



Welcome to Mascot Public School Preschool



Acknowledgement of Country



Here is the land
Here is the sky
Here are my friends
And here am I
We thank the Bidjigal
and Gadigal people for
the land on which we
learn and play
Hands up
Hands down
We are on Aboriginal
ground.

To pay our respects everyday to the traditional owners of this land, the children engage in this Acknowledgement of Country.



Statement of Philosophy

At Mascot Preschool, we believe that early childhood is an important stage in children's lives and that they deserve high-quality care and education based on the Early Years Learning Framework. Our pedagogy and programs reflect children's current interests, strengths, ideas and experiences which contribute to children's sense of Belonging, Being & Becoming.

During their learning journey with us, educators will be working with the children towards these five learning outcomes:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

We believe children are capable, competent and active participants in their learning. Whilst engaged in meaningful play experiences they can make their own decisions. We value and recognise each child as an individual with their own needs, interests and life experiences.

Educators nurture the physical, social, emotional and cognitive growth of children. We are committed to providing a safe, caring environment by providing a holistic approach to teaching and learning. As educators, we work cooperatively and collaboratively. We engage in ongoing critical reflection to improve our practise and therefore achieve the best possible outcomes for our children. We are committed to participating in professional learning to enhance our skills and knowledge of best practice.

Our preschool represents the cultural diversity of the local community. We promote an inclusive approach and foster this through developing respectful relationships with children, their families and the wider community.

We believe families are the first and most influential teachers in a child's life. We always welcome families to share their knowledge, skills and experiences with our children. Families are listened to, respected and involved in shared decision making.

Mascot Preschool is an integral part of Mascot Public School and the wider community. We actively participate in opportunities to engage in whole school and community events to promote a sense of Belonging and to develop an understanding of the diverse community in which we live. A strong transition program to school is provided to support our children to become resilient and adapt to change.

At Mascot Preschool we extend and enrich children's lives through creating positive and meaningful experiences that will inspire a love of learning.



Our Classes



Jellyfish

Teacher: Rebecca Atkinson

SLSO: Natalie Borbely



Starfish

Teacher: Julie Hayes

SLSO: Christina Manolios

Additional SLSO: Ally Moylan

Your child will be in a specific class group, with core educators who will program for them, however they can move between rooms during indoor play and are all together during outdoor play. This gives them the opportunity to play with all children and engage with all educators.



Attendance



- Preschool starts at 9am and finishes at 3pm, operating in accordance with NSW school terms.
- Try to arrive on time to make the most of educational program. This also assists with the transition to school as children will need to be at school at 9am each day.
- The Botany Rd gate is locked at 9.30am each day and unlocked again at 2.30pm. If you arrive after 9.30am or before 2.30pm, please call the school office so that we can let you in to preschool.

Group A

Monday, Tuesday and alternate Wednesday
(odd weeks)

Group B

Thursday, Friday and every alternate Wednesday
(even weeks)



Summer Routine

Term 1 and 4



9.00am-11.45am	Outdoor play, progressive morning tea and tidy up.
11.45am – 12pm	Acknowledgement of Country and Transition to lunch
12pm	Lunch
12.15pm- 2.40pm	Indoor play and tidy up
2.40pm-3pm	Optional afternoon tea and time to reflect about the day with the children.

During indoor play, the children can move freely between both classrooms and the middle room. This encourages the development of a sense of agency, which allows the children to make choices and decisions relating to their own lives.

During outdoor play, the children also have access to the middle room to utilise for play and to use as an eating area if they are hungry.

Winter Routine

Term 2 and 3



9am- 11.45am	Arrive, sign in and connect with core educators. Indoor play, progressive morning tea and tidy up.
11.450am – 12pm	Acknowledgement of Country and Transition to lunch
12pm	Community Picnic/Lunch
12.15pm- 2.45pm	Outdoor play and pack away
2.45pm-3pm	Optional afternoon tea and time to reflect about the day with the children.

During indoor play, the children can move freely between both classrooms and the middle room. This encourages the development of a sense of agency, which allows the children to make choices and decisions relating to their own lives.

During outdoor play, the children also have access to the middle room to utilise for play and to use as an eating area if they are hungry.

Play-based Program

We believe children are **capable, competent learners** and that they can reach their full learning potential by being **active participants** in their learning journey. Play provides opportunities for children to learn as they **discover, create, improvise and imagine**. We aim to provide long periods of **uninterrupted play** in both the indoor and outdoor environments that encourages **open-ended, hands-on exploration**. This creates a **sense of belonging** where children can develop self-confidence, feel valued and connected to others and develop relationships. Play also enables them to simply enjoy being. Play reflects **children's current interests, enjoyment and learning** which guides educators in the **planning process**..

HOW CHILDREN DEVELOP SKILLS THROUGH PLAY



www.goopybrains.com

Adapted from "Curiosity, Pleasure and Play: A Neurodevelopmental Perspective" written by Perry, Hogan and Marlin (2000)

How play fosters your child's learning



Key Learning Areas

- Literacy
- Numeracy
- Science
- Technology
- Creative arts
- Motor development
- Social/emotional development

Examples

- Blocks = Maths/science, collaborative play
- Puzzles = literacy/numeracy/problem solving/focus
- Painting = spatial awareness/creativity
- Home corner = social/language, turn taking
- Sandpit = measurement, collaboration

Stages of Play

Unoccupied play The child is not playing, just observing

Solitary play The child plays alone, focussed on their own activity, unaware and uninterested in what others are doing. Most common in children aged under three.

Onlooker play The child watches others at play but does not engage in it. They may talk about the play, but they do not join in. Most common in children aged 2-3 years

Parallel play The child plays separately but close to others often mimicking their actions. Often seen as the beginning of more complex social play. Most common in children aged 2 1/2-4 years

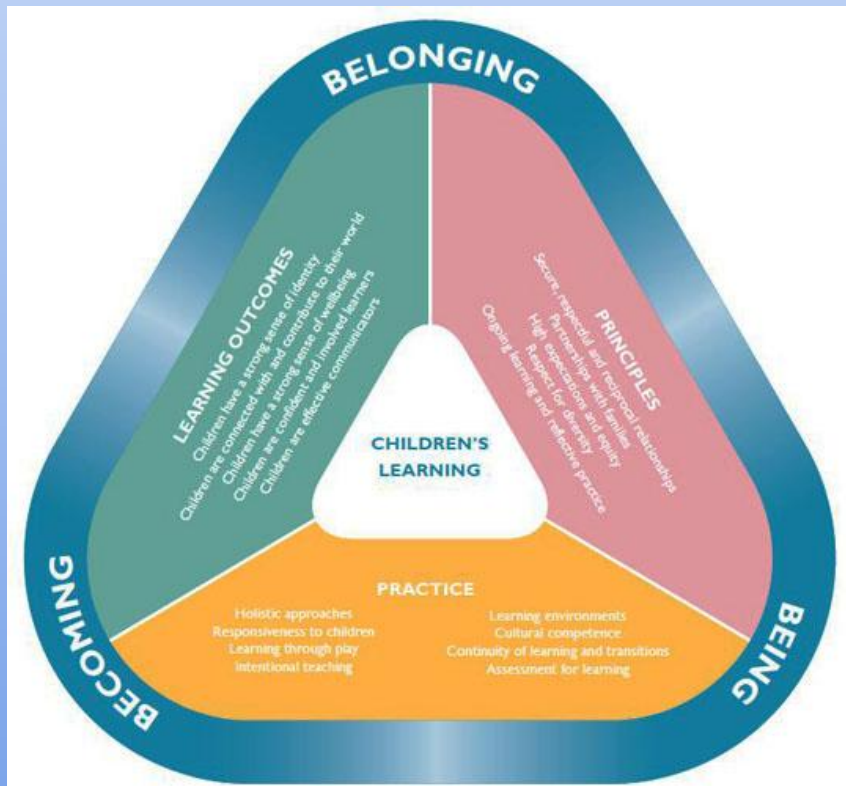
Associative play The child is interested in playing with others and interacts with others during play, but the activity is not organised or co-ordinated. Most common in children aged 3- 4 years

Cooperative play The child is interested both in the people playing and in the activity. The activity is organised, and participants have assigned roles. This is the beginning of 'team work'. Most common in children aged 4 1/2 - 6+ years.

Adapted from Mildred Parten's Stages of Play theory
http://en.wikipedia.org/wiki/Parten%27s_stages_of_play



Early Years Learning Framework



Early Years Learning Framework Outcomes

Early Years Learning Framework Outcomes 0-5 years
Teacher Resources Go To www.starskills.net/blog



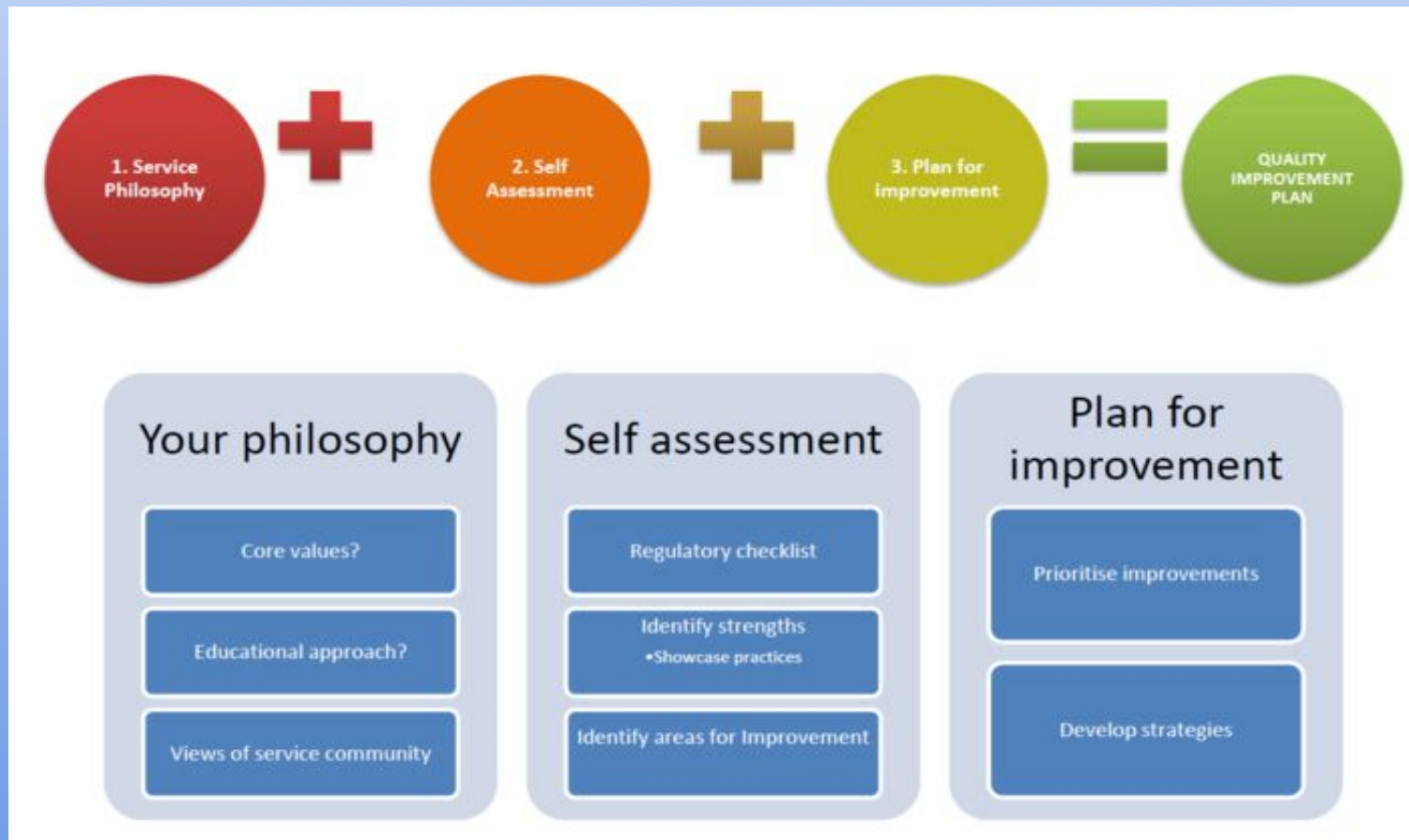
- ❶ **Children have a strong sense of identity**
 - ❑ Children feel safe, secure, and supported
 - ❑ Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
 - ❑ Children develop knowledgeable and confident self identities
 - ❑ Children learn to interact in relation to others with care, empathy and respect
- ❷ **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
- ❸ **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
- ❹ **Children are confident and involved learners**
 - ❑ Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination & reflexivity
 - ❑ Children develop a range of skills and processes such as problem solving, inquiry, 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
- ❺ **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

www.starskills.net/blog

Quality Improvement Plan

The **Quality Improvement Plan (QIP)** is a document that identifies the service's goals for **quality improvement** and notes some strategies for achieving these goals. It helps everyone at the service to stay focused on the **improvements** and on implementing the strategies needed to achieve the goals.


Each year, preschool educators, families and children work together to create this plan to ensure that everyone's voice is heard. We value family input and will ask for feedback throughout the year to support the improvement of the preschool.



Documentation of Learning

Formal Documentation

- Semester 1 Report
- Transition Statement



Semester One Report
2022

Child's name: Harriet Chang	DOB: 25/7/17
Teacher's name: Julie Hayes	
Phone: 96674301	
Email: mascot-p.school@det.nsw.edu.au	

Outcome 1: Children have a strong sense of identity


	Always	Usually	Sometimes	Needs support
Participates in learning and play				
Shares and negotiates resources with others				
Responds to support when distressed or upset				
Demonstrates care, empathy and respect towards others				

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

	Always	Usually	Sometimes	Needs support
Participates in small and large groups				
Shows awareness of the needs of others				
Shares knowledge and experience in play and learning				
Builds and maintains relationships with others				

Outcome 3: Children have a strong sense of wellbeing

	Always	Usually	Sometimes	Needs support
Self-regulates emotions				
Demonstrates physical skill and ability				
Manages personal hygiene and self-care				




TRANSITION TO SCHOOL STATEMENT

My name: _____

This statement tells you a bit about me and how I learn, so that I can have a strong start to school.

The name of my early childhood service: _____



The school I'll be going to next year: _____

Is this child Aboriginal and/or Torres Strait Islander?
 Yes No Both


Is this child supported by another service or specialist program relating to their learning or development?
 If yes, please attach it to this form.
 Yes No

Does this child have an NDIS plan?
 If yes, please attach it to this form.
 Yes No

The Transition to School Statement gives a snapshot of this child's strengths, perspectives, and personality.

It helps link the Early Years Learning Framework to the Early Stage 1 Syllabus in kindergarten so that teachers can better understand each child's learning, development, and background.

To help shape your responses, or to interpret the information provided by ECE services, go to our T2S Guide.



Ongoing Documentation

- Program
- Seesaw Application

TERM :		WEEK:					
Reminders/Events:	Group Goal:	Grow Your Mind					
		This week we are growing:					
Indoor Learning Experiences	Learning Intentions (LI)	Ind LI (Review date)	O1	O2	O3	O4	O5
Outdoor Learning Experiences	Learning Intentions	Ind LI (Review date)	O1	O2	O3	O4	O5
Environmental Changes:	Additional Programs						
	Fundamental Movement- Sustainability- ELLA- Health & Safety-						
Children's Voice:	Cultural Perspective:						



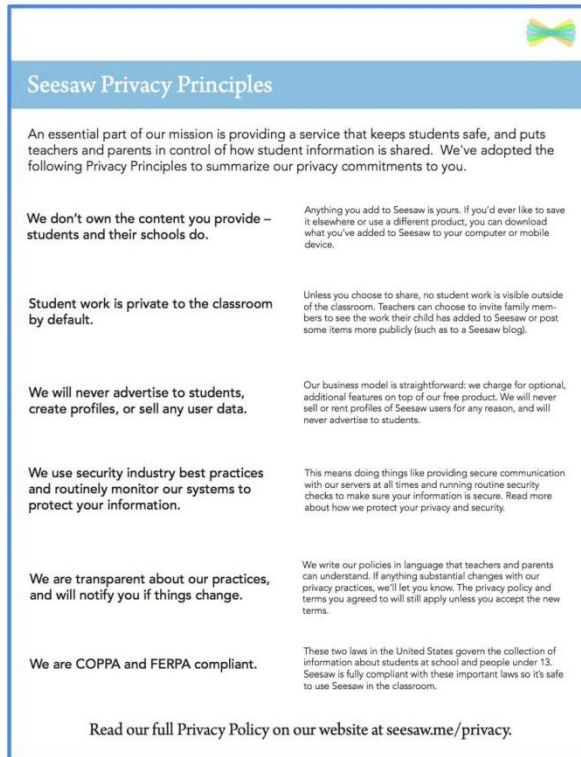
Seesaw

Introduction for Families



Please click on picture to open link

All student content is safe and secure



Seesaw Privacy Principles

An essential part of our mission is providing a service that keeps students safe, and puts teachers and parents in control of how student information is shared. We've adopted the following Privacy Principles to summarize our privacy commitments to you.

We don't own the content you provide – students and their schools do.	Anything you add to Seesaw is yours. If you'd ever like to save it elsewhere or use a different product, you can download what you've added to Seesaw to your computer or mobile device.
Student work is private to the classroom by default.	Unless you choose to share, no student work is visible outside of the classroom. Teachers can choose to invite family members to see the work their child has added to Seesaw or post some items more publicly (such as to a Seesaw blog).
We will never advertise to students, create profiles, or sell any user data.	Our business model is straightforward: we charge for optional, additional features on top of our free product. We will never sell or rent profiles of Seesaw users for any reason, and will never advertise to students.
We use security industry best practices and routinely monitor our systems to protect your information.	This means doing things like providing secure communication with our servers at all times and running routine security checks to make sure your information is secure. Read more about how we protect your privacy and security.
We are transparent about our practices, and will notify you if things change.	We write our policies in language that teachers and parents can understand. If anything substantial changes with our privacy practices, we'll let you know. The privacy policy and terms you agreed to will still apply unless you accept the new terms.
We are COPPA and FERPA compliant.	These two laws in the United States govern the collection of information about students at school and people under 13. Seesaw is fully compliant with these important laws so it's safe to use Seesaw in the classroom.

Read our full Privacy Policy on our website at seesaw.me/privacy.

Visit Seesaw's [Privacy Center](#) to learn more about their privacy principles and commitment to student safety.



- Journals are only accessible by your child, their teachers and yourself
- Journals are not public on the web and information is never shared with third parties

Additional Programs

Numeracy:

To support the children's ability to recognise and apply mathematical concepts during play and develop an understanding of numbers, counting, one to one correspondence, solving number problems, measuring, estimating, sorting, noticing patterns, subitising. An additional element to this program is the whole school initiative called "Numbertalks". Numbertalks are short daily exercises aimed at building number sense



Literacy:

To support the development of emergent literacy skills such as phonological awareness, alphabet knowledge, print knowledge, name writing and experimenting with letter formation, as well as supporting listening skills. Explicit Phonological Awareness program is also implemented each day at group time, focusing on listening skills, rhyming, syllables

Fine Motor:

To support the development of the children's fine motor and manipulation skills including using scissors and holding a pencil in a tripod grip. Fine motor skills refer to the coordination between your child's small muscles, like those in their hands, wrists, and fingers in coordination with their eyes. Fine motor skills enable such functions as writing, grasping small objects or toys, and fastening clothing.



Grow Your Mind:

A whole school wellbeing program. Grow Your Mind aims to enhance the social and emotional learning and wellbeing of children, school staff and families through supporting them to understand mental health and form habits of resilience. The program supports learning communities to develop a strong awareness of ways to protect and nurture wellbeing.



Yoga :

Yoga delivers a fun and safe exercise program for children in an active and visually inspiring environment. Students are guided through an exploration of movement and breathing exercise. This program is offered once a week for a term at an additional cost.

Fundamental Movements:

To support the development of the children's fundamental movement skills. Fundamental movement skills include: balance skills; locomotor skills such as running, jumping, hopping, and galloping; and ball skills such as catching, throwing, kicking, underarm rolling and striking.





Sustainability

Children learn through doing, so we give our children the responsibility of caring for their environment. For example, they water the garden, plant seeds and pull weeds. We also harvest and eat the foods from our vegetable garden. Children need to see the entire cycle of growing food. It gives them an appreciation for sustainability and nurturing their environment. Our children will learn to be proactive in recycling. We will have discussions to educate children on the importance of recycling and where our waste ends up. We will implement recycling into our daily practices, and the children will be aware of which bin is for what waste. We will role model energy and water conservation practices. As a result, children will be aware of the importance of conserving energy and water. We turn lights and fans off when we are not using the room, and we reuse water during water play experiences eg: on plants. We also educate the children about sustainability through books, puzzles, discussions, games and practices.



Dharawal Language Program and Yarning Garden

Dharawal language and culture programs are integrated alongside the school curriculum and supported by additional resources to reinforce language and culture learning in the school and community environments.

Pantry 4 the People

Pantry 4 the People is a charity that was created by a local mum to support those in need.

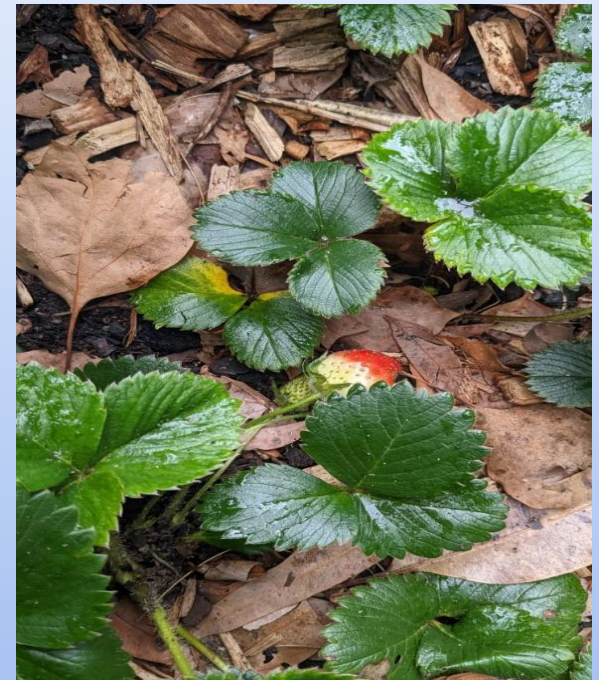
The pantry provides non-perishable food, fruit, vegetables, toiletries and baby care items 24 hours a day, 7 days a week.

Preschool have been proud supporters of Pantry 4 the People for quite some time. Each week, we take out donation from families in P-6 to the pantry to help those less fortunate.



Gardening at preschool

The children are involved in planting and caring for a wide variety of seasonal fruits, vegetables and herbs in our preschool “healthy snack garden”. This gives the children the opportunity to learn about how plants grow and to take ownership of their very own garden and sample fresh produce!



Sunsmart Service



- Mascot Preschool is a Sunsmart service.
- All children are encouraged to wear a broad-brim hat daily.
- Sunscreen is to be applied prior to arrival by families and we will reapply at preschool during outdoor play after 2 hours.
- Children are also encouraged to wear Sunsmart clothing.
- Our playground has lots of shade from the trees and shade structures such as umbrellas and awnings.
- During extremely hot weather, we will bring the children inside to our air-conditioned classrooms.

Transition to School



We believe that the transition to school is an ongoing process that occurs throughout the year. We visit the school library, the kindy classes, go up to feed the chickens and visit the school veggie garden and orchard. We also engage in whole school events such as the book week parade, NAIDOC week, Easter hat parade, school assemblies, P-2 athletics carnival, cross country. The children receive a great deal of exposure to the primary school which supports their transition to kindergarten.



Family Involvement

We value family involvement and encourage families to participate in our program.

There are many opportunities to become involved such as :

- Meet and Greet at the beginning of each year – This is a one on one meeting between educators and each family and their child to set goals for the first semester, and to discuss each child and families individual needs.
- Communication via the Seesaw Application
- End of term celebrations
- Parent helpers with cooking, gardening, sharing a special skill.
- Special Events – picnics, mothers day, fathers day, graduation
- Quality Improvement Plan – Feedback, surveys
- Working with Children Check required for volunteers
- Preschool representative on P & C



Is your child ready for preschool?

Can they...

- Go to the bathroom by themselves
- Wash their hands
- Change clothes with little support
- Eat by themselves
- Open and close lunch boxes
- Listen to and follow instructions

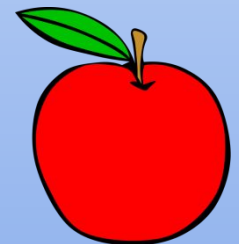
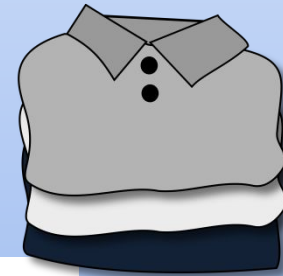


If you are unsure whether your child can complete these tasks, please practice with them at home.

What to bring?

CLEARLY LABELLED

- Bag
- Spare clothes (including socks and underwear)
- Morning tea in a separate container
- Lunch Bag in a separate container (lunch put in fridge)
- Water bottle
- Broad Brim Hat
- Sunscreen



Medical conditions

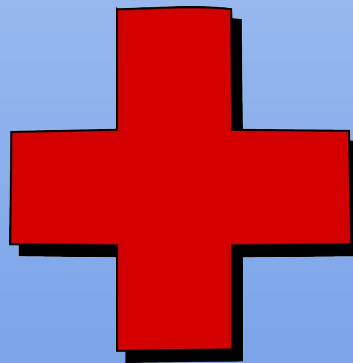


Please ensure that you inform the school office upon enrolment if your child has any medical needs such as asthma or anaphylaxis.

You will need to provide the relevant prescribed medication and a medical action plan completed by your child's doctor.

Medication can not be administered unless it is prescribed to your child by a doctor.

If your child does have a diagnosed medical condition, you will need to complete a "Risk Minimisation and Communication Plan" with your child's teacher. This will be done at the meet and greet session next year.



Food Ideas

Please send your child's morning tea in a separate labelled container

We may have children with severe allergies to nuts- please be mindful of this when packing food for your child.



Please send your child's lunch in a separate labelled container to be put in fridge



Preschool Handbook

You will find more information about Mascot Preschool in the Handbook. This is also available on the school website.

Preschool policies and procedures are also available on the website.

If you require more information or have questions don't hesitate to ask 😊



Please check your email for your 'Meet and Greet' Invitation.

Administration and Payments



Due to financial system changes within the Department of Education, Mascot Public School will be moving over to a platform called School Bytes for all payments etc. Information and instructions will be shared with our school community regarding sign up.





Thank you!

We look forward to getting to know you and your child. If you have any questions, please do not hesitate to contact the school

mascot-p.school@det.nsw.edu.au

