



Tatura Children's Centre Inc

Preschool Handbook for Families 2025



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Contact Information

For further information regarding fees, enrolments and payments, please contact the office.

Phone: 03 5824 1415

Preschool email: tccpreschooltatura@gmail.com

Centre email: taturatcc@outlook.com

Centre Website: 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

Welcome to our Service

Our Parent Handbook provides valuable information about TCC's Preschool and will help you to prepare for this important time in your child's life.

This handbook outlines important information and dates. It will provide you with an insight into a typical day of Preschool, making everyday in our environments for learning a new adventure for your child.

Please keep this Handbook in a safe place as it will be a valuable resource for your family during the year. If you have any questions, we are here to support your child's learning journey and can assist accordingly.

TCC has an open-door policy. You and your family are welcome to visit our Preschool room at any time.

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/aim, will only enrich your child's individual learning journey.

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



Our Policies

All of our policies are available in the 'Policy Manual' located in the Preschool room. Please feel free to refer to at any time.

Preschool Education

Preschool is offered in the year prior to starting school. It is an opportunity to build on your child's existing skills while furthering those essential skills 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.





Introduction to Tatura Children's Centre

Tatura Children's Centre is a community managed Centre, with places for 105 children. The Centre features four different aged rooms; Nursery, Toddler, 3-year-old Fun group and Preschool. The Preschool room is 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 2025

Funded Preschool Program

Monday and Wednesday
(Green group)
8:30am to 4:00pm

and

Tuesday and Thursday
(Yellow Group)
8:30am to 4:00pm

or

You can choose long day care on these days which means your child can attend anytime between 7:30am and 6:00pm.

Any accounts and Preschool correspondence will be emailed to your nominated email address. All accounts are payable online only.

TCC is a participating Service in the Governments "Free Kinder" initiative. Therefore, Preschool is free for term attending children and a Government approved subsidy is placed onto your account at the start of each term if you are a long daycare attending child in our Preschool program.

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.



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. We believe reconciliation is the responsibility of all Australians. Our RAP is in the TCC foyer.

Preschool Term Dates 2025

Term 1 - Wednesday 29th January to Thursday 3rd April

Tuesday	7 th January	Centre reopens (Long Day Care only)
Wednesday	22 nd January	Parent/Educator interviews
Thursday	23 rd January	Parent/Educator interviews
Monday	27 th January	Australia Day- Centre closed
Wednesday	29 th January	Green Group Term 1 starts
Thursday	30 th January	Yellow Group Term 2 starts
Monday	10 th March	Labour Day- Centre closed
Wednesday	2 nd April	Green Group Term 1 ends
Thursday	3 rd April	Yellow Group Term 2 ends
Friday	18 th April	Good Friday- Centre closed
Monday	21 st April	Easter Monday- Centre closed

Term 2- Tuesday 22nd April to Thursday 3rd July

Tuesday	22 nd April	Yellow Group Term 2 starts
Wednesday	23 rd April	Green Group Term 2 starts
Friday	25 th April	ANZAC Day- Centre closed
Day TBA	May Date TBA	TCC PD Day- Centre closed
Monday	9 th June	Kings Birthday- Centre closed
Wednesday	2 nd July	Green Group Term 2 ends
Thursday	3 rd July	Yellow Group Term 2 ends

Term 3- Monday 21st July to Thursday 18th September

Monday	21 st July	Green Group Term 3 starts
Tuesday	22 nd July	Yellow Group Term 3 starts
Wednesday	17 th September	Green Group Term 3 ends
Thursday	18 th September	Yellow Group Term 3 ends
Friday	26 th September	AFL Grand Final- Centre closed

Term 4- Monday 6th October to Thursday 18th December

Monday	6 th October	Green Group Term 4 starts
Tuesday	7 th October	Yellow Group Term 4 starts
Monday	3 rd November	Centre closed
Tuesday	4 th November	Melbourne cup- Centre closed
Tuesday	9 th December	Victorian Recognised Transition Day Preschool closed until 1pm
Wednesday	10 th December	Green Group Term 4 ends
Thursday	11 th December	Yellow Group Term 4 ends
Friday	19 th December	Centre closes at 5:30pm

TCC Preschool Excursion- Both groups.
11th Sep- Twisted Science Echuca



Parent/Educator interviews

Before your child commences Preschool, we will offer you a Parent/Educator interview. This is an opportunity for us to have a more specific discussion with you and your child about your child's development and set goals for your child during 2025. An 'interview time sheet' will be available on Orientation Day located near the Fungroup Room door during December 2024.

General information

Arrival and departure:

All families are given login details to the Preschool iPad. Signing your child in and out daily is a legal requirement for Guardians and TCC, late fees (as indicated in your Centre Family Handbook) apply if you are late (4:00pm for Preschool Term only children and 6:00pm for Long Day Care children. We close at 5:30pm on a Friday). If you would like to pick up your child earlier, please let us know so that bag and belongings can be packed and ready.

Preschool Term only:

Parents are asked to stay in the Preschool outdoor yard until the door is opened by educators at 8:30am, at which time you are then welcome to enter the room.

Long Day care only:

The Preschool room opens at 8:00am. Long Day Care children and their families are welcome to enter the Preschool room after this time. Children who arrive prior to this time, are included in family grouping situated in the Toddler Room. A TCC Educator will collect the children from the Toddler room to commence their day in the Preschool room. At the end of the day, the children are returned to the Fungroup room at 5:15pm for family grouping.

Medical conditions

If your child has a medical condition (especially asthma or anaphylaxis/food allergy), please discuss this with the Preschool educators. While it is a section included on your child's enrolment form, we will ensure any extra individual needs will be tailored for you in the Preschool room.



Collection of children

Only the child's legal parent/guardian listed on the enrolment form can have access to your child. Parents/guardians can nominate other people to collect their children on the enrolment form or during the year at the TCC office. Parents are to inform educators if an authorised person will be collecting their child on a specific occasion. 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 onto the Centre Director. Please refer to the Centre Policy manual for further details.

Lost property

Please check from time to time for any lost property. The Preschool educators will be able to show you where the lost property box is.

Photographs/media

There may be times when the media will visit our Preschool to take footage or photographs of the children. Only families who have given consent on the TCC enrolment form will be photographed. Parents will be notified before any external publications are to occur. Throughout the year, educators will also take photographs of the children to use in the program and on wall displays in the room. Educators are sensitive to the religious, cultural beliefs and custodian issues for families.

Preschool Early Childhood Educators

Preschool Educators

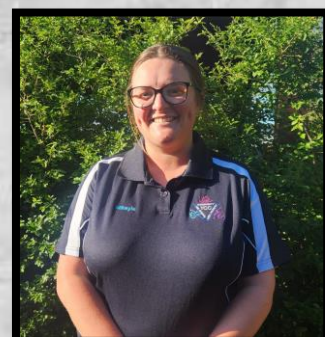
Preschool Teacher



Sarah Mahoney



Alisha
Debbie
Heidi
Carlynn
&
Mikayla



Preschool Curriculum

Our Preschool curriculum offers a range of child initiated and educator-initiated learning experiences. The program flows from the child's ideas, interests and experiences indicated by parents via email and together with educator observations. Reflection folders, individual portfolios and project folders are available in the Preschool room for viewing daily. Information will be given to families 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.

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 & Communication.

Each of the 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 Preschool curriculum daily. Please refer to our Preschool Curriculum Booklet for more information.

1. Health and Physical Education

Active play and healthy eating is promoted daily through intentional learning opportunities and spontaneous discussions with the children, along with our large open outdoor environment for children to explore.



2. Cooking

The Preschool educators implement real life leaning opportunities into the program such as cooking. Cooking promotes opportunities to build a child's confidence and creativity, communication skills, a great sensory experience, builds relationships, promotes cooperation and sharing and basic literacy and reading concepts.



3. Transition and orientation to schools

We work closely with our local schools to facilitate regular transition outings. Teachers and children from our local schools also attend Preschool for visits.



4. Language and Literacy

Language and literacy form the foundation of communication and learning, and play a crucial role in the development of young children. Dance, movement, literature, books and our 'Concept of the Week' Curriculum supports children to have fun with language and rhymes.



5. Games and construction

This form of manipulative play promotes creativity and imagination in children and encourages collaborative working, develops language and problem-solving skills, and sparks creativity. We use board games, floor puzzles, music and dance games to support small collaboration work.



6. Colour, number and letter Concept of the Week (see schedule on next page)

Our play-based program incorporates intentional teaching concepts connected to literacy, numbers and colours throughout the year. This has proven to be a valuable resource for a smooth transition into School.



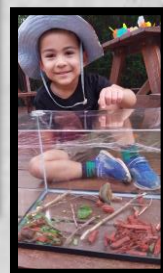
7. Music and movement

Music and movement promotes physical, social, emotional and cognitive development. We encourage children to explore cultures through music, interactions with others and to investigate new sounds and tones.



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. This ultimately educates the children on the world and Community in which we live.



10. STEAM learning

Educators integrate STEM into the children's play and learning across our 4 terms, developing the children's problem solving, creativity and critical thinking skills.

S- Science

T- Technology

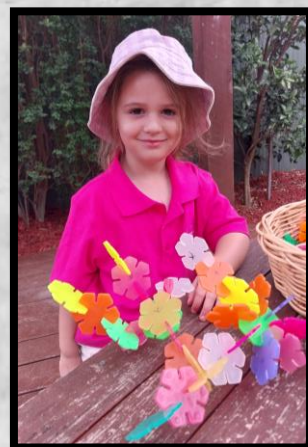
E- Engineering

A- Art

M- Mathematics

8. Sensory play

Sensory play encourages learning through exploration, problem solving, and creativity. Our Preschool room embeds water, playdough, shaving cream, textured sensory rice and many other forms of messy play.



Concept of the Week

While there are many elements to our Preschool program, the Concept of the Week is just one area where we focus on Colours of the Week, Numbers of the Week and Letters of the Week. We incorporate these fun and engaging experiences into the Preschool program, along with other curriculum areas which is underpinned by our TCC Philosophy.

'Colours of the Week' program – Term 1		
Week 1	27 th – 31 st January	Yellow
Week 2	3 rd – 7 th February	Blue
Week 3	10 th – 14 th February	Red
Week 4	17 th – 21 st February	Brown
Week 5	24 th – 28 th February	Pink & Purple
Week 6	3 rd – 7 th March	Black & White
Week 7	10 th – 14 th March	Green & Orange
Week 8	17 th – 21 st March	Rainbow
Week 9	24 th – 28 th March	Shape Exploration
Week 10	31 st March – 4 th April	Colour Review

'Numbers of the Week' program – Term 2		
Week 1	21 st – 25 th April	1 & 2
Week 2	28 th April – 2 nd May	3 & 4
Week 3	5 th – 9 th May	5 & 6
Week 4	12 th – 16 th May	7 & 8
Week 5	19 th – 23 rd May	9 & 10
Week 6	26 th – 30 th May	11 & 12
Week 7	2 nd – 6 th June	13 & 14
Week 8	9 th – 13 th June	15 & 16
Week 9	16 th – 20 th June	17 & 18
Week 10	23 rd – 27 th June	19 & 20
Week 11	30 th June – 4 th July	Number Review

'Letters of the Week' program – Term 3		
Week 1	21 st – 25 th July	Aa & Bb
Week 2	28 th July – 1 st August	Cc & Dd
Week 3	4 th – 8 th August	Ee
Week 4	11 th – 15 th August	Ff & Gg
Week 5	18 th – 22 nd August	Hh
Week 6	25 th – 29 th August	Ii & Jj
Week 7	1 st – 5 th September	Kk
Week 8	8 th – 12 th September	Ll
Week 9	15 th – 19 th September	Mm

'Letters of the Week' program – Term 4		
Week 1	6 th – 10 th October	Nn
Week 2	13 th – 17 th October	Oo
Week 3	20 th – 24 th October	Pp & Qq
Week 4	27 th – 31 st October	Rr
Week 5	3 rd – 7 th November	Ss
Week 6	10 th – 14 th November	Tt
Week 7	17 th – 21 st November	Uu & Vv
Week 8	24 th – 28 th November	Ww & Xx
Week 9	1 st – 5 th December	Yy & Zz
Week 10 & 11	8 th – 18 th December	Graduation practice and end of year Preschool celebrations

Zones of Regulations

The Zones of Regulation provides an age appropriate way for children to think and talk about how we feel on the inside and helps children regulate their emotions into four colored zones, all of which are expected in our life. Our role as educators is to assist children to recognize when they are becoming less regulated, and to help them manage their feelings and to help them feel and connect to a healthy place. This comes more naturally for some age-appropriate but for others, it is a skill that needs more attention and practice.

This is the goal of The Zones of Regulation.

To make this easier for children to talk about, think about, and regulate, The Zones of Regulation organize our feelings into four colored Zones- **Blue**, **Green**, **Yellow**, and **Red**. This helps to make the complex skill of regulation easier for a child and those who support them.

As of Term 2, upon arrival to Preschool, the children will be encouraged to find their picture on the board and place it under the corresponding colour/emotion they are feeling. Throughout the day they have opportunities to move their picture into a different zone based on how their feelings change during the day. Children can freely engage in conversations with educators about their feelings, any changes they may experience daily and will be supported to understand their emotions.



School Readiness Program

School Readiness Funding is a permanent and ongoing part of the Victorian Kindergarten funding model. The funding supports 4-year-old children in all early childhood education and care services delivering state funded programs in Victoria. Each year, TCC develops a School Readiness Funding Plan which annually includes the 'Dolly Parton's Imagination Library'. This program encourages early literacy skills and reading habits by gifting children a brand new age appropriate book every month delivered to their home. A copy is also sent to TCC. This program aims at supporting families to read at home with their child, enables us as Educators to connect a story book each month to the children's play and learning and to connect these story books to letters and sounds.



Individual programming

When programming and planning, documentation is essential to ensure a regular ongoing cycle of planning is embedded to enrich your child's learning. Educators will document and reflect on each child's individual needs, knowledge and skills. Educators use a variety of strategies to collect, document, organise, synthesis and interpret the information that they have gathered to further plan for your child's needs.

An individual portfolio is provided for each child which will include observations, assessment methods, photographs, artwork, family input and more.

We look forward in understanding your child's individual learning style so we can plan a program which will help them thrive and succeed.

Small group programming

Incorporating small group activities into the program is essential in developing a child's cooperation and teamwork skills. Through small group play, children have the opportunity to share ideas, listen to their peers different perspectives, to be actively involved in a shared experience, gain developmental growth, and to be guided by an adult if appropriate.

Small group times occur regularly throughout the day and at times in a spontaneous manner. We introduce new concepts and will explore their ideas further so their learning is meaningful and enriched with new understandings.



By utilising the above three programming initiatives, at the end of your child's Preschool year, we aim for your child to be more independent in their thinking, to have self belief in their own ideas and to have confidence in public speaking and of the importance of contributing to their learning.

This is achieved through:

- Group times: which are gradually extended in time and will increase in structure throughout the year.
- Independence in routine times
- The development of responsibility over their belongings.
- An ability to listen to others.
- Children are encouraged to self direct their own learning.



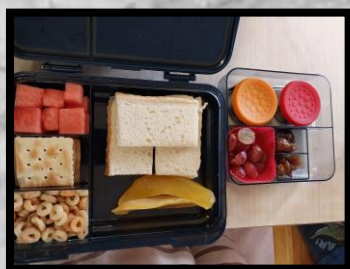
Large group programming

Large group times are a time for the entire group of children to share important information or to participate in learning experiences. Group times will include, group games, visual learning using the interactive whiteboard, music and movement, physical, health and language experiences. Large group times are also used as an opportunity where educators can introduce new ideas to the children that are important for them to learn such as road safety, nutrition, cultural awareness, cooking, gardening and sustainability practices.



Healthy Together program

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). More suggestions for a healthy lunch box can also be found at <https://heas.health.vic.gov.au/wp-content/uploads/2023/04/pick-mix-lunchbox-poster-1.pdf>



TCC'S "Nude food" Program:

TCC has adopted a 'Nude food' initiative. This means we are encouraging all food products bought into TCC to be in reusable containers or lunchboxes. By reducing the number of wrappings within the Centre we are aiming to educate children about looking after the world in which they live and embedding sustainability practices. Please refer to TCC's sustainability policy for more information on sustainability initiatives.

Suitable food items to bring to Preschool:

Fruit- kiwi fruit, sultanas, bananas, apples, pears, stone fruits, grapes, oranges, mandarins, berries, dates, watermelon, rockmelon or pineapple.

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

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

Other- cheese, dips, biscuits, plain popcorn, yoghurt, custard.

If your child prefers a hot lunch, please supply it in a thermos labelled with their name.

Water only in their drink bottles.

Unsuitable foods to bring to Preschool:

Chocolate covered items, nut or nut-based items, lollies, sweet treats, cordial or juice.

Birthday cakes:

Families are welcome to purchase a Birthday cake (from a registered business) for their child's special day. We ask that you please bring two cakes in to ensure we have enough for all the children to enjoy. The cakes must include a list of ingredients and the date it was purchased.



Commencing Preschool

Settling in:

During the first few days, your child may need support with settling into their new Preschool environment. We will support you to establish a smooth transition by greeting your family on arrival and providing you with information about your child's day on departure. Some children take longer to settle than others so 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 wide brimmed sun hat (Terms 1 & 4)
- A complete change of clothes including underwear and socks
- A jumper, jacket or coat (when appropriate)
 - A water bottle
 - A packed lunchbox

All items should be clearly labelled.



All About Me

This Project is an opportunity for your child to share special moments from their home/family life with their peers and educators. Once a week a child will take home the 'All About Me' bag. Children will then be encouraged to talk about the items they have chosen from home during a group time session. This large group session will develop your child's public speaking, confidence and language skills and enable us to extend on your child's interests further utilising activities both indoors and outdoors.



Clothing and footwear

It is best to send your child in casual, comfortable clothing. This allows them to freely participate in all aspects of the program including messy experiences such as painting, clay, mud, sand and water. While art smocks are supplied, they don't always prevent clothes from getting dirty. In winter, outdoor play is still encouraged, therefore jackets are needed for participation. Runners, shoes or closed toe sandals are appropriate footwear. Please no thongs.

Family Engagement and participation

Children are much more likely to reach their full potential when their family and Preschool work together. These benefits are evident when families and educators exchange information regularly and collaborate on consistent approaches to daily routines, child development and learning. Families are encouraged to participate in all aspects of their child's learning. You can do this by:

- Sharing ideas to enhance your child's current interests.
- Sharing photos of weekend happenings, special events or holidays.
- Supplying TCC with recycled materials, used books, toys and household items.
- Sharing individual hobbies, talents and special interests with the children such as art, music, cooking, gardening, sewing or storytelling.
- Participating in excursions.

Information for Parents about Preschool

Where to find what is occurring in the Preschool program:

We provide information in the following ways:

- A variety of notice boards
- Preschools Curriculum\Planning dairy
 - Displays in the room
 - Monthly calendar of events
 - Handouts
 - Parent/educator interviews
- Learning and development transition statements
 - Regular emails
- TCC's closed Facebook group
 - Daily interactions

Uniforms:

The following uniforms are available for you to purchase if you wish.

Please note: these items are on display in the foyer of you to consider.

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

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



Sun Protection:

Tatura Children's Centre is a SUNSMART Centre. Wide brimmed sun hats must be worn by the children during September through to April. We follow a 'no hat, no play' policy, therefore if your child does not have a suitable sun hat they will need to play indoors. Hats can be left at Preschool in your child's hat pocket provided (all hats are washed weekly).

TCC provides 50+ sunscreen to the children, and this is applied 30 minutes before the children enter the outdoors.

Incursions and Excursions in Preschool

Excursions and Incursions at TCC form part of our educational program and provide valuable opportunities for children to explore their wider Community. We believe, that as children grow, it is important to introduce them to different cultures, experiences and environments that will develop skills for life. Therefore, during your child's Preschool year, we will promote hands on learning opportunities, that promotes a sense of curiosity and appreciation for their world around them.

Incursions that occur throughout the year: Excursions that occur throughout the year:

- Flying Bookworm
- Ditto – Bravehearts
- Responsible Pets
- Melbourne Museum
 - Recycle Man
- Tatura Primary School (Band)
 - ABCD Dental van
- GV Water (Smiles for miles)

- Twisted Science Echuca. Annual excursion
- Farm Week Community exhibition
- Tatura Library (Rhyme time & Free Reading)
 - Local School visits
- Local stores (Supermarket, Post Office, Bakery)



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 their environments and to meet the teachers.

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 Learning and Development Transition Statement compiled by both their family and Preschool Teacher prior to this day. This is to provide their future Foundation Teacher with information regarding your child and their strengths.

Local School Contact Numbers:

Tatura Primary School: 5824 1684

Sacred Heart Primary School: 5824 1841

Harston Primary School: 5854 8317

Toolamba Primary School: 5826 5212



Preschool Routine

Time	Routine activity
8:00 – 8:30am	Indoor play
8:30 – 9:00am	Preschool begins (Monday to Thursday) Welcome group time
9:00 – 10:00am	Indoor/outdoor play
10:00 – 10:30am	Morning fruit break
10:30 – 11:30am	Indoor/outdoor play
11:30am – 12:00pm	Group time session (Intentional teaching run by Preschool teacher)
12:00 – 12:30pm	Lunchtime
12:30 – 2:30pm	Indoor/outdoor play
2:30 – 3:00pm	Group time session (Literacy based/children's show & tell)
3:00 – 3:30pm	Afternoon tea and packing bags (children pack their own bags)
3:30 – 4:00pm	Indoor/outdoor play
4:00pm	End of Preschool
4:00 – 5:00pm	Indoor play (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 play spaces with educators.

