

*Tenterfield Preschool Kindergarten Inc*

## **Parent Handbook**

# 2022





# Tenterfield Preschool Kindergarten

## *Parent Handbook*

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**Mobile:** 0437 675 034

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**Post:** PO Box 249  
Tenterfield NSW 2372

**Location:** 90 Wood Street, Tenterfield NSW 2372

**Hours:** Open Monday to Friday 8.00am to 3.30pm  
(During public school terms)

★ Catering for 29 Children per day

★ Early Childhood Teacher and Trained Preschool Educators

# Table of Contents

Welcome .....	1
The History of Tenterfield Preschool Kindergarten Inc .....	1
Preschool Times .....	2
Philosophy.....	2
Our Mission Statement.....	3
2021 School Calendar.....	4
Management and Licensing .....	5
Preschool Staff.....	6
Fees/Funding .....	7
Parent Concerns .....	8
Parent Participation .....	8
Preparing for the first day .....	9
Arrival and Departure Times .....	10
What to bring.....	11
What not to bring.....	11
Clothing .....	12
Curriculum.....	12
The value of play.....	13
Our General Daily Routine .....	14
Reflection and Sharing.....	14
Allergy Aware Zone.....	15
Health and Safety.....	15
Medication.....	15
Immunisation.....	16
NSW Immunisation Schedule.....	17
Exclusion.....	18
Absences .....	20
Child Protection.....	20
Custody Situations .....	21
Policies.....	21
Emergency Evacuation Procedure.....	22
Physical Activity .....	22
Preschool and School .....	24
Development of Sounds .....	25
W Sitting in Children.....	26
Writing Positions .....	27
The NSW Foundation Script.....	28
Code of Conduct .....	29

# Welcome

On behalf of the Tenterfield Preschool Kindergarten Inc Management Committee we extend a warm welcome to you, your child and family as valued members of our Preschool Community. We hope that this will be a happy, educational, and socially rewarding experience.

Tenterfield Preschool provides a bridge between home and school. For many children Preschool is the first step into the wider community as an independent individual, where the foundations for future learning will be laid.

Our aim is to provide a quality Preschool service for local children, so that they are not disadvantaged because they live in a rural farming community. We aim to prepare the children socially for school and life, in an excellent Preschool environment. We endeavour to provide an opportunity for these children to integrate with each other in a caring and stimulating setting.

Our environment offers an extensive range of learning experiences where children experiment, explore, discover, and learn while they play. As each child matures, strengths, interests and confidence grow. The program is extended; promoting achievable challenges that encourage further learning and development.

We hope that this booklet will answer your many questions and please feel free to ask the Nominated Supervisor, Educators or Management Committee to provide further information. Most importantly talk to Educators about your child's interests and progress. As the most influential and important people in your child's life we look forward to working closely with you to build a solid foundation for the next phase of your child's school life.

## The History of Tenterfield Preschool Kindergarten Inc

The Tenterfield Preschool Kindergarten was built by local builders Mick Cooper and Bill Sterling and the local Apex Club. It was first opened for operation in 1955 with the Hon. M.F Bruxner officially opening the current building on 18 April 1959.

The Tenterfield Preschool is a non-profit, community-based organisation primarily concerned with the care and education of children aged 3 - 5 years.



Officially Opened April 18, 1959



Preschool 1984

Funding is received from NSW Government Education and parents pay the difference between operating cost and funding.

Preschool also receives some child specific funding from the Preschool Disability Support Program (PDSP). The Management Committee aims to keep fees to the minimum amount required to meet all Preschool expenses.

## Preschool Times

The Preschool operates Monday to Friday and children may attend between the hours of 8.00am and 3.30pm. Under the Preschool's Funding Specifications and Service Agreement, we are required to give **priority of access** to:

- children who are at least 4 years old on or before the 31 July in that preschool year and not enrolled or registered at a school
- children who are at least 3 years old on or before 31 July and from low income and Aboriginal families
- children with English Language needs
- children with disabilities
- children who are at risk of significant harm (from a child protection perspective).

Regardless of your child's day of attendance the Preschool will cater for each child's needs and strengths individually.

## Philosophy

At Tenterfield Preschool we acknowledge the traditional custodians of this land as the Yukinbul people, the Bundjalung people and the Gamilaroi people. We pay our respects to the elders both past and present and acknowledge the young people here as our leaders of tomorrow. We ensure that cultural experiences are embedded in our everyday practices, providing children with a true sense of respect, understanding and empathy.

We believe that play is essential for learning and provide an environment that is stimulating, inclusive and nurtures a love for learning. We aim to guide children during this time as they positively interact with their peers and develop a strong sense of belonging. Educators document children's developmental progress, using their interests to extend their learning which is then embedded in the Educational Program.

Children are unique, their enthusiasm, curiosity and creative thinking is fostered and encouraged.

We support a strong sense of identity by providing the children with a safe and secure environment, stemming from relationships that have developed through genuine interactions, conversations and engagements. Stimulating play experiences encourage children to explore, experiment, investigate and discover as their thinking and problem-solving skills are challenged, developing their potential for learning. Children are provided with the vital strategies to become skilled in resilience and are encouraged to openly express their feelings as they develop a strong sense of self identity.

Educators pride themselves on being positive role models as they create a warm and friendly atmosphere, welcoming all families and providing them with a safe and caring environment. Our practices are guided by the Early Years Learning Framework to provide a balance of intentional teaching and play-based experiences that foster an holistic approach that is essential for children to learn. All learning experiences are based on the needs and interests of the children, making them confident and involved learners. Each Educator brings their own strengths to the Preschool environment and use these to guide their individual practices.

In partnership with families and communities, we aim to acknowledge that parents, carers and families are, and always will be, the primary influence over their child. It is our

responsibility to work with families, as partners, towards achieving individual goals for their children. We acknowledge that each family is unique, and we respect each of their circumstances without bias.

We aim to involve the children in a wider community and strengthen their sense of belonging as we celebrate and participate in a wide variety of experiences outside of Preschool. The children are able develop a true understanding of the world in which they live as we venture, learn and engage with others. We feel that we lay the foundations to become more environmentally aware and always model sustainable practices.

## Our Mission Statement

*“to provide a quality Preschool service for local children, so that they are not disadvantaged because they live in a rural farming community. We aim to prepare the children socially for school and life, in an excellent Preschool environment. We endeavour to provide an opportunity for these children to integrate with each other in a caring and stimulating setting.”*



# 2022 School Calendar

## Terms

<b>Term 1</b>	<b>Friday 28 January to Friday 8 April 2022</b>
<b>Term 2</b>	<b>Tuesday 26 April to Friday 1 July 2022</b>
<b>Term 3</b>	<b>Monday 18 July to Friday 23 September 2022</b>
<b>Term 4</b>	<b>Monday 10 October to Tuesday 20 December 2022</b>

## Holidays

<b>Autumn Holidays</b>	<b>Monday 11 April to Friday 22 April 2022</b>
<b>Winter Holidays</b>	<b>Monday 4 July to Friday 15 July 2022</b>
<b>Spring Holidays</b>	<b>Monday 26 September to Friday 07 October 2022</b>
<b>Summer Holidays</b>	<b>Wednesday 21 December 2021 to Thursday 26 January 2023</b>

- ★ The Preschool closes for Public Holidays and NSW Public School Holidays
- ★ The Preschool DOES NOT close for pupil free days

# Management and Licensing

## *What is Community Management?*

Community based services are not for profit services, where the profit (or surplus) is reinvested in the service. The community managed organisation such as our Preschool is a legal entity and our families are its members. These members elect a Management Committee to run the organisation on their behalf at the Annual General Meeting (AGM) held in March each calendar year. The Committee makes all major legal, financial, employment, planning and policy making decisions in regard to the Preschool. The Preschool Management Committee meets the first Monday of the month with the exclusion of School and Public Holidays. Committee meetings are open to all members of the Preschool. The Preschool enjoys a high level of input from the community through our dedicated Management Committee. This direct link ensures that our service reflects the changing needs of the families. Tenterfield Preschool is licensed by NSW Government Education and Communities under the Education & Care Services National Regulation.

### 2020/21 Management Committee

<b>President:</b>	Karen Holley
<b>Vice President:</b>	Lisa Baguley
<b>Treasurer:</b>	Tina Bulmer
<b>Secretary:</b>	Kelly Duck
<b>Patron:</b>	Mrs Valerie Melling
<b>General Committee:</b>	Melissa Blum, Katie Crotty, Alison Lawrence, Jessie Morrow, Karen Rennick, Chani Veheers



# Preschool Staff

## Director/Nominated Supervisor



**Chloe Daly**  
Diploma in Children's Services  
*Studying Bachelor of Early  
Childhood Teaching*

## Educational Leader



**Jules Hennessy**  
Diploma in Children's Services

## Educator



**Candice Potter**  
Diploma in Children's Services

## Educator



**Karyn Giammichele**  
B.Ed(EC)



**Debbie Hovey**  
Certificate III in Children's Services

## Casual Support Worker/Volunteer



**Megan Donges**

## Fees/Funding

The Tenterfield Preschool Kindergarten Inc Management Committee reviews its fees annually.

Fees are payable to finance the difference between government funding, the operating cost of the Preschool and are payable in advance by term accounts. The Management Committee aims to keep fees to the minimum amount required to meet all Preschool expenses.

- Fees are payable for the full number of sessions for which the child is enrolled whether he/she attends or not.
- Non-payment of fees by the due date may mean that your child cannot attend Preschool until payment is received.
- Payment can be made to the Preschool by cheque, cash or by direct deposit or use Centrepay to arrange regular deductions from your Centrelink payment. Centrepay is a voluntary payment option available to Centrelink customers. Go to **humanservices.gov.au/centrepay** for more information and to set up your Centrepay deductions

The NSW Government Education and Communities “Start Strong” initiative states that funding will be targeted to *children in their year before school and to disadvantaged children aged 3 and over who attend 600 hours per year (15 hours per week)*. This means that children eligible for a funded Preschool place under the new Preschool funding model will be either:

- *4 years old on or before 31 July in that preschool year and not yet in compulsory schooling and attending 600 hours per year (15 hours per week); or*
- *3 years old on or before 31 July in that preschool year and from a disadvantaged background (i.e. from a low-income Health Care Card holding family and/or Aboriginal) and attending 600 hours per year (15 hours per week).*

**Annual membership of the Incorporated Body is \$5.50 applied in first term.**

**Preschool Fees for 2021 are:**

**\$25.00 per day**      **3 and 4-year-old children (age as at 31/7/2021)  
who attend 15 hours per week**

**\$12.00 per day**      **3 and 4-year-old children who are Aboriginal or who have a  
Health Care Card and attend 15 hours per week**

**\$10.00 per Term**      **Voluntary Building Fund Contribution (Tax Deductible)**

***Casual day charged at same rate as your normal day***

In accordance with our Fees Policy, fees for each term are payable by the end of week 3. Accounts will be prepared and sent to families three weeks before the due date. Fees are to be paid by cheque, postal order, cash, or direct deposit.

**BSB: 932 000**

**Account No: 663490 (S3 if you bank with Regional Australia Bank)**

**Reference: Family name/Invoice No.**

Extensions for time will be considered if discussed with the Nominated Supervisor or Management Committee before the due date. A fee payment schedule will be issued in agreement with the Payee and Nominated Supervisor/Management Committee. Repayments are to be completed by the end of the relevant term.

## Parent Concerns

Parents with concerns are asked to speak with the Nominated Supervisor. The Nominated Supervisor will then investigate the matter. The Nominated Supervisor will arrange a quiet place and time for consultations between parents and staff members; it is our policy that any issues that may be distressing are not discussed in the hearing of the children. Every attempt will be made to achieve an outcome that is satisfactory to all parties. Should you feel that your concerns have not been adequately addressed at a Preschool level please contact:

### Management Committee

President – Karen Holley  
C/ PO Box 249  
Tenterfield NSW 2372  
Ph: 02 6736 1145

*If you are still dissatisfied with the outcome, please contact:*

### NSW Department of Education

[www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)

Ph: 1300 679 332

Or

### Early Childhood Education Directorate

1800 619 113

Email: [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

NSW Department of Education  
Locked Bag 5107  
Parramatta NSW 2124



## Parent Participation

We invite parents to become involved with the Preschool, at a level that they feel comfortable, and work with the Preschool Educators to enhance our daily program. We ask parents to share an interest, talent or hobby. Do you enjoy painting, carpentry, sewing, or even play an instrument? These are all terrific skills that could contribute to our Preschool day.

We recommend that when you come to Preschool (if time allows) play a game, read a story, and participate in discussions. Our open-door policy allows parents to participate in our program. Any increased parental involvement enriches the program. We will provide Parents with information about in-service courses which they are invited to attend, any information nights and guest speakers. There are posters, brochures and displays available to provide information to families.

## *Preparing for the first day*

**All children must be toilet trained.** With the absence of nappy changing facilities, we are unable to enrol children who are not yet toilet trained. This means that children must be out of any type of nappy or pull-up unless a specific reason exists for lack of complete toilet training. If such reason exists parents must discuss them with the Nominated Supervisor prior to commencement.

Separation from home and saying goodbye to Mum, Dad or Carer can cause real anxiety for some Preschoolers. To ensure that your child has a happy, relaxed, and confident entry into Preschool, we need your cooperation.

- ★ Try to have at least **one** or more pre-entry visits with your child to Preschool.
- ★ Talk to your child about what will happen during the day (see daily routine).
- ★ Be positive!!! Do not allow your own anxieties to be seen by your child, as he/she may mirror your feelings and become distressed unnecessarily.
- ★ Coach your child to follow a hygienic toilet routine (tell the Preschool staff if your child may need assistance to wipe his/her bottom).
- ★ Learn the Preschool Educator's names with your child.
- ★ After the first day, find a routine of settling your child and stick to it where possible. This means you are encouraged to spend time to settle your child in the morning until he/she builds a rapport with at least one Preschool Educator.
- ★ When it is time to leave, hand over your child to one of the Preschool Educators. (Draw your child's attention to the Educator and ensure that the Educator takes over from you. It is important that there is an adult to provide support and comfort while you leave, and your child watches you). Our waving window works well.
- ★ Maintain your confidence.
- ★ If your child becomes distressed, try to resist turning back.
- ★ Call us 5 minutes after you leave to ensure your child has recovered and is settling.
- ★ If you do not call and your child continues to cry, we will call you and decide together what to do next.
- ★ Be assured that every effort will be made to reassure, comfort, and divert your child's attention.
- ★ We will never leave a crying child alone. One of us will be there.
- ★ Please avoid dragging out the goodbye.
- ★ Help your child make connections: find out who they enjoyed playing with and invite them to play out of Preschool hours.
- ★ Share observations and any concerns with Preschool Educators.
- ★ Some children are at ease and comfortable from the beginning. However, most children will demonstrate anxieties in a variety of ways. Please discuss your child's way of dealing with this transition with the Educators, who are trained professionals, able and always available to help with your concerns.

## Arrival and Departure Times



**The Preschool opens at 8.00am and closes at 3.30pm.**

**Remember to encourage your child to wash his/her hands-on arrival and departure to reduce the risk of cross-infection.**

A sign in/out sheet is located in the foyer of the Preschool. Children must be signed 'in' stating the actual time of arrival and 'out' each day the child attends as required by the Regulations governing all NSW Centre-based facilities. Signing in is also an important safety measure as the sign in sheets are used as the roll in an emergency.

We recommend that parents endeavour to arrive before 9.00am to ensure that your child can participate in the morning rituals that foster the child's sense of membership to his or her group.

You are welcome to collect your Preschooler between 3.00pm - 3.30pm. Children are usually participating in an end of day story, movement, game, or quiet time.

Please note that children must be collected by 3.30pm as we are not licensed to have children on the premises after this time.

Please make sure that you document names and contact details of people who are authorised to collect your child. This includes changes to bus or normal routine. NO child under any circumstances will be released to anyone who is not listed as a person authorised to collect on the enrolment form unless we have received written permission prior from you.

**All people authorised to collect must be a minimum of 18 years of age.** They must provide photo ID the first time they collect your child on your behalf, unless you introduce

them in advance in person, to the Preschool staff. **In the event of a separation in the family where one parent has custody of the child, court documents must be given to the Preschool otherwise the parents whose names are on the child's birth certificate are permitted to collect the child.**

If your arrangements alter during the day, please call the Preschool. If there is an emergency and you or an authorised person is unable to pick up your child, please call the Nominated Supervisor and if you are able, send an email stating your name, your child's name and the person who will be collecting your child (they must bring photo I.D.) Please also include a number where you can be reached.

email: [admin@tenterfieldpreschool.com.au](mailto:admin@tenterfieldpreschool.com.au)

## *What to bring*

Please send the following items with your child/ren and ensure that their belongings have been labeled with their name.

- **Bag or backpack** - It is important that this bag is **big enough** to carry all of your child's belongings and that the **child's name is clearly visible** on the **outside** of the bag (it is also important that they can open and close it themselves). A bag tag will be made and attached to bags for easy identification by children and Educators.
- **Hats** are essential - Please choose one that gives your child protection from the sun, fits well, and stays on. Full Brim. **NO CAPS**. Preschool has hats for sale at \$12 each, please see the office should you wish to purchase one.
- **Drink/Water Bottle** - filtered water will be available to refill anytime during the day.
- **Fruit Break** - fresh fruit, tinned or dried fruit only.
- **Morning Tea** - Such as fruit, crackers with cheese or vegemite, popcorn, pikelets, or home bake (no chocolate/cacao) etc.
- **Lunch** - Such as sandwiches, pasta, salad, cheese, and fruit. (We are unable to heat food.)
- **Spare clothes** - To allow for a change in the weather and accidents requiring a change of clothes. Please ensure that they are seasonally appropriate and remember how quickly your child grows.

## *What not to bring*

Please **do not** send the following:

- **Chocolate/Nutella or Cacao.**
- **Drinks** – Please do not send poppers/cordial or milk. Filtered water will be available to refill your child's drink bottle anytime during the day.
- Food items such as **chips, muesli bars, roll-ups, chocolate/cocoa/cacao**, and other items, which may cause tooth decay.
- **Toys and small jewellery items.**
- **Handkerchiefs** - Tissues are provided by the Preschool.

**IMPORTANT!** Please keep the number of belongings that you expect your child to manage at Preschool to a minimum and ensure they know their own belongings.

## Clothing

Please dress your child/ren in non-restrictive comfortable and easy to wash clothing suitable for messy play.

Although every effort is made to protect your Preschoolers clothes, accidents do occur when children are learning and exploring. It is anticipated that paint may escape the apron onto clothing. We encourage messy sensory play for emotional health and fine motor development. Therefore, we ask you to encourage your Preschooler's participation in these types of activities by providing appropriate clothing.

In accordance with our Sun Protection Policy, when outdoors, Educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulder's, back and stomach) as possible. The following clothing will be recommended to families as suitable for outdoor play at Preschool.

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 will be provided with spare clothing.

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

Children and Educators are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible. Sunglasses are available for children to wear.

**Please label every item of clothing including shoes so that every item discarded can find its way back to the rightful owner. Use a permanent marker – this is just as effective a commercially manufactured label.**

Educators will encourage the children to store discarded clothing in their bags. Please check the lost property basket should you lose an item of clothing and let staff know as soon as possible.

Any lost property not claimed by the end of the term will be added to the Preschools spare clothing or donated to charity.

## Curriculum

The Early Years Learning Framework (EYLF) is used as the basis for the Preschool program. The Framework is used in partnership with families, 'children's first and most influential educators', to develop learning programs responsive to children's ideas, interests, strengths and abilities and recognise that children learn through their play. *Belonging, Being and Becoming – The Early Years Learning Framework for Australia.*

The program of the Preschool will provide the experiences outlined in the framework to assist children to achieve outcomes.

"Children can only be capable and resourceful when they are actively encouraged and

supported to be so. The effective professional sometimes leads children, sometimes follows, and sometimes is simply a participant in their experience, but always displays wisdom about which role is appropriate. Professionals set the stage and construct opportunities for children to think, act and create” (p.37). (The NSW Curriculum Framework)

- The Preschool has adopted the outcomes for each Area of Development as desirable outcomes for the children at Tenterfield Preschool.
- Both free-choice and planned experiences will be offered to the children.
- Experiences will be planned to promote Early Literacy.
- Experiences will be planned to develop Early Mathematics concepts.
- Technology experiences will be included in the children’s program, being mindful of screen time.
- Language development will be given special emphasis.
- Excursions will be part of the program.
- Visitors, exhibits, and performances will be arranged to take place at the Preschool.
- Children develop positive attitudes and values by engaging in learning experiences about sustainable practises each day.

Because we believe that all children are individuals striving to discover the connections between their experiences and their environment and that their sense of self-worth/self-esteem is important, the program will offer children an environment rich in opportunity for self-discovery based upon their immediate interest areas.

The physical environment will be the foundation of our curriculum. The main playroom and veranda room will be designed to be child-centred, attractive, and interesting.

The indoor environment will be set up in active learning experiences that reflect the interests and developmental needs of the children, such as dramatic play and visual arts.

Educators will aim to conduct smooth transitions between experiences. Transitions are integrated into the program as learning opportunities. Children will be encouraged to participate in routine transition times, such as packing away.

## *The Value of Play*

- ★ Play is the most effective way for young children to learn
- ★ Play is freely chosen
- ★ Play is functional as it allows children to work out anxieties and conflicts, and to practise roles they will assume in later life
- ★ Play supports that development of the whole child – socially, emotionally, intellectually, and physically
- ★ Allows for the recognition of each child’s unique learning style, abilities, and developmental level
- ★ Allows for hands on learning, where the curriculum can emerge from the children’s interests and needs making learning concrete and meaningful
- ★ Repetitive play helps children to master skills and concepts so they can progress to the next level, adding their own level of complexity to their play, contributing to their

development and learning

- ★ Children at Tenterfield Preschool contribute to discussions that shape and decide what they would like to do next
- ★ Play is a very effective way for children to accumulate a huge amount of basic knowledge about the world around them

## *Our General Daily Routine*

Times are approximate and will change during the Summer and Winter months and as the year progresses.

8.00 - 9.00 Meet and greet children, unpack lunches and folders.

Free Play – Morning Activities.

Please arrive by 9.00am.

9.00 - 9.30 Welcome Group Time – marking the roll, days of the week etc, group activity discussions

9.30 - 9.45 Fruit Break.

9.45 - 10.45 Activities – Intentional and free play.

10.45 - 11.05 Morning Tea – Choices empower children to make decisions which affect them. This time also provides a social event for the children and Educators who, of course, model healthy eating habits. These routines provide an introduction to school life and the responsibilities involved. Educators will interact with children intentionally teaching nutrition principles from the 'Munch and Move curriculum'.

11.05 - 11.30 Morning Group Time (Language and Literacy)

11.30 - 12.45 Outdoor Education Program.

12.45 - 1.00 Pack Away.

1.00 - 1.30 Reflection and Sharing, Lunch.

1.30 - 2.30 Quiet time and rest areas made available.

Children are then given the opportunity to move to quiet activities, relax and rest during the afternoon. This structure allows us to effectively meet the needs of individuals and groups.

2.30 - 3.15 Reflection & Sharing, music and movement, spontaneous activities.

3.15 - 3.30 Quiet story or puzzle Preschool day concludes.

## *Reflection and Sharing*

Reflection and Sharing has educational value and provide the opportunity for the child to speak in front of their peers in a relaxed atmosphere which nourishes self-esteem, confidence, improves expressive language skills and extends their vocabulary. It is an effective way to discover their interests which are the building blocks for an emergent curriculum. We encourage children to talk about (reflect upon) their day at Preschool. What they would like to play with or do, who they like to play with or what was their favourite part of their Preschool day.

## Allergy Aware Zone

Tenterfield Preschool is a 'Nut Tolerant' service. If a child is diagnosed with an anaphylactic reaction, we will assess our procedures in line with our Policies and Medical Action Plan, as well as the needs of the family. Nut butters and natural or dry roasted nuts have many proven health benefits and are a wonderful snack option and are welcome at Preschool.

## Accident Insurance Policy

Personal Accident Insurance cover is arranged for each child. The policy covers ambulance, dental, optical, medical and incidental expenses not covered under Medicare. The policy covers children traveling to and from Preschool.

Your child is automatically covered once enrolled at Preschool.

## Health and Safety

Children suffering from an infectious disease should be excluded from Preschool for the duration of the infection.

It is also important to notify Preschool Educators of any health or home activities that may affect your child's behaviour at Preschool. Although every care is taken to prevent mishaps, accidents may occur which involve your child. When a child is injured an Educator will administer first aid immediately, comfort the child and notify you, (depending on the nature of the injury). All permanent Educators have current first aid certificates and are experienced in managing minor injuries.

All injuries are recorded, and parents are requested to read and sign the form. A copy of the form will be handed back to you and the original kept on file in your child's file. Children on the bus will be contacted and a copy of the form sent home to sign. Please return for us to copy for our files.

These records are used to monitor the frequency of accidents and evaluate our practices to maintain an optimum level of safety.

Please keep your child at home when suffering a heavy cold or possible infectious disease or virus.

Notify the Preschool immediately if your child contacts a contagious illness, (including headlice).

## Medication

Educators will only administer medication **prescribed by a doctor**. Over the counter medication must also be accompanied by written documentation from the doctor.

Medications must be handed to an Educator along with a completed Medication Authority Form. **Under no circumstances should medication be left in a child's bag.** Please remember to collect medication before departing. School Bus travelers please phone the Preschool and talk to the Nominated Supervisor/Administration – give the medication to the bus driver. An Educator will collect the medication in the morning and deliver it back to the driver in the afternoon.

Two Educators will administer the medication after checking the dosage and expiry date. After administering the medication each Educator will sign the form.

If your child develops a temperature during the day, we will contact you immediately. We can only administer Paracetamol when there is signed permission on file. When necessary we will administer first aid then call you immediately.

If your child is affected by asthma or anaphylaxis, a current supply of the prescribed medication is kept at Preschool.

## *Immunisation*

From 1 January 2018, changes to the Public Health Act 2010 mean Preschools will not be able to enrol a child unless the parent/caregiver has provided documentation that shows that the child:

- a) An Immunisation History Statement showing your child's immunisations are up to date (if your child has a medical contraindication for a specific vaccine(s) a Medical Contraindication Form will also be required), or;
- b) A Medical Contraindication Form if your child is unable to be immunised with any vaccines due to medical reasons, or;
- c) An Immunisation History Form where an immunisation provider has certified that your child is catching up their immunisations.

**Other immunisation records, such as the Blue/Red Book, a GP Letter or an overseas immunisation record are not acceptable.**

Immunisation History Statements are sent to each parent/guardian after their child turns 18 months and 4 years of age. You can obtain one at any time by contacting Medicare:

- By telephone on 1800 653 809
- By email on [acir@medicareaustralia.gov.au](mailto:acir@medicareaustralia.gov.au)
- Online at [www.medicareaustralia.gov.au/online](http://www.medicareaustralia.gov.au/online)
- In person at your local Medicare office, Centrelink office or Child Support Service Centre.

# NSW Immunisation Schedule

## NSW Immunisation Schedule

updated March 2020



AGE	DISEASE	VACCINE
<b>CHILDHOOD VACCINES</b>		
Birth	Hepatitis B	H-B-VAX II <b>OR</b> ENGERIX B
6 weeks	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
4 months	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
6 months <sup>1</sup>	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA
12 months	Meningococcal ACWY	NIMENRIX
	Pneumococcal	PREVENAR 13
	Measles, mumps, rubella	MMR II <b>OR</b> PRIORIX
18 months	Diphtheria, tetanus, pertussis	INFANRIX <b>OR</b> TRIPACEL
	Measles, mumps, rubella, varicella	PRIORIX TETRA <b>OR</b> PROQUAD
	<i>Haemophilus influenzae</i> type b	ACT-HIB
4 years <sup>2</sup>	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV <b>OR</b> QUADRACEL
<b>ADOLESCENT VACCINES - SCHOOL VACCINATION PROGRAM</b>		
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX
	Human papillomavirus (2 doses)	GARDASIL 9
Year 10	Meningococcal ACWY	NIMENRIX
<b>ADULT VACCINES</b>		
Pregnant women	Influenza (Annually-any trimester)	INFLUENZA
	Pertussis (ideally between 20-32 weeks)	BOOSTRIX <b>OR</b> ADACEL
65 years and over	Influenza (Annually)	FLUAD QUAD
	Pneumococcal (One dose, unless medical risk factors <sup>1,2</sup> ) <sup>3</sup>	PNEUMOVAX 23
70 years (Catch-up for 71-79 years until 31 October 2021)	Zoster	ZOSTAVAX
<b>AT RISK GROUPS</b>		
All children 6 months to < 5 years <sup>4</sup>		
Aboriginal people 6 months and over	Influenza (annual)	INFLUENZA
6 months and over with medical risk conditions <sup>4</sup>		
Aboriginal people 15-49 years with medical risk factors		
Aboriginal people 50 years and over	Pneumococcal <sup>5</sup>	PNEUMOVAX 23

## Exclusion

Please notify the Preschool if your child contracts a contagious illness. (Including headlice)

Condition	Exclusion of case	Exclusion of contacts
<i>Campylobacter</i> infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
<i>Cryptosporidium</i>	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein–Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded

<b>Condition</b>	<b>Exclusion of case</b>	<b>Exclusion of contacts</b>
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded
Rubella (German measles)	Exclude until the person has fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics, or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in nonimmunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Worms	Exclude if loose bowel motions are occurring Exclusion is not necessary if treatment has occurred	Not excluded

## Absences

All absences from Preschool should be explained. If your child is absent for three of their enrolled days without explanation, your enrolment may be cancelled in accordance with Preschool policies.

If your child is unable to attend Preschool due to illness or on holidays, please notify Educators as soon as possible. Please inform us of the nature of your child's illness, especially when it is a contagious illness. We ask you consider the health of other children and staff within the Preschool.

**If a child has not arrived by 10am and we have not heard about their absence, we will contact their parent/guardian via phone call, email and/or text message. If they can still not be contacted, a message will be left for them to contact us regarding their child's absence.**

Unfortunately, fees cannot be refunded as a result of your child's absence. Costs are the same whether your child attends for the day or not.

If a child becomes ill at Preschool, we will contact the parents or primary carer's in the first instance. If we cannot contact the parents or primary carer's, we will contact the first emergency contact and proceed through the list until a delegated person is reached.

## Child Protection

NSW Government – Education and Communities give clear and specific guidelines regarding Child Protection issues. In accordance with Preschool policy and these guidelines Educators are trained to recognise the signs of possible abuse and are obligated as mandatory reporters to report any incidents of suspected abuse to the Child Protection Helpline.

### *Child Protection Risk Management Strategy*

The Approved Provider, Nominated Supervisor, employees and volunteers will implement a Child Protection Risk Management Strategy to ensure the health, wellbeing and safety of all children at the service, protect children from harm and protect the integrity of employees and volunteers. The Strategy includes the following components which meet the eight mandatory requirements of the Risk Management Strategy outlined in the Working with Children legislation.

1. Aim
2. Code of Conduct
3. Recruitment, Selection and Training Procedures for employees and volunteers which include child protection principles
4. Procedures for handling disclosures and suspicions of harm Reporting and Documenting Abuse or Neglect
5. Procedures for Managing Breaches
6. Risk Management for High Risk Activities and Special Events
7. Strategies for Communication and Support

If you have any concerns about the safety or wellbeing of any child call the Child Protection Helpline by calling **132 111**.

If you need support to prevent abuse contact **CAPS – Child Abuse Prevention Service**, which is a 24-hour telephone counselling service on 02 97168000 or alternatively **Tenterfield Family and Youth Support** on 02 6736 2619.

## Custody Situations

In the event of a separation in the family where one parent has custody of the child, and where restrictions may be in place, relevant Court documents must be given to the Preschool and copies made to be kept on file. This is the only way to ensure that your child is picked up by an authorised adult.

In these situations, it is also important to inform the Preschool of any changes that may have occurred, so we can help accommodate your child's individual needs.

## Policies

Please refer to the comprehensive Policy Manual located in the Parent sign on area to familiarise yourself with the Preschool policies and procedures. These policies cover many of the underlying principles in providing high quality education and care and were current. New policies are developed, and existing policies are reviewed every twelve months. Any change in policy is advised to families using the changes to policies and procedures form.

A list of policies is outlined below:

- ★ Acceptance and Refusal of Authorisation
- ★ Additional Needs
- ★ Administration of Authorised Medication
- ★ Allergy Aware
- ★ Anaphylaxis
- ★ Animal and Pet
- ★ Anti Bullying
- ★ Asthma
- ★ Bike Safety
- ★ Biting
- ★ Blood and Bodily Fluid
- ★ Bus
- ★ Chemical Spills
- ★ Child Protection
- ★ Continuation of Education and Care
- ★ Coronavirus (COVID19)
- ★ Cystic Fibrosis
- ★ Death of a Child
- ★ Death of an Educator
- ★ Debit Card
- ★ Delivery and Collection of Children
- ★ Education Curriculum and Learning
- ★ Educator and Management
- ★ Emergency Management and Evacuation
- ★ Emergency Service Contact
- ★ Enrolment
- ★ Epilepsy
- ★ Excursion
- ★ Facebook
- ★ Family Law and Access
- ★ Fees Absences and Attendance
- ★ Food, Nutrition and Beverage
- ★ Grievance
- ★ Governance & Management
- ★ Head Lice
- ★ Health, Hygiene & Safe Food
- ★ HIV AIDS
- ★ Immunisation and Disease Prevention
- ★ Incident, Injury, Trauma & Illness
- ★ Infectious Diseases
- ★ Lockdown
- ★ Lock up
- ★ Medical Conditions
- ★ National Quality Framework
- ★ Orientation for Children
- ★ Pandemic Plan
- ★ Parental Interaction & Involvement in Service
- ★ Photography
- ★ Physical Environment
- ★ Policy and Procedure Review
- ★ Prescribed Information to be Displayed
- ★ Privacy and Confidentiality

- ★ Environmental Sustainability
- ★ Relationships/Interactions with Children
- ★ Sand Pit
- ★ Sleep Rest, and Clothing Relaxation
- ★ Social Networking Usage
- ★ Staff Appraisal
- ★ Staffing Arrangements
- ★ Sun Protection Policy
- ★ Record Keeping and Retention
- ★ Technology Usage
- ★ Tobacco, Drug and Alcohol
- ★ Transportation
- ★ Unenrolled Children
- ★ Water Safety
- ★ Work Health and Safety

## *Emergency Evacuation Procedure*

As required by our Regulations the Preschool conducts Emergency Evacuations/Lockdowns once per term, at various times of the day. Everyone who is at the Preschool must take part, listening and responding to Educators directions while assisting us with the children. These drills are vital to ensure that staff and children are prepared to take appropriate action in the event of a genuine emergency.

Our designated safe areas are the sandpit and Shalestone Court.

The drills are evaluated each time to enable us to continually improve our procedures and practises.

## *Physical Activity*

Preschool implements Good for Kids, Good for Life. NSW Health, HUNTER NEW ENGLAND AREA HEALTH SERVICE Physical Activity Guidelines. At Preschool the outdoor program is an essential part of your child's day. Please remember that unless it is raining, snowing or Educators deem it unsuitable, the children will have time outdoors, even if it is just for 15 – 20 minutes. At Preschool we ensure that we:

- ★ Provide safe and adequate space in both indoor and outdoor play areas.
- ★ Identify children's physical interests, skills and abilities to plan experiences which will engage them in physically activities that are suitable and challenging for their developmental ability.
- ★ Plan experiences to help children develop their movement, coordination, balance, flexibility, and strength.
- ★ Encourage children to spend more time in age appropriate running and walking play experiences.
- ★ Plan opportunities for children to be more physically active by providing space and experiences that vary on a daily basis in children's play areas.
- ★ Ensure a balance of active and sedentary experiences throughout the child's day and minimize sedentary behaviour unless the child is tired or ill.
- ★ Undertake professional development to extend our knowledge and understanding of physical activity programs for children.
- ★ Provide information to families about physically active experiences and resources which can be played at home.

# Sustainability

Our Preschool aims to help children learn about and implement sustainable practices and foster respect and care for the living and non-living environment.

Children develop positive attitudes and values about sustainable practices by engaging in learning experiences, joining in discussions that explore solutions to environmental issues, and watching adult's model sustainable practices. Children learn to live interdependently with the environment.

## Environmental Sustainability and our Curriculum

Our Educators will promote a holistic, open ended curriculum which explores ideas and practices for environmental sustainability and helps children understand the interdependence between people and the environment by:

- Connecting children to nature through art and play and allowing children to experience the natural environment through natural materials like wood, stone, sand and recycled materials, plants including native vegetation, nesting boxes, a potting bench with gardening tools, watering cans and our Aboriginal area including totems, yarning circle and Aboriginal Bush tucker.
- Developing education programs for water conservation, energy efficiency and waste reduction.
- Celebrating children's environmental knowledge and sustainable activities.
- Involving children in nature walks, education about plants and gardening and growing plants and flowers from seed and seedlings.
- Engaging children in learning about the food cycle by growing, harvesting, and cooking food.
- Using resource kits and information on environmental issues from the Better Business Partnership or resources targeted at early childhood services such as "The Little Green Steps" Resource kits on Water, Waste and Wildlife and Water Watchers.
- Enlisting the help of groups with expertise in environmental issues, for example Bush Care Groups, National Parks and Wildlife, Wildlife Rescue Groups, Clean Up Australia, to deliver elements of our sustainability program
- Acknowledging and celebrating environmental awareness events like Clean Up Australia, National Tree and Walk to School Days.
- Preschool is also a member of ECEEN (NSW Early Childhood Environmental Education Network)



# Preschool and School

The Australian Curriculum has been written with the assumption that the curriculum content described for the Foundation year of school will be taught to all children in the year prior to Year 1.

The Foundation year known variously as Kindergarten, Reception, Preparatory, Transition, Preschool or Pre-primary year across Australia.

In the early years children have a natural curiosity about their world. Their desire to make sense of the world provides a platform to construct and review their learning through interactions with others, experimentation, scaffolding, explicit teaching, practice and play in the classroom and beyond. This helps them to connect new knowledge with what they already know. This also provides an opportunity to sometimes challenge what they know or believe.

The Australian Curriculum builds on the key learning outcomes of the national *Early Years Learning Framework*, namely that children:

- Outcome 1 Have a strong sense of identity
- Outcome 2 Are connected with and contribute to their world
- Outcome 3 Have a strong sense of wellbeing
- Outcome 4 Are confident and involved learners
- Outcome 5 Are effective communicators.

Source: Acara Australian Curriculum Assessment & Reporting Authority. More information can be obtained from [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au)

Connection Between Early Years Learning Framework (EYLF) and the Australian Curriculum					
<b>Personal &amp; Social Competence</b> <b>EYLF Outcomes 1,2 &amp; 3</b>  Self-help Doll's Corner Packing Away Co-operative Play Sharing Make-believe Cars and Blocks Greetings Multi-Culture Social Interaction Rules Farewells Dressing Up Manners Turn Taking Feelings Cooking Photos	<b>Literacy</b> <b>EYLF Outcome 5</b>  Social Interaction Dressing Up Co-operative Play Receptive language Non-verbal Language Puppets Stories Finger plays Conversation Songs Poetry Doll's Corner Make-believe Expressive Language Pre-verbal Language Picture Reading Drama Rhymes Memory Discussion Listening Questions	<b>Critical &amp; Creative Thinking</b> <b>EYLF Outcome 5</b>  Sand Play Painting Finger plays Songs Creating Sound Clay Cooking Pasting Collage Sensory Motor Water Play Music Percussion Dance Playdough Threading Cutting Drawing Fine Motor Blocks	<b>Personal &amp; Social Competence</b> <b>EYLF Outcomes 1,2 &amp; 3</b>  Gross Motor Skills Toileting Climbing Orientation Nutrition Child Protection Ball Skills Hand Dominance Dressing, Undressing Body Awareness Feeding Outdoor Play Safety Hygiene Balance	<b>Numeracy &amp; ICT Competence</b> <b>EYLF Outcome 5</b>  Blocks Sand Play Water Play Manipulative Toys Concepts Classification Sorting, Matching Seriation Counting Threading Puzzles Construction Toys Cooking Measurement Number Recognition	<b>Critical and Creative Thinking</b> <b>EYLF Outcome 5</b>  Sand Play Water Play Manipulative Toys Music Sound Spatial Relationships Gardening Cooking Nature Senses Magnets Magnifying Glasses
<b>Ethical Behaviour and Intercultural Understanding EYLF Outcome 2</b> Social Interaction Home Corner Packing Up Cooperative Play Multicultural Our Culture					

# Development of Sounds



**0 → 3 years**

These are the first sounds I'll learn

Letters in starburst shapes: d, h, m, t, n, w



**3 → 4**      **4 → 5**

I'll learn to say these sounds at preschool

Letters in boxes: s, k, g, f, sh, l, ch, z, j

Speech bubble: Clusters without 'r' eg. kw, fl, sm,



**5 + years**

I'll learn these sounds when I get to school

Letters in starburst shapes: r, th, v

Speech bubble: 'r' clusters eg. br, fr, kr

## W Sitting in Children

**“W-sit” is a term to describe a sitting position in which a child sits on the floor with their bottom between bent legs and their legs rotated so they are facing away from their body. Their legs form a “W” shape on the floor.**

This position of choice is usually adopted during the child’s transition from crawling to sitting.



It is adopted primarily because having a wide base gives the child stability. The result is that the child’s trunk muscles are denied valuable practice in adjusting to lateral (sideways) weight shifts.

Children with low muscle tone and/ or hyper-mobile joints often adopt this posture for floor sitting. The ligaments around the hips are lax, allowing a greater than normal range of movement and less

joint stability.

For these children, sitting with a wide base requires less effort to stay upright. To gain a wider base, some children may opt for the legs to rotate outwards and spread wide apart.

Children who have difficulty with balance are very often those children who W-sit or sit with an extremely wide base. One explanation is that they have not developed trunk rotation (twisting) or trunk side-flexion (bending to the side) to the same extent as their peers.

The use of trunk muscles is integral to efficient equilibrium reactions.

This term refers to the way our body moves or reacts to keep us upright when we are suddenly put off balance such as by stepping on an unstable surface or being pushed. The more we develop these reactions, the better our balance will be.

**W-sitting is discouraged because of the long-term effect it could have on the muscles and joints of the back, hips, knees, and feet.**

**Children who W-sit may also develop a posture commonly known as sway back and have a tendency to walk and stand with feet turned inwards. This is usually accompanied by tight hamstrings and lower back muscles.**

### What to do

To avoid W-sitting, sit with your child on the floor and model a different way of sitting. You can suggest sitting cross-legged or on their side with their legs both out to the one-side. If your child prefers side sitting, it is a good idea to make sure it isn’t always on the same side.

If you are unsuccessful in correcting this habit, then encourage sitting on a low stool or a cushion, rather than W-sitting on the floor.



Ref:[http://www.learninglinks.org.au/wp-content/uploads/2012/11/LLIS-25\\_W-Sit.pdf](http://www.learninglinks.org.au/wp-content/uploads/2012/11/LLIS-25_W-Sit.pdf)

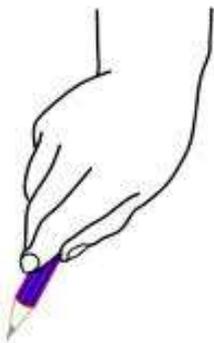
# Writing Positions

## Development of Pencil Grasp



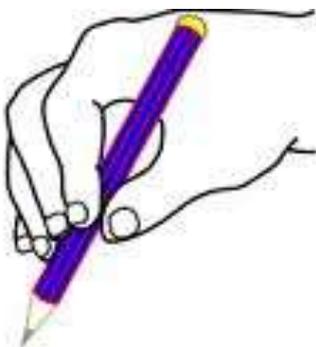
### 1. **Palmar – Supine Grasp** Age: 1 – 1.5 years

- Fisted hand
- Wrist bent slightly
- Wrist turned upward slightly
- Whole arm moves as a unit



### 2. **Digital-Pronate Grasp** Age: 2 – 3 years

- Held with fingers
- Wrist is straight
- Wrist faces downwards
- Wrist is slightly bent towards little finger
- Forearm moves as a unit



### 3. **Static Tripod Grasp** Age: 3.5 – 4 years

- Held crudely by thumb, index and middle fingers
- Other hand helps to adjust grip
- Ring and little fingers are only slightly bent
- Grasped away from pencil point
- Hand moves as a unit



### 4. **Dynamic Tripod Grasp** Age: 4.5 – 6 years

- Held precisely with the tips of the thumb and index fingers, resting against middle finger
- Ring and little fingers are bent
- Wrist slightly bent
- Held near pencil point
- Finger movement controls pencil

# The NSW Foundation Script

## NSW Print

A B C D E F G H I J K L M

N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n

o p q r s t u v w x y z

0 1 2 3 4 5 6 7 8 9

# Code of Conduct

## Statement of Commitment

Tenterfield Preschool Kindergarten provides an open, welcoming, and safe environment for everyone participating in our programs.

We provide high quality programs for children that are safe and welcoming for them.

We seek advice and guidelines from children, parents, and colleagues so these standards are maintained.

## Codes

Everyone participating in Tenterfield Preschool Kindergarten's programs (including staff, volunteers, students, children, parents, and visitors) must keep to the following codes of behaviour.

### Do

- ★ Treat everyone with respect and honesty (this includes staff, volunteers, students, children, young people, and parents).
- ★ Remember to be a positive role model to children in all your conduct with them.
- ★ Set clear boundaries about appropriate behaviour between yourself and the children at Preschool. Boundaries help everyone to carry out their roles well.
- ★ Follow Preschool policy and guidelines for the safety of children.
- ★ Always have another adult present or in sight when conducting one to one coaching, instruction etc.
- ★ Record and act on serious complaints of abuse.

### Do Not:

- ★ Develop any 'special' relationships with children that could be seen as favouritism such as the offering of gifts or special treatment.
- ★ Do things of a personal nature that a child can do for themselves, such as going to the toilet or changing clothes.