the smart board as a learning and conversation stimulus and prompts for them to revisit their experiences.

Educators maintain a comprehensive file on each child; these files include observations, jottings, photo observations, time samples and planning partnership forms, professional reports and learning summaries. This file is a tool for educators to plan for future learning experiences. Families are welcome to view these at any point in time.

Project Documentation

As part of their learning the children investigate topics of interest (this is often done during small workshops throughout the day). These investigations are often referred to as 'projects'.

Documentation Cont.

Projects begin with educators posing a question as a provocation for further investigation and thought. Provocations are based on the children's interests, experiences and questions. Based on children's responses, we introduce materials, questions, and opportunities that encourage children to further explore the topic. As a result, their thought processes, ideas, and the ways in which the group collaborate, develop as a topical project. These projects are documented through the use of photos, explanations and samples of work by both the children and the educators.

Curriculum planning and implementation revolve around open-ended and often long-term projects that are based on the reciprocal nature of educator-directed and child-initiated experience. All of the topics of interest are given by the children. Within the project approach, children are given opportunities to make connections between prior and new knowledge while engaging in authentic tasks.

Elements of the Daily Program

The daily program is designed to build upon the curiosity, wonder and richness that children bring to pre-school. Important elements of our program are seen in the:

Outdoor Play Environment

Each day children have an opportunity to explore and play in the outdoor area.

Outdoor play provides a non-threatening context for children to gain control and ultimately mastery over their bodies with the development of a range of manipulative and motor skills. During play children learn new skills and concepts, discover the world, and learn about themselves and others through their interactions in a variety of social situations. Outdoor play is also reported to facilitate language development, creative thinking and problem-solving, and helps children deal with complex and competing emotions.

Outdoor environments fulfil childrens basic needs for freedom, adventure, experimentation, risk taking and just being children (Greenman, 1993)

NQF: Quality area 2: Physical activity is promoted through planned and spontaneous experiences and is appropriate to the age of the child.

In early childhood we often use the term Nurture through Nature believing that the outdoors is just as valuable as the indoor learning environment. It should be a space that challenges, allows for exploration and involving natural real experiences and opportunities that the indoors can not.

Elements of the Daily Program Cont.

“Outdoor learning spaces are a feature of Australian learning environments. They offer a vast array of possibilities not available indoors. Play spaces in Natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. These spaces invite open ended interactions, spontaneity, risk taking, exploration, discovery and connection with nature. They foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education.”

EYLF Being Belonging Becoming: Practice (PG 15 & 16)

Morning Gatherings

Morning gatherings are designed to bring the children together as a group where we discuss the possibilities for the day ahead, and share poetry, stories and songs.

Play Based Learning

At Bomaderry Community Preschool, special emphasis is placed on play based learning, a context for learning through which children organise and make sense of their social world, as they actively engage with people, objects and representations. We see:

- Play as the most effective way for young children to learn;
- Play serves as a means for a child to safely explore and seek information;
- Play provides opportunities for children to practice their skills in a relaxed and pleasurable way;
- Play allows hands on learning experiences; therefore,
- Play provides the ultimate curriculum for social, physical and cognitive advancement.

Wondering Book

The Wondering book encourages the children to ‘wonder’ about things, share their ideas, the environment and social events. Children, parents and educators are invited to add questions to the Wondering book (located at the entrance of both the Wattle and Gumnut rooms).

The questions added to the Wondering book are used as provocations for workshops and future discussions. Responding to these questions as a community group, helps the children feel respected and valued members of their community. The educators believe that an intense sense of curiosity and wonder will take children’s learning to a much deeper level of thinking than traditional directed teaching from an adults perspective does.

Elements of the Daily Program Cont.

Weekly Planning and Possibilities Cycle

1. Observations of children:

Educators are responsible for all children in their group. The observations include jottings, individual/small group observations, Pedagogical Documentation, learning stories, samples of work, photos, Daily Reflections, records of discussions with family e.g. emails and information from families. (Use Focus Child Cycle to assist with this)

2. Planning:

Educators meet weekly for an hour together to discuss the previous week and to generate new ideas for the following week. This is a time for staff to reflect and evaluate as well as exchange information and collaborate for future provision. Ideas come from previous week's interests, connections, conversations or learning experiences from the children or families. We record ideas and thoughts onto our 'Intentional Weekly Curriculum' (IWC) sheet.

3. Daily Program:

Our 'Intentional Weekly Curriculum' sheet then becomes the bases for our program for that next week. 'Spontaneous Happenings' is an important feature that we fill out at the end of the day. All educators contribute to the 'Weekly Reflective Program' for each group. It is completed at the end of the week and emailed to families. Hard copies are printed for families without email. It comprises a snapshot of some of the group learning/interactions that took place. Links to the EYLF and theorists are noted within the Weekly Reflective Program.

4. Reflection through Pedagogical Documentation, Evaluations & Reflective Questions:

Educators may record a one-off experience, or project work that may have lasted over several days, weeks or months. These are detailed and reflect on the teaching & learning (planned and unplanned) that has occurred. This documentation includes; connections, what took place, children's voices, educators' reflections, photos, drawings and a link to the EYLF and/or Theories. Educators reflect together at Team Meeting's. (x) *The IWC sheet is evaluated by educators as we go.

Sleeping & Bed Linen

If you would like your child to sleep or rest, please indicate in the enrolment form, or if only on the odd occasion, let the staff know by either talking to them or by recording a note in the Sign In Book – Comment Section.

Daily Routines

9:00am	Indoor/Outdoor Play
10:00am	Morning Gathering
10:20am	Morning Tea
10:40am - 12:30pm	Indoor/outdoor play
12:30pm - 1:00pm	Lunch time
1:00pm - 1:30pm	Relaxation
1:30pm - 2:30pm	Indoor Play
2:30pm	Outdoor Play
3:00pm	Home time

Please Note:

The Early Years Learning Framework promotes children to self-select experiences including involvement in small group experiences (based on individual passions, strengths and interests) throughout the whole day. During the day children are given opportunities to participate in music, language, cooking, science experiments, drama and more, based on their interests, strengths and passions through discovery areas.

Our routine allows for long periods of self-directed play, as this encourages children to initiate their own activities, use materials in complex ways and allow children time to work with each other. We believe children need enough time to become familiar with the environment and ways in which materials can be explored and used. These long stretches of time also allows adults to closely observe and note recurring focus in children's play enabling adults to extend possibilities by creating discovery centres for further exploration and study.

“Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking.

Play can expand children’s thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning.”

EYLF (2009:15)

Sun Protection

The Centre adheres strictly to our Sun Protection Policy, which is based on the understanding from research, which states that most skin damage occurs during childhood.

Hats

Educators, staff and children are required to wear sun safe hats that protect their face, neck and ears.

A sun safe hat is a:

- Broad brimmed hat with a brim size of at least 6cm (adults 7cm)
- Bucket hat with a deep crown and brim size of at least 5cm (adults 6cm)
- Legionnaire hat

Please note: Baseball caps or visors do not provide enough sun protection and therefore are not recommended.

Clothing

When outdoors, educators, staff and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible.

This includes wearing:

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.

Children who are not wearing sun safe clothing can be provided with spare clothing.

Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.

Sunscreen

Parents are to apply sunscreen to their children on arrival; if outdoor play and weather permits. Staff will re-apply SPF30+ broad-spectrum water resistant sunscreen to children 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

Parent Feedback

Feedback may take the form of compliments, suggestions, enquiries, concerns or complaints. Bomaderry Community Pre-school is committed to the fair and effective resolution of all client concerns and complaints in a equitable and timely manner.

We will make all reasonable attempts to resolve any concerns at the service in an informal manner, through discussions.

Policies and Procedures

Parent Involvement

Our educators believe it is important for children to observe a positive reciprocal relationship between families and educators to help develop trust and a sense of security. Therefore, our pre-school provides a wide variety of ways in which you can become involved according to what suits parents and families best. You can become involved in the parents and friends committee, take part in fund raising, assist the pre-school in maintenance, participate in working bees, help out with excursions, cut or collect craft materials.

- Parents are welcome into the pre-school at all times. You are free to visit or stay for a short stay at anytime throughout the day,
- Parents are encouraged to talk to educators in the mornings and the afternoon about your child's day, and
- Parents are welcome to call the pre-school at any time to talk or check how your child is settling in and participating in the learning activities.
- Parents are encouraged and welcome to assist with excursions.

“Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families. Educators recognise that families are children’s first and most influential teachers. Partnerships are based on the foundations of understanding each other’s expectations and attitudes, and build on the strength of each other’s knowledge.”

EYLF:pg 12

Codes of Conduct

Bomaderry Community Pre-school staff abide by the ethical responsibilities outlined in Early Childhood Australia's code of ethics.

All educators are advocates for children and their families and this code provides a framework for staff regarding their interactions with children, families, colleagues and the community.

A copy of our code of conduct policy can be accessed in the policy folders located in the main foyer.

A copy of The Australian code of ethics is included in the enrolment package or alternatively can be downloaded from Early Childhood Australia's website at www.earlychildhoodaustralia.org.au

Excursions

Children learn from hands on experiences. Therefore, excursions are seen as a valuable component of the program.

We aim to participate in several excursions around the local community during the year. Families are given written notice of the itinerary for the proposed excursion and written permission must be given before your child can attend. The Department of Education and Communities set down regulations regarding child/staff ratios which must be met before leaving the pre-school. We require parents to attend excursions to meet the ratios. If you can help it would be appreciated (see Excursion Policy).

Written permission for local walking excursions are covered in the enrolment form. Notice of these will be given prior.

Living and Learning with Nature Program

BCPS' Living and Learning with Nature Program is an approach to Early Childhood Education that involves children spending uninterrupted time at an appropriate site chosen by the educators at the beginning of each year. This site will remain the same for the whole year. It is based on practices in Bush and Forest Kindergartens currently operating in many European countries.

At Bomaderry Community Preschool we believe childhood is precious and that an important part of childhood is being outside in nature and knowledge is supported by research.

Our Living and Learning with Nature Program will promote and encourage a closer connection with nature, develop a greater sense of community amongst our preschool groups, develop a greater appreciation of our environment and nurture creative and resilient children.

A 'Living & Learning with Nature Program' draws upon and extends the existing philosophy and pedagogy of Bomaderry Community Preschool to offer a unique educational program. The program will incorporate the importance of the bush in Australian folklore and the significance of the land in Aboriginal culture. By nurturing connections with nature and others, we hope to foster stewardship of the earth and inspire action for a healthy and sustainable future.

Educators follow the children's lead, looking for possibility within the environment and reconnect children to previous weeks discoveries and play experiences.

We are learning about the flora and fauna in the bush and the changing of the seasons, gradually building a working knowledge of our local bush and the flora and fauna who live there.

Living and Learning with Nature Program Cont....

We are also learning about the local Aboriginal people who lived on this coast line and the traditional uses for this space, the stories relevant to the Shoalhaven and our ongoing responsibility toward true reconciliation.

We will build on our preschool learning about looking after our earth and where possible connecting with community workers such as Bush care groups and the NSW National Parks as well as local Aboriginal artists and community workers.

Promoting children's wellbeing, confidence and resilience should be the cornerstone of every educational policy, if we are to empower our young children to achieve developmental outcomes. Our Bush program is child centred and deliberately designed to promote the holistic development of the child.

Our philosophy recognises that children belong first in their home environments, they also have the right to an environment where they can explore, create, investigate, problem solve, practice and challenge theories and be challenged.

Nutrition

Bomaderry Community Pre-School aims to provide a healthy, economical and friendly environment that promotes a safe and nutritious diet. We will also provide food and nutrition education that is consistent with national dietary guidelines for children, state regulations, food safety principles, that is appropriate to their age, cultural background, religion or medical needs. BCPS implements the 'Munch and Move' healthy lifestyle program designed by NSW Health and we are also guided by the 'Get up and Grow' healthy eating and physical activity for early childhood guidelines.

Educators will share up-to-date information on nutrition with you, from recognised health authorities. For ideas on what to pack in your child's lunch box, we have a suggestion and yes/no food list. (You can find this at the back of this booklet)

Waste-free lunchboxes

At BCP we are committed to reducing our carbon footprint, promoting sustainable practices in line with The National Quality Standard, "...the service promotes sustainable practice..." pg104).

This is why we recommend "Waste Free Lunchboxes".

Waste-free lunches contain only items that are eaten, composted or recycled. They don't contain wrappers or packaging that will be thrown in the rubbish bin.

There are many advantages to waste free lunchbox-besides the environmental ones. By purchasing your foods in bulk and sending them in re-usable containers you save money. It also supports our "healthy food policy", as many of the pre-packaged foods are high in fats, sugars and/or salts.

Nutrition Cont...

Tips for a Waste-Free Lunch.

Example of items in a waste-free lunch box

- Sandwich in a snug-fitting reusable container
- Snacks in a reusable container
- Water in a reusable and resealable bottle
- Yoghurt in a small reusable container, filled at home from a bulk container
- Whole fruits without packaging or fruit pieces in reusable container
- Raw or salad vegetables such as carrot, lettuce, tomato, cucumber and celery, plus a small container of dip, fruit bread, crackers or homemade fruit muffins in a reusable container.
- Cubes/slices of cheese in a reusable container
- Reusable wrap

<http://schoolsrecycle.planetark.org/documents/doc-846-waste-free-lunch-guide-final.pdf>

What is BPA, and what are the concerns about BPA?

from Katherine Zeratsky, R.D., L.D.

BPA stands for bisphenol A. BPA is an industrial chemical that has been used to make certain plastics and resins since the 1960s. BPA is found in polycarbonate plastics and epoxy resins. Polycarbonate plastics are often used in containers that store food and beverages, such as water bottles. They may also be used in other consumer goods.

Some research has shown that BPA can seep into food or beverages from containers that are made with BPA. Exposure to BPA is a concern because of possible health effects of BPA on the brain, behaviour and prostate gland of fetuses, infants and children.

- **Seek out BPA-free products.** More and more BPA-free products have come to market. Look for products labelled as BPA-free. If a product isn't labelled, keep in mind that some, but not all, plastics may be made with BPA.
- **Avoid heat.** The National Institute of Environmental Health Sciences, part of the National Institutes of Health, advises against microwaving polycarbonate plastics or putting them in the dishwasher, because the plastic may break down over time and allow BPA to leach into foods.
- **Use alternatives.** Use glass, porcelain or stainless steel containers for hot foods and liquids instead of plastic containers.

Birthday Cakes

Whilst we value and respect the importance of celebrating your child's birthday, we also need to take into consideration the health and the effects a cake loaded with sugar can have on the children.

If you would like to send along a 'cake' to celebrate your child's birthday we ask that the following guidelines are adhered to:-

1. Bring small cupcakes
2. Minimal sugar and icing

Nutrition Policy

Everyday FOODS for Preschool	Sometimes FOODS (Not for Preschool)
Crackers: Jatz, rice, water Plain: no colours & flavour enhancers	Nuts or crackers containing nuts Sweet or choc coated biscuits
Crisp Breads and Cracker Breads: Vita Wheat's, Salada, Sao's, Rice Crackers (without Sesame Seeds) Bread (without Sesame Seeds)	Muesli Bars / Breakfast Bars No sugar coated / sweet breakfast cereals Nuts or crackers containing nuts
Raw Veggies: any vegetables	Roll Ups, Fruit Sticks
Pieces of cheese, Cheese Stix and Stringers	No flavoured milks
Fruits of all kinds : fresh, dried or packaged in natural juice	Roll Ups, Fruit Sticks (or similar processed highly sugared fruit products)
Real fruit yogurt only - Ski Divine, Yoplait Plus, Bornhoffen, Paul's	Yogo's, Danones or similar products or Choco- late of any form eg: Nutella, Choc Yoghurt Desserts No Jelly or jelly products
Drink Bottle full of Water ONLY	No Juice, Cordial or Flavoured milk
Spreads : Vegemite, honey	Peanut Butter, Nutella or similar Nuts/chocolate spreads
Healthy breakfast cereals - Cornflakes, Weet-bix, or Vitabread	Cereals with nuts.
Leftovers e.g. rice, pasta dishes (in microwave safe container for re-heating)	Nuts or nut products.
Plain Popcorn	Coloured popcorn
Pikelets	No lollies
Homemade fruit, savoury or vegetable muffins	Baked products containing nuts
Fruit or Raisin Breads and loaves	No chips Grain Waves, CC's, Doritos or cheezles

Nut Aware

Bomaderry Community Pre-school is a nut aware pre-school. Please do not send food that includes peanuts, peanut butter or any kind of nuts.

Special Dietary Requirements

Please note all special dietary requirements on your child's enrolment form.

Allergies and Medical Conditions

Please list all allergies and medical conditions in your child's enrolment form and discuss plans and procedures with your child's educator. Staff will work with you and your medical practitioner to develop a plan to ensure your child's safety whilst at Bomaderry Community Pre-school.

It is essential that we have a plan signed off by yourself as parents/carer's and a medical practitioner before you can leave your child at pre-school. Please see our medical conditions policy for further information.

Health and Medical Exclusion

Infectious diseases

To ensure the health and safety of all children, families, and staff, we request that your child does not attend the service when suffering from a condition that precludes them from participating reasonably in our daily program.

Each service has a current list of infections and conditions requiring exclusion, this is sourced from the National Health and Medical Research Council. Any child excluded from preschool must remain absent for the recommended exclusion period.

Families continue to pay fees during any absence due to illness. Please see our full Illness, infection and injury policy for further information.

Emergency and Accident Procedures

In the event that your child requires urgent medical attention, the staff may arrange for your child to be taken by ambulance to the hospital. If this occurs, we will make all reasonable efforts to contact you as soon as possible.

If the parents/carers or emergency contact persons are unavailable a staff member will accompany the child in the ambulance.

Immunisation

In accordance with the Public Health (Amendment) Act 1991, families are required to provide documentation regarding the immunisation status of each child enrolled at a service. This information needs to be provided to preschool staff prior to your child's commencement.

Bomaderry Community Pre-school will inform families of any outbreak of a vaccine preventable disease. Parents are asked to immediately inform the preschool of a vaccine preventable disease which has been discovered in their family. If your child attends a second child care service and a vaccine preventable disease is identified at the other service, parents are asked to immediately inform our services. This is important, in order to minimise the risk of infection to other children and staff.

Bomaderry Community Pre-school is required to notify the NSW Department of Health upon identifying any case of a vaccine preventable disease at the service. Consequently, the department may require you to withdraw your child from the service for a period of time if your child is not currently immunised.

Families continue paying fees during these periods away from the service due to an outbreak of a vaccine preventable disease.

Medication Procedures

If your child requires medication whilst at pre-school, you will need to ensure the following:

- The medication must be presented to a staff member in the original container and be **labelled with your child's name, dosage and directions for administration**. (Chemist label) Staff will not administer unlabelled medication.
- **Families must complete an Authorisation and administration of Medication form** and present it to the staff for verification.
- Non-prescription medication will only be administered if accompanied by a letter from the medical practitioner stating the child's name, dosage to be given and the period for which the dosage is required.
- If your child has been **prescribed antibiotics, they need to stay away from pre-school for the first 24 hours of beginning the course of medication**.

If your child requires medication, please see staff, who will assist you with the process.

Confidentiality of records

Information collected on your child and family remains confidential. Enrolment forms and accompanying documentation are kept in a secure locked location.

Collection of your child

We are committed to ensuring your child's safety whilst in our care and our staff will only let children leave with people who are authorised to do so on your child's enrolment form. Families must provide prior notice if someone different will be picking up your child and you have authorised them to do so.

If staff has not seen the person who comes to collect a child, they will ask for a current photographic identification, and will compare this with the child's enrolment form data, before allowing the child to leave.

We will not allow any child to go home with any person who cannot provide photographic identification.

If children remain at pre-school after closing time, staff will attempt to make contact with the family and emergency contacts on the enrolment form. If after an hour, staff has been unable to make contact and to arrange for the child to be collected, staff will contact the Department of Human Services, if appropriate, or the nearest police station.

We cannot stress how important it is to sign your child in and out each day. There is a sign in/out folder in the foyer for both the Gumnut and Wattle rooms. We ask that you fill these out each and every time you walk in and out of pre-school. The children have a separate sign in sheet that parents can help their child to complete. This not only gives children an appreciation of literacy, but a sense of belonging.

Publicity and promotions

As per our policy, Bomaderry Community Pre-school will seek consent for staff, students, volunteers or media representatives to take photographs, videos, films or audio tapes of your child during operating hours for authorised publication, broadcast or research.

Parents/carers can indicate consent or otherwise in the relevant section on your child's enrolment form.

Child Protection

Bomaderry Community Pre-school recognises that the primary role of the educators is an advocate for children to ensure their physical and emotional wellbeing.

As mandatory reporters, staff are required to report and act in accordance with the procedures for recognising, responding to and reporting child abuse and neglect to the Department of Human Services.

Guiding Children's Behaviour

Educators implement a positive approach in guiding children's behaviour. Educators model, encourage and guide children towards respectful and responsible behaviour whilst giving children the opportunity to be aware of their actions and to develop self-esteem and resilience during the process.

Educators will discuss with families upon enrolment the expectations of children's behaviour and the ways in which we guide this. A copy and or details of our Behaviour guidance policy is available on request.

Work Health and Safety

Bomaderry Community Preschool has detailed WH & S policies which cover children, families, visitors, contractors and educators. These are available at your request, or can be found in the WH & S policy folder located in the foyer.

Emergency evacuations are carried out once every three months with all children and educators. Emergency evacuation procedures are displayed in all rooms and the foyer. Please take the time to make yourself familiar with these.

Educators carry out playground safety inspections each morning.

Fundraising

Fundraising events are held throughout the year. Families are welcome to suggest and help organise fundraising events/activities. All funds raised are used to buy equipment for the children and to update our outdoor environment.

Library Borrowing

Parent Library

We have a Parent Library in the foyer. Within this library there is a variety of books and pamphlets available to borrow for 2 weeks. Each item is relevant for families with young children. To borrow a book, simply write your name, date and the title on your borrowing card under your child's name.

Children's Library

To support your child's literacy learning, a selection of children's books are available in the foyer on the bookshelf. Each child has a card in the Borrowing Box. Select a book together and complete the book details on your child's card. We encourage you to use a library bag to promote respect and care for books. Sign the book back in on your child's card when you return the book within 2 weeks.

A to Z of the Day to Day

Arrival and Departure

Please bring your child into their room and help them with their belongings. It is the child's and parent/carer's responsibility to place his/her bag in the locker and place his/her food items in the fridge. (A little guidance may be needed at the beginning of the year.)

Children must be signed in and a staff member must know that they have arrived. When collecting your child, sign the book again and notify staff. Please ensure that all children booked into Extended Care are taken into the Extended Care room. (This rotates each Term).

Never leave your child without saying goodbye

Please feel free to phone the centre and find out firsthand how your child has settled.

Contact Information

Please ensure we have current contact **phone numbers, addresses** and **emergency contacts at all times.** In the case of an emergency, it is crucial, that this information is up-to-date. If you move, change jobs or the people indicated as emergency contacts change, please inform us immediately.

Clothing

Children's clothing should be practical and suitable for play. Please do not send your child in good clothing. Active play and messy activities are important aspects of the pre-school programme. Please be careful that your child's clothes do not restrict his/her participation.

The educators recommend that children wear comfortable clothes – easy for going to the toilet. E.g. elastic waisted shorts/pants/skirts.

Whilst aprons are provided during art and messy experiences, the staff cannot always ensure that your child will remain clean at the end of the day.

If your child has had the need to wear spare clothes from Bomaderry Community Pre-school, please return them washed to the centre as soon as possible.

Lockers

- Each child selects a locker each day. A laminated photo name card is used to identify each child's locker. Please place bags in this locker,
- Soiled clothes will be placed in a plastic bag and placed in a labelled, sealed container in the bathroom.
- Families are asked to ensure all belongings are removed from the lockers each day.

Lost Property

There is always an accumulation of lost property. When it is labelled it can be returned. Therefore, **please label everything your child brings to pre-school.**

A to Z of the Day to Day cont.

Newsletters, Notes and Communicating of Information

Individual files for each family are used for the collection of newsletters and information about the pre-school activities. Please check them regularly. Occasionally signs and notices will also be displayed in the foyer.

Questions, Problems, Complaints or Suggestions

Please feel free to discuss these with the director. Sometimes a friendly chat helps. We ask parents to understand that at times the Director may be unable to give you undivided or individual attention. However, an appointment can be made at a more convenient time. The care of your child is our number one priority and may at times mean that staff are unable to leave the room or playground to talk to you. We will endeavour to make sure a convenient time to talk is arranged as soon as possible. A complaint form is available for families to complete should it be required. All complaints will be dealt with in a confidential and professional manner.

Returning Slips/Forms

Occasionally you will be asked to return slips/forms containing information regarding excursions, enrolments etc. To ensure their safe delivery, please hand them to a staff member who will leave them in an allocated area in the office.

Settling Your Child into the Centre

This is as individual as your child. Parents are encouraged to stay as long as possible when you first leave your child in care. Your child may go through periods of distress even after being in the centre for a while, this is normal. If your child is not distressed, it is better if you say good bye and leave quickly. Please be honest. Don't say you will be back in a minute or sneak away, you may lose their trust. When you are ready to go, say goodbye and leave. Once you have handed your child to a staff member don't take him/her back. Speak to a staff member if you are worried or unsure of what to do. Short term strategies such as collecting a new child early may assist some families.

What Your Child Needs to Bring Each Day

We ask that each family provide the following for their children every day:

- A bag for their belongings,
- A hat marked with your child's name,
- At least one complete change of clothes, labelled with your child's name,
- In cold weather a jumper/jacket and warm hat,
- Morning tea and lunch
- Afternoon Tea for extended care children
- Small pillow (no bigger than 30 x 30cm) and a sheet or blanket

What Not To Bring

- Thongs are not allowed for safety reasons,
- Sleeveless tops (see Sun Safe Policy),
- Food identified on the Yes/No Food List as 'No Foods'. As a reminder - nuts, eggs products, biscuits, lollies, chocolates, cordial, chips, muesli bars etc
- Toys. We cannot guarantee the safety of your child's toys and more often than not they are lost in the preschool environment and this can be more devastating for the child.

Administration Procedures

The Office

The office operates for administrative enquiries during the following hours:

Monday	9:00am	-	3:00pm
Tuesday	9:00am	-	3:00pm
Thursday	9:00am	-	3:00pm
Friday	9:00am	-	3:00pm

A message for the office can be left outside these times by asking staff to note it down in the office communication book. Messages can also be left on the answering machine outside normal pre-school hours.

Fees

Fees are set by Nowra Anglican College and reviewed termly.

You will receive a statement in the mail/child's individual file at the beginning of each term outlining your child's fees. Fees are charged for all term week days, with the exception of public holidays, school holidays and professional development days.

Enrolment Fees

A one-off enrolment fee of \$80.00 will be charged on enrolment. This fee is allocated to the provision of resources at the service.

Maintenance Fee

A \$24.00 maintenance fee is charged per term, this assists the pre-school to maintain the learning environments.

Enrolment Deposit

An enrolment deposit of 2 weeks fees is required to confirm enrolment at our service. This fee becomes your bond and is reimbursed at the end of the pre-school years.

This enrolment deposit is non-refundable if you change your mind and decide not to enrol your child at the start of the year.

Waiting List

Children may be placed on a Waiting List after completing the necessary forms and meeting with Director of the Centre.

Late Pick up Fee

If a child remains at our service after closing time 4.00pm, fees will be charged. There will be a \$10.00 fee payable plus an additional \$1.00 per minute until the child is collected.

Registered Child Care Benefit

If you are working or studying you may be eligible for a small rebate from the Government. Please call the FAO or ask pre-school for more information. If you are eligible you will need to request a receipt for **registered care** from the office so you can make a claim at the end of each term or the year.

Notice of withdrawal and change of days

Two weeks' notice is required if you are withdrawing your child and no longer require the position. Full fees will be charged for all booked days. In term 4 a withdrawal of your child after week 4 will require the full terms fees paid. (This is due to unavailability of placement being filled after this date for the end of the year.)

Groupings are set and once enrolled; there is no flexibility to drop single days. If families require a change of groups i.e. from a three day group to a two day group, then a change of group request form must be completed and it will be placed on the waitlist.

Insurance

Accident insurance is provided by Sydney Anglican Schools Corporation for all children enrolled at our pre-school. Payment is included in the administration fee.

Method of Payment

Fees are payable at the pre-school office during the office hours listed above.

Payments can be made by:

- Cheque
- Credit card
- EftPos
- Cash
- BPay

Fees are to be kept in advance at all times, please see Bernice or Di if you are experiencing difficulties paying fees we will be able to work out a payment plan.

Quick Checklist for Enrolment

Procedure

When enrolling at Bomaderry Community Preschool parents are required to:

- Completed enrolment form
- Birth certificate to photocopy – or certified copy
- Provide evidence of the child's immunisation status. (Immunisation statement from Medicare or online from immunisation website), or a copy of immunisation exemption/Conscientious objector from.
- Pay a NON REFUNDABLE Application fee of \$80.00 and enrolment deposit.
- Attend an enrolment interview
- Photo of child/ children for locker (we will laminate),
- Framed family photo (6 x 4),
- Subsidy form signed,
- Low Income Family Health Care Card, and
- Box of tissues.

Children please bring:

- Bag,
- Broad brim Sun hat (labelled with name), (available with Enrolment Pack)
- Pillow (labelled with name), (available with Enrolment Pack)
- Spare clothes (labelled with name),
- Morning tea and lunch in a lunch box (Label all containers)
- Afternoon tea if booked into extended care in a small container or bag (labelled with name)

How to Help the Pre-school

There are many opportunities for you to assist the centre if you are available to:

- Read books to small groups of children,
- All families are welcome to participate in any part of the pre-school program – you may like to join in an experience or supervise an activity,
- Share any skills or talents you have with children and staff,
- Assist on excursions,
- Help out with various jobs throughout the year e.g. sewing, mending, covering books,
- Repair broken toys and equipment,
- Help out at working bees,
- Ensure that your fees are always up to date,
- Return any forms/notes to pre-school on time, and
- Contact the centre should your child be unable to attend for any reason before 9:00am where possible.

Policies

Like all organisations and work places we have established policies and procedures to guide participant actions. Our Policies and Procedures Folder is in the Parent Library in the foyer. This folder contains copies of the policies that directly impact on the daily activities and family's interactions in the centre.

NOTES

From the Educators
Please feel free to call us or visit again before your
child begins their journey at pre-school.
We look forward to getting to know
you and your child.

Thank you for choosing
Bomaderry Community Pre-school

Bomaderry Community Pre-school values and respects the guidelines and values of
Nowra Anglican College. Nowra Anglican College is a multi-faceted organisation
that provides support, resources and services for staff,
children, families and the community.

