

PLAY, EXPLORE, LEARN



Handbook



Acknowledgement of Country

We at Bomderry Community Preschool, meet, play and learn together
on Dharawal Ngura (noo-rah) [country].

We would like to acknowledge First Nations Peoples:
who are the traditional custodians of this land
and pay our respects to Elders past and present.

We promise to respect and take care of all living things:
in the Ngadjung (ngah-djoong) [water].
in the Mirrira (mirry-rah)[sky].
and on the Mura (moo-rah)[ground].
Yadingji [Thank you].

*Gumeya Dharawal language



Bomaderry Community Preschool

Telephone: (02) 4421 4034

Email: bcps@sras.nsw.edu.au

Facebook: <https://www.facebook.com/BomaderryCommunityPreschool>

Closed Group: <https://www.facebook.com/groups/181504702015786>

Location: **Wattle/Gumnut Rooms** - Corner Birriley & Coomea Streets, Bomaderry NSW 2541
Banksia Room - 94 Bunberra Street Bomaderry NSW 2541

Postal Address: PO Box 2382, Bomaderry NSW 2541

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

Opening Dates: Preschool operates 40 weeks per year (see Term Dates on page 7)

Closing Dates: Preschool is closed for all School Holidays, Public Holidays and Staff Professional Development days (see Term Dates on page 7)



“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 surrounding 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 Preschool.

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”

The Early Years Learning Framework, 2009, pg.

TABLE OF CONTENTS

About our Preschool	
Welcome	6
Our History	6
Operating Hours	6
Term Dates	7
Car Parking	8
Our Education Team	8
Our Philosophy	9
Relationships	11
The Early Years Framework & National Quality Standards	12
Enrolment Process	14
Our Learning Environment	14
Documentation	14
Daily Program	15
Sun Protection	18
Parent Feedback	18
Policy & Procedures	
Parent Involvement	19
Codes of Conduct	19
Excursions	19
Living and Learning with Nature Program	20
Nutrition and Dietary Requirements	21
Allergies and Medical Conditions	23
Additional Needs	23
Health and Medical Exclusions	23
Emergency and Accident Procedures	23
Immunisation	23
Medical Procedures	24
Confidentiality of records	24
Publicity and Promotions	25
Child Protection and Child Safe Standards	25
Collection of your Child	25
What your child needs to bring each day / not to bring	26
Guiding Children's Positive Behaviour Guidance	26
Work Health and Safety	27
Fundraising	27

A to Z of the Day to Day	
Arrival and Departures	27
Contact Information	27
Clothing and Lost Property	27
Lockers	27
Communicating of Information	27
Questions, Problems, Complaints or Suggestions	28
Returning Slips/Forms	28
Settling your child in	28
Administrative Procedures- Fees, Attendance and Fee Relief	
Administration office times	28
Fees	29
Notice of Withdrawals and Changes of Days	29
Insurance	29
Enrolment Checklist	30
How to Help the Pre-school	30
Policies	30
Closure	30

Welcome

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

This booklet communicates important information about our philosophy, play, learning, teaching, key procedures and policies on enrolment, fees and important information relating to the health and wellbeing of children.

We ask that you complete and sign an online enrolment form to acknowledge that you have read and understood the policies and procedures. Policy and procedure folders can be accessed via the OWNA App.

Our History

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

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 preschool in September 1975.

The funds raised by the “Purple Pumpkins” were used to purchase equipment for the centre. Bomaderry Preschool was officially opened by the member for Wollondilly, Mr T. Lewis, in 1976. Judy Bentley, was the first director at the preschool, a position she held for 10 years.

In May, 2018, a third learning environment was opened - The Banksia Room. The Banksia room operates five days per week, Monday to Friday and is located on the Nowra Anglican College site about 1 kilometre away.

Bomaderry Community Preschool offered a quality early childhood preschool program for children and their families in Bomaderry and surrounds for 34 years. In 2009 Sydney Anglican Schools Limited took over Bomaderry Community Preschool and it is

Bomaderry Community Preschool is a community-based centre, run and managed 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.

Operating Hours

The preschool operates on the basis of a 4-term school year. Term dates are outlined in this document.

We have 2 campuses, the Wattle & Gumnut Rooms and the Banksia Room (Nowra Anglican College campus). Each year the class groups are divided into these three rooms based on the identified community needs.

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

Late Fees: A late fee will be charged if your child is not collected from preschool by 4:00pm. The charge for this is \$50.00. If not collected by 4:10pm, then \$1.00 for every minute thereafter.

Extended Care: Extended care is available from 8:00am – 8:30am and 3.30—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.



2025 TERM DATES

TERM 1

Tuesday 28 January

Staff Set Up Day

Wednesday 29 January

Staff Development Day

Thursday 30 January

Staff Development Day

Friday 31 January

Preschool Commences

Friday 11 April

Term 1 Ends

TERM 2

Monday 28 April

Staff Development Day

Tuesday 29 April

Preschool Commences

Monday 9 June

King's Birthday Public Holiday

Friday 4 July

Term 2 Ends

TERM 3

Monday 21 July

Preschool Commences

Friday 25 July

Staff Development Day

Friday 26 September

Term 3 Ends

TERM 4

Monday 13 October

Preschool Commences

Friday 12 December

Term 4 Ends

Monday 15 December

Staff Pack Up Day

Tuesday 16 December

Staff Pack Up Day



Preschool Parking

Wattle/Gumnut: For everyone's safety, the staff car park IS NOT to be used by parents. This carpark is for staff & deliveries only. Please park in either Birriley street or Coomea street.

Banksia: Parking for parents is allocated on the eastern side of the car park adjacent to the Banksia preschool. This car park has a 15-minute time limit. Parking is also available on Bunberra street.

Our Education Team

All our Preschool Educators are trained in the area of early childhood education. All educators bring to our service a wealth of knowledge and experience to enable us to provide a dynamic and professional environment. 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, hold a current Working with Children's Check.

The preschool is licensed by the Department of Education. Both of the Bomaderry Community Preschool preschools currently have been assessed and rated as 'Exceeding.' The Wattle/Gumnut preschool is licensed for 40 children per day and the Banksia preschool for up to 20 children per day.

Position	Name	Qualifications
Director of Early Learning	Bernice Mathie-Morris	Diploma of Teaching (Early Childhood)
Teacher / Educational Leader	Chloe Ferguson	Bachelor of Teaching (Early Childhood)
Teacher / Educational Leader	Fiona Lewis	Bachelor of Teaching (Early Childhood)
Teacher / Educational Leader	Nikki Morris	Bachelor of Teaching (Early Childhood)
Teacher / Educational Leader	Heather Norwood	Bachelor of Teaching (Early Childhood)
Educator	Paige Baker	Studying-Bachelor of Teaching (Early Childhood)
Educator	Beth Bricklebank	Certificate 111 –Child Studies
Educator	Helen Castle	Certificate 111 –Child Studies
Educator	Erin Dickie	Studying-Bachelor of Teaching (Early Childhood)
Educator	Bek Horton-Gammage	Diploma- in -Children's Services
Educator	Monica Hilzinger	Diploma- in -Children's Services
Educator	Natalie Lawrence	Certificate 111 –Child Studies
Educator	Emily Naden	Diploma- in -Children's Services
Educator	Elyssa Reid	Bachelor of Teaching (Early Childhood)
Educator	Marg Rose	Diploma- in -Children's Services
Educator	Elise Selby	Certificate 111 –Child Studies
Educator	Alison Sherrell	Diploma- in -Children's Services
Educator	Nikki Sobierajski	Diploma- in -Children's Services
Educator	Dula Wiljendra	Certificate 111 –Child Studies

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 planning. The preschool 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 who 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 each family's nature, culture and home languages.

'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.'

The Early Years Learning Framework, 2011, pg. 9.



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.

The Relationships we have with the Children

Relationships

Relationships are an important and integral component of 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 best practice and research).

Learning Program and the Promotion of Lifelong Learning Skills

The learning program and pedagogy is influenced by the Schools in Reggio Emilia, current brain and child development research, Howard Gardner's Multiple Intelligences theory, The Early Years Learning Framework and the National Quality 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. Our program,

enables the educators to embrace the uniqueness and individuality of each child (their family and culture).

About the Reggio Emilia Inspired Approach

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 what takes place in the schools of Reggio Emilia as our culture is different from that of the Italian community in Reggio Emilia. The key principles of 'Reggio approach to education' 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 their 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. Version 2 was then released in 2022. At Bomaderry Community Preschool the EYLF is integral to our pedagogy and is reflected in every aspect of our day. Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

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.

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,
- Aboriginal and Torres Strait Perspectives – providing opportunities for Aboriginal children and Torres Strait Islander children to see themselves, their identities and cultures reflected in their environment is important for growing a strong identity.
- Equity, inclusion and high expectations – BCPS educators are committed to equity, recognising that all children

have the right to participate in inclusive early childhood settings, regardless of their circumstances, strengths, gender, capabilities or diverse ways of doing and being.

- Sustainability - Educators and children have important and active roles to play in creating and promoting sustainable communities.
- Critical Reflection and Ongoing professional learning – Educators continually seek ways to build their professional knowledge and skills and develop learning communities. They are co-learners with children, families and community, and value the continuity and richness of local Aboriginal and Torres Strait Islander Elders.
- Collaborative Leadership and teamwork – All educators exercise aspects of leadership in their daily work with children, families and colleagues. Educators lead their own ethical practice as they take professional and personal responsibility for their actions and the decisions they make.

Learning Outcomes

The 5 learning outcomes are designed to capture the integrated and complex learning and development of all children across the birth to 5 age range. The Learning Outcomes are:

- 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.

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:

1. The Education and Care Services National Law
2. 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 Program 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. Governance and Leadership

Bomaderry Community Preschool has embraced all aspects of the National Quality Framework. Both preschools have been assessed and rated over the past two years. Our current status is **exceeding** for both preschools.

NSW Department of Education

Early Childhood Education Directorate

1800 619 113 (toll free) / [ececdd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

Enrolment Process

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:

Gumnut

- 3 days (Monday, Tuesday, Wednesday)
- 2 days (Thursday, Friday)

Wattle

- 2 days (Monday, Tuesday),
- 3 days (Wednesday, Thursday, Friday)

Banksia

- 3 days (Monday, Tuesday, Wednesday)
- 2 days (Thursday, Friday)

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. Department of Education Preschool Funding model.

The Learning Environment: The Third Teacher

Bomaderry Community Preschool has three indoor learning environments; the Wattle, Gumnut & Banksia Rooms.

Our Environments

Our philosophy acknowledges our preschool environment as the 'third teacher', recognizing the extraordinary potential it has to challenge, provoke and inspire children's learning. 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 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.

Documentation

Educators maintain a comprehensive file on each child. These files include; observations, jottings, photo observations, time samples, individual plans and planning partnership forms, professional reports and summative assessments. This file is a tool for educators to track child's development, create small and long-term goals and extend on future learning. Families are welcome to view these at any point in time. The OWNA app is also used as a tool to share information about goals and planning for your child.

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'.

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.

Daily Rituals and Rhythms of the day

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 children's 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 involves natural real experiences and opportunities that the indoors cannot.



“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.”

The Early Years Learning Framework, 2011.
Being Belonging Becoming: Practice (PG 15 & 16).

Morning Gatherings

At our morning gathering we come together as a community for Acknowledgment of Country and overview of the day's activities.

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.

Weekly Planning and Possibilities Cycle

1. Observations of children

Information on children's interests, strength's, development and learning is collected over the time the children are enrolled. Information is collected in many different forms which may include:- jottings, individual/small group observations, OWNA posts, pedagogical documentation, learning stories, samples of work, photography/videography, daily reflections, records of discussions with family e.g. emails and information from families. Educators use a planning cycle focusing on each child to assist with this.

2. Planning

Educators are allocated programming time each week. Programming time is a time specifically for educators to critically reflect and collaborate on what has taken place of the previous week, collate all observations and data pertaining to the learning and environment, plan for the week ahead and prepare resources. BCPS embraces the principles of inquiry-based learning.

Individual leaning stories and project documentation willbe shared with you via the OWNA app. You are also most welcome to book a meeting time with your child's educators so that they can share all information collected for your child.

3. 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 Meetings.

4. Sleeping & Bed Linen

If you would like your child to sleep or rest, please indicate in the enrolment form.

Daily Rhythm

The below daily rhythm is an example of how our day may run. Some days it will alter based on project work and preschool happenings.

8:00am – 9:00am	Extended Care
9:00am	Indoor/Outdoor Play
10:00am	Acknowledgment of Country and Morning Gathering
10.10am	Fundamental Movement Skills
10:30am	Morning Tea
10:40am - 12:30pm	Indoor/outdoor play (workshop opportunities)
12.30 – 1pm	Re-setting of outdoor environment & transition to lunch gathering
1.00 – 1.30pm	Lunch time
1:30pm – 2.50	Relaxation/indoor play
2:50pm – 3pm	Re-setting of indoor learning space with the children
3:00pm – 4pm	Afternoon gathering/extended Care
4:00pm	Preschool is closed

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 allow 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.”

The Early Years Learning Framework, 2009.

Sun Protection

Bomaderry Community Preschool 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:

- soft legionnaire hats, with a flap at the back to protect the neck – the flap and front peak should overlap
- bucket hats with a deep crown and angled brim that sit easily on the child's head
- broad-brimmed hats

Please note: Baseball caps or visors are not recommended by sun smart as appropriate sun protective hats and are therefore not recommended for wear at Preschool.

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 asked to apply sunscreen to their child/ren before arrival at preschool. Sunscreen is provided for parents to apply once at preschool if it is not applied at home. Sunscreen is stored in a cool, dry place and the use-by-date is monitored.

Insect repellent

A natural insect repellent is also supplied for families to apply upon arrival. The mosquitos love our natural outdoor environments, which means that we can sometimes have mosquitos in our learning environments.

Parent Feedback

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

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

An Online Feedback Form can be accessed via the following QR Code:



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 fundraising, assist the preschool in maintenance, participate in working bees, help out with excursions, cut or collect craft materials.

Parents are welcome into the preschool at all times. You are free to visit or stay for a short stay at any time throughout the day.

Parents are encouraged to talk to educators in the mornings and the afternoon about your child's day.

Parents are welcome to call the preschool 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."

The Early Years Learning Framework, 2009, pg. 12

Code of Conduct

Bomaderry Community Preschool educators 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 on the OWNA App.

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 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 on Country

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 possibilities 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.

We are also learning about the local Aboriginal people who lived on this coastline 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 Preschool 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)

At BCPS 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 lunch box-besides the environmental ones. By purchasing your foods in bulk and sending them in reusable 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.

Tips for a Waste-Free Lunch.

- 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

Nut Aware

Bomaderry Community Preschool is a nut aware preschool. Please do not send any food that contain nuts or nut products in any form.

Special Dietary Requirements

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

Birthday Cakes

Celebrating and acknowledging a child's birthday is important. After careful consideration and the many dietary requirements of individual children, we have decided to eliminate cakes and replace them with fruit. For example; a fruit platter or fruit kebabs.

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	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 Chocolate 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 Muesli	Cereals with nuts. Sweet Cereals
Leftovers e.g. rice, pasta dishes (in microwave safe container for re-heating)	Nuts or nut products.
Plain Popcorn	Coloured popcorn
Homemade fruit, savoury or vegetable muffins. Pikelets	Baked products containing nuts
Fruit or Raisin Breads and loaves	No chips Grain Waves, CC's, Doritos or cheezles

No pre-packaged foods with the exception of – Yoghurts (real fruit only) and Fruit (in natural juice only)

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 Preschool.

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

Additional Needs

When required, support educators work with children with additional rights or diverse needs to support their learning, development and inclusion. If eligible, funding for this support comes from the Disability Inclusion program funded by the Department of Education. To further support children with additional rights, staff collaborate with agencies such as Noah's Inclusion Services, the Bomaderry Early Intervention Unit and other allied health professionals to develop individual educational plans (IEP) and an individual Family Support Plan (IFSP).

At Bomaderry Community Preschool, the education team works collaboratively to intentionally plan for the development of the whole child.

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.

More information on Staying Healthy and preventing infectious diseases in early childcare education, can be found here - <https://www.nhmrc.gov.au/about-us/publications/staying-healthy-guidelines>

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.

If a minor accident occurs and your child is given first aid at the service, our staff will fill in an incident report which will be available via the OWNA App for you to view and sign.

Immunisation

As of 1 January 2018, new legislation has been introduced regarding immunisation. Only children who are fully immunised for their age OR have a medical reason not to be immunised OR are on a catch-up schedule can be enrolled in childcare. Children who have not been immunised due to their parent's vaccine conscientious objection cannot be enrolled in childcare. All parents need to provide childcare staff with appropriate immunisation

documentation to enrol their child. This includes long day care, family day care, occasional care and preschool. This information needs to be provided to preschool staff prior to your child's commencement. How does this differ from previous requirements?

Since 1 January 2018, NSW child care centres and preschool have been prevented under the Public Health Act 2010 from enrolling children unless approved documentation (see below) is provided that indicates that the child:

1. Is fully immunised for their age (AIR Immunisation History Statement),

<https://www.humanservices.gov.au/individuals/services/medicare/australian-immunisation-register>

or

2. Has a medical reason not to be vaccinated (AIR Immunisation Medical Exemption Form),

<https://www.humanservices.gov.au/organisations/health-professionals/forms/im011>

or

3. Is on a recognised catch-up schedule (AIR Immunisation History Form),

<https://www.humanservices.gov.au/organisations/health-professionals/forms/im013>

Bomaderry Community Preschool 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 Preschool 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 preschool, 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.

Publicity and promotions

As per our policy, Bomaderry Community Preschool 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 Preschool 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.

Child Safe Standards

Bomaderry Community Preschool is committed to child safety. The commitment is based on the **National Principles for Child Safe Organisations** published by the Australian Human Rights Commission, which set out the following overarching standards that guide the development and regular review of our work systems, practices, policies and procedures to protect students from abuse and other harm.

Standard 1 – Child safety is embedded in organisational leadership, governance and culture;

Standard 2 – Children participate in decisions affecting them and are taken seriously;

Standard 3 – Families and communities are informed and involved;

Standard 4 – Equity is upheld, and diverse needs are taken in to account;

Standard 5 – People working with children are suitable and supported;

Standard 6 – Processes to respond to complaints of child abuse are child focused;

Standard 7 – Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training;

Standard 8 – Physical and online environments minimise the opportunity for abuse to occur;

Standard 9 – Implementation of the Child Safe Standards is continuously reviewed and improved; and

Standard 10 – Policies and procedures document how the organisation is child safe.

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 contact 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. We have an electronic sign in and sign out system. Parents and authorised collectors will sign into the system using their own phone number and a unique six-digit PIN code. This can be set up in the OWNA App.

It is important that the person doing drop off and/or pick up uses their own phone number and not their partner's phone number. By law we must accurately record who dropped off or collected your/ren and when. Their PIN is their unique identifier.

The children have a separate sign in sheet to complete. This not only gives children an appreciation of literacy, but a sense of belonging.

What Your Child Needs to Bring Each Day

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

- A backpack for their belongings, please ensure the child can carry their own backpack
- 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 in a bag for storage
- Wet bag for soiled/wet clothes

What Not to Bring

- Thong are no allowed for safety reasons
- Sleeveless tops (see Sun Safe Policy)
- Food identified on the 'Sometimes 'Everyday' Food List as 'No Foods'. As a reminder - nuts, 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.
- Treasures from home can get lost or broken at Preschool, so it saves a lot of upsets if these are left at home. The same applies to jewellery and trinkets. Security toys may be appropriate if children are experiencing separation anxiety.

Children's Positive Behaviour Guidance

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.

Our policy on guiding children's positive behaviour will be discussed at the enrolment interview. A copy and or details of our Positive 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/lockdowns 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.

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 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 into the electronic sign in system and a staff member must know that they have arrived.

When collecting your child, log into the electronic sign in system and sign your child out for the day, let a staff member know you have signed them out.

Never leave your child without saying goodbye

Please feel free to phone the centre and find out first-hand 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 preschool 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 Preschool, please return them washed to the centre as soon as possible.

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 preschool.**

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.

Communicating of Information

All communication will be via the OWNA App and email. Please check them regularly. Occasionally signs and notices will also be displayed in the foyer.

Questions, Concerns 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 via the QR Code (Page 18) 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 goodbye 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. Educators will work with families to support the child, please feel free to call the preschool to check how your child has settled.

We will always call a family member if your child has not settled. 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.

Administration Procedures

The Office

The office operates for administrative enquiries during the following hours:

Monday	8:30am	-	3:00pm
Tuesday	8:30am	-	3:00pm
Wednesday	8:30am	-	3:00pm
Thursday	8:30am	-	3:00pm
Friday	8:30am	-	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 preschool hours.

Fees

Fees are set by Nowra Anglican College and reviewed termly.

You will receive a statement in your 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 \$100.00 will be charged on enrolment. This fee is allocated to the provision of resources at the service.

Maintenance Fee

A \$32.00 maintenance fee is charged per term, this assists the preschool to maintain the learning environments.

Method of Payment

Payment of fees can be made at the Bomaderry Community Preschool office located on the Corner of Coomea & Birriley Street Bomaderry during the office hours listed above.

Payments can be made by:

- Credit card
- EFTPOS
- BPAY (BPAY number will be issued in the first few weeks of term 1)

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

Waiting List

Please use the following online form to place a child on our waitlist -
<https://www.owna.com.au/waitlist.aspx?c=bomaderrycommunitypr>

Late Pick up Fee

If a child remains at our service after closing time 4.00pm, fees will be charged. There will be a \$50.00 fee payable plus an additional \$1.00 per minute until the child is collected.

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 The Anglican Schools Corporation for all children enrolled at our preschool. Payment is included in the administration fee.

Quick Checklist for Enrolment

When enrolling at Bomaderry Community Preschool parents are required to:

- Complete an electronic enrolment form
- Birth certificate to photocopy – or certified copy
- Provide evidence of the child's immunisation status or copy of immunisation exemption – these can be uploaded directly to OWNA
- Pay a NON-REFUNDABLE Application fee of \$100.00 and enrolment deposit/bond
- Attend an enrolment interview
- Photo of child
- Framed family photo (6 x 4),
- Low Income Family Health Care Card (if applicable)
- Box of tissues.

Children please bring:

- Backpack,
- 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)
- 2 x wet bags - one for wet/soiled clothing
- Bag to store a relaxation pillow in.

How to Help the Preschool

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 preschool program
- 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 etc
- Help out at working bees
- Ensure that your fees are always up to date and any forms/notes to pre-school on time
- 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 located on OWNA. This folder contains copies of the policies that directly impact on the daily activities and family's interactions in the centre.

Thank you for choosing Bomaderry Community Preschool

Please feel free to call us or visit again before your child begins their journey at preschool.

We look forward to getting to know you and your child.

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.