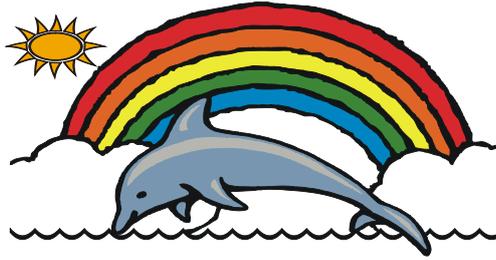


“Your Community Pre-school”

26 Kareelah Ave
Berkeley Vale NSW

ABN 77 641 023 678



Phone: 4388 4481

Fax: 4388 4149

“Living, Learning and Growing”

Email: admin@bvalepreschool.org.au

Website: www.bvalepreschool.org.au

June 2021 Newsletter

Dear Parents and Families,

Welcome to our final newsletter for the term and, also my last one as Director of Berkeley Vale Pre-school.

I would like to wish you all the absolute best as your children and family continue their time at our service. It has been a complete honour and privilege to have led this team and pre-school for the past 16 years. I am leaving a team that I have laughed so much with, shed a few tears with along the way, and then laughed a whole lot more. It is these people that I will deeply miss and is so hard to say goodbye to. The little people that we are blessed to work with, as well as the genuine and meaningful interactions that I have had with so many families over the years is a part of my role that I find so rewarding. However, I am excited to be stepping back into the classroom and will continue to share my love and passions of learning, just in a different sector.

Appointment of a new Director

As I write this newsletter, a new Director has not yet been appointed. We have 2 strong candidates who have both spent time at our service last week, getting to know the team and how we operate. We hope to be able to inform our parents before the end of term who will be appointed to the role. It is unlikely they will be in place for the start of Term 3. Until they join the team, Sonja Denniss and Karen Grant will be people acting as the Responsible Person / Nominated Supervisor at the service.

What is Coming Up?

Friday, 25th June – last day of term

Monday, 12th July – pre-school re-opens for Term 3

Wednesday, 14th July - Committee Meeting – 8pm

Donations of Tissues

We would welcome donations of tissues for pre-school as we are going through them during our winter months. Feel free to hand them to educators at morning or afternoon drop-off and we thank you in advance for your donation.

Fundraiser for Barry family via The Dinner Ladies

Families have been invited to support one of our grandparents who are currently experiencing real hardship following an accident at pre-school, as well as battling a terminal illness.

- Please call “The Dinner Ladies” directly on 02 9666 4194
- Quote “Emma Barry & reference number 181 937”

- Explain you would like to make a credit donation to the account.

We thank all our families in advance for your support and hope this eases the pressure for the Barry Family.

Imogen Gentle– Trainee of the Year Nominee

We were thrilled to share that Imogen was recently awarded the Gili Awards that acknowledges the achievements of the Indigenous Trainee of the Year. We are so proud of Imogen’s achievements as she comes to the end of her traineeship. Imogen has been contracted to remain working at our service for the remainder of the year, which will provide continuity for children, families, and the team.

Parent Surveys

A quick summary of parent feedback following our recent surveys where we received 18 in total. A little disappointing when we have almost 94 families enrolled. Nevertheless, highlighted questions and feedback include:

What is the most important factor to you as parents?

- 15 out of 18 indicated that **“Relationships with children and educators”** are a key priority.
- 3 out of 18 indicated that our **“physical environment”** is a key priority.
- 4 out of 18 indicated that the **“location”** of the service is a key priority.
- 4 out of 18 indicated that the **“Quality rating”** is a key priority.
- 1 out of 18 indicated that the **“cost”** being a key priority.

When the service communicates to you, what is your preferred format?

- 17 out of 18 parents indicated that **“email”** is their preferred method of communication, after face-to-face discussions.
- Various methods such as Facebook, newsletters, digital documentation, and phone calls were also identified as important to parents.

This information will be retained for our new Director to further analyse and share with the Management Committee as future decisions are made and thank you again to those parents who provided their input.

Exceeding the National Standards

It has been a fabulous achievement to once again be awarded and recognised as “Exceeding” the National Standards. I thought it would be beneficial for parents to gain a greater understanding of the comments and feedback we received within each Quality Area, and how this connected and reflected in the work that we do with children, our families and each other. You will find this summary at the end of the newsletter.

Plastic Free July

Upon return to pre-school for Term 3, we will be hosting “Nude Food Week”. Parents will already be aware that we are advocates for reducing the amount of plastic packaging we use and encourage re-usable containers to be used for morning tea and lunches. Thank you to all those families that already adopt this practice. We would love to see this practice embedded every day.

Fee Statements

Even though fees are not being charged, several families are still accessing fortnightly speech therapy or may have purchased a hat or t-shirt. Please keep an eye out for your invoice and we ask that all accounts are finalised by Friday, 25th June 2021.

Committee Update

Following our recent meeting we have filled a vacant Committee position, and welcomed a new member to the Committee as follows:

Casey Romanos – President

Chris Remedios – Vice President

Dan Kruze – Treasurer

Sam Stasinowsky – Secretary

Casey Stewart – General Member

Zoe Porter – General Member

Cat Kruze – General Member

We thank these parents for their ongoing interest and support in the management of our pre-school service.

GETTING TO KNOW US

This month we are getting to know Rochelle Napier who works every Wednesday in the Dolphin Room, but also works as a regular relief member as required.

Tell us a little about yourself...

I grew up on the Central Coast and after leaving Year 12 at Corpus Christi, I obtained my Diploma in Child Care and worked as a nanny and in various child-care services. I have a husband and two children, Bradley, and Henry (13 and 10 years) plus a dog named Shadow 😊

What do you do when you are not at pre-school?

I love to spend time with my family at the beach, picnics, and BBQs, and most of my time is spent taking my boys to their after-school activities such as drums, art, Ninja, soccer, and swimming. I also love watching Netflix.

What is your favourite meal?

If I had to pick a favourite it would be hamburgers. However, I love a range of foods such as Indian, honey prawns, Sushi, fish & chips, fresh bread, and BBQs. I also cannot live without coffee and chocolate.

Favourite pre-school moment?

Was Mud Day! We turned the dirt pit into a waterpark. The children slid down the balance beams into the huge puddles of muddy water. I loved seeing their happy faces as I took photos of them at the bottom of the slide.



I would like to take this opportunity to thank our team and management committee for an extremely busy and challenging term with my imminent departure. I would also like to wish all our children and families a relaxing winter holiday break and as I live locally, I am certain that I will see you all again as the Central Coast is a small place.

Best wishes,

Colleen Templeton and the Berkeley Vale Pre-school Team

Assessment & Rating feedback for each Quality Area providing direct quotes:

Quality Area 1: Educational Program and Practice

- All educators consistently make curriculum decisions, including organisation of daily routines, that maximize learning and development outcomes for every child in relation to their identity, connection with community, wellbeing, confidence as learners and effective communicators. The service welcomes, respects and draws on the voices, priorities and strengths of the children and families to enhance the educational program.
- Educators facilitate children's learning and development by actively seeking out the voices, perspectives, and views of children throughout the day. Educators extend children's learning through

deliberate questioning, purposeful interactions and by providing thoughtful feedback.

- The ongoing cycle of planning, documenting and evaluation is consistently used to assess each child's learning and development and is an interactive process that drives the development of the program. Critical reflection is consistently used to review the program, routines, and environment.

Quality Area 2: Children's Health & Safety

- Children's physical well-being is supported through effective hygiene practices, appropriate opportunities for sleep and relaxation and management of injuries and illness. There is a focus on healthy eating and many opportunities for children to engage in physical activities.
- Educators systematically and regularly reflect individually and as a team, on practices to support child safety, including risk assessment and emergency management procedures and practices, and make changes when opportunities to further enhance children's outcomes are identified.

Quality Area 3: Physical Environment

- The arrangement of the physical environments allows children space to work, play and interact together. The service supports children to learn through play by providing sufficient resources, materials, and equipment in both indoor and outdoor spaces.
- The environments are organized in ways that support children's learning and involvement. Resources, materials, and equipment enable children to engage in play-based learning. The service cares for the environment and supports children to become environmentally responsible.

Quality Area 4: Staffing Arrangements

- The services approach to organisation and continuity of educators is informed by a critical review of qualifications, strengths, priorities, and professional development goals of educators. The service draws on family input in ways to support familiarity and continuity of their child's learning and development.
- Educator's discussions demonstrate self-awareness of the ethical and professional standards underpinning their own practice and a commitment to reflect collaboratively on pedagogical knowledge and curriculum delivery.

Quality Area 5: Relationships with Children

- The service consistently seeks, values, and considers family input to inform how they provide individualised support for each child. Educators use the information they learn about the histories, cultures, languages, traditions, child-rearing practices and lifestyle choices of families using the service to mould their interactions with each child.
- Educators demonstrate a consistent approach to behaviour guidance to ensure that each child is supported at all times to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflict.

Quality Area 6: Collaborate partnerships with families and communities

- The service intentionally considers alternative ways to engage with families supporting their participation at the service and make changes where opportunities to further enhance children's learning are identified. The service builds and maintains community and partnerships that support and promote parenting and family wellbeing.
- The service actively supports families to build relationships with relevant community services that enhance well-being, learning and participation in the program. All team members purposefully consider and create opportunities to strengthen the service approach to enhancing inclusion, learning and well-being.

Quality Area 7: Governance & Leadership

- The service displays consistent engagement with the committee who contribute to the management systems. The service actively supports families and the community to contribute to regular reviews of the service philosophy, policies and procedures which is consistently used to guide practice and reflect the diverse needs of the local community.
- Effective embedded leadership builds and consistently promotes a positive organisational culture and professional learning community that supports all members of the service to develop as professionals and contribute meaningfully to quality improvement process.