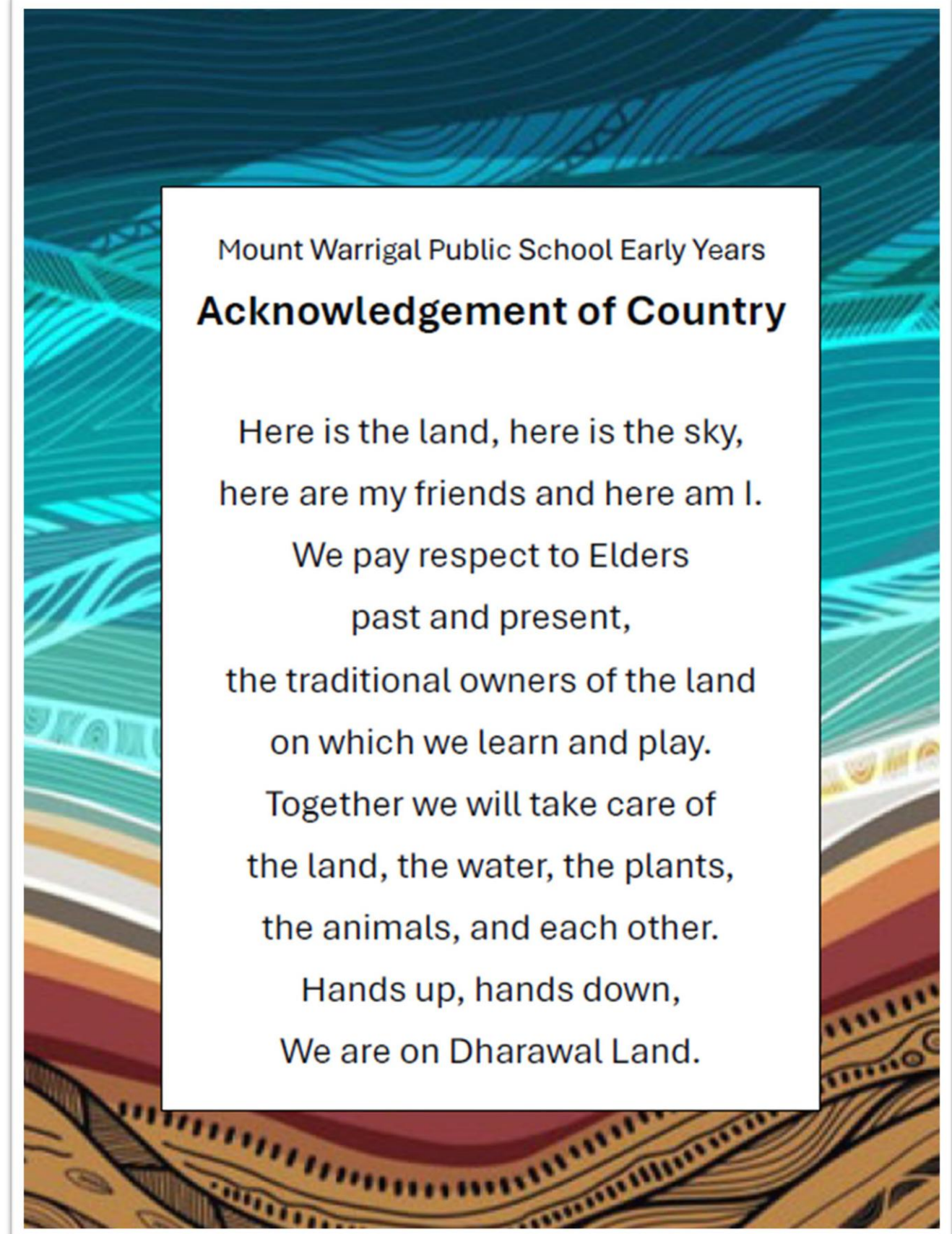




MOUNT WARRIGAL PUBLIC SCHOOL

Preschool Handbook





Mount Warrigal Public School Early Years

Acknowledgement of Country

Here is the land, here is the sky,
here are my friends and here am I.

We pay respect to Elders
past and present,
the traditional owners of the land
on which we learn and play.

Together we will take care of
the land, the water, the plants,
the animals, and each other.

Hands up, hands down,
We are on Dharawal Land.

Mount Warrigal Public School Preschool



Mount Warrigal Public School Preschool provides an educational program for children the year before they attend school. We are a Department of Education preschool located on the site of Mount Warrigal Public School. Being part of a Preschool – Year 6 school community provides our children with the opportunity for meaningful and ongoing transition experiences.

Our Vision

Belonging

Mount Warrigal Public School emphasises care and compassion in early years interactions, valuing diverse family backgrounds and fostering strong partnerships with families. We aim to build a strong sense of belonging for our children within the school community and beyond, promoting appreciation for our natural world and sustainable practices.

Being

We focus on play-based learning, providing children with ample time to explore their interests and surroundings. Our approach encourages curiosity and a lifelong love of learning through open-ended experiences, supported by mindfulness practices to enhance social, emotional, and self-regulation skills.

Becoming

Our program supports children's development into confident, creative, and curious lifelong learners. We offer a well-resourced, engaging learning environment that prepares children for a smooth transition to kindergarten, fosters resilience, and promotes a growth mindset. We are committed to ongoing professional development and maintaining high standards in education, upholding every child's right to a respectful and supportive learning experience.

SCHOOL ADDRESS:	2 Hogarth Ave, Mount Warrigal 2528
PRESCHOOL ACCESS:	Roycroft Ave, Mount Warrigal 2528
SCHOOL OFFICE PHONE:	02 4296 6266
Email	mtwarrigal-p.school@det.nsw.edu.au
Website	https://mtwarrigal-p.schools.nsw.gov.au
PRINCIPAL:	Lyndall Holden lyndall.holden@det.nsw.edu.au
LEADING TEACHER PRESCHOOL:	Shauna Stephens Shauna.stephens4@det.nsw.edu.au
OPENING HOURS:	9:00am – 2:55pm

Staffing

The Principal of the Mount Warrigal Public School oversees the preschool and is responsible for all decision making. Each preschool class is staffed with an Early Childhood teacher and a SLSO who holds a certificate III or higher. Teachers and SLSOs from the school, cover lunch breaks and release from face to face teaching in the preschool.

Policies and Procedures

Our Procedures Folder is located in the preschool entry area. Procedures are localised to the preschool.

Department policies are located on the department's website.

Please be aware that the regulations and laws can be accessed through the following website.

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation Children \(Education and Care Services National Law Application\) Act 2010 No 104 - NSW Legislation](#)



Term Dates 2025

Term 1 Friday 31 January to Friday 11 April	Autumn school holidays Monday 14 April to Thursday 24 April
Term 2 Monday 28 April to Friday 4 July	Winter school holidays Monday 7 July to Friday 18 July
Term 3 Monday 21 July to Friday 26 September	Spring school holidays Monday 29 September to Friday 10 October
Term 4 Monday 13 October to Friday 19 December	Summer school holidays Monday 22 December to Monday 26 January 2026
*Note: Staff Development dates to be advised.	

Daily Attendance

Preschool hours are **9:00am to 2:55pm**.

All children must be signed in and out on arrival and departure.

Drop Off

Children are **not to be left prior opening** at **9:00am**. On arrival the adult bringing the child is responsible to sign the child in on the attendance sheet next to the child's name and indicate the time of arrival. The person dropping off the child must ensure that a staff member receives the child/ren before leaving the centre and that any information pertaining to the child is communicated to the staff.

Collection

Children **must be collected** by **2:55pm**. Preschool children **must** be collected before older siblings/students. If the person collecting a child is unfamiliar to the preschool staff, photo identification will be requested and checked against the authorisation register. The authorised adult collecting the child must sign the attendance sheet next to the child's name and indicate the time of departure. The authorised person must ensure that a staff member is aware that they are departing the preschool with the child. If the child is to be collected by a person whose name is not on the enrolment form as a person authorised to pick up the child, parents must have personally informed the teacher prior to pick up. The adult picking up the child will be requested to show photo identification to the teacher before departing. **No child will be released into the care of a person under the age of 18 years.**

Daily Routine	
9:00 am	Arrival - Sign in
9:00 am	Indoor or outdoor play - Progressive Munch & Sip
10:40 am	Group time - Songs, story, language focus and discussion
11:10 am	Lunch time - Whole group – sandwiches, fruit and healthy snacks
11:30 am	Indoor or outdoor play - Alternate to session one weather permitting
12:50 pm	Group time - Music, movement, and role play
1:15 pm	Afternoon tea - Another healthy snack. - Pack lunch boxes and drink bottles in bags
1:20 pm	Quiet time - Puzzles, board games, books, drawing - May include meditation, breath work, relaxation music
1:50 pm	Indoor or outdoor play - An opportunity for a movement break after resting - May include organised game and/or dance
2:20	Pack up - Children are explicitly taught to reset the environment and pack away.
2:30	Floor activities
2:45	Collection - All children to be signed out by authorised person.

National Quality Framework

- All children's services operate under the National Quality Framework. This aims to raise quality and drive continuous improvement and consistency in education and care services through:
 - National Law and Regulations
 - National Quality Standard
 - National Approved Learning Framework, Belonging, Being and Becoming, The Early Years Learning Framework for Australia
 - National Quality Rating and Assessment process conducted by a national body called the Australian Children's Education and Care Quality Authority. Information available at: www.aceqca.gov.au

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Quality Improvement Plan

Every early childhood service must work towards continual improvement in the quality of their service. A Quality Improvement Plan includes early childhood services identifying their current areas of strength and their future goals for improvement. Please ask to see our Quality Improvement Plan.

Enrolment

Children are eligible to attend departmental preschool classes in the year before they can commence kindergarten. Mount Warrigal Public School office has all the necessary forms that you will need to fill out for preschool enrolment. To enrol you need to provide your child's birth certificate, immunisation details and a proof of residence document. Applications reviewed individually and placements are offered based on the NSW Education Department's specific eligibility criteria.

Immunisation

Current immunisation records **must be up to date** and a printed copy from the Medicare website needs to be given to the school, prior to commencement. The Public Health Act requires preschools to obtain documents from parents to show the child is fully vaccinated for their age, or has a medical reason not to be vaccinated, or is on a recognised catch-up schedule if their child has fallen behind with their vaccinations.

Items for school bag

- Water bottle
- Insulated lunch box with ice brick included to ensure food is maintained at safe temperature.
 - Munch and Crunch: Fruit or vegetables
 - Lunch: Fresh fruit, vegetables, sandwiches, wraps, dairy
 - Afternoon tea: Healthy snack
- Change of clothes
- Warm jacket / jumper for cooler weather
- Brimmed hat
- On wet days the children may bring raincoats and gumboot

Note: Toys are easily lost or damaged and should be left at home.

Communication with families

We recognise families as a child's first and most influential educators. We value the insights families have about their children. Open communication and collaboration between staff and families enables us to ensure that our program is responsive to individual children's ideas, knowledge, culture, abilities, needs and interests.

Communication with families occurs in a range of ways.

This includes:

- Enrolment Interview
- Informal conversations
- Meetings
- Phone: 02 4296 6266
- Kinderloop App
- Parent Information sessions
- Transition to school statements

Curriculum

In an early childhood setting such as our preschool, 'curriculum' means all the interactions, experiences, activities and routines that the children participate in. The curriculum is driven by the Early Years Learning Framework (EYLF), which is the mandatory framework for early childhood education and care services. Our daily curriculum includes indoor and outdoor play experiences, educator led group times, as well as many transitions to school experiences. The children can choose experiences that they are interested in and explore and experiment with new experiences and learning.

Children's Learning is captured in Individual Learning Journals, these are both a developmental record and a great collection of memories of their preschool year. They will include:

- Individual Learning Cycles
- Samples of work
- Photo documentation
- Group experiences

Educators are available to discuss the child's progress at any time and families can arrange to have a confidential discussion with staff at a convenient time for both.



Transitions

As with all transitions, the staff will endeavour to make the move from Preschool to Kindergarten successful. To do this we have developed transition strategies for our preschool children.

This involves:

- a primary school 'buddy program' which involves developing individual relationships
- participating in relevant primary school activities
- utilising the primary school facilities so children develop familiarity with the setting
- Kindergarten classroom visits starting term three
- regular visits to other learning environments in the school such as the culture room and library

Accidents & Illness

In the instance of a sudden illness or accident at school, an ambulance (if necessary) and/or parents/carers will be contacted. If the school is unable to contact a parent, the emergency contact person will be called

Health Care Plans

Individual Health Care / Management Plans will be prepared for children with diagnosed medical conditions like asthma, anaphylaxis, diabetes, epilepsy, etc Please notify staff upon enrolment into the preschool of any serious medical concerns.

Learning Support

Children with additional needs will have their individual needs met in collaboration with families and under the guidance of the Early Years Learning Support Coordinator. Families will be supported to access assessments where required. Our staff are highly competent in supporting children to regulate their emotions and in making necessary accommodations and adaptations to learning experiences.

Emergency Management Evacuations/Lockdowns

The preschool has a procedure on emergency evacuations and lockdowns and is required to practice these procedures regularly. Evacuation drills and lockdown drills are conducted once per school term. The preschool also joins in with whole school lockdown and evacuation drills. Educators will notify families prior to conducting any Emergency Management practices.

Concerns or Complaints

Concerns

If you have any concerns about your child's education and/or development, please have a conversation with the preschool teacher. You are also welcome to contact the Assistant Principal Early Years or our Principal. The principal can be reached by contacting the main school office on 02 4296 6266.

Complaints

Serious complaints can be directed to the principal, Lyndall Holden, by contacting the main school office on 02 4296 6266.

Regulatory Authority:

The NSW Early Childhood Education Regulatory Authority may be contacted by phone 1800 619 113 or email ececd@det.nsw.edu.au

Healthy Eating

Please support our Healthy Eating Policy by providing healthy lunches and snacks for your child. We are an allergy aware preschool and will inform our families of any food allergies that exist in our preschool service and how we can work together to avoid the risk of an allergic reaction. No food or drinks are shared with the group. Please avoid sweet, pre-packaged food.

For lunch box ideas please see the following attachment from Healthy Kids.

<https://www.healthykids.nsw.gov.au>

For safe food handling practices please see the following attachment from NSW Food Authority.

<https://www.foodauthority.nsw.gov.au/>

Hygiene

Hand Washing

We ask that all staff, children and volunteers adhere to the hand washing procedures. All children are encouraged to wash their hands:

- After toileting
- After blowing their nose and wiping tears and dribbles
- Before and after cooking activities
- Before and after eating or touching food
- After playing outdoors.

Cough/Sneeze Etiquette

When coughing or sneezing, use a tissue to cover your nose and mouth. Dispose of the tissue afterwards. If you don't have a tissue, cough or sneeze into your elbow. After coughing, sneezing or blowing your nose, wash your hands with soap and water.

Sun Smart Practices

Children are required to wear a broad brimmed hat outside all year. During warmer months, parents are encouraged to apply sunscreen to their child before preschool. During the day students are encouraged to apply sunscreen themselves. The UV index is checked daily and the time we conduct outdoor play reflects the level of UV exposure. All tops, dresses and shirts worn to school must have sleeves. **Please provide individual sunscreen for your child clearly labelled to be kept at preschool.**

Children's Clothing

Children are offered a range of valuable sensory experiences at preschool, both inside and out. Clothing showing evidence of children's fun is often unavoidable. Families are advised to send children in 'play clothes' that enable them to immerse themselves in these experiences without being restricted by concerns about getting their clothes dirty. Physical play including running, climbing, balancing, jumping, kicking balls is also a planned part of the program. Ensure your child's clothing and footwear supports these activities and enables them to safely challenge their physical skills. Footwear such as thongs and open sandals affect children's stability and grip and can also be dangerous, particularly when participating in climbing activities. For sun protection, children need to wear clothes that cover their shoulders and upper arms. Please label all your child's clothing and pack a spare set in case of very messy or water play or accidents.



Birthdays

We are happy to celebrate your child's birthday with their preschool friends. Small individual cupcakes or cake that are purchased may be sent in to share with the other children.

Parents and Citizens Association

The Parents and Citizens Association (P&C) involves parents as partners in the education process to play an active role in the education of their children. The P&C Association meets on a Thursday (usually the 2nd of each month) in the Mount Warrigal Public School Community Room. Please see the school newsletter for confirmation of dates.

Donation Requests

At the beginning of the year, we collect donations from the families of everyday resources such as:

- Tissues
- Paper towel
- Glue sticks
- Drawing materials

Recycled Donations

We accept donations of items suitable for preschool construction and artwork. The following is a list of items which we would greatly appreciate you saving and bringing into the preschool:

- Ice-cream containers
- Butter and takeaway containers
- Boxes (cereal and tissue)
- Tubes (not toilet rolls)
- Foam meat trays
- Wrapping paper
- Cards
- Cardboard and paper off cuts

When you have a spring clean remember preschool, we could use:

- Old saucepans
- Books/toys
- Kitchen utensils
- Dress up clothes



Mount Warrigal Early Years Philosophy

Mount Warrigal Public School is situated on Dharawal Land. We acknowledge the Dharawal people, the Traditional Custodians of this land on which we meet, play, learn, and work. We pay our respects to the Elders past, present. All Australian Governments are committed to ensuring ***'all Aboriginal and Torres Strait Islander children are engaged in high quality, culturally appropriate early childhood education in their early years.'*** At Mount Warrigal we acknowledge that early childhood education has a critical role to play in delivering this outcome and advancing Reconciliation in Australia. We do this in partnership with our Aboriginal Education Officer and in consultation with the AECG.

Belonging

At Mount Warrigal, our early years interactions are led by the heart, meaning we make decisions with care and compassion, we use graceful and generous interpretations, and we demonstrate kindness and respect for our children, their families, the community and our colleagues. The early years include our two-unit preschool and our Early Intervention Unit; the Wombat/Gulung, Kangaroo/Bura and Kookaburra/Gulgara Rooms.

We value and respect that our children belong to families with diverse compositions, cultures, languages, values, practices, and life experiences. We recognise and respect these families as our children's first, most important, and ongoing carers and educators. We acknowledge that families are an excellent resource for our teaching. We believe in the right of every child to feel cared for, valued, and included. We develop strong partnerships and open communication between our families and school. We believe that respectful and collaborative relationships are important for supporting children's wellbeing and progress. We acknowledge, respect and believe that supported families have increased capacity to support their children.

We aim to expand our children's strong sense of security and belonging to the Mount Warrigal Public School community, to the local and wider community, and as future global citizens. We believe in nurturing this sense of belonging to include the appreciation and care of our natural world, and through demonstrating sustainable practices for the health of planet Earth.

We aim to develop an authentic rapport with every child and value their unique personality, strengths, and interests. We want children to feel safe and secure, to develop a strong sense of self, and to build resilience, so that they can confidently face challenges and develop positive relationships with others.

We believe inclusive relationships can be fostered between educators, children, parents, carers, and the wider community through a welcoming environment where everyone is encouraged to take an active role in sharing their

skills, knowledge, opinions, and interests. We value teamwork, as we can all enhance one another's understanding, perspective, and growth. We aim to come together to celebrate successes and to support each other in times of need.

Being

We believe in the right of every child to play and that a play-based learning program enables children to make sense of their world. We believe in fostering play with unhurried time and opportunity to enjoy being in the moment, so children may follow their own interests and engage in the wonderment of their surroundings.

Through open-ended experiences, we tap into children's natural sense of wonder, inviting them to explore, investigate, inquire, imagine, and create. Whether they're observing insects in the garden, experimenting with water and sand, or building towering structures with blocks, children are encouraged to follow their interests and pursue their passions. By nurturing curiosity in children, we lay the foundation for a lifelong love of learning. We empower children to ask questions, seek answers, and embrace the joy of discovery, knowing that the world is full of wonders waiting to be explored.

We are committed to practicing mindfulness as a way of being, using strategies to enhance social and emotional wellbeing. We develop skills of co-regulation leading to self-regulation strategies for children. We share our calm with children by holding safe space through predictable routines, explicit feedback, having consistent expectations, and clear boundaries. Children are supported to practice and develop skills that calm their nervous system, allowing them to stay responsive in moments of challenge.

Becoming

We believe in the importance of the early learning years as a foundation for our children becoming confident, creative, curious, and successful lifelong learners.

We see our early years settings as a place where children share the enjoyment of discovery and achievement with others. Where children are capable learners and problem solvers, who gain confidence in being able to do things for themselves, and who learn to get along with others by displaying inclusiveness, empathy, and kindness. It is a place for children to explore passions and new ways to be creative thinkers and makers, to freely express their needs and ideas, and to strengthen their physicality and wellbeing. We assist children's readiness for their Transition to Kindergarten, by bridging the gap between preschool and Kindergarten through carefully considered planning.

We help children develop resilience in gentle ways. We encourage them to take safe risks, knowing that setbacks are opportunities for growth and learning. Our educators model resilience by demonstrating patience, persistence, and a positive attitude towards challenges. We encourage children to work hard, and to persevere even when things get tough. By fostering a growth mindset and resilience in children, we help them to develop a strong sense of self-confidence and a belief in their own abilities.

Our learning program is based on an emergent curriculum, underpinned with intentional learning experiences to follow and extend child-led inquiry, and to scaffold children's skill development through their interests. Our children's physical, personal, spiritual, social, and emotional wellbeing will be nurtured through self-directed learning, incidental learning opportunities and planned learning experiences. Our program is well considered and individualised to meet developmental goals and to encourage personal growth.

We are confident as professional educators, in partnership with parents and children, that each child can achieve key components in all five learning outcomes of the Early Years Learning Framework, as we document and track learning, set goals and plan effectively. Our educators value the importance of an ongoing planning cycle of observation and evaluation of learning, reflective practice, and future planning intentions. We encourage all children to be active contributors to their own learning. Our program will provide children with opportunities to revisit, adjust, extend, and consolidate their learning in all areas.

We advocate for children's agency through the provision of a well-resourced and accessible learning space. We provide a safe and engaging learning environment where each child's individuality is celebrated, and all children are encouraged to become aware of their own strengths and interests, and to strive for their own personal best. We present our learning environment as a "third teacher" designed to inspire and encourage learners to discover new possibilities. We aim for an engaging educational space that fosters shared sustained thinking and collaborative learning, where children can imagine, observe, investigate, test, infer, choose, rise to a challenge, problem solve and thrive.

As professional Early Childhood educators, we have a sustained commitment to upskilling and implementing current Early Childhood pedagogy through targeted research, professional learning, and networking with other educators and community professionals, to provide a high-quality education and care program.

Additionally, our staff are committed to fostering an environment where courageous conversations take place. We recognise the importance of navigating sensitive issues with honesty and empathy. By engaging in courageous conversations, we create space for growth, learning, and transformation within our school community.

The United Nations Convention on the Rights of the Child states that *'all children have the right to an education that lays a foundation for the rest of their lives, maximises their ability, and respects their family, cultural and other identities and languages.'* We are committed to upholding this in all areas of our daily practice.



The Mount Warrigal Preschool team look forward to working in partnership with you to support your child in their preschool year and as they transition to school.