



Gordon Community Preschool Information Handbook



2A Park Avenue Gordon, 2072

Ph. 9498 4114

www.gordonpreschool.org.au

Welcome to Gordon Community Preschool

We are looking forward to having you and your child as part of our preschool community. The information in this handbook will hopefully answer most of your questions. However, if there is something you wish to discuss further, please do not hesitate to ask. We will be more than happy to assist you if we can.

Organisation

Gordon Community Preschool (GCP) is a community based preschool. The preschool is managed by a parent Board of Management. The Board is responsible for the financial management of the preschool, employment of staff, policy decisions, and works in conjunction with the Director to ensure the smooth running of the preschool.

A separate committee – The Social Committee (S.C.) is responsible for fund raising for the preschool.

Annual General Meetings are held for both the Board of Management and S.C. at the commencement of the preschool year.

We appreciate and rely on the support and involvement of parents. We encourage all parents to consider serving on these committees.

Gordon Community Preschool is a non profit organisation. We rely on three sources of income in order to operate. These are fees, recurrent funding from NSW Department of Education and fund raising.

Hours

Gordon Community Preschool is open from Monday – Friday 8.00AM – 3.30PM. The preschool operates on a four term basis closing during school holidays and public holidays. “Make up days” are not offered if children are sick or miss one of their regular preschool days. Term dates will be issued upon commencement.



Fees

DUE DATES, INVOICING and RECEIPTS

- **Term fees are paid in advance and must be paid by the due date in order to secure your child's ongoing enrolment for the next term.**
- Invoices are **EMAILED** to families via the **Hubworks** portal. Families are asked to add Hubworks as a safe sender in their email settings to help ensure important notices do not end up in junk email folders.
- **Term one** fees are due three weeks prior to the beginning of term. Parents will receive an invoice which will be emailed via the HUBWORKS portal six weeks before the commencement of the school term.
- **Terms two, three and four** fee invoices will be issued via email via the Hubworks portal in week six and payable by week eight of the preceding term.
- Receipts will be emailed to all families via the Hubworks portal.
- Gordon Community Preschool is a **registered** care provider.
- Receipts for registered child care will be issued to all families. It is the responsibility of individual families to determine if they are eligible for a rebate from the Family Assistance Office.
- Copies of these receipts will **not** be re issued - (issued once only).

METHODS OF PAYMENT

- Direct deposit/internet banking – Gordon Community Preschool bank details are included on the invoice.
- Cash deposit at any branch of the National Australia Bank using the account details on the invoice.
- **No** cheque or cash payments accepted at preschool.
- Please reference your **child's name and class** for all payment types.
- **FEES PAID AFTER THE DUE DATE**
- Your child's ongoing preschool place is **not secured** unless fees are paid by the due date (unless by prior arrangement with the preschool Director or Office Manager)
- If fees are paid after the due date and special consideration has not been arranged, an additional charge of \$100 will be added to the account.
- **MANAGEMENT OF OVERDUE FEES**
- A child's place is not confirmed at GCP until all fees have been paid including during the year for terms 2, 3 and 4.
- Where a payment has not been received by the due date a reminder notice

will be issued as soon as the account becomes overdue confirming that the child's place will be forfeited unless payment is made.

- Families suffering financial hardship and unable to pay their fees by the due date should contact the Director as soon as possible to make a payment arrangement or application for fee subsidy.

- **FEE REFUNDS and PART TERM FEES**
- Fees are paid each term and no refunds will be made for temporary absences or removing your child part way through a term.
- Where a child is absent for a full term, there will not be a refund if the place is held for the child except under extraordinary circumstances when recommended by the Director and agreed by the Board of Management.
- If the child starts part way through a term, a pro rata of the term will be payable and will be based on the remaining length of the term from the first day the child commences.
- A place may be held for an eligible child who cannot start at the beginning of the term, however the full fee must be paid in advance and is non refundable.
- If a child is excluded from the preschool under Department of Health Guidelines due to not being immunised and there being an outbreak of an immunisation preventable disease, fees will not be refunded and preschool fees must still be paid for the holding of the child's place.

- **PERIOD OF NOTICE**
- If a child is to leave the preschool once enrolled, families must provide notice by week eight of the preceding term when fees are due and payable.
- If notice of intent to leave the preschool is not received by week eight the preschool will invoice the family for the following term fees.
- A debt collector will be engaged by the preschool if the invoice remains unpaid.

Preschool Philosophy and Practice

The early childhood years are crucial in terms of the overall development of a person. What takes place during these formative years plays an important part in determining the way a person feels about him or herself, the way a person relates to other people, a person's development of language, their problem solving capacity, his or her gross motor development, fine motor development and the way a person thinks.

At Gordon Community Preschool we recognise the significance of these early

childhood years, the subsequent importance of early childhood education and our role as early childhood educators in assisting and fostering the development of children.

We recognise the importance of the preschool programme in not only preparing children for school, but also for life. We endeavour to help each child fulfil his or her maximum potential and to provide the building blocks for future learning and development.

The preschool programme is carefully planned and implemented by an experienced and qualified team of early childhood educators. The philosophy which underpins our programme draws from a number of approaches, theories and practices within the field of early education.

These include but are not limited to:

- The Early Years Learning Framework for Australia
- A theory of Social Constructivism
- Drawing on the experiences of schools in the town of Reggio Emilia in Italy
- An emergent approach to programme planning and implementation

National Quality Standards

Gordon Community Preschool has been assessed under the National Quality Standards, having received an "exceeding" rating in each of the seven key quality areas. These standards are linked to the Early Years Learning Framework for Australia which sets out five broad learning outcomes. Through these outcomes (or learning goals), our team of educators will help your child to develop: a strong sense of their identity, connections with their world, a strong sense of wellbeing, confidence and involvement in their learning and effective communication skills.

As part of the requirements under the National Quality standards, the preschool has developed a Quality Improvement Plan. (QIP) This is a continually evolving document which sets out goals and objectives for the preschool. We look toward parents for your comment and feedback about our preschool programme and operations which helps inform our QIP.

The way we view children

We believe that the way we think about or view children or childhood will in turn impact upon the relationships we form with children and the way we set about planning and implementing our preschool programme. Our aim is to value each child as a unique individual within the context of his/her own family and community.

We also believe that children have rights and aim to regard children as capable, competent and resourceful. We believe that childhood is a stage in its own right and not just a transition to the “next stage” (although of course it is that too!).

Play

We place play in the centre of our preschool programme. The Early Years Learning Framework for Australia defines play based learning as “ a context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations”.

Within the context of play there exists a myriad of learning opportunities. Children explore social relationships, contribute ideas and take on the ideas of others. Play provides the opportunity to experiment, explore, discover, to solve problems. As children play there are opportunities to talk, to listen and to explore language. There are also opportunities to relax, to have fun, to experience and to express joy.

Our teaching team plays an important part in supporting children’s learning within the context of our play based programme. We provide resources which support children to form connections, to explore, create, construct and solve problems. We maintain a balance between experiences which are initiated by the children and those which are supported or facilitated by thoughtful and intentional teaching.

Connections and Community

Gordon Community Preschool places a value on building connections between a child’s home, family and the preschool. We believe that it helps children to develop a sense of belonging if they know that their preschool teachers take an interest in and value the child’s own experiences and life outside of preschool. Woven throughout the rhythm of our preschool day are opportunities for children to share their own experiences, ideas and interests. A similar value is placed on encouraging families to participate within the programme and on building connections and relationships with each child’s family.

We give thought to creating a “home away from home” for our preschool children. Through small touches such as furnishings, displays of photos, objects of beauty and cooking smells from the kitchen, we endeavour to establish a sense of home. This seems only fitting, given the context of our building - a beautiful old house.

In addition to nurturing and building upon our own preschool community, we aim to reach outwards, forming connections with and taking an interest in the broader community. We believe that it is important for children to begin to have an understanding of what it is to belong to a community. We help children begin to identify with “belonging” in a number of contexts. For example, belonging to their preschool class group, belonging as part of the preschool as a whole, belonging to their family and also that we belong to a wider community – our country, our world.

Our Community and Beyond...

Some experiences in our programme may arise from issues immediate or relevant to our own preschool community - for example, discussions about learning to care for our books and equipment or tending our garden. Other experiences may reflect community or media issues such as supporting a charity, highlighting road safety or caring for the environment.

Relationships

We see one of the key elements of our preschool programme as supporting children in developing the tools, knowledge and insights in how to initiate, develop and sustain positive relationships and social connections. In terms of having a sense of belonging – relationships are pivotal. We endeavour to place an emphasis on positive relationship building and also on learning within the context of groups and social contexts throughout our preschool day.

Learning Environment

Our learning environment supports the development of children who can make choices, think independently, take challenges, explore ideas, ask questions, feel nurtured, safe, and well cared for, within a social play based context. While there is a rhythm to the day, we endeavour to be flexible and responsive to the children’s own rhythm and to their interests, ideas and contributions.

We aim to place an equal value on the learning through play that takes place both indoors and outdoors.

Experiences tend to be open ended – with children encouraged to use art and craft materials, blocks and construction materials creatively, in their own way, with teachers on hand to guide, support and facilitate. Teachers and children work collaboratively together – co-constructing knowledge, meaning and

understandings.

Main Focus

The programme at GCP places its focus on the following areas:

- The development of a positive self esteem
- Developing independence in children - self help skills, making choices.
- Helping children to socialise
- Helping the children to solve problems

We believe that if we can help children develop in all of these areas, their transition to school will possibly be made easier. Skills such as these, developed in early childhood can help build a solid foundation for future life experiences.

Finally, we aim toward ensuring that preschool is a place where your child feels safe, cared for, respected and where he or she can have good fun!

What happens at preschool?

We follow a basic routine at preschool. However, we do try and remain flexible depending upon the children's interests, their general mood, the weather or visits from entertainers. Following, is an outline of our routine, followed by a more detailed explanation as to what happens throughout the day.

Preschool Routine *(Times are approximate - we try to remain flexible and responsive to the children's interests and group dynamics.)*

Each morning the children start their day inside. Once most children have arrived we have two classes heading outside while the other two classes remain inside. This rotates approximately every five weeks. This allows for close supervision of the children during outdoor play – with at least four staff members outdoors with two groups. It is also a good opportunity for children from different classes to get to know each other.

Commented [F1]: A small change here too

Outdoor Start

8.00AM – 8.45AM Our early starters begin to arrive at preschool and may start the day in a different classroom. Parents will be advised where to take your child upon signing in.

8.45AM-9.30AM – All rooms begin inside their classrooms

9.30AM - 11.15AM: Outside experiences – running, climbing, sand play, water play, construction activities, dramatic play. Morning tea during this period.

10.15AM (approximately): Children go to the toilet, wash hands and have their morning tea. (NB depending upon the children, we have what is referred to as a “progressive morning tea” – ie children eating in small groups as they become hungry – rather than the whole class stopping for morning tea at the same time.)

11.15AM-11.45AM Small group – or whole group experiences - a game, a discussion, songs.

11.45AM (approximately): Inside experiences - painting, block building, puzzles, imaginative play, cutting, drawing, play dough, cooking...

At approximately 1.00: Small or large group experience - story, discussion, music ...

1.30PM: Bathroom, lunch.

2.00PM: Each day after lunch the children have a time to relax and have some quiet time after a busy morning. This time varies from room to room, depending upon the needs of the children in the group. We play quiet music, or read a story and try to make this time as restful and relaxing as possible. Please help your child to understand that he or she does not have to close their eyes and go to sleep. It is simply a quiet time to relax and wind down. Your child may like to bring a favourite soft toy for this period. We encourage parents to chat with your child’s teacher about your child’s rest requirements.

2.00PM – 3.30PM: A flexible time – a play outside, a game, story, sharing bag, music and movement or indoor activities.

Time to go home. Phew! What a busyday!

All children and parents to exit the preschool/playground by 3.30 promptly.

The indoor start is almost the same except indoor and outdoor times are swapped. We would like to stress that this routine is a guide only – we remain flexible depending upon individual, group, and or centre needs.

Outdoor Experiences

Children have the opportunity to run, climb, dig in the sandpit, pour and experiment with water, dress up, build and much more. Outdoor experiences are planned for with different experiences on a fortnightly basis. These experiences aim to encourage socialisation, participation, problem solving, language and gross motor development.



Group Experiences

Each day children have the opportunity to participate in a group experience. This may focus on music, language, science, or the exploration of concepts – such as number, shapes etc. Other experiences at this time may include cooking, drama, singing, dancing, circle games, a story, and discussion. These experiences are planned in order to meet individual and group needs. Learning to sit in a group, turn taking, listening, answering and participating are all skills which will assist in your child's preparation for school.



Indoor Experiences

Painting, collage, cutting, finger painting, working with puzzles, block building, dramatic play, drawing, cognitive games, play dough and clay are just some of the experiences in which your child will have the opportunity to participate.



These experiences are planned and implemented with developmental and/or individual objectives in mind. Children are involved in experimenting with and exploring materials, talking with peers, taking turns, listening, making choices, solving problems, hypothesising and developing new skills. There are lots of wonderful potential learning opportunities at this time.

Other Experiences

During your child's day at preschool, learning opportunities continue throughout routine times such as morning tea, lunch, toileting times and relaxation time.

During these times children are learning about following a routine, following multi-part directions, they are gaining independence, solving problems, socialising with other children, learning about turn taking, engaging in

conversations, learning about rules, hygiene – indeed, potential learning opportunities are endless.

It's no wonder that many children are rather tired at the end of a preschool day!

Excursions

Another enjoyable experience and exciting part of our preschool programme is the venturing out on a number of excursions. In the past we have visited the aquarium, the zoo, and we have caught the train to Wahroonga Park (to name a few). We regard excursions as an important part of our programme. Excursions help children develop a sense of independence and self esteem, can stimulate discussion and thinking, and foster an interest in the community or the world around us.



We plan our excursions carefully, ensuring optimum safety and supervision. In order to maintain the correct adult:child ratio, we require parent volunteers to come along on our excursions. Excursions are usually planned for terms 2,3 and 4. Please look out for opportunities to get involved.

Entertainers

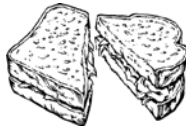
Several times each year we are also pleased to welcome a variety of musicians or performers or experts to share with the children . In past years we have enjoyed visits from travelling farm animals, a reptile show, Aboriginal dancers, a range of singers, dancers etc. This is a wonderful adjunct to our rich and engaging preschool programme.

What to Bring to preschool

- **A good sized school bag.** This needs to be big enough to hold a lunch box, morning tea container, drink bottle and art work. Please assist your child in learning to independently open and close his/her school bag.
- Children are required to bring a **hat** throughout the year
- A complete set of **spare clothes.** Children may become wet during water play. (It may be a good idea to leave an old set of clothes permanently in your child's bag).



- If your child usually has a sleep during the day please speak with your child's teacher about whether or not it will be necessary to bring in a sheet set.
- Separately packed morning tea, lunch and a drink (water in a drinkbottle - clearly marked with your child's name)
- All parents will be given a copy of the Gordon Community Preschool nutrition policy which will provide you with more information as to what to pack for morning tea and lunch.



Hints Which Will Help Your Child at Morning Tea and Lunch

Spend some time with your child before he/she comes to preschool practising the skills necessary for independently eating lunch and morning tea. Practice opening the lunch box, unwrap a sandwich that has been wrapped in cling wrap, unscrew the lid of a drink bottle. Check to see whether your child can unzip his/her school bag. These are skills which adults may take for granted, yet which may prove quite difficult for children. It is important for children to feel as independent as possible at preschool. A little practice of some of the tasks that your child will be carrying out each day at preschool will help your child to feel more confident, and may help to ease any anxiety he/she may have, particularly in the first few weeks of preschool.



There are some tasks, which may prove too difficult for little fingers. Preparing morning tea and lunch so that it is manageable for your child may help make his/her day easier. For example – cheese sticks are best opened beforehand – these are very difficult to open. Oranges are best cut into quarters (or smaller if it is a large orange). Please transfer tinned fruit into a plastic container. The lids of these tins are very sharp.

Reducing Waste and Caring for our environment

We are endeavouring to send a message to our preschool children about reducing waste and caring for our environment. We aim where possible to be “waste free” at Gordon Community Preschool. We ask that each day that parents consider reducing the amount of plastic and pre packaged foods sent to preschool. For example - cheese can be cut from a block and popped into a reusable container instead of buying a pre packaged cheese stick. Yoghurt can be bought in a big tub and sent in a reusable container. Fresh fruit needs no packaging and is a healthier option than processed foods.

Talk to your child regularly about how he/she is managing with his/her morning tea and lunch. Check with your child about whether he/she has enough or too much food. Ask your child whether he/she is having any difficulty opening food or lunch box. It may also be a good idea to explain to your child that there are certain foods, which are not permitted at preschool – and that we have a “healthy eating policy”. Your child’s teachers will talk with you throughout the year with regard to any difficulties your child may be experiencing with morning tea or lunch.

Arrivals/Departures

- It is part of the preschool licensing requirements that all parents sign their children in and out each day.
- You will find sign in/out folders located on the verandah.
- If your child is brought to preschool by someone other than his/ her parent please ensure that this person is aware of the signing in/out procedures.
- If your child is to be collected by someone other than his/her parent or usual caregiver please call the preschool, inform staff or email the notification to your child’s teachers.
- If a person not known to staff (and or not stated on the enrolment form as authorised to collect your child) arrives to collect your child, and we have no record of this authorisation, we will not allow the child to leave until we have parental permission.

Parking

As parking can be difficult at GCP we encourage parents to make use of the parking areas located near the railway station and opposite the police station. Children may be collected between 2.30 and 3.30 in the afternoon. This may

assist families who are collecting siblings from school. As the preschool is licensed between the hours of 8.00 and 3.30pm, parents are asked to leave the preschool playground promptly in the afternoon. The staff have preparation to do for the following day and it can be difficult to ensure that children are being safely supervised and accounted for if parents remain in the playground after hours.

Experience tells us that it is in this “after hours” time that most accidents occur as many children are tired, keen for their parent’s attention and ready to go home. Please help us to maintain a calm and safe afternoon for everyone.

Policies

Staff, Board of Management and interested parents are involved in an ongoing process of reviewing and developing policies. Policies will be made accessible to all parents and relevant policies distributed to parents.

Sun Screen

As part of our sunscreen policy for children, staff and parents - we ask that if your child is on the first rotation outside that you apply sunscreen on your child. You will find an individual roll on sunscreen for your child located in his/her classroom. The preschool teachers will assist children in applying sunscreen to those children heading outside on the 2nd rotation. Children are required to wear a hat during outside play. Gordon Community Preschool hats are available for purchase through the Social Committee.

Parents, visitors, staff and students are also asked to wear a hat outdoors.



Clothing

Your child will be involved in a range of active and sometimes messy experiences during his/her preschool day. Practical and comfortable clothing will make it easier for your child to participate in these experiences. Long dresses, overalls and braces for example, can present some problems for preschool children. We suggest that children wear clothes that they are able to manage independently and that are easy to wash. Although aprons are provided, paint stains may occur. Jewellery may become lost or broken at preschool. This is best left at home. Non slip shoes will also assist your child during outside play. (No thongs or “crocs” at preschool please!). We also ask that children do not wear dress up clothes (super hero outfits etc) as this more often than not interferes with and disrupts play and social interactions.

Toys at preschool

Toys brought from home can become lost or broken at preschool. A favourite soft toy/teddy may be brought for relaxation time, however all other toys are to remain at home.

Notices

We encourage all parents to read the notices placed on the large noticeboards located on the verandah. A preschool Newsletter "Gordonews" will be emailed via the Hubworks portal. Please check email regularly (including junk mail) to ensure you do not miss fee invoices or other important correspondence.



Pockets

Each family will be designated a pocket located in the hallway near your child's classroom. Please check the pocket regularly for new information.

Staff

The Board of Management of Gordon Community Preschool is committed to the employment of staff who are appropriately qualified and/or experienced. All educators at Gordon Community Preschool have formal qualifications in Early Childhood Education. In each class of children there is a university qualified teacher and a qualified educator.

Our office manager works four days per week (not in on Fridays).

Gordon Community Preschool employs qualified educators to support the inclusion of children with additional needs in some classrooms as required.

Our Director Felicity Barclay holds a Masters of early Childhood Education. Felicity is responsible for the day to day management of the preschool and holds the position of *nominated supervisor*.

Communication

We welcome and encourage all parents to talk with your child's teacher about any aspect of your child's care or development. If there are concerns you would like to discuss in detail, please speak with your child's teacher to arrange an appointment. We also allow time for two scheduled parent "catch ups" at the beginning and end of each year. We value information about your family - special

traditions, celebrations, customs or current circumstances.
Information of this type will assist us in caring for your child.

We also welcome suggestions and feedback about the preschool programme.
This may be done informally, via appointment or by completing a feedback form.

Gordonews Contributions

Do you have a recipe you'd like to share? A book review? Something to sell?
Perhaps you write poetry? We welcome contributions to our newsletter.
Please hand your contributions in to the office.

Parent Participation and Involvement

As a community based preschool, parent participation and involvement is essential for the continued life of the preschool.

In addition to requiring parent involvement on the Board of Management and Social Committee, we also welcome parents to take part in our preschool day. Please speak with your child's teachers if you would like to spend some time at preschool during the day.

Each term we have a community sharing focus where we display photos, stories, recipes, celebrations or other information in our front foyer. We encourage all parents to get involved as it helps develop a bridge between home and preschool which helps children to feel secure and to engender a sense of community and belonging.

Kitchen Roster

We appreciate family support with our Kitchen Roster.
During the year you will notice that your child's class has been rostered on to help with washing up craft items in the kitchen.
Please look out for the sign up chart on the verandah.
We suggest that you arrive at 2.30 for your roster duty. Please note that children are not permitted in the kitchen. This includes older and younger siblings.

Washing

Please keep your eye out for our preschool washing. Each day we place a bag of laundry (cloths, tea towels etc) on the verandah. If you are able to assist by taking the laundry home, we would very much appreciate this.



Your child's teacher may also ask for parent assistance in the washing of lunch mats (this varies from class to class).

Open Door Policy

In addition to participating on our preschool rosters, we invite parents at any time to spend time at preschool. We do, however ask that you discuss this with your child's teacher. As it is such a large centre, it can be a little overwhelming if there are too many adults at preschool at any one time.

For children who may be experiencing separation difficulties, it may be best for the parents of these children to wait until the end of term one or the beginning of term two before coming in, so as to give your child a chance to settle in.

Other Ways to Participate

Amongst our parent community we have a large array of talents, skills and experience. We are always pleased to hear from parents who are willing to share their expertise or talents with us.

We welcome parents who may like to talk to the children about their work – artists, potters, musicians - we welcome you to share your talents with the children. Mothers with new babies are always in demand! Children love to see babies being bathed and/or fed. Doctors/Nurses/Police Officers and others – we welcome you to talk with the children about your work or interests.

Do you have expertise or experience within the field of gardening/plants? We at times could use some advice and or assistance in our playground.

Please let us know if you have expertise within the area of I.T./computers, carpentry or sewing. We occasionally require assistance in these areas.

Social Committee (S.C.)

The Social Committee (S.C.) is a subcommittee of the Board of Management of Gordon Community Preschool. S.C. organises events and activities to raise funds for the purchase of equipment, books and resources for the preschool.

S.C. also endeavours to provide opportunities for families and parents to get together on a social basis. Events are arranged by the preschool families and may include a Fun Day, family picnic or a parent night out.

Class Parent

Each class requires two class parents. The role of the class parent is to disseminate information from class teachers and the Director to other parents and to facilitate communication between parents in the class. This has been done in a variety of creative ways in the past. It is up to the class parent as to exactly how this is done. Morning teas for parents, a dinner out, tennis days, a class newsletter have all been successful ventures in previous years. The class parent also has an important role in welcoming new parents to the preschool or in organising assistance for families in the class who may be experiencing difficulties due to illness etc. Class parents are asked to attend S.C. meetings once a month.

Library

The preschool has a library available for children and parents to borrow books and DVDs. Each year we ask two parent volunteers (or Grandparents!) to oversee and coordinate the library. This involves cataloguing new books, organising volunteers to repair and cover books, organising the replacement of damaged books/DVDs and promoting library use. Please let the preschool Director know if you are interested in volunteering for this job.



A Final Word

Attending a new preschool for the first time can be exciting, and for some children (and parents) a little overwhelming. The staff at Gordon Community Preschool recognise and appreciate that each child is an individual, and that each child may respond in a different way to the preschool programme.

We will endeavour to ensure that the transition process from home to preschool is as smooth and as happy as possible. We will do this by providing an environment that is secure, engaging, stimulating and fun. We encourage parents to communicate with your child's teacher in relation to any aspect of your child's care or development. This will assist us in caring for your child.

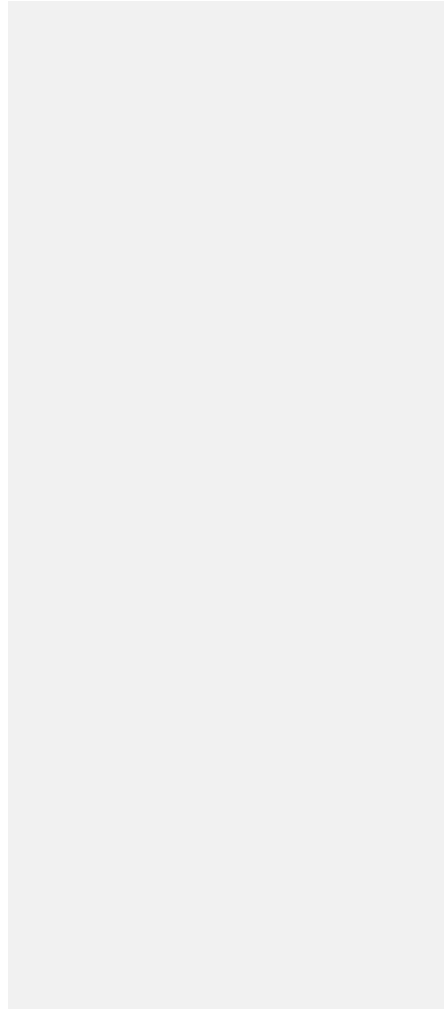
Throughout the year the staff will plan a programme of experiences that reflects and meets the changing needs of children. This is done through a process of observation, interacting with children, documenting our experiences (through photos, display of artwork or construction work,

written observations) and through collaborating with parents.

We aim to facilitate the development of children who are beginning to think independently, attempt new tasks, solve problems, socialise with other children, ask questions, take an interest in the world around them, develop a love of books and pre-literacy experiences, appreciate and enjoy music, approach a range of cognitive tasks with confidence, and who feel secure about their place in the world – here at preschool and within their family. This will be done through an individually and developmentally appropriate play based curriculum. We endeavour to prepare children, not only for school, but more importantly for life.

If you have any further questions, please do not hesitate to speak with the Director and/or your child's teacher.

We look forward to a happy year ahead, getting to know you and your child during this exciting time of growth and development.



Useful Websites

Australian Children's Education and Care Quality Authority (ACECQA) ACECQA is the new national body ensuring early childhood education and care across Australia is high quality.

<http://www.acecqa.gov.au>

Department of Education and Communities (DEC)

The department regulates and funds education and care services. Parents can find information on the types of services available for children, and can search for services.

<http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/families>

Gordon Community Preschool (GCP)

www.gordonpreschool.org.au

Kids Matter

This website provides quality information and resources for parenting and supporting children. E.g. childhood anxiety, transition to school, education, families and community and schools.

<http://www.kidsmatter.edu.au>

My child

A website resource to enable families and people working with families to understand and search for not-for-profit, community-based preschools in NSW.

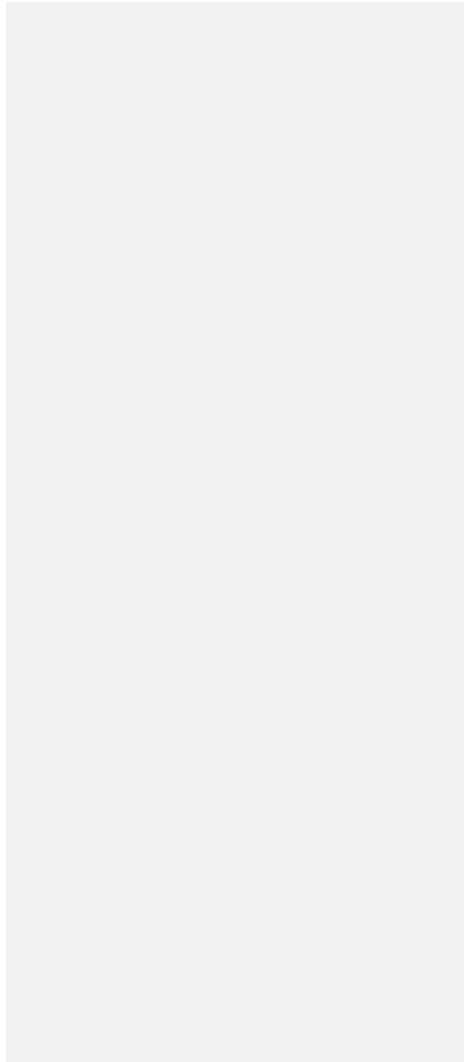
<http://www.preschoolsnsw.org.au/mychild.gov.au>

Raising Children Network

This website provides a range of information and resources for parenting and caring for children, from newborns to school age children.

<http://raisingchildren.net.au>

Notes



For Your Information

Preschool Address

2A Park Avenue,
Gordon, 2072

Phone

9498 4114

Fax

9498 1524

Email

admin@gordonpreschool.com.au (Lisa's email - general enquiries)

director@gordonpreschool.com.au (Felicity's direct email)

Website

www.gordonpreschool.org.au

FAO Carer Reference Number

407 – 974 – 719S

Provider Approval Number PR 00003975

Gordon Community Preschool Website

www.gordonpreschool.org.au



We look forward to welcoming you and your child to
Gordon Community Preschool.