



Larool Loop....



Larool Pre-school, our community: a place of laughter and joy, of friends and memories...

From the Directors Desk

Well we are nearly through another term! How this year is flying by... We have made some exciting changes to Larool this year with others also being planned!

Within our National Regulations of Education and Care there are the National Quality Standards (NQS). The NQS consists of seven quality areas, each containing standards and elements, that our pre-school is assessed and rated against. Part of the process is to develop a Quality Improvement Plan (QIP). The aim of a QIP is to help us self-assess our performance in delivering quality education and care, recognise and celebrate our strengths and assists us to develop a continuous plan for improvement.

Some of the goals that we are currently working on for this year include:

- Reviewing our current practice for recording children's learning.
- Educator's collaboration to unpack the meaning of critical reflection to enrich the planning of the curriculum.
- Review the lock down and evacuation procedures.
- Increasing family involvement including attendance at meetings, input into decision making and contributions to the QIP.
- To develop more natural play spaces for the children in the outdoor area.
- Refining the scope of information sharing with families.

We would love some input from our families on improvements, strengths of the Pre-school and goals that we may include in our QIP for the next 12 months.

With the reviewing of our information sharing, one of the changes will be the newsletter. Now that families are receiving a weekly overview through Educa we wanted to make the newsletter a little fresher with article style submissions from each class. These articles will include lots of information relevant to all the families at Larool about education, learning and beyond! Newsletters will no longer be emailed but will be posted on Educa for you to enjoy and share!

Monique

Upcoming Events/ Dates to Remember

Monday 12th June
Public Holiday
Larool Closed

Wednesday 14th June
Smart Start School Readiness
7.30pm
Gold coin donation

Tuesday 27th June
Dress up day
Favourite book character
Gold coin donation

Thursday 29th June
Dress up day
Favourite book character
Gold coin donation

Friday 30th June
Last day of Term 2!

Monday 17th July
First day of Term 3!

Saturday 29th July
Groove-A-Thon
3-5pm

Bob Turner Reptile Show
Tuesday 12th September
Thursday 14th September
11.00am



What do you think about Larool's philosophy?

Our philosophy has been developed over the years in consultation with the educators and the families. It lays the foundation for everything that we do; reflecting who we are, what we strive to be and how we nurture and support early childhood education in our pre-school community.

Our philosophy is a living document that guides our practices and we invite you to have your say. Let us know what you think- you can make suggestions, comments etc by emailing Monique laroolpreschool@optusnet.com.au

Children are embraced as individuals: being themselves, belonging together and becoming confident, capable, competent, strong and empowered learners.

We strive to empower children, by using their thoughts and ideas to develop the program, celebrating the voice of each child allowing them to feel valued and heard.

We believe that children learn, grow and develop to their full potential when they are in an environment that encourages, supports, challenges and provides numerous opportunities for learning.

We provide children the opportunity to construct knowledge through play and core projects incorporating encounters with families, educators, peers, events and objects in the environment.

We value the children being engaged and demonstrating learning as an active process as they investigate, explore, imagine, question, wonder and discover- building an amazing basis for lifelong learning.

We believe that through play children develop theories, negotiate learning and merge thoughts together building their own knowledge and understanding.

We provide a curriculum where there are 'layers of possibilities' which accommodate different types of learners, abilities, levels of play, encompassing their interests, and core projects with the foundation of learning life skills.

We value an environment rich with choices fostering independence, a sense of ownership and respect which allows children to explore, investigate, revisit and reflect as they learn through play while being gently guided and supported by our educators.

Through our environment and teaching principles, children will develop independence, friendships, a sense of belonging, an understanding of self, the world around them, and where they fit into the world.

We value an environment that is safe, welcoming, engaging, enticing and comfortable where kindness, respect and tolerance for each other is encouraged and the uniqueness and significance is recognised of all involved.

We nurture a sense of wonder and believe it is critical for children to develop a lifelong respectful, positive and proactive attitude towards our environment to ensure our sustainable future.

Our educators support the growth and individual learning style of the children, while providing materials and experiences that will enlighten children's senses, enhance creation of imagination, stimulate questioning and investigation.

We celebrate an environment where educators are valued and appreciated for the range of experiences, learning, values and beliefs they bring and their reflections of practices enabling continued evolution and inspiration.

We acknowledge and embrace the importance of family as central to the child's world and endeavour to construct meaningful, open, communicative, and collaborative partnerships with families.

We encourage families to be active participators in the life of the Pre-school through sharing cultures, ideas, knowledge, strengths and differences.



Management Committee Update...

Thank you to everyone who attended our 'Open Meeting' held In May. Those of you who attended can attest that the Management Committee is **NOT** a scary beast!

During the meeting we discussed future directions for Larool including the construction of a cubby house in the preschool playground.

Being part of a community pre-school means you as a parent, grandparent, guardian or carer have the opportunity to have a say in how things are run. It is an expectation of your membership with the preschool that one member of each family attends both the 'Open Meeting' and the 'Annual General Meeting'.

We even had Beer, Wine and Cheese!

Belinda

President

Larool Management Committee



SPLAT Chat- Larool Social & Fundraising Committee Update

Mothers Day Stall

Thank you to Lisa Lehepuu who organised the Mothers Day Stall this year. I'm sure all the mums were very appreciative of their beautiful little gifts chosen by their little people!

Dress Up Days

SPLAT will be running a Dress Up Day for the preschool to raise money for our teachers to purchase the 'big books' they use in the classroom. **The days are Tuesday 27th and Thursday 29th June** and the theme is **dress as your favourite book character**. Please bring in a gold coin donation to be collected by the teachers on these days.

Groove a thon

By name you should have the **29th July 3-5pm blocked in your diary** for the biggest fundraiser of the year for Larool. The Groove a thon will be professionally run by "Bop Till You Drop" at Thornleigh West Public School Hall. The cost of the disco is \$5 per child, which includes a packet of chips and a poppa. Family and friends are all encouraged to come along and help raise some money for our amazing preschool. Details about this will be sent out along with the sponsorship forms in the next coming weeks. The idea is for all children to collect sponsorship money from their family and friends to 'groove' for minutes during the disco.

Of course, every event does not just run itself by SPLAT, and we encourage all families to jump on to the signup sheet and help out for an hour of the day. One hour for the year is not a big ask and your children do love seeing you help and it role models to your children how you help others and our community. The link is below. We're using SignUp.com (the leading online SignUp and reminder tool) to organize our upcoming SignUps.

Here's how it works in 3 easy steps:

- 1) Click this link to see our SignUp on SignUp.com: <http://signup.com/go/tRIdLbv>
- 2) Review the options listed and choose the spot(s) you like.
- 3) Sign up! It's Easy - you will NOT need to register an account or keep a password on SignUp.com.

Along with the Groove a thon, we are running a 'Silent Auction' on the day. If anyone has a business or anything that they can donate for the silent auction please contact Julie Tierney (Joeys Class Teacher).

Cheers

Stephanie O'Kane-Sheppard and Jocelyn Caddy
Co-Presidents SPLAT



HEALTH WATCH

Recommended Exclusion Periods for Pre-school

Adapted from 'Staying Healthy' 5th Ed 2013

Condition	Exclusion of case	Exclusion of contacts ^a
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Candidiasis (thrush)	Not excluded	Not excluded
Cytomegalovirus (CMV) infection	Not excluded	Not excluded
Conjunctivitis	Exclude until discharge from the eyes has stopped, unless a doctor has diagnosed non-infectious conjunctivitis	Not excluded
Cryptosporidium	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Diarrhoea (No organism identified)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Fungal infections of the skin or nails (e.g. ringworm, tinea)	Exclude until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Glandular fever (mononucleosis, Epstein Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days	Not excluded. Contact a public health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service. The child does not need to be sent home immediately if head lice are detected	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded. Contact a public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission. If the person cannot comply with these practices (e.g. because they are too young), they should be excluded until the sores are dry. Sores should be covered with a dressing, where possible	Not excluded
Human immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Not excluded	Not excluded
Impetigo	Exclude until appropriate antibiotic treatment has started. Any sores on exposed skin should be covered with a watertight dressing	Not excluded
Influenza and influenza-like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded
Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded For non-immunised contacts, contact a public health unit for specialist advice. All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case
Meningitis (viral)	Exclude until person is well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded. Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Contact a public health unit for specialist advice about excluding non-vaccinated and incompletely vaccinated contacts, or antibiotics
Pneumococcal disease	Exclude until person is well	Not excluded
Roseola	Not excluded	Not excluded
Ross River virus	Not excluded	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours ^b	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from the appropriate health authority	Not excluded. Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chickenpox)	Exclude until all blisters have dried—this is usually at least 5 days after the rash first appeared in non-immunised children, and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours ^b	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

In addition to the above exclusion periods Larool Pre-school observes:

- 24 hour exclusion for children with vomiting and diarrhoea- children must not have any symptoms for 24 hours before returning to Pre-school.
- 24 hour exclusion after antibiotics has begun to ensure there are no side effects or reactions and to give the antibiotics a chance to start working. Children should only return to Pre-school if they are well enough to do so.
- The right to send a child home or request a clearance certificate from a doctor if a child looks too ill on arrival at Pre-school or presents ill during the day.



JOEYS- Monday/Tuesday

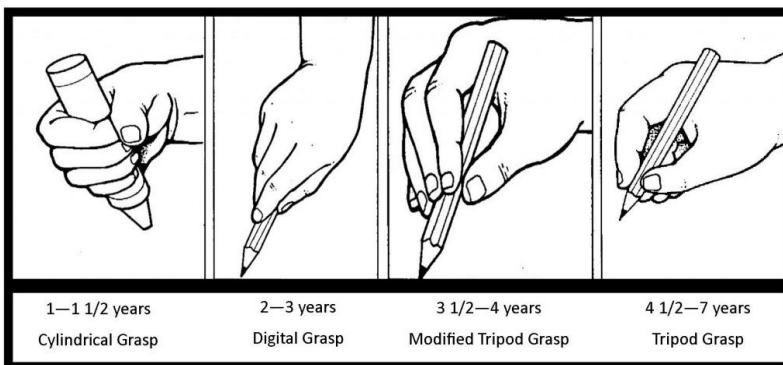
Hand Dominance and Pincer Grasp by Julie Tierney

The Pre-school environment is set up in a way that allows the children to develop a range of skills. Part of our goals for the children in our class is to assist them to develop their fine motor skills, in particular, their pincer grip. The children have had opportunity to engage in fine motor activities such as clay where they were encouraged to make their own animals. This involved squeezing, pinching, rolling and using the clay tools to cut and mould the clay. The children are also drawing their own animal pictures, during this experience they are encouraged to hold their pencil using the correct grip, this can either be done by demonstrating or gently moving the pencil and fingers into the correct grip. At the Art Studio, the children are given ample opportunities to develop their skills through the use of different painting implements such as paint brushes, natural materials and cotton buds. They are also able to access scissors and sticky tape to create their own masterpieces.

It is important for children to develop their fine motor skills and co-ordination and we are often asked about the importance of developing hand dominance. Hand dominance is important as it helps children to perform functional tasks such as choosing a hand to throw a ball with, cleaning teeth, or holding a pencil or scissors, however, some children don't develop this dominance until they are around 5 or 6. Developing a dominant hand is useful for helping children when they are crossing the midline to perform tasks such as one hand holding the paper and the other hand is cutting. There are many activities to help children to develop hand dominance such as:

- Screw lids on and off jars
- Threading beads
- Drawing on small pieces of paper (needing one hand to stabilize paper)
- Using scissors with playdough

(Source: nspt4kids.com)



Throughout the Pre-school day, children have ample opportunities to develop these skills as we have a large range of activities on offer such as children's sign in sheets, small construction activities every afternoon, puzzles, playdough and clay activities, large construction activities, drawing and art, sensory explorations and cognitive games.

Developing Pencil Grip

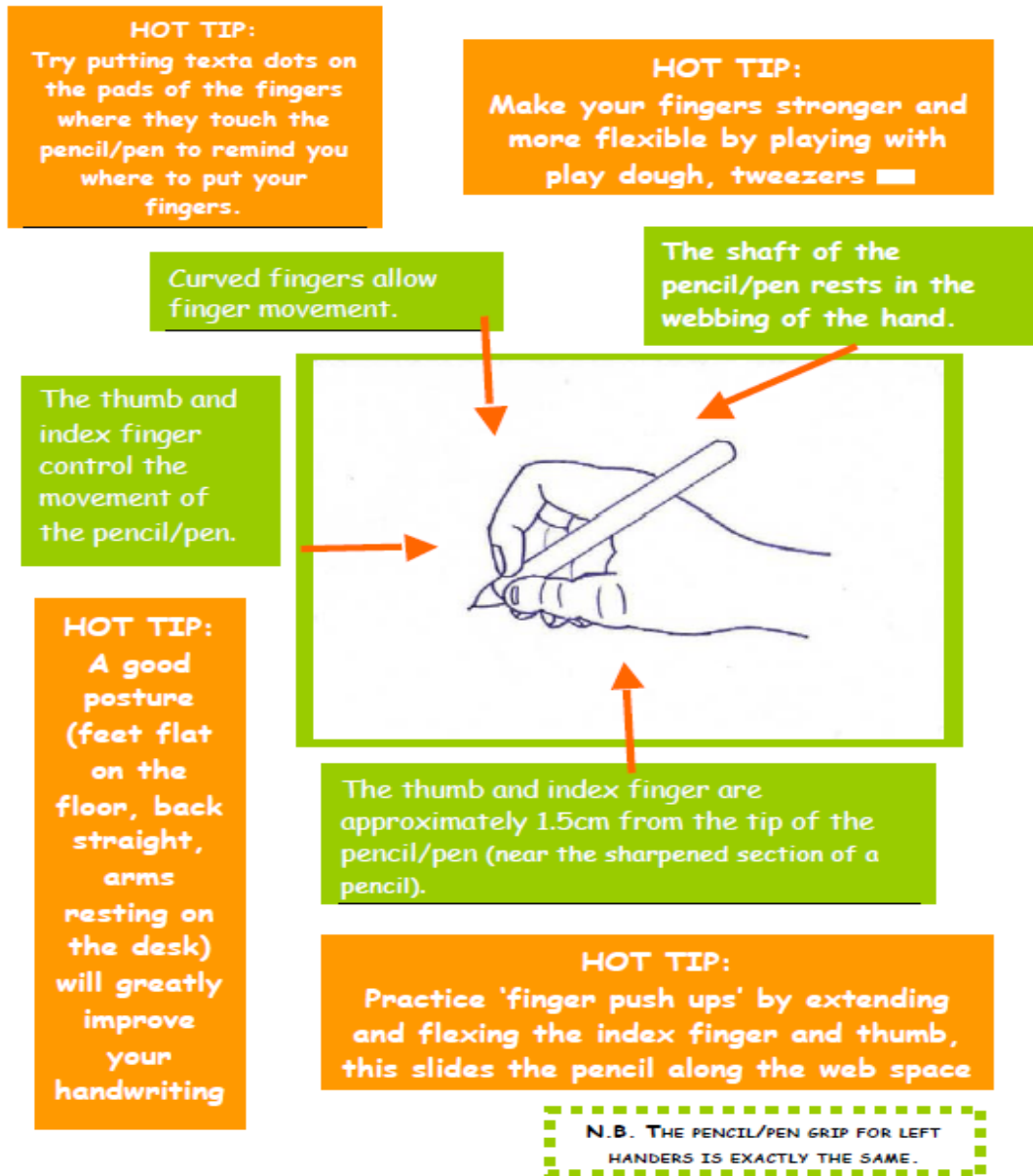
During the year our educators will be focusing on the children's hand grips, social skills and self-help skills.

Most children have an innate interest to make marks on paper (or any other available surface!) as soon as the opportunity arises.

These early scribbling and mark making need to be nurtured and guided in order to develop a confident and evolving hand, as they form the basis for the handwriting which will develop.

A good pencil/pen grip will improve handwriting and reduce the likelihood of pain or fatigue in the fingers, hand and arm.

Mrs Julie Tierney, Mrs Lindy Hamilton, and Ms Sarah Warner.



*Have you accepted your invitation to **Educa** yet? If not-please do! **Educa** is our new communication platform with weekly photos/observations of your child as well as weekly review from your child's class.*

An email was sent out earlier in the term, if you need it resent please let Monique or Melinda know.





POSSUMS- Thursday/Friday

Larool to School – Is your child ready? By Danielle Mantakoul

As enrolments for 2018 start in pre-schools everywhere, parents are prompted to ask the question “Is my child ready for school next year”? By law children can start school if they turn five on or before 31st of July during their first school year, and must begin school before they turn six years of age.

While for many the decision can be easy based on where their child’s birthday sits, for others this large window of being eligible to enrol can tend to create confusion and uncertainty for parents. Children born March to late July, while eligible to start school, this doesn’t however mean that they will be ready as can be more evident with their January and February counterparts. I have certainly had children in my class who sit close to that cut off date that are ready, but I can’t stress enough, these children are few and far between.

So what makes children school ready? Parents can often tend to be looking in the wrong places, voicing to early childhood educators their child’s interest in print, number work, regular talk about school and comments such as “they say they want to go”. While all of these will aid in transition, the social maturity of the child is what needs to be looked at firstly. As a past Kindergarten teacher my questions surrounding readiness tended to be, can they separate from you quite well, can they keep it together if they drop their lunchbox, will they fall to pieces if they lose that game and can they solve that problem in the playground without being physical?

Pre-school is a large social situation. As parents including myself, I would drop my children off and walk out the door. I had very little knowledge on how they socialised without me around. School is an even bigger social situation, so they need to have mastered the pre-school social scene before being presented to the school scene. To help you better understand if your child is ready, it is important to ask your Early Childhood Teacher. How are their problem solving skills with peers, can they share, turn takes, negotiate, speak with confidence and seek out assistance when needed? While there are MANY more skills that are desirable for starting school, it is this social maturity that will set them up for the best possible chance to succeed.

I encourage everyone to come to our **School Readiness Talk on Wednesday 14th June at 7.30pm**, the fence sitters, the certainties, and even those that don’t have school in their sights until 2019. I have so much more to share with you.

Mrs Danielle Mantakoul, Mrs Leminda Yelland and Mrs Brooke Jennings

Koalas- Monday/Tuesday/Wednesday

Our Art Studio: It’s all about the Doing! By Margaret MacCulloch

We wanted to create a space for the children to experience ‘Art’ with the freedom to explore materials and techniques with an attitude of play and discovery. We now call this space our ‘**Art Studio**’.

We wanted to make art all about the experience. Our goal was to have the children feel the joy of experimenting with the materials in their own way, creating using their own ideas and trying out new ways of doing things. This means the children self select materials and the equipment they wish to use to complete their creation. The cut down dining table is our new addition to the area. Its height makes it comfortable for children to stand and gives them plenty of room to spread out and work independently or together on projects if they wish.



We also wanted to make the Art Studio a place where the children could bring what they have been doing in other areas of the room, to continue the learning experience and express themselves with the variety of materials on offer.

In the photos we see Zoe` firstly drawing a bird at the small world table then bringing it over to the Art Studio to add colour by applying paint to her work. We also want to use the Art Studio to make things we can use in other places in the classroom. We made rainmakers earlier this year which the children used in music. This week we constructed hills out of boxes to use on our 'Five Little Ducks' story table.

The children are learning new skills all the time as we add different materials to the Art Studio. Chloe very proudly announced "Mummy doesn't know I can use stickytape!" The children experimented with the glitter shaker last week coming to the conclusion you must use glue first otherwise the glitter won't stick! Paint palettes are used to mix colours and to create tints using white.

At the Art Studio the children are relaxed, focused, feeling successful, and expressing their feelings and ideas. They are learning important social skills such as collaborating with others, turn taking and sharing. They sometimes tell stories about their creations and are beginning to use print to convey a message. They are learning skills to compare, predict, experiment plan and problem solve. Their fine motor skills are being enhanced by painting, taping, writing, gluing, cutting, printing and constructing.

The Art Studio is often a hive of activity and is a very popular place in our room. So much so, there is quite often a waiting list of eager participants keen to create their very own version of art!

Mrs Margaret MacCulloch, Mrs Leminda Yelland and Mrs Brooke Jennings

WOMBATS- Wednesday/Thursday/Friday

Focus on Composting

by Carlene Trainor

The Wombat children have shown a lot of interest in their eco-system at Pre-school, especially the composting bins. The children are encouraged to compost all their fruit and vegetable scraps by placing them in our special 'green bucket' and then transfer them to our compost bin.

We have 2 black compost bins at Larool that are very busy making the rich compost for our garden to enjoy!

We discuss with the children about what compost is and how compost is made. So we thought we would share...

WHAT IS COMPOST?

Compost is a rich, dark brown or black soil. Bacteria and microorganisms are essential for a compost pile. They break down plant matter and create carbon dioxide and heat. Once they have done their job, it turns into a coarse and crumbly mixture perfect for spreading onto your garden and vegie patches. Then stand back and watch it grow!

You have to make sure that you get the balance of ingredients and moisture just right, layering as you go, not forgetting to aerate the mix once a week.

**WHAT THE COMPOST NEEDS:**

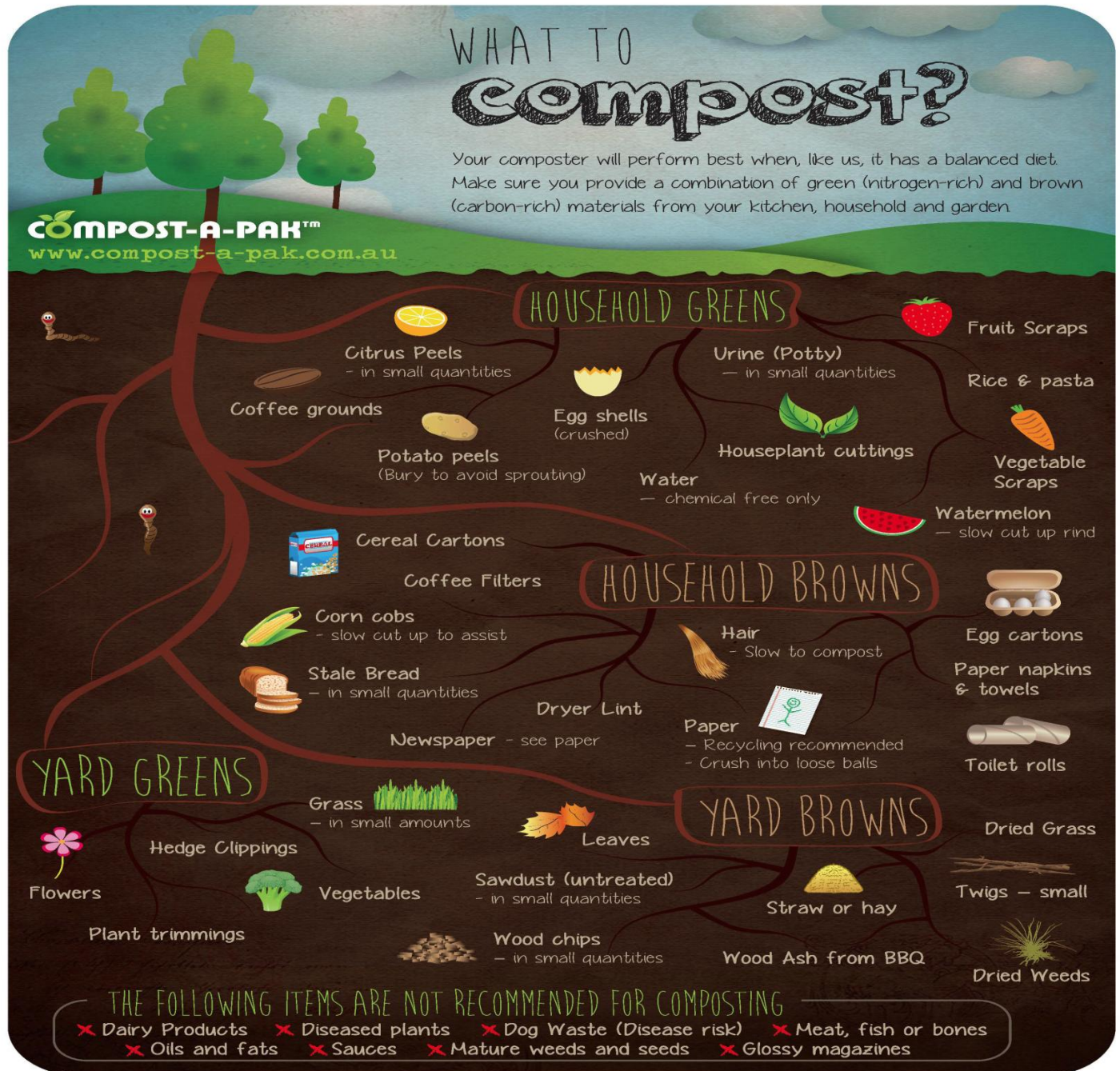
Your compost needs a combination of 'brown' and 'green' material.

Brown material is carbon rich and includes:

- leaves
- twigs
- sawdust (non treated timber)
- shredded paper.

Green material is nitrogen rich and includes:

- fruit and vegetable peelings and scraps
 - grass clippings
- soft prunings and leaves.



We hope you enjoy our helpful tips and we would love to see photos of your composting bins.

Happy gardening from the Wombat Children!

Mrs Carlene Trainor, Mrs Janelle Morrison and Mrs Lynne Meadows



Finally.... we love to hear your feedback, the good and not so good.

You can call, email, speak with the Director or your teachers, make an appointment, write a note or drop an anonymous note into our office box– we appreciate the time that our families make to give us feedback and we take it all on board. laroolpreschool@optusnet.com.au

📍: 12 Larool Crescent, Thornleigh, 2120

☎: (02) 9481-9136

✉: laroolpreschool@optusnet.com.au
larool-accounts@optusnet.com.au

💻: www.laroolpreschool.com.au



www.laroolpre-school.educa.com.au

OUR COMMUNITY

Larool Pre-school is committed to contributing to our community.

ALLEN & SHEPPARD



Selling or Renting Your Property? We want to help you and Larool Pre-school

Allen & Sheppard are a proud sponsor of Larool Preschool. As part of our ongoing support of the Preschool and those associated with them, we wish to extend this **offer**:

For every home listed and sold with Allen and Sheppard Real Estate, referred to us by or listed and sold by either a past or present Larool family, **Allen & Sheppard will donate a further \$500** to the Preschool and a further **\$500 will be given in free advertising** for the property.

Alternatively if a referral is made to manage a property for rent, we **will donate \$250** to the Preschool and manage the property for the first **3 months free of charge!**

For any real estate advice, please don't hesitate to contact James Sheppard 0404 863 233 (Father of Rose Sheppard Joeys Room Monday and Tuesday)



270 Pennant Hills Road, Thornleigh, NSW 2120

P 02 9481 9000

F 02 9875 4545

www.allenandsheppard.com.au