

GUNDAGAI PRESCHOOL KINDERGARTEN



PARENT
HANDBOOK



WELCOME TO GUNDAGAI PRESCHOOL KINDERGARTEN

Thank you for choosing Gundagai Preschool Kindergarten to support your child's early education journey. We are excited to partner with you in providing the foundation for your child's lifelong learning and growth.

This handbook is designed to offer you important information about your child's preschool experience. It will also help you prepare for the exciting transition into preschool life.

PRESCHOOL CONTACT DETAILS

Address: 89-90 First Avenue, GUNDAGAI NSW 2722.
Postal: PO Box 1, GUNDAGAI NSW 2722
Phone/Fax: 02 6944 1580
Main Email: mail@gundagaipreschool.com.au
Admin Email: admin@gundagaipreschool.com.au
Web site: www.gundagaipreschool.wix.com/gundagaipreschool

PRESCHOOL EDUCATION

The early years of a child's life are a time of remarkable growth and development. These formative years lay the foundation for lifelong learning, and the preschool experience plays a vital role in supporting and enhancing children's abilities as they prepare for school and beyond.

Research shows that children who attend high-quality preschool programs, especially those led by university-trained early childhood educators, are better prepared for formal schooling. Studies indicate that these children tend to perform significantly better in the early years of primary school (Monash University, Melbourne).

At Gundagai Preschool Kindergarten, our educators design programs with a deep understanding of child development, individual learning styles, and the Early Years Learning Framework. This ensures that every child is supported, challenged, and encouraged on their unique journey of growth and discovery.

HISTORY

Gundagai Preschool Kindergarten first opened its doors in 1969 at St John's Hall. In 1974, a capital grant enabled the construction of our current building, which was officially opened in November 1975. Since then, the preschool has proudly operated from this location, continually evolving to meet the changing needs of children and families in the Gundagai community.

When you enrol your child, you become a member of the Preschool Association by completing the membership form and paying the association fee on enrolment. Gundagai Preschool is a non-profit, community-based organisation dedicated to providing high-quality education for children aged three to under six years. We rely on the support of families and the local community to maintain a happy, nurturing, and engaging environment for every child.

As a proud member of Early Childhood Australia (ECA), Gundagai Preschool Kindergarten embraces the values of this national organisation, which advocates for excellence in early childhood education and supports the optimal development of all children.



Philosophical Statement

The rights and best interests of the child underpin all aspects of practice at GPK. Their safety, health, and wellbeing are paramount. Each child's voice is respected without discrimination or bias.

Our values align with the United Nations Convention of the Rights of the Child.

Children have the right to be heard, to be free from violence, abuse, and neglect, to have the opportunity to thrive, to be engaged in civics and citizenship, and opportunities to act and be accountable. Our child focused approach takes action to promote child wellbeing and prevent harm to children and young people in all aspects of GPK's operation, at every level.

We focus on taking a holistic approach to learning and development. We recognise that a child's mind and body are intertwined, and a balanced approach is vital to overall learning, development, and wellbeing success.

Children are viewed as successful, competent, and capable learners who are given play-based opportunities. Intentionality underpins the meaningful implementation of our learning experiences.

GPK supports a child's agency, their capacity to initiate and lead learning, and their rights to participate in decisions that affect them. We recognise that learning occurs in social contexts. We believe that through play opportunities children engage in plan making, create characters, solve problems, develop self-awareness, and learn the skills of socialisation, negotiation and how to communicate with others. Our routine focuses on meaningful rituals and routines.

Equity, inclusion, and diversity are embedded in everyday practice at GPK.

Children are given every opportunity to succeed, and their diverse circumstances, cultural background, and abilities are respected and valued.

GPK believes every child has the capacity and right to succeed regardless of diverse circumstances, cultural background, and ability. Our educators hold high expectations for the learning, development, and wellbeing of all children, recognising that every child treads an individual learning path and will progress in different and equally meaningful ways.

In recognising each child's experience of learning and development, educators at GPK work holistically to implement a wraparound approach to achieve learning and developmental success. We are responsive, equitable, take individualised opportunities, provide additional support and reasonable adjustments if barriers to success are identified.

GPK acknowledges, respects and values Australia's Aboriginal and Torres Strait Islander cultures.

At GPK we strive to advance Reconciliation. We appreciate Australia as a nation of great diversity, an ancient land that has been cared for by Indigenous Australians for many thousands of years. Aboriginal and Torres Strait Islander perspectives are embedded in our everyday practice. We see our Preschool as a culturally safe place where Western and Aboriginal and Torres Strait Islander knowledge systems work side by side. We have a shared responsibility within our community to contribute to building a better society and sustainable environment. We support our children and families to be environmentally responsible, supporting children, families, colleagues, and the local community to understand, respect, and value diversity and reconciliation.

GPK respectfully engages Aboriginal and Torres Strait Islander people to explore and collaborate on how to embed Aboriginal and Torres Strait Islander perspectives when planning and implementing the curriculum. We challenge stereotyping and bias. We endeavour to find sensitive and respectful ways to negotiate tension between the local context and the broader contexts of Australian society.

GPK values each child in the context of their family. Trusting, supportive relationships, and collaborative partnerships are developed and maintained with families.

GPK acknowledges and respects families as a child's first and most influential teachers. We actively seek out partnerships and develop secure respectful relationships to ensure that families are informed, consulted, and supported regarding their child's learning, development, and wellbeing.

Management, team members and educators are dedicated to quality outcomes for all children at GPK. We are professional, committed to lifelong learning, skilled, knowledgeable, reflective, and collaborative.

Continuous improvement, best practice and quality outcomes underpin GPK's everyday curriculum delivery. Current research, theories and understandings are considered and applied in the context of GPK, through a process of ongoing critical reflection

Above all, we are committed to ensuring that children enjoy their time at preschool—creating a safe, secure, and exciting environment where every child feels supported to explore and grow.

Preparing your child for preschool

Orientation is an important step in helping both children and families feel connected to our preschool community. We strongly encourage all children to attend our Orientation Day, held in Term 4 the year before they start preschool. This day provides an opportunity for you and your child to explore the classroom, become familiar with our program, and understand the layout of the preschool. It is also a chance to share any important information about your child with our educators, allowing us to support a smooth transition and settling period.

If your child feels hesitant about attending, please speak with their assigned educator. Together, we can create strategies to make the transition from home to preschool as comfortable as possible. Families are welcome to take photos during the visit to share and discuss at home. Some children enjoy selecting a book from our library to read at home and return during their next visit. We also provide a transition booklet to further support this process.

To help your child become familiar with preschool life, we recommend reading the following books together. Sharing these stories can spark conversation, ease first-day nerves, and get children excited about starting their preschool journey:

- Preschool Day Hooray by Linda Leopold Strauss
- Maisy Goes to Preschool by Lucy Cousins
- What to Expect at Preschool by Heidi Murkoff
- I Love You All Day Long by Francesca Rusackas

*My teachers will help me at preschool.
I will be safe and happy .*



Supporting Your Child's Transition

Open communication between home and preschool is essential in helping your child settle during this transition. While the first few weeks may bring tears and extra-tight hugs, you can be confident that our educators are here to provide comfort, reassurance, and

attentive care.

We understand that this period can be emotional for families as well. To support you, we maintain regular communication through phone calls, photos, and ongoing updates, ensuring you feel connected to your child's preschool experience every step of the way.

CURRICULUM The Early Years Learning Framework defines curriculum as "all the interactions, experiences, activities, routines, and events, planned and unplanned, that occur in the preschool environment and are designed to foster children's learning and development" (Becoming, Being, Belonging, 2009).

Our educators carefully assess each child's learning to inform future planning and decision-making. By considering what is included or excluded in the curriculum, we ensure that children at Gundagai Preschool Kindergarten are supported in developing a deep understanding of the world around them.

Using the Early Years Learning Framework as our guide, we integrate our professional knowledge, our

BELONGING,
BEING &
BECOMING



The Early Years Learning
Framework for Australia
V2.0, 2022

understanding of each child, and our partnerships with families and the community to create a curriculum that encourages engagement, identifies strengths and interests, and fosters an environment conducive to learning.

Maria Montessori once said, **"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."** At Gundagai Preschool Kindergarten, we believe that children thrive when educators and families work together in partnership, ensuring a positive learning experience. We recognize that early learning profoundly influences a child's future opportunities.

Our curriculum focuses on the following developmental goals:

- Mutual respect and empathy
- Responsibility for oneself and others
- A strong sense of self-worth
- Social awareness
- The importance of sustainability
- Self-discipline and initiative
- Creative intelligence and imagination
- Confidence as an independent learner
- A lifelong love of learning

We encourage strong communication between families and educators to ensure continuity in supporting your child's development. We see parents as the first and most influential educators in a child's life, and we work closely with you to ensure we are providing the best learning experience for your child.

Our curriculum is built around a developmental and educational program, tailored to meet the individual needs, abilities, and interests of each child. We aim to build programs that are grounded in the relationships children have with their families and communities, incorporating their knowledge, culture, and experiences.

We recognise that children learn best through play, and our educators create responsive learning environments that support this approach. Through intentional teaching, we provide authentic, meaningful experiences that challenge, support, and nurture each child's development.

If educators have any concerns about your child's development, we will discuss these with you and suggest resources, such as speech therapists, where appropriate. We understand that this can be a sensitive topic and always respect your decision on whether to pursue further support.

The Early Years Learning Framework emphasises the idea that children's lives are shaped by **"belonging, being, and becoming."** Children's identities, knowledge, skills, and relationships are influenced by the connections they have with their family, culture, community, and place. We aim to support your

child in developing a strong sense of self and a positive connection with the world around them.

Belonging

Belonging is central to human existence. Children first belong to their family, cultural group, and community, and their sense of identity is shaped through these relationships. The early years are critical in nurturing this sense of belonging, which is essential for children's ongoing development.

Being

Childhood is a time to "be"—to explore, learn, and make sense of the world. It is about the present, developing self-awareness, building relationships, and enjoying life's joys and challenges. Early childhood is not only about preparing for the future but also about celebrating the here and now.

Becoming

As children grow, their identities, knowledge, and skills evolve. Becoming reflects the rapid changes children experience during the early years, as they learn and develop. This stage is about actively engaging in society and contributing to the world around them.

BELONGING

Experiencing 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 a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BEING

Childhood is a time to be, seek and make meaning the world. Being recognises 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,



to

to
of

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 emphasises learning to participate fully and actively in society.

Outcome 1: Children have a strong sense of identity

- ✓ Children feel safe, secure, and supported
- ✓ Children develop their emerging autonomy, inter-dependence, resilience and sense of agency



- ✓ Children develop knowledgeable and confident self-identities
- ✓ Children learn to interact in relation to others with care, empathy, and respect

Outcome 2: Children are connected with, and contribute to their world

- ✓ Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- ✓ Children respond to diversity with respect
- ✓ Children become aware of fairness

- ✓ Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- ✓ Children become strong in their social and emotional wellbeing
- ✓ Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- ✓ Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- ✓ Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating
- ✓ Children transfer and adapt what they have learned from one context to another
- ✓ Children resource their own learning through connecting with people, place, technologies, and natural and processed materials

Outcome 5: Children are effective communicators

- ✓ Children interact verbally and non-verbally with others for a range of purposes
- ✓ Children engage with a range of texts and gain meaning from these texts
- ✓ Children express ideas and make meaning using a range of media
- ✓ Children begin to understand how symbols and pattern systems work
- ✓ Children use information and communication technologies to access information, investigate ideas and represent their thinking

Regulations

Gundagai Preschool Kindergarten Incorporated is governed by the Education and Care Services National Regulations, which can be viewed online at www.acecqa.gov.au.

The NSW Department of Education and Communities oversees the operation of early childhood education and care services for children from birth through to school age.

For more information, you can contact the NSW Early Childhood Education and Care Directorate:

- **Website:** www.det.nsw.edu.au
- **Email:** cslicensing@dhs.nsw.gov.au
- **Mail:** Locked Bag 4028, Ashfield NSW 2131
- **Phone:** (02) 9716 2100 or 1800 619 113 (toll free)
- **Fax:** (02) 9716 2162

Our Team of Educators

Director / Nominated Supervisor / Educational Leader – Stacey Smith

Stacey holds a Bachelor of Education (Early Childhood) from Charles Sturt University. She began as the Director in 2003 and is passionate about guiding the daily operations and overall governance of the preschool. Stacey works full-time.



Advanced Child Care Worker Qualified – Victoria Rowley

Victoria holds an Associate Diploma of Education (Early Childhood) from TAFE and has been with Gundagai Preschool since 1995. She is a certified supervisor and works full-time as the Educational Leader. Victoria brings a wealth of experience and dedication to her role.

Child Care Worker – Lauren Smart

Lauren completed her Diploma of Community Services (Children's Services) in 2004 and has over 10 years of experience in early childhood education. Lauren has worked at Gundagai Preschool since 2009 and continues to be an integral part of our team.



Child Care Worker – Samara Castles

Samara has a Certificate III in Children's Services and is currently pursuing further studies in education. She joined our team in 2021 and brings extensive experience in various education and care settings.

Child Care Worker – Bianca Marshall

Bianca is new to the preschool team. Bianca has a Bachelor of Arts degree and is currently working towards a certificate III in Child Care. Bianca and her young family have lived in Gundagai for 5 years. Bianca works as our Inclusion Support Educator Monday – Wednesday.





Child Care Worker – Sarah Radwell

Sarah has been at GPK for 3 years. Sarah has a Cert. III in Child Care and is currently working towards her Diploma. Sarah, Zac and their four girls live on their farm just outside of town.

All our educators hold current first aid certificates, have completed Anaphylaxis and Asthma training, and adhere to the Early Childhood Code of Ethics.

Governance

Gundagai Preschool Kindergarten is governed by a Management Committee, made up of parents of children currently attending the preschool. Committee members are elected at the Annual General Meeting (AGM), held in March each year. The committee act as the preschools Approved Provider.

As a not-for-profit organisation, the preschool operates similarly to a small business. The Management Committee employs a director who is the Nominated Supervisor (NS) under law and regulations. The NS oversees the annual budget and the day-to-day operations of the preschool.

The Committee provides guidance and support to the Director regarding staffing decisions and the overall running of the preschool.

The Committee, as the Authorised Provider, operates in compliance with:

- Education and Care Services National Law and Regulations
- Grants Program Guidelines between the Preschool and the NSW Department of Education and Communities
- Gundagai Preschool Policies and Procedures
- The Constitution of Gundagai Preschool Kindergarten Incorporated (a copy is available in the foyer)



All committee positions are voluntary. The preschool cannot operate effectively or legally without these roles being filled.

Committee Meetings

Committee meetings are held monthly, and only Management Committee members have voting rights during these meetings.

As a community-based organisation, Gundagai Preschool relies heavily on the active involvement of parents and the local community.

Your support ensures we continue to provide high-quality early childhood education for all children.

Committee Roles:

- **President**
- **Vice President**
- **Director**
- **Treasurer**
- **Vice Treasurer / Grants Officer**
- **Secretary**
- **Publicity Officer**
- **General Members**

POLICY AND PROCEDURES

Gundagai Preschool maintains a comprehensive set of policies and procedures that outline expectations, responsibilities, and operational practices for everyone involved in the preschool. These policies are regularly reviewed to ensure they remain current and relevant. Families will be notified of any changes, and we warmly invite you to participate in the review process and provide feedback when policies are under consideration.

Upon enrolment, parents and guardians are required to sign an acknowledgment confirming they have read and understood the preschool's policies. All policy documents are accessible to families via the Planning tab on Storypark.

If you have any questions or concerns regarding our policies, please don't hesitate to speak with a staff member. We value open communication and your input in helping us maintain a safe, supportive, and high-quality learning environment.



SESSION TIMES

At **Gundagai Preschool**, we provide structured, age-appropriate programs that support children as they transition from home to preschool, and from preschool to school. Our programs are designed to nurture each child's development in a safe and welcoming environment.

Transition-to-School Program – Full day Sessions

For children turning **4 before 31 July**, our transition-to-school program runs on:

- **Monday & Wednesday:** 9:00 AM – 3:30 PM
Staff arrive 8:30–9:00 AM for setup; children not in attendance during this time.
- **Tuesday & Thursday:** 9:00 AM – 3:30 PM
Staff reflection and program pack-up 3:30–4:00 PM; children not in attendance during this time.

This program helps children develop independence, social skills, and school readiness in a supportive preschool environment.

Home-to-Preschool Transition Program – Half Day session

For children aged 3 years, our Friday morning session provides a gentle introduction to preschool:

- **Friday:** 9:00 AM – 12:00 PM
Staff arrive 8:30–9:00 AM for setup, children not in attendance during this time.

This session is designed to help younger children become familiar with routines, the environment, and our educators, making the transition from home to preschool smooth and enjoyable.

FEES

Fee Structure

The preschool's fee schedule is reviewed and set twice yearly by the Management Committee in line with the Start Strong Guidelines, which support fee-setting based on the financial sustainability of early childhood services. Fees are structured to ensure Gundagai Preschool remains financially viable while keeping costs as accessible as possible for families.

The Management Committee retains the discretion to review and adjust fees at any time as a business decision, based on the preschool's ongoing financial position, operating costs, and long-term sustainability.

Payment Obligations

All fees are payable:

- Pupil/Child free days
- On public holidays that fall within the preschool term
- One term in advance at all times
- During absences due to sickness or family holidays
- With two weeks' notice prior to leaving the service
- For Christmas party/concert days
- For end-of-year cleaning, staff development, and administration duties (banked pupil-free days)

Should you leave the preschool, any fees owing will be reimbursed, less any outstanding invoices.

Start Strong Fee Relief

The Start Strong Fee Relief is available to families who indicate their interest via the Fee Relief Declaration Form at enrolment. Families may only choose one service to receive fee relief from. This subsidy supports families by reducing preschool fees, in line with government guidelines to ensure affordable access to early childhood education. For assistance completing the form, please speak with our director or administration staff.

Equity Fee Subsidy: Low-Income Health Care Card Holders & Aboriginal and Torres Strait Islander (ATSI) Children

Families holding a valid Low-Income Health Care Card or those with children of Aboriginal or Torres Strait Islander descent are eligible for a reduced daily fee before fee relief. Documentation must be provided at

enrolment and updated on expiry during the year. Failure to provide updated documentation will result in standard fees being applied.

Public Holidays

Gundagai Preschool is closed on public holidays. Full fees remain applicable unless the holiday coincides with NSW school holidays.

Christmas Concerts and Pupil-Free Days

The first days of the preschool year are designated for setup and staff development (pupil-free days). Pupil-free days are banked and used during the final week of the preschool year.

The preschool will use 'banked' pupil free days and close earlier than local schools for:

- Christmas concerts
- End-of-year cleanup
- Staff development

Normal fees apply for banked pupil free days, Christmas party days and clean up days.



Digital Technologies and Online Environment

At Gundagai Preschool, we are committed to creating a safe, respectful, and secure learning environment for all children. The use of digital technologies and online platforms is carefully managed to protect the safety, privacy, and wellbeing of every child, in compliance with the Education and Care Services National Law and Regulations (s97, s167).

Our Approach

- **Service-Issued Devices Only** – Educators use only preschool-owned devices (such as iPads or laptops) for educational activities, documentation, and communication. Personal mobile phones or devices are not used with children. Staff are only allowed to access these devices in the staff room during breaks.
- **No Family Devices or Recordings** – Families and visitors are not permitted to take photos, videos, or any digital recordings of children inside the preschool, including during drop-off, pick-up, or special events. No personal digital media devices are allowed in the preschool. Educators share photos of your child securely through approved platforms.
- **Online Platforms** – We use secure, approved platforms (e.g., Storypark, XAP) to share learning stories, updates, and communications with families. These platforms comply with strict data security and privacy standards.
- **Privacy and Consent** – Families complete consent forms regarding the use of photos, videos, and digital documentation of their child. All consent preferences are strictly respected.
- **Cyber Safety** – Staff understand digital safety, data protection, and privacy laws. All devices are password-protected, and children's data is securely stored.
- **Children's Access** – When digital devices are used as part of the learning program, access is always supervised by an educator. Child-safe settings, content filters, and appropriate monitoring are in place.

Why This Matters

These practices ensure that every reasonable precaution is taken to protect children from harm, both physically and digitally. This approach aligns with the Education and Care Services National Law and Regulations, reinforcing our commitment to children's safety, privacy, and wellbeing.

Families are encouraged to discuss any questions or update their consent preferences with the Director at any time.

What to Expect on a Visit to Preschool?

When you visit Gundagai Preschool, you'll see children engaged in creative, hands-on learning experiences. They might come up with an idea, gather materials, and work through the process of building or creating something that captures their curiosity, whether that's constructing a shop, designing hats, or exploring painting.

While you may not always see physical projects come home, rest assured that your child is constantly engaged in thoughtful exploration, problem-solving, and skill development through these activities. The "mess" you might notice is part of the learning process, like working on a project at

home, whether cooking or crafting. Children are supported to tidy up their learning environment before going home each day, fostering responsibility and respect for shared spaces.



What You Will See at Preschool

At Gundagai Preschool, children are immersed in a rich learning environment where they:

- Talk, discuss, and share ideas
- Think critically and solve problems
- Engage in hands-on activities and creative play
- Learn to live and work together, developing discipline and responsibility for their actions
- Practice early literacy and numeracy skills through pretend reading, play writing, and counting
- Participate in small and large group times, music, and games

Our educators are actively involved, observing, documenting, and supporting children's learning, stepping in when guidance or intervention is needed.

You Will Also See Other Parents:

- Playing and interacting with children
- Talking with preschool staff

- Connecting with other families
- Observing and getting to know their child's learning style and interests

While children may feel like they're simply having fun, rest assured they are engaged in important learning experiences every day. Parents are warmly welcomed and encouraged to visit at any time, even unannounced!

THE FIRST DAY

It is our wish that the first day of Preschool will be happy for your child. We will be working hard to make sure that everything goes as smoothly as possible. We'll have lots of smiles and lots of time. Our routine will be simple and consistent until children feel confident.

Here are a few hints to make the first few days go smoothly.

- Be positive. Talk about new things in a happy way.
- Familiarise children with staff names.
- Always tell your child when you are leaving and that you will be back at the end of Preschool when all the other parents return. Be punctual as your pre-schooler will have lots to tell you.
- Once leaving, go as quickly as possible. In most cases children settle down after the initial departure from Mum or Dad.
- Don't tell your pre-schooler if you are taking your toddler to the park, all those great places you used to go together. That way they don't think they've missed out on anything. (This often causes a sudden case of 'I don't want to go to preschool today!')
- If you feel a little sad, wait until you're around the corner until you show your feelings. If your pre-schooler senses something wrong, he will think, "Gee if mum thinks it's that bad, it must be terrible".

WHAT YOUR CHILD WILL NEED

- ✓ **Backpack** - For independence, we work towards all children being able to recognise and open their own bag. Let them be involved in selecting the bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.
- ✓ **Morning Tea** (fruit to share and a healthy snack)

- ✓ **A healthy lunch suitably wrapped.** (Full day Session only) A large water bottles. (soft drink, cordials, juice are not recommended)
- ✓ Water and cups are always available upon request. Staff will refill drink bottles if needed.
- ✓ Please remind your child what he/she is to eat for morning tea and what to have for lunch.



We encourage all children to eat their most healthy foods first.

- ✓ Pre-schoolers have been known to eat the lot at morning tea!
- ✓ One set of **spare clothes** to be left in their Preschool school bag. To instil good habits early, our rule is that children can only play outside if they have a hat.
- ✓ NO HAT NO PLAY! We are a sun smart centre and ask families to assist with the sun safe message. Please Apply Sunscreen BEFORE attending preschool each morning.
- ✓ Please remember to label all belongings with your child's name!
- ✓ Children will be supplied a set of preschool cot sized sheets if they require a rest/sleep or are unwell and need a bed. Preschool will ensure the sheets are laundered after each use.
- ✓ Please make sure your child's school bag is BIG enough to fit all their requirements in. Don't forget they will also be bringing home many creations too!
- ✓ A library Bag (preferably waterproof to protect our books from spills).

PLEASE REMEMBER TO LABEL EVERYTHING WITH YOUR CHILDS NAME!!

Healthy Eating



We try to encourage a healthy lunchbox at Preschool. Please provide sandwiches with nutritious fillings. Sprinkles & chocolate spreads are discouraged. Celery and carrot sticks or a salad are good additions to your child's lunch.

Please do not send chips, lollies/chocolates, highly processed foods, chocolate custards or desserts, pizzas, sausage rolls, pies, flavoured milk, roll ups or other high sugar bars, biscuits, or cakes.

These items will remain in your child's lunch box for home time. A healthy lunch box environment is a group effort by all families and staff.

Daily Arrival and Departure

For the health and safety of everyone, and to support your child's independence and emotional regulation, families are kindly asked to refrain from entering the preschool during drop-off or pick-up. While we always welcome families to visit and participate in the preschool environment, drop-off and pick-up times are not safe times for unsupervised access to the rooms due to supervision and child safety requirements.

Drop-Off (Arrival)

Educators greet children and families at the gate/front door each day. An educator will welcome your child and sign them in upon arrival. If no one is at the door, please ring the doorbell.

Morning Routine:

Educators will guide your child through unpacking their school bag and encourage independence, self-discipline, and memory recall. This includes:

- Placing fruit in the basket
- Storing their lunchbox in the fridge
- Changing library books
- Passing on notes or messages to educators
- Hanging their bag on the hook under their locker
- Settling into an activity

A calm and consistent drop-off routine helps children feel secure. We encourage families to talk with their child beforehand, explaining that you will say goodbye at the gate/front door and will return at the end of the day. Most children settle quickly once parents leave. If your child becomes distressed, we will contact you immediately.

Pick-Up (Departure)

Children are collected from the gate/front door, where an educator will ensure they are safely signed out and released only to an authorised adult.

Pick-Up Routine:

- Children gather their belongings and tidy up their learning spaces.
- Educators provide a brief handover, sharing important information about your child's day.
- Children are encouraged to carry their own belongings and participate in the handover process, fostering independence.

Safety and Security:

- Children will not be released to anyone not authorised to collect them. Please ensure you add authorised nominees to your child's XAP profile.

- Changes in pick-up arrangements should be communicated in advance by phone or face to face conversation.
- Families are reminded that pick-up times are busy and not safe for casual visits inside the preschool.

Separation Support:

- Some children may experience difficulty leaving family.
- Educators provide reassurance and guidance to help children transition smoothly.

Regulatory Reference: These practices align with the Education and Care Services National Law and Regulations (s168, s180, s181), ensuring children's safety, wellbeing, and secure handover procedures.

BEHAVIOUR GUIDANCE

At Gundagai Preschool, educators follow a Behaviour Guidance Policy that is applied consistently across the entire preschool. This ensures clear expectations for all children and supports the development of:

- **Self-discipline** – learning to make positive choices and manage impulses
- **Respect for others** – interacting kindly and fairly with peers and adults
- **Respect for property** – caring for preschool materials and belongings
- **Respect for self** – recognising personal feelings and taking responsibility for actions

We understand that children develop these skills at different rates. Some may take more time to learn how to regulate their emotions and behaviours. In these cases, educators work closely with families to develop individualised strategies and support plans and may adjust the program or learning environment to meet each child's needs effectively.

Gundagai Preschool also implements the "YOU CAN DO IT" program, which focuses on promoting positive attitudes and essential social-emotional skills. Through this program, children learn to:

- Develop resilience and confidence
- Persist in tasks and problem-solving
- Improve organisation and self-management skills
- Build cooperative relationships and get along with others

These approaches support a safe, inclusive, and respectful learning environment while laying a strong foundation for children's long-term social and emotional growth.

Regulatory Reference: Our practices align with the Education and Care Services National Law and Regulations (s167, s168), which require services

to ensure the health, safety, and wellbeing of children, and support their developmental needs.

Physical Play

Physical play is a vital part of children's development, offering opportunities to expend energy while enhancing concentration, motivation, and overall well-being.

At Gundagai Preschool, children are provided with a variety of physical activities daily that challenge both their large and small muscles, helping them gain greater control over their bodies and understand the importance of an active lifestyle.

Benefits of Physical Play:

- Develop strong bones and muscles
- Improve strength, balance, and coordination
- Enhance flexibility
- Build fundamental movement skills
- Strengthen spatial awareness
- Explore early mathematical concepts (e.g., distance, size, volume)
- Gain confidence in controlling their bodies and understanding their limits
- Learn cooperation and sharing with peers
- Promote overall healthy growth and development

Risky Play

Gundagai Preschool recognises the importance of risky play—activities that involve manageable challenges and risk, such as climbing, balancing, and exploring natural environments. Risky play is essential for developing:

- Resilience and confidence
- Problem-solving and critical thinking skills
- Emotional regulation and self-assessment
- Independence and creativity

While children are encouraged to take these risks, safety remains a priority. Educators carefully supervise activities and provide guidance to ensure that risks are appropriate and manageable, allowing children to test their limits while learning to assess their own abilities.

Examples of Risky Play at Gundagai Preschool:

- Rope Play: Climbing, swinging, and hanging from ropes to develop coordination, strength, and balance.
- Climbing: Using trees, outdoor equipment, or natural features to build perseverance, confidence, and spatial awareness.
- Bush and Forest Play: Exploring uneven terrain, rocks, and forests to support sensory development and curiosity about the natural world.

- Swinging: Practising control and timing while swinging to develop balance and self-regulation.

We support risky play because it fosters courage, persistence, and creativity, essential skills for lifelong growth. Children learn to understand their limits, take calculated risks, and celebrate achievements—all within a safe and supervised environment.

Regulatory Reference: Our approach aligns with the Education and Care Services National Law and Regulations (s101, s168), which require the provision of safe, developmentally appropriate experiences that promote children's wellbeing, confidence, and learning.



Family Engagement

At Gundagai Preschool, we recognise that families are a child's most influential teachers. We strive to create a welcoming and inclusive environment where all families feel respected, valued, and heard.

Collaboration with families is central to our approach, and we encourage your input into decisions related to the curriculum to ensure your child's experience is meaningful and aligned with their individual needs.

This approach aligns with the National Quality Standard (NQS) Quality Area 6: Collaborative Partnerships with Families and Communities, ensuring that families are engaged in the decisions affecting their child's learning and wellbeing. It also meets requirements under the Education and Care Services National Regulations, including Regulation 157, 160, 168.

We understand that modern families juggle many priorities, so we offer a variety of strategies to build and maintain strong relationships, including:

- Enrolment and orientation processes that support a smooth transition into preschool
- An open-door policy (except during drop-off and pick-up times for safety and routine consistency)
- Regular communication through multiple channels, including:
 - Storypark posts and updates
 - Notes and conversations with educators
 - Daily routines and plans
 - Informal and formal discussions
 - Phone calls and short notes on your child's day
 - Newsletters and emails
 - Updates on the program and individual learning observations
- Questionnaires and forms sent home throughout the year
- Information sharing from outside agencies as appropriate
- Encouraging family involvement in the program
- Discussing values and expectations regarding your child's learning
- Sharing knowledge about family life and culture
- Contributing to program planning through documentation of children's learning



We strongly encourage families to take advantage of Storypark to actively participate in your child's development, stay informed, and contribute to their learning journey.

By maintaining these practices, we ensure that families are fully supported, informed, and engaged in their child's education, consistent with NQS Quality Area 6 and the relevant regulatory requirements.

Online Platforms and Communication

At Gundagai Preschool, we use two secure online platforms to support communication and documentation:

1. XAP – This platform is used for enrolment, storing formal documentation, and updating all essential child and family records.

2. Storypark – Storypark is a child-centric platform where we:

- Document and share observations of your child's development
- Share news, community events, programming, and curriculum updates
- Allow families to contribute special moments from outside preschool to their child's learning profile
-

Family Access and Participation:

- Each Storypark account must be connected to a child's profile. You can download the Storypark for Families iOS or Android app and add your child's profile yourself, then invite other family members to participate.
- We encourage families to check Storypark regularly to stay informed and engaged in their child's learning journey.

Regular Communication:

- Community posts are sent home frequently to keep you updated on preschool activities.
- Staff and committee members will also provide small reminder notes for important messages. Please ensure you read these notes carefully, and feel free to offer ideas, comments, or suggestions, we value your feedback.

These practices align with the National Quality Standard (NQS) Quality Area 6: Collaborative Partnerships with Families and Communities, ensuring families are actively involved in their child's education, and comply with the Education and Care Services National Regulations regarding access to information and family engagement.



Child Developmental Records

At Gundagai Preschool, educators continuously assess each child's learning by gathering and analysing information to understand what they know, can do, and comprehend. This assessment guides our planning to tailor the learning environment to each child's individual development, interests, and strengths.

Documentation and assessment follow an ongoing cycle of planning, observing, documenting, and evaluating.

- Storypark is used to securely store all developmental documentation and evidence.
- Educators use a variety of strategies to collect and interpret information to support each child's progress at their own pace.
- The Early Years Learning Framework (EYLF) Learning Outcomes serve as reference points to ensure children achieve key developmental milestones.

These practices align with National Quality Standard (NQS) Quality Area 1: Educational Program and Practice, ensuring the program is responsive to each child's needs and supports holistic learning and development, and with Quality Area 6: Collaborative Partnerships with Families and Communities, by keeping families informed and involved.

News and Events

- News, updates, and reminders are shared via the Community section of Storypark.
- In support of our sustainability policy, newsletters are no longer printed on paper.

Website

- Our official website is:
<http://gundagaipreschool.wix.com/gundagaipreschool>
- The website is updated regularly by the Management Committee to provide current information for families and the wider community.

Facebook

- Gundagai Preschool uses Facebook for marketing purposes and to connect with the broader community by sharing updates, events, and achievements.
- We kindly ask families to be respectful and mindful of privacy when using social media.
- **Please do not share any photos, videos, or posts from preschool on personal social media accounts**, as this may compromise the privacy of other children and families.

These guidelines help us uphold our commitment to confidentiality and align with our Privacy and Confidentiality Policy, as well as the Education and Care Services National Regulations (Regulation 181).

CHILDREN WITH ADDITIONAL MEDICAL, LEARNING AND DEVELOPMENTAL NEEDS

At Gundagai Preschool, we believe that every child deserves the opportunity to reach their full potential. We are committed to inclusion and to building strong, respectful partnerships with families and support professionals to meet each child's unique needs.

If your child has additional medical, learning, or developmental needs, please communicate openly with the Director and Educational Leader during enrolment or at any stage throughout the year. This allows us to plan appropriate supports and implement strategies that foster your child's learning, wellbeing, and participation in the program.

Our educators collaborate with families, specialists, and external agencies to develop Individual Learning Plans (ILPs) or Medical Management Plans, ensuring that every child is supported in an inclusive and nurturing environment.

This approach aligns with:

- **Education and Care Services National Regulations** (Regs. 90, 94, 95, 155, 156)
- **National Quality Standard** (QA1, QA2, QA5, QA6)

Toileting Expectations

At Gundagai Preschool, children are typically 3–5 years old and are expected to be largely toilet trained and wearing underpants. This supports their independence, self-care skills, and allows staff to focus on supervising the group and supporting learning.

We cannot provide routine nappy changes due to staffing and ratio requirements. Children who have minor accidents are encouraged and supported to change their own underpants with guidance from educators. Families should ensure their child arrives at preschool in underpants and brings spare sets of clothes, including underwear, for any accidents.

We understand, however, that some children may have medical or developmental needs requiring additional toileting assistance. In these cases, we will work collaboratively with families to create a Toileting Support Plan that meets the child's individual requirements.

Where necessary, Disability Inclusion Program (DIP) funding may be accessed to ensure adequate staffing ratios are maintained during nappy changing or toileting assistance.

This approach aligns with the National Quality Standard (QA1, QA2, QA5) and the Education and Care Services National Regulations 2011 (Reg 168, Reg 73), ensuring safe, hygienic, and developmentally appropriate practices.

CONTACTING PRESCHOOL

THE BEST FORM OF COMMUNICATION IS VIA PHONE.

The most effective way to communicate with Gundagai Preschool is by phone. Please do not use email for day-to-day communications, as emails may not be read promptly due to staff absences and are not accessible to all teaching staff.

If you know in advance that your child will be absent, you can mark them absent via XAP. If the absence is on the same day, please call the preschool or leave a message on Storypark.

For children who normally travel on the school bus, it is essential that the preschool is informed if your child will be absent. This is a regulatory requirement to ensure the safety and accountability of all children.

REST/RECHARGE/RELAXATION

We ensure that the rest and relaxation needs of all children are met each day. We consider each child's age, developmental stage, and individual needs when planning rest or quiet time.

For children who require or request a bed to rest, sleep, recharge, or if unwell while waiting to be collected, we provide preschool sheets. All bedding is laundered after each use to maintain hygiene and comfort.

SUSTAINABLE PRACTICE

At Gundagai Preschool, we are committed to promoting sustainable practices, helping children develop positive attitudes, respect for the natural environment, and an understanding of the interdependence between people, plants, animals, and the land. We also acknowledge that our preschool is located on Wiradjuri Country and aim to teach children to care for the land, respecting the traditions, knowledge, and practices of the Wiradjuri people.

How We Promote Sustainability and Caring for Country:

1. **Waste Management:**

We provide bins for:

- General rubbish
- Recyclable materials (e.g., paper and cardboard not used for craft)
- Pig and chicken scraps – taken home by Miss Victoria and Miss Danielle, who in return provide eggs for cooking activities
- Worm farm scraps to support composting

2. **Composting:**

Children are involved in collecting materials for our compost area within the playground.

3. **Worm Farm:**

Worm castings are used as natural fertiliser for our gardens.

4. **Vegetable Patch:**

Children help grow vegetables and fruits, using compost and worm castings to nourish the plants.

5. **Recycled and Reused Materials for Creativity:**

We encourage children to bring items from home to add to our craft and construction boxes. These may include:

- Cardboard rolls, lids, containers
- Cotton reels, corks, string, ribbon, lace, wool
- Old clothes and shoes for dress-ups
- Ice cream or takeaway containers, plastic bottles
- Greeting cards, wrapping paper, aluminium foil
- Bottle tops, small and large boxes, scrap materials
- Buttons, soft wood scraps for carpentry

Anything that encourages imagination, creativity, and investigation is welcome!

6. Sustainable Learning in the Program:

Children explore sustainability and Caring for Country through activities such as:

- Investigating ways to be more energy and water wise
- Understanding human impacts on the environment
- Learning about nature, ecosystems, and the world around them
- Respecting and caring for the land, plants, and animals of Wiradjuri Country

Family Participation:

We welcome your involvement! Feel free to donate plants, ideas, or offer help to support the preschool's ongoing sustainable practices and our commitment to Caring for Country.

Messy Play and Clothing

Messy activities are an integral part of our educational program, and we encourage children to participate fully in all learning experiences. Activities such as painting, sensory play, and outdoor exploration allow children to engage creatively and develop new skills.

To support this, we ask that children wear comfortable clothes that they don't mind getting dirty. All paints, dyes, and materials used at the preschool are water-based, and while we make every effort to ensure they wash out, we cannot guarantee this. Please send your child with a spare set of clothes, including underwear, to accommodate messy play or toileting incidents.

To foster independence, we recommend easy-to-remove clothing, as buttons, belts, overalls, and braces can be difficult for children to manage quickly.

For safety reasons, children must wear shoes that are securely fastened. Thongs or loose footwear are not permitted. During hot weather, please ensure your child wears long-sleeved tops to reduce exposure to harmful UV rays in accordance with our sun safety policy.

Preschool uniforms are available for purchase at Moyes in town, and Danika can assist with uniform needs.

Thank you for your cooperation in ensuring your child is dressed appropriately for a day of active, hands-on learning.

MEDICATION

To ensure the safety and wellbeing of all children, all medication must be handed to staff on arrival. No medication is to be left in a child's schoolbag. A Medication Consent Form must be completed before staff can administer any medication. Families are required to read and understand the "Administering Medication" policy and procedure located in XAP under the Planning tab in the Policy Page.

Educators will:

- Develop a medication record for each child requiring medication. This record must include the child's name and authorisation signed by the parent or nominated person on the enrolment form.
- Only administer medication if:
 - The administration is authorised.
 - The medication is prescribed by a registered medical practitioner and administered as prescribed, with written or verbal instructions attached.
 - The medication is in its original container with the child's name clearly labelled.
 - The medication is within its expiry/use-by date.
- Provide written and verbal notification to a parent or family member if medication is administered in an emergency.
- Notify parents and emergency services immediately if medication is administered without prior authorisation in an asthma or anaphylaxis emergency.
- Maintain accurate and confidential medication records in accordance with regulatory requirements and store records securely for the prescribed period.
- Ensure educators are informed about medical and medication policies during induction.
- Request written consent for administering the Emergency Asthma Kit when required, with verbal attempts to contact families made prior to administration.
- Inform families of the preschool's medical and medication policies to ensure safe practices are followed for the wellbeing of children and staff.

MEDICAL CONDITIONS

For children with medical conditions, it is essential to work closely with the preschool to develop a Health Care Plan and a Risk Minimisation Plan with the Director. Families must provide an Action Plan from a doctor or health professional before their child can attend preschool (e.g., Asthma, Anaphylaxis, Diabetes).

Regular communication between families and staff is critical to ensure the best possible care for children with medical conditions.

Sick Children – when should I not send my child to Preschool?

Gundagai Preschool is a busy environment and we are unable to provide care for sick children, though we will comfort a child who becomes unwell while in our care.

Nominee / Emergency Contacts: Families must provide emergency contacts information in the XAP platform. This person/s is called a NOMINEE and must reside within 30 minutes of the preschool for timely collection if the child is unwell.

Symptoms to monitor: Please keep your child home if they display any of the following:

- Runny nose
- High temperature
- Diarrhoea
- Red, swollen, or discharging eyes
- Vomiting
- Rashes
- Irritability, unusual tiredness, or lethargy

Additional guidelines:

- Children should not attend preschool if they have had Panadol or Nurofen within the last 24 hours. Children on medication for pain or fever are considered unfit to attend.
- Children on antibiotics must remain at home for the first 24 hours.
- Children must stay home for 48 hours after last symptom (e.g. vomit)
- Upon return after illness, families may need to provide a medical certificate—check with educators.

Please note: All sick days will be charged at the normal fees.

Infectious Diseases

At Gundagai Preschool Kindergarten, we prioritise the health, safety and wellbeing of all children, families and staff. Effective hygiene practices and clear procedures around exclusion help prevent the spread of infectious diseases in our early childhood community.

What You Must Know

- Children with certain infectious illnesses must stay at home for the duration of the **exclusion period** recommended by health authorities. See the Australian Government's guide. [Healthdirect+1](#)
- The service follows the guidelines set out in National Health and Medical Research Council's "Staying Healthy: Preventing Infectious Diseases in Early Childhood Education and Care Services", the regulatory requirements under the Education and Care Services National Regulations 2011 (Reg 88 – Infectious diseases; Reg 168 – Policies & procedures). And the Preschools own policy and procedures.

- Families will receive prompt notification of any outbreak or infectious disease occurrence in the preschool, in line with our policy and regulatory obligations.

Return to Preschool

Your child may return to the service when they are no longer considered infectious, or when the exclusion period has ended.

CONDITION	EXCLUSION
HAND, FOOT AND MOUTH DISEASE	Until all blisters have dried.
HIB	Exclude until medical certificate of recovery is received.
HEPATITIS A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.
HERPES – COLD SORES	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.
INFLUENZA AND FLU-LIKE ILLNESSES	Exclude until well.
MEASLES	Exclude for at least 4 days after onset of rash.
MENINGITIS (BACTERIAL)	Exclude until well.
MENINGOCOCCAL INFECTION	Exclude until adequate carrier eradication therapy has been completed.
MUMPS	Exclude for 9 days or until swelling goes down (whichever is sooner).
POLIOMYELITIS	Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.
RUBELLA (GERMAN MEASLES)	Exclude until fully recovered or for at least 4 days after the onset of rash.
SALMONELLA, SHIGELLA	Exclude until diarrhoea ceases.

STREPTOCOCCAL INFECTION (INCLUDING SCARLET FEVER)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
TUBERCULOSIS	Exclude until a medical certificate from an appropriate health authority is received.
WHOOPING COUGH	Exclude the child for 5 days after starting antibiotic treatment.
WORMS (INTESTINAL)	Exclude if diarrhoea present.

IMMUNISATION

Under the Public Health Act 1992 and the Education and Care Services National Regulations 2011, parents of all children enrolling at Gundagai Preschool are required to provide documented evidence of their child's immunisation status. Children without up-to-date immunisation documentation cannot be enrolled at the preschool.

Gundagai Preschool is required to maintain and regularly update the immunisation status of every child in care.

It is the responsibility of parents to provide the preschool with current immunisation records. Families can contact the Australian Immunisation

Register for assistance at:

Phone: 1800 653 809

In the event of an outbreak of a vaccine-preventable disease at the preschool, children who are not fully immunised will be required to remain at home for the duration of the outbreak to protect the health and safety of all children and staff.

For more information on immunisation requirements and exclusion periods, please refer to:

[NSW Health – Immunisation Requirements for Childcare](#)


 Australian Government
 Department of Human Services
medicare

Immunisation history statement

As at: 24 May 2017
For: POM CHEU AJAY
Date of birth: 10 March 2013
Immunisation status: up to date

Schedule	Date given	Immunisation	Brand name given
2 months	10 May 2013	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal Rotavirus	Infanrix Hexa Prevenar 13 Rotarix
4 months	10 Aug 2013	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal Rotavirus	Infanrix Hexa Prevenar 13 Rotarix
6 months	10 Nov 2013	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal Rotavirus	Infanrix Hexa Prevenar 13 Rotarix
12 months	10 Mar 2014	Measles Mumps Rubella Hib Meningococcal C	MMR II Menitorix
18 months	10 Nov 2014	Measles Mumps Rubella Varicella	Priorix-Tetra
4 years	03 Mar 2017	Diphtheria Tetanus Pertussis Polio	Quadracel

Next immunisation/s due	Date Due
No vaccines due.	

Notice/s
This child has received all vaccines required by 5 years of age.

Child is up to date.

This child is fully immunised.

The Public Health Act 2010 prevents NSW childcare centres and Preschools from enrolling children unless approved documentation is provided that indicates that the child:

- Is fully immunised for their age
- Has a medical reason not be vaccinated
- Is on a recognised catch up schedule

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).

Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.


 Australian Government
 Department of Human Services
medicare

Immunisation history statement

As at: 18 May 2017
For: FAITH EDWINA
Date of birth: 03 December 2011
Immunisation status: not up to date

Schedule	Date given	Immunisation	Brand name given
Birth	06 Dec 2011	Hepatitis B	HB VAXII
2 months	03 Feb 2012	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal	Infanrix Hexa Prevenar 13
4 months	03 Apr 2012	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal Rotavirus	Infanrix Hexa Prevenar 13 RotaTaq
6 months	03 Jun 2012	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal	Infanrix Hexa Prevenar 13
18 months	03 Sep 2016	Varicella	Varilrix
Other	03 Dec 2013	Pneumococcal	Pneumovax 23

Next immunisation/s due	Date Due
Measles Mumps Rubella	03 Dec 2012
Meningococcal C	03 Dec 2012
Diphtheria Tetanus Pertussis	03 Dec 2015
Polio	03 Dec 2015

Noticels

Child is not up to date.

The child's next due immunisations are listed here

Accidents/Incidents/Trauma

Gundagai Preschool will contact parents immediately if a child is involved in a serious accident/incident/trauma at the Service. As a matter of extreme importance parents must ensure that your child's XAP information (Enrolment form) has up to date contact details for each parent and emergency contact numbers for all Nominees, and that nominees reside/work within 30min of Preschool.

Communication reports will be completed for serious accidents, injuries, illnesses, and Trauma events. The report will contain details of the accident /injury/illness/trauma, first aid that was administered. This will be sent to families via Storypark and must be acknowledged by parents.

Emergency Drills

Throughout the year the Service will hold emergency drills, which occur at any given time throughout the day. These are carried out in a well-organised and orderly manner. Educators will be trained in using the fire extinguishers that are in the Service. An emergency evacuation plan will be displayed in every room. Please see the policy and procedure page for Emergency evacuation and drills.

Children's Safety

- ✓ Never leave children unattended in cars while collecting children from preschool
- ✓ Cars parks are dangerous places for children. Always hold children's hands when arriving and leaving the preschool. The best parking option is across the road in the vacant block. **DUE TO DROP OFF AND PICK UP CHANGES, OUR CAR PARK IS CLOSED TO FAMILIES.**
- ✓ Never leave a door or gate open.
- ✓ Never leave your children unattended.

Workplace Health and Safety

We welcome all feedback regarding the safety of our Preschool. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general Work health and Safety, please contact the Nominated Supervisor immediately.

Educator Ratio and Qualifications

At Gundagai Preschool, we exceed the minimum legal requirements for child-to-educator ratios and ensure that all educators hold the necessary qualifications to provide high-quality early childhood education and care.

All educators at our service:

- Hold up-to-date First Aid, Asthma, and Anaphylaxis training.
- Have current Working with Children Checks.
- Are qualified in child protection and child safety requirements
- Participate in regular professional meetings to plan, reflect, and improve educational programs.
- Engage in ongoing professional development to strengthen their skills and knowledge, ensuring the curriculum continues to meet the evolving needs of our children.

Our educators continually evaluate and reflect on the program to ensure it is responsive, inclusive, and engaging for every child, in alignment with the National Quality Standard (NQS) Quality Area 1: Educational Program and Practice.

For further details on the qualifications, experience, or professional development of our educators, please speak with the Director.

Toys, Show & Tell, Library, and Celebrations

Toys from Home

While we value children's enthusiasm and imagination, we ask that all toys be left at home. Personal items can easily be lost or broken and leaving them at home helps children remain focused on the preschool program.

Exceptions are made for comfort objects that provide emotional support for your child.

Show & Tell / News

We do not run formal show and tell sessions, as preschool-aged children are still developing attention spans and find it challenging to sit for extended periods. However, children are encouraged to bring in interesting items from nature, such as rocks, shells, flowers, or photos from home.

These items provide opportunities for investigation, imagination, and reflection during natural interactions with peers and educators. Tame, friendly pets are welcome on pre-arranged visits, provided families notify staff in advance so a risk assessment can be completed to ensure everyone's safety.

Library

Our preschool library encourages a love of reading and allows children to borrow books to share with family. Each book is numbered, and educators will assist children in recording the number on their library card. Upon return, the number is crossed off to track the book.

Library Borrowing Conditions:

- Children must have a book bag to transport books safely.
- Only one book at a time may be borrowed.
- Books may not be borrowed during school holidays, if required.
- Books should be treated with care and respect.
- Parents or responsible siblings are encouraged to read books with children.
- Hands should be washed before reading.
- Books should be returned to the book bag after each use.

Accidents happen. Please notify staff if a book is damaged so it can be repaired. Missing books will need to be replaced by parents, ideally with the same title. Preschool will issue an invoice if replacement is required.

Birthdays, Celebrations, and Special Events

We encourage children to celebrate special events in a way that reflects family culture and wishes. Families are welcome to bring a cake or other treats to share. Please communicate any dietary requirements or allergies with staff beforehand.

For hygiene, leaving the cake's plastic wrap on for candle-blowing is recommended.

Celebrating special events is an opportunity to foster community, belonging, and joy, and we welcome families to be involved in these moments.

Grievances, Feedback, and Continuous Improvement

At Gundagai Preschool, we value open communication and welcome feedback from families, as it helps us continually improve our service and provide the best possible learning environment for children.

If you have a concern, question, or suggestion, we encourage you to speak with:

- Your child's educator
- The Director
- A committee member

Your input is vital in helping us:

- Meet the individual needs of children and families
- Enhance the quality of our programs and practices
- Ensure compliance with regulations, NQS standards, and best practice in early childhood education

Grievances and Complaints

We have a clear process in place to address and resolve concerns, complaints, or grievances. This process ensures that:

- Issues are handled promptly and fairly
- Communication is transparent and respectful
- Outcomes are documented for continuous improvement

Our Grievance and Complaints Policy is available in the Policy tab on Storypark, along with detailed procedures for families.

We believe that by working together, families and educators can foster a safe, supportive, and high-quality learning environment for all children.