



2023

Parent Handbook



woollahra
preschool



Key information

Phone	(02) 9327 4921
Email	Preschool@woollahra.nsw.gov.au
Website	woollahra.nsw.gov.au/Preschool
Post	Woollahra Preschool PO Box 61 Double Bay NSW 1360
Location	Hugh Latimer Building 1st Floor, 512 New South Head Rd Double Bay, NSW 2028 (Corner New South Head Rd, William St and Sherbrooke Ave)
Open	8.30am–4.00pm Monday to Friday
Closed	Public holidays and public school holidays
Capacity	80 children per day in four rooms of twenty children
Staff	Early Childhood Teacher and Trained Preschool Assistants assigned to each group
Attendance	Children attend 3 or 2 days per week



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Woollahra Preschool Details
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Welcome

We extend to you a warm welcome to Woollahra Preschool. Your child and you will become valued members of this Preschool. We hope that this will be a happy, educational and socially expansive experience for your child and you.

We believe that a synergy of effort: mutual goals, strategies and expectations by parents and educators provides the optimum environment for growth and development of very young children. This collaborative approach fosters the community spirit of the Preschool and enhances the experience of all its members. It provides children with valuable modelling of positive social relations; sharing interests and joyful occasions, supporting those in need, mentoring, building friendships, celebrating cultural differences and enjoying similarities, resolving conflict peacefully, acknowledging effort and applauding accomplishments.

This Preschool provides a bridge between home and school. These are your child's first steps out into the wider community as an independent individual, where the foundations for future learning are laid. We endeavour to instil a love of learning by providing a stimulating play environment with a range of learning-centres where children experiment, explore, discover and learn while they play. Meanwhile, staff engage in their play to coach children in conflict resolution strategies and other social competencies to equip them for the social challenges they will encounter at school and in life. As each child matures and their strengths, range of interests and confidence grow, we step up our program to extend their interests and provide achievable challenges to promote further development.

We hope that this booklet will answer many of your questions, and please feel free to ask the Director or Staff to provide further information. Most importantly, talk to your child's teachers about your child's interests and progress. We encourage you to embrace the vital role you play as your child's primary educator and to work closely with us to facilitate your child to build solid foundations for healthy relationships and academic success.



Our History

Woollahra Preschool has operated in various forms, since 20th August, 1951 from the Hugh Latimer Community Centre, which was built by Woollahra Council between 1948 and 1951.

The service first operated as the Double Bay Day Nursery, under the control of Sydney Day Nursery and Nursery Schools Association. The service came as a direct consequence of social changes caused by World War II when Australian women were required in the workforce to compensate for the depleted number of working men.

By mid 1954, it was resolved that Woollahra Council take over control of Double Bay Nursery School. Council also decided to conduct the service as a Preschool for children aged 3 to 5 years, known as Woollahra Municipal Preschool. Admissions were confined to local children with attendance limited to 60 children per day. A Local Advisory Committee was constituted and staff comprising of a Director, First Assistant and two teaching assistants were appointed.

The new Woollahra Municipal Preschool opened its doors on January 17, 1955. Soon after, it was affiliated with the Kindergarten Union, whereby that organisation supplied an advisory service, including three yearly visits.

Five years later, in May 1960, Council resolved to extend the management of the Preschool to the Local Advisory Committee, giving the committee full financial control. The Committee formed a Limited company and from July 26, 1960 leased the premises from Council for one pound per annum plus any surplus after expenditure.

In 2003, 43 years later, management reverted back to Woollahra Municipal Council when the Parent Management Committee was disbanded and the Parent Advisory Committee was established.

In 2019, Council received a capital grant from the NSW government to expand Woollahra Preschool.

The indoor and outdoor areas on the ground floor were refurbished to provide an additional 20 places. This extra classroom opened in October 2020.

Our Values

Woollahra Municipal Council is committed to the following values:

- ★ Respect for People
- ★ Integrity and excellent performance
- ★ Professional quality service
- ★ Open accountable communication

Our commitments to the community:

- ★ We will deliver a seamless, responsive service to our community
- ★ We respect the rights of every person to be treated fairly
- ★ We will keep our community informed and encourage community feedback
- ★ We will continually strive to improve our service to the community



2023 Preschool Calendar

Terms

Term 1:

Monday 30 January – Thursday 6 April 2023

Term 2:

Monday 24 April – Friday 30 June 2023

Term 3:

Monday 17 July – Friday 22 September 2023

Term 4:

Monday 9 October – Tuesday 19 December 2023

Holidays

Autumn Holidays:

Monday 10 April – Friday 21 April 2023

Winter Holidays:

Monday 3 July – Friday 14 July 2023

Spring Holidays:

Monday 25 September – Friday 6 October 2023

Summer Holidays:

Wednesday 20 December – Monday 29 January 2024

- ★ The Preschool closes for Public Holidays and NSW Public School holidays.



Management and Licensing

Woollahra Preschool is owned and managed by Woollahra Municipal Council, within its Community Services Division.

The Council has a strong commitment to creating and maintaining relevant and affordable services to enhance the lives of children and their families.

It is the role of the Preschool Director, Mary Ttikirou Boyd (02) 9327 4921 to manage the day-to-day operations of the service, who reports to the Director, Community & Customer Experience Services - Patricia Occelli (02) 9391 7908 or email patricia.occelli@woollahra.nsw.gov.au with Manager, Community and Culture - Vicki Munro (02) 9391 7176 or email vicki.munro@woollahra.nsw.gov.au



Funding

The Preschool is run on a cost recovery basis by Woollahra Municipal Council and funded by the fees paid by the families whose children attend the centre and a grant from the NSW Department of Education and Community. Woollahra Council provides the corporate support services of financial management, IT and Human Resources, service planning and development and links to related community services. It also has a schedule of ongoing maintenance of the building.

We are a Registered Childcare Provider with the Family Assistance Office but not an Approved Childcare Provider, which means our families are not eligible for the Childcare Subsidy.

Our Carer number is 201 518 852 X

Those families who are eligible to receive Family Assistance payments from Centrelink are encouraged to ask for a CCB receipt to apply for a small refund from the Commonwealth Government.

National Quality Rating

As part of the National Quality Framework for education and care, services across Australia are required to participate in assessment against the National Quality Standard. This involves a self-study and external assessment against the 7 quality areas of educational program and practice, children's health and safety, the physical environment, staffing arrangements, relationships with children, collaborative partnerships with families, and leadership and service management.

Woollahra Preschool has been rated as 'Exceeding the National Quality Standard' in all 7 quality areas.



Fees

Woollahra Council sets the budget and reviews fees and charges annually in consultation with the Preschool Director. Every effort is made to keep fees at a minimum.

Fee Reductions

Under the NSW government **Start Strong Reforms**, the majority of government funding received will be directed to reducing fees for children who are 4 years old on or before 31 July in 2022, children with disability and additional support needs and children from Aboriginal or low income families. A smaller funding allocation has been granted for children who will be 4 after 31 July, 2022.

Contingent on NSW government funding we anticipate the following will be the maximum daily fees in 2023:

3 years old before 31 July	\$90 per day
4 years old before 31 July	\$72 per day
Aboriginal children, children with disabilities and children from low income backgrounds	\$15 per day

Other fees and charges	2023
Entertainment Fee <i>per term</i>	\$46
Enrolment Fee (one off)	\$105
Waitlist Fee (one off)	\$51
Hats	\$23
Late fee <i>per 15 minutes or part thereof</i>	\$25
Bus excursions	\$20

Low Income Fee

The Low Income Health Care Card has been chosen by the NSW Government as a simple, universal indicator of low income. Children from a family holding a Health Care Card (where the child is a named dependent on the card) will receive the lowest fee. The Federal Government has confirmed that Health Care Cards issued in the child's name only are not means tested. Therefore children with their own Health Care Card will not be eligible. This includes Foster Care Health Care Cards and Health Care Cards for children with a disability.

Please advise the Director before the commencement of the year if you are eligible.

Children with Disability and Additional needs

In order to receive the reduced fee one of the following must be provided: the child's NDIS

reference number; or a copy of the most recent and relevant report, assessment or letter that outlines the child's disability or additional need from a relevant professional (signed and on letterhead).

Fee Payment

Fee payment is in advance and it is expected that full payment is received prior to term commencement; otherwise your child's position at the Preschool will be compromised.

Fees are to be paid by Direct Debit. No cash or cheque payments will be accepted.

An invoice will be posted to the address provided by you for the following term in week 5 and is debited from the nominated account 2 weeks later.

Parents may make an appointment with the Director to negotiate an alternative payment schedule if they are experiencing financial difficulty. The Fee Payment Policy is available in the Preschool Policy and Procedure Manual. 4 weeks notice of withdrawal is required, however, a refund of fees is not possible when a child exits during term 4.

Please note invoices cannot be split.

Bond

On confirmation of a placement, a refundable Bond of \$300 is required to secure enrolment. This Bond is refunded after your final bill is paid in full. It is not refunded if the child is withdrawn before starting.



Priority of Access

NSW Government funded preschool providers are required to adhere to the Early Childhood Education and Care Grants Program Priority of Access Guidelines. These guidelines require services to give priority access to:

- ★ Children who are at least 4 years old on or before the 31 July in this Preschool year and not yet in compulsory schooling;
- ★ Children who are at least 3 years old on or before 31 July and from a disadvantaged background (ie from a family holding a low income Health Care Card and/or is Aboriginal).

Additional priority groups in no particular order:

- ★ Children who are at risk of significant harm (from a child protection perspective).
- ★ Children with English language needs
- ★ Children with disability and additional needs

A copy of the Priority of Access guidelines is available in the Policy and Procedure Manual at the centre.



Children with Additional Support Needs

We are committed to providing an inclusive environment. The Preschool employs an Early Childhood qualified Inclusion Support Teacher to provide support and assistance to children with additional needs.

To ensure your child is supported to reach their maximum potential and are appropriately placed, the Director will:

1. Ascertain the available Preschool resources for your child.
2. Request a full and current specialist's assessment of the condition, needs and management plan.
3. Arrange a meeting with you to discuss the management plan outlining educational, social and supervisory requirements.
4. Require a signed agreement on the level of additional support provided by the Preschool for additional needs and resources and the resources that you can provide to support this. This will be outlined prior to confirmation of enrolment.
5. If your child's needs change and this requires a different management plan, the Director is required to review the plan and make the necessary changes in consultation with you. This may include additional resources from you or a change in hours of attendance.

Once your child has been enrolled, the Preschool staff will provide regular developmental summaries of your child's progress both educationally and socially.

The Preschool will take into account the additional support needs of children with identified additional needs and consider the resources available to meet those needs, however there may be occasions where children are unable to be enrolled due to the resources required or the child's needs are beyond the scope of the Preschool service.



Enrolments

Re-enrolment for the following year commences in June when we ascertain which children will return and who will leave to go to school.

Younger siblings of children who have attended the Preschool in prior years are given some priority as stipulated in the Admissions Policy. To be eligible parents of siblings must still complete a Waitlist Application Form from when the child is 18 months of age. The policy acknowledges your long-standing involvement with the Preschool and provides a sense of community membership for you and your children.



The Parent Advisory Committee

The Parent Advisory Committee is comprised of parents who volunteer their time and assistance to the Preschool.

The role of the Parent Advisory Committee is to encourage family involvement in the Preschool and liaise with representatives of Woollahra Council and the Director on matters of general policy and provide an avenue of communication for the parents with both the Council and the Preschool.

The Committee arranges activities that enable parents and children to meet outside Preschool hours and some that involve raising funds for the Preschool.

The Committee also works with the Preschool Director to provide events, typically including a welcome reception, morning-teas, outings, regular BBQ's in the playground, an end of year Christmas party, Grandparent mornings and many more activities. These events are made possible with the support and efforts of the Committee.

The Committee meets twice a term throughout the year. If you would like to find out more about participating on the Parent Advisory Committee, please approach any Committee member or the Director.



Parent Participation

Parent participation has long been a feature of our Preschool. Parents are encouraged to become involved in the program to the level at which they feel comfortable, working in partnership with the staff and children to enhance our daily program.

Due to COVID-19 restrictions, parents and carers are not currently permitted on the premises. We look forward to a safe return to our usual practice and will advise you as soon as this is possible. In the mean time, we encourage parents to share their interests and abilities with the children via zoom. New experiences can excite and interest a child and they can find a new interest and strength. Do you enjoy hobbies such as model making, painting pictures, carpentry, fishing, sailing, soccer, play an instrument, cooking or football? Perhaps you could share your knowledge with the children. Talk to your child's teacher about how this might be possible.

We encourage parents to talk about their child's development with their teacher informally each day and formally twice a year. Parent- teacher discussions about your child's developmental progress are vital in providing an individualised and relevant program for your child. Please see your child's teacher to arrange a time to meet.

Parent feedback about the service we deliver is encouraged. We believe everyone should have the opportunity to contribute their views, opinions and suggestions. Please feel welcome to talk with staff about any aspect of our service. You can call us or send an email to make an appointment with the Director or staff for more in depth discussions. We will work out a time to talk with over the phone or in an outdoor area. We encourage parents to fill out the annual online survey we distribute regarding the quality of care, the educational program and the environment. Parent responses to these surveys play a vital role in the decisions that are made about the direction of the Preschool program, policy development, budgeting and planning for the future of the service.



Preparing for the First Day

All children should be toilet trained prior to starting Preschool. Special consideration will be given to children with additional support needs. Please discuss any additional needs your child may have with the Director.

Separation from home and saying goodbye to mum, dad or carer can cause real anxiety for some Preschoolers. To ensure that your child experiences a happy, relaxed and confident entry into Preschool, we need the cooperation and assistance of parents/carers.

- ★ Ensure your child knows what to expect when starting Preschool. Talk about what will happen during the day (See daily routine, page 13).
- ★ Be positive! Try not to allow your own anxieties to be seen by your child, as they may mirror your feelings and become distressed unnecessarily.
- ★ Coach your child to put on their socks and shoes independently. Work in stages and on your child's first day inform their teacher, where they are up to.
- ★ Coach your child to follow a hygienic toilet routine. Tell your child's teacher if your child may need assistance to wipe their bottom. Staff will ensure they learn a direct route to the bathroom.
- ★ Learn the teacher's names with your child.
- ★ Be prepared to collect your child early on the first few days as starting preschool can be tiring.
- ★ When it is time to leave, hand over to one of your child's teachers. It is important that there is an adult to provide support and comfort while your child watches you leave.
- ★ Maintain an air of confidence.
- ★ If your child becomes distressed, try to resist turning back.
- ★ Call us 5 minutes after you leave to ensure your child has recovered and is settling.
- ★ Be prepared to come back if necessary. (More often than not, the new Preschooler stops crying as soon as the parent/caregiver is out of view and will be fully engaged when you call).
- ★ If you don't call and your child continues to cry after 2 minutes, we will call you to decide together what to do next.
- ★ Be assured that every effort will be made to reassure, comfort and divert your child's attention.
- ★ We never leave a crying child alone. One of us will be there.
- ★ Please avoid dragging out the good-bye.
- ★ Long good-byes (lacking in adult confidence) heighten the emotional intensity of the experience and will impede the settling process.
- ★ Have your own goodbye ritual, such as a hug or a kiss between the bars of the fence.
- ★ Call or email to pass on any useful information about your child's experiences and interests.
- ★ Help your child to make connections: find out who they enjoyed playing with and invite them to play out of Preschool hours.
- ★ Share observations and any concerns with your child's teacher.
- ★ Stay abreast with the program and contribute where you can.
- ★ Some children will be at ease and comfortable from the beginning (often the younger sibling of a Preschool graduate), however, most children will demonstrate anxieties in a variety of ways. Please discuss your child's way of dealing with this transition with the staff, who are trained professionals, able, and always available to help with your concerns.

Arrival and Departure Times

The Core Preschool hours are 8.30am–4.00pm. A late fee applies for each occasion a parent is late for collection.

To support social distancing at pick up and drop off, families will be allocated set arrival and departure times. Please do your best to stick to these times.

Remember to encourage your child to wash their hands on arrival and departure to reduce the risk of cross-infection.

Children must be signed 'in' – stating the actual time of arrival and 'out' each day the child attends as required by the National Child Care Regulations governing all centre based childcare facilities. Failure to comply with these regulations places our approval to operate at risk.

While families are restricted from accessing the premises, staff will record each child's arrival and departure time.

We are conscious of the role this Preschool plays as a bridge between home and school. We know that it is difficult for parents with young families to adhere to a strict timetable. With toddlers and babies in tow it is often a great achievement to leave the house without discord, a tantrum or external delays. The Preschool phase of your child's life is the period to learn to get to school on time. Every child is an individual. Every family has unique circumstances and pressures. Therefore, the staff of Woollahra Preschool acknowledges that every child will adapt to "arriving on time" at their own rate and we need to be flexible.

We recommend that parents endeavour to arrive before 9:30 am to ensure that your child can participate in the morning rituals that foster a child's sense of membership to his or her group. Also, be aware of the dates when visiting educators and performers are scheduled and allow enough time for your child to settle in before the performances commence.

You are welcome to collect your Preschooler at the allocated time, after 2.30pm.

Please note that a late fee (please refer to the table on page 4) is charged to encourage diligent adherence to the 4.00pm cut off. Details about the late fee and procedure for collection of children after hours are outlined in the Preschool's Policy and Procedures Manual.

Please make sure that you document names and contact details of people you authorise to collect your child. No child under any circumstances will be released to anyone who is not listed as a person authorised to collect. All people authorised to collect your child must be a minimum of 18 years of age. They must provide photo I.D. the first time they collect your child on your behalf, unless you introduce them in advance in person to your child's teachers.

If needed, ask your child's teacher for a 'Change of Authorised to Collect Details form'.

If you have access (or custody) concerns, please inform the Director as a matter of urgency because staff are powerless to enforce wishes without legal documentation.

There is a daily information diary in each room where you may notify your child's teacher of special circumstances pertaining to your child. E.g. Margo has a play date with Scarlet and will be going home with Julie (Scarlet's mum).

If your arrangements alter during the day please call the Preschool. If there is an emergency and you or an authorised person is unable to pick up your child, please call the Director. Then send an email stating who you are, your child's name, and the person you authorise to collect your child (they must bring photo I.D.). If you are unable to speak with the Director or your child's teacher before sending the email, note a number where you can be reached on to verify the authenticity of the email.

Our email address is:

Preschool@woollahra.nsw.gov.au

No Dogs Policy

When walking to the Preschool, please leave your pet at home. Unfortunately, we cannot allow any dogs on the Preschool premises because some children are fearful of 'man's best friend', and it can be very distressing for them. Dogs carry a risk of an avoidable injury, which is not covered by our insurance policy.

Thank you for your cooperation to ensure our Preschool remains a safe place for children.

What to Bring

1. A user friendly bag or backpack that your Preschooler can open and close by themselves.
2. A healthy no-waste lunch.
3. A box of morning-tea – cut up fruit & cheese or yoghurt.
4. A complete change of clothes in a plastic bag inside the Preschool bag (to suit the season).
5. A comforter – a soft toy or security blanket (optional).



Clothing

Please dress your child in non-restrictive comfortable and easy to wash clothes suitable for messy and active play.

Please ensure that your preschooler wears comfortable, supportive footwear that can easily be put on and taken off, such as runners with velcro fasteners or shoes or sandals with a buckle. Please do not allow your child to wear 'crocs', thongs or high heeled shoes to preschool.

Although every effort is made to protect your child's clothing, we recommend preschoolers wear clothes that are not of high emotional or monetary value, because accidents do occur when children are learning and exploring with new media. It is anticipated that a little paint may escape the apron and stain your child's clothing.

We advocate the value of messy sensory play for emotional health and fine motor development. We ask you to encourage your preschooler's participation in these types of activities by providing appropriate clothing. Please avoid limiting your child's enjoyment of these experiences by having realistic expectations about the care of their clothing.

The manufacturers of the non-toxic paints we use recommend the following washing procedure:

- ★ Soak the paint-stained garment in cold water overnight.
- ★ Avoid using Oxygenated nappy soakers as these corrode zips and buttons.
- ★ Wash in warm water in detergent or 'Wonder Soap'.
- ★ Avoid using stain remover agents before soaking and washing as these may 'fix' the paint.

Please label every item of clothing including shoes so that discarded garments can find their way back to the rightful owner. Use a permanent marker – just as effective as commercially manufactured labels.

Staff will encourage the children to store discarded items of clothing appropriately in their Preschool bags, in lockers.

When clothing does go astray, promptly check the lost property bins provided in each room. Staff will display remaining lost property items towards the end of each term.

Uncollected items will be added to the Preschool's store of spare clothing.

Curriculum

An emergent educational curriculum including language and literature, mathematics and science, music and movement, art, craft, drama and construction is planned with developmentally appropriate experiences to meet the interests and strengths of the children on a daily basis.

We implement the Australian Early Years Learning Framework to extend and enrich children's learning through opportunities which maximise their potential and develop the foundations for future success in learning. We record and evaluate each child's achievements, strengths and interests, then plan to extend their interest and build upon their strengths. We provide young children with ongoing opportunities for active learning through play- to explore, to learn at their own pace, to experience success, and develop initiative, curiosity, resourcefulness and self-confidence to foster qualities which will serve them well throughout their lives.

We aim to facilitate growth in the use of expressive language to empower each child to make meaningful connections with his/her peers, and to facilitate social competence to effectively function as a capable and contributing member of the group. Our goal is that every child becomes a successful learner, confident and creative individual and an active and informed citizen.

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

Experiencing belonging: knowing where and with whom you belong is integral to human existence. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.



Being recognises the significance of the here and now in children's lives. It is about the present and children knowing themselves, building and maintaining relationships with others, engaging in life's joys and complexities, and meeting the challenges in everyday life.

Becoming reflects the progress of rapid change that occurs in the early childhood years as young children learn and grow. It emphasises learning to participate actively in society.

The Framework conveys the highest expectations for all children's learning from birth through to the transition to school. It communicates these expectations through the following learning outcomes:

- ★ Children have a strong sense of identity
- ★ Children are connected with and contribute to their world.
- ★ Children have a strong sense of well-being.
- ★ Children are confident and involved learners.
- ★ Children are effective communicators.



Underpinning the Framework are 5 Principles

1. Secure, respectful and reciprocal relationships.

Educators provide nurturing relationships with consistent emotional support to assist children to develop the skills and understandings necessary to interact positively with others. We help children to learn about their responsibilities towards others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork. Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and interact positively with them.

2. Partnerships

Learning outcomes are mostly achieved when early childhood educators work in partnership with families and support professionals. This involves valuing each other's knowledge of the child, communicating freely and respectfully with each other, sharing insights and perspectives and engaging in shared decision-making.

3. High Expectations and Equity

Educators promote inclusion and participation of all children and believe in every child's capacity to succeed, regardless of diverse circumstances and abilities.

4. Respect for Diversity

Educators who respect and honour the diversity of families and communities and the aspirations they hold for children, are able to foster children's motivation to learn and reinforce the child's sense of themselves as a competent learner. The curriculum they provide upholds children's rights to have their cultures, identities, abilities and strengths acknowledged and valued.

5. Ongoing Learning and Reflective Practice

Early Childhood educators are involved in an ongoing cycle of review through which current practices are examined, outcomes evaluated and new ideas are generated which support, inform and enrich decision making about children's learning.

The principles of early childhood pedagogy underpin practice. Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- ★ Adopting holistic approaches recognising the connectedness of mind, body and spirit.
- ★ Being responsive to children, valuing and building upon children's strengths, skills and knowledge to ensure their motivation and engagement in learning.
- ★ Planning and implementing learning through play provides opportunities to discover, create, improvise and imagine. While playing with other children they create social groups, test ideas, challenge each other's thinking and build new understandings.
- ★ Deliberate, purposeful and thoughtful intentional teaching. Promoting learning through worthwhile challenging experiences that foster high-level thinking. Utilising strategies such as modelling, open questioning, speculation, explanation, and shared problem solving to extend children's learning.
- ★ Creating vibrant and flexible physical and social learning environments that are responsive to the interests and abilities of each child and promote sustained shared thinking and collaborative learning.
- ★ Promoting children's cultural competence. Valuing the cultural and social contexts of all children and their families, celebrating diversity and honouring differences is central to successful lifelong learning.
- ★ Providing for continuity in experiences and enabling children to have successful transitions by assisting children to understand the traditions, routines and practices of the settings they are moving to and to feel comfortable with the process of change.
- ★ Assessing and monitoring children's learning to inform curriculum provision and to support children in achieving learning outcomes.



The Daily Routine

8.30am	Centre opens and day begins in the playground (weather dependent)
8.30–8.45am	Outdoor play (weather permitting) or indoor activities
8.45–10.00am	Free play – Morning activities indoor or outdoor Please arrive by 9.30am
10.00– 10.30am	Morning tea
10.30 –11.00am	Music and movement session
11.00am–1.00pm	Free play (indoor or outdoor activities)
1.00–2.00pm	Lunch
2.00–2.30pm	Language and literature session
2.30–4.00pm	Indoor or outdoor activities
4.00pm	Preschool day concludes

* Times are approximate

Quiet Time

Although most children have grown out of the need for a daytime sleep by the time they commence Preschool everyone has some quiet time after lunch to recharge. Younger children are given the opportunity to sleep; however, no one is expected to remain on their beds.

Children may bring a comfort toy or 'security' blanket to use at this time. Please label these items and keep them in your child's bag or backpack until needed.



Interest/Nature Table

While trying to discourage children from bringing toys to Preschool, we recommend you encourage your child to bring photographs or postcards and interesting natural objects instead. Things that have potential as 'conversation starters' and that may be of interest to the group. Please check with staff to ensure items of interest are safe, particularly if they're alive and as some plants and flowers are poisonous or may cause allergic reactions.

When handling/collecting tiny creatures for scientific study, please encourage your child's to respect all living creatures by coaching them to ensure the creature has adequate air, food, water and a reasonable habitat for the duration of the study. We encourage children to return creatures to their natural habitat by day's end.

Well chosen **Show and Tell** items have educational value and provide the opportunity for the child to 'hold the floor' which nourishes self-esteem and confidence, fosters topic maintenance, improves expressive language skills and extends vocabulary. It is also an efficient means for children to reveal their interests, which are the building blocks for an emergent curriculum. We endeavour to extend the interests of children through all curriculum areas including music, songs, dance, literature, art, dramatic play and construction.

Please avoid bringing toys, jewellery, dress-up costumes, money or sweets because these items will become the focus of discord and exclusion amongst the group. The Preschool is well resourced with equipment designed to promote cooperative play and pro-social behaviour. Private property in the form of toys from home detracts from the noncompetitive and inclusive nature of the program.



Nut Free Zone

In recognition of the increased incidence of anaphylaxis- a severe, life-threatening allergy to peanuts- the Preschool is a nut free zone.

Nuts or nut products (such as peanut paste) are not to be included in Preschool lunches or at family social functions held by the Parent Advisory Committee.



Birthdays

Birthdays are always a special event for children, and everyone's birthday is celebrated at Preschool. Your child will enjoy being the centre of attention while we sing 'Happy Birthday'.

20 fruit ice blocks are the preferred 'birthday cake' option because they require minimal handling and therefore present a reduced risk of cross-infection. If your child's birthday falls on a school day, we will serve these for morning tea. If your child's birthday falls on a day they are not at Preschool or over the weekend, we will celebrate on the next school day if you wish.

You are welcome to use parent contact lists to email invitations to birthday parties held out of hours, invitations for other special events and play dates.

Parking and Car Park Access

Limited available parking space is an issue for all who live and work in the eastern suburbs. We are fortunate to have a relatively large car park at our disposal right outside our door. However, we need to be aware that we share our building and the car park with other Woollahra services that are our neighbours.

Please park in the designated spaces and not in the disabled space. You may park legally for 5 minutes without incurring a fine; however, you risk a fine when you exceed the time limit. Council parking rangers are our neighbours and are frequently about.

The parking area becomes very busy at drop-off and pick up times, which is one of the reasons why we are flexible about time. To avoid long periods in the car queue consider picking up your child earlier if you do not have an older child to collect from school at that time.



Visitors

From time to time the Preschool invites artists and educators to perform for the children. The cost of these is included in the fees charged to you each term.

Visits by student teachers, work experience students and professionals providing health and education services are anticipated. Parents will be informed by the newsletter or on the weekly white board.

Librarians from Woollahra Council Library visit regularly to read stories to each group of children and to introduce new books purchased by the library. Watch the whiteboard for notice of librarian visits.



Excursions and Outings

Staff will capitalise on the wealth of opportunities available in our immediate vicinity for educational outings on foot. Please make suggestions to your child's teacher.



Health and Safety

Although every care is taken to prevent mishaps, accidents may occur which involve your child. When a child is injured a staff member will administer first aid immediately, comfort the child and notify you. All staff hold current first aid certificates and are experienced in managing the minor injuries which may occur.

If the injury is to the head a child will need close monitoring, therefore we will ask you to come to collect your child. If we are unable to contact you or your chosen emergency contacts, we will continue to monitor your child closely until you can be reached.

An ambulance will be called in case of a serious injury requiring urgent medical attention. The Director will remain with the child at the hospital and await your arrival.

All injuries are recorded and parents are requested to read the form, give a response and sign it. A copy of the accident form will be placed in your communication pocket and copies are kept on your child's file.



Immunisation and Exclusion

Immunisation is the safest and most effective way of giving protection against some diseases.

Immunisation uses the body's natural defence mechanism—the immune response—to build resistance to specific infections.

Our Preschool recognises the benefits of immunisation in minimising the risk and spread of vaccine preventable diseases.

Following the introduction of legislation to strengthen vaccination enrolment requirements, from 1 January 2018, Woollahra Preschool cannot enrol a child unless an ACIR Immunisation History Statement is provided that shows that the child is up to date for their age with their scheduled vaccinations or Medicare forms are provided that show that the child is on a recognised catch-up schedule, or has a medical contraindication to vaccination.

Parents must also provide the Preschool with their child's updated ACIR History Statement after each scheduled vaccination to ensure that their child's records are up to date.

While we respect that it is the families' decision whether or not to immunise their child, exclusion periods will apply to children who are not immunised in the event of an outbreak of a vaccine preventable disease.

Parents are asked to:

- ★ Provide proof of immunisation.
- ★ Keep your child at home when suffering from a heavy cold or possible infectious disease or virus.
- ★ Notify the Director immediately if your child contacts a contagious illness, including head-lice.
- ★ Observe the recommended exclusion periods as set down by the NSW Department of Health.



Absences

If your child is unable to attend Preschool due to illness or on holidays, please notify the staff as soon as possible. Please inform us of the nature of your child's illness, especially when it is a contagious illness that others may have been exposed to. We ask that you consider the health of other children and staff within the Preschool. Please do not send your child, even when he or she insists that they want to attend, when there is any chance of passing on a contagious condition to others.

Please remain away until at least 24 hours after commencing antibiotics, and after vomiting, diarrhoea or high temperature.

Unfortunately, fees cannot be refunded as a result of your child's absence. Costs are the same whether your child attends for the day or not.

If a child becomes ill at Preschool, we will contact the parent most likely to be at home to come to collect the child as soon as possible. If we cannot contact the parents / primary carer to come, we will contact the first emergency contact and proceed through the list until a delegated person is reached. We believe that rest at home will give a child the opportunity to make a swift and effective recovery.

Children who are considered unwell are to be kept at home for at least 24 hours unless a doctor's certificate stating they are fit to attend preschool is provided.



Medication

Parents who wish staff to administer medication will be required to complete a Medication Form. Please speak with your child's teacher, who will provide the form, which you both will sign.

Two staff will administer the medication after checking the dosage and expiry date. After administering the medication each of the staff will sign the form.

Staff are not permitted to administer over the counter drugs unless prescribed by a doctor. Written documentation of instructions from the doctor will be required.

To ensure the safety of all the children in our care and visiting, please do not leave medication in your child's bag. Even cough lollies pose a hazard. All medication must be handed to a staff member for safe storage. Please remember to collect medication before departing.

If your child develops a temperature during the day, we can only administer Paracetamol when there is signed permission on file. When necessary we will administer first aid and call you immediately.

A current supply of the prescribed medication for on-going medical conditions, such as asthma, should be kept at the Preschool.



Sun Protection

To meet recommendations by the Cancer Council, we issue each child with a broad rimmed hat which is stored in an individual slot of the class hat locker. Your child will wear the hat whenever he or she is outdoors every day, throughout the year.

At the beginning of the year, your account will be charged a hat fee.

In accord with Cancer Council guidelines, we ask you to apply sunscreen at home before departing for the Preschool (to ensure the sunscreen is most effective by arrival). If you forget SP30+ is available in the bathrooms and in the playground shed.

If your child has a skin condition or sensitive skin, please advise staff and provide an appropriate alternative sun protection product. Please hand it to a staff member and do not leave it in your child's bag.

The Cancer Council recommends a combination of sun protection measures when the UV index is above 3. We do this by minimising the frequency and duration of time children are outside during these times, and using shade, hats and sunscreen.



Child Protection

The NSW Department of Family and Community Services gives clear and specific guidelines regarding Child Protection Issues. In accord with the guidelines the staff are trained to recognise the signs of possible child abuse and are obligated as Early Childhood Professionals to report any incidents of suspected abuse to the NSW Department of Family and Community Services.

Contact the **Child Protection Helpline** on ph: **13 2111** if you have doubts about the safety or well being of any child.



Grievances

Woollahra Municipal Council, the staff and Parent Advisory Committee are committed to the fair and effective resolution of family concerns or complaints, in order to cater for individual needs and to improve service quality.

Please read and become familiar with our feedback policy and promptly make an appointment with the Director if you have any concerns so that these may be mutually resolved. Formal complaints may be lodged with the Director immediately, for resolution. If the issue remains unresolved you may contact Patricia Occelli Director Community and Customer Experience – phone (02) 9391 7908.

You can also contact us in writing:

email to: records@woollahra.nsw.gov.au
post to: PO Box 61 Double Bay NSW 1360



Custody Situations

In the event of a separation in the family where one parent has custody of the child, and where restrictions may be in place, relevant Court documents must be given to the Director as this is the only way we can ensure your child is picked up by an authorised adult.

Also in these situations, it is necessary to inform your teacher and the Director of any changes that may have occurred, so they can help accommodate your child's individual needs.



Policies

Please refer to the comprehensive Woollahra Preschool Policy and Procedure Manual located in each class room. These policies and procedures cover many of the underlying principles in providing high quality education and care. Please ask your child's teacher if you would like to borrow the manual over night. These policies are reviewed every 12 months or as required.



Emergency Evacuation Procedure

We have an emergency drill with our two day and three day groups, each term, at various times of the day, as required by Government Regulations. Everyone who is in the Preschool at the time must take part, listening and responding to staff directions while assisting us with the children. These drills are vital to ensure that staff and children are prepared to take appropriate action in the event of a genuine emergency.

Our designated safe area is at the end of the Water board Storm Water Canal (across Sherbrooke Ave.)

Children and staff will gather and wait for parents and carers to collect them at the end of the canal (near Castra Place).

The drills are evaluated each time to enable us to continuously improve our procedure and practices.



Children's infectious diseases

For more information contact your local health unit, community health centre, pharmacist or doctor.

Chicken pox (varicella)

Time from exposure to illness: 10- 21 days, usually 14- 16 days.

Symptoms: Slight fever, runny nose and a rash that begins as raised pink spots that blister and scab. Can be more severe in pregnant women and newborns.

Do I need to keep my child home? Yes, for 5 days after the rash first appears and until the blisters have all scabbed over.

How can I help prevent spread? Immunise your child at 18 months, immunisation is recommended for people over 12 years who are not immune.

Conjunctivitis

Time from exposure to illness: 1 to 3 days.

Symptoms: The eye feels scratchy, is red and may water. Lids may stick together on waking.

Do I need to keep my child home? Yes, while there is discharge from the eye.

How can I help prevent spread? Careful hand washing; avoid sharing towels. Antibiotics may be needed.

Gastroenteritis

Time from exposure to illness: Depends on the cause: several hours to several days.

Symptoms: A combination of frequent loose or watery stools, vomiting, fever, stomach cramps, headaches.

Do I need to keep my child home? Yes, at least for 24 hours after diarrhoea stops

How can I help prevent spread? Careful hand washing with soap and water after using the toilet or handling nappies and before touching food.

German measles (Rubella)

Time from exposure to illness: 2 to 3 weeks.

Symptoms: Often mild or no symptoms; mild fever, runny nose, swollen nodes, pink blotchy rash that lasts a short time. Can cause birth defects if pregnant women are infected.

Do I need to keep my child home? Yes, for at least 4 days after the rash appears.

How can I help prevent spread? Immunisation (MMR) at 12 months and 4 years of age.

Glandular fever

Time from exposure to illness: 4 to 6 weeks.

Symptoms: Fever, headache, sore throat, tiredness, swollen nodes.

Do I need to keep my child home? No, unless sick.

How can I help prevent spread? Careful hand washing, avoid sharing drinks, food and utensils and kissing.

Hand, foot and mouth disease

Time from exposure to illness: 3 to 5 days.

Symptoms: Mild illness, perhaps with a fever, blisters around the mouth, on the hands and feet, and perhaps the nappy area.

Do I need to keep my child home? Yes, until the blisters have dried.

How can I help prevent spread? Careful hand washing especially after wiping nose, using the toilet and changing nappies.

Head lice

Time from infestation to eggs hatching: Usually 7 to 10 days.

Symptoms: Itchy scalp, white specks stuck near the base of the hairs, lice may be found on the scalp.

Do I need to keep my child home? No, as long as head lice treatment is ongoing.

How can I help prevent spread? Family, friends and classroom contacts should be examined and treated if infested. Clothing and bedding should be washed in hot water.

Hepatitis A

Time from exposure to illness: Usually 4 weeks, although this can range from 2- 7 weeks.

Symptoms: Often none in small children; sudden fever, loss of appetite, nausea, vomiting, jaundice (yellowing of skin and eyes), dark urine, pale stools.

Do I need to keep my child home?

Yes, for 2 weeks after first symptoms or 1 week after onset of jaundice.

How can I help prevent spread? Careful hand washing; close contacts may need to have an injection of immunoglobulin; immunisation recommended for some people.

Impetigo (school sores)

Time from exposure to illness: 1 to 3 days.

Symptoms: Small red spots change into blisters that fill with pus and become crusted; usually on the face, hands or scalp.

Do I need to keep my child home?

Yes, until antibiotic treatment starts. Sores should be covered with a watertight dressing.

How can I help prevent spread?

Careful hand washing.

Influenza

Time from exposure to illness: 1 to 3 days.

Symptoms: Sudden onset of fever, runny nose, sore throat, cough, muscle and headaches.

Do I need to keep my child home? Yes, until they look and feel better.

How can I help prevent spread? Careful handwashing, especially after coughing, sneezing or wiping your nose. Immunisation is recommended for children with chronic illness.

Measles

Time from exposure to illness: About 10 to 12 days until first symptoms, and 14 days until the rash develops.

Symptoms: Fever, tiredness, runny nose, cough and sore red eyes for a few days followed by a red blotchy rash that starts on the face and spreads down the body and lasts 4 to 7 days.

Do I need to keep my child home?

Yes, for at least 4 days after the rash appears.

How can I help prevent spread? Immunisation (MMR) at 12 months and 4 years. Children who are not immune may be excluded from preschool for 14 days after the onset of the last case at the centre.

Meningococcal disease

Time from exposure to illness: Usually 3- 4 days, although can range from 2- 10 days.

Symptoms: Sudden onset of fever and a combination of headache, neck stiffness, nausea, vomiting, drowsiness or rash.

Do I need to keep my child home?

Seek medical help immediately.

How can I help prevent spread? Close contacts may need to take a special antibiotic and should see their doctor urgently if symptoms develop. A vaccination against one strain of meningococcal disease is given to all children at 12 months of age.

Mumps

Time from exposure to illness: Usually 16- 18 days, although can range from 14 to 25 days.

Symptoms: Fever, swollen and tender glands around the jaw.

Do I need to keep my child home?

Yes, for 9 days after onset of swelling.

How can I help prevent spread? Immunisation (MMR) at 12 months and 4 years of age.

Ringworm

Time from exposure to illness:

Varies (may be several days).

Symptoms: Small scaly patch on the skin surrounded by a pink ring.

Do I need to keep my child home?

Yes, until the day after fungal treatment has begun.

How can I help prevent spread? Careful hand washing.

Scabies

Time from exposure to illness: New infections: 2 to 6 weeks; Reinfections: 1 to 4 days.

Symptoms: Itchy skin, worse at night. Worse around wrists, armpits, buttocks, groin and between fingers and toes.

Do I need to keep my child home?

Yes, until the day after treatment has begun.

How can I help prevent spread? Close contacts should be examined for infestation and treated if necessary. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

Scarlet fever

Time from exposure to illness: 1 to 3 days.

Symptoms: Sudden onset sore throat, high fever and vomiting, followed by a rash in 12 to 36 hours.

Do I need to keep my child home?

Yes, until at least 24 hours of treatment has begun and the child is feeling better.

How can I help prevent spread? Careful hand washing. Sick contacts should see their doctor.

Slapped cheek

(Erythema infectiosum, Fifth disease, Parvovirus B19)

Time from exposure to illness: 1 to 2 weeks.

Symptoms: Mild illness: fever, red cheeks, itchy lace-like rash and possible cough, sore throat or runny nose. If you are pregnant when your child has this disease see your doctor immediately because it could affect your unborn baby.

Do I need to keep my child home? No, this disease is most infectious before the rash appears.

How can I help prevent spread?

Careful hand washing; avoid sharing drinks.

Whooping Cough (pertussis)

Time from exposure to illness: Usually 9- 10 days although can range from 6- 20 days.

Symptoms: Starts with runny nose, followed by persistent cough that comes in bouts. Bouts may be followed by vomiting and a whooping sound as the child gasps for air.

Do I need to keep my child home? Yes, until the child has taken the first 5 days of a special antibiotic.

How can I help prevent spread? Immunisation at 2, 4, 6 months, 4 years and in high school. A special antibiotic can be given for the patient and close contacts. Unimmunised contacts may be excluded from child care unless they take a special antibiotic.

Worms

Time from exposure to illness: Several weeks.

Symptoms: Itchy bottom.

Do I need to keep my child home? No.

How can I help prevent spread? Careful hand washing. Whole household should be treated. Wash linen, towels and clothing worn in the past 2 days in hot water and detergent.

Preschool Drawing and Writing

At Woollahra Preschool we actively foster creative and fine motor skills by offering plenty of opportunity to construct, draw and write.

Based upon our knowledge of child psychology, we provide open-ended experiences that your child may participate in, at the level he or she is at. There is no right or wrong end product which breeds a sense of success at every level. This sense of success is the key to a child's desire to participate, practice, improve and achieve. Achievement enhances the child's self-image and leads to positive self-esteem. Self-esteem is the most vital ingredient in the learning process, and must be nurtured by family and educators to ensure the child's happiness, thus making it possible for children to achieve their maximum potential.

Preschoolers learn most effectively through play. Therefore, we approach drawing and writing playfully. Drawing and writing should be child-initiated, self-directed and fun pursuits, made more rewarding by adults who take the time to observe and listen with interest.

We provide Preschoolers with a range of techniques for self-expression on paper. We encourage experimentation, skill-building, and creativity. We nurture the process, reward effort, concentration and perseverance. We value the production as a spring-board for language expression. Therefore, we make time to listen with interest to the story attached to the creation. We scaffold language by questioning "who," "how," "why," "when" and "where." Then, scribe the story we are told.

As the Preschooler's control and competence in skills such as drawing, cutting, pasting, printing, painting, and modelling grows, their belief in their ability to write also grows.

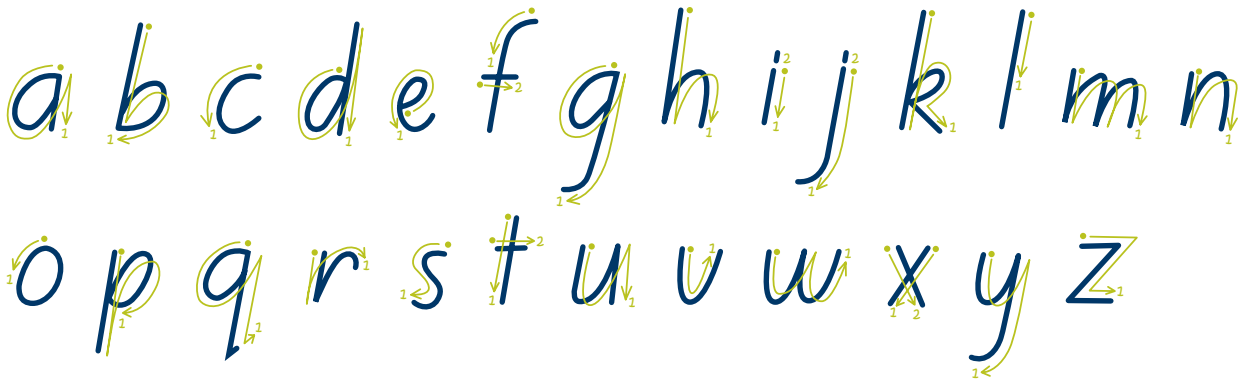
Adults caring for Preschoolers (parents and educators) should endeavour to:

- ★ Recognise and respect the child's stage of development. The child at the 'disordered scribbling' stage is experimenting and developing muscle control while enjoying the process of making marks on the paper. He or she is not ready to write or copy their name. If we push, the child will feel frustrated and belittled by the inability to meet the expectation.
- ★ After the 'controlled scribbling stage', the Preschooler begins to draw simple figures or unplanned pictures and may demonstrate 'hieroglyphic' expressions of their name. At this stage we give verbal encouragement and appreciation to reward the child's effort.
- ★ At this stage adults should provide a model i.e. name card for the child to copy. Some times a child may decline the challenge due to fear of failure. Encourage them to 'give it a go'. When they do attempt the task, value what is written.
- ★ Write the child's name in the top left hand corner of the page because we are training the child's eye movement for reading.
- ★ Whenever you are writing a child's name, use a capital letter only at the start followed by lower case letters.
- ★ Attached are notes on writing positions, hand grips and the N.S.W. Foundation Script used in all N.S.W. schools.

Enjoy the experience of discovering words and writing with your child.

Alphabet formation guide

Note to parents: this is a copy of the Primary School Handwriting Syllabus, provided as a guide so you can help your children form all the letters correctly.



Writing Positions

The positions to be encouraged for good handwriting should be maintained with minimum tension and fatigue over a period long enough to complete a handwriting task and allow freedom of movement of the writing arm and hand.

Encourage the child to follow these basic conditions when preparing to write:

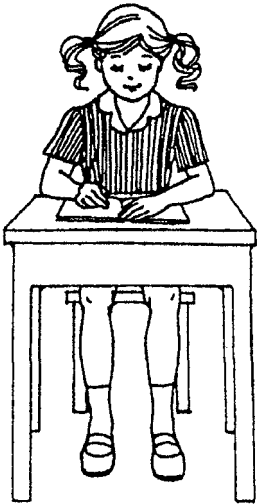
Side View



- ★ The feet are comfortably and securely placed on the floor.
- ★ The thighs are parallel to the floor and supported by a firm seat.
- ★ The elbows are level with the desk top so that both forearms rest easily on the desk.

- ★ The back is straight, inclined towards the desk and pivoted from the hips.
- ★ The head is not dropped as this would unduly tire the neck muscles, nor are the shoulders hunched.

Front View



- ★ The body faces the desk squarely so the non-writing arm can support the body weight without causing fatigue.
- ★ The non-writing arm supports the weight of the body, allowing the writing arm to slide over the page with ease.
- ★ Light should come over the shoulder of the writing hand so the child does not work in light dulled by the body.

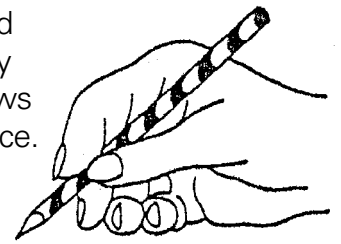
- ★ The writing page is moved up as the writing takes place while the body stays in a constant relaxed position.

Writing Grip

The method can vary from child to child, but in general the basic principles outlined below seem best to help letter formation and fluency.

Right-handed Writing Grip

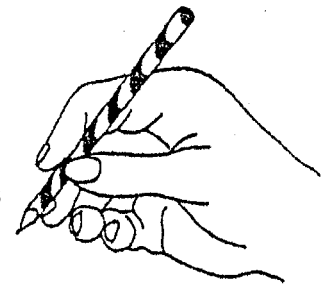
Thumb and index finger hold the writing implement firmly while the middle finger allows it to rest and maintain balance. This results in the writing implement being held high in the hand.



The child's grip position will be determined by the size of the writing implement, the purpose for which the handwriting is intended, the writing audience and the child's stage of development.



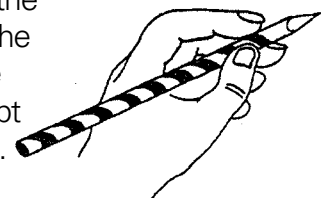
With the thumb and middle finger holding the writing implement firmly and the index finger resting on top, the writing implement tends to be seated in the middle of the hand.



Left-handed Writing Grip

It is recommended that left-handed writers grip the writing implement 3 cm from the point in order to keep the hand below the writing line. This will help ensure the child sees what has been written. If the thumb, index finger and middle finger share holding the writing implement, the left-handed child will find the writing position easy to maintain.

It is also recommended that the left-handed 'hooked' writer (the over-the-top hooked wrist) be discouraged and instead adopt the technique outlined above.



Physiotherapy for Children 'W-sitting'

W-sitting is quite common among a number of Preschool age children. The children sit between their knees with knees locked together and usually feet are turned inward. Parents wonder if this is a good position to allow or not. As a Developmental Physiotherapist it is a frequently asked question. It is not a good seating position for a number of reasons:

There are two sets of muscles which lie either side of the thigh- outside thigh muscles (abductors) and the inside thigh muscles (adductors). They work together a bit like a pulley system to hold the knee cap straight and in place.

1. With W-sitting these muscles become unbalanced with the outside muscles becoming longer while the inside ones become shorter. The knee cap can drift out of place and to the side. We see a number of adolescents with drifting and wobbly knees who have been W-sitters when they were younger.
2. Along with the muscles the hip joint (which play the role of balancing and supporting the body) also 'drifts' inwards from the pull of the muscles (wobbly hips).
3. Lastly, the children who W-sit tend to turn their feet inwards as they sit between their knees. Sometimes these feet remain turned in when they are standing up and on the move (sometimes one foot more than another). There is a tendency then to 'in-toe' and have an occasional over balance or 'tripping of feet' as they run.

Why do children sit in this position?

It may be that some children's muscle tone ('spring' in the muscle) may be a little on the low side. These children may struggle a bit more than others to maintain an upright cross-legged sitting position. Gravity is pushing us down on a daily basis and the easier option would be to adopt a wide 'safe' sitting base. However, in this position it is much harder to develop easy balance of the torso.

It is more difficult for the child to turn, twist and reach with arms to the side (wobbly balance).

What can we do to make it not happen?

A little support behind your child's back will help them sit cross-legged (bean bag, cushion, wall, sofa etc).

Small breaks from W-sitting to fetch pencils, snacks, etc, to lessen fatigue and rest the muscles.

Sitting on a small hard cushion helps support the cross-legged position.

Gentle stretching of the tightened inner thigh muscles through various play activities will relax the muscles and make it easier to sit upright.

These stretches really do work- I take a ruler and measure the distance from the knee to the floor when we encourage our children to first 'tailor sit'. Within a few weeks, the distance has lessened and we have happy faces.

W-sitting tends to run in families. Usually when children reach school age, they sit less on the floor and more on a chair. However, watch the children who wrap their feet around the chair and swing backwards. They may still want to W-sit!

Have fun with your children. They are so precious, and remember to encourage 'tailor-type (cross-legged) sitting'.

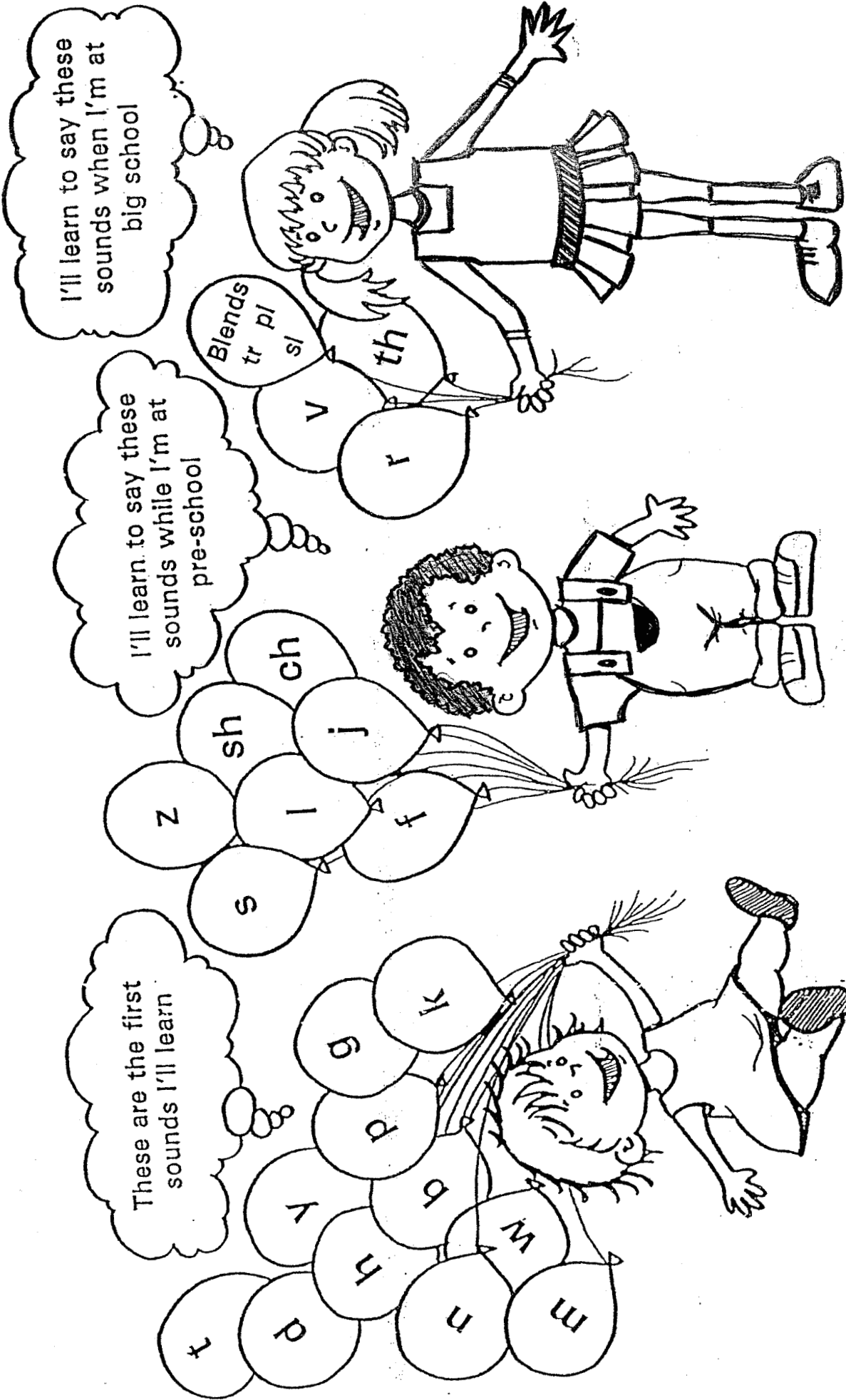
Dolores Doran & Associates Pty Ltd

Physiotherapist for Children
Level 1 / 1A Knox Lane, Double Bay.

Development of Sounds

Kilminster and Laird (1978): 75% of children acquired the sounds at the noted ages below

Source: ©Western Sydney Area Health Service



Zero to three years

Three and a half to four and a half years

Five to eight and a half years



Woollahra Preschool details

Phone	(02) 9327 4921
Email	Preschool@woollahra.nsw.gov.au
Website	woollahra.nsw.gov.au/Preschool
Post	Woollahra Preschool PO Box 61 Double Bay NSW 1360
Location	Hugh Latimer Building 1st Floor, 512 New South Head Rd Double Bay, NSW 2028 (Corner New South Head Rd, William St and Sherbrooke Ave)
Open	8.30am–4.00pm Monday to Friday



Woollahra Municipal Council contact details

Phone	(02) 9391 7000 Monday to Friday, 8 am- 5 pm
Email	records@woollahra.nsw.gov.au
Website	woollahra.nsw.gov.au
Post	Woollahra Municipal Council PO Box 61 Double Bay NSW 1360
Location	536 New South Head Road Double Bay NSW 2028
Hours	Monday to Friday, 8 am- 4:30 pm
Services	Community Development (02) 9391 7166 community@woollahra.nsw.gov.au Woollahra Libraries library@woollahra.nsw.gov.au Double Bay Library - 9391 7100 Paddington Library - 9391 7988 Watsons Bay Library - 9391 7999