

# Little Jarjums Preschool

## Information Booklet



Little Jarjums Preschool  
Casino West Public School

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Preschool 02 6662 8995 Administration Office 02 6662 1916

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[www.casinowest-p.schools.nsw.edu.au](http://www.casinowest-p.schools.nsw.edu.au)



# Little Jarjums Preschool Philosophy

We acknowledge that Casino West Little Jarjums is a meeting place for everyone on Bundjalung land. We honour all Aboriginal people as the traditional custodians of Australia. We pay our respects to Elders past, present and aim to educate and nurture our Jarjums as the future Elders of the Bundjalung Nation through connection to Country, family, and community.

We value relationships with our jarjums, our families and our community. These partnerships, provide us with opportunities to foster our children's current interests and strength's, and identify goals for future learning and development.

Our teaching is intentional and purposeful. As educators we observe and reflect on the current interests of our children, and through the use of materials (provisions) our children can explore their interests through play. We also use provocations, such as questions, or scenarios to support our children to extend their thinking and learning. This reflection, along with input from families about their child's interests at home, informs our planning and programming cycle.

Each child has the right to feel safe and secure. This is supported at Little Jarjums Preschool through building respectful, reciprocal relationships by valuing each child's voice and respecting their values, ideas, beliefs, backgrounds and cultures.



All Educators have a commitment to continue to strengthen their knowledge and understanding of "best practice" in Early Childhood Education and Care through ongoing professional learning, critical reflection and staff collaboration.

Our whole school community embraces Preschool with teachers and educators working together with families, to provide continuity of learning and transition from one setting to another. Our children's participation in whole school community events provides a sense of belonging, and pathways to new experiences and learning.

We care for Bundjalung Land through everyday sustainable practices within our daily experiences. This aims to encourage our Jarjums to take responsibility for their impact on the environment.







## Welcome to Little Jarjums Preschool.

Our staff are looking forward to you and your child being a member of our preschool community. Children can attend our preschool if they turn four by July 31, of the school year you seek enrolment. The Department's policy is that children may only have one year at a Department of Education Preschool. If you have any questions, please see the preschool staff.

## We are open six hours a day during the school term.

Preschool hours are from 9:15am – 3:15pm.

Staff are at the preschool from 8:30am and leave at approximately 3:30pm.

Drop off: 9:15am onwards

Pickup: By 3:15pm

If you need to drop your child off early or pick them up late, please contact the preschool so we can make suitable arrangements. If you are just running late, please let us know what time you expect to arrive to pick up your child.

If we do not hear from you by 3:15pm we will phone you to see who is picking up your child.



## Our focus

Little Jarjums Preschool is here to teach and develop the abilities of each child in a safe and caring environment. Parents and carers are a vital link to this process. We welcome and encourage all feedback and suggestions.

## The preschool operates in two groups.

Group A - Burbi attend on Monday and Tuesday.

Group B - Gurrahman attend on Thursday and Friday.

Each group attends one Wednesday per fortnight. A calendar is given to parents and carers each term with the group days shown.





## Who can pick up your child?

Your child's safety is our highest priority. With this in mind, unless an adult has been authorised by a parent (as listed on the enrolment form) we will not release that child into their care.

In exceptional circumstances where the authorised person is unable to collect your child, you can phone the preschool to arrange alternate collection. For safety reasons this person will be required to show photo identification before the preschool releases your child. There is no exception to this rule.



## Clothes

Playing and learning sometimes means mess happens. We suggest that you may want to send your child in sunsafe clothing that you do not mind your child getting messy in.

We encourage you to pack a full spare set of clothes for your child in their bag, just in case the messiness happens.

We have preschool shirts available to purchase and these are easily cleaned. The cost is \$18.00.

Shoes need to be comfortable for play. We suggest either joggers or sandals with velcro as we go into the main school from time to time.

## Always connected

**Each fortnight a preschool newsletter is published, ensuring our preschool community is informed of all current and future events and learning happening at preschool.**

Hard copies can be sent home if preferred.

The newsletter and additional information about Little Jarjums Preschool can always be accessed via the Casino West Public School website, our Casino West Little Jarjums Facebook page and the Casino West Public School Skoolbag app.

Preschool staff also use Class Dojo to share children's interests and learning experiences they are engaging in.





## Sunsafe Policy

Hats are available for purchase for \$10.00. If you do not want to buy a hat please ensure your child has a sun safe hat with a wide brim.

Sunscreen is provided by the preschool and is applied to all children. Staff encourage children to apply it themselves.

## What to bring checklist

- backpack
- lunch and morning tea
- spare clothes
- sun safe hat
- a whole piece of fruit to share at afternoon tea

## Lunchbox suggestions

- sandwiches
- dairy products
- fruit and vegetables

Please note, to encourage healthy eating we will ensure your child eats their sandwich first, followed by other lunch box items.

## Birthdays

At Little Jarjums we love to celebrate events with your child. If you would like to provide a birthday cake to share please feel free to do so. Unfortunately due to hygiene regulations and safety we are unable to have candles on the cake.

## Family partnerships

At Little Jarjums Preschool the knowledge and skills of our families are valued. If you would like to share your craft, knowledge and interests in any way at the preschool, you are very welcome to do so.

We promote sustainable practices through recycling of household items as craft resources. We would be grateful if you would be able to contribute items for our craft experiences. These could be: yoghurt containers, textured or coloured paper, shells, seeds, wool, buttons, cards, lace, ribbon, magazines, wood scraps, cardboard cylinders, bottle tops etc.

## Fees

Fee invoices are prepared and payable each term. The school has eftpos facilities and invoices can also be paid online via the school website. Please do not hesitate to discuss your circumstances with our principal regarding fees if necessary.

## Family matters

If there are any significant events that may affect your child's attendance, for example visiting relatives, illness or sorry business in the family, we encourage you to contact us so we can make accommodation for your child.

If your child does not attend Little Jarjums please provide an explanation for their absence as soon as possible. This can be done, through Class Dojo, by phone or through the Casino West Skoolbag app. An explanation of absences is a Departmental requirement.



## Our outdoor learning environment

**Our outdoor environment** is a large, inclusive, naturally themed learning environment and is responsive to the features of our local culture. It has a rock river which runs along our large sandpit and is surrounded with natural rocks. The expansive grassed area for children to explore with many secrets to be discovered around every corner. Children can develop a sense of wonder and excitement about caring for our environment by looking after our established vegetable gardens and fruit trees which we harvest and cook with throughout the year. There are many areas in our outdoor environment for our children to use their senses to engage in discoveries and take educated risks with the assistance and guidance of our educators.



## Our indoor learning environment

**Our welcoming indoor learning environment** includes a range of natural loose parts. Children are encouraged to move the loose parts from one area to another and use their imagination to transform an item. For example a seed pod into a cup for someone to drink from or a blanket for a doll, the opportunities are endless. All of our furniture is made from natural materials which adds to our calming atmosphere. Our indoor environment is separated into learning pods such as dramatic play, literacy, numeracy and construction. These learning pods allow children space to explore whilst knowing what the purpose of the area is that they are learning in throughout the day. Children are given the opportunity to move freely throughout both the indoor and outdoor environment.



## Little Jarjums Preschool follows the Early Years Learning Framework for their curriculum

The Early Years Learning Framework (EYLF) is an important and timely resource for early childhood education within Australia. The framework is built around a number of key concepts and principles which require educators to use particular understandings and practices effectively to achieve identified outcomes. It is a framework of principles, practices and focus outcomes with which the curriculum and program are built around.

This framework encompasses five key learning outcomes which are:

- Identity
- Connected to their world
- Wellbeing
- Confident and involved learners
- Ability to effectively communicate

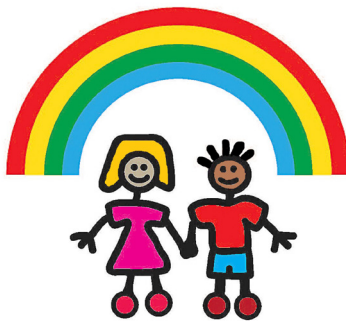


## National Quality Standards for Early Childhood Education and Care

The National Quality Framework provides a national approach to regulation, assessment and quality improvement for early childhood education and care. The National Quality Framework encompasses the national law and national regulations, national quality standard, assessment and quality rating processes and the national learning frameworks such as the EYLF. The National Quality Standard sets a high benchmark including seven quality areas that are important for children in early childhood education and care. Preschool services are assessed and rated on a regular basis against these seven quality areas. The seven key areas are:

- Educational programs and practices
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and community
- Governance and leadership





**Little Jarjums Preschool**  
Casino West Public School

*We look forward to welcoming you and your child to Little Jarjums Preschool*



**Amy Clark**  
**Preschool Teacher**

Bachelor of Education  
(Early Childhood/ Primary)



**Leanne Davis**  
**Aboriginal School Learning Officer**

Certificate III in Early Childhood Education and Care



**Lesley Mills**  
**Casino West Principal**

Australian Teaching Fellow



**Astoria Chapman**  
**School Learning Support Officer**

Certificate III in Education and Care



**Karen Campbell**  
**Assistant Principal P-2  
Preschool Supervisor**

Bachelor of Education  
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**Felice Perkins**  
**Relieving School  
Administration Manager**

Certificate IV in Business  
Assoc. Dip. Health Science  
Aboriginal Health & Community Development

# REVISED NATIONAL QUALITY STANDARD from 1 Feb 2018



Concept		Descriptor
<b>QA1</b>		<b>Educational program and practice</b>
1.1	Program	The educational program enhances each child's learning and development.
1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2	Practice	Educators facilitate and extend each child's learning and development.
1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
1.3.3	Information for families	Families are informed about the program and their child's progress.
<b>QA2</b>		<b>Children's health and safety</b>
2.1	Health	Each child's health and physical activity is supported and promoted.
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
2.2	Safety	Each child is protected.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
2.2.3	Child protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
<b>QA3</b>		<b>Physical environment</b>
3.1	Design	The design of the facilities is appropriate for the operation of a service.
3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.
3.1.2	Upkeep	Premises, furniture and equipment are safe, clean and well maintained.
3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
3.2.1	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
3.2.2	Resources support play-based learning	Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning.
3.2.3	Environmentally responsible	The service cares for the environment and supports children to become environmentally responsible.



Concept		Descriptor
<b>QA4</b>		<b>Staffing arrangements</b>
4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
4.1.2	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2	Professionalism	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Professional collaboration	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards	Professional standards guide practice, interactions and relationships.
<b>QA5</b>		<b>Relationships with children</b>
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
<b>QA6</b>		<b>Collaborative partnerships with families and communities</b>
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.
6.2.3	Community engagement	The service builds relationships and engages with its community.
<b>QA7</b>		<b>Governance and Leadership</b>
7.1	Governance	Governance supports the operation of a quality service.
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.2	Management systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	Continuous improvement	There is an effective self-assessment and quality improvement process in place.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
7.2.3	Development of professionals	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development.

## **Community Services and Resources List**

### **Brighter Futures Early Intervention**

63 Hickey Street Casino NSW 2470  
Phone 02 6662 2273

### **Bulgarr Ngaru Medical Aboriginal Corporation (AMS)**

153 Canterbury Street Casino NSW 2470  
Phone 02 6662 3514

### **Buyinbin Aboriginal Corporation**

110 Walker Street Casino NSW 2470  
Phone 02 6662 3599

### **Casino and District Family Disability Support Service**

31 Walker Street Casino NSW 2470  
Phone 02 6662 8501

### **Casino Community Health**

70B Canterbury Street Casino NSW 2470  
Phone 02 6662 4444

### **Casino Family Support Service**

149 Canterbury Street Casino NSW 2470  
Phone 02 6662 6792 / 02 6662 6796

### **Casino Medical Centre**

144 Canterbury Street Casino NSW 2470  
Phone 02 6662 1555

### **Casino Memorial Hospital**

Hotham Street Casino NSW 2470  
Phone 02 6662 2111

### **Casino Neighbourhood Centre**

Walker Street Casino NSW 2470  
Phone 02 6662 2898

### **Casino Playgroup**

Pratt Street Casino NSW 2470  
Phone 02 6662 2113

### **Child and Family Health Service**

**Steps Area Co-ordinator NSW - LHD**  
Phone 02 6620 2836

### **Family Support Network**

143 Laurel Avenue Lismore NSW 2480  
Phone 02 6621 2489

### **Jambama Art Centre**

Casino Industrial Estate  
30 Casino Road Casino NSW 2470  
Phone 02 6662 6672

### **Jumbunna Community Preschool and Early Intervention**

60 High Street Casino NSW 2470  
Phone 02 6662 2866

### **Northern Rivers Family Day Care**

150 Laurel Avenue Lismore NSW 2480  
Phone 02 6621 6437

### **Referral Service Northern Rivers**

5 Market Street Lismore NSW 2480  
Phone 1300 338 774

