

COLEAMBALLY PRESCHOOL
For a Tootin' Good Time!



PRESCHOOL OPEN TIMES

Monday to Friday from 8.00am until 4.00pm.

PRESCHOOL SESSION TIMES

Monday to Friday 9.00am to 3.00pm

Monday, Wednesday and Friday are mostly 4-year-old sessions

Tuesday and Thursday are 3 and 4 Year old sessions.

STAFF MEMBERS

Director

Vicki McIntosh Bachelor of Teaching (Early Childhood)

Educators

Robyn Fletcher Cert III in Children's Services

Nicole Bellato Diploma in Children's Services

Dianne Roberts Studying Cert III in Children's Services

Ella Painting Completing school based traineeship in
Cert III in Children's Services

Administration

Michelle Brain Bachelor of Economics

CONTACT DETAILS

Coleambally Preschool Ass. Inc.

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Welcome to Coleambally Preschool

Coleambally Preschool is a not-for-profit, community-based organisation operated by a Management Committee, elected annually.

We have a dedicated group of parents who provide strong and vital support to staff so they are able to provide the best quality education and learning in a modern building with a playground that we believe is world class.

We provide education to children from both Coleambally and Darlington Point, with farm children having the option of coming on the school bus to make access easier for parents.

Our dedicated educators with many years of experience make our Preschool an interesting and fun place for children with our focus on helping the children feel they belong, so they have the opportunity of being themselves, and becoming the best they can be.

Our strengths include:

- ◆ Child led learning
- ◆ Learning through play
- ◆ Social and emotional development through the Teaching Pyramid Framework
- ◆ Building relationships with children, families, and community
- ◆ Amazing outdoor environment
- ◆ Sustainable practices



Our Philosophy

THE FAMILY

- ◆ To actively consider the family's needs and interests in the decision-making process and to recognise families as the experts of their own children.
- ◆ To develop partnerships with parents by establishing mutual trust, respect, empathy, acceptance, and appreciation of different perspectives to support young children's learning.
- ◆ To provide comprehensive policies which guide the centres current practices for parental information, input, and direction.
- ◆ To encourage parental/family participation in the Preschool program, environment, management, and maintenance. We accept that each family will be involved at a level with which they feel comfortable and we will support and accept the level of involvement they choose.

THE COMMUNITY

- ◆ To provide a high quality educational service which reflects the cultural values and lifestyles of the families within the community.
- ◆ To endeavour to provide a service which meets the needs and expectations of the community.
- ◆ To facilitate and liaise with other community services and resources. To proactively be involved in a strong community network, so that the service can provide and receive support from and for other members in the community.
- ◆ To commit to maintaining strong links with our local schools so that support and information can be exchanged, as well as providing a meaningful transition to school for the children and families using the service.

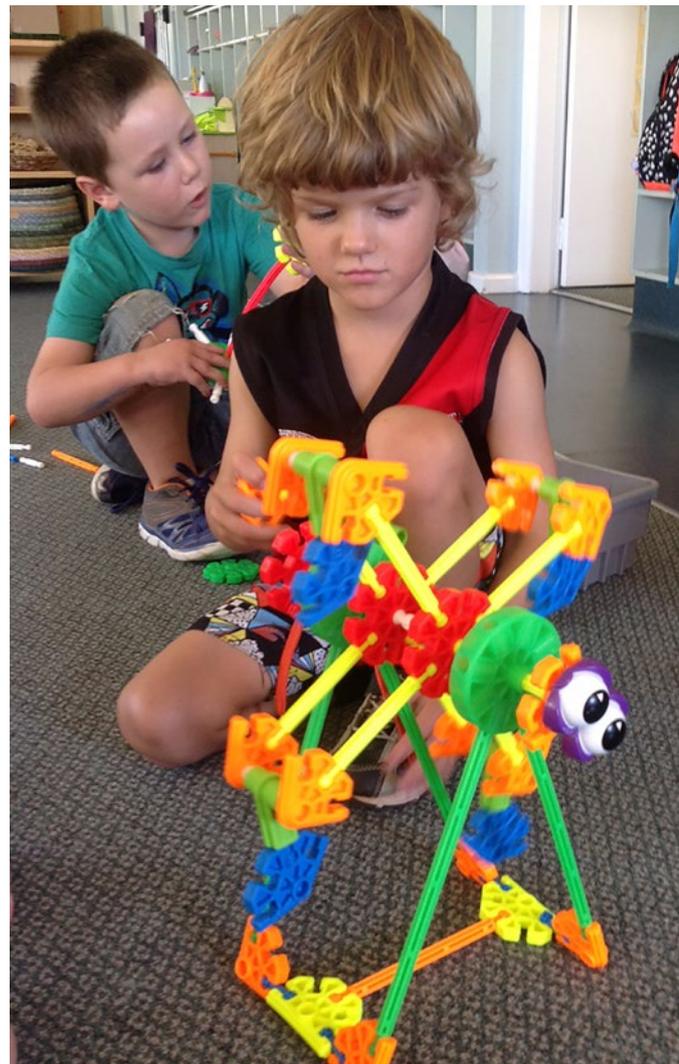


THE CHILDREN

- ◆ To provide a flexible program allowing each child to develop at their own pace. This program will be based on individual needs and interests and in accordance with the principles outlined in EYLF (Early Years Learning Framework).
- ◆ To provide a wide range of provisions, experiences and opportunities that form a positive framework in which children can develop in all areas: self-esteem, social, emotional, physical, cultural and intellectual while always incorporating the relationships between family, community, culture and place.
- ◆ To acknowledge that every child is capable and resourceful. Children are encouraged to create meaningful links between their own experiences and to incorporate these in the Preschool environment, whilst working towards learning outcomes as expressed in the Early Years Learning Framework – ‘Belonging, Being, Becoming’.
- ◆ To value the child’s contribution to the Preschool environment and to provide children with the opportunity to be decision makers and risk takers.
- ◆ To recognise that a child’s learning is ongoing and each child will progress towards the outcomes in different and equally meaningful ways.

Learning through play

- ◆ “Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children’s thinking and enhance their desire to know and to learn. Children’s immersion in their play illustrates how play enables them to simply enjoy being.
- ◆ To provide an early childhood education for each child that will include a non-sexist, multicultural, anti-bias approach in guiding children towards self-discipline and cooperation with others. The values, attitudes and cultures of all families are to be respected.



THE STAFF

- ◆ To employ professional staff who will work together to provide a quality program for all children.
- ◆ To encourage the development of a positive and open interaction between staff, family and community.
- ◆ To encourage continuing staff development in the area of Early Childhood Education.
- ◆ To encourage reflective practice as a form of ongoing learning.
- ◆ For all staff to be familiar with and working with the EYLF (Early Years Learning Framework).
- ◆ Coleambally Preschool adheres to the Code of Conduct and Code of Ethics for quality early childhood practice.

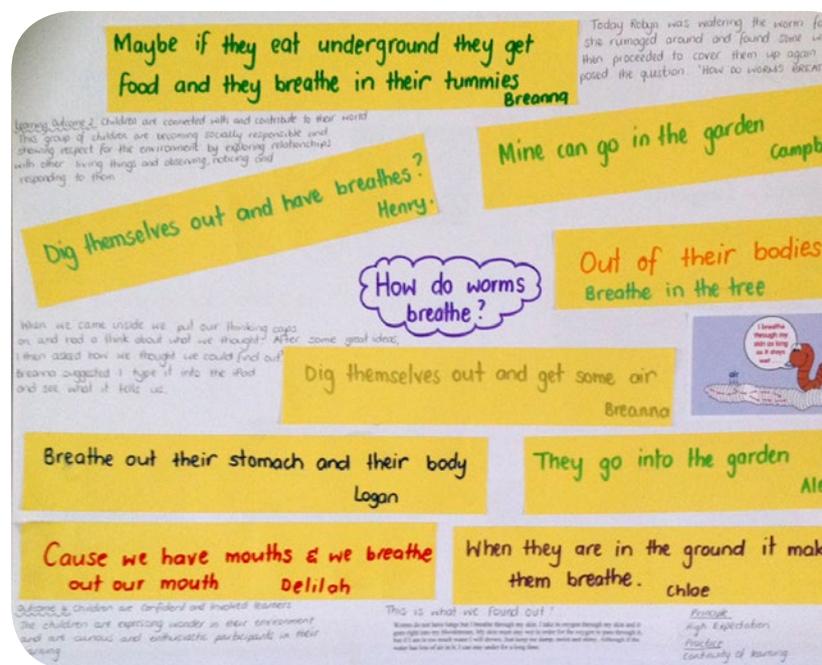


Children's Voices/Preschool Program

INCLUSION

We believe that children need to have control over their learning for them to make connections and construct knowledge and find out things for themselves. This requires the children having input into their learning and for materials to be made available for this learning to occur. This is done each morning through 'Morning Minutes', where we have a meeting as a group and the children let us know what learning they would like to do during the day, as well as what activities interest them. It is the Educators role to facilitate this learning by setting up the room in consultation with the children on the day.

Each child is an individual and will be learning at their own pace and our environment encourages wonder, curiosity, and excitement through active exploration. Children are then building on and extending their past experiences and future ideas. Learning is linked to the Early Years Learning Framework and any further learning we observe that the child might need is done at the time if possible so that the learning is relevant. Learning is encouraged as part of a group as well as individually.



Parent and Family Connections

The children that come to our Preschool are part of a family. Nobody knows that child better than the family, so we therefore do our best to work with the family to develop an educational program that will see each child grow and develop their individual interests and skills, whilst ensuring the learning experiences are meaningful and respectful to their values, beliefs and culture.

Parents are welcome at Coleambally Preschool at any time. If parents have any particular skills that they are able to share with us then we encourage them to contribute to the Preschool program.

Annually we have a Mother's Night, Father's Night and an end of year concert which are always very well supported by families.

Parents can also be involved by:

- ◆ Being involved at some level on the Management Committee. This involves attending a meeting once a month, where future decisions are made regarding the running of the Preschool.
- ◆ Helping or contributing to fundraising
- ◆ Attending excursions
- ◆ Contributing to newsletters
- ◆ Attending working bees

We appreciate any level of contribution that families feel they can offer.





Environment

We are very lucky to have a large, natural outdoor play space. This was designed by Tessa Rose Landscapes. In her design, Tessa incorporated ideas from the children, families and staff blending our existing space with a larger more natural space for children to play, explore, discover and learn. The outdoor space now consist of areas such as a creek, a digging patch, and vegetable garden.

Our indoor learning environment is also spacious and we endeavour to offer many opportunities for open-ended learning including the use of natural materials. Playdough is offered on most days unless the children request something else. Blocks are also available, as is the drawing table and the easel painting. A variety of puzzles will be available, and the craft table offered. The children are also working on projects that interest them.



Community

Our Preschool is very lucky to be part of a very supportive wider community.

We have strong ties with both the local schools and we try and catch up a few times throughout the year on different occasions, such as school assemblies and different performances which may be visiting town.

We have incursions from the local Fire Brigade, Living Safely with Dogs program, live performances, and excursions to local farming families if relevant.

CULTURAL CONNECTIONS

Our Preschool is committed to building our awareness of our local culture as well as other cultures. When we have the opportunity, we encourage this learning through visitors and intentional teaching.



Sustainability

I believe that our Preschool does its little bit to help the environment by being sustainable and by intentionally teaching the children about why being sustainable is important for the environment and the planet.

We currently have two rainwater tanks with one being used in the sandpit by the children during their play and one being used in the digging patch and to water the vegetable gardens.

We have a worm farm, which is fed off children's scraps and then the fertiliser is used on the vegetable garden and the plants. We encourage recycling of the children's lunches with scraps being split between rubbish, recycle and compost.

Our craft area is regularly stocked with supplies from families.

We are purchasing solar panels to help reduce our electricity, and we are aware of turning off the lights and the heating/cooling when we are not inside. Our creek is also run by a solar panel, with recirculating water.



Healthy Life Choices

Healthy life choices are encouraged through active physical movement throughout the day, both indoors and outdoors.

Our MUNCH & MOVE program encourages more movement and less time on small screens. Through this program, we have the opportunity to learn fundamental movement skills, such as jumping, throwing and catching a ball, skipping etc. This program also promotes healthy eating with information being given to families to help them support us in this important message for children.





Communication

Communication with families about their children and the Preschool is important and it is done in a variety of ways to suit the individual family.

All children are provided with a communication book which is sent home every day and messages can be written regarding the child. Any notes are also included in here.

Families will be sent emails which may include reminders or they may have Newsletters attached.

Observations may also be sent home via email or the communication book so that families are kept informed of their child's progress.

Each child has an individual Portfolio which is kept at Preschool and this includes observations and information relevant to your child's learning journey and, these are available for children and families to look at any time.

Social/Emotional Development

Social/emotional development of children is crucial to all other aspects of learning. Through the Teaching Pyramid Framework, we work with the children on developing the skills necessary for them to function in the Preschool environment, as well as in life. This program focuses on developing emotional awareness in the children and then teaches them how to deal with and redirect any negative feelings or emotions by giving them the tools and the solutions to do so.

Part of this program is directly teaching children how to be a 'Super Friend'.

- ◆ Using kind words
- ◆ Using gentle hands and feet
- ◆ Look with our eyes
- ◆ Listen with our ears
- ◆ Take turns
- ◆ Go with the flow.







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