



# Tatura Children's Centre Inc



## Preschool 2021 Information for Families

*Reviewed November 2020*

### Acknowledgement of Country

We acknowledge and respect the traditional lands of all Aboriginal people, we respect all Elders past, present & future. We ask all people that walk, work & live on traditional Aboriginal lands, to be respectful of culture & traditions and work together as one to better Aboriginal Health.

Tatura Children's Centre Preschool educators look forward to working alongside you as partners in your child's development and education. The best experiences for children happen when there is a strong relationship between a child's family and educators. An appreciation of each other's knowledge and experience together with shared goals and aims is what is best for your child.

We trust that your child will feel happy and secure in our Preschool environment and be stimulated by the variety of activities and learning experiences we provide.

This booklet provides valuable information about the Preschool experience and will help you to prepare for this important time in your child's life. Please keep these documents in a safe place as it is a handy reference for the year.



### Preschool education

Preschool is offered in the year prior to starting school, it is perfectly placed to build on your child's existing skills while

furthering those needed for the future. Research has shown that children who participate in a high-quality Preschool program are well prepared for formal education. At Tatura Children's Centre our Preschool education program is based on the children's interests as well as educator knowledge and understanding of children's development.



### Contact information

For further information in regards to fees, enrolments and payments, please contact the office.

**Phone:**

03 5824 1415

**Preschool Email:**

[preschoolattcc@gmail.com](mailto:preschoolattcc@gmail.com)

**Centre Email:**

[taturatcc@outlook.com](mailto:taturatcc@outlook.com)

**Website:**

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

**Facebook**

Search 'Tatura Children's Centre' and 'friend request' our closed group for TCC families only.

**Address:** 5 - 9 Kerferd Street

Tatura, 3616 OR

PO Box 234, Tatura, 3616

## Introduction to Tatura Children's Centre

Tatura Children's Centre is a community managed Centre, with places for 103 children. The Centre features four different aged rooms; the Nursery, Toddler, 3 year old Fungroup and Preschool rooms. Preschool is located in the separate building at the front of the Centre and can be accessed via its own fenced yard or from the Centre itself.

## PRESCHOOL ROOM OPERATING HOURS in 2021

### Funded Preschool Program

Monday and Wednesday  
8.30am to 4.00pm

and

Tuesday and Thursday  
8.30am to 4.00pm

OR

you can do long day care on these days which means you can attend anytime between 7.30 am and 6.00pm.

**4yr old Long Day Care**  
Long day care

Any accounts and Preschool correspondence will be emailed to your nominated email address. All accounts are payable online only. Preschool term fees are issued to families at the commencement of each term. If you have a health care card and you are a Preschool term paying family, it needs to be

presented to the office at the **start of each term** so your account can be adjusted accordingly. For further information regarding the Centre please refer to TCC's Family Handbook.

All families are requested to provide an email address so regular correspondence can be maintained by both yourselves and us as your child's educators.



## Term dates

Please refer to the Term Dates page for further information. Also please ensure you take note of the dates specific to your child's group. These are either colour coded green/yellow or alternately will have the group name indicated next to them.

## TCC's RAP

TCC has an active Reconciliation Plan (RAP) which aims to promote Reconciliation in our Community. It reflects upon our short and long term goals and we work collaboratively and passionately on a variety of actioned areas as we believe reconciliation is the responsibility of all Australians. Our RAP is located in the Preschool room.



### Parent/educator interview

Before your child commences Preschool you have the opportunity to be part of a Parent/educator interview. This is an opportunity for us to have a more specific discussion about your child's development and to set goals for your child during 2021.

A sign-up sheet will be available on Transition Day located near the Fungroup room door during December.



### General information

#### Arrival and departure

The Preschool Term only attendance Sheet is located near the entry door to Preschool. Please ensure that this document is always signed as it is a legal requirement for the Centre.

Parents are asked to stay in the front yard until the door is opened by educators at 8.30am, at which time you are welcome to enter the room. Please ensure you sign the Attendance Sheet when collecting your child. Late fees (as indicated in your Centre Family Handbook) apply if you are late. If you would like to pick up your child earlier please let us know so that bags etc. can be packed and ready.

Long Day Care children and their families are free to enter the Preschool room anytime when the room is open. The Preschool room opens at 8.00am; children who arrive prior to this time are included in family grouping situated in the Toddler room. The children are gathered from the Toddler room and moved into the Preschool room for the commencement of their day. At the end of the day, the children are returned to the Fungroup room at 5.00 pm for family grouping.

#### Centre policies

The Preschool has a range of procedural guidelines regarding issues relating to you, your child and TCC. These guidelines are kept in a Policy book located in the Preschool room.

#### Medical conditions

If your child suffers a medical condition (especially asthma or anaphylaxis/food allergy), please discuss this with us.



### Collection of children

Only the legal parent/guardian listed on the enrolment form is able to have access to your child.

Parents/guardians can nominate other people to collect their children on the enrolment form. Parents are to inform educators if an authorized person will be collecting their child. Authorised person/s will be asked to show identification upon arrival if educators have not met them before.

### Parental concerns

Tatura Children's Centre has a policy that any concerns should be forwarded to an educator. If necessary they will then be forwarded on to the Centre Director. Please refer to the Centre Policy manual for further details.

### Lost property

Please check from time-to-time for lost property.

### Photographs/media

There may be times when the media will visit the Preschool to take footage or photographs of the children and where possible, parents will be notified.

Throughout the year, educators will take photographs of the children to use in the program and on wall displays. Educators are sensitive to the religious, cultural beliefs and custodian issues for families.

## Preschool Early Childhood Educators



### Preschool Teacher

#### Melissa D'Angelo

Melissa has been with TCC for 3 years in our Toddler room and recently finished her Preschool\Primary Teaching Degree. She is passionate about Early Childhood Education, child led inquiry and STEAM. She is a full time employee.

### Room Preschool Educators



Alisha has been with TCC for 7 years and is a keen advocate in supporting children's interests and helping the children to have a smooth transition from Preschool to School. Alisha works 3 days per week (Wed, Thu, Fri)



**Andrea** has been working with TCC for 3 years and has enjoyed forming strong relationships with the children and families. She has a strong passion for using routine opportunities to foster the children's sense of agency and independence. She works four days a week (Mon, Tue, Wed, Thu)



**Nicole** has a passion for engaging the children in project work through group time opportunities based on the children's interests, strengths and needs. She has worked in the Preschool room for the past 3 years and works full time.

**TCC everywhere Educators who engage in the Preschool room**  
Everywhere educators are staff who work in all rooms across the centre and support room staff. These

educators can work in preschool across the 5 days.

## Preschool Curriculum

The curriculum in Tatura Children's Centre Preschool room offers a range of child initiated and educator initiated learning experiences. The program flows from the child's ideas, interests and experiences both inside and outside of the Preschool environment, indicated by parents in the 'Memorable Moments' sheets; available in the Preschool room, together with educators observations. Reflection folders, individual portfolios and project folders are available in the Preschool room for viewing on a daily basis.

Information will be given to you when our Concept of the week Curriculum begins to encourage collaboration between your child's two learning environments (home and Preschool)



## Early Years Learning Framework

This Australia wide initiative provides the framework from which the curriculum will be implemented and assessed. The key visions encompassed by the framework are **BELONGING** (knowing where and with whom you belong), **BEING** (recognising the significance of the here and now in children's lives) and **BECOMING** (reflects the process of rapid and significant changes that occur in the early years as young children learn and grow).

These key visions are further split into five learning outcomes:

- **IDENTITY,**
- **COMMUNITY,**
- **WELLBEING,**
- **LEARNING,** and
- **COMMUNICATION.**

Each of the above five learning outcomes are expanded to provide examples of evidence that we, as educators can observe in the children as they learn. This helps us to design a curriculum that meets the needs and interests of the children as individuals and a group.

## Ten Key learning/Curriculum Areas

The following learning areas will be incorporated into the curriculum on a daily basis. Please refer to our Curriculum Preschool Booklet for more information

### 1) Health and Physical Education

Active play and healthy eating is promoted daily through our cooking program and large outdoor environments.



### 2) Transition & orientation to Schools

We work closely with our Local schools to facilitate regular transition outings and have the children of our Primary schools attend Preschool



### 3) Language and Literacy

Dance, movement, literature, books and our Concept of the week Curriculum, supports children to have fun with language and rhymes.



### 4) Games and Construction

We use these to encourage small group collaboration work. Board games, puzzles and music dance games support the children to be creative in their play.



### 5) Colour, Letter and Number of the week (see schedule at book end)

Our play based program focuses on literacy, numbers and colours throughout the year. This is done so through our play based activities which aims to assist children develop skills and knowledge for School.



### 6) Music and Movement

We encourage the children to explore cultures through music, to interact with others and to investigate sounds



### 7) Sensory Play

All children are individual learners and their learning styles are unique. We often use clay, sand, felt and music to encourage discussions on our senses.



### 8) Cooking with Children

We often use Community celebrations or the children's ideas from their home to cook in our Kitchen and incorporate fresh produce from our Garden to encourage sustainability.



### 9) Connecting with Nature

We utilise our Parks within the Community and regularly attend excursions to promote discovery, exploration and discussions on wildlife and Nature to ultimately educate the children on the world in which we live.





## 10) STEAM

Educators incorporate a variety of teaching strategies to educate children on Curriculum topics to broaden their knowledge and aim for a smoother transition to School

**S...Science**

**T...Technology**

**E...Engineering**

**A...Arts**

**M...Mathematics**

### Individual Programming

Each child in our program is valued as an individual and our aim is to develop their potential in an individually appropriate way. We believe that children bring to a group setting, particular learning styles and learning needs. As a result of this belief, we carefully observe and gather information about your child's journey with us, which is kept in an individual portfolio for each child. Each portfolio contains:

- copies of the Memorable Moments and Educator Voice sheets.
- Assessment methods relevant to the individual child.
- Together with mid year reviews and your child's transition statement.
- Samples of your child's art work (if they don't take them home).

### Small Group Programming

As we know, children learn best in groups, a great deal of learning occurs in small group interactions.

Through small groups children have the opportunity to share ideas with each other, listen to each other, be actively involved in a shared experience, and have regular involvement with an adult.

Small group time occurs regularly throughout the day in a spontaneous manner. As educators we use interests to extend the children's learning and through an adult guided learning experience, we can introduce new concepts or explore further familiar concepts with the children. Educators take the lead and set challenges for the children.



### Large Group Programming

Large group times are a time for the entire group of children to share important information or to participate in experiences which are suitable for large groups. Group times will include, group games, a music, physical, health or language experience; and regular planning sessions, which encourage the children's input into the activities

provided. This is also the time where educators can introduce new ideas to the children; those that are important for the children to learn such as road safety, nutrition, cultural awareness, cooking or gardening and sustainability practices.



By utilising the above three programming initiatives, at the end of your child's Preschool year we aim for your child to be displaying independence in thinking; an understanding of Preschool routines, rules and expectations and a responsibility and care for belongings and Preschool equipment. This is achieved through:

- "group times" which are gradually extended in time and increasing in structure throughout the year;
- guidance in routines and turn taking;
- the development of responsibility over their belongings;
- an ability to listen to others and
- most importantly, developing an ability to follow their own ideas.

## Healthy Together Program (Healthy Lunch Box Ideas)

Each child is required to bring along a Healthy Lunch box daily consisting of morning tea, lunch, afternoon tea and a late snack if needed. A list of suitable items is included in the package. We have a room routine, which we use as a guide, and the children have access to their lunch as needed.

### TCC's "Nude food" program

TCC have adopted a "Nude food" initiative. This means we are encouraging all food products bought into TCC to be in a plastic container. By reducing the amount of wrappings within the Centre we are aiming to educate children about looking after the world in which they live and build on sustainability practices. Please refer to TCC's sustainability policy for more information on sustainability initiatives.



### Suitable food items to bring to Preschool. (list at back of book)

Fruit - including kiwi fruit, sultanas, bananas, apples, pears, peaches, nectarines, grapes, oranges, mandarins, cherries, strawberries, dates, watermelon, pineapple, apricots or plums.

Vegetables - celery, carrot, avocado, mushrooms, garden salad, capsicum, tomato, olives, corn cobs, cucumber or coleslaw.

Bread - rolls, pita bread, English muffins, fruit bread, crumpets, sandwiches, pikelets, rice/corn cakes, jaffles, cooked fried rice, or pizza slices.

Cheese/dip and biscuits, plain popcorn. Yoghurt or custard  
Cheese sticks, slices or wedges  
Water in their drink bottle  
Purchased BIRTHDAY CAKE (for your child's special day)

### Unsuitable foods to bring to Preschool

Chocolate covered items, Nut or nut based items, Lollies or sweet treats. Cordial or juice.

## Commencing Preschool Settling in

On the first few days, your child may need support with settling in to the Preschool environment. This can be done by greeting educators inside the Preschool room and then saying 'goodbye' confidently when you and the educators feel it is time to go. Some children take longer to settle than others. If you have any concerns, please do not hesitate to speak to an educator.

### What your child needs to bring

- a medium sized backpack,
- a sunhat (Terms 1 and 4),

- a complete change of clothes, including underwear,
- a jumper (when appropriate),
- a water bottle,
- a packed lunch box

All items should be clearly labelled.

### Clothing and footwear

It is best to send your child in casual, comfortable clothes. This allows them to freely participate in messy experiences such as playing with paint, clay, mud and water. While smocks are supplied, they don't always prevent clothes from getting dirty. In winter, jackets are needed for outdoor play.

Runners, shoes or sandals (no thongs) are recommended for safe play. Children will be allowed to take off their footwear for outdoor play in warmer months.

## All About Me

This Project for 2021 will be an opportunity for your child to share some special things about their home\family with their peers. Once a week a child will take home the 'All About Me' box. Children will then be encouraged to talk about the items they have chosen from home at a group time. A great opportunity to develop the children's public speaking, confidence and language skills and enables us as educators to guide planning opportunities to meet children's individual needs.

## Transition to school

To facilitate a smooth transition from Preschool to School, we at TCC have developed a close working relationship with the local schools.

During Term 2 the children will have the opportunity to visit the Tatura schools, to explore the environments and see the teachers at the school.

During Term 3, the schools visit us at Preschool. During Term 4 the children visit the schools on a more regular basis through their Transition program, prior to the State Transition Day. Each child will have a Transition Learning and Development Statement compiled by both their family and teacher prior to this day, to provide their future teacher with information regarding your child.

## Local School Contact Numbers

Tatura Primary School: 5824 1684

Sacred Heart School: 5824 1841

Dhurringile Primary School: 5826 6222

Harston Primary School: 58548317

## Family engagement

Our Preschool program is further enhanced for the children when families understanding of their child is shared with educators. This will occur in many different ways. Families can also participate

# Our Routine

Time	Routine activity
8.00 – 8.30am	Indoor play – setting up rooms
8.30 am 9.00am	Preschool Begins – Monday to Thursday <b>Welcome group time</b>
9.15 – 10.15 am	Indoor/outdoor play
9.45 – 10.15 am	Floating Morning tea (children choose when they want to eat)
10.15 – 11.30am	Indoor/outdoor play
11.30am	<b>Group time session</b> – Intentional teaching run by kinder teacher
12.00 – 12.45pm	Lunchtime (children can have access earlier if needed)
12.45 – 2.30 pm	Indoor/outdoor play
Anytime	Library bags (children choose their own books) term 3 & 4
2.45 – 3.00 pm	<b>Group time session-</b> Literacy based
3.00 – 3.30 pm	Afternoon Tea and packing bags (children pack their own bags)
3.30 – 4.00 pm	Indoor/outdoor play
4.00pm	Preschool Ends
4.00 – 5.00pm	Tidy up and reset play spaces.
Children are encouraged and welcome to help educators prepare the tables for all meals (including packing up activities and wiping the tables). Children also help to set up and pack up the room with educators.	



in the service through other facets of the environment and program. These are highlighted below.

### How will I know what is occurring in the Preschool program?

We provide information in the following ways:

- A noticeboard,
- Program outline,
- Displays in the room
- Fortnightly newsletters,
- Handouts
- Parent/educator interviews,
- Transition learning and development statements,
- Emails,
- Facebook and
- Daily interactions.

### Family participation

You can do this by sharing ideas to enhance your child's current interests,

- Supplying TCC with recycled materials (see included list), and
- Sharing own hobbies and special interests with the children; for example art, music, cooking, gardening, sewing or story telling,
- Going on excursions.



## Information for Parents about Preschool

### Excursions

All children will be able to attend excursions with their Preschool group only. We are planning to provide an opportunity for both groups to engage in the same experiences, therefore children attending long day care on days other than their Preschool day will remain at Preschool with an educator whilst the Preschool children are involved in the event.

On your 2021 enrolment form you signed an authorisation for your child to attend 'Regular' excursions. This is so we do not have to ask you for written permission each time this occurs. We inform all parents beforehand and afterwards if a 'Regular' excursion has occurred. All other excursions outside on the enrolment form will require written parent permission before your child leaves TCC premises.



### Sun Protection

Tatura Children's Centre is a SUNSMART Centre. Sun hats must be worn by the children during September and April. If your child doesn't bring a suitable sun hat, then

there is a 'no hat, no outside play' policy. Hats can be left at Preschool in a basket provided (all hats are washed weekly). TCC provides sunscreen to the children and this is put on half an hour before the children go out to play.

### Library bags

Your child will be able to borrow a library book to take home from 3rd term. The book must be returned the following week. A calico bag will be provided for your child to decorate and use as a library bag. If a book is damaged or lost families are responsible for replacing the book or have a fee charged to cover the cost of replacing them.

### Uniforms

The following uniforms are available for you to purchase if you wish. Please note these items are on display in the foyer for you to consider.

TCC Logo Hats	\$12.00
TCC Logo Drink Bottles	\$5.50
TCC Preschool Logo Polo Shirts	\$17.00

(colours available in Polo Shirts are pink, purple, navy and royal blue).



## Cooking with the Preschoolers

We will be cooking some delicious foods with the children throughout the year. These sessions allow your child to learn about:

- Science.
- Maths.
- Reading and time telling skills.
- Encouraging healthy food choices.
- Building confidence and creativity.
- Basic literacy and reading concepts.

Some of the healthy items your child could be cooking include:

- Pancakes.
- Bread.
- Soup.
- Savoury muffins.
- Dips.
- Other items using produce from our vegetable garden.

**Do you have any healthy recipes? We would love to try them out.**



Everything we do at Preschool is to develop your child's skills to prepare for their transition into their Foundation year at school. Your child will be given opportunities to participate in these small group experiences, to create something from scratch, try new foods and communicate with their peers. These are all life skills that require communication to succeed.



## Concept of the week

While there are many elements to our Preschool program, the Concept of the week is just a small concept and we incorporate these in with other curriculum areas which is underpinned by our TCC Philosophy

### 'Colors of the Week' Program - Term 1

Week 1	27 <sup>th</sup> to 29 <sup>th</sup> Jan	Yellow
Week 2	1 <sup>st</sup> to 5 <sup>th</sup> Feb	Blue
Week 3	8 <sup>th</sup> to 12 <sup>th</sup> Feb	Red
Week 4	15 <sup>th</sup> to 19 <sup>th</sup> Feb	Brown
Week 5	22 <sup>nd</sup> to 26 <sup>th</sup> Feb	Pink and Purple
Week 6	1 <sup>st</sup> to 5 <sup>th</sup> March	Black and White
Week 7	8 <sup>th</sup> to 12 <sup>th</sup> March	Green
Week 8	15 <sup>th</sup> to 19 <sup>th</sup> March	Orange
Week 9	22 <sup>nd</sup> to 26 <sup>th</sup> March	Rainbow
Week 10	29 <sup>th</sup> March to 1 <sup>st</sup> April	Colour experimentation week & Shapes

### 'Number of the Week' Program- Term 2

Week 1	19 <sup>th</sup> to 23 <sup>rd</sup> April	1 and 2
Week 2	26 <sup>th</sup> to 30 <sup>th</sup> April	3 and 4
Week 3	3 <sup>rd</sup> May to 7 <sup>th</sup> May	5 and 6
Week 4	10 <sup>th</sup> to 14 <sup>th</sup> May	7 and 8
Week 5	17 <sup>th</sup> to 21 <sup>st</sup> May	9 and 10
Week 6	24 <sup>th</sup> to 28 <sup>th</sup> May	11 and 12
Week 7	31 <sup>st</sup> to 4 <sup>th</sup> June	13 and 14
Week 8	7 <sup>th</sup> to 11 <sup>th</sup> June	15 and 16
Week 9	14 <sup>th</sup> to 18 <sup>th</sup> June	17 and 18
Week 10	21 <sup>st</sup> to 25 <sup>th</sup> June	19 and 20

### Letter of the Week Program- Term 3

Week 1	12 <sup>th</sup> to 16 <sup>th</sup> July	Aa
Week 2	19 <sup>th</sup> to 23 <sup>rd</sup> July	Bb
Week 3	26 <sup>th</sup> to 30 <sup>th</sup> July	Cc and Dd
Week 4	2 <sup>nd</sup> to 6 <sup>th</sup> August	Ee
Week 5	9 <sup>th</sup> to 13 <sup>th</sup> August	Ff and Gg
Week 6	16 <sup>th</sup> to 20 <sup>th</sup> August	Hh
Week 7	23 <sup>rd</sup> to 27 <sup>th</sup> August	Ii and Jj
Week 8	30 <sup>th</sup> Aug to 3 <sup>rd</sup> Sep	Kk
Week 9	6 <sup>th</sup> to 10 <sup>th</sup> Sep	Ll
Week 10	13 <sup>th</sup> to 17 <sup>th</sup> Sep	Mm

### Letter of the Week Program- Term 4

Week 1	4 <sup>th</sup> to 8 <sup>th</sup> Oct	Nn
Week 2	11 <sup>th</sup> to 15 <sup>th</sup> Oct	Oo
Week 3	18 <sup>th</sup> to 22 <sup>nd</sup> Oct	Pp and Qq
Week 4	25 <sup>th</sup> to 29 <sup>th</sup> Oct	Rr
Week 5	1 <sup>st</sup> to 5 <sup>th</sup> Nov	Ss
Week 6	8 <sup>th</sup> to 12 <sup>th</sup> Nov	Tt
Week 7	15 <sup>th</sup> to 19 <sup>th</sup> Nov	Uu and Vv
Week 8	22 <sup>nd</sup> to 26 <sup>th</sup> Nov	Ww and Xx
Week 9	29 <sup>th</sup> Nov to 3 <sup>rd</sup> Dec	Yy and Zz
Week 10 to 11	Review of overall concept curriculum incorporated with transition to school program.	



## Suggestions for Lunch Boxes.

All recommendations are supported by Nutrition Australia and healthy Eating Guidelines for children in long day care Settings.

### FOR A HEALTHY LUNCHBOX **PICK&MIX** SOMETHING FROM EACH GROUP 1-6!



Developed in conjunction with the Achievement Program to support a whole-school approach to healthy eating.



### FOR A HEALTHY LUNCHBOX

## **PICK&MIX**

### SOMETHING FROM EACH GROUP

## **1-6!**

#### FRUIT 1

##### FRESH FRUIT

- Apple
- Banana
- Mandarin
- Orange quarters
- Passionfruit halves (with spoon)
- Watermelon, honeydew, rockmelon chunks
- Pineapple chunks
- Grapes
- Plums
- Nectarines, peaches, Apricots
- Strawberries
- Cherries
- Kiwifruit halves (with spoon)
- Pear

##### MIXED FRUIT

- Fruit salad
- Fruit kebabs

##### DRIED FRUIT

- Dried fruit, nut, popcorn mixes\*

##### TINNED FRUIT/SNACK PACKS/CUPS

- In natural juice (not syrup)



#### VEGETABLES 2

##### FRESH CRUNCHY VEGIES

- Corn cobs
- Carrot sticks
- Capsicum sticks
- Green beans
- Cucumber sticks
- Celery sticks
- Snow peas
- Tomatoes (e.g. cherry and Roma tomatoes)
- Mushroom pieces

##### Can serve with either:

- Hummus
- Tomato salsa
- Tatziki
- Beetroot dip
- Natural yoghurt

##### SALADS

- Coleslaw and potato salad (reduced fat dressing)
- Mexican bean, tomato, lettuce and cheese salad
- Pesto pasta salad\*

##### BAKED ITEMS

- Grilled or roasted vegetables
- Wholemeal vegetable muffins or scones
- Vegetable slice (with grated zucchini and carrot)
- Popcorn

##### SOUP (In small thermos)

- Pumpkin soup
- Potato and leek soup
- Chicken and corn soup

#### MILK, YOGHURT AND CHEESE 3

- Milk
- Calcium-enriched soy and other plant-based milks
- Yoghurt (frozen overnight)
- Custard

##### Tip:

- Freeze the night before to keep cool during the day

- Cheese cubes, sticks or slices
- Cottage or ricotta cheese
- Cream cheese
- Tatziki dip

##### Can serve with either:

- Fruit
- Wholegrain cereal, low in sugar
- Vegetable sticks
- Rice and corn cakes
- Wholegrain wheat crackers

#### MEAT OR MEAT ALTERNATIVE 4

- Tinned tuna or salmon in springwater
- Lean roast or grilled meats (e.g. beef, chicken, kangaroo)
- Falafel balls
- Lean meat or chicken patties
- Tinned tuna or salmon patties
- Lentil patties
- Lean deli meats (e.g. ham, silveride, chicken)
- Baked eggs
- Baked beans (canned)
- Tofu cubes
- Hummus dip
- Lean meat or chicken kebab sticks
- Peanut butter\*

##### Can serve with:

- Wholegrain sandwich, roll, pita or wrap bread with salad
- Rice and corn cakes
- Wholegrain wheat crackers
- Side salad

- Vegetable frittata
- Skinless chicken drumsticks
- Savoury muffins or scones (e.g. lean ham, cheese and shallots)
- Homemade pizzas with lean roast or deli meats and vegetables

##### Can serve with:

- Side salad
- Steamed or roasted vegetables

#### GRAIN AND CEREAL FOOD 5

##### MAINS

- Wraps
- Sandwiches
- Rolls
- Toasted sandwiches

##### Tip:

Use breads such as wholemeal, multigrain, rye, sourdough, pita, flat, corn, mountain, lavash, white fibre-enriched, soy and linseed, herb, naan, bagels, foccacias, fruit bread and English muffins.

- Pasta dishes
- Rice, quinoa or cous cous dishes
- Noodle dishes
- Sushi

##### SAVORY BAKED ITEMS

- Homemade pizzas
- Wholemeal savoury muffins or scones (e.g. ham, cheese and corn muffins)
- Vegetable based muffins
- Pasta or noodle bake

##### SWEET BAKED ITEMS

- Fruit loaf
- Wholemeal fruit based muffins

##### SNACKS

- High fibre, low sugar cereal (e.g. muesli)
- English muffins
- Crackers
- Crisps/cakes
- Rice cakes
- Corn thins
- Wholemeal scones
- Pikelets
- Crumpets
- Hot cross buns (no icing)

#### WATER 6

- Take a water bottle (for refilling throughout the day)

##### Tip:

- Freeze overnight to keep foods cool in lunchboxes

Sweet and savoury snack foods (e.g. muesli/fruit/nut bars, biscuits, crisps, cakes, muffins, slices) should be limited in lunchboxes. They can lead to excess energy intake if consumed in large amounts.

Sugar sweetened drinks and confectionery should not be provided in lunchboxes. They can lead to excess energy intake and tooth decay.



\*Check your school's policy regarding the use of nuts and products containing nuts.

For more information about healthy eating and for many tasty recipes, visit the Healthy Eating Advisory Service:  
<http://heos.health.vic.gov.au/>

## Preschool Term Dates 2021

### **Term 1- Wednesday 27<sup>th</sup> January to Thursday 1<sup>st</sup> April**

Monday	11 <sup>th</sup> January	Centre reopens (Long Day Care only)
<b>Monday</b>	<b>18<sup>th</sup> January</b>	<b>Yellow Group Parent/Educator interviews</b>
<b>Tuesday</b>	<b>19<sup>th</sup> January</b>	<b>Green Group Parent/Educator interviews</b>
Tuesday	26 <sup>th</sup> January	Australia Day - Centre closed
<b>Wednesday</b>	<b>27<sup>th</sup> January</b>	<b>Yellow Group First day of Preschool</b>
<b>Thursday</b>	<b>28<sup>th</sup> January</b>	<b>Green Group First day of Preschool</b>
Monday	8 <sup>th</sup> March	Labour Day - Centre closed
<b>Wednesday</b>	<b>31<sup>st</sup> March</b>	<b>Green Group Term 1 ends</b>
<b>Thursday</b>	<b>1<sup>st</sup> April</b>	<b>Yellow Group Term 1 ends</b>
Friday	2 <sup>nd</sup> April	Good Friday - Centre closed
Monday	5 <sup>th</sup> April	Easter Monday - Centre closed

### **Term 2- Monday 19<sup>th</sup> April to Friday 25<sup>th</sup> June**

<b>Monday</b>	<b>19<sup>th</sup> April</b>	<b>Yellow Group Term 2 begins</b>
<b>Tuesday</b>	<b>20<sup>th</sup> April</b>	<b>Green Group Term 2 begins</b>
Sunday	25 <sup>th</sup> April	ANZAC Day
Monday	14 <sup>th</sup> June	Queen's birthday - Centre closed
<b>Wednesday</b>	<b>24<sup>th</sup> June</b>	<b>Green Group Term 2 ends</b>
<b>Thursday</b>	<b>25<sup>th</sup> June</b>	<b>Yellow Group Term 2 ends</b>
<b>Tuesday</b>	<b>29<sup>th</sup> June</b>	<b>Green Group Parent/Educator interviews</b>
<b>Wednesday</b>	<b>30<sup>th</sup> June</b>	<b>Yellow Group Parent/Teacher interviews</b>

### **Term 3 Monday 12<sup>th</sup> July to Friday 17<sup>th</sup> September**

<b>Monday</b>	<b>12<sup>th</sup> July</b>	<b>Green Group Term 3 begins</b>
<b>Tuesday</b>	<b>13<sup>th</sup> July</b>	<b>Yellow Group Term 3 begins</b>
<b>Wednesday</b>	<b>15<sup>th</sup> Sep</b>	<b>Green Group Term 3 ends</b>
<b>Thursday</b>	<b>16<sup>th</sup> Sep</b>	<b>Yellow group Term 3 ends</b>

### **Term 4- Monday 4<sup>th</sup> October to Friday 17<sup>th</sup> December**

<b>Monday</b>	<b>4<sup>th</sup> October</b>	<b>Green Group Term 4 begins</b>
<b>Tuesday</b>	<b>5<sup>th</sup> October</b>	<b>Yellow Group Term 4 begins</b>
Tuesday	2 <sup>nd</sup> November	Melbourne Cup - Centre closed
Tuesday	7 <sup>th</sup> December	State School Transition Day (Room closed)
<b>Wednesday</b>	<b>15<sup>th</sup> December</b>	<b>Green Group Last day of Preschool</b>
<b>Thursday</b>	<b>16<sup>th</sup> December</b>	<b>Yellow Group Last day of Preschool</b>
Thursday	23 <sup>rd</sup> December	TCC closes at 1:00pm

Please note the Preschool Room is closed for Transition Day in Term 4. Date TBA

