

Forest Hill Community Preschool Inc.



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Parent Handbook



We look forward to a happy association with your child and family.

Our Philosophy

Forest Hill Community Preschool Philosophy

Forest Hill Community Pre-School Inc. provides permanent education, care and preparation for a smooth transition to school for children 3-5 years within Forest Hill, Wagga and outlying districts.

The Pre-school's guiding philosophy is that

- We believe that each child, family and educator is a unique and valued individual.
 - Children, families and staff have a right to an environment that supports their individual needs and stimulates all aspects of their development.
 - Parents have a right to participate in the decisions affecting their children.
 - Staff have a right to a secure, stimulating work environment that provides opportunities for professional development.
 - The community has a right of equitable access to quality, affordable Preschool experiences.
 - All participants in the Preschool have an equal opportunity right.
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Children

We believe:

- Children are capable and resourceful learners who are active contributors to their own learning
- Children need to be valued as individuals, within the context of their family and their community.
- Children can develop confidence and positive self-esteem through a supportive and secure environment
- Children need some structure within their lives to make them feel secure.

Therefore we:

- Implement a child-focused program based upon the principles outlined in the NSW curriculum framework and the National Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming'.
 - Strive to empower children, by using their thoughts and ideas to develop the program and use their ideas and interests to enhance learning and growth and development.
 - Promote each child's confidence and positive self-image through a range of provisions, experiences and opportunities that build upon their understandings, skills, values and sensitivities and promote success
 - Implement an inclusive approach to positively support children's growth of identity, self-esteem and critical thinking
 - Encourage each child to reach their full potential in accordance with their individual ability.
 - Look at the skills necessary for starting school in all areas of development (social, emotional, cognitive, gross and fine motor and language) and provide opportunities and learning experiences to develop these skills.
Have a daily routine that is structured but still flexible to provide security for the children, so they know what is happening and what will happen next and that will help prepare them for a smooth transition to big school.
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Families

We believe:

- We value and honour diversity and accept differences in other people. We believe each person and their family values, culture, beliefs, abilities and language should be acknowledged, accepted and reflected in the preschool environment.
- Trust, respect and collaboration form the basis for strong partnerships between families and staff
- Families, children and staff form a caring community
- Family involvement is integral to a high quality program

Therefore we:

- Are committed to open and constructive communication with families which includes discussions, child portfolios, daily diary and newsletters
- Strive to have empathy and be responsive to family needs, and provide support when required
- Encourage families to engage in meaningful participation within the service

Program

We believe:

- A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development. We believe learning is enhanced in an environment where you feel you belong.
- We believe in a natural outdoor environment where there is ample opportunity to explore, for discovery and sensory experience and to learn through interactions with nature, animals and the natural environment.
- We believe a sense of wonder, belonging to and love of the land. Nature and animals are critical for young children to develop lifelong respectful, positive and proactive attitudes to our environment and to ensure our sustainable future. We believe in giving children time to play outdoors every day. We believe that fresh air and a natural environment is essential to everyone's health, wellbeing and development.
- We believe in the value of play and that it is essential in the lives of young children. We believe play values the ideal of allowing children to "just be" and recognizes the importance of early childhood. We believe play should be fun, exciting, spontaneous, hands-on, stimulating, relaxing, comforting and challenging. Children learn through collaboration and communication with other children and adults and through interacting with the environment
- Children need opportunities to practice and consolidate their skills in key learning areas including: language and literacy; creative and expressive arts; mathematics; science and social and emotional development and work towards learning outcomes as expressed in the Early Years Learning Framework (EYLF) – 'Belonging, Being & Becoming'
- Diversity within our centre, families, staff and wider community should be respected and celebrated and that we can play a role in fostering and developing a social conscience among children with a view to addressing social inequities
Preparation for a smooth transition to school can be promoted and enhanced through daily routines, transitions and activities and experiences within the preschool program and day to day activities.

- We provide a play based program with activities and experiences that provide opportunities for the children to experiment, discover, explore, create, investigate, practice theories, solve problems and express ideas with the support of other children and educators.
- Implement a program that is responsive to the evolving nature of the Preschool environment and the needs and interests of the children/families and that provides for different learning styles.
- Routines such as start/finish, morning tea and lunch are scheduled when possible in line with primary school times.
- Make observations of children and document their work to form the basis of the program and plan activities from these observations, based on the needs and interests of individual and groups of children.
- Use both the indoor and outdoor environment to encourage the children's ability to observe, perceive, explore, investigate, imagine, make choices and problem solve.
- Provide attractive, well maintained play areas, with the thoughtful use of furnishings and displays to encourage participation and learning.
- Our outdoor environment has opportunities for interacting with animals and nature and learning about and caring for the environment.
- Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, learn to accept challenges they may face and become fully realised members of society

Staff

We believe:

- In employing staff who are committed to working for the best interests of children and families
- That each staff member brings fundamental, personal qualities to the centre environment such as empathy, respect, warmth and a passion for learning
- In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained

Therefore we:

- Provide opportunities for staff to share in decision making and to obtain feedback
- Provide a safe and comfortable working environment with release time for programming and other duties
- Provide ongoing professional development for staff

Community

We believe:

- We must strive to be a centre of excellence for early childhood education within our community
- As advocates for our profession, it is important to share our knowledge and experience
- We are a central link to information and support services within the wider community and work together with other services in the best interest of our children and families.
- In the importance of nurturing established relationships with community organizations, the RAAF base, council and local schools.
- The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs

Therefore we:

- Ensure that we operate within the guidelines set down by governing and professional bodies
- Use the established channels of communication with committee, council and the community
- Encourage Early Childhood and work experience students to take part in our program
- Utilise local services in an effective and meaningful way
- Participate in community events
- Evaluate our centre goals and program regularly
- Work together with other specialised services involved with the children/families.
- Have a RAAF liaison officer and School liaison officer when possible on the committee to enhance communication and working together.

Guided by this philosophy and the National Quality Framework, we have developed many policies to meet regulations and licencing. These provide guidelines for the operation of the Preschool. Policy review and development is ongoing. The Policy folder is available from office and will be available on the website www.foreshillpreschool.com.au

PHILOSOPHY REVISED: 20th March 2012 ADOPTED: Thursday 26th April 2012 Reviewed 6/6/2013



Welcome to Forest Hill Community Pre-School

We hope that your child will have a happy time at preschool and we look forward to getting to know your child and family.

Forest Hill Community Preschool is a community based, not-for-profit organisation, who receives funding from the state government and is regulated, licensed and funded by the Department of Early Childhood Education and Care (www.dec.nsw.gov.au). The Preschool works under National Quality Standards and National Quality Framework and Early Years Learning Framework which is overseen by the Australian Children's Education and Care Quality Authority (ACECQA).

Australian Children's Education and Care Quality Authority (ACECQA)

ACECQA is a national entity, which will oversee important changes to early childhood education and care and school age care in Australia. Education and care plays a vital role in the lives of Australian children and their families and we want the best possible outcomes for our children. They will oversee the National Quality Standard and how it is applied across the country and ensure that services are meeting the new requirements.

ACECQA is responsible for the following;

1. Reporting to and advising the Ministerial Council on the National Quality Framework
2. Promoting continuous quality improvement by approved education and care services
3. Keeping national information on the assessment, rating and regulation of education and care services
4. Educating and informing services and the community about the National Quality Framework
5. Determining the qualifications and providing support and training for staff of Regulatory Authorities
6. Deciding the qualifications required to be held by educators, including assessment of equivalent qualifications

For more information go to www.acecqa.gov.au

National Quality Framework

The National Quality Framework took effect on 1 January 2012 with key requirements being phased in over time. Requirements such as qualification, educator-to-child ratios and other key staffing arrangements will be phased in between 2012 and 2020.

The new system replaced state and territory licensing and national quality assurance process, (previously Children's Services and National Childcare Accreditation Council).

The objectives of the National Quality Framework are;

1. To ensure the safety, health and wellbeing of children attending education and care services
2. To improve the educational and developmental outcomes for children attending education and care
3. To promote continuous improvement in the provision of quality education and care services

National Quality Standards

The National Quality Standard sets a new national benchmark for the quality of education and care services. It will also give services and families a better understanding of a quality service. This will enable families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework. It brings together the seven key quality areas that are important to the outcomes for children.

The seven quality areas are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

The National Quality Standard contains 18 standards with two or three standards in each quality area. These standards are high-level outcome statements. Under each standard sit elements that describe the outcomes that contribute to the standard being achieved. There are 58 elements in total.

If families require more information on National Quality Standards please speak to the Preschool's Director or go to www.acecqa.gov.au

Preschool Policies and Quality Improvement Plan

Forest Hill Community Preschool's policies are located in the online and will be available on the Preschool website www.foresthillpreschool.com.au and are reviewed regularly. If you have any queries regarding these policies please see the Director. Parents are invited and encouraged to contribute to policy development and our quality improvement plan.

Early Years Learning Framework

The Early Years Learning Framework aims to extend and enrich children's learning from birth to five years and through the transitions to school. The framework provides broad direction for educators in early childhood settings to facilitate children's learning. It guides educators in their curriculum decision-making and assists planning, implementation and evaluations.

The framework has specific emphasis on play-based learning and it communicates these expectations through the following five Learning Outcomes:

1. Children have a strong sense of identity
2. Children are connected with and contribute to the world
3. Children have strong sense of wellbeing
4. Children are involved and confident learners
5. Children are effective communicators.

OUR TEACHING PROGRAM

Our Program is based on the Early Years Learning Framework and incorporates the Preschool's philosophy and acknowledges each child as an individual. During the day your child will participate in both indoor and outdoor activities and experiences. The program is child focused and planned to cater for each child's needs and interests and to encourage the development of attitudes, abilities and skills, which will assist them to become successful learners and for preparation for school.

The program aims to provide a range of activities which are enjoyable and stimulating and which will promote the following areas of development:

SOCIAL / EMOTIONAL DEVELOPMENT

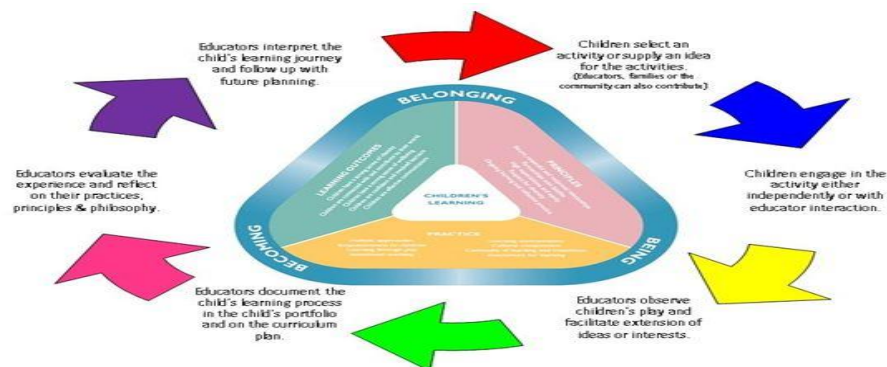
- To help the child develop independence, confidence, a feeling of self-worth and a concept of identity.
- To develop new relationships with people outside the family and to adjust to separation from family.
- To help the child understand his/her feelings and that other people have feelings too.
- To cope with aggression and frustration.
- To develop the ability to share and co-operate.

INTELLECTUAL DEVELOPMENT

- To foster cognitive ability through activities suited to the child's individual stage of development.
- To encourage creativity and spontaneity through opportunity for self-expression, language, music and art activities.
- To help the child to understand more about his/her world through exploration and experimenting in their environment.
- To develop problem solving skills.

PHYSICAL DEVELOPMENT

- To foster physical growth by providing activities to assist fine and gross motor development and co-ordination.



Parents are invited and encouraged to participate, share ideas and make suggestions regarding the program, daily activities and their child's day at the Preschool. This can be done by discussing your child and ideas with the staff and also by writing comments, feedback and ideas in the feedback booklet located at the programming table on the verandah.

DEVELOPMENTAL RECORDS.

The program flows from observations and developmental records that are kept for every child. These records are used to plan developmentally appropriate activities and experiences based on the needs and interests of each child and groups of children. All records are confidential and parents are encouraged to discuss the development of their child with the Director. Staff members observe children in a variety of ways and for many reasons. Observations can help staff and families to monitor children's development and behavior. We can also note if children require extra support with a specialist such as a speech therapist or early intervention to help further their development and will discuss this with parents and provide information, support and referrals if required.

GROUPING OF CHILDREN

Children attending Forest Hill Community Preschool are aged from 3 – 5 years and may be placed on the waiting list once they turn 2 years. The children are grouped according to age with flexibility to meet the needs of the families (mixed age groups so siblings can attend together). Mondays and Fridays are mixed ages allocated to three year old's. The 4 year old children eligible to start school the following year will be allocated 2 or 3 days on Tuesdays, Wednesdays and Thursdays. Half days and casual days are available to parents if vacancies exist. Children in the year prior to starting school are encouraged to enroll 2 or 3 days per week but this is dependent on affordability and needs of individual families.

DAILY ROUTINE

Routines are very important; we appreciate knowing if your child has a specific routine as this can help hasten the settling-in-process. We are available to discuss any concerns you or your child may have and wish only to provide a friendly, warm, happy and caring environment. We encourage you to arrange an orientation visit with your child prior to commencement to give both of you the opportunity to get to know us better.

An example of a full day at our Preschool in Term 1 (summer).

9 - 9.15am	Children arrive. Outside activities
10.30am	Pack away. Toilet and wash hands. Story time
10.45am	Morning tea
11.20am	Inside activities
	Inside activities
12.30pm	Pack up Story & Language group time
1pm	Lunch
1.30pm	Quiet Activities/ Relaxation
2pm	Music and movement Yoga relaxation
2.30pm	News Reflection Sharing time
2.45 - 3pm	Children go home

Our routine is flexible to meet individual needs, changes in weather and unexpected situations.

STAFFING:

Forest Hill Community preschool aims to provide a higher adult: child ratios that allows a higher quality of education and care through more individualized attention. Currently we employ 3 full time educators working with the children. A part time clerical assistant who handles the accounts, payroll and book keeping. There are always at least two staff members on the premises when children are attending. Forest Hill Community Preschool employs qualified staff members who are friendly, enthusiastic and committed to high quality child and education. Families will be informed of any staff changes through the Preschool Newsletter.

The staff currently consists of:

Teaching Director /Nominated Supervisor/Educational Leader

Jenny Osborne (full time).

- Bachelor of Education (Early Childhood),
- Bachelor of Teaching (Early Childhood).
- Associate Diploma of Social Science
- Mother craft nurse.
- TAE cert IV

Educators

Bridget Chapman (full time teacher and educator)

- ❖ Bachelor of Teaching (Early Childhood)
- ❖ Certified Supervisor

Halle Earsman full time assistant and support worker (under contract)

- ❖ Certificate 111

Book Keeper

Belmont Consultants- Tanya Grentell works Mondays 11am to 1pm

PARENT INVOLVEMENT – Interactions and Communication.

Partnerships with families ensure continuity of care and we actively encourage open communication. We believe in establishing relationships with the child and family built on mutual respect, trust and empathy. Parents are invited to participate in the Pre School's program at any time.

The Pre School relies heavily on parental participation and help and this participation strengthens the relationship between staff and families which helps the child. The many ways to do this are:

- Taking a position on our Management Committee
- Attending the monthly parent meetings.
- Talking with staff about your child or the program.
- Sharing special skills - cooking, making music, storytelling, cooking, art and craft or talking about your career or hobby.
- Assisting in the collection of 'junk' materials for art experiences
- Having morning tea or lunch with your child at Pre-School
- Helping with excursions
- Volunteering for other duties - washing laundry, working bees or other jobs as set out in the maintenance folder located at the sign in desk.
- Assisting staff at Pre-School sessions, joining in an activity with your child, such as reading a story or doing a puzzle.

Any help is appreciated, and it allows parents an insight into the implementation of the educational program. If you feel that you can help out with any maintenance tasks please put your name next to the task in the maintenance folder located at the 'sign in' desk. By participating in this way you are helping to cut down on the costs of running the Pre- School and keeping your fees to a minimum.

Committee Meetings.

The management committee is made up of a President, Secretary, Treasurer, Vice President, RAAF liaison officer, School liaison officer and Ordinary members. They are responsible for making decisions on matters relating to the general business and management of the Preschool.

Meetings are held each month at the Pre School. These meetings provide the opportunity to discuss general business and issues. The management committee is voted in at the Annual General Meeting at the beginning of each year. Parents are encouraged and welcome to attend any of our meetings. The preschool cannot operate without the commitment of parents willing to volunteer to take on a position on the committee

WHAT TO BRING TO PRESCHOOL:

We encourage and promote healthy eating habits and healthy nutrition and have a NUTS FREE policy so please do not send any type of nuts or food containing nut products.

We encourage nude foods and healthy lunch boxes.

The children will be assisted to identify what is for recess and what is for lunch and encouraged to undo containers etc themselves (preparation for big school). Lunch boxes need to be insulated with an ice brick.

FULL DAY SESSIONS 9am – 3pm – As part of our school readiness lunch boxes are kept in the child's bag so please just send an insulated lunch box with an icebrick. Nude food is preferred (no packaging please)- For healthy lunch box ideas refer to our website.

Recess / Morning tea – Fruit, sultanas, cheese & savory biscuits to be packed in lunch box with lunch. The staff will help your child distinguish between recess and lunch. Please do not pack fruit or food that requires cutting up or in packaging that the children can't open and please pack adequate food.

Lunch- sandwich, salad, fruit, cracker biscuits or cheese or carrot sticks etc. Do not send food that requires heating up as we are not licensed for this. (Please – do not send chocolate, chips, or sweets).

A drink. A drink bottle with water (no cordial or juice).

Sunhat

Spare clothes; underpants x 2 and a spare set of clothes.

Please do not bring toys from home as they are easily lost or broken in the Pre-School environment.

Children should wear clothes that allow free movement and allow them to explore and create and get messy. Children become involved in messy activities at Pre-School and clothes may get dirty. Children also need to be able to manage their clothes when going to the toilet. Overalls with buttons and belts that are hard to undo and do up may cause a problem.

Shoes should be suitable for running and climbing during outside play and preferably closed in and sturdy. Joggers are preferable and No gumboots, thongs or flipflops please.

Children should always have a bucket type sunhat (all year round) and a coat in the winter.

ARRIVAL/DEPARTURE PROCEDURES.

On arrival at Preschool you need to sign your child in, on the sheet at the 'sign in' table (this a regulatory requirement and ensures the safety of your child). If someone else is collecting your child from Preschool please indicate this on the sign in/out form **(these people must be listed on your enrollment form with authority to collect)**.

During the settling in period (normally the first week) please park near staff cars (please hold your child's hand at all times in the carpark) and bring your child on to the verandah. Children can chose a locker to put their bag in, sanitize their hands and then settle into an activity. Once your child feels safe, secure and a member of staff will collect your child from the front gate. Gates will remain locked until 9am. Drop off is between 9am to 9.15am.

When collecting your child from Preschool your child will be delivered to you at the front gate between 2.45pm to 3pm. Gates will remain locked outside pick up and drop off times. Please sign your child out and hold their hand to and from your car. Please wait in your car in single file along the fence line and move forward until you reach the front gate to collect your child from a member of staff at the front gate.

Children will not be permitted to leave the Preschool with an unauthorized person. Children will not be released from the Preschool to anyone not on the list of people authorized to collect the child. In an emergency, verbal authorization may be given to 2 staff members and this documented in the diary. To allow the child to be released into the care of someone other than those listed, photo identification must be produced. This is stringently adhered to and is for the child's safety and family's peace of mind.

PLEASE HOLD YOUR CHILD'S HAND TO & FROM THE CAR & ENSURE THE GATE IS CLOSED. PLEASE DRIVE SLOWLY & CAREFULLY IN THE CARPARK.

Settling In Process

Parents may experience anxiety, guilt and sadness when they first leave their child at Preschool. This is very normal and we understand your feelings however it is best to be positive, bright, happy and present a non-anxious attitude before your child. If you are unsure how to or when to separate we will assist you with this. Generally speaking it is good to bring your child in, encourage them to unpack their bag then settle them in to an activity then say goodbye and leave. We appreciate you know your child better than us and will work with you in the best way possible for your child. You can phone to check on your child any time. It is normal and expected that a child will take time to settle into the Preschool and feel comfortable with us. Staff will do their best to help you and your child, safety and happiness are our primary concerns. Staff will keep you informed of any special or unusual behavior that may happen throughout the day. It is also normal for a child who settles and separates happily and quickly to have a few tears after a few weeks (known as the fourth week blues).

HEALTH

Sun Protection:

To protect the children from the harmful effects of the sun, the Preschool is a registered sun smart service and has a **No Hat No Play** policy which means if your child doesn't have a hat and a spare hat isn't available the child will have to play on the verandah. Spare hats are not shared and we ask you take them home to be washed before returning them to Preschool. Bucket hats are preferable to baseball caps.

We ask that you apply sunscreen to your child before coming to Preschool or on arrival using the sunscreen at the sign in desk. We have a summer daily routine where we have outside play between 9 –10.30am so as to avoid exposure during the hottest part of the day.

Unwell children:

Please do not send your child to Preschool if they are unwell or have any signs of illness including vomiting, diarrhea or a temperature (they should not return to Preschool for 48 hrs after these symptoms have ceased). Sending children to Pre School when they are unwell can place other children at risk of cross infection.

If your child becomes unwell during the day we will phone you and ask you take to them home. Please refer to the health policy in the policy booklet. ***Please ensure we always have your correct contact numbers, so that we can contact you quickly should your child become ill or gets hurt at Pre School or in case of emergency.***

Exclusion of Children

Children with infectious disease will be excluded from the Preschool in accordance with the National Health and Medical Research Council exclusion guidelines. For more information refer to Staying Healthy in Child Care 5th Edition (www.nhmrc.gov.au/guidelines/publications). A medical certificate is required after contracting diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before a child care be re-admitted to the Preschool. Parents are asked not to bring unwell children to the Preschool.

Immunisation

From January 1st 2014 **all** children enrolling in child care, preschool and school will need to provide proof that their immunization is current and up to date for their age. Prior to any child being enrolled and starting their immunisation records will be required to be sighted by the Director and photocopied (and kept in the child's file as documented evidence). If your child is not immunized you must provide documented evidence that the child is on a recognized catch up schedule or that they have a medical contradiction to vaccination or their parents have a conscientious objection to vaccination. For more information go to www.health.nsw.gov.au



Medicine.

If your child requires prescribed medicine during Preschool you need to fill out the details in our medication book - located on the bench near the kitchen. Please give medication to a staff member so that it can be store securely (out of access to children) in the kitchen and at the recommended temperature (e.g. refrigerator or cupboard etc). – it is **not** to be left in your child's bag.

Forest Hill Community Preschool will only administer medication if the medication is in its original container with the dispensing label attached listing the child as the prescribed person and the dosage to be given. This applies to all medications –

Non prescriptive medication will not be given unless accompanied by a letter from a Doctor. Forest Hill community Preschool cannot administer medication that is labelled for another person or that is past the recommended 'use by' date.

All administrations of medications is checked by two staff members before being administered to children.

Asthma / Allergies

Children with asthma or allergies or other medical conditions should have a medical action plan and a risk minimization plan and a copy is needed by the Preschool. These forms requires updating every 12 months. Please inform the Director if your child has any special medical requirements.

Open Communications/complaints/grievances.

Should you have any questions or suggestions that you would like to discuss with us, do not hesitate to talk to us. We are always happy to help in any way we can. Written suggestions, comments and feedback can also be placed in the parents' feedback/comments booklet at the sign in table. Should you have any issues or problems to discuss, it is best to make an appointment with the Director in advance as it is difficult to talk during sessions. Complaints or grievances should be discussed as soon as they occur with the Director or a committee member (refer to the complaints/grievance policy).

Newsletter

The Preschool newsletter is distributed to all families via email. The newsletters include staffing updates, preschool information regarding children's activities, upcoming events, policy extracts, and other information that families are to be advised of. All families can contribute to the newsletter.

Transition to school

Preschool is about preparation for school, building life skills and a smooth transition from Preschool to big school.

Forest Hill Community Preschool will participate in transition to school excursions whenever possible. We will ensure relationships and networking is occurring with our local schools to support children and families with the transition process and open lines of communication.



FEES

A non-refundable enrolment fee of **\$77.00** is payable on acceptance of enrollment and must be paid prior to the position being accepted and confirmed. This is separate to the daily/weekly fee.

There are three options to pay the daily term fees as outlined on the enrollment form. All accounts and receipts along with other notices and newsletters will be emailed.

Please note that fees are charged for the term and you still have to pay, even if your child is absent. Two weeks written notice is required when withdrawing a child from Pre School. Full payment of fees owing is expected before notice of withdrawal will be accepted. Fees are to be paid by direct deposit or direct debit.

For more detailed information on fees refer to the preschool's policy booklet or the website.

The fee structure for 2023 is as follows:

Changes to funding and free preschool replaced by affordable preschool

Funding is a very complex thing and to complicate things even more the government has recently changed the funding model for Preschools. Free Preschool that was bought in by the government during covid no longer exists and will be replaced by affordable preschool. The finer details of the funding have yet to be disclosed and our actual new funding for next year will not be announced till late in term 4. We have done our best to cover the costs of what we have lost in free preschool funding and charge affordable fees for 2023 to cover this loss. We have also changed the enrolment pattern to try to maximise funding received and keep fees to a minimum. The fees below have been reduced and include the \$4220 per child affordable preschool funding. This funding is only available for individual families from one service (preschool or long day care) so if you are claiming at another service you cant claim it at our service and additional fees of \$105.50 per week will apply.

Our proposed fees for 2023 term 1 are as follows:

Where families nominate and sign a stat dec nominating to claim the \$4220 affordable preschool fee relief from our service; savings of \$105.50 p/w have been applied to the following fees:

<u>2 days</u>	<u>Monday / Friday</u>	<u>9am to 3pm</u>
Weekly fee = \$60 for 4 year olds		\$80 for 3 year old's;
Subsidised fee \$30 per week		

<u>3 days</u>	<u>Tuesday/Wednesday/Thursday</u>	<u>9am to 3pm</u>
Weekly fee = \$90 for 4 year old's only		Not available to 3 year olds
Subsidised fee \$45 per week.		

An additional fee of \$105.50 per week will apply for families who are claiming the \$4220 affordable preschool funding at another preschool or long day care.

NOTES

1. Subsidised fees apply to low income families holding a current health care card (proof must be supplied) and aboriginal and Torres strait islanders
2. \$77.00 enrolment fee is to be paid on acceptance of the offer
3. Fees will be reviewed at the end of term 1 2023

