



Scone & District Pre-School

## Orientation Handbook







# INDEX

Introduction  
Philosophy  
About Scone & District Pre-School  
Policies  
Enrolment  
Parent Involvement  
The Program  
OWNA  
Positive Education  
Children with Special Needs  
Transition to School  
Routines  
Children's Requirements  
The Staff  
Child Protection  
Information  
Some suggestions for beginning Pre-School  
Visitors to the Pre-School  
Children's Shows and Excursions  
Fees  
Confidentiality  
Complaints  
Children's Medication  
Accident and First Aid

A translation service is available upon request.



## Introduction

At Scone & District Pre-School, we take pride in providing nurturing, safe and stimulating environments where children are cherished and their individuality is celebrated. Our dedicated team is committed to fostering independence, self-regulation, and confidence in every child.

We recognise the early years as being fundamental to a child's development and growth. During these crucial years, our preschool offers enriching experiences designed to spark curiosity, build social skills, and lay a strong foundation for lifelong learning. We aim to create positive and stimulating early education experiences that set the stage for each child's future success.

We are confident that your partnership with us will be fulfilling and rewarding. Please take the time to review the information in this booklet, and feel free to reach out with any questions as we embark on this exciting journey together.



## Our Philosophy

At Scone and District Pre-School, we believe that every child deserves the opportunity to feel empowered, nurtured, and supported in their journey of growth.

We are committed to fostering a learning environment where each child feels safe, secure, and confident in their own identity. Through intentional experiences that celebrate equity, inclusion, and diversity, we encourage children to immerse themselves in play and enjoy the present moment.





Our approach is based on collaboration with children, families, and the wider community. We recognise and build on the strengths and knowledge of each child, believing that this practice optimises their ability to achieve meaningful learning outcomes.

Our curriculum we provide, follows the principles of the Early Years Learning Framework (Version 2.0, 2022). We support each child's growth through play-based learning and intentional teaching strategies. Our educators assess children's goals, skills, and interests to ensure the educational program is tailored to their individual development.





We are committed to reflective practice and ongoing professional learning, ensuring that our team continually improves pedagogical practices and enhances outcomes for all children.

Our belief is, that each child has the right to explore their natural curiosity within a stimulating environment, which promotes decision-making, their sense of agency, their voice's being heard and recognised, problem-solving, and critical thinking.





We value each child's agency and strive to honour their unique cultural backgrounds, traditions, and ways of knowing. By incorporating both planned and spontaneous learning moments, we scaffold children's development in a way that is relevant and engaging.

As educators, we advocate for every child, keeping their best interests at heart. We provide enriching play-based learning experiences that are meaningful and connected to each child's life, fostering growth in a supportive, nurturing environment.



In partnership with families, children, and committee members, we embed sustainable practices that encourage each child to become an active learner and contribute to their understanding of environmental, social, and economic sustainability.



We believe in the importance of strong community connections and actively engage in partnerships with local schools, councils, and other professional services.





We are committed to learning from the rich history of Aboriginal and Torres Strait Islander peoples and are on a journey to embed their perspectives into our practices. By doing so, we aim to create a culturally safe space that welcomes and celebrates all members of our community.





## About Scone & District Pre-School

Since opening our doors in September 1985, Scone & District Pre-School has been a cornerstone of early childhood education within the community and wider community. We are proud to be a community-based, not-for-profit centre, managed by a dedicated committee of community members and parents who use and support our Pre-School.

Our Management Committee, is announced and elected at our February Annual General Meeting, ensuring that the preschool operates efficiently and remains a vital part of our community. The committee includes a President, Vice-President, Secretary, Treasurer, and at least three additional members, one of whom focuses on coordinating fundraising activities that benefit the preschool. We believe in fostering close ties with the community to provide the best experiences for the children in our care.

As a non-for-profit organisation, our income is derived from fees, state government subsidies, and fundraising. These funds are reinvested directly into the pre-school to ensure the highest quality of care, learning resources, and facilities for our children.

Licensed by the Early Childhood Education and Care Directorate, our Pre-School adheres to the highest standards set by the NSW Department of Education. We are also assessed regularly under The National Quality Standard (NQS) and operate within the framework of The Early Years Learning Framework (EYLF), ensuring that every child's developmental needs are met in a holistic, supportive environment.

Our role as an Approved Provider is held by the Management Committee, with our qualified teaching staff appointed as Certified Supervisors. The Nominated Supervisor, is held by the Director with a Bachelor's degree. The Director ensures the Pre-School meets all regulatory requirements. Additionally, one teacher staff member who holds a Bachelor's degree is designated as the Educational Leader to guide our teaching practices, ensuring we deliver an outstanding early learning program.



## About Scone & District Pre-School cont.

At Scone & District Pre-School, we take great pride in the qualifications of all of our team. All of our staff who are Certificate III and Diploma are referred to as Educators, a testament to their commitment to nurturing the next generation.

All staff members who hold a university Bachelor's degree in Early Childhood Education and Care are referred to as Teachers. This designation reflects their extensive knowledge, professional expertise, and unwavering commitment to delivering high quality education and care. Our Early Childhood Teachers play a pivotal role in guiding children's development, fostering a love of learning, and shaping the foundation for their future success.

Information about our Management Committee and staff roles is always available on our noticeboards, so families and visitors can stay informed and connected.

We look forward to continuing to provide exceptional starts to early education for the children of our local and wider community, just as we have since 1985.





## Our Policies

Scone & District Pre-School maintains comprehensive policies in the following areas to ensure the highest standards of care and management:

- Management
- Children's Enrolment and Related Procedures
- Staff Employment and Related Issues
- Health and Safety including:
  - Illness management
  - Emergency procedures
  - Nutrition
  - Indoor and outdoor safety

Our policy folders are available for your reference in the Parent Library, Website and our OWNA portal.

The information most relevant to your child's enrolment has been summarised in this handbook for your convenience.





## Enrolment

The Pre-School is licensed to enrol children aged three to five years. Our enrolment policy prioritises the placement of older children, ensuring they are given precedence on the waiting list, regardless of their registration date.

However, exceptions are made in cases where children are identified as being at risk or having additional needs. These children may be enrolled ahead of older children to ensure timely and appropriate support and early intervention.

Children may be placed on the waiting list at any time. For enrolment to proceed, the following information is required:

- Enrolment form filled out completely including:
  - Verified copy of the child's birth certificate
  - Immunisation History Statement from Medicare Australia
  - Details of any special requirements (e.g. health conditions, disability, religious considerations, custody arrangements)
  - Early intervention documents, including NDIS plan, specialist reports-Occupational Therapist, Speech Pathologist, Behavioural Therapist, Physiological Reports
  - Emergency contact details, including all relevant phone numbers and details (**MUST HAVE AN ADDITIONAL TWO EMERGENCY CONTACT OTHER THAN PARENTS/GUARDIANS**)
  - Signed agreements from parents or guardians regarding enrolment terms
  - Permission for activities such as photography, social media, OWNA platform, sunscreen application, medication administration for Panadol/nurofen etc.



## Parent Involvement

At Scone & District Pre-School, we greatly value and encourage parent involvement in the operation of our preschool in various ways:

**The Management Committee-** Our Management Committee is announced and elected annually at the AGM. The committee plays a key role in working collaboratively with the Director, to assist in some areas of decision-making. Details of the Management Committee members are published in the preschool newsletter and displayed at the centre.

**Fundraising-** The Management Committee is asked to plan fundraising initiatives collaboratively with the members throughout the year or introduce a fundraising levy within the fee structure. These efforts directly support the preschool's programs and activities.

**Programs-** We provide regular updates about your child's daily activities and programs. We encourage you to actively engage with us by adding your insights, joining us for lunch, or participating in your child's learning experiences. Please feel free to share your knowledge and skills, or simply spend time with your child at the preschool. We welcome you to discuss any involvement with your child's teacher.

**Library-** Our preschool maintains a library filled with parenting and child developmental resources, which parents are welcome to borrow at any time. We also have a community library where you can exchange books.

**Information-** We publish newsletters each term and maintain information boards in the foyer. These provide updates on preschool and community events and are also shared on OWNA.

**Facebook-** Join our Facebook community by liking and or following Scone and District Pre-School page, here we post regular updates on preschool activities and events.



## The Program

At Scone & District Pre-School, we recognise children as highly capable learners who should be actively involved in the planning and creation of their own learning experiences.

Our play-based programs are designed to emphasise the interests of the children, allowing them to take an active role in selecting provocations and activities. This encourages autonomy as children engage in research explore their curiosities and participate in the decision making process related to their learning.

Our programs are structured in alignment of The Early Years Learning Framework, "Belonging, Being, and Becoming," and are designed to foster children's holistic development. We offer both formal and informal learning, working in small groups and allowing for spontaneous moments of discovery, as well as planned activities such as visits from children's entertainers.

The learning environment is designed to encourage a variety of experiences, with spaces thoughtfully arranged to support different areas of development. These interest spaces allow children to engage in activities that promote skills, techniques, and the expansion of their ideas, whether through construction, dramatic play, art, or cognitive challenges. We strive to create an environment where children feel valued, comfortable, and motivated to explore and take ownership of their learning.

As educators, our role is to facilitate learning by offering activities that align with children's interests and developmental needs, as well as through introducing complementary experiences that extend their understanding and skill. We closely monitor each child's progress through observation, discussion, and documentation, capturing this learning journey through written records, photographs, and work samples, which are presented in individual portfolios or journals on our digital platform; OWNA or in scrapbooks.

## The Program Cont.

These portfolios and or journals are available to share with families, fostering a collaborative approach to each child's development. Ultimately, our goal is to ensure that each child leaves preschool with a positive attitude toward learning, responsibility, self-discipline, and self-esteem - essential attributes for success in future educational settings.

On the next few pages is some information on OWNA and how to navigate this online portal.



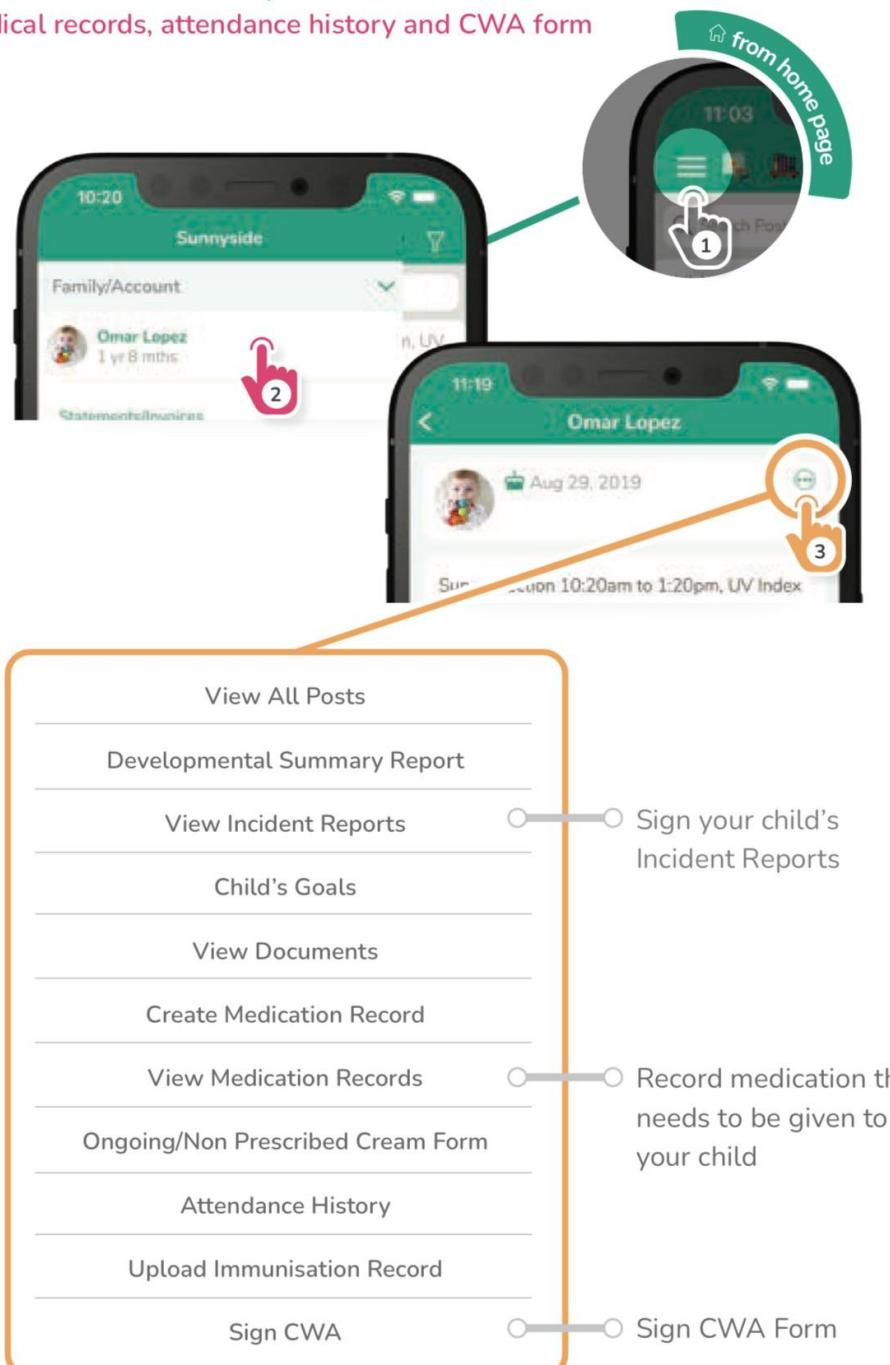
## Home Page

Once you have logged in you will automatically be on the home page.



## Records & Reports

Medical records, attendance history and CWA form



## Create Your Own Post

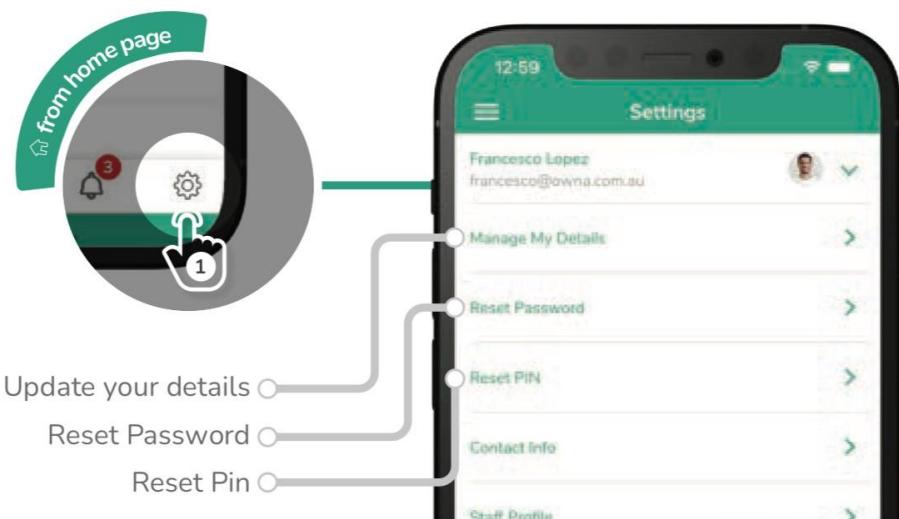
You can also book a casual day, fill in handover information and let your centre know if your child is not attending





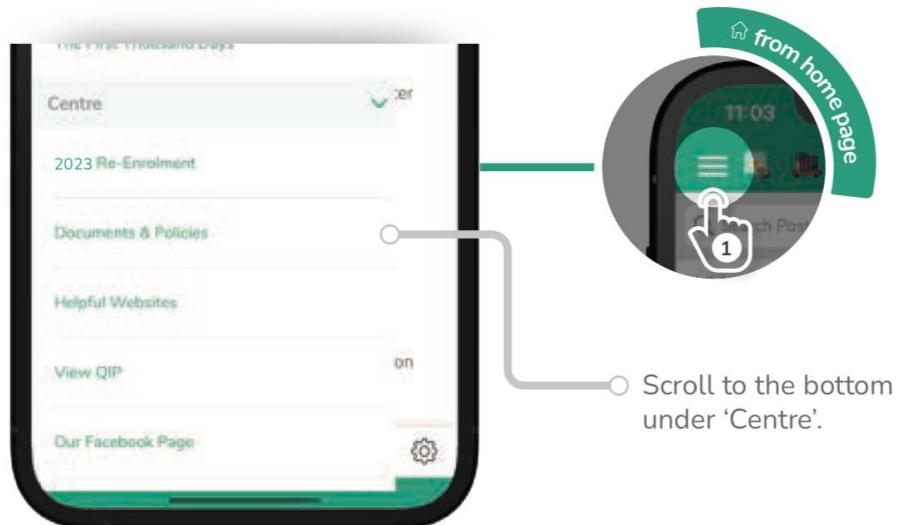
## Change Your Details

Reset your pin, password and update your details here



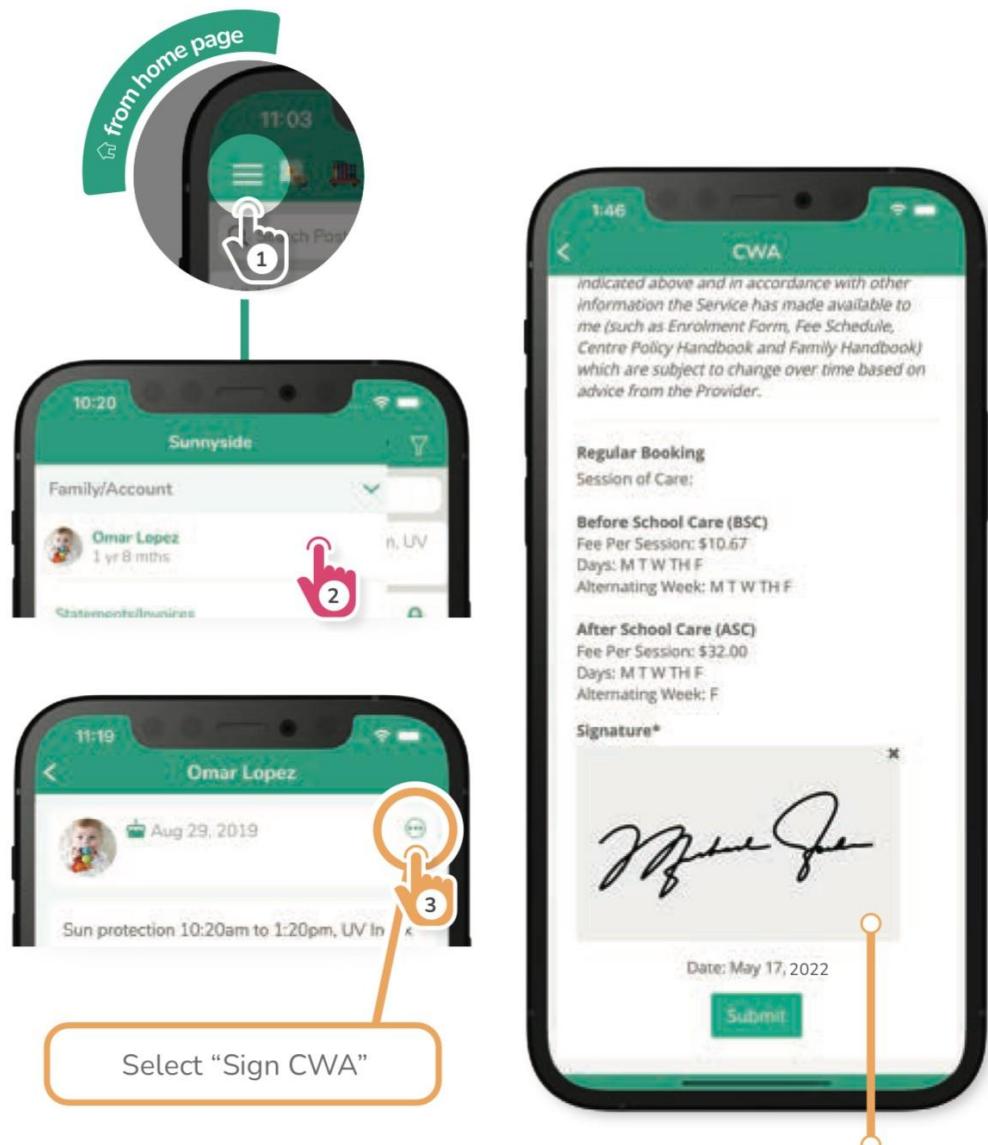
## Documents & Policies

Access fact sheets, forms and Centre information



## Sign the Complying Written Arrangement (CWA) Form

(Please check with your Centre if this feature is available)

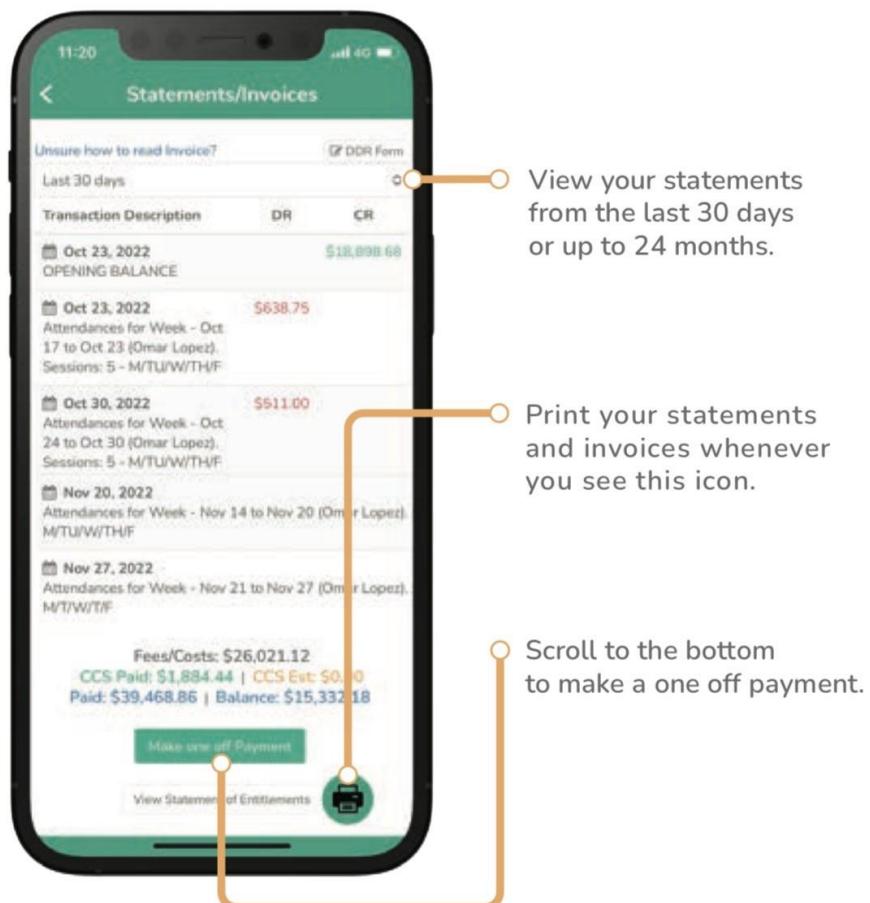
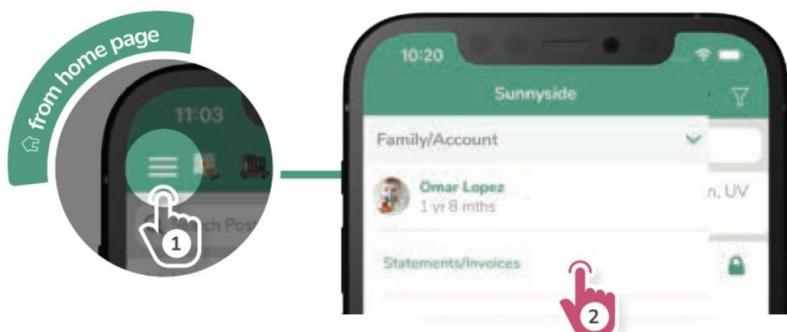


Read, scroll through the CWA and sign the signature box.



## Statements & Invoices

(Please check with your Centre if this feature is available)





## Positive Education

At Scone & District Pre-School, we prioritise positive education as a foundational element in fostering the holistic development of our children. By partnering with Where There's a Will and incorporating Professor Lea Waters' Strengths Star curriculum, we can embed strengths-based language into our daily practices, supporting the children in identifying and nurturing their individual strengths.

Through intentional teaching and reflective practices, we help children recognise their signature strengths and guide them further developing these traits. This approach not only builds resilience and self-awareness but also equips children with the tools to navigate challenges with a positive mindset. By embedding this language and understanding into everyday interactions, we ensure that each child develops a strong sense of identity, well-being, and the confidence to explore and engage with the world in meaningful ways.





## The Star Polisher

I have a great job in the universe of occupations. What do I do? I am a star polisher. It's a very important job. If you want to know how important, just go out at night and look at the stars twinkling and sparkling.

You see I am a teacher. The stars are the children in my class. My job is to take them~~whatever shape they come~~and shine and buff them and then send them out to take their places as bright, twinkling beacons in the sky.

They come into my room in all shapes and sizes. Sometimes they're bent, tarnished, dirty, crinkly, or broken. Some stars are cuddly and soft. Some are prickly and thorny.

As I buff and polish, I train and teach my little stars; I tell them they can do anything they set their minds to do. I tell them they can be the brightest, shiniest stars in the sky, and the world will be a better place because of them.

Each night as I look at the sky I'm reminded of my very important job and awesome responsibility. Then I get my soft buffering cloth and my bottle of polish in preparation for tomorrow ~ for my class of little stars.

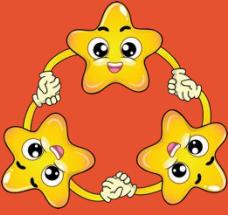
Leah Becks



	Character Strengths	Strength Star	VIA Definition of Strength
VIRTUE: WISDOM	Creativity		Cognitive strengths that entail the acquisition and use of knowledge: Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it.
	Curiosity		Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering.
	Judgement		Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one's mind in light of evidence; weighing all evidence fairly.
	Love of Learning		Mastering new skills, topics, and bodies of knowledge, whether on one's own or formally; related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows.
	Perspective		Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself/others.

	Character Strengths	Strength Star	VIA Definition of Strength
VIRTUE: COURAGE	Bravery		Not shrinking from threat, challenge, difficulty, or pain; speaking up for what's right even if there's opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it.
	Perseverance		Finishing what one starts; persevering in a course of action in spite of obstacles; "getting it out the door"; taking pleasure in completing tasks.
	Honesty		Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one's feelings and actions.
	Zest/ Energy		Approaching life with excitement and energy; not doing things halfway or half-heartedly; living life as an adventure; feeling alive and activated.

	Character Strengths	Strength Star	VIA Definition of Strength
VIRTUE: HUMANITY	Love		Valuing close relations with others, particularly those in which sharing & caring are reciprocated; being close to people:
	Kindness		Doing favours and good deeds for others; helping them; taking care of them.
	Social Intelligence		Being aware of the motives/feelings of others and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick.

	Character Strengths	Strength Star	VIA Definition of Strength
VIRTUE: JUSTICE	Teamwork		Working well as a member of a group or team; being loyal to the group; doing one's share.
	Fairness		Treating all people the same according to notions of fairness & justice; not letting feelings bias decisions about others; giving everyone a fair chance.
	Leadership		Encouraging a group of which one is a member to get things done and at the same time maintain good relations within the group; organizing group activities and seeing that they happen.

	Character Strengths	Strength Star	VIA Definition of Strength
VIRTUE: TEMPERANCE	<b>Forgiveness</b>		Forgiving those who have done wrong; accepting others' shortcomings; giving people a second chance; not being vengeful.
	<b>Humility</b>		Letting one's accomplishments speak for themselves; not regarding oneself as more special than one is.
	<b>Prudence</b>		Being careful about one's choices; not taking undue risks; not saying or doing things that might later be regretted.
	<b>Self Regulation</b>		Regulating what one feels and does; being disciplined; controlling one's appetites and emotions.

	Character Strengths	Strength Star	VIA Definition of Strength
VIRTUE: TRANSCENDENCE	Appreciation of Beauty and Excellence		Noticing and appreciating beauty, excellence, and/or skilled performance in various domains of life, from nature to art to mathematics to science to everyday experience.
	Gratitude		Being aware of and thankful for the good things that happen; taking time to express thanks.
	Hope		Expecting the best in the future and working to achieve it; believing that a good future is something that can be brought about.
	Humour		Liking to laugh and tease; bringing smiles to other people; seeing the light side; making (not necessarily telling) jokes.
	Spirituality		Having coherent beliefs about the higher purpose & meaning of the universe; knowing where one fits within the larger scheme; having beliefs about the meaning of life that shape conduct and provide comfort.



## Children with Additional Needs

At Scone & District Pre-School, we are committed to supporting families with children who have additional needs. Our services include:

- **Inclusion in Early Childhood Education Programs:** All children, regardless of ability, are fully integrated into our daily programs to ensure they have access to meaningful learning experiences.
- **Referral to Supporting Agencies:** Where necessary, we work closely with external agencies to ensure the appropriate resources and support are in place for each child's development.
- **Support from Additional Staff:** When required and when funding is available, we provide additional staff to facilitate personalised programs that cater to individual needs as per collaborated with families and early intervention agencies.

Please note that in certain circumstances, due to regulatory or funding constraints, we may be unable to provide a program that meets all specific needs.

## Transition to School

Our transition to school program is tailored to meet the unique needs of each child and their family, ensuring that personal and cultural factors are respected.

We aim to create a positive experience for children as they prepare for school by building confidence and enthusiasm about their new learning environment.

We maintain strong connection with local schools and work collaboratively with them to facilitate a smooth transition. Discussions between preschool staff, school personnel and families are encouraged, and may include parent evenings, school visits, and sharing relevant developmental information to best support each child.

In consultation with families, we share appropriate information of each child's development to assist schools in providing a supportive and welcoming environment for the next phase of their learning journey.

## Routines

Our daily routines are designed to support and guide children through their preschool day, ensuring that they feel comfortable and secure.

These routines include:

- **Start of Day:** From 8:15am to 9:00am, children arrive to Pre-School by parents and designated carers. Families are asked to sign their child in, on OWNA upon arrival to ensure adequate records of each child's arrival.
- **Bathroom and Toileting:** Children have access to the bathroom throughout the day. We encourage regular toileting and hand washing upon arrival, before and after meal times and during transition times. Privacy is respected, with dividers available between toilets for children who prefer more discretion. Please inform us if your child has any concerns about using the bathroom.
- **Progressive Morning Tea:** Typically held between 9:30am and 10:30am, this provides a chance for children to engage in activities and enjoy a snack whilst using their sense of agency. Once they are familiar with the routine children will move smoothly into this transition.
- **Lunch:** Scheduled between 12:00pm and 12:30pm, this is a relaxed time for children to recharge and socialize with their peers.
- **Rest and Quiet Time:** After lunch, we offer quiet spaces for the children to engage in peaceful activities. While formal rest is no longer a part of our program, we provide an informal time where children can enjoy a story or a quiet activity. Beds are available for those children who may still need a rest.
- **Outdoor Play:** Weather permitting, outdoor play occurs between 3:00pm and 3:45pm. This allows children to engage in physical activities in the fresh air, supporting their physical development.
- **End of Day:** From 3:00pm to 3:45pm, children are collected by parents and designated carers. Families are asked to sign their child out on OWNA upon pickup to ensure adequate records of each child's departure.



## Routines Cont.

Our Pre-School day runs between 9:00am and 3:00pm, where we aim to provide a balance of structure and flexibility to meet the abilities and needs of all of our children.

We ask families to please arrive prior to 9:00am to allow your child to transition into their day at Pre-School before our official Pre-School program begins starting with a morning meeting at 9:15am.

The morning meeting is a significant aspect of each child's Pre-School day. It fosters a sense of belonging and teamwork as we gather to sing our "Good Morning" song, greet all teachers, and participate in a roll call. During this time, the children join in singing the National Anthem and raising the Flags, helping to build a community atmosphere.

These collective activities nurture social skills and reinforce the importance of being part of a group. By participating, children develop essential social and emotional learning competencies, such as cooperation, communication, and shared responsibility, which are foundational for teamwork and future learning experiences.

We also provide a comprehensive gross motor program delivered by a fully trained sports instructor and an early childhood educator. This program is tailored for each group of children, ensuring they benefit from fundamental gross motor skill development as part of their learning experience. Please note that the cost of this program will be included in your term statements.

Following our Music and Movement group time, the children transition to outdoor play as families and carers begin to arrive for pick-up. Please be reminded that the Pre-School is licensed until 3:45pm, and we kindly request that all children are collected before this time.

If you would like to speak with teachers or staff, we encourage you to arrive earlier or prearrange a convenient time that accommodates everyone. This ensures we can provide the attention needed for discussions while maintain a smooth and timely end to the day for all families.



## Summer Routine

Terms 1 & 4

8:15am - 9:00am	Arrival of Children
9:00am	Preschool Day begins
9:15am	Morning Meeting
9:30am - 10:30 am	Progressive Morning Tea
9:30am - 11:30am	Indoor/Outdoor Play
11:30am - 12:00 pm	Literacy Group Time
12:00pm - 12:30 pm	Lunch
12:30pm - 2:30pm	Indoor play
2:30pm - 3:00pm	Music and Movement
3:00pm	End of Preschool Day
3:00pm - 3:45pm	Outdoor Play/Pick Up

## Winter Routine

Terms 2 & 3

8:15am - 9:00am	Arrival of Children
9:00am	Preschool Day begins
9:15am	Morning Meeting
9:30am - 10:30 am	Progressive Morning Tea
10:30am - 11:30am	Indoor/Outdoor Play
11:30am - 12:00 pm	Literacy Group Time
12:00pm - 12:30 pm	Lunch
12:30pm - 2:30pm	Indoor/Outdoor play
2:30pm - 3:00pm	Music and Movement
3:00pm	End of Preschool Day
3:00pm - 3:45pm	Outdoor Play/Pick Up



## Children's Requirements

At Scone & District Pre-School we take pride in being a SunSmart Pre-School and are committed to ensuring the health and safety of your child in line with sun protection guidelines. You can learn more about the SunSmart program on their website: [www.sunsmart.com.au](http://www.sunsmart.com.au).

### Clothing:

We ask that you dress your child in clothing for the weather and season, ensuring they are comfortable and able to participate in all activities.

During summer, please send your child in clothing that offers adequate sun protection, such as T-shirts with sleeves and collars. **Please avoid sleeveless tops and sundresses** as they do not provide adequate protection.

We also offer **Scone & District Pre-School polo T-shirts**, which are available for purchase at \$30 in a range of colours, and can provide a practical, sun-safe option.

In winter, ensure that your child has warm clothing they can easily manage themselves, as our focus is on fostering independence.

### Footwear:

Footwear should allow children to safely run, climb and participate in physical play - closed toe shoes such as sandal or lace up shoes are ideal. Please avoid sending your child in thongs, slip-ons or any other inappropriate footwear for active play.

Each child will receive a **Scone & District Pre-School bucket hat** as part of their enrolment fee, which should be worn throughout the year to adhere to our sun protection policy.

Additionally, **shirts, jumpers and hats with our Pre-School logo** are available for purchase throughout the year at the front office.

To avoid lost belongings, we request that **all clothing and personal items** are clearly named and labelled.

We also offer **wet bags** (\$15.00) in case of accidents or spills, and ask that each child has adequate **spare clothes** in their bag, also clearly named.

## Children's Requirements Cont.

### **Sun Protection:**

As part of our commitment to SunSmart practices, we expect all children to wear appropriate sun-safe clothing. Staff are also required to dress appropriately for sun protection and to model this behaviour for the children.

Please apply sunscreen to your child before arriving at Pre-School. We provide sunscreen and reapply this throughout the day when necessary, with your permission. A permission form for sunscreen is included in our enrolment form.

Where possible, we schedule outdoor activities to avoid peak sun exposure times, and we utilise shaded areas for outdoor play.

### **Food and Nutrition:**

**Morning Tea:** We encourage you to pack a nutritious morning tea for your child, which might include fruit and or a savoury snack. We suggest packing **two to three items** that can be packed into a **morning tea bag** available for purchase from the front office (\$10.00)

**Lunch:** For lunch, we ask that you pack a **nutritious meal** in line with our Pre-School's nutrition policy, which may include sandwiches, wraps, rolls, salads, pasta, leftovers, fruit, cold meat, cheese and plain cracker biscuits etc.

If you wish to send **hot food**, please use a **thermos** to keep food warm, as **we are not permitted to reheat food** on site due to regulations. Simply heat the food at home and inform staff so the thermos is not placed in the fridge.

**Drinks:** Children have access to **water at all times** during the day at Pre-School. If you would like to send a drink from home, we ask it be **water or plain milk only**, in accordance with our nutrition policy. **Please do not send juice, flavoured milk, cordial or similar drinks.**

**Allergy Awareness:** To ensure the safety of children with allergies and anaphylaxis, we ask that no food containing nuts (such as peanut butter, Nutella, nut muesli bars) is brought to Pre-School.

Should there be a child enrolled with a severe allergy to a different specific food, we may need to impose further restrictions on that item. We will notify all families in such cases.

## Children's Requirements Cont.

Additionally, **lollies, chocolate, roll-ups** do not comply with our nutrition policy and will be returned home. This also includes **chocolate chips** in food.

Suggestions for healthy morning teas and lunches can be found on the following pages and a printed version from 'Good for Kids' in your Orientation Pack.

**Special Occasions:** We understand the importance of celebrations, and we do allow birthday cakes or similar treats on special occasions.

Please remember our **NO-NUTS policy** when preparing any celebratory food.

**Cupcakes** are often a popular option as they are easy for children to manage.

**Water ice blocks** are also a popular option during the warmer months.

If you would prefer that your child does not participate in these celebrations, please notify us in advance.

Thank you for your cooperation in helping us maintain a safe and healthy environment for all children at Scone & District Pre-School. If you have any further questions or need clarification on these requirements, please feel free to reach out to the Director.





## Our Staff

At Scone & District Pre-School, we adhere to the staffing regulations set forth by the Education and Care Services National Regulations. This ensures the employment of qualified and experienced staff, maintaining an optimal staff-to-child ratio wherever possible.

Staff assignments, including casual staff, are displayed on each room's door for easy identification. All staff members uphold our Pre-School Code of Conduct and comply with the Early Childhood Australia Code of Ethics.

We ensure that all new staff members, casual workers, and volunteers meet mandatory requirements for background checks, aligned with our commitment to providing a safe and professional environment.





## Emma

I am a passionate early childhood teacher dedicated to nurturing young minds. With two degrees, a Bachelor of Teaching and a Bachelor of Education, I bring a wealth of experience to my role as the Director and Early Childhood teacher at Scone & District Pre-School. We have three children aged 19, 18 and 17 and enjoy camping, going to the beach, and a country lifestyle.

Originally from Queensland, my journey in education has allowed me to grow and share my love for teaching, especially since moving to New South Wales in 2010.

My teaching philosophy is centred on creating a stimulating environment where children can truly thrive. I strongly believe in the principals of positive education, where fostering a growth mindset is key. For me, it's not just about teaching; it's about providing children with the tools to navigate their learning journey confidently.

I'm committed to helping each child discover their strengths, explore their potential, and cultivate a love for learning that will carry them forward. My approach is to guide and support children as they grow, flourish, and build a foundation that promotes well-being and lifelong curiosity and learning.



## Darrell

I have been at Scone & District Pre-School since 2013 and completed my Bachelor in Early Childhood degree in 2022. I am originally from Ireland but have been living in Australia since 2006.

My teaching philosophy is deeply driven through striving to be an inclusive, equitable and socially-just advocate for all children in our care. I also enjoy my role as educational leader as this allows me to explore and embed these practices throughout the centre. I am also very passionate about exploring Aboriginal & Torres Strait Islander perspectives within our educational program as I value Australia's rich culture and history. I believe that each child should feel valued, nurtured and respected as they journey through their early year and feel very proud of our wonderful community preschool and passionate team of educators.

At home I enjoy cooking, reading, traveling and spending time with my two daughters and adopted Australian family & friends.



## Donna

I began my teaching journey at Scone and District Pre-School in 2017. My husband and I have two beautiful daughters, Bonnie 5 and Maggie 3.

I hold a Bachelor of Education Early Childhood and have worked in this sector for more than 20 years in Queensland and now New South Wales.

I believe that early childhood education gives children the best start in life, and I am very passionate about supporting children's learning and development while allowing them to grow and become confident and independent learners.

My educational philosophy is to create an aesthetically pleasing learning environment that is fun and exciting, based around the interests and wonder of each individual child.

Outside of Early Childhood I love to spend quality time with my family, going on adventures and making beautiful memories with a dash of photography and shopping.



## Tat

I have had the pleasure of working at Scone & District Pre-School since 2020.  
I am originally from Sydney and moved to Scone with my family in 2019.

I am a Diploma trained educator, and I am currently studying my Bachelor in Early Childhood Teaching at UNE. I have been working in the ECEC profession for the last 12 years with experience across both long day care and preschool services.

I am very passionate about working with young children in some of the most important years of their lives. I believe that these early years are the most fundamental for their growth and development and I love being part of this. Being an ECEC educator is such a rewarding role as I get to build relationships with the children and their families. I love that I get to be their safe person and someone they can trust who is going to support them and advocate for them. I love my role and my top character strengths of love, kindness and humour are a big part of who I am as an educator and as a person. I have a lot of gratitude and love to spread my love and kindness where I can.



## *Carly*

I have been at Scone & District Pre-School since March 2022. I am the Administration Officer for the Pre-School, which I immensely enjoy.

I have a real estate background for around 14 years and have also operated my own business.

I really enjoy seeing the children attending each day and saying hello with a bright happy smile ready for a brilliant, educational day.

I am extremely fortunate to be a part of such a great Pre-School and our fantastic staff.

When I'm not at Pre-School I enjoy cooking, travelling and spending time with my family and friends.



## Shannon

Having worked in childcare for over a decade I demonstrate a passion for each child to grow and flourish within the Pre-School environment.

I began my journey as an educator through family day care, before joining Scone & District Pre-School in 2014. I completed my Diploma in Children's Services in 2017.

I promote positive learning through play-based experiences and scaffold children's interests to enable them to gain a quality and meaningful early childhood education.

I remind myself every day of how lucky we are to guide and support the young children in our community during their earliest days of schooling.

When I'm not busy at Pre-School, I enjoy being with my family and friends, participating in outdoor activities and enjoy hobbies such as crocheting and reading a good novel.



## Hannah

I am a Diploma-trained early childhood educator with 20 years of experience in the profession. Since joining Scone & District Pre-School in 2016, I've had the opportunity to build on my previous 11 years of work at The Early Learning Centre, where I gained valuable experience with all age groups, from babies to preschoolers.

My husband and I have three children, and our family enjoys an active lifestyle, participating in various sports, attending community events, spending time with loved ones, and working together on our farm.

My teaching philosophy centres on treating each child as an individual and celebrating their uniqueness. I'm passionate about fostering children's interests to spark curiosity, encouraging a love for learning, and building on their knowledge and development.



## Julie

I have been an educator at Scone & District Pre-School since 2015. I have my Certificate 3 and have begun my Diploma Studies.

I am very fortunate to belong to such a beautiful Pre-School. Getting to know and support the children and their families is so rewarding. I love the relationships that are built with them and often long lasting after they have completed Pre-School.

I have lived in Scone all my life and am a mother of three boys and have two beautiful granddaughters.

When I'm not at Pre-School, I enjoy spending time with my family and friends.



## Renae

I have worked at Scone & District Pre-School since 2018. I have my Diploma in Children's Services and have worked in the Early Childhood profession for 20 years in services surrounding Dubbo and Newcastle.

I'm passionate about children just being children and learning through play.

I am married and am a mother of four young boys, who keep me extremely busy. In my spare time I enjoy gardening, beach holidays and catching up with family and friends.



## Kelly

I have worked in the Early Childhood profession since 2017. I currently hold my Certificate three and have begun my studies for my Diploma.

I live in Scone with my husband and two teenage sons, who both attended Scone & District Pre-School. As a family we enjoy doing sports, especially footy and basketball.

I love working at Scone & District Pre-School as it allows me to be creative and share this skill with the children. I thoroughly enjoy the teamwork environment within the classroom and value my time spent with the children exploring their interests and strengths while observing them grow and thrive in our environment.

As an educator I also value developing their social and emotional skills, as I believe that it enhances a child's ability to be ready for their next stage along their learning journey. I enjoy building connections with both children and families whilst using my character strengths of Humour, Honesty, Teamwork and Creativity.

Scone & District Pre-School really is the happiest place on Earth.



## Deb

I started at our great Pre-School in 2004. I have had a connection with the Pre-School well before I began working here, as my four children all attended and loved our great Pre-School.

I have my Certificate 3 in Children's Services and I value working with some of our friends that may require a little extra support throughout the day. I love seeing all children learn and thrive in our Pre-School.

I have made many great connections with friends and families over the years that I still have today.

Outside of Pre-School, I enjoy reading a good book, going for walks and spending my time with family and friends at our holiday home at the beach.



## Aimee

Hi, I'm Aimee White. I have been lucky enough to be an educator at Scone and District Pre-School since 2021. Before starting here, I spent 3 years working in long day care. I have a certificate 3 in Early Childhood Education and have begun my studies for my Diploma.

I'm very grateful to spend my days working with children and their families. Watching children learn, grow, and develop is one of the most rewarding aspects of working in this profession.

Outside of work my husband and I have 3 children who keep us very busy with their sporting commitments.



## Shaelee

Hello! My name is Shaelee. 2025 was my first year working at Scone and District Pre-school. I have absolutely loved being part of this wonderful community and building meaningful relationships with the children, families, and educators throughout the year. I have recently completed my Certificate III in Early Childhood Education and am excited to begin my Diploma next year to further my knowledge and continue developing as an educator. I'm passionate about learning new ways to support each child's growth and providing experiences that nurture their curiosity, confidence, and creativity.

I have always been surrounded by Early Childhood Educators and have seen firsthand the difference they can make in a young child's life. That has inspired me to follow this career path with love, dedication, and enthusiasm. My top character strength is Love, and I bring this into my everyday practice by showing kindness, care, and genuine warmth to every child I work with. I believe every child deserves to feel safe, included, and respected, and I take pride in welcoming all children equally, celebrating their unique personalities, cultures, and abilities.

I am also a dance teacher, and I love bringing my passion for movement and creativity into the preschool environment. Dance is such a fun and expressive way for children to build confidence, develop coordination, and share joy with others. Seeing the children's faces light up as they move, dance, and explore is one of the most rewarding parts of my job.



## Maia

Hi my name is Maia, I completed my Certificate III in Early Childhood Education through a traineeship from the end of 2022 through to the start of 2024. I then decided I wanted to extend on my studies through the love and passion for the career and I have commenced my Bachelor Degree in Early Childhood Education  
Ages 0-8 Years.

During the completion of my studies I have worked at Scone and District Pre-School for over a year now. I have enjoyed my time at the service and I have gained positive relationships with both families and the children through engagement and experiences.

My individual philosophy encompasses the concept that all children learn best through feeling safe and comfortable within their learning environment and are supported with empathy and respect. I am excited to get to know all of you and your children this year.



## Gabrielle

My name is Gabrielle. I'm originally from France, but I've been calling Australia home since 2011. My partner and I have three wonderfully energetic boys - Dominique (8), Morgan (6), and Laurence (3) - who keep life full of fun, laughter, and constant motion!

I completed my certificate III in Early Childhood Education in April 2024 and now working towards my Diploma. I'm passionate about supporting children to simply be children - exploring, imagining, and learning naturally through play.

Outside of work and study, I love spending time outdoors with my boys, especially going on trail walks. I also enjoy cooking and getting lost in a good book whenever I find a quiet moment.



**Nita**

Hi my name is Nita, I am from Malaysia. I have been living in Australia since 2014.

I enjoy working at Scone & District Pre-School as I like watching the children develop and learning with them. I have a little boy at home also who is pre school age and this helps me gain a better understanding of children's behaviours and their emotions.

I am studying towards obtaining my certificate 3 in Early Childhood and look forward to broadening my skills. I am learning a lot from the pre school children as I get to know them and they have taught me to use my bravery when I am feeling nervous.

At home I enjoy playing with my son, reading to him, going on bike rides, cooking traditional Indian food and listening to music.

I'm really looking forward to being a part of Scone Pre-School and it's amazing community.



## Child Protection

Our Pre-School upholds our policy regarding child protection. Staff receive regular training to remain updated on the necessary procedures and legal requirements. As part of our dedication to child safety, all staff members are mandatory reporters, equipped to respond to any concerns relating to child protection.

**Due to our Child Protection Policy and new regulations and law, there are to be no photographs or videos taken within our service.**

**We recommend leaving your mobile phone in the car whilst you drop off and collect your child, alternatively you can leave your phone in the front office.**

## Information

Important notices, posters, and other information are displayed in the foyer to keep families informed about Pre-School activities. Additionally, a term newsletter is available, and our lending library offers books to borrow that are relevant to early childhood development and other topics of interest.

We also provide regular updates through our Facebook page and OWNA. Invitations to join OWNA have been sent via email with the enrolment form. For Facebook, please join our pages to stay connected.

## Some Suggestions for Beginning Pre-School

At Scone & District Pre-School we understand that enrolling in preschool is often a child's first experience of care outside their home.

It can be exciting and enjoyable time for many children, but for others, this transition may bring feelings of anxiety and distress.

Every child responds differently, and our team is here to support you and your child during this important milestone.



## Some Suggestions for Beginning Pre-School cont.

If your child is feeling anxious about attending Pre-School, I encourage you to speak with their teacher. Our staff are highly experienced in helping children adjust to new environments where they can build upon their sense of belonging. We can offer tailored strategies to make this process as smooth as possible for your family.

It is important to be honest with your child during drop offs. Always take the time to say goodbye and reassure them that you will return at a certain time to pick them up. This helps build trust and security.

While it may be tempting to slip away unnoticed, saying goodbye is crucial in helping your child feel confident that you will always come back.

If you have concerns after leaving your child at Pre-School, we welcome you to give us a call. We will also reach out to you if we have any concerns regarding your child's wellbeing. Your child's emotional health is our top priority, and we are committed to working together with you to ensure they feel safe, secure and happy in our environment.

Once your child has settled and is comfortable attending Pre-School, we encourage you to spend time with us as part of our open-door policy.

You are always welcome to visit and engage with your child's learning environment. We value strong partnerships with families and believe that open communication strengthens the child's overall development.

For regular updates, we will be using our online platform, OWNA, where you can stay connected with your child's development.

We are excited to welcome you and your child to our preschool community, and we look forward to sharing their journey of growth and discovery.



## Visitors to the Pre-School

Throughout the year, we may receive requests from local schools, TAFE institutions and universities to provide work experience placements for students pursuing studies in early childhood education.

Occasionally, volunteer workers may also spend some time at the Pre-School, supporting various activities.

All students and volunteers are required to read an information guide that outlines their roles and responsibilities, and they must adhere to our policies and procedures,

The participation of students and volunteers is approved at the Director's discretion to ensure it aligns with the needs and values of our Pre-School environment.

## Children's Shows and Excursions

Throughout the year, travelling performers may visit the Pre-School to present educational and entertaining shows for the children.

Parents will be notified of upcoming shows in advance through our regular newsletter and via permission notes.

Additionally, we may organise excursions to local community venues such as local schools, emergency services, library, council chambers etc. The Pre-School's excursion policy requires that each child has individual signed permission to attend, and that the appropriate adult-to-child supervision ratios, as mandated by the Education and Care Services National Regulations and Law and the National Quality Framework overseen by the NSW Department of Education and the Early Childhood Education and Care Directorate.

Detailed information about upcoming excursions will be shared with families in advance, and full policies regarding excursions are available for review in the Parent Library.

Our commitment to clear communication and careful planning ensures that all children enjoy enriching and safe experiences during both shows and excursions.



## Fees

At Scone & District Pre-School, all children meeting the Start Strong funding requirements are entitled to 2 days of preschool per week, calculating 600 hours per year.

The fee structure for the following year is determined once the government funding model has been released and the annual budget in November.

Fees are payable in advance. At the beginning of each term, an account will be issued, and payments may be made daily, weekly, fortnightly or for the entire term. For full payments, fees are due upon receipt of the account for that term.

Payments may be made by cheque or cash at the administration office, or directly into the Pre-Schools account. Account details are included on your fee statement or can be obtained from the office.

A non-refundable enrolment fee is required upon enrolment to secure your child's position at Pre-School.

No fees are charged for public holidays or during school holiday periods. However, fees remain payable if a child is absent during the Pre-school term for any reason.

To maintain enrolment, families must keep fees up to date. Failure to pay fees may result in the loss of the child's place at the Pre-School. We actively monitor and enforce this policy to ensure compliance.

Families experiencing financial hardship or temporary difficulties in paying fees are encouraged to speak with the Administration Officer or the Director. We are committed to providing support, and arrangements can be made to assist in such situations.

### **Cancellation of a child's position:**

If you wish to cancel your child's position at the Pre-School, we kindly ask that you provide two weeks' notice.

Please be advised that if a child is absent for more than two weeks without notice or payment of fees, their position may be automatically cancelled.



## Confidentiality

At Scone & District Pre-School we maintain our policy of confidentiality with utmost importance. We are committed to protecting the privacy of all children families and staff members.

All information gathered during the enrolment process for children, as well as for staff employment, is handled with the highest level of care and discretion.

Records are securely stored, and access is strictly limited to the Director, Administration Officer or to the executive members of the committee (if necessary). This ensures that sensitive information is only accessible to those directly responsible for managing the Pre-School's operations.

There may be certain circumstances where information is required, such as when providing professional support for children with additional needs, facilitating their transition to school, census or in legal proceedings. In all instances, we will seek signed permission from parents or guardians before any information is shared.

We are dedicated to maintaining trust and transparency, ensuring that your family's privacy is respected at all times.

Should you have any questions or concerns about our confidentiality policy, please feel free to contact the Director directly.

## Complaints

At Scone & District Pre-School we are committed to providing the highest quality care and education for your children. We value your feedback and always welcome suggestions for improvement.

If you have any concerns regarding any aspect of the Pre-School's operations, I encourage you to first speak with your child's teacher, who may be able to address your concerns directly. If further discussion is needed, the Director is always available to assist in resolving any issues.

Should you wish to raise your concerns formally, you may also choose to contact the president of the Pre-School's Management Committee.



## Complaints Cont.

Our full complaints policy, including the procedure for submitting a formal complaint, is available in the Pre-School's policy folder located in the Parent Library. We have provided complaints forms within this folder, or if you prefer, you may submit a letter.

All correspondence should be addressed to either: -

The Director or President  
Scone & District Pre-School  
PO Box 260  
Scone  
NSW 2337

Alternatively, you are welcome to hand deliver your letter to the front office, where it will be handled with care.

We are committed to resolving any concerns promptly and effectively. In the event that a matter is not resolved to your satisfaction, you have the option to contact the NSW Early Childhood Education and Care Directorate for further assistance.

Early Childhood Education and Care Directorate:

Toll Free: 1800 619 113

Fax: 02 8633 1810

Email: [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

Address: Locked Bag 5107, Parramatta NSW 2124

Website: [www.dec.nsw.gov.au](http://www.dec.nsw.gov.au)

Additionally, for any unresolved issues you may reach out to a Community Justice Centre on 1800 990 777 or the NSW Ombudsman on 1800 451 524.

Our aim is to ensure a positive and responsive partnership between our preschool and families, and we take all feedback seriously in our ongoing efforts to improve our services.



## Children's Medication

Our staff are authorised to administer medication to children only when it is prescribed by a doctor with a chemist label clearly outlining the child's name, dosage amount, administration, expiry date. This information is necessary for their attendance at Scone & District Pre-School.

Parents are required to provide detailed information about the medication, including dosage and timing of previous and future, by completing our medication forms. This form **MUST** be signed upon collection of your child by a parent or guardian who has authorisation.

Each room has a room leader or qualified early childhood educator responsible for maintaining these records and handling medication. This staff member will inform other staff members in the room about the child's medical needs.

Medication will be administered by the room leader/early childhood teacher and must be witnessed by another staff member, with both individuals signing the medication form to confirm administration.

For ongoing medical needs or regularly administered medication, parents are required to submit a letter from the child's doctor, specifying the nature of the condition and medication required.

Children with specific health conditions may also need a risk minimisation/communication plan to ensure proper and adequate care.

## Children's Immunisation

It is mandatory for all families to provide immunisation records or an exemption for their child, confirming one of the following:

- Full vaccination appropriate for their age
- A medical exemption from vaccination
- A conscientious objection, including religious reasons, to vaccination
- A catch-up immunisation schedule if the child is behind



## Children's Immunisation Cont.

The following documents are accepted as proof of immunisation:

- An Australian Childhood Immunisation register (ACIR) Immunisation History Statement, demonstrating that the child is up to date with vaccines
- An ACIR Immunisation Exemption Form (MMU11) signed by an immunisation provider
- An ACIR Immunisation History Form

The last three documents must be signed by the child's doctor.

Families can request a copy of their child's immunization details by calling 1800 653 809 or by emailing [acir@medicareaustralia.gov.au](mailto:acir@medicareaustralia.gov.au).

The Pre-School is required to retain these records for a period of three years. Children whose families fail to provide the necessary immunization documentation will not be able to enrol their child into Pre-School.

## Accident and First Aid

All staff members at the Pre-School are required to hold current first aid certificates.

In the event of an injury, whether to a child or adult, detailed records of the incident and treatment provided will be maintained. The staff member administering first aid will complete an injury report form, which will also be signed by the Director, Assistant Director or Responsible Person.

Parents will be notified of the incident and are required to sign the report, acknowledging they have been informed. A copy of the report will be provided to the parents upon request.

If medical or dental treatment is necessary, parents/guardians or the emergency contact will be notified immediately. In urgent cases, an ambulance will be called, and a staff member may accompany the child to the hospital if required.



[sconeerpreschooldirector@live.com](mailto:sconeerpreschooldirector@live.com)

[sconeerpreschool@live.com](mailto:sconeerpreschool@live.com)

02 6545 1489

6-8 Cooper Street Scone NSW 2337

PO Box 260 Scone NSW 2337