Welcome to One Tree Hill Preschool

One Tree Hill Preschool is co-located with One Tree Hill Primary School. The Preschool is a busy, vibrant place where children can play and learn within a safe environment; a place where children explore activities tailored to their age and stage of development. It is a space where individuality, friendship, fun, learning, creativity and caring are promoted and valued.

Our preschool values opportunities for children and families to work together, fostering the development of confidence, the building of relationships while facilitating a wide variety of experiences that contribute to the development of the whole child; especially the development of early social, literacy and numeracy skills.

The Preschool is staffed by:

Director/Principal: Sharyn Roberts
Teacher: Kristen Purvis
School Services Officers: Karen, Louise, Rosemary & Deb
Volunteers: Renee
Play Based Curriculum

Play is children’s work. Children learn through their natural curiosity and experimentation with the world they live in.

The curriculum and learning is carefully planned and structured to effectively meet the developmental needs of your child at any point in time.

The preschool curriculum is designed in line with the Early Years Learning Framework for Australia “Belonging, Being and Becoming” (EYLF).

The EYLF is constructed around 5 important outcomes, these are:

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

The EYLF is underpinned by the following principles:

- Secure, respectful and reciprocal relationships
- Partnerships with families
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice.
Staff promote children’s learning by:

★ Being responsive to children.
★ Adopting holistic approaches.
★ Planning and implementing learning through play.
★ Intentional teaching, creating physical and social learning environments that have a positive impact on children’s learning.
★ Valuing the cultural and social contexts of children and their families.
★ Providing for continuity in experiences and enabling children to have successful transition.
★ Assessing and monitoring children’s learning to inform provision and to support children in achieving learning outcomes.

**Reporting**

Information about your child’s development is gathered through incidental observation as well as informal, strategic assessment and will be conveyed to you through informal chats and formal reporting.

A “kindy book” contains photos and anecdotes along with examples of your child’s learning journey during their time at pre-school and will be presented to your child upon their graduation.

A written report accompanies the kindy book.

**Parental / Caregivers Participation**

You are encouraged to be actively involved in your child’s learning journey. There are many opportunities for involvement within the program including:

- Sharing stories
- Preparing materials
- Attending excursions
- Sharing your culture or skills
Promoting Positive Behaviours

Young children are learning to manage and understand their world and their feelings. At our Preschool we foster a safe and caring environment that builds respect for self, others and the environment.

From time to time issues will arise as children learn to deal with conflict, disappointment and frustration. We support and encourage the children involved to acknowledge feelings and to investigate other possible solutions. This process allows children to develop lifelong skills and capabilities.

Special Needs

Children with specific learning difficulties or disabilities are able to access the consultative support of DECS Speech, Psychology, Social Work and Hearing Impairment services.

All children with a health care need e.g. asthma, diabetes, anaphylaxis, eczema require a health care plan outlining the procedures that will be undertaken in an emergency.

Please see Sharyn to make an appointment to discuss your child’s needs.

When to Enrol

Children are enrolled throughout the year and begin the term after their 4\textsuperscript{th} birthday. From the beginning of 2012 children will be able to access up to 15 hours of preschool each week. At One Tree Hill Preschool we offer two full days and a half day of attendance.

Towards the end of the term of their 4\textsuperscript{th} birthday your child will be invited to attend transition sessions to preschool. These sessions are held on a Tuesday morning.

Although it isn’t essential to complete an enrolment form earlier than 6 months prior to commencing preschool, to assist us in ensuring that we have adequate staffing, please advise us of your interest as early as your child’s second birthday.

What to Bring to an Enrolment Conversation/Interview

- Contact detail for parents/guardians and emergency contacts
- The child’s ‘Blue Book’ – My health record, if available
- The child’s CRN number as recorded on Centrelink correspondence
- Any court orders or parenting plans
- Any information about the child’s health or additional needs
Early Entry

Early entry may be available for children with additional needs e.g. speech, physical, gifted but must come with documentation such as a letter from a speech pathologist or CYHS. Early entry is for one term before the eligible transition term and is for one session a week. The following term, their transition term, the child may be invited to attend for 2 sessions.

Children who are new arrivals and children of Aboriginal culture may be eligible to start at 3 years.

Session Times

From the beginning of 2012 your child is entitled to attend up to five sessions of preschool each week. The pattern of attendance offered to your child will depend on your needs as well as availability of places in that pattern. There are four patterns of attendance available:

1. Full day Monday and Wednesday plus morning session Tuesday
2. Full day Monday and Wednesday plus morning session Thursday
3. Full day Tuesday and Thursday plus morning session Monday
4. Full day Tuesday and Thursday plus morning session Wednesday

Full day sessions are from 9:00am – 3:00pm and morning sessions begin 9:00am and end at 12:00pm.

What to Bring to Preschool

Your child will also need a drink of water, which they keep in their bag and can access at any time. A small healthy snack is optional and is eaten in the designated area during outside time. Children will need to bring their lunch on full days.

Lollies and chocolate are not allowed at preschool, please save these for occasional treats at home.

Please dress your child in kindy friendly clothes, we can get messy! Remember that it is important for children’s growing independence that they are able to manage “doing up and undoing” their own clothes.

Children must have their shoulders covered at all times when outside, therefore shoe string straps and tank tops should not to be worn to preschool. As children do lots of climbing walking and running, they need to wear appropriate shoes. Slip on shoes, rubber boots and dresses up shoes are unsafe and not suitable.
Sun safe hats must be worn outdoors except for the months May – August. Hats, in foreign legion, bucket and slouch style are available from the uniform shop at the Front Office as well as beanies for the cooler months.

You will also need to provide a library bag to protect books borrowed from the Resource Centre.

**Child and Youth Health Services**

Child and Youth Health Services, CAYHS, visit the Centre approximately twice per year to screen the 4 ½ -5 year olds before beginning school. They assess development, eyesight and hearing.

**Transition**

Our children are fortunate to have weekly opportunities to work with many groups of students within the school and these activities form a large part of our transition program. They include:

- A weekly shared afternoon of song, dance and activities with the Junior Primary classes. Once children have commenced school, this session allows them to catch up with their friends who are still at kindy.

- A weekly “Big Friends” programme, where Primary School students read our children stories and support them in developing basic skills e.g. throwing and catching.

- Participation in most whole school activities.

- Regular Computer Suite visits where Upper Primary students mentor our children to begin to develop basic computer navigation skills.

- Three formal visits to their intended One Tree Hill classroom prior to starting school.

- Lunch play in the school yard and on the playground.

Extensive integration enables our children to become familiar with the school, teachers and other school staff, and contributes enormously to making the transition to school smooth, happy and successful.
**Beginning School**

The Preschool is an integral part of the school. Learning is continuous and information pertaining to your child’s development and achievements is seamless from Preschool – Year 7.

This integration allows us to foster a strong sense of community in the following ways:

- Regular weekly visits to the **Resource Centre** to borrow books, Literacy and Oral Language kits.
- Regular visits to the **Computer Suite** assisted by our Year 6/7 mentors.
- Fitness and skill development in the **Hall**
- Access to our **Interactive White Board**
- Involvement in **Governing Council** and **fundraising**
- Participation in **Environmental activities** including:
  - Water conservation
  - Composting
  - Recycling
  - Revegetation

**Length of time in JP**

The primary school has intakes of reception children at the beginning of each term and children move from Preschool to the school in their eligible term.

- Children starting school in Term 1 spend 4 terms in Reception.
- Children starting school in Term 2 spend 3 terms in Reception.
- Children starting school in Term 3 spend 6 terms in Reception.
- Children starting school in Term 4 spend 5 terms in Reception.