

HIGHVALE PRESCHOOL



INFORMATION BOOK

2025

56 Campbell Street, Glen Waverley 3150
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www.highvalekinder.org.au



Table of Contents

3.	Welcome
4.	Our Philosophy
6.	Commitment to Child Safe Standards
7.	National Quality Standard
8.	Timetable
9.	Orientation and Interview Information
10.	Play Based Learning
11.	Lunch and Snacks
15.	Clothing and Bags
16	Clothing for Outside Play
	Toys
	Celebrations
17.	Sustainability
18.	Parent Communications
19.	Illnesses, Covid 19, Immunisation
20.	Can I come and Play?
21.	First Day
22.	Sleep
26.	Toilet Training
29.	It's not just Play



Welcome to Highvale Preschool.

Thank you for choosing Highvale Preschool. We hope that this is a happy and beneficial year for you, your child and your family. We look forward to you becoming part of our preschool by joining in our activities and supporting the teachers, educators and Committee of Management.

The preschool year is a time of incredible growth and development in a child's life. At Highvale, we aim to assist and encourage your child in all areas of their development.

This handbook is designed to give you an understand of how we do things at Highvale and to share some tips to assist in making your child's year a happy and successful one.

Introducing our Highvale Team



Les Educator Kris Educator Anne Marie Administration Karen 4-5 Teacher Karthi Educator Yimin 3-4 teacher



Our Philosophy



OUR PHILOSOPHY has been inspired and guided by The Early Years Learning Framework for Australia – Belonging, Being and Becoming 2022

- Belonging – acknowledges children’s interdependence with others (family, a cultural group, a neighbourhood and a wider community) and the basis of relationships in defining identities.
- Being – recognises the importance of the here and now in children’s lives.
- Becoming – reflects the process of rapid and significant change that occurs in the early years.
- Our acknowledgement of the Wurundjeri people of the Kulin nation

IN RESPECT TO CHILDREN:

- The safety, wellbeing, resilience and mental health of children will always be our first priority; it is fundamental to their ability to learn and develop.
- We support, respect and ensure the inclusion of all children.
- Uphold the rights of all children to feel and be safe at all times.
- Develop the child’s sense of Being and Belonging by positive interaction with children and listening to the children’s voice, so they feel safe, secure and supported.
- We respect children as competent, capable and active participants in their learning.
- That children learn best through play-based experiences in which they can explore, investigate, experiment and participate in shaping their learning in an open-ended environment.
- We support children to make decisions that directly relate to their learning.
- Children will be encouraged to develop a sense of respect for each other as unique individuals, the community, the diversity of cultures and the environment in which we live
- We will encourage children to engage in sustainable practices such as nude food, composting, reuse and recycling
- We encourage a healthy lifestyle through our healthy food, cooking and physical, active program.

IN RESPECT TO FAMILIES:

- The role of the family is paramount in a child’s development
- We encourage and value the importance and involvement of the family in the learning process
- Families come from a diverse range of cultures with differing practices, values, languages and beliefs and these are to be respected and honoured by the preschool, educators and program
- We are committed to ensuring all families understand that child safety is everyone’s responsibility
- Encourage family participation in our sustainable practices

IN RESPECT TO THE COMMUNITY:

- We value the input and contribution of the broader community and the role it plays in the children’s lives – we recognise the learning beyond the kinder walls as a member of the community. Therefore, we seek opportunities to connect with the wider community and for the children to recognise they are part of the community.
- We participate in a daily acknowledgement of country. All the children and educators participate.
- We participate in sustainable practices with benefiting the wider community.
- We use other community services and work with other professionals to support the child holistically.

IN RESPECT TO STAFF:

- We will ensure that our practices and ideas are excellent, current and up to date through regular self-reflection, learning and ongoing professional development.
- Have open communication and be responsive to colleagues' ideas and needs – which fosters an environment of trust, friendship and mutual respect.
- Reflect on sustainable practices and incorporate them into our whole of centre thinking
- Staff remain flexible and spontaneous at all times to suit the children's learning.

IN RESPECT TO PROGRAM:

- The main emphasis of our program is to encourage self-esteem, respect of others and develop social skills in a relaxed, fun and nurturing environment.
- We will reflect the needs of the 'whole' child. We will provide a play-based program utilising the staff's knowledge of numerous inspired theorists - program that is developmentally and age appropriate and that develops and extends (scaffolding) the children's individual needs, strengths and interests
- Our environment and design are Reggio Emilia inspired.
- Open-ended experiences will be presented to the children. This will encourage the children's creativity and imagination and present opportunities for discussion and learning
- Allowing the children to develop at their own pace.
- Opportunities of spontaneous play.
- We have embedded sustainable practices into our program including providing opportunities for teaching sustainable practices and into the future.
- The program will respect and be inclusive for all children. It will endeavour to reflect the cultural diversity of our preschool community
- We create child safe and child friendly environments where children feel safe
- We acknowledge the Wurundjeri people within our daily practices – to support the children acknowledge the traditional owners of the land.

WE BELIEVE:

The children will benefit best when educators and families work together cooperatively with a respect for each other's knowledge and expertise. This partnership is not only crucial to the development of each child's sense of worth, well-being and security, but also to the sense of community and belonging. We are committed to providing and promoting safe environments for all children. We believe that ongoing sustainable practices are essential for our preschool and the wider community.





Commitment to Child Safe Standards



Highvale preschool endeavours to create and maintain an environment where child safety is paramount and there is a ZERO TOLERANCE of any form of child abuse.

All allegations and safety concerns will be treated seriously and consistently with Highvale policies.

Highvale preschool actively manages the risks of abuse or harm to each child, including fulfilling our duty of care and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm

- A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported. Aboriginal children are welcome and we support their rights to express their culture at all times
- We publicly commit that the safety and wellbeing of children will always be our first priority; it is fundamental to their ability to learn and develop
- Children and young people are informed about all of their rights, including to safety, information and participation
- Highvale Preschool engages and openly communicates with families and the community about its child safe approach and relevant information is accessible
- The organisation, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable
- All staff and volunteers receive an appropriate induction and are aware of their responsibilities to children and young people, including record keeping, information sharing and reporting obligations
- The organisation has an accessible, child-focused complaint handling policy which clearly outlines the roles and responsibilities of leadership, staff and volunteers, approaches to dealing with different types of complaints, breaches of relevant policies or the Code of Conduct and obligations to act and report
- Staff and volunteers are trained and supported to effectively implement the organisation's child safety and wellbeing policy as well as training and information to recognise indicators of child harm including harm caused by other children and young people
- Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities
- The organisation regularly reviews, evaluates and improves child safe practices
- Policies and procedures address all Child Safe Standards and are easy to read

National Quality Standard

Highvale Preschool was assessed in 2015 and 2021. We received the rating of “Exceeding National Quality Standard” in each of the seven quality areas below, resulting in an Overall Rating of “Exceeding National Quality Standard”.

The seven quality areas covered by the National Quality Standard are:

Quality Area 1 - Educational program and practice

Educational program and practice of educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child’s learning and development.

Quality Area 2 - Children’s health and safety

Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.

Quality Area 3 - Physical environment

Physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

Quality Area 4 - Staffing arrangements

Qualified and experienced educators, who develop warm, respectful relationships with children, create predictable environments and encourage children’s active engagement in the learning program.

Quality Area 5 - Relationships with children

Relationships with children are responsive, respectful and promote children’s sense of security and belonging

Quality Area 6 - Collaborative partnerships with families and communities

Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.

Quality Area 7 - Leadership and service management

Effective leadership and governance of the service contributes to quality environments for children’s learning and development. Effective leaders establish shared values for the service and set clear direction for the service’s continuous improvement.



2025 Term Dates

Term 1: 28 January (Staff return to begin school year) to 4 April

Term 2: 22 April to 4 July

Term 3: *21 July to 19 September

Term 4: 6 October to 19 December

Please note the preschool is closed on all public holidays and school holidays.

We also have pupil free days at the start and end of the year.

*Staff Professional Development Day will be held on Monday 21st July.
No sessions will be held on this day.

Timetable for 2025

Monday	Tuesday	Wednesday	Thursday	Friday
8:30 am – 2:30 pm 3-4 Year olds Gumnuts	8:30 am – 2:30 pm 4-5 Year olds	8:30am – 11:30am 3-4 Year olds Gumnuts	8:30 am – 2:30 pm 4-5 Year olds	8:30 am – 2:30 pm 3-4 Year old Gumnuts
		12:00pm- 4:30pm 4-5 Year olds		

Contact details

Email: info@Highvalekinder.org.au

Phone: 9803 1652

Administration: AnneMarie@Highvalekinder.org.au

4-5 Year Old Group: Karen@Highvalekinder.org.au

3-4 Year Old Group: Yimin@Highvalekinder.org.au

Committee: President@Highvalekinder.org.au

Secretary@Highvalekinder.org.au

Orientation and Interview Days

The first day of Term 1 is a setup day for the educators only.

During the 1st week, teacher will individual interviews with children and their parent.

Children will meet educators and new friends, have their photo taken, find which locker they would like.

Parents will have a short interview with the teacher to look at the goals they have set for their child.

At this session, please hand in any medication that your child may require and an action plan, if you have not already done so.

No child who requires medication for any medical condition can start until the medication is on site.

Your timetable for Orientation Day and start of year session times is handed out at the Information Session.

Examples of the forms and medication that you may need to supply on Orientation Day if your child requires them.

ascia ACTION PLAN FOR Anaphylaxis
For use with EpiPen® Adrenaline Autoinjector

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of face, lips, eyes
- Itching of mouth
- Difficulty breathing
- Reddened face, swelling (there are signs of a severe allergic reaction if a child)

ACTION

- For insect allergy, tick and sting if visible. Do not remove tick.
- Stay with person and call for help
- Use EpiPen® as follows:
 - 1. Lay person flat
 - 2. Remove cap
 - 3. Press firmly, then give by contact
- Move to moderate allergic reactions only
- Give second adrenaline autoinjector
- Watch for signs of the following signs of anaphylaxis

ANAPHYLAXIS (SEVERE ALLERGIC REACTION)

- Difficulty breathing
- Swelling of tongue
- Difficulty breathing or throat
- Difficulty swallowing or drooling saliva
- Weakness or profound collapse
- Recurrent dizziness or collapse
- Fits and loss of consciousness

ACTION

- 1. Lay person flat. Do not allow them to stand or walk. If breathing is difficult allow them to sit.
- 2. Give EpiPen® or EpiPen® jr
- 3. Give adrenaline - 0.01 (AM), 0.11 (NZ), 0.12 (implied)
- 4. Other adrenaline doses may be given if no response after 5 minutes if another adrenaline autoinjector is available.
- 5. If needed, give another adrenaline autoinjector
- 6. Transfer person to hospital for at least 4 hours of observation
- 7. Continue CPR if the person is unconscious and not breathing normally
- 8. Give oxygen if available
- 9. Give fluids if available
- 10. Give antihistamines if available
- 11. Give steroids if available
- 12. Give other medicines if available



ascia ACTION PLAN FOR Asthma

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of face, lips, eyes
- Itching of mouth
- Difficulty breathing
- Reddened face, swelling (there are signs of a severe allergic reaction if a child)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy, tick and sting if visible. Do not remove tick.
- Stay with person and call for help
- Use EpiPen® as follows:
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- 8. Give oxygen if available
- 9. Give fluids if available
- 10. Give antihistamines if available
- 11. Give steroids if available
- 12. Give other medicines if available

ascia ACTION PLAN FOR Eczema (Atopic Dermatitis)

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of face, lips, eyes
- Itching of mouth
- Difficulty breathing
- Reddened face, swelling (there are signs of a severe allergic reaction if a child)

ACTION FOR MILD TO MODERATE ALLERGIC REACTION

- For insect allergy, tick and sting if visible. Do not remove tick.
- Stay with person and call for help
- Use EpiPen® as follows:
 - 1. Lay person flat
 - 2. Remove cap
 - 3. Press firmly, then give by contact
- Move to moderate allergic reactions only
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- 7. Continue CPR if the person is unconscious and not breathing normally
- 8. Give oxygen if available
- 9. Give fluids if available
- 10. Give antihistamines if available
- 11. Give steroids if available
- 12. Give other medicines if available



ascia ACTION PLAN FOR Allergic Reactions

SIGNS OF MILD TO MODERATE ALLERGIC REACTION

- Swelling of face, lips, eyes
- Itching of mouth
- Difficulty breathing
- Reddened face, swelling (there are signs of a severe allergic reaction if a child)

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- 12. Give other medicines if available

Child Safety is our highest priority and central to everything we do

Play Based Learning

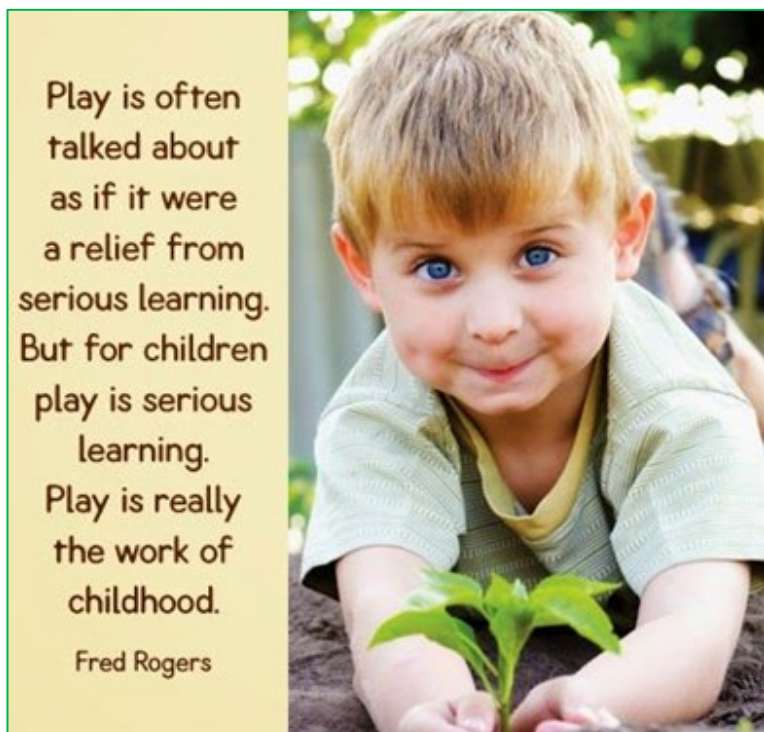
Highvale Preschool offers a play based program with diverse opportunities to explore, discover and create. It fosters qualities such as curiosity, perseverance and risk taking. It is believed these qualities motivate lifelong learners.

Through play...

- Children create, explore, learn, and identify with others.
- Children learn to make friends and how to be a nice friend.
- Children become independent and develop confidence and self-esteem.
- Children begin to express their own ideas within a group.
- Children develop the confidence to ask for help.
- Children learn skills, such as cutting and pasting, which help them later at school with reading and writing.
- Children learn to recognize symbols, concepts and rhymes.
- Children learn to develop co-ordination skills such as hopping, skipping and jumping.
- Children learn to work in a group, take turns, listen to others and share.

Children are learning and developing positive attitudes of self-motivation and self-direction, self-confidence, co-operation and group values, curiosity, persistence and concentration and language and numeracy during play.

This play based learning program is responsive to children's differences and builds on children's strengths, interests and knowledge. Through child centred approaches it provides challenging learning experiences and skills and fosters emotional support.



Lunch and snacks

Children will always have some time for eating while at preschool.

Your child will be eating their lunch/snacks at set times within our program. We believe that the social benefits of waiting for all the children to be seated and then eating together is most important.

- 4-5 year old children will be eating snack and lunch at Preschool each day.
- 3-4 year old children eat snack each day and lunch on Monday and Friday's.
- Please pack your child's lunch and snacks in their own containers so your child knows which is lunch and which is snack.

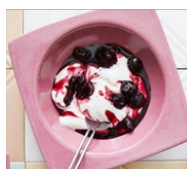
Lunch

Children are always encouraged to eat their sandwich or main food first. If your child will not eat the crusts on the bread, please remove them before packing their lunch. If your child does not eat sandwiches, please send other appropriate food...salad, rice, pasta etc.



Snacks

We encourage you to send a piece of fruit, vegetables or cheese to Preschool which they can eat at snack time.



We encourage healthy, nutritious eating so please do not send along biscuits, lollies, chocolate or other “junk foods”. Try and avoid a lot of little packaged snacks as these are usually very high in sugar and salt content.



Nude food is to be encouraged. No packaging please, use individual plastic containers to separate food types. These can be reused daily and is a more sustainable way to provide snacks.



Some healthy snack and lunch ideas

- Fresh or stewed fruit
 - Vegetable sticks and dip
 - Cubed cheese and dry biscuits (e.g. rice cakes are low in salt)
 - Sandwiches with a variety of fillings including grated cheese, carrot and lettuce.
 - Sultanas
 - Yogurt
 - Mini quiches / zucchini slice
 - Fruit muffins
 - Salad
 - Rice or Pasta
 - Dumplings
- No Yakult or Up and Go is to be sent to kinder please



Cold packs in the snack and lunches boxes is a great idea, especially in hot weather. If you wish your child to have a hot meal at lunchtime, please place pre-heated food into a thermos container and remember to add cutlery. We are unable to heat food or store in the fridge.



Drinks

Children must bring their own named drink bottle, containing water only.



Some important things to remember

It is important that your child starts the day with a healthy breakfast.

- Breakfast gives your child energy for play, learning, remembering and solving problems.
- A healthy breakfast has a balance of carbohydrates, protein and fat.
- Healthy breakfast options include porridge, oats, muesli, low-sugar wholegrain cereal, boiled eggs, omelettes, wholegrain toast, fruit and yoghurt.
- The children have allocated times when we eat. We all eat at the same time and sometimes the children will chat more than they eat!!
- You may find that the lunch and snack boxes are coming home still with food in it. If this is the case and you are concerned please speak to the educators. Sometimes it just means there is more food than the child can eat during the allocated time. We often say to children to “eat the rest at home.”

Please label all lunch and snack containers/boxes and drink bottles clearly.

What about nuts/peanut butter and my child’s allergies?

We don’t ban these types of foods, rather request you consider an alternative. Children with allergies are catered for with the educators checking the food being eaten around your child. If necessary, they are moved to a table that has no foods they may react to.

Clothing and Bags

Preschool bag – to transport paintings and other work home, preferably one, which they can open and close themselves. It must be A LARGE BAG as it needs to hold lunches, snack, spare clothing and work. No trolley bags. Please label the outside of your child's bag clearly with their name



Please none of these



A lovely big bag but a little to large for the child. Please adjust the straps on your child's bag so it sits in the correct position on their back.



Please label all bags, bottles and food containers clearly

Spare Clothing

Children should be dressed in comfortable clothing, which they can manage themselves, especially when using the toilet.

Please name all removable clothing

Although we supply smocks, the children will still get messy at times, so please send them in suitable clothing

Please keep a spare set of clothing (including underpants and socks) in your child's bag at all times



Sturdy footwear for outdoor play is preferable. Shoes with some grip are helpful, and no thongs, crocs or backless shoes please as these are dangerous for climbing. Boots are ideal for winter. Please make sure the shoes are a good fit and do not slip off the foot as this can be dangerous when climbing and running outside.

Children should wear sunscreen in term one and term four. Please apply at home. We also have sunscreen available in the sign-in area that you may use.

Children should not wear spaghetti strapped dresses or singlets to kinder. Children must always have sleeves (short sleeved T-shirts are acceptable)



Clothing for Outside play

Children should bring a warm hat and jacket to wear in the winter and on cold days, as we will be playing outdoors each session unless it is raining



Children will be supplied with a sun smart hat to wear from the beginning of term 1 until 30th April and again from 1st September until the end of term 4.



Please apply sunscreen to your child before you come to kinder. We always have a supply of sunscreen available in the sign-in area for families to use.

Toys

We discourage children from bringing their toys to kindergarten, as they are easily lost or broken



Celebrations

Children love celebrating birthdays! If your child is having a birthday during the year, you may wish to bring cupcakes or individually served treats.



Some children have allergies to certain foods, please speak with your educator prior to making arrangements involving catering for the entire group. Due to children with allergies, it would be mindful if you refrain from using nuts.

As the Preschool has a healthy eating policy, we request that you only provide one small treat per child and **no lolly bags please.**

If your child has food allergies, we ask that you provide the preschool with appropriate treats for us to give your child during celebrations.

We sing some birthday songs in celebration.

If for personal reasons your child is not permitted to engage in these activities, please speak to your educator.



Sustainability At Highvale

Sustainability is embedded into our program and we encourage all families to participate in our recycling program.

How can you help?

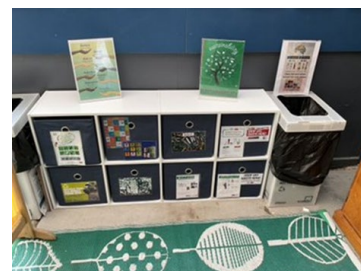
Follow the philosophy of nude food.

Participate in our Recycling Program by collecting:

- Milk bottle tops
- Plastic bread tags
- Batteries
- Foil pill packets
- Old pens
- Toner Cartridges

Used dental products and Razor blades

We use lots of different items in our art and craft work. Send in scraps of material, bottle tops, polystyrene meat trays.



Parent Communication

Please add the preschool phone number to your list of contacts.
Most of our phone contact with you will be done on 9803 1652.

We do have a mobile phone for excursions but this is not our preferred method of contacting you.

Emails can be sent to any staff member by using their given name and then @highvalekinder.org.au e.g. Karen@highvalekinder.org.au

Please use your child's teacher as first point of contact for session related issues.

Teachers and educators regularly check emails.
Urgent calls are best done via phone.

Administration issues please contact Anne Marie via e
AnneMarie@highvalekinder.org.au



Unlike some childcare settings, we do not give or send out daily reports on your child.

Each fortnight the 3-4 and 4-5 year old group teachers send a detailed reflection on the current learning and program via email.

All policies are available on the website

The Committee of Management are the employers of all the staff.
Any email or communication that parents share with staff maybe forwarded onto the Committee for further action if appropriate.

Illness

If your child is unwell, please keep them home. A sick child is miserable and spreads infection. If your child is going to be absent please phone/email the preschool to advise the educators. Please advise educators of any infectious diseases.

The following list of symptoms may provide a guide as to when the child needs to be sent home or should not be sent to preschool.

- Fever
- Vomiting
- Diarrhoea
- Respiratory infection-more than just the common cold
- Very Running nose
- If you needed to give Panadol to your child, they are not well enough to attend preschool.

Children who have suffered from vomiting/gastro/diarrhoea must not attend the preschool until they have had **no symptoms for at least 24 hours from the last episode.**

If a child becomes sick during the session we will contact you to pick up your child as soon as possible.

If your child has an accident or is injured, an educator will notified as soon as possible.

If medication needs to be administered at preschool please speak to an educator.

Covid19

The preschool will follow all directions as announced by the Department of Education and Training in order to provide a Covid19 safe environment.

We also have a Covid Safe Plan in place that we update regularly. All families will be kept informed of the requirements of the plan.

We request that you keep all children at home who have any signs of temperature, cough, sore throat or running nose until they are well or have a negative Covid test.

Children who test positive to Covid 19 are asked to stay at home until they are well.

CHILDREN WILL NOT BE ALLOWED TO ATTEND WHEN UNWELL.

Immunisation

All children are required to have up to date immunisations and to provide an Immunisation History Statement to the preschool.

Please remember to send in an updated statement when your child has had any new immunisations.

Here is a link to the exclusion period tables as provided by the Department of Health.

<https://www.health.vic.gov.au/infectious-diseases/school-exclusion-table>

The teachers will notify via email of any cases of contagious disease. Please respect that all families have the right to send their child into a healthy environment and we do not wish children or educators to become unwell.

Please email or call the preschool to notify educators of your child's absence when unwell.

Can I come and play?

A quick guide for sick children returning after illness. The guide is based on recommendations from "Staying Healthy in Childcare 5th Edition-Australian Government NHMRC Preventing infectious diseases in early childhood education and care.



Management and Educators may request families seek medical advice and provide a medical certificate stating that the child is no longer infectious prior to returning to care.

The first day

On arrival, please sign your child in.

	Child's name	Arrival Time	Signature	Who with be collecting	Pick up Time	Signature
21	Mary Smith	9.15	<i>Mary Smith</i>	Chris Smith	2.15	<i>Chris Smith</i>

Please wait outside until the door is opened and then an educator will welcome your child into the playroom.

No child is to be left unattended in the playground.

At the end of the session, wait until the door is opened by an educator, and your child is called to leave the mat area.

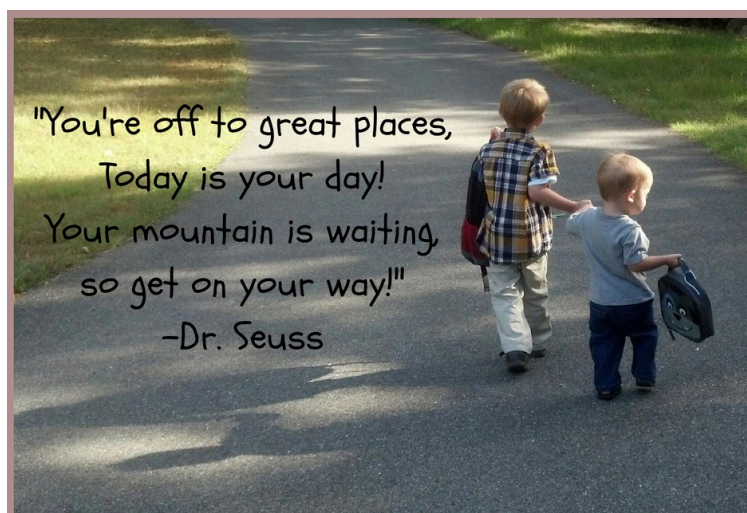
Children will attend shortened sessions at the beginning of Term 1. This helps the educators to get to know the new children and assist them in adapting to their new environment.

Should your child be unsettled when you leave the centre, please be assured your child will be cared for by educators. Please call after 15 minutes if you are concerned on how your child is settling. We will of course ring you if we are unable to settle your child after an extended period of time.

When it is time to say goodbye to your child, do so promptly, telling him / her that you will be back soon. Never leave without saying goodbye.

Remember to bring

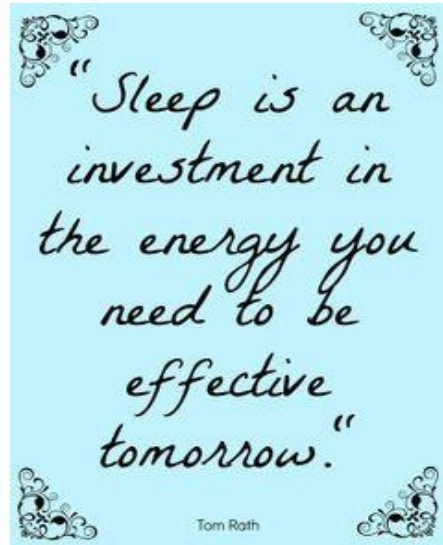
- A large bag with name on it. Inside should be –
- Lunch and snack in named containers
- A named drink bottle with water only in it
- Spare clothing to suit the weather
- Sign in on arrival and at pick up time
- Wait for educator to open door
- Remember to say good bye when you are leaving
- Now relax, your child is in safe hands!



At Highvale we believe sleep plays an important role in your child's learning.

Please take the time to read the following information, taken from experts in child development, which may help you to ensure your child is receiving the recommended amount of sleep per night.

This will allow them to gain the best learning possible whilst at preschool



Bedtime problems (Preschool)

Many parents have problems getting their children to bed, especially with preschool and school-age children. Many children will use excuses to avoid going to bed such as "I need to go to the toilet", "I need a drink", "I just need to tell you something". This can often delay the sleep time significantly. It is important that parents decide on and stick to clear rules about a bedtime routine. Parents must stick to these rules all the time. It is also important to praise and reinforce good behaviour.

What can parents do?

1: Be clear about what your child needs

What a child wants is not always what they need. Although some children want to stay up and have difficulty getting to sleep, this does not mean that they do not need sleep. As the parent, you need to decide and be clear on what is reasonable bedtime behaviour and what changes you expect. Once this is decided, it is easier to stick to the set limits. Limit-setting often benefits the child in more ways than just improving sleep, as they feel secure and contained.

2: Rules

- Explain the new rules to your child during the day. Don't leave it to tell them for the first time when they're stalling at bedtime. You do not need to go into a lengthy discussion.
- Remember this is not punishment so try to engage the child. It will help if your child knows what to expect.
- Expect some resistance. Your child probably doesn't want to change, so things may get worse before they get better.
- Be consistent.

3: Children need a consistent bedtime routine

- Have a predictable, enjoyable routine with calm activities such as a bath or a set number of stories.
- Avoid stimulating activities. Stimulating activities include watching TV, running around and computer games.
- Have a set bedtime that has already been explained in the rules.
- Try not to start negotiating with the child at bedtime. Do not enter a battle with the child if they protest. Calmly remind them of the new rules and continue. Remember, this is what they need.
- Put your child to bed and leave the room while they are still awake.

4: What then?

If your child calls out:

- Calmly tell your child it's time to sleep.
- Do not enter into a discussion.
- If they get upset, return to reassure them but be brief and limit what you say.
- Be 'boring'.

If your child comes out of their room:

- Calmly return your child to bed.
- Remember this is not punishment, but be firm.
- For some children, any attention (even Mum screaming) is better than sleep, so limit what you say. Be repetitive and boring and do not enter into a discussion.
- If your child stays in bed, praise them.
- If they get out of bed again, return them to bed again.

Be consistent

- Behaviour change can be challenging and it may take some time before you see improvement.
- Be consistent and stick to your routine.

5. Reinforcement

Rewards are an important part of any behaviour change, in both children and in adults.

- Preschool age children respond well to stickers. The idea is to focus on success, not on failure.
- Give the reinforcement immediately.
- Children who are very resistant will need praise or a sticker at the beginning of the bedtime routine. For example, for putting on their pyjamas.
- Reward the child first thing in the morning for the night before.
- Remember, focus on the successes.

Key points to remember

- Bedtime problems are common.
- Consistent routines are important.
- Positive reinforcement (praise, rewards) is necessary for behaviour change.

Does your child's bedtime make a difference?

According to experts at the Murdoch Children's Research Institute the answer is yes...because kids need their sleep!

Most children aged between 5 and 12 get about 9.5 hours of sleep night, but experts agree that the majority of kids aged under 13 need more than that.

As we adults know, insufficient sleep can reduce our ability to function well. The same thing happens when kids go to bed too late and develop unhelpful sleep habits that affect their behaviour and learning.

How much sleep does your child need?

A too-late bedtime may lead to:

Difficulty getting to sleep

Once your child passes his natural "sleep window" his body will produce cortisol and even adrenaline (hormones that stimulate the body). When this happens, you might notice that your child gets a 'second wind' and could be up for hours.

Night waking

Often when children go to bed too late, their sleep will not be as sound and they often wake during the night. This causes the chemical cortisol to be released in their body, causing poor sleep quality.

Early morning waking

It doesn't seem logical, but children's sleep experts say that children who wake very early in the morning, are often going to bed too late.

Less sleep overall

Research has shown that children with a late bedtime get cumulatively less sleep than kids who have earlier bedtimes.

This means that the old wives' tale about making up for missed sleep by sleeping later or napping longer is not really true at all.

While sleep is an individual thing and some children need more than others, giving your child a strong bedtime routine is important for their health, well-being and learning.

References: Murdoch Children's Research Institute
National Sleep Foundation

For more information

RCH Centre for Community Child Health To book an outpatient appointment please call (03) 9345 5466 - Sleep Clinic. Please note, this is not an advice line.

Monash Medical Centre Enquiries tel : (03) 9594 5656

Melbourne Children's Sleep Centre

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How much sleep does your child need?

		How much sleep does your child need?						
		wake-up time:						
Age	6:00am	6:15am	6:30am	6:45am	7:00am	7:15am	7:30am	
	Bed-time							
3 *	6:30pm	6:45pm	7:00pm	7:15pm	7:30pm	7:45pm	8:00pm	
4 *	7:00pm	7:15pm	7:30pm	7:45pm	8:00pm	8:15pm	8:30pm	
5	6:45pm	7:00pm	7:15pm	7:30pm	7:45pm	8:00pm	8:15pm	
6	7:00pm	7:00pm	7:15pm	7:30pm	7:45pm	8:00pm	8:30pm	
7	7:15pm	7:30pm	7:45pm	8:00pm	8:15pm	8:30pm	8:45pm	
8	7:30pm	7:45pm	8:00pm	8:15pm	8:30pm	8:45pm	9:00pm	
9	7:45pm	8:00pm	8:15pm	8:30pm	8:45pm	9:00pm	9:15pm	
10	8:00pm	8:15pm	8:30pm	8:45pm	9:00pm	9:15pm	9:30pm	
11	8:15pm	8:30pm	8:45pm	9:00pm	9:15pm	9:30pm	9:45pm	
12	8:30pm	8:45pm	9:00pm	9:15pm	9:30pm	9:45pm	10:00pm	
13	8:45pm	9:00pm	9:15pm	9:30pm	9:45pm	10:pm	8:45pm	

* Plus a daytime nap of between 1 and 3 hours' duration

Toilet Training

At Highvale, we understand that not all children will be completely toilet trained when they begin preschool. We would like to work with you to ensure that your child has a stressless transition from nappies to underwear.

Most children are ready to be trained between the ages of 2 -3 years. Before starting preschool is a good time to begin the process if your child is ready to do so. The summer months are the perfect time to start.

When your child is going through the process of learning to use the toilet, please advise our Educators so they can support your child at this time. Using a pull up maybe a good option and sending spare clothing in case of accidents.

There are many websites that have information on ways to start toilet training, and it is worth doing a search to see the best way for you and your child.

Below is some information from "Raising Children Network Australia

Signs that children are ready

You might see signs that your child is ready for toilet training from **about 2 years on**. Some children show signs of being ready as early as 18 months, and some might be older than 2 years.

It might be time for toilet training if your child:

- is walking and can sit for short periods of time
- is generally more independent, including saying 'no' more often
- is interested in watching others go to the toilet
- has dry nappies for 2 or more hours
- tells you with words or gestures when they do a poo or wee in their nappy
- begins to dislike wearing a nappy, perhaps trying to pull it off when it's wet or soiled
- has regular, soft, formed bowel movements
- can pull their pants up and down
- can follow simple instructions like 'Give the ball to Daddy'.

Not all these signs need to be present when your child is ready. A general trend will let you know when it's time to start.

Training pants and pull-ups

Your child is more likely to understand going to the toilet if they're no longer wearing a nappy. So it might be time to get some training pants and/or pull-ups:

- **Training pants** are absorbent underwear for toilet training. They're less absorbent than nappies but can hold in bigger messes like accidental poos. Once your child is wearing training pants, dress your child in clothes that are easy to take off quickly.
- **Pull-ups** might help your child get used to wearing underwear. They're more absorbent than cloth training pants and can be handy if you're going out.

- **Underpants**

You could let your child choose some underpants. This can be an exciting step

Preparing children for toilet training

Well before you start toilet training, you can prepare your child for this big step. Here are ideas:

- Start teaching your child words for going to the toilet – for example, ‘wee’, ‘poo’ and ‘I need to go’.
- When you change your child’s nappy, put wet and dirty nappies in the potty – this can help your child understand what the potty is for.
- Let your child watch you or other trusted family members using the toilet, and talk about what you’re doing.
- Once or twice a day, start putting training pants on your child – this helps your child understand the feeling of wetness.
- Make sure your child is eating plenty of fibre and drinking plenty of water, so they don’t get constipated. Constipation can make toilet training harder.

Getting started with toilet training

- It’s best to start toilet training when you have **no big changes** coming up in your family life. Changes to avoid might include going on holiday, starting child care, having a new baby or moving house.
- And it’s a good idea to start toilet training on a day when you have no plans to leave the house.

When to take your child to the toilet

- Try to make toileting part of your child’s regular daily routine. For example, encourage your child to use the potty or toilet in the morning, and before or after snacks and meals.
- Encourage your child to go to the toilet when they show signs like wriggling around, passing wind, going quiet or moving away from you. But don’t force your child to go.
- Encourage your child to sit on the toilet when a poo is more likely – for example, about 30 minutes after a meal.
- If your child is 3-4 years old, encourage them to go to the toilet when they change activities. For example, you could remind your child to go to the toilet before they sit down for lunch.

How to encourage and motivate your child

- Praise your child for trying. You could say, ‘Well done for sitting on the potty’. If your child misses the toilet, try not to get frustrated. Just clean up without comments or fuss.
- If your child doesn’t do a wee or poo after 3-5 minutes of sitting on the potty or toilet, let your child get off. Sitting for too long can feel like punishment.

How to dress your child

- Start using underpants or training pants all the time. It takes longer to stop wetting the bed during sleep, so use nappies, absorbent sheets or mattress protectors at night and during daytime sleeps.
- Dress children in clothes that are easy to take off – for example, trousers with elastic waistbands. In warmer weather, you could leave your child in underpants when you're at home.

How to keep your child clean and hygienic

- Wipe your child's bottom until your child learns how. Remember to wipe from the front to the back, particularly with girls. This reduces the risk of urinary tract infections.
- Teach your son to shake his penis after a wee to get rid of any drops. Early in toilet training you could float a ping pong ball in the toilet for him to aim at. Or he might prefer to sit to do a wee. This can be less messy.
- Teach your child how to wash hands after using the toilet.

Children learn to use the toilet at their own pace. It might take days, weeks or months. And it might take longer for poos than wees. Your child will get there eventually, so stay positive about your child's achievements. Too much tension or stress can upset everyone, and your child might avoid going to the toilet.

Out and about while toilet training

- It's **easier to stay home for a few days when you start toilet training**, but you'll probably have to go out at some stage.
- Wherever you're going, it's a good idea to check where the nearest toilet is. It's also helpful to have a spare change of underpants and clothes for your child when you're out. You might also need a waterproof or plastic bag for wet or soiled clothes.
- If your child goes to a child care service or to friends' or relatives' houses without you, let people know that your child is toilet training. Your child will probably need an adult's help to use the toilet or potty.

Here are **ideas to help with avoiding accidents**:

- If your child says they need to go, take them to the toilet straight away.
- If you're sure your child hasn't done a poo or wee in a while, remind them that they might need to go. Your child might be too busy doing an activity to go to the toilet.
- Check whether your child wants to go to the toilet during a long playtime or before an outing. If your child doesn't want to go, that's fine.
- Try to make sure the potty or toilet is always easy to get to and use.
- Ask your child to wee just before going to bed.

Lastly

The teachers, educators and Committee of Management hope that 2025 will be a wonderful year and that your child and your family will enjoy every moment of 2025 with us.

We invite you to ask questions and seek advice at any time. We are here to not only educator your child but to support the whole family during your time with us.

it's not "just play"

Play is an essential part of early learning.

It is the lifeblood of the learning process.

As children play they are developing the cognitive, socio-emotional and physical skills they will need to take them into a successful adulthood.

They are developing their curiosity, problem solving, intentionality, flexibility, and verbal & non verbal skills.

Socio-emotionally they are developing their emotional intelligence - learning confidence, cooperation, negotiation, sharing, empathy and how to communicate appropriately.

Physically their fine motor and gross motor skills are being practised and developed.

**It's not "just play" they are
skills for life!**