



## **PRESCHOOL ENROLMENT / PRIORITY OF ACCESS POLICY**

**We recognise that Preschool is a very important part of a child's start to their formal education. We provide a high quality educational program that supports the development of each child in a safe and stimulating play environment. We focus on ensuring quality children's learning through an inclusive play based curriculum.**

### **Preschool Enrolment / Priority of Access**

Our preschool has a priority catchment area which is within the Hahndorf Primary School Zone. All families living within this priority catchment area have a guaranteed place in our pre school.

Hahndorf Primary School and Preschool offer available places to the families who live within the priority catchment area and to children who have siblings attending Hahndorf Primary School.

Families outside of the above criteria may be offered a place at the discretion of school leadership, if space is available.

We provide 15 hours of preschool per week. Children access two full day sessions from Monday to Thursday and one 4 hour session every fortnight on a Friday.

<b>DAY</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>SESSION</b>	Preschool 8.30am – 3.00pm	Preschool 8.30am – 3.00pm	PLAYGROUP 9.00am – 11.00am Preschool 11.00am – 3.00pm	Preschool 8.30am – 3.00pm	Preschool 8.30am – 3.00pm

### **Single Intake**

All children start preschool on the first day of term 1. All children will be either 4 years of age or turning 4 by the 30<sup>th</sup> April of that year with the following exceptions.

Aboriginal children and children under the Guardianship of the Minister may access preschool from 3 years of age.

Early entry may be considered for children with additional needs such as a disability, developmental delay, gifted development or culturally and linguistically different backgrounds (refer to DECD Preschool enrolment policy)

## Rationale

The National *Early Years Learning Framework for Australia: Being, Belonging & Becoming* is used as a guideline for curriculum planning.

The broad learning outcomes include:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

We encourage children to learn in a variety of ways and understand that they vary in their capabilities and pace of learning. Over time we encourage children to engage with increasingly complex ideas and learning experiences, which are transferable to other situations.

We offer a play based learning environment, where children have opportunities to build on their knowledge of themselves and the world, to problem solve, make choices, interact with others, develop their imagination and develop at their own unique pace. We believe that children need to develop the ability to think creatively. We encourage and praise all efforts made by children, no matter how small or trivial they seem.

Play-based learning is a context for learning where by children organise and make sense of their social world, as they engage actively with people, objects and representations (National Early Years Learning Framework).

We recognise that literacy and numeracy is central to children's learning. We provide a rich environment where children are given opportunities to be read to, have their experiences written about, to write, talk, listen, to make, measure, build, problem solve, make patterns, count, order and sort – all of which development their literacy and numeracy skills.

Gross and fine motor coordination activities are vital for a child's whole development. Children need to move, it helps their brain to develop and grow and is essential for the neurological connections.

Social development is fundamental for children to accept, understand, interact and effectively work with others. We encourage each child to develop into competent, confident learners and communicators. We support their interactions with others, by teaching problem solving, modelling appropriate behaviours and valuing every conversation we have with children.