



Education &
Communities

Public Schools NSW



Narrabri West Public School



Preschool Handbook

Updated: October 2023

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Our Mission Statement

Narrabri West Public School is committed to providing a quality Preschool service in partnership with parents that is relevant and responsive to its community. We provide opportunities to maximize the children’s potential and develop a foundation for future success in learning. We recognise diversity and foster the overall development of each child as an individual within the group context and wider social environment.

Welcome to Narrabri West Public School
Preschool. We are looking forward to sharing
the year with you and your child as we embark on a
journey of learning together.

Every child is a valued member of our school. The year
ahead is carefully planned to provide productive and
positive experiences for your child and all children are
encouraged to achieve at their highest level of ability
and follow their interests through meaningful
activities.

Teachers play a significant role in each child's life as
they interact together at school. Our staff members
are a committed group of professional educators who
want the best outcomes for every child. We aim to
develop an open line of communication with each
child's family.

Working together, parents and teachers can achieve
the best results for all children. We welcome you into
the school to involve yourself in your child's
education through helping in the Preschool,
attending special events and maintaining regular
contact with their teacher. We value any input that
enables us to understand your children and their
needs more closely.

I look forward to working with all of our families as we
share a successful year ahead. I anticipate each child
will have a rewarding time of learning and discovery.

Regards,
Tania Nichols - Principal

1. GENERAL

1.1. Aim

Our aim is to ensure that "all children experience
learning that is engaging and builds success for life."
(Early Years Learning Framework)

1.2. Introduction

A child's early years determine much of his or hers
future development. Extensive educational research
and experience has confirmed that experiences in the
first five years have lasting and far-reaching effects.

Preschool education is concerned with the growth
and development of young children during this
important period. It aims to help each child to achieve
their potential and to find ways of using their abilities
creatively. At Narrabri West Preschool your child's time
will be planned to give them a variety of daily
activities and experiences, which will include indoor

and outdoor play, music, books, craft and language.

As your child begins Preschool, there may be some
questions which arise. We hope this handbook will
assist you in understanding our Preschool and help
you and your children enjoy a happy and rewarding
year with us. Of course we are always available to talk
with you about your children.

We offer a 5 day fortnight, from 9.30 am to 3.30pm
with children attending either Monday and Tuesday
or Thursday and Friday with alternating Wednesdays.
This will mean that we have two groups with a
maximum of 20 students in each group. Regular
attendance at Preschool is important. Our terms and
holidays are the same as for Narrabri West Public
School. The children attend for the full year prior to
Kindergarten enrolment.

2. EDUCATION

2.1. Educators

Tania Nichols: Principal
(Nominated Supervisor)

Abbey O'Brien: Preschool Educator
(Bachelor of Teaching Early Childhood)

Linda Watson: Preschool Learning Support Officer
(Certificate 3 Children's Services)

The role of the educators within the Preschool is to
provide a stimulating and interesting environment,
where growth and development can take place
through programs which extend and enrich your
child's experience of Preschool.

Educators are also responsible for being positive role
models and assisting children with behaviour
management to encourage development of self-
control and positive peer interactions.

2.2. The Early Years Learning Framework (EYLF)

We are a licensed service which implements the Early
Years Learning Framework, developed by the Council
of Australian Governments. The framework has been
designed to provide young children with
opportunities to maximise their potential and
develop a foundation for future success in learning. It
ensures that your child receives a quality early
childhood program. It is a guide for early childhood
educators to develop learning programs responsive
to children's ideas, interests, strengths and abilities
and recognises that children learn best through play.
The EYLF draws on evidence that early childhood is a
vital period in children's learning and development. It
has a specific emphasis on play-based learning and

recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. Fundamental to this Framework is a view of children's lives as characterised by *belonging*, *being* and *becoming*.

Belonging in the sense that experiencing belonging i.e. knowing where and with whom you belong – is integral to human existence. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. *Being* recognises the significance of the here and now in children's lives. That childhood is a time to be, to seek and make meaning of the world. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It *emphasises* learning to participate fully and actively in society.

While at Narrabri West Preschool the children will be guided by the broad and observable five Learning Outcomes as expressed in the Framework, which convey the highest expectation for all children's learning. The five outcomes are:

- 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; and
- Children are effective communicators.

A copy of the Early Years Learning Framework is available at our Preschool, or may be obtained from the Australian Children's Education and Care Quality Authority (ACECQA) website: <http://acecqa.gov.au/>

2.3. Our Philosophy

Our philosophy has been guided by our knowledge of 'The Early Years Learning Framework for Australia - Belonging, Being and Becoming 2023.' Our full Philosophy is available in our Preschool and included with this handbook.

We adopt an approach of understanding to meet the needs, interests and developmental stages of each individual child. We believe each child's development is unique, thus we endeavour to incorporate a variety of teaching methods and experiences that reflect their individual needs, interests, learning styles and family background.

We recognise that a child's family is their primary learning environment and that is why we encourage all parents to play an active role in their child's

Preschool experience. We aim to understand and incorporate each child's family background, conveying awareness and respect for the cultural diversity of our community.

See Appendix for the full version of our Statement of Philosophy.

2.4. Our Learning Goals

- Observe and develop each child's potential through individually designed programs that recognise the children's social, emotional, intellectual and physical needs.
- Be responsive to all children's strengths, abilities and interests and base our program on their needs and interests.
- Provide opportunities for children to learn through play as they discover, create, improvise and imagine.
- Keep our program flexible, encouraging children to involve themselves in both planned and spontaneous activities.
- Provide intentional teaching that is deliberate, purposeful and thoughtful.
- Ensure all interactions with children are positive.
- Provide a welcoming learning environment that reflects and enriches the lives and identities of children and families participating in the setting.
- Promote continuity of learning and transitions where the children bring family and community ways of being, belonging and becoming.
- Use assessment for learning to gather and analyse information as evidence about what children know, can do and understand. This will form part of an ongoing cycle that includes planning, documenting and evaluating children's learning.
- Develop a strong partnership with parents and other members of the child's family, as well as our school and community.

2.5. The Educational Curriculum Theory

Our approach to learning is based on current child development knowledge and encompasses a variety of developmental theories.

Play

Play is considered the essential focus for children to learn. Through playing, children learn to develop relationships with adults and other children. Our program is play based and provides all children with the opportunity to make choices, actively explore, problem solve and use their imagination. Children are

encouraged to experience objects, people and events so they can discover more about the world in which they live. Our practices support each child's individual development and we provide positive guidance as they interact with peers, adults and the environment.

Through the play-based program, children utilise a range of open-ended activities, which are appropriate to all children aged 3-5 years. However, the way in which the individual child utilises the equipment is dependent upon their stage of development. The open-ended activities are planned, provided and guided in the indoor and outdoor environments. They provide opportunities for children to:

- Self-select;
- Develop and practise skills;
- Acquire language and communication skills;
- Develop:
 - Physically
 - Socially
 - Emotionally
 - Intellectually.

Curriculum

Our curriculum encompasses everything that happens throughout the child's day. This includes routine times, group and individual experiences, planned and spontaneous activities, indoor and outdoor times.

We recognise and are responsive to a number of learning and teaching opportunities as they occur. We are flexible in our approach to programming and may change experiences to take into account unexpected responses and outcomes. We will pursue spontaneous learning experiences.

Key attributes children have is their zest for life and natural curiosity about their environment. We encourage children to initiate, investigate, explore, problem solve, reason and create to their full potential. We recognise that children have intrinsic motivation to explore, and the ability to set challenges for themselves.

We aim to empower children so that they may play harmoniously with others and develop respectful, caring and responsible attitudes to all around them. We observe children to identify each child's interests, strengths and needs. The observations and records become the basis of the Preschool program and the reason why particular activities are provided and used as a basis for promoting optimal development.

All children utilise and benefit from the specific activities that are provided and we support and offer guidance where required. This may be done working with children on a one to one basis or involving them in small group experiences.

2.6. Assessment

In order to gain a full understanding of each child's development and learning the teacher will take weekly observations. From these observations, the educator can program accordingly to suit; the needs, strengths and interests of each child to further extend their development and learning.

Observations will be of an objective nature and cover all areas of development in order to assess a child's developmental level. Forms of observations will include:

- Developmental checklists/learning stories;
- Anecdotal records;
- Comments/feedback and conversations with children and parents; and
- Group observations/photos.

Observations on children are kept strictly confidential. Work samples will be collated and these enable families to see a progression of their child's development and learning through their year at Preschool. As a parent you are able to access, view and add to these at any time. Please speak to your child's educators for more information.

Formal individual Parent/Educator meetings will be held at the end of Term 2 to discuss each child's progress.

Each child will also receive a Transition to School Statement and journal at the end of Semester Two (Term 4), which reflects their progress through the learning goals outlined in the Early Years Learning Framework.

Please feel free to discuss any concerns that you may have with the Preschool teacher at any time.





2.7. Preschool Program

We implement the five Learning Outcomes of the Early Years Learning Framework to facilitate the highest learning expectations for all children. Through these we provide a program which enables the individual child to develop their natural curiosity to learn about themselves and the world around them.

Our program will include activities such as painting, drawing, pasting, collage, block building, puzzles, group games, music, movement, stories, role playing, sand and water play and other outdoor activities.

The organisation of the daily program has been developed to meet the needs of the children in a balanced way. Generally the timetable is as follows, but this may change due to school events, student interests, the weather or any of many other variables:

Daily Routine

Our daily routine will include:

- Outdoor play
- Group Time (language activities and story)
- Indoor activity time including games, puzzles, computer, art, home corner, craft and manipulative activities to increase fine motor skills
- Group Time (music activities and story).

2.8. Additional Needs Programs

Our program will endeavour to meet any additional needs your child may have. Our environment is created so the children can learn to actively participate, and direct their own learning from that environment. We will provide an inclusive approach in our early childhood service.

When developing individualised programs we are mindful of the needs, concerns and priorities of the family and the developmental level of the child.

Learning experiences for the child will be planned in a sequential way, with the support of all members of the staff.

Staff will liaise with and seek ongoing assistance from professionals working with the child and family in the special education area, health agencies and any other support agencies.

2.9. Enrolment & Eligibility Criteria

Where the number of children applying exceeds the number of places available, names will be placed on a waiting list. Priority of enrolment will be given in the following order:

- Children living within the local school boundary
- Children living outside the local school boundary who have siblings attending Narrabri West Public School
- Children living outside the local school boundary.

The Public Health Act requires preschools to obtain documents from parents that show their child:

- is fully vaccinated for their age, or has a medical reason not to be vaccinated, or
- has a conscientious objection to vaccination due to religious beliefs, or
- is on a recognised catch-up schedule if their child has fallen behind with their vaccinations.

Applications for the following school year will be taken from Term 2 of the current school year. Applications will be reviewed by the end of Term 3 according to enrolment criteria and successful applicants will be notified immediately after this by mail. This notification will include an acceptance to be returned in order to confirm the position at Preschool.

Upon receipt of this acceptance by the school, successful applicants will be supplied with a letter of confirmation, enrolment form and any additional information. Successful applicants at this time will also be advised of the date of the commencement of the next school year.

A meeting and orientation day for children and parents is organised during the first school week.



2.10. Positive Guidance

Children arrive at Preschool with a wide range of experiences, backgrounds and levels of development. Challenging behaviours may appear when a child first settles into the routine or alternatively they may develop later for a number of reasons. If sudden changes occur staff, together with the family, will consider issues both at Preschool and at home, which may have caused the changes.

Outcomes and goals anticipated will be for children to control and be responsible for their own actions and reactions.

We aim to set clear and defined limits of behaviour that reasonably and consistently build awareness of those limits. Children will learn to solve problems and understand the consequences of their behaviour and be able to verbalise and negotiate solutions.

Strategies implemented include:

- Redirecting, anticipating and preventing problems before they arise
- Positive reinforcement and encouragement
- Empathy and sensitivity to individual situations
- Providing explanations of inappropriate behaviour and consequences of children's actions
- Empowering children to become independent in resolving conflict.

If repeated behaviour continues to occur a discussion will be held with the child's parents and the educator to discuss appropriate ways of dealing with the behaviour in Preschool and at home.

2.11. Learning Environment

We aim to provide an environment where children

and families feel relaxed and comfortable; a place which reflects a warm and welcoming atmosphere that pays attention to design, detail and presentation.

When creating play spaces, the organisation of the indoor and outdoor area is extremely important. Our goal is to provide an inclusive and integrated approach between indoors and outdoors.

Considerable planning takes place to ensure a balanced and stimulating environment is created for children to explore with a sense of wonder, opportunities to exchange ideas with each other and adults and for children to make real choices.

By providing a stable environment we aim to develop children's security and independence. Specific learning spaces assist children to locate and replace items with ease and confidence. Arranging the physical equipment into designated play spaces allows children:

- The opportunity to interact with others,
- To play alone or in small groups,
- To engage in messy, quiet and noisy play spaces.

We will take care in how we present experiences and objects of interest to the children. We will focus on aesthetic qualities, as well as visual and tactile elements, to enhance their learning.

Learning to care for our environment is equally important. All children will be encouraged to help each other and staff in the tidying up process on a daily basis.

3. PREPARING YOUR CHILD FOR PRESCHOOL

Beginning Preschool can be a stressful experience for you as well as your child. We are here to help you and your child in this settling in process and are always available to speak to you. Settling children is an individual process and parents are welcome to stay with their child until they feel confident and relaxed with the staff and the new environment.

3.1. Facilitating a happy start to Preschool

We have found that the following approach assists in easing the transition from home to Preschool:

- Talk positively about your child going to school with comments like, "I know you will really enjoy going to Preschool, I am looking forward to hearing about it".
- Demonstrate that you know your child is ready for school by ensuring they walk into Preschool

and are not carried by you. Carrying their bag makes them feel responsible.

- Have faith that your child will manage well. Try to manage your own anxieties, so that these are not transmitted to your child. Say 'good-bye' and reassure the child you will see them at the end of the day.
- Be punctual when collecting your child. A few minutes can seem a long time for very young children. If you are unavoidably delayed, contact the school so that the staff can reassure your child of the time of pick up.
- Be understanding in the early days of starting. Children can be tired and grumpy for a while until routines become established. Ensure your child gets adequate sleep at this time.
- Keep to routines that allow time for rest and free play after leaving Preschool. It's wise to avoid crowding their afternoons with too many additional activities.
- A healthy snack straight after school can be a good idea.
- Listen, but don't ask too many questions at the end of the day. Children unburden themselves when they are ready. Bedtime or bath time is usually a good time to celebrate the good things that have happened during the course of the day.
- Children vary in the way they adjust to new situations. If your child expresses a concern, try to be patient and talk the matter over. Staff are always available to help in these situations.

3.2. Daily Requirements

A back pack or suitable school bag. A locker is located inside the Preschool for bags and each child will have an allocated locker.

Children should have in their bag a change of clothes, lunchbox and water bottle. Please ensure that all these items are **clearly marked with your child's name**.

3.3. Lunch and Afternoon Snack Times

These are very enjoyable times and provide many opportunities to develop social skills and a beginning awareness of nutrition, as well as the opportunity to try a variety of foods and fruits. Each child is required to bring:

- Lunch Box with their name clearly marked.
- Sandwich or roll with nutritious filling for lunch.
- Something extra, e.g. cheese stick, dried or fresh fruit, cheese & biscuits, vegetable sticks, pikelets, scones, fruit salad, quiche, fruit loaf/bun etc.

- Water bottle for lunchtime – please mark clearly with child's name. (Plain milk could also be included).
- Snack time, 2 Munch and Move – Two pieces of fruit.
- All food can stay in bags with an ice pack.

The children will also have access to water at any time throughout the day.

3.4. Rest Time

The rest routine varies throughout the year to meet the needs of the children at their stages of development. There is an initial quiet time, followed by music and/or a story. Current research is indicating that 20-30 minutes of relaxation time is extremely beneficial to optimise growth and development and the ability to cope with the rest of the day. Children who sleep will be left until they wake, unless parents inform staff to the contrary.

3.5. Library

The children may borrow from our Preschool Library on the last day of attendance for the week. Children will need to bring a library bag for the books, which should be returned on the first day back the following week. Please encourage your child to take special care of the books they borrow - it is your responsibility to replace lost or damaged books. Library will begin in Term 2.

Borrowing from the Library is a great way to encourage reading at home, so take the time to read your child's book with them. The first step in learning to read is for your child to have books read to them every day.

Each week from Term 3 we will visit the Narrabri West Public School Library to provide an additional literary experience for the children.



3.6. Valuing Children's Work

The "work" your child takes home represents their efforts and we would encourage every parent to

value it accordingly. Offer your child acknowledgement; your praise will greatly encourage them. It is recommended you display some of their work at home.

3.7. Toys

As there are a variety of educational toys at Preschool, it is preferable that the children leave their own toys at home. The children may wish to bring along a special toy for 'show and tell'. Your child may wish to bring a toy to Preschool to show on their birthday. Although all care will be taken, we cannot accept responsibility if a toy is broken or lost at Preschool.

3.8. Clothing

We ask that children be dressed in clothing which will not restrict their movement or inhibit their involvement in activities at Preschool. The children are encouraged to be independent in dressing. Please bear this in mind by providing shoes and other clothing which can be easily removed. To help prevent loss and confusion, we ask that all items of clothing be clearly marked with the child's name.

Thongs are not acceptable footwear.

Although aprons are provided for messy activities, please understand that your child may not always go home as clean as they came! All paint and paste is washable and we hope not too difficult to remove.

A broad brimmed hat is provided to protect your child from the sun. This hat is labelled with their name and kept at school.

3.9. Birthdays

Birthdays are very special occasions for very young children. Your child is welcome to celebrate their birthday with us and we are pleased to join in the celebration. At snack time we sing Happy Birthday. You are welcome to come in and share this special day with the group. You may like to bring in a cake for sharing, or ice cream and cones. You may also like to bring candles and a camera.

3.10. Sign In and Out

It is a requirement that each child be signed in and out upon arrival and departure each day. An Arrival and Departure Register is located inside the entry door for this purpose. Please ensure this is complied with as this becomes the official record of attendance and would be used in the event of a fire or evacuation.

Children will not be released into the care of anyone

who has NOT been authorised by the parent, in writing, to collect their child. Please check that the permission to collect form has been completed for all adults that may be collecting your child. In an emergency, staff must be notified by the parent by phone and identification may be requested from the person collecting the child.

Young children can also be upset when their Mum or Dad is late arriving at collection time so please try to be prompt at these times.

The road at the front of our centre is a very busy one at both the beginning and end of our Preschool sessions so make sure the front gate is kept shut at all times to prevent children venturing out without adult supervision.

4. PRESCHOOL FEES

Fee relief for all families with children in preschool.

Starting in 2023, the NSW government made a landmark investment of \$1.3 billion over 4 years to provide fee relief for families with children in preschool.

Families will be provided the equivalent of 5 days per fortnight of affordable preschool for all children in the Department of Education preschools.



5. HEALTH, SAFETY AND HYGIENE

5.1. Illness & Immunisation

Children with contagious diseases such as measles, chicken pox, mumps, head lice, scabies, etc. must NOT attend Preschool whilst infectious. Please inform us if your child has any of the above.

Parents are encouraged to tell the Preschool staff if a family member has an infectious disease, as this can help reduce the risk of the infection spreading to others.

We do not have the facilities or staff to provide care for children who are unwell. Therefore, we request that a child be not brought to the Preschool if they are unwell. (See Appendix for a list of common infectious diseases and exclusion periods.)

5.2. Medication

If medication is necessary for your child at Preschool, a parent must complete a Medication Authority. NOTE: only prescribed medication in the original bottle with the child's name on it will be administered by staff. The medicine will be kept in the fridge and is not to be left in the child's bag for staff administration. If your child has any medical condition which would require staff responding urgently, then an emergency action plan must be completed by the child's doctor.

5.3. First Aid

In the case of injury to a child, appropriate first aid measures will be taken and the parent notified if necessary. In the case of a serious emergency where medical attention is required, an ambulance or doctor will be called and parents contacted. If parents cannot be contacted, the emergency contact person will be informed.

5.4. Breathe, Blow, Cough (BBC) Program

We implement the Breathe, Blow, Cough (BBC) program, which is commonly used throughout Australia in a range of health and educational settings. This program is a quick daily routine focusing on clearing the chest, popping the ears and blowing the nose. It includes quick exercise such as jumps & running on the spot and coughing into the elbow (not hands). It is an effective strategy for the prevention of Otitis Media (Conductive Hearing Loss).

5.5. Absences

Please let the Preschool know in advance (if possible) if your child will be absent from Preschool. All absences require a written explanation for the purpose of the roll. Please ensure that notes come in

quickly so records can be kept up to date. In cases of prolonged unexplained absences, it may be necessary to ask that the child's position be relinquished to enable another child to benefit from Preschool.

5.6. Excursions / Special Events

Throughout the year we organise special occasions. These include parent information night, Easter celebration, sports day, show visit, Christmas party, as well as other special excursions and activities which are designed to enhance the learning program.

It is a requirement that we have one adult per 4 children on any excursions which leaves the school grounds. These are a most enjoyable experience, however *we request that younger brothers and sisters do not come as they distract from the responsibility of the larger group.*

6. PARENT INVOLVEMENT AND COMMUNICATION

Success in childhood is a goal that both parents and educators have for their children. Learning improves when parents are involved in their child's education. It is important that educators and parents get to know each other to develop trust and respect. Children succeed when there is an open exchange of information that links the home with the Preschool. It is helpful when parents exchange ideas about their child's special talents and hobbies. We can then focus their learning through these interests, strengths and abilities.

We aim to give parents the opportunity to participate in their child's education and care. It is hoped that parents will play an active role to whatever level you are able to or feel comfortable with. You should feel free to visit any time, discuss your child's progress and volunteer to help in any way.

Keeping in touch and working together is the best way to ensure a high quality education for all children and to help ensure their success not only in the Preschool and the early years, but also in life.

There are many opportunities to get involved in the day-to-day program. You might like to come and play with the children, do puzzles, craft, read or garden with the children. You may also like to cook, play an instrument or share an interest with the children. The successful running of the Preschool depends on the support and interest of all parents.

6.1. Parent Help and Roster

Parents may be rostered on to help us for part of each session. We will encourage parents to join the roster. It is a great opportunity to meet your child's friends and observe them in different situations at Preschool. Rosters will be distributed at the start of each term.

When you come to help you can:

- Assist the children by asking questions and talking to them about their activities and encourage them to complete activities by themselves.
- Write children's names on their paintings, drawings etc.
- Give help when asked by a child while still encouraging children to complete activities by themselves.
- Supervise a special activity e.g. board game, sewing, craft.
- Encourage children to pack away when they finish an activity.
- Assist children and staff in packing away.
- Help prepare and clean up after eating times.

6.2. Communication

Three times a term, the school newsletter will be published on the school's Website, FaceBook page and Kinderloop. The Preschool news section outlines our weekly plans and upcoming events to help you understand what we are doing at Preschool and how you may extend these experiences. Our entrance also contains information so please check it regularly to keep up to date. If you have any concerns or comments that you would like to discuss with the staff, an interview can be arranged outside session times.



6.3. Kinderloop



We utilise a device app called Kinderloop which allows us to record some of the day's events and activities with your child as they happen and then share them

via a personalised, secure news feed which parents

are invited to join. Parents can receive photos, video and news updates from preschool on your phone, smart device or computer. This can help you keep a record of your child's development and continue the learning with your child at home.

6.4. Parent Communication to Staff

Two-way communication between the family and Preschool is essential if we are to co-operate with each other in meeting the needs of each individual child. Therefore, please discuss with us:

- Any information that could assist us in knowing and understanding your child.
- Any concerns you may have or difficulties your child may be experiencing.
- Any change to personal details, especially change of address and contact numbers, so that we can maintain up-to-date files.

6.5. Parent/Educator Meetings

We will discuss with and inform parents of any concerns we may have observed, and are always willing to discuss a child's development with parents. For detailed discussion it would be appropriate for parents to make an appointment for a mutually convenient time.

6.6. Release From Face To Face Teaching (RFF)

Each week, the Preschool educator is entitled to two hours release time. This time is used by educators to conduct parent interviews, prepare class work or teaching aides, complete evaluation records, undertake professional development and carry out many other tasks that must be completed to ensure the best possible education for the children. A teacher from the school will come and teach at the Preschool during this time.



7. TRANSITION TO KINDERGARTEN PROGRAM

7.1. 'Ready, Set, Kinder!'

Narrabri West is a P-6 school. Children attending our Preschool are part of, and enrolled at, Narrabri West Public School. Our Preschool is not a separate facility operating in isolation to the rest of the school. It is an integral part of the school and our planning and programs reflect this. This allows us to provide experiences for children that other Preschools are unable to. Our efforts in regard to this are encouraged, supported and mandated by the NSW Department of Education.

There will be extensive integration and interaction with all aspects of Narrabri West throughout the year. This will include regular visits and interaction with Kindergarten and other grades and teachers within the school.

In Terms 3 and 4 all children attending our Preschool will participate in our Transition to Kindergarten program, 'Ready, Set, Kinder!'

Children will benefit from a comprehensive series of planned and structured sessions which will assist in preparing them for their entry into Kindergarten. This will involve skills and activities which will be appropriate for all schools and for all children.

All available research shows that children benefit significantly from attending comprehensive transition programs and that this need not be at the school at which they are attending Kindergarten for it to be of value.





Best wishes to you all for a very happy and memorable Preschool year!


















Too sick for school?



Generally if your child feels unwell, keep them home from school and consult your doctor. This chart and the information it contains is not intended to take the place of a consultation with your doctor.

Bronchitis	Symptoms are coughing, a runny nose, sore throat and mild fever. The cough is often dry at first, becoming moist after a couple of days. There may be a slight wheeze and shortness of breath. A higher fever (typically above 39°C) may indicate pneumonia.	 ... until they are feeling better. Antibiotics may be needed.
Chickenpox (Varicella)	Slight fever, runny nose, and a rash that begins as raised pink spots that blister and scab.	 ... for 5 days from the onset of the rash and the blisters have dried.
Conjunctivitis	The eye feels 'scratchy', is red and may water. Lids may stick together on waking.	 ... while there is discharge from the eye unless a doctor has diagnosed a non-infectious cause.
Diarrhoea (no organism identified)	Two or more consecutive bowel motions that are looser and more frequent than normal and possibly stomach cramps.	 ... for at least 24 hours after diarrhoea stops.
Fever	A temperature of 38.5°C or more in older infants and children.	 ... until temperature is normal.
Gastroenteritis	A combination of frequent loose or watery stools (diarrhoea), vomiting, fever, stomach cramps, headaches.	 ... for at least 24 hours after diarrhoea and/or vomiting stops.
German measles (Rubella)	Often mild or no symptoms: mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time.	 ... for at least 4 days after the rash appears.
Glandular Fever (Mononucleosis, EBV infection)	Symptoms include fever, headache, sore throat, tiredness, swollen nodes.	 ... unless they're feeling unwell.
Hand, Foot and Mouth Disease (HFMD)	Generally a mild illness caused by a virus, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area in babies.	 ... until all blisters have dried.
Hayfever (Allergic rhinitis) caused by allergy to pollen (from grasses, flowers and trees), dust mites, animal fur or hair, mould spores, cigarette smoke	Sneezing, a blocked or runny nose (rhinitis), itchy eyes, nose and throat, headaches.	 ... unless they feel unwell or are taking a medication which makes them sleepy.
Head lice or nits* (Pediculosis)	Itchy scalp, white specks stuck near the base of the hairs; lice may be found on the scalp.	 ... while continuing to treat head lice each night. Tell the school.

Hepatitis A	Often none in young children; sudden onset of fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools.	 ... for 2 weeks after first symptoms (or 1 week after onset of jaundice). Contact your doctor before returning to school.
Hepatitis B	Often no symptoms in young children. When they do occur, they can include fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine.	 ... if they have symptoms. Contact your doctor before returning to school.  ... if they have a chronic infection (not the first outbreak) and no symptoms.
Impetigo (School sores)	Small red spots change into blisters that fill up with pus and become crusted; usually on the face, hands or scalp.	 ... until antibiotic treatment starts. Sores should be covered with watertight dressings.
Influenza	Sudden onset fever, runny nose, sore throat, cough, muscle aches and headaches.	 ... until well.
Measles	Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days.	 ... for at least 4 days after the rash appears.
Meningococcal Disease	Sudden onset of fever and a combination of headache, neck, stiffness, nausea, vomiting, drowsiness or rash.	Seek medical attention immediately. Patient will need hospital treatment. Close contacts receive antibiotics.
Molluscum Contagiosum	Multiple small lumps (2–5mm) on the skin that are smooth, firm and round, with dimples in the middle. In children, occur mostly on the face, trunk, upper arms and legs. Symptoms can last 6 months to 2 years.	
Mumps	Fever, swollen and tender glands around the jaw.	 ... for 9 days after onset of swelling.
Ringworm* (tinea corporis]	Small scaly patch on the skin surrounded by a pink ring.	 ... for 24 hours after fungal treatment has begun.
Runny nose or common cold		 ... unless there are other symptoms such as fever, sore throat, cough, rash or headache. Check with school.
Scabies*	Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.	 ... until 24 hours after treatment has begun.
Shigella	Diarrhoea (which may contain blood, mucus and pus), fever, stomach cramps, nausea and vomiting.	 ... until there has not been a loose bowel motion for 24 hours. Antibiotics may be needed.
Slapped Cheek Syndrome (Parvovirus B19 infection, fifth disease, erythema infectiosum)	Mild fever, red cheeks, itchy lace-like rash, and possibly cough, sore throat or runny nose.	 ... as it is most infectious before the rash appears.
Whooping Cough (Pertussis)	Starts with a running nose, followed by persistent cough that comes in bouts. Bouts maybe followed by vomiting and a whooping sound as the child gasps for air.	 ... until the first 5 days of an antibiotic course has been completed. Unimmunised siblings may need to stay home too until treated with an antibiotic.
Worms (Threadworms, pinworms)	The main sign of threadworms is an itchy bottom. Sometimes children feel 'out of sorts' and do not want to eat much. They may also have trouble sleeping, due to itching at night.	 ... and tell the school as other parents will need to know to check their kids.

***It is important that the rest of the family is checked for head lice, scabies and ringworm**



Narrabri West Public School

...opportunities and challenges for our children

Revised 2021

Preschool Philosophy

Narrabri West Public School Preschool commits to providing a quality service in partnership with families that is relevant and responsive to its community and prepares children for their entry into Kindergarten. We recognise diversity and foster the overall development of each child as an individual within the group context and wider social environment.

Our aim is:

- to provide a warm, friendly and caring learning environment where children feel safe, secure and nurtured.
- to build partnerships with families where open communication between parents and educators encourages positive and respectful relationships.
- to plan and provide a quality, flexible play-based program incorporating children's interests, family backgrounds and emerging skills.
- to continuously improve the quality of our service through professional learning and collaboration with the Early Learning Directorate and the NWPS leadership teams.
- to build relationships with the whole school community from Preschool to Year 6, including students, staff and families.
- to build relationships with community organisations and services and provide families with information about the services available in our local community.

We believe that each child is unique and special and that the opportunities experienced during their time at Preschool will have lasting effects.





Narrabri West Public School Preschool

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(follow the links to our Preschool page)

Phone App: Search for 'Narrabri West Public School' in the App Store (iPhone, iPad) or Google Play (Android).

Facebook: www.facebook.com/NarrabriWestPS

The N.S.W Department of Education Preschool Handbook can be located at:

<https://detwww.det.nsw.edu.au/lists/directoratesaz/earlychildhood/earlychildunit/preschool-handbook/index.htm>