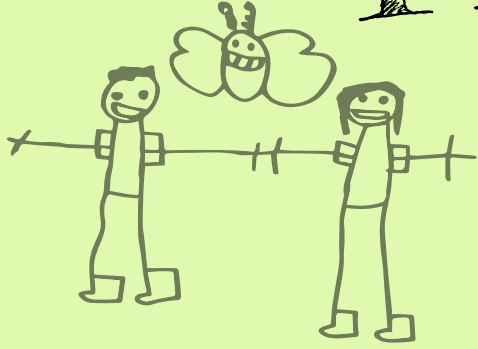
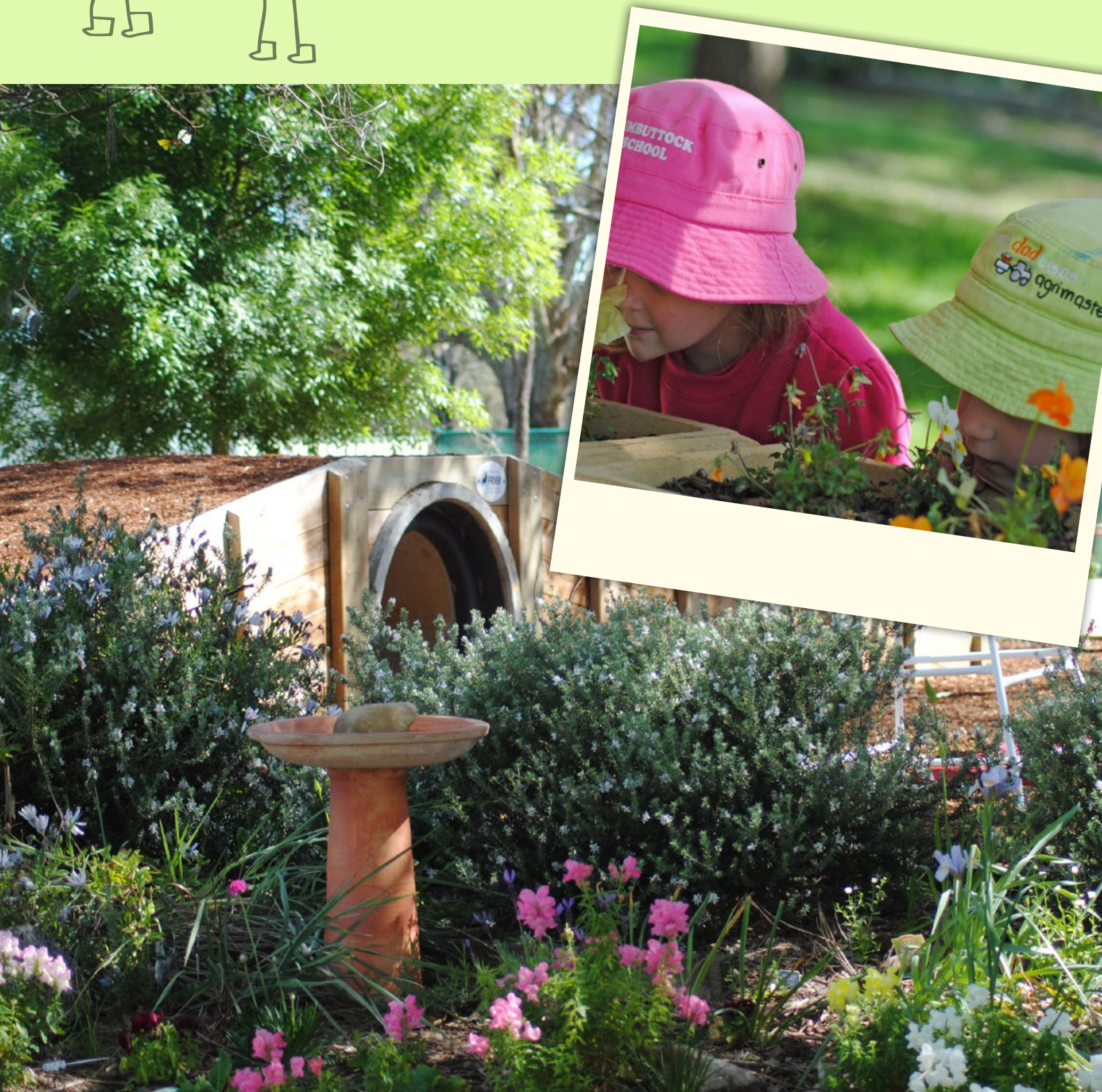


# Burumbuttock Preschool



Providing a foundation for  
lifelong education and learning







## Preschool Times

The Preschool is open Tuesdays, Thursdays and Fridays from 8.30am until 4.00pm.

### SESSION TIMES

Tuesday 9.30am to 3.00pm (4y.o)

Thursday 9.30am to 3.00pm (4y.o)

Friday 9.30am to 3.00pm (3 & 4 y.o.)

## Staff members

### DIRECTOR

Fleur Hall Bachelor of Education (Early Childhood)

### EDUCATORS

Karen Jones Diploma in Children's Services

Lisa Trebley Diploma in Children's Services

Hannah Shipard Certificate III in Early Childhood Education and Care

### ADMINISTRATION

Wendy Day

## Contact Details

### Burrumbuttock Preschool Inc.

80 Howlong Road, Burrumbuttock NSW 2642

T: 02 6029 3343

[burrumpreschool@bigpond.com](mailto:burrumpreschool@bigpond.com)

[www.burrumbuttockpreschool.com.au](http://www.burrumbuttockpreschool.com.au)

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# Welcome to Burrumbuttock Preschool

Burrumbuttock Preschool is a community based, not for profit organisation that aims to provide a foundation for lifelong education and learning through its Preschool program.

We are proud of our history, where we have come from. Burrumbuttock Preschool began over 40 years ago when a small group of dedicated parents, who believed in the value of preschool education for children, sought out the space and resources to create our Preschool.

This strong and vital parental involvement continues today with parents creating the Management Committee to operate the Preschool each year.

Our Preschool provides Preschool education for many communities including Burrumbuttock, Walla Walla, Brocklesby, Balldale, Walbundrie and surrounding areas.

Dedicated educators, who believe in preschool education for every child, work tirelessly to provide for our children and families.

Our Strengths include:

- Child led learning
- Natural Environment
- Portfolios for Individual Children for Families
- Sustainable practices
- Family Focus
- Community Connections
- Promotion of Healthy Life Choices



# Our Philosophy

We believe in high quality education and care so that each child may reach their full potential. We value working in partnerships with families, open communication, and respect for diversity and inclusive practices. We support best practice, advocate for and respect the rights of each child and acknowledge that the family is the most important influence on the child's learning and development. We recognise that young children are both competent and capable and that they learn through play that is supported by intentional teaching, active involvement and supportive, warm relationships. We value the committee that supports the running of the preschool. We strive for an open, honest and respectful relationship with all parties involved in the operation of the preschool.

As educators we strive to:

- provide a happy, safe and secure environment
- acknowledge the unique quality of each family and encourage respectful and reciprocal relationships
- be a community of learners where the curriculum incorporates the National Early Years Learning Framework
- provide stimulating play based experiences to enhance children's development, thoughts, decisions and values
- provide an environment that models positive behaviour and reflects an understanding, respect and appreciation of other people's rights, responsibilities, needs and feelings to assist children in managing and self-regulating their own feelings and emotions
- recognise the diversity of cultures and provide opportunities for all children to learn about and respect other cultures as well as their own
- provide equal opportunities and inclusive practices
- nurture a love of the land, be environmentally friendly and incorporate sustainable practices
- commit to ongoing learning, professional development, self-improvement and reflective practice
- forge links with the wider community including schools, local council, and surrounding rural communities



# Children's Voices

We see every child is a unique individual that grows and develops at their own pace. We aim to provide quality education for each child at the Preschool with opportunities to learn and develop in their own ways and in their own time.

Children's voices are an essential part of our program. We consistently discuss with the children what they are learning, what they have enjoyed and what they would like to do and learn at preschool. These discussions are used to then provide further activities and learning for the children. Our children's voices are woven throughout each day into our program.

<b>What Did We Like and Learn About Today?</b> 	<b>Peter</b> Playing goldrush with Liam.	<b>Isaac</b> Playing on the monkey bars with Lucy.	<b>Liam</b> Playing Police's with Peter.	<b>What Didn't We Like About Today?</b>     
<b>Lilly</b> Playing with Adelaide, Charlotte, Lucy, Isaac & Grace.	<b>Lilah</b> Playing on the monkey bars.	<b>Charlotte</b> Playing w Adelaide, Grace & Lilly on monkey bars.	<b>Adelaide</b> Playing Mum's & Dad's with Lilly, Grace, Isaac, Charlotte & Lucy.	
<b>Ernie Savannah</b> Playing w back on Swings & monkey bars.	<b>Aiden</b> Playing on the swings.	<b>William</b> The water play.	<b><del>Isabella</del> Lachie</b> Going on the swings.	
<b>Taylor</b> Playing on the Slide with Savannah.			<b>TUESDAY 1st MARCH.</b>	

**Analysis of Learning: Participation in Group Discussion Supports: "BEING, Childhood is a time to be, to seek and make meaning of the world." (BBB p.7)**  
**Learning Outcomes:** Children have demonstrated during this discussion that they have a "Strong Sense of Identity." Children felt safe, secure, and supported in their interests as shown by the fact that they "openly expressed their feelings and ideas in their interactions with others" (BBB p.21) Children have demonstrated that they "Are Effective Communicators." Children interact verbally and non-verbally with others for a range of purpose as shown by the fact that they "interact with others to explore ideas and concepts, clarify and challenge thinking, negotiate and share new understandings" (BBB p.40) **Principle & Practices:** This interaction was supported via building strong relationships with the children and using (intentional teaching) questions to provoke the children!

**What Else Would You Like to Learn About at Preschool?**  
 Wheelbarrows - Aiden.  
 horse - Savannah.  
 Pram / dolls / clothes etc.

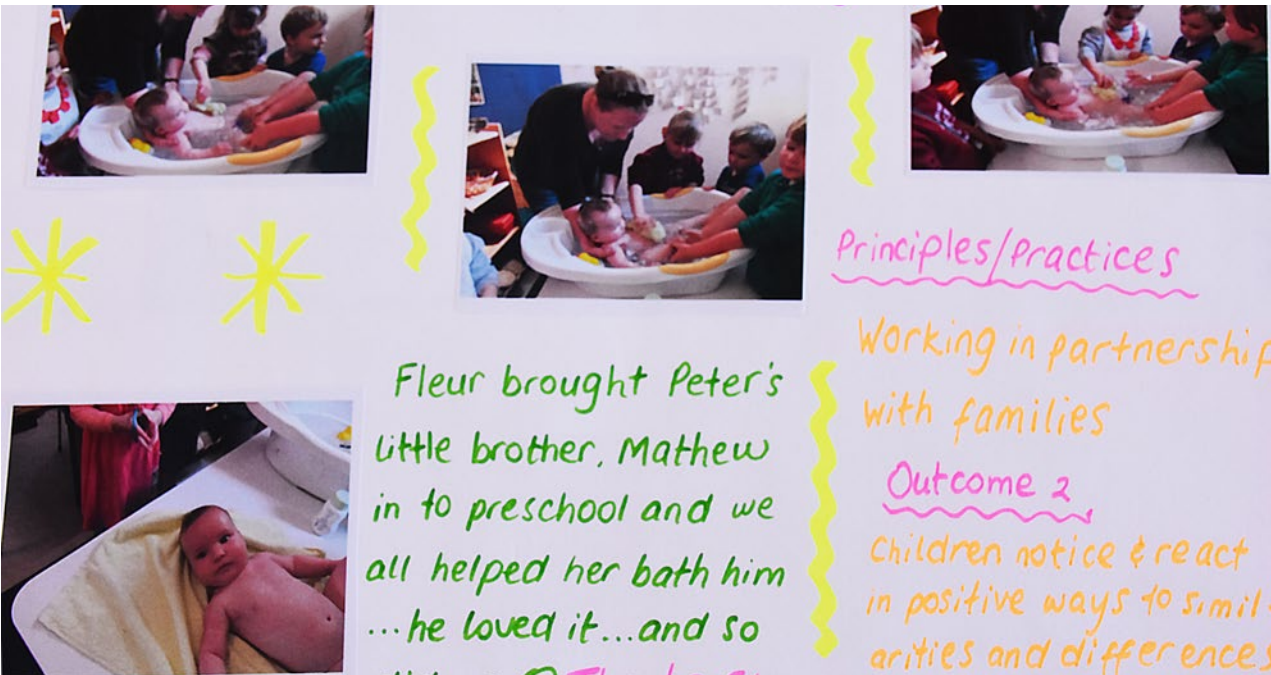




## Parent and Family Input

Children are part of their family and we at Burrumbuttock Preschool acknowledge and highly value the role families play in their children's education and learning and aim to work closely with families in a partnership. We encourage parental input into our program and welcome all comments, suggestions and ideas for further learning.

Parents are welcome to attend and engage with the Preschool program on any day. This enables families to be involved in their child's early childhood education and get to know the staff and other children in the group.



*Principles/practices*

*Working in partnership with families*

*Outcome 2*

*Children notice & react in positive ways to similarities and differences in people*

*Fleur brought Peter's little brother, Mathew in to preschool and we all helped her bath him ...he loved it...and so did we 😊 Thanks Fleur*

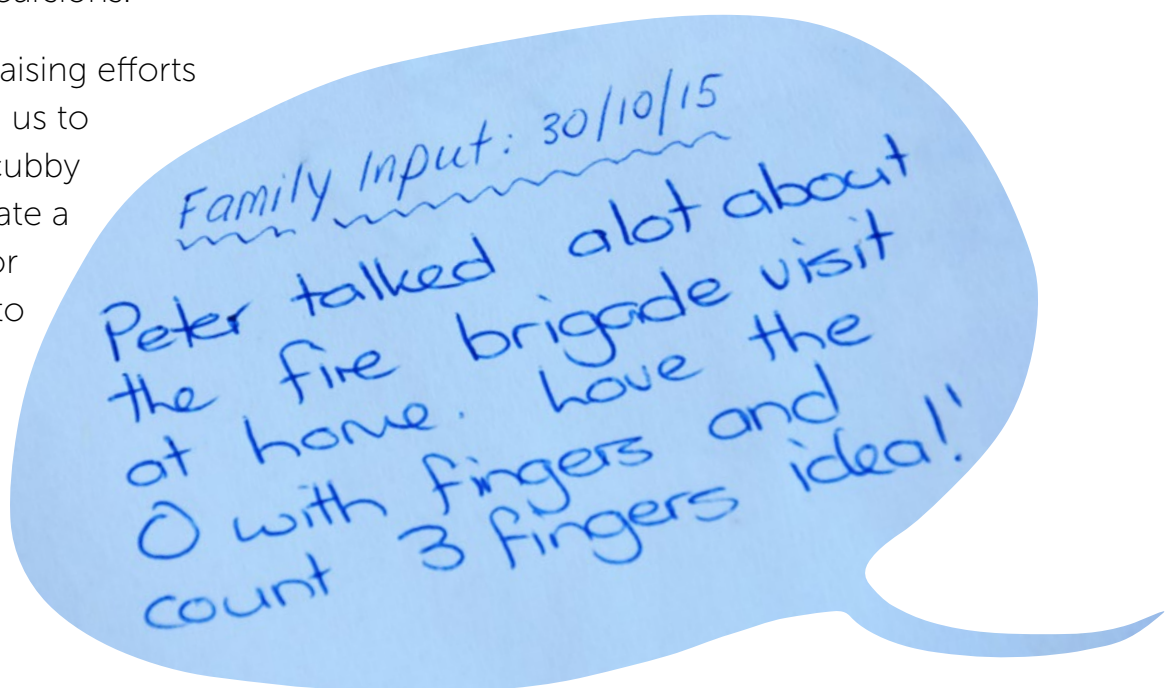




Other ways to be involved include...

- Management committee: Parents can add their ideas to the future direction and policies of the preschool. Meetings are held on the first Tuesday of each month during the term.
- Contributing to the newsletter.
- Fundraising
- Attend excursions.

Recent fundraising efforts have allowed us to replace our cubby house to create a new space for the children to explore.







# Programming

The building blocks of our program are:

- Play based learning.
- Lots of opportunities for self-selection and discovery.
- Based on each and every individual child.
- Links to the Early Years Learning Framework

Our planning includes open ended experiences both indoors and outdoors. Both learning environments are of equal value. Language and literacy, music and movement, small and large group experiences are woven into the daily routines.

We promote children being involved and leading their own learning through opportunities for all children to share their thoughts, ideas, interests and questions and using these to base our program on. Educators also observe children to identify their interests, strengths and areas to build their development in as individuals and as part of small and large groups.





# Children's Voices

## Children having a say in their own learning

Throughout each year a range of projects lead by the children are developed and the learning journey they follow is up to the children involved.

For example:

A group of children began to show an interest in farm play, especially using the block area to explore farm life. This play was recorded and became a project that went for the entire year. The children lead the play and sourced resources they required including making them with craft materials. Educators also extended on play in many ways with addition of resources and discussions to further develop our learning in this area.



As a whole group we explored products from farms with fruit tasting and making goat's milk soap with the children.

Children's Voices also are communicated through their own creations. We celebrate each child's achievements through a range of creative expressions.





# Environment

We have a huge natural outdoor play space that invites connections with the natural environment at every turn.

Our learning environment encourages children to explore the world around them and seek out knowledge and make discoveries within a supportive environment that encourages risk taking, sharing and self-paced learning.

We have a classroom full of open-ended experiences and opportunities for choice of play based learning resources including lots of natural materials.







## Children's Voices

An area of the yard was tired and educators decided to involve the children in its redevelopment. Initial discussions centered on what could we do with the area and over many days a design evolved including use of tyres for planting and tee pees from bamboo.

Children and educators then created "a plan of attack" listing what we needed, who and how to get it. The children were then involved in every step from weeding the area to bringing in the tyres and bark, planting and tee pee construction. Families assisted with provision of materials including mulch and tyres.







# Community

We are proud to be part of not only our local community, but the wider community as well.

We value our links we have with our community and are committed to not only continuing but extending on these links.

Involvement in local groups/activities including:

- Grandparents and family and friends visits
- Wirraminna Environmental Education Centre
- Schools
- Other Preschools through Albury and District Partnering Group
- Burrumbuttock Farm Art in the Bush and other local shows
- Excursions and Incursions including local Police and Fire Services







# Sustainability

Our sustainability practices are wide and varied and are woven throughout our service from the resources we use, sources of items including donations and opportunity shops to the plants we grow including watering them with rain water.







## Healthy Life Choices

We actively engage children in physical activities throughout the day including child lead, spontaneous and pre-planned small and whole group activities.

We also promote healthy eating/nutrition through the program and information for children and families.

During Terms 2 and 3 the children enjoy spending time cooking and eating toast together in the mornings.

We provide for children's individual needs each day, encouraging them to decide what their body needs at each meal break i.e. eating lunch at first meal break if they wish to do so.







# Indoor Fun







# Outdoor Fun





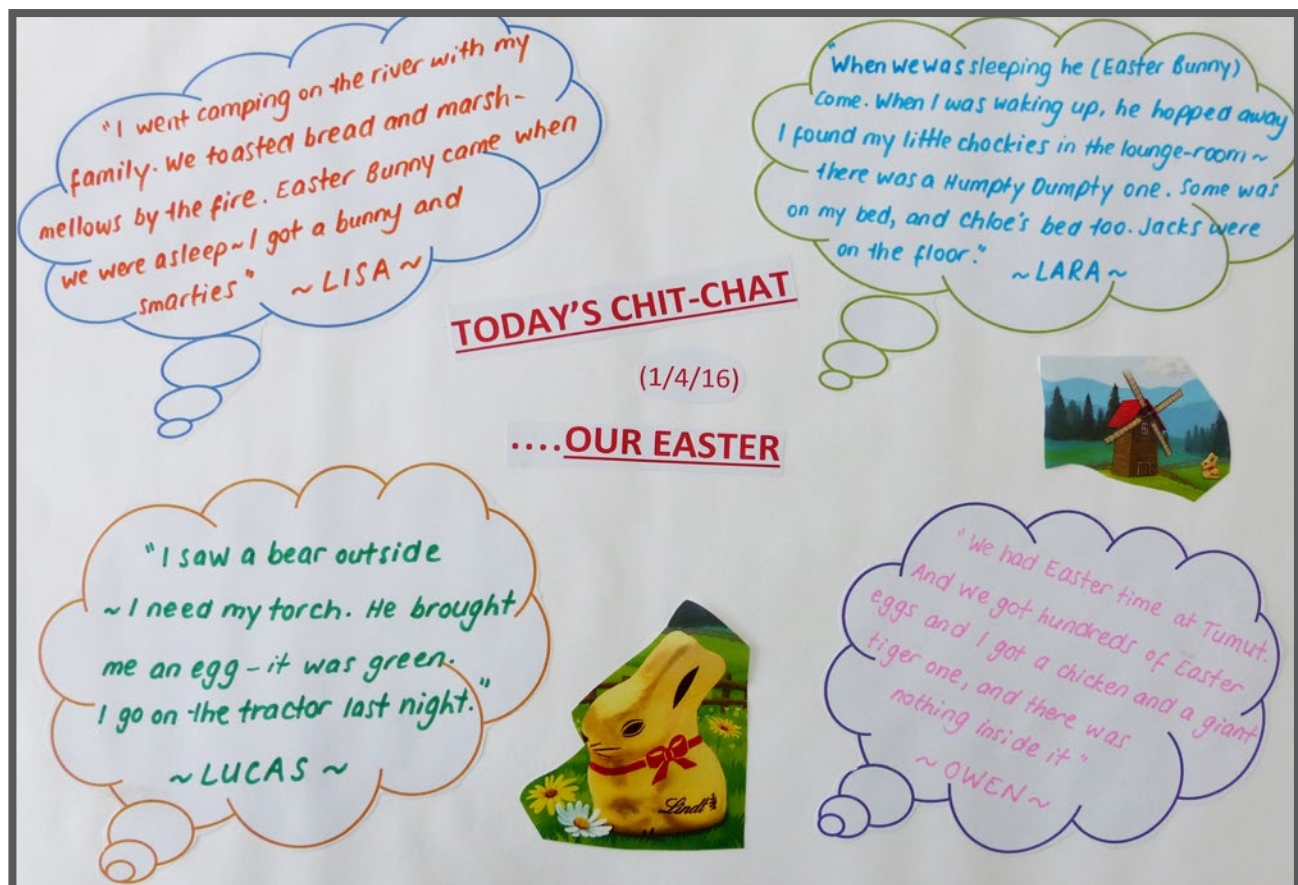
# Communication

We aim to communicate with families in a variety of ways to meet each individual family's needs.

Each individual child has their own portfolio created throughout the year. These are sent home each term for family input and given to families at the end of the year. The children's portfolios contain observations and information related to each child's learning journey at Preschool including art work, photos and children's voices.

We also provide communication through:

- Written records of Group Discussions with Children.
- Day book of happenings at Preschool each week
- Newsletters
- Emails and other forms of Communication



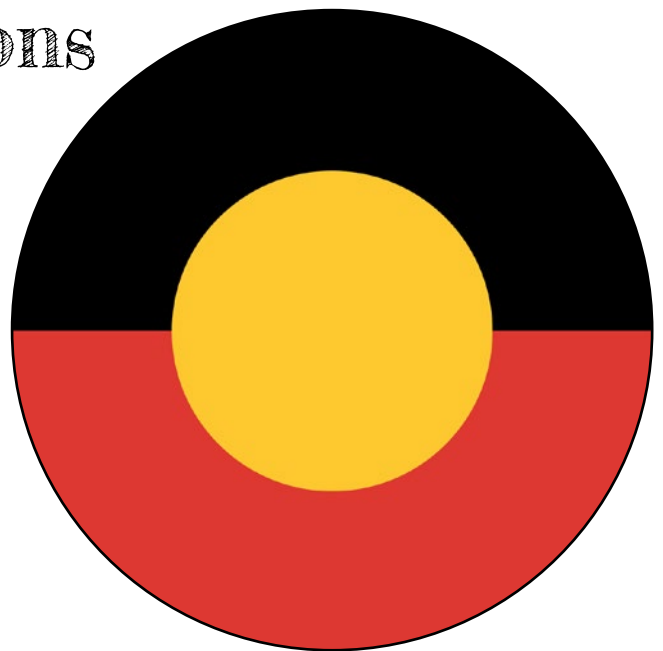




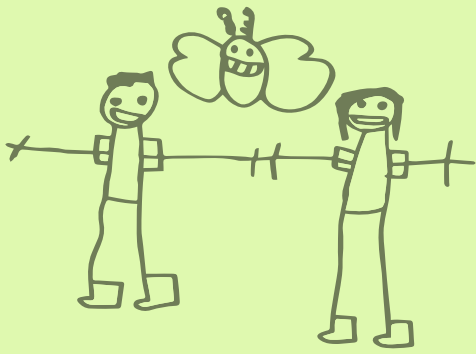
# Cultural Connections

Our Preschool is committed to building everyone's awareness of their own and other cultures.

We take every opportunity to learn all about our world and our place in it and how we are all connected and contribute to the world around us.







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