



WELCOME TO FOX STREET PRESCHOOL

We would like to extend a warm welcome to all families, and we look forward to a happy and rewarding year together at Ballina Fox Street Preschool.

Our primary objectives at the beginning of each year are:

- ✚ To get to know the children and their families, and to build relationships based on trust and open communication
- ✚ To provide a healthy, safe and nurturing environment
- ✚ To provide an educational and creative program for all children
- ✚ To help children feel safe and secure while settling into the Preschool routine

EDUCATOR ARRANGEMENTS FOR 2022

2 Day Group Educators	
Name	Qualification
<i>BAAWI ROOM</i>	
Tennille Astill	Bachelor of Early Education
Andrea Rosier	Diploma of Children's Services
Rachel Clark	Diploma of Children's Services
<i>JALAM ROOM</i>	
Sarah Irwin	Diploma of Children's Services
Kathleen Harrison	Diploma of Children's Services
Emily McLoughlin	Bachelor of Early Education (Monday Assistant Educator)
Lexi Joffett	Bachelor of Early Education (Tuesday Assistant Educator)
3 Day Group Educators	
Name	Qualification
<i>BAAWI ROOM</i>	
Tennille Astill	Bachelor of Early Education
Tegan Lawler	Diploma of Children's Services
Kaylene Nuttall	Bachelor of Early Education
<i>JALAM ROOM</i>	
Emily McLaughlin	Bachelor of Early Education
Ako Kennedy	Diploma of Children's Services
Andrea Rosier	Diploma of Children's Services (Wednesday Assistant Educator)
Lexi Joffett	Bachelor of Early Education (Thursday Assistant Educator)
Cath Guerin	Certificate III Children's Services (Friday Assistant Educator)

OFFICE STAFF:

Lea is the Director from Monday to Thursday between the hours of 8:00am-4:00pm.

Ebony is the Administrator who handles all invoicing.

PRESCHOOL / PARENT COMMUNICATION

Each child has a named "Newsletter Pocket" hanging near their lockers. Please check it daily and read all information sent home - this is an important form of communication between Preschool and families.

OUR PROGRAM

Please read the information shared each day on the tables outside the classrooms. This is another great way we share our daily experiences with families.

Speaking with your child and sharing Preschool events can strengthen ties between families and Preschool.

ON ARRIVAL AND DEPARTURE - SIGN ON / SIGN OFF REGISTER

It is essential for your child's safety that you greet a staff member on arrival at preschool and farewell a staff member on departure from preschool.

Please sign your child into Preschool by completing the register located at the front of each classroom as you arrive, then settle your child. Please repeat the procedure to sign your child out of Preschool on departure. This is an important record of attendance.

Please remember that Preschool starts at 9.00am and finishes at 3.00pm.

FOR MORE INFORMATION REGARDING OUR POLICIES, PROCEDURES, NEWSLETTERS
ETC, PLEASE VISIT OUR WEBSITE

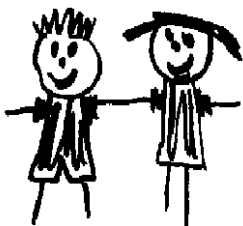
www.ballinafoxstreetpreschool.com/

Or find us on Facebook

<https://www.facebook.com/pages/Ballina-Fox-Street-Preschool/517472941739434?ref=hl>

AGAIN, WELCOME TO BALLINA FOX STREET PRESCHOOL

WE LOOK FORWARD TO A GREAT YEAR IN 2023!



OUR PROGRAM AND PRACTICE

Ballina Fox Street Educators are a dedicated team of professionals who continually reflect on their program and practice. Programming or the planning of daily experiences, activities and events is an essential part of every quality early childhood service.

At Fox Street Preschool we aim to provide

‘Opportunity for quality early learning in an inviting, open and creative curriculum.’

‘The recognition and respect for each child, not only as an individual, but also as a valued member of the group.’

Intentional teaching is one of the eight key pedagogical practices in the Early Years Learning Framework (EYLF) which underpin young children’s learning success. At the beginning of the term the educators meet to discuss and document the needs of their group dynamic. They use their professional knowledge of theories in conjunction with the National Quality and Approved Frameworks to design and implement individual teaching intentions.

Intentional teachers:

- ✚ Actively promote children’s learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills.
- ✚ Use strategies such as modelling and demonstrating, open questioning, speculating and explaining.
- ✚ Engage in shared thinking and problem solving to extend children’s understanding of ideas and events.
- ✚ Move flexibly in and out of different roles and draw on different strategies as the context changes.
- ✚ Plan opportunities for intentional teaching and knowledge building.
- ✚ Document and monitor children’s learning.

The Educators meet daily from 8.30am – 9.00am and 3.30pm – 4.00pm to evaluate, plan and reflect on their teaching intentions and child observations. This combined input allows a broader perspective and directed focus on children’s interests and learning opportunities. The children are also involved in meetings with teachers daily, to enable them to participate in the planning and decision-making process. Our team approach and mentoring by experienced staff and the Educational Leader, plays a significant role in developing a reflective approach to planning for children’s learning and building knowledge and practical skill levels in all our educators.

All educators are given the opportunity to provide teaching and learning experiences derived from observations, child and family input. This information is documented as the map of ideas and possibilities and used to implement in the program the following week, along with any new teaching strategies or learning outcomes. Our Educators are responsive to children’s needs and this can be observed in their flexibility to adapt and change plans according to the needs of a child.

The information and evidence are collated in folders along with explanations in line with what we are teaching, why we are teaching and the evidence that shows the learning that is taking place and the outcome we hope to achieve. The folders are then made accessible to share with families at the display areas outside each room.

Once the educators feel the goal has been met the educators will set a new intention. Although all educators plan for intentional teaching, our routines, especially meeting times are designed to

incorporate children's voices, ideas and their contributions. It is during these meeting times and from our observations of children that planning takes in the form of enriched and meaningful learning experiences.

The main lesson learnt throughout this process is not the amount of documentation we have, or how immaculately or colorfully the information is presented, but how the documentation is used. We have a clearer understanding of the expectations and importance of welcoming parents input and contributions. We take time during arrival and departure to ask parents for their feedback and welcome their suggestions to our programs.

Our focus is to encourage children to discover, explore, discuss, create, initiate, and become problem-solvers and decision-makers in their environment. The children are guided in their development by our Educators, who assess each child's abilities, strengths and needs. Each child's background and beliefs are respected, within a cross-cultural curriculum that acknowledges our similarities and our differences. We work closely with families to ensure that we are providing learning opportunities that will nurture and foster each child's self-esteem, social skills and emotional well-being, in order to enhance and refine their skills in all areas of development.

We believe that children learn through play and we offer a variety of experiences in our daily program that promote opportunities for every child. We provide a balance of active/passive, indoor/outdoor, individual/ small/large group experiences. Curriculum areas such as music, language, literature, drama, art, craft, science, construction, and maths are integrated into our day in creative ways.

All aspects of our programme provide important learning experiences. For example, mealtimes are an opportune time for the children to acquire social skills that promote independence and develop an understanding about nutrition and healthy eating habits. Children are also encouraged to share the responsibility of packing away and cleaning up, as well as caring for the equipment and their own belongings. This promotes respect, responsibility, and co-operation.

**‘Our aim is to create a happy caring environment,
Where children can feel safe, relaxed and confident.’**

**‘Parents and carers are welcome to join us for any part of our day
And feel comfortable within our Preschool.’**

**‘If you would like to know more about our programme
Please feel free to discuss it with staff.’**



START AND FINISH TIMES

As a community preschool that has been providing quality early education for 45 years, we certainly pride ourselves in the structure and delivery of our daily practice.

As a non for profit community based preschool, we fall under the Department of Education umbrella, and are aligned with the school terms, closing down for term breaks.
Our Preschool hours are from:

9.00am – 3.00pm

It is during this time that each child is assessed individually using the Early Years Learning Framework and the National Quality Standard, within the context of the physical and social environment. Evidence of learning goals is gathered by educators through observations as well as discussions with the child, families, and community.

An ongoing cycle of critically analysing, planning, documenting, and evaluating individual and group learning, underpins the educational play program. Through goal driven learning opportunities, each Educator caters for individual learning, gathered through the interests of the children. Learning experiences are also spontaneous throughout the day, allowing for key moments of inspiration and learning to be explored through meaningful experiences.

As we are a community preschool, we have always been aware that there are working families who need a little bit of extra time either side of the day to fit everything in. After careful deliberation with our committee, we designed the

‘Early morning and Afternoon service’

8.15am – 8.45am
3.15pm – 3.45pm

Please note the gates will be locked from
8.45am – 9.00am/ 3.45pm – 4.00pm
if you are using this service, you must arrive

‘10 minutes prior that is 8.35am and 3.35pm’

to the gates being locked at 8.45am and 3.45pm,

This will prevent staff having to *leave the room* more than once to *let families out*.

This is separate from our daily practice and children using this service will partake in a quiet activity, while the educators are conducting their team meeting.



DAILY REQUIREMENTS

When your child commences preschool, each of the following items is required:

Daily:

- ✚ Cotton fitted resting sheets (large cot sheets preferred. Beds are approx. 57 x 140 cm)
- ✚ Blanket (in winter months).
- ✚ Lunch box with an ice pack to keep food cool.
- ✚ Drink bottle - with cap, no glass, water only. A cover helps protect from flies etc.
- ✚ Vegetable snack in a separate container.
- ✚ Morning Tea and Lunch – Please refer to attached lunch box ideas.

‘Remember busy children can get very hungry, and we like to promote healthy eating.’

- ✚ A complete change of clothes including underwear - two sets are ideal.
- ✚ Back pack or similar bag to hold all belongings.
- ✚ A broad-brimmed hat. We also recommend the use of sun block in summer (to be applied at home). Insect repellent can also be applied at home prior to coming to preschool. We do offer sunscreen and insect repellent at each of the sign in areas, in case you forget, however please note that the educators are restricted from applying either of these.
- ✚ Suitable play clothes (t-shirt covering shoulders) and footwear – no thongs please as we have sticks and soft fall in the outdoor area. They are also very hard to climb obstacle courses in.
- ✚ Children need suitable clothes for active/messy play.

PLEASE LABEL EVERYTHING



CALENDAR OF TERMS 2023

TERM 1 – 10 weeks		TERM 2 – 10 weeks	
2 Day Group	3 Day Group	2 Day Group	3 Day Group
Start –	Start –	Start –	Start –
Monday 30 th January	Wednesday 1 st February	Monday 24 th April	Wednesday 26 th April
Finish –	Finish –	Finish –	Finish –
Tuesday 4 th April	Thursday 6 th April	Tuesday 27 th June	Friday 30 th June
PUBLIC HOLIDAYS		PUBLIC HOLIDAYS	
Friday 7 th April – Good Friday Monday 10 th April – Easter Monday		Monday 25 th April - Anzac Day	
TERM 3 – 10 weeks		TERM 4 – 11 weeks	
2 Day Group	3 Day Group	2 Day Group	3 Day Group
Start –	Start –	Start –	Start –
Monday 17 th July	Wednesday 19 th July	Monday 9 th October	Wednesday 11 th October
Finish –	Finish –	Finish –	Finish –
Tuesday 19 th September	Friday 22 nd September	Tuesday 12 th December	Friday 15 th December
PUBLIC HOLIDAYS		PUBLIC HOLIDAYS	
		Monday 2 nd October – Labour day	



Our Vision

*"Our **Vision** at Ballina Fox Street*

*Preschool is to provide an equality of opportunity (Belonging),
for every child to reach their potential (Becoming) and develop a community of lifelong
learners (Being)."*

Our Philosophy

We recognise that children's learning and development takes place in the context of their families and that families are the children's first and most important educators. All children are seen as *strong, capable* and *resilient*; rich with wonder and knowledge, bringing with them deep curiosity and potential.

Our flexible program supports each child to engage with and explore their uniqueness and diverse perspectives. Children possess agency and are provided with the ability to initiate and lead their own learning, viewed as active participants and decision makers in matters that affect them. There is a strong focus on social collaboration, working in groups, where each child is an equal participant, having their thoughts and questions valued. Children's social, cultural, family and linguistic diversity is valued and supported through equitable access to resources and participation within the program.

Positive behaviour management approaches support children to self regulate and develop relationships and skills, enabling self advocacy and a safe and secure environment to 'be'. Effective approaches for building resilience are supported by active and positive partnerships with children, parents and community. Children are provided with opportunities to learn and practice social skills, developing the ability to 'bounce back' when faced with adversity within learning and the social context.

Each child is assessed individually using the Early Years Learning Framework and the National Quality Standard, within the context of the physical and social environment.

Evidence of learning goals is gathered by educators through observations as well as discussions with the child, families and community.

An ongoing cycle of critically analysing, planning, documenting and evaluating individual and group learning, underpins the educational play program. Through goal driven learning opportunities, each Educator caters for individual learning, gathered through the interests of the children. Learning experiences are also spontaneous throughout the day, allowing for key moments of inspiration and learning to be explored through meaningful experiences.

DAILY RHYTHM

This is a flexible daily routine which reflects the rhythm of the day. The times are a guide, and open to change based on children's needs.

8.15am – 8.45am	<p><u>Early Birds</u> Children arrive and take part in a quiet activity until the 9.00am program begins. Educators team meeting 8.30am – 9.00am.</p>
9.00am – 9.20am	<p><u>Morning Meeting</u> Children transition indoors for a morning meeting. This is where children and educators have the opportunity to greet each other for the day, acknowledgement of country, discuss the day ahead, and reflect on the morning.</p>
9.20am – 10.45am	<p><u>Outdoor Program</u> Children engage in planned and spontaneous learning experiences, in the outdoor learning environment. Children also have the opportunity to have a vegetable snack during this time. Pack away and transition to deck area.</p>
11.00am – 11.50am	<p><u>Mealtime</u> Children transition from morning highlights and lowlights meeting to wash their hands and then to morning tea. Children and Educators enjoy each other's company on the outdoor veranda. Educators take this time to support children in discussing and making healthy food decisions.</p>
11.50am – 12.10pm	<p><u>Music And Movement</u> Children explore music and movements as a group; this may be through singing, dance and exploring musical concepts.</p>
12.10pm – 1.00pm	<p><u>Indoor Play</u> Children engage in planned and spontaneous learning experience in the indoor learning environment.</p>
1.00pm – 1.20pm	<p><u>Literacy Experiences – Stories, felt boards, games etc</u> Once all children have packed away an educator will conduct a literacy experience to provide an opportunity to explore an intentional teaching experience.</p>
1.20pm – 1.50pm	<p><u>Mealtime</u> Children transition from literacy group to wash their hands and then to lunch. Children choose to eat indoors or outdoors, educator support children to transition from lunch to rest time.</p>
1.50pm – 2.30pm	<p><u>Rest Time</u> Every child in the room is provided with a bed to engage in rest time. Children have the opportunity to have a sleep or engage in quiet restful experiences such as a story, treasure bag, or sensory toy. The room is set up to be restful as the lights are turned off, blinds are down, and restful music is played.</p>
2.30pm – 3.00pm	<p><u>Pack Away and Home time</u> Children are encouraged and supported to pack away their belongings in preparation for home time. An educator will engage the children while they wait using stories, games etc. An Educators will greet the families and briefly reflect on the day. Families will have the opportunity to read the information available on the display area next to the sign on sheets.</p>
3.15pm – 3.45pm	<p><u>Late birds</u> Children take part in a quiet activity until they are picked up by their families Educators team meeting 8.30am – 9.00am</p>
<p><i>NQS – QA1 – 1.1.3 – All aspects of the program, including routines are organised in ways that maximise opportunities for each child's learning.</i></p>	



“When you enrol a child you actually enrol a family”

We are more than just a preschool, we are a community of educators, children and their families who come together to build quality and meaningful relationships. As educators we must facilitate and find ways to provide authentic opportunities for families to be involved in and contribute to their child’s learning. Before we can work toward this, we must first think about how we help families to feel part of what we do.

What do families perceive and feel as they walk through the gate?

Are they welcomed in a way that gives them a sense of belonging?

Essentially, if families feel comfortable in our presence and environment, they will openly begin to contribute to what we do, and if families feel happy children will observe and respond in this way also.

At Fox Street Preschool, we value your input and appreciate any questions, comments, or feedback.

Thank you for your support

Ballina Fox Street Team