

Family Movie Transcript – Pottsville Community Preschool

Slide 1

Welcome to Pottsville Community Preschool, where we learn and play on Bundjalung Country. We acknowledge the traditional custodians of this land and pay our respects to Elders past, present, and emerging.

Slide 2

At Pottsville Community Preschool, we offer a Two-Day Preschool Program either on Mondays and Tuesdays or Thursdays and Fridays. Children attend between 8:00am and 3:30pm each day.

Families are welcome to arrive any time after 8:00am and collect their child any time before 3:30pm, allowing flexibility to suit your family's routine. If arriving close to collection time, we kindly ask families to allow enough time to collect children and belongings so the service can close promptly at 3:30pm.

For families seeking an outdoor learning experience, children can enrol in our Nature Explorers Program, available on either Mondays and Tuesdays or Thursdays and Fridays. This program also operates from 8:00am until 3:30pm.

We also offer an optional Wednesday program, giving children the opportunity to enjoy an extra day of learning and connection. Families can choose between our Masterclass program, held at Preschool, or our Nature Explorers program. Both Wednesday sessions run from 9:00am until 2:00pm. Places are limited, so early enrolment is encouraged.

All programs operate during NSW Department of Education school terms and are closed during school holidays and pupil free days.

Slide 3

Our Preschool program is guided by play-based learning, where children explore, discover, and learn through meaningful hands-on experiences. Through play, children build confidence, develop social skills, and grow their curiosity, creativity, and independence.

Intentional teaching is woven throughout the day, with educators thoughtfully planning experiences, extending children's interests, asking open-ended questions, and creating opportunities that deepen thinking and learning. By balancing child-led exploration with purposeful teaching strategies, we support children to develop key skills, concepts, and dispositions that lay the foundation for lifelong learning.

We support children to take calculated risks, build resilience, and develop a strong sense of agency as capable and confident learners. Through responsive relationships and carefully designed learning environments, children are encouraged to make decisions, solve problems, and engage meaningfully with the world around them.

Slide 4

Our Nature Explorers program provides children with opportunities to learn through play across a variety of local outdoor environments, using our Preschool "Headquarters" as a base.

Children explore natural spaces, engage in hands-on learning experiences, and connect with the environment in meaningful ways.

Using natural materials and real tools under close educator supervision and risk-assessed conditions, children are encouraged to be active participants in their learning. Children work alongside educators to establish safe play boundaries, carry their own backpacks, and help set up and pack away their learning environments.

Educators maintain active supervision at all times and follow detailed risk assessments, authorisations, and safety procedures across all excursions and outdoor experiences, including environments with natural hazards such as water.

Through these experiences, children develop independence, confidence, resilience, and a strong connection to their community and the natural world.

Slide 5

Our Masterclass program is a creative arts experience where children are supported through intentional teaching experiences that inspire imagination, curiosity, and expression.

Children engage in a wide variety of activities including cooking, clay modelling, painting, construction, and building using a range of techniques, tools, and materials.

They are encouraged to explore both individual and collaborative projects where they can share ideas, problem-solve, and bring their creativity to life in meaningful ways.

Through these experiences, children develop new skills, refine techniques, and build confidence as capable and creative learners.

Slide 6

We believe every child and family is unique, and we are committed to creating an inclusive, respectful, and welcoming environment for all.

We celebrate diversity in all its forms, including culture, language, family structure, identity, and individual ways of learning and being.

We support children with developmental differences in partnership with families and external professionals to ensure every child can participate, learn, and thrive.

We are committed to embedding Aboriginal perspectives and creating culturally safe learning environments for Aboriginal and Torres Strait Islander children and families.

Together, we build a community where every child is respected, included, and empowered to reach their full potential.

Slide 7

Your child's health, safety, and wellbeing are very important to us.

We ask families to keep children at home when they are unwell, including symptoms such as fever, vomiting, diarrhoea, or contagious illnesses, to help protect all children and staff.

We support children with allergies, asthma, anaphylaxis, and other medical conditions through individual management and risk minimisation plans developed in partnership with families and health professionals.

If your child requires medication during the day, it must be provided in its original packaging and administered in line with our medication policies and procedures.

In the event of an accident or injury, families will be notified promptly and provided with clear information about what occurred and any first aid provided.

We also follow current immunisation requirements in line with government regulations to support a healthy and safe environment for everyone.

To support children's safety, educators regularly practise emergency evacuation and lockdown procedures with children across all programs, including our outdoor learning environments.

Slide 8

All programs use the OWNA Childcare App for communication and family information. Login details are provided upon enrolment.

Using the app, families can access:

- Daily posts and updates
- Excursion and event information
- Program philosophy and policies
- Self-Assessment and Quality Improvement Plan
- Children's digital portfolios
- Important notices and reminders
- Useful links and additional service information

At the end of the year, educators complete a Transition to School Statement for children moving to primary school, supporting a smooth and confident transition into their next stage of learning.

Slide 9

It is a legal requirement that all children are signed in and out each day by an authorised person.

- Only authorised adults aged 18 years and over may complete sign in and out
- This must be completed by the person dropping off or collecting the child
- Children or siblings under 18 years must not complete sign in or out

Families can sign children in and out using their own device through the OWNA Childcare App or by using the service devices available on site.

Slide 10

We are guided by the Australian Children's Education and Care Quality Authority National Quality Framework, which provides a national approach to regulating, assessing, and improving the quality of early childhood education and care.

Our service regularly undertakes self-assessment, quality improvement planning, and formal Assessment and Rating processes against the National Quality Standards.

We are committed to strong Child Safe Standards, ensuring every child is protected, respected, listened to, and supported in a safe and inclusive environment.

We are proud to be rated Exceeding in all quality areas.

Slide 11

Pottsville Community Preschool is a community-based, not-for-profit Preschool managed by a volunteer committee, known as the Approved Provider. All families are welcome to join the committee and contribute to supporting our Preschool community alongside the Director and leadership team.

Our leadership and support team includes:

- Director and Nominated Supervisor
- Educational Leader
- 2IC and Nature Explorers Leader
- Administration Team

We have an experienced and passionate team of educators and operate above ratio requirements to ensure high-quality care and education.

Slide 12

Keeping children safe is at the heart of everything we do.

All educators, staff, and regular volunteers hold valid Working with Children Checks.

All educators are trained mandatory reporters, meaning they are legally required to act and report concerns relating to a child's safety or wellbeing in accordance with NSW child protection legislation.

We encourage families to speak with us if they ever have concerns or require support. We value open communication and partnerships with families to help ensure every child is safe, supported, and protected.

Slide 13

We promote strong sun safety practices.

Families are responsible for applying sunscreen before arrival or on arrival, and educators will reapply sunscreen throughout the day.

Children are encouraged to wear sun safe clothing and a broad-brimmed hat. Children attending Preschool and Masterclass bring their own hats.

Nature Explorers children are provided with a red hat for visibility and are required to wear long pants and closed-in shoes.

For safety reasons, we recommend removing hat strings, as they may pose a risk during active play.

Slide 14

Our curriculum is guided by the Early Years Learning Framework Version 2.0, ensuring high-quality teaching and learning through play-based experiences.

We focus on communication, language, early literacy and numeracy, as well as social and emotional development.

Each term, educators create a Term Intent drawn from the Early Years Learning Framework to guide learning experiences and curriculum planning.

Our daily routine is flexible and responsive, allowing for long periods of uninterrupted play while adapting to children's needs and interests. The routine evolves across the year as children grow in confidence, independence, and capability.

At the beginning of Term One, consistent resources and environments support children to build belonging and confidence. As the year progresses, educators introduce intentional provocations and experiences that extend thinking, encourage resilience, and support children to step outside their comfort zone.

Slide 15

We support children to develop independence and agency around eating and mealtimes.

Rather than set meal times, children are supported to eat when they are hungry and respond to their own body's needs throughout the day.

Educators closely monitor children's food intake, allergy safety, and wellbeing, while encouraging children to make choices about when and how much they eat.

Please ensure all belongings, including lunch boxes and drink bottles, are clearly labelled with your child's name.

At times, children and educators also enjoy shared picnic-style meals together, creating opportunities for social connection and community.

Slide 16

We respect children's individual needs for rest, sleep, and relaxation.

There is no set rest time where all children are expected to lie on beds. Instead, we provide a calm quiet time where children can choose to rest, sleep, or engage in quiet activities.

This approach supports children to listen to their own bodies, make choices that suit their individual needs, and develop a strong sense of wellbeing and independence.

Slide 17

We support children to engage in real-life experiences and supervised risky play, helping them better understand their physical abilities and build confidence.

Across all programs, children use real tools, participate in supervised campfire experiences under close educator supervision and risk-assessed conditions, and engage in active and challenging play experiences.

These opportunities encourage children to test limits, overcome fears, explore boundaries, and develop resilience, confidence, and self-awareness.

Slide 18

Our programs place a strong focus on developing children's social and emotional skills.

We use visual supports to help children recognise, label, and manage emotions in themselves and others.

Using Social Thinking approaches, educators, families, and children are supported with strategies and tools for emotional regulation, problem-solving, and positive social interactions.

We use positive and respectful behaviour guidance strategies that support children to develop emotional regulation, resilience, empathy, and respectful relationships.

Regular group times introduce key social concepts that build over time, helping children develop a toolkit for confident and successful relationships.

Slide 19

Our service follows clear policies and procedures regarding digital technology, online safety, privacy, and acceptable use of devices.

To support children's safety, privacy, and active supervision, educators follow strict procedures regarding the use of personal devices while working with children.

Personal mobile phones and smart devices are not used for photographing, recording, or communicating about children. Service-approved devices and secure platforms, including the OWNA Childcare App, are used for all authorised documentation and communication.

We also ask families and visitors to respect the privacy and confidentiality of all children and families.

Slide 20

We value family feedback and welcome open communication. Families are encouraged to speak with educators, leadership, or administration staff at any time regarding questions, concerns, feedback, or suggestions.

Information regarding our policies, procedures, and grievance processes is available through the OWNA App

Additional information can be found on our website, in the family handbook, and within the policies and useful links available through the OWNA Childcare App.

Thank you for taking the time to learn more about our Preschool community. We look forward to partnering with your family and supporting your child's learning journey.