



# WEST BATHURST PRESCHOOL NEWSLETTER

**March 2021**

## **FROM THE DIRECTOR**

Dear families

What a wonderful start to 2021. The children have settled in well and are beginning to form peer friendships and build relationships with their educators. Educators aim to build strong relationships with children, encourage play skills such as turn taking, cooperation and interacting with peers, forming peer friendships, and establishing the routine of the room in the first weeks of preschool.

Thank you to the families that took the opportunity to speak with their child's educators during our family meetings. These meetings provided a great opportunity to discuss how children are settling in to preschool and for educators to learn more about children and their families. It was also a great chance to talk about expectations of preschool.

If you missed meeting with your child's educator, please ring preschool to have a chat with them. If your child's teacher is on class when you ring, they will follow up on their next available day.

From some of the survey feedback, it is clear that families miss coming into the classroom each day. Preschool staff have made the decision to have drop off and pick up in the foyer due to staff medical reasons and the increased exposure to

illness and the possibility of Covid and contact with adults. I understand that other centres are allowing families in, but the number of adults that staff would be exposed to if preschool allowed this would mean that several staff would not be able to continue to work as the risk of general illness and possible Covid exposure would increase.

It is important that we keep preschool educators well and safe so that they can be there for the education of your child.

Preschool staff have worked hard to maintain communications and partnerships with families and we have worked with many families on drop off strategies. If you would like to speak with your child's teacher at any time, please feel free to give preschool a call on 63315582 to make a time.

Preschool follows the guidance of the NSW Department of Education and have implemented practices that are expected of schools. If you have any concerns relating to any practices at preschool, please do not hesitate to contact me on 6331 5582 or via email

[director@westbathurstpreschool.nsw.edu.au](mailto:director@westbathurstpreschool.nsw.edu.au)

Regards

Vanessa Miller

Director

## **Immunisation Updates**

Thank you to all families who have supplied an updated

Immunisation

History Statement to preschool. When children turn 4, they are due for their 4-year-old vaccinations. Preschool requires a new statement when they have had this.



Don't forget, we cannot accept blue book records or a printout from your doctor. Preschool must have the Immunisation History Statement from the Immunisation Register.

Please find attached the NSW Health Immunisation Schedule.

# COMMITTEE CORNER

Next

Meeting:

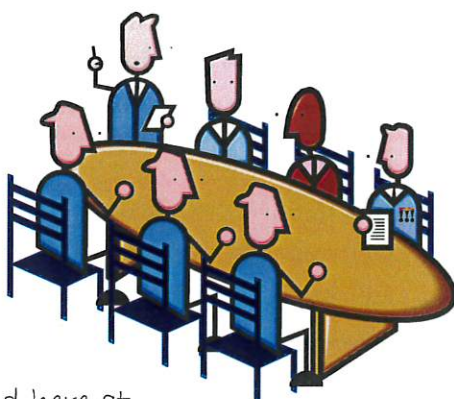
AGM

Tuesday 16<sup>th</sup>

March 2021

@ 5.30pm

Meetings held here at



preschool-

7 Wark Parade Bathurst

Childcare is provided.

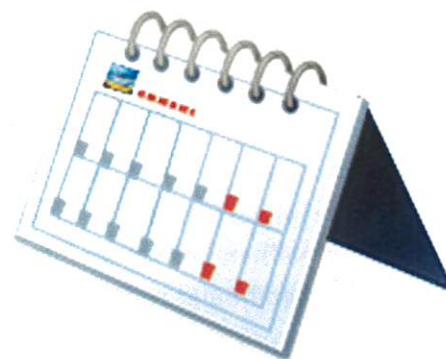
Everyone is welcome.

New and returning families are encouraged to attend.

children at preschool were asked “What is the best thing about preschool?” Many of their responses are attached to this newsletter, but the overwhelming theme that was voiced was PLAY. Play is the foundation of all learning at preschool and it is great to see that it is important to the children.

Please see attached to this newsletter a great article on learning through play.

## 2021 DATES TO REMEMBER



Stay tuned to this space for all of the fun and exciting events at preschool.



Also, ‘Like’ the preschool’s Facebook page for reminders of up-and-coming events.

**Annual General Meeting (AGM)-** Tuesday 16<sup>th</sup> March 2021 @ 5.30pm

**Easter Raffle donations due-** Friday 19<sup>th</sup> March 2021

**Easter Raffle tickets due back at preschool-** Friday 26<sup>th</sup> March 2021

**Easter raffle drawn-** Monday 29<sup>th</sup> March 2021

**Term 1 end-** Thursday 1<sup>st</sup> April 2021

**Term 2 begins-** Monday 19<sup>th</sup> April 2021

## NATIONAL QUALITY STANDARDS

The preschool is rated on quality by the National Quality Standards.

Each of the seven areas are given an individual rating and West Bathurst Preschool has an overall rating of ‘Meeting’ the National Quality Standards.

Please visit [www.acecqa.gov.au/families](http://www.acecqa.gov.au/families) for further information.

Thank you to the families that have completed the Staggered Start, Philosophy Review and



National Quality Areas surveys. Educators have gained some valuable insights into these matters.

The Philosophy Review is important to us, as this document guides our practice at preschool. The



What is the best thing about preschool?

Shelby- everything

Abby- doing paintings

Xanthe- monkey bars

Hamish- my necklace

Hazel- slide

Mackenzie- monkey bars

Beckham- plants

River- saying hi to my friends

Layla- cubby house

Bella- monkey bars

Hudson- playing outside and inside

Ebony- playing on everything

Oaklen- playing

Sophie- playing with puzzles

Ace- playing with toys

Rivaan- playing with cars  
and playing outside

Orla- the cubby house

Connor- playing with  
the diggers and  
tractor in the  
sandpit

Mason- playdough

Heath- playing with all of the wood

Sharlea- making cupcakes

Levi- painting

Cody- eating cupcakes

Maverick- purple love heart painting

Summer- playing

Sophie- playing with toys

Talinah- playing

Hunter- playing with the dinosaurs, especially the t-rex

Abbey- eating carrots for morning tea

Eadie- playing with treasure

Riley- butterflies

Harini- best people ever

Max- gems

Koby- Judy

Darcey- everything

Zahli- the piano

Connor- playing with each other

Kadie- playing games

Joel- painting

Paige- playdough

Wyatt- playing

Micah- trains



# NSW Immunisation Schedule

Funded July 2020



CHILDHOOD VACCINES			
AGE	DISEASE	VACCINE	INFORMATION
Birth	Hepatitis B	H-B-VAX II <b>OR</b> ENGERIX B (IM)	Within 7 days of birth (ideally within 24 hours)
6 weeks	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA (IM)	ROTARIX: Dose 1 limited to 6-14 weeks of age BEXSERO: Prophylactic paracetamol recommended. Catch up available for Aboriginal children <2 until 30/06/2023
	Pneumococcal	PREVENAR 13 (IM)	
	Rotavirus	ROTARIX (Oral)	
	Meningococcal B (Aboriginal* children only)	BEXSERO (IM)	
4 months	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA (IM)	ROTARIX: Dose 2 limited to 10-24 weeks BEXSERO: Prophylactic paracetamol recommended. Catch up available for Aboriginal children <2 until 30/06/2023
	Pneumococcal	PREVENAR 13 (IM)	
	Rotavirus	ROTARIX (Oral)	
	Meningococcal B (Aboriginal children only)	BEXSERO (IM)	
6 months	Diphtheria, tetanus, pertussis, <i>Haemophilus influenzae</i> type b, hepatitis B, polio	INFANRIX HEXA (IM)	Children ≥6 months with at risk conditions for IPD‡ are recommended to receive an additional dose of PREVENAR 13 - see AIH* Aboriginal children ≥6 months with certain at risk conditions may require an additional dose of Bexsero - see AIH*
12 months	Meningococcal ACWY	NIMENRIX (IM)	Bexsero: Prophylactic paracetamol recommended. Catch up available for Aboriginal children <2 until 30/06/2023
	Pneumococcal	PREVENAR 13 (IM)	
	Measles, mumps, rubella	MMR II <b>OR</b> PRIORIX (IM or SC)	
	Meningococcal B (Aboriginal children only)	BEXSERO (IM)	
18 months	Diphtheria, tetanus, pertussis	INFANRIX <b>OR</b> TRIPACEL (IM)	
	Measles, mumps, rubella, varicella	PRIORIX TETRA <b>OR</b> PROQUAD (IM or SC)	
	<i>Haemophilus influenzae</i> type b	ACT-HIB (IM OR SC)	
4 years	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV <b>OR</b> QUADRACEL (IM)	Children with at risk conditions for IPD‡ are recommended to receive an additional dose of PNEUMOVAX 23 - see AIH*

AT RISK GROUPS, ADOLESCENTS AND ADULTS			
AGE/GROUP	DISEASE	VACCINE	INFORMATION
All people with asplenia, hyposplenia, complement deficiency and treatment with eculizumab	Meningococcal ACWY	NIMENRIX (IM)	See AIH* for required doses and timing Additional groups are recommended to receive these vaccines but these are not funded
	Meningococcal B	BEXSERO (IM)	
>5 years with asplenia or hyposplenia	<i>Haemophilus influenzae</i> type b	ACT-HIB (IM or SC)	If incompletely vaccinated or not vaccinated in childhood
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX (IM)	
	Human papillomavirus	GARDASIL 9 (IM)	
Year 10	Meningococcal ACWY	NIMENRIX (IM)	
Pregnant	Influenza	INFLUENZA	Influenza: Any trimester
	Pertussis	BOOSTRIX <b>OR</b> ADACEL (IM)	Pertussis: each pregnancy between 20-32 weeks
Aboriginal people ≥50 years	Pneumococcal	PREVENAR 13 (IM) then PNEUMOVAX 23 (IM)	Prevenar 13: ≥50 years Pneumovax 23: 2-12 months later Pneumovax 23: at least 5 years later
70 years	Pneumococcal	PREVENAR 13 (IM)	Pneumococcal funded for people ≥70
	Zoster	ZOSTAVAX (SC)	Zoster: Catch up available for 71-79 year olds until 31/10/2021
People with at risk conditions for IPD‡	See the online AIH* for conditions recommended to receive PREVENAR 13 and PNEUMOVAX 23		

INFLUENZA		
AGE/AT RISK CONDITION	RECOMMENDATION	INFORMATION
All children 6 months <5 years	ANNUAL INFLUENZA VACCINATION	For vaccine brands and eligibility see: <a href="http://www.health.nsw.gov.au/immunisation/Pages/flu.aspx">www.health.nsw.gov.au/immunisation/Pages/flu.aspx</a>
Aboriginal people ≥ 6 months		
People with at risk conditions ≥6 months ≥65 years		
Pregnant women		

\* The term Aboriginal is inclusive of Aboriginal and Torres Strait Islander people. ‡ IPD: Invasive pneumococcal disease. \*AIH: Online Australian Immunisation Handbook.



# National Quality Standard

The National Quality Standard (NQS) sets a benchmark for the quality of all education and care services across Australia.

The NQS is made up of seven quality areas.

Services are assessed and rated by their regulatory authority to determine the level of quality.

## seven quality areas

1 Educational program and practice

2 Children's health and safety

3 Physical environment

4 Staffing arrangements

5 Relationships with children

6 Collaborative partnerships with families and communities

7 Governance and leadership

## quality ratings

Service promotes **exceptional** education and care, demonstrates sector leadership, and is committed to continually improving.

Rated  
**EXCELLENT**  
by ACECQA



Service **goes beyond** the requirements of the National Quality Standard in at least four of the seven quality areas.



Service **meets** the National Quality Standard. Service provides quality education and care in all seven quality areas.



Service provides a **safe** education and care program, but there are one or more areas identified for improvement.



There is an identified significant risk to the safety, health and wellbeing of children. Immediate action will be taken to address issues.

**SIGNIFICANT  
IMPROVEMENT  
REQUIRED**



# The importance of play in children's learning and development

Learning through play is one of the most important ways children learn and develop.

Friedrich Froebel, a German educator who created the concept of the 'kindergarten', believed that "play is the highest expression of human development in childhood, for it alone is the free expression of what is in a child's soul."

Educators at your child's early childhood education and care service might have told you that they use a 'play based' approach for children's learning and development.

Play is an activity where children show their remarkable ability for exploration, imagination and decision making. While play is often described as 'children's work', it is intensely enjoyable for them. The type of play children engage in and its purposes change over the course of childhood from infancy to adolescence.

You may have realised that as a parent, you don't generally have to make children play or provide incentives to play. This is because children seem to have a natural urge to play and playing brings a level of pleasure and interest which means it can be maintained without external rewards.



## How does play support your child's development and learning?

**Physical development** - active play using large and small muscles such as climbing, running, ball games, digging, jumping, and dancing. This supports children's overall health and sense of wellbeing, physical growth, appreciation for the benefits of active lifestyles and skills for independence in self-help such as dressing or feeding.

**Social and emotional development** - dramatic and imaginative play which includes dressing up and role play can develop positive social and emotional skills and values. This provides opportunities for children to:

- practise how to work with other children, negotiate ideas, and make choices and decisions
- develop self-confidence by experiencing success and challenges
- learn to control their emotions, reduce impulsive behaviour, or reduce stress as they act out feelings and events that might be worrying them
- develop empathy and fairness as they learn to play alongside and with other children.

**Cognitive development** - when your child plays individually and with others their cognitive skills, such as thinking, remembering, learning and paying attention are all being developed.





Children develop the following cognitive skills through play:

- problem solving
- the power of imagination and creativity
- concepts such as shapes, colours, measurement, counting and letter recognition
- strengths such as concentration, persistence and resilience.

**Literacy and numeracy development** - play requires thinking, language, interactions, curiosity and exploration. Through play children develop skills and understandings including:

- an increased understanding of words and their use
- listening and speaking skills
- writing skills through scribbling, painting and drawing
- learning how stories work (plot, characters, structure, purpose and format of words on a page)
- learning that objects can stand for something else (a block can be a symbol for a telephone) which is foundation learning for formal reading, spelling and numeracy because letters, words or numerals are part of symbol systems
- learning that letters, words, symbols, numerals and signs have a purpose and are meaningful to others.

## What does a play based approach to learning look like?

Educators at early childhood education and care services use a wide range of play based experiences for children's learning and development rather than using structured 'lessons' or formal teaching experiences. They set up games indoors and outdoors that are age appropriate, which can be played safely and enjoyably by every child.

Educators encourage children's learning through play by:

- providing resources that reflect children's ages,

interests, knowledge, strengths, abilities and culture to stimulate and support play. Resources which allow open ended use of items like blocks or cardboard boxes foster creativity and the ability to manipulate concepts mentally as children. For example, turn boxes into a car.

- planning play experiences based on the assessment of children's individual differences, interests, developmental needs and ability. For example, as a child learns to hold a pencil to draw and write, educators will give children different sized objects to grasp, and to build strength in the child's fingers.
- observing children as they play so that they can understand how they play with other children, what skills and understanding they demonstrate in play and what activities can strengthen their skills in play.
- joining in children's play to extend the child's learning and to model skills such as reasoning, appropriate language, and positive behaviours.
- providing large blocks of unhurried and uninterrupted time for play for children's ideas and games to develop.

## How can you contribute to your child's learning through play?

Children's success as learners depends on strong foundations developed from infancy. Play based learning fosters critical skills, understanding and dispositions which are essential for your child's lifelong learning and wellbeing. You can encourage your child's learning through by:

- sharing information about your child's interests and abilities with their educators so that they can plan play experiences for your child based on their interests and abilities
- playing with your child
- discussing your child's program with the educators at your child's service, and the activities your child enjoys playing and taking part in
- advocating for safe and interesting play spaces in your local community.