



PARENT INFORMATION

Welcome to

ABERFOYLE HUB PRESCHOOL

As of Term 2 2019 Aberfoyle Hub Preschool will have 1 site only as the Hub Drive site and the Occasional Care program will close at the end of term1.

TAYLORS ROAD SITE

36 Taylors Rd

Aberfoyle Pk 5159

(also our postal address)

Ph: 8270 2595

Fax: 8270 6103

dl.3601.leaders@schools.sa.edu.au

www.hubpre.sa.edu.au



Government of South Australia

Department for Education

Welcome to the Aberfoyle Hub Preschool

CENTRE INFORMATION

Preschool Educators:

Director: *Heather Heading*

Teachers: *Janet Burrow*

Moira Smith

ECWs: *Andrea Luhrs*

Amanda Burgess

Lyn Jamieson

Playgroup Coordinator: *Amanda Burgess*

CENTRE SERVICES

Curriculum

During a preschool session, children are involved in play activities both indoors and outdoors which develop their physical, social, emotional, cognitive, literacy and numeracy skills. Structured group activities during the session involve participation in discussions, stories, games and music.

The curriculum is based on the **Early Years Learning Framework for Australia - Belonging, Being, Becoming**, the national framework for children from birth to five years. Fundamental to the Framework is the view that children's lives are characterised by *belonging, being and becoming*. We use the 5 outcomes from the Early Years Learning Framework and The Indicators of Preschool Numeracy and Literacy to capture children's development in an ongoing cycle of planning and assessing for learning.

Belonging: is the response to feeling valued and supported through connections and relationships with others, and the environment.

Being: is about a person's unique identity and qualities.

Becoming: is the process of change that occurs through development, learning and experiences.

The framework has 5 Learning Outcomes which are designed to capture the integrated and complex learning and development of all children across the birth to five age range.

Outcome 1: Children have a strong sense of identity.

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

Outcome 3: Children have a strong sense of wellbeing.

Outcome 4: Children are confident and involved learners.

Outcome 5: Children are effective communicators.

The role of the educators is to support children in their learning journey by

- listening to their interests and extending their creative thinking and questioning skills.
- evaluating and reflecting on their learning
- planning appropriate experiences which will build on children's skills and interests
- providing open ended materials and resources that enable children to inquire, explore and discover
- providing a stimulating and attractive learning environment that invites children to participate, equally inside and outside of the preschool
- working in partnership with families, sharing information and valuing parent feedback

- documenting their learning through photographs, Learning Stories, anecdotal stories, creative art work and children's own responses, talking about what they have learned. Curriculum information is displayed throughout the centre and in the program book.

Reporting your child's progress and development

Staff use a range of strategies to record and document children's interests, development and learning.

This information is collated in your child's Learning Folder which contains:

- Work samples which are related to curriculum outcomes
- Educator observations which document examples of children's learning across the curriculum
- Learning Stories with educator reflections and directions for future planning
- Photographs showing children's interests and skills
- An Individual Learning Plan which identifies your child's areas of strengths, interests and future goals. The plan is written in the second term and is updated throughout the year.
- Parent Feedback page for you to add your comments and ideas.

The folders belong to you and your child and are available at all times for you to look at with your child.

You are also welcome to contribute to your child's learning folder at any time by completing an "at home" learning story.

When children make the transition to school, the folder is a means by which information about your child's learning may be shared with the school.

Parent – teacher communication:

We welcome information from you which will further enhance your child's development during their preschool year.

Throughout your child's preschool year, time can be arranged with staff to discuss any matters which are of importance to you and your child. We believe that it is important to share ideas and knowledge about your child's development and interests, so that we can form a positive partnership which will build a strong foundation for future learning.

Daily conversations ensure that we can be aware of any information that may impact on your child's day at preschool.

Statements of Learning:

A Statement of Learning will be written in your child's last term. The report reflects the five outcomes of the Early Years National Framework and the Preschool Indicators of Numeracy and Literacy.

A copy of this report is signed by you then forwarded to your child's school.

Policies

Birthdays

Birthdays are an important and happy time for your children. The preschool policy is that we celebrate your child's day by singing "Happy Birthday" and presenting your child with a birthday card. We do not allow cakes etc in line with our Healthy Eating Policy.

Change of Address

Please ensure that you advise us of any changes to your address, phone numbers, work or emergency contact details as soon as they occur so that we are able to easily contact you in the case of an emergency.

Child Protection

Throughout our program and daily activities we provide opportunities for children to develop strategies to help them feel safe and empower them with the ability to seek help when they feel unsure or unhappy about a situation.

The staff in the centre have all been trained in Child Protection and Mandatory Reporting and implement the Child Protection Curriculum

Laundry:

We regularly need help with washing painting smocks, tea towels, towels, dress-up clothes etc.

Staff will put a bag out ready to be washed and we would be delighted if you can take it and bring the clean items back over the following few days.

Lost Property

Any articles of clothing, lunch boxes, toys etc. that have been misplaced may be in our lost property box. Please check this regularly.

To avoid lost property, please name all clothing and do not bring toys from home - they often end up broken or lost.

Special items may be brought in to show staff or a friend and then either taken home by the parent or kept in the office to be picked up at end of session.

Parent Participation

You are welcome to stay and work and play with your child at any time.

Your participation in our educational program is always welcome and much appreciated.

If you have any special interest, skill or talent which you would like to share with the children, please let us know so we can incorporate your ideas in the program.

We especially appreciate your help with music, dance, science, cooking, craft etc.

Photographs

A commercial photographer will take group and individual photographs in Term 3 of each year.

Parents are not obliged to purchase these photographs.

Staff regularly take photographs of all children which are placed in their folders and may also be displayed in the centre.

If you have any concerns with this practice, please see staff.

Permission for taking photographs of children is obtained at enrolment.

Separation Anxiety:

When you arrive you might like to spend some time with your child showing them around and playing with them. Introduce yourself and your child to other children and adults.

Children at this age are learning these skills by adult example. Making friends and learning routines help everyone settle in quickly. If your child is upset when you leave, ask a staff member to help you. You are welcome to ring the centre to see if your child has settled.

School Transition

We work closely with our neighbouring schools to ensure children have a happy and smooth transition into school.

Local schools organise transition visits in the term prior to commencing school.

We also meet with school staff to ensure they have an understanding of the individual needs and interests of each child.

Other centre policies and procedures and Dept. for Education policy information is available in the site's Policies and Procedures Folder - available to families at all times and located on the shelves facing out from the kitchen.