



## June Newsletter 2020

# Flying Fox Mobile Pre-School

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### Why High Quality Preschool Education

The majority of our lifelong **brain development** occurs before we turn five years old. In that time we learn to communicate, to get along with others, and to be able to control and adapt our behaviour, our emotions, and our thoughts.

These skills are the foundation for everything else we are able to learn and do in life. After the age of five we can make some advances, but it is less effective than intervening early.

Quality early childhood education—preschool education, is the best chance for all children to make the most of those years of maximum brain development.

**Research shows that if you spend two years attending preschool for two days each week, then you're more likely to:**

- Make good friendships
- Pay attention in school
- Participate in teams
- Choose healthier food and activities
- Engage in post-school education employment
- Have better literacy and numeracy skills
- Develop positive adult relationships

### Preschool Fees

**There will be no preschool fees charged for children in term 3. The fees will be covered by the Department of Education.** We will be providing families with fee accounts for term four next term to provide families with more time to pay the fees prior to Christmas. The due date for fees will be in term 4, it just means that you can pay off fees prior to the additional costs that come with the end of the year.

### Information Update

To provide high quality care for your child we need to ensure we have up to date contact information for both you and any emergency contacts listed on your child's records. We also require up to date information of any medical conditions your child has. Please ensure you give us updated detail if any of the following changes

- Parent phone numbers
- Families address
- Emergency contact phone numbers
- Emergency contacts need to be added or removed
- Child's medication plans

### What can you do as a parent to support your child's development of independence, a positive self concept and resilience?

One answer is to support your child to pack their belongings away each morning i.e. supervise your child to:

- place lunch box in the refrigerator
- Place bag in locker
- wash hands prior to completing activities at preschool.

It is easier and quicker initially to complete these tasks for your child, but this does not provide your child with opportunities to maximise the learning potential of these routine tasks. **Supervising your child to unpack and pack away belongings conveys to your child the expectation that your child can be independent and that you believe in their abilities and support them to be independent.** By assisting your child to complete routine tasks, like unpacking belongings and packing away belongings, you are supporting your child to meet the E.Y.L.F.— **Learning Outcome One and Two:** Children have a strong sense of identity, children develop their emerging autonomy, resilience and sense of agency, children develop confident self identities, children become strong in their social and emotional wellbeing identities. **When children go to Kindergarten, the expectation is that children can care for their belongings.** Children will need to be able to do this to confidently and competently transition to Kindergarten.

**This is the program used by educators at Flying Fox Mobile Preschool. You can view the program each day as its located next to the children's attendance records.**

**The Program includes:**

**Provocations,  
Invitation to learn.**

Educators list the key intentional activities supporting children to learn and develop. These activities complement the ongoing, long term activities provided each day. These activities are planned to meet the needs and interests of all children.

**Community  
Connections, Special  
Events & Family Input**

This area includes how the learning program relates to community and family as we work in partnership with you in your child's education. We value your input and you can share information with educators to add or add comments yourself to the program.

**Group time.**

The activities listed in this area include intentional teaching provided to the whole group and covers all learning outcomes through stories, pictures, singing, dancing, movement, drama, role play, fingerplays, participating in cooking and science experiments.

**Reflections**

This area summarises the critical reflection carried out by educators about children's learning, the evaluation or success of the educational program prepared and implemented, ideas of how learning can be linked to support or extend further learning.

**What learning evolved today**

This area summarises some of the learning which evolved during the day. Educators use this section to select learning they found most interesting, beneficial or ongoing for children that day. It is a great way for families to see exactly what children learn when they engage in activities.

**Further Learning,  
goals, links extensions**

This area allows educators to link the learning and development that occurred during the day with activities that will be provided to follow up and extend children's learning. Educators can demonstrate how children's individual learning and interests informs and extends learning.

**The Planning Cycle**

For more information and a diagram about the planning and programming cycle and documentation about your child's learning, please look at your child's portfolio.

