



LINDISFARNE

Anglican Grammar School

Preschool Parent Handbook



LINDISFARNE
Anglican Grammar School

PRESCHOOL

Opening Hours
8.30am - 2.45pm
(Term time)





LINDISFARNE

Anglican Grammar School

Junior School Campus | Sunshine Avenue
TWEED HEADS SOUTH NSW 2486
Middle and Senior School Campus | Mahers Lane
TERRANORA NSW 2486
Postal Address | PO Box 996
BANORA POINT NSW 2486
Phone +61 7 5590 5099
reception@lindisfarne.nsw.edu.au
www.lindisfarne.nsw.edu.au

2026 Preschool Parent Handbook

This handbook provides information that will assist parents and children to make an informed, confident and happy transition into our Early Learning Centre. It includes handy hints in preparing your child for entry into Preschool and information on our educational program.

This publication is to be used in conjunction with the Lindisfarne Parent and Student Guide.

2026 Term Dates

Term 1	27 January to 2 April
Term 2	21 April to 26 June
Term 3	20 July to 25 September
Term 4	13 October to 9 December

Preschool Opening Hours

The Lindisfarne Early Learning Centre is open to children from 8.30am and closes at 2.45pm.

Contact Us

Email	adminprimary@lindisfarne.nsw.edu.au
Phone	07 5590 5099
Website	www.lindisfarne.nsw.edu.au

Junior School Campus	Sunshine Avenue, Tweed Heads South NSW 2486
Middle and Senior School Campus	Mahers Lane, Terranora NSW 2486

Postal Address	Lindisfarne Anglican Grammar School PO Box 996, Banora Point NSW 2486
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Social Media	
• Facebook	facebook.com/lindisfarnegrammar
• Instagram	instagram.com/lindisfarnegrammar
• YouTube	youtube.com/channel/UCiRyyZ7zd9gLiQdUHcvxw4Q
• LinkedIn	linkedin.com/school/lindisfarne-anglican-grammar-school

Out of School Hours Care	07 5590 5099 0407 905 099 (<i>Vacation Care only</i>)
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Canteen	07 5590 5099
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Uniform Shop	07 5590 5186
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Welcome

Dear Parents and Guardians,

Welcome to the Lindisfarne Anglican Grammar School Early Learning Centre, a centre that exceeds the National Quality Standards. As a Preschool student, your child is entering the next phase of their life. If this is your first child, it is also the beginning of a new phase in your life.

When a child starts attending the Early Learning Centre, it can require quite an adjustment for children and families. The joint support of parents, family members and Early Learning Centre staff can help your child to feel safe and secure.

We welcome parents into the School to involve themselves in their child's education through helping in the classroom, attending special events and maintaining regular contact with the class teacher.

A working, respectful partnership between the centre and the home is vital for the benefit of your child. We recognise that families are a child's first and most influential educators and we strive to work with them collaboratively in the development of their child.

We encourage any input that enables us to understand your child's needs as each child is a valued member of our school community and is encouraged to achieve at their highest level of ability.

I am looking forward to working with all of our families as we share a successful year ahead. Please don't hesitate to contact me via jhetherington@lindisfarne.nsw.edu.au at any time.

Kind regards,



Jo Hetherington
Director of Early Learning



Staff

Executive Members of the Junior School

Principal
Deputy Principal
Head of Junior School
Assistant Head of Junior School
Dean of Students - Junior School
Director of Early Learning
Director of Learning and Enrichment — Junior School

Mr Stuart Marquardt
Mrs Charlotte Lush
Mr Jeremy Godden
Mrs Angela Mundy
Mrs Dana Dowker
Mrs Jo Hetherington
Mrs Rachel Mead

Preschool



Teacher - Mrs Michelle Donohue
Teacher Aide - Mrs Cate Warren



Teacher - Mrs Margo Coffey
Teacher Aide - Hannah Wicks



Teacher - Mr Tim Pettit
Teacher Aide - Mrs Mel Wischer



Teacher - Mrs Melissa McCabe
Teacher Aide - Mrs Lisa Maseyk



Teacher - Mrs Michelle Donohue
Teacher Aide - Mrs Lisa Maseyk



Director - Mrs Jo Hetherington
Other support staff - Aimee Gasson

Families will receive communication from the School prior to their child's first day confirming their class placement, teacher and assistant details.

Specialist Staff

Junior School Music Coordinator
Junior School PDHPE Coordinator
Library Teacher - Information Services and Digital Pedagogy

Mr Jesse Edwards
Mr Nathan Croft
Ms Krissy Affleck

Auxiliary

Administration Receptionist
Executive Assistant
Canteen
Facilities

Mrs Sue Hammond
Ms Kazanne Edwards
Mrs Clare Walker
Mr Justin Enright

Outside of School Hours Care

OOSHC Coordinator
OOSHC Assistant

Ms Michelle Hobbins
TBA

Early Learning Centre Preschool Philosophy

At Lindisfarne Anglican Grammar School Early Learning Centre, we strive to create a warm, nurturing and inclusive space where children feel safe and connected to their environment. We understand that children learn to be strong and independent learners from a base of loving and secure relationships with parents, guardians and caregivers.

We recognise that families are children's first and most influential educators and strive to work with them in partnership to build strong connections between home and school. We value a child-centred, play-based program that is guided by the children's interests and the Early Years Learning Framework. We are dedicated to ensuring we offer quality and developmentally appropriate resources, and a comfortable home-like atmosphere. We create thoughtful and imaginative environments steeped in nature, where children feel a sense of belonging and are nurtured to learn and grow. We document children's development and learning processes because we believe it contributes towards the children's sense of belonging and each family's understanding of their child's development. It also provides our educators with an opportunity to reflect and further plan, resulting in a more meaningful educational process.

We support Early Childhood Australia's Code of Ethics and acknowledge that our continuous self-improvement and professional development is of paramount importance. We build relationships and engage with our local and professional community. Effective partnerships support children's access, inclusion and participation in our learning program.

The Lindisfarne Early Learning Centre values Aboriginal and Torres Strait Islander people and culture and the contribution that Aboriginal and Torres Strait Islander families and communities can make to the Preschool and wider community. We are committed to gaining a deeper understanding of Aboriginal and Torres Strait Islander ways of knowing and learning and developing genuine, respectful relationships with families and communities.

"Great teachers empathise with children, respect them and believe that each one has something special that can be built upon."

— Ann Lieberman

"Our goal is that every child becomes a successful learner, a confident, creative individual, and an active and informed citizen."

Preschool Structure

Playgroup

Playgroup is held on Thursday and Friday mornings from 9.00am to 10.30am in the Preschool Possums classroom.

Playgroup is for babies to four-year-olds with their families.



Preschool Joeys

Attendance days for Preschool Joeys are Monday and Tuesday.

Children in Preschool Joeys turn four sometime in the year and intend on completing two years of the Preschool program prior to Kindergarten.



Preschool Echidnas

Attendance days for Preschool Echidnas are Wednesday, Thursday and Friday.

Children in Preschool Echidnas turn four before the end of April or turn five that year.



Preschool Possums

Attendance days for Preschool Possums are Monday, Tuesday and Wednesday.

Children in Preschool Possums turn four before the end of April or turn five that year.



Preschool Koalas

Attendance days for Preschool Koalas are four or five days per week.

Children in Preschool Koalas turn four before the end of April or turn five that year.



Bush Preschool

Bush Preschool will be held off-site each Thursday and Friday in term time.



Preschool Program



Preschool Program

The aim of the Preschool program at Lindisfarne is to provide:

- An environment that is caring, friendly, safe, secure, supportive and nurturing.
- Opportunities for children to develop their own identity and sense of self.
- Opportunities for children to connect and care for the natural environment.
- Opportunities to develop relationships and a sense of belonging.
- Opportunities to develop independence, resilience and problem-solving skills.
- Learning experiences that stimulate and challenge each child's strengths, needs and interests through a play-based, child-centred approach.
- Activities to promote pre-literacy, pre-numeracy, fine and gross motor skills, social and emotional skills.
- A love of learning.

The Preschool program is underpinned by the Australian National Early Years Learning Framework (EYLF) and the Lindisfarne Learning Framework.

The teachers spend time getting to know your child before planning programs that reflect and respond to children's individual needs and interests. Students are provided with ongoing opportunities for active learning through play, to explore and learn at their own pace, to experience success and develop initiative, curiosity, resourcefulness and self-confidence. The Preschool program has been developed to include developmentally appropriate experiences that include all aspects of the curriculum. Music, dance and physical education programs are delivered to the Preschool students by specialist teachers. The children regularly visit the Junior School Library throughout the year to inspire a love of reading!

Bush Preschool

The aim of the Bush Preschool program at Lindisfarne is to provide:

- Five hours of uninterrupted time spent immersed in a local nature site.
- All-weather exploration. There is no such thing as bad weather, only bad clothing!
- A small focused group of 12 children guided by qualified and experienced educators.
- Aligned with the Early Years Learning Framework and National Quality Standards.



Our Bush Preschool is a wonderful addition to the school-based early learning program and extends on our nature-based philosophy of learning. It creates an authentic opportunity for children to connect, play and explore within the natural environment alongside learning many life skills which help them learn better and grow into healthy and happy people. Contact with nature is critical for our physical, mental, social and spiritual wellbeing and has positive effects on our ability to concentrate, learn, solve problems, relax and to be creative.

Each week the group spends the day visiting an environmentally and culturally significant local site; either Fingal Headland in Terms 1 and 4 or Minjungbal Cultural Centre in Terms 2 and 3. These are both unique local sites that feature a diversity of coastal, bushland, littoral rainforest and mangrove habitats with rich flora, fauna and cultural history.

Sessions include:

- Exploration of the surrounding area and bushwalking.
- Learning about local flora and fauna species.
- Learning about the connections to the land and Indigenous culture.
- Playing imaginative games using the resources nature provides.
- Building shelters and structures.
- Recording observations in nature journals.
- Using tools safely e.g. whittling, carving, knots, ropes, pulleys and zip ties.
- Connecting with community organisations such as Landcare, NSW National Parks and Wildlife, Surf Lifesaving and Aboriginal community groups.
- Learning how to be safe while out in nature and the community.



School Readiness and Transition to School

Starting school is an exciting time of change for children and families. A successful transition to school is marked by children's positive approach to school and a sense of belonging and engagement. It is an opportunity to establish and maintain positive, respectful collaboration between home and school contexts that sets a pattern for ongoing interaction. Forming strong partnerships with families and the wider community is key to a smooth transition.

As they start school, children are enthusiastic learners, keen to extend their learning in a safe and friendly environment. They seek to maintain existing friendships and build new friendships as they engage in play and learning. They hope that school will be an enjoyable context that supports their developing autonomy and their active engagement in learning. Children want their learning to be recognised and valued in both process and product.

Teachers draw on the individual knowledge of each child to help support them through their educational journey. It is important that teachers have a clear picture and understanding of their students. The School Transition Statement and parent meetings help to guide teachers in providing an individualised program for each student.

Kindergarten teachers offer a high-quality educational environment that provokes, recognises and celebrates each child's learning potential.

Some of the ways we help make the transition to 'Big School' a smooth one:

- Attending preschool at Lindisfarne is a major facilitator for a smooth transition into kindergarten classes. Just being in the school environment helps children.
- Small group activities where children focus on particular skills to help them prepare for Kindergarten.
- Participating in whole school special events throughout the year eg: Book Week, Grandparents Day, sports carnivals etc.
- Preschool children attending specialist lessons (Physical Education and Music) in the school helps them to feel more comfortable in the school context whilst teaching them important skills in these areas.
- Visits to the Kindergarten classrooms prior to enrolment, to meet teachers and other students and feel comfortable in the Kindergarten environment.
- Parent information session presenting an outline of what to expect in Kindergarten.
- Use of school facilities eg: Library, playground.
- Orientation session for all students to meet their new teacher and fellow classmates before the first day.
- Year 4 buddy Program – each Kindergarten child will be assigned a Year 4 student.
- Continued communication with families to ensure a smooth transition.
- Preschool to Kindergarten handover, working closely with teachers.

We all make transitions in our lives. Sometimes we feel confident about these changes and sometimes we are anxious about how we may be viewed by others and how we will fit in. Children are the same. Helping them to become familiar with the school environment and expectations will make the transition less stressful and fearful.



Early Years Learning Framework

Belonging, Being and Becoming

The Early Years Learning Framework (EYLF) is a national framework for early childhood educators. The aim of the EYLF is to extend and enrich children's learning from birth to five years and through the transition to school. The Council of Australian Governments (COAG) has developed this framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. In this way the EYLF will contribute to realising the COAG vision that "all children have the best start in life, to create a better future for themselves and the nation".

The EYLF draws on conclusive international evidence that early childhood is a vital period in children's learning and development. It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. It communicates these expectations through five Learning Outcomes:



Outcome 1: Children have a strong sense of identity

Social and personal learning

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- Children develop knowledgeable and confident self-identities.
- Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with and contribute to their world

Social interaction

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing

Health and physical learning.

Children become strong in their social and emotional wellbeing.

Children take increasing responsibility for their own health and physical wellbeing.

Outcome 4: Children are confident and involved learners

Active learning process/early mathematical understandings

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learned from one context to another.
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators

Effective communicators

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use information and communication technologies to access information, investigate ideas and represent their thinking.



Play-based Learning

We recognise that through play, children make sense of their social worlds as they engage actively in the social and physical environment. Play encourages exploration, socialisation, risk taking and engagement in learning.

The collaborative nature of play provides children with the opportunity to:

- Interact with others/socialise.
- Be self-directed and make decisions.
- Learn to cooperate and persevere.
- Make negotiated choices.
- Practise their communication skills in a meaningful way.
- Be creative and imaginative.
- Experiment and explore materials and ideas.
- Solve problems.

"Play provides opportunities for children to learn as they discover, create, improvise and imagine. Children's immersion in their play illustrates how play enables them to simply enjoy being".

— Early Years Learning Framework



Just Playing

*When I'm building in the block room,
Please don't say I'm "just playing"
For, you see, I'm learning as I play,
About balance, I may be an architect someday.*

*When I'm getting all dressed up,
Setting the table, caring for the babies,
Don't get the idea I'm "just playing"
I may be a mother or a father someday.*

*When you see me up to my elbows in paint,
Or standing at an easel, or moulding and shaping
clay,
Please don't let me hear you say, "He is just playing"
For, you see, I'm learning as I play.
I just might be a teacher someday.*

*When you see me engrossed in a puzzle
or some "playing" at my school,
Please don't feel the time is wasted in "play"
For you see, I'm learning as I play.
I'm learning to solve problems and concentrate.
I may be in business someday.*

*When you see me cooking or tasting foods,
Please don't think that because I enjoy it, it is
"just play"
I'm learning to follow directions and see the
differences
I may be a cook someday.*

*When you see me learning to skip, hop, run and
move my body,
Please don't say I'm "just playing"
For, you see, I'm learning as I play.
I'm learning how my body works.
I may be a doctor, nurse, or athlete someday.*

*When you ask me what I've done at school
today,
And I say, "I just played"
Please don't misunderstand me.
For, you see, I'm learning as I play.
I'm learning to enjoy and be successful in my
work.
I'm preparing for tomorrow.
Today, I am a child and my work is play.
— Original author unknown*

Communication

All Early Learning Centre staff recognise the importance of open, effective and easily accessed communication between the School and families.

Upon commencement into Preschool families are invited to meet with the classroom teachers to discuss the individual child's interests and needs, as this assists with the development of our programs. To further support the flow of communication between the School and families we use the following:

Kindy Hub

At the start of the school year, families will be given an invitation to log into the Kindy Hub app that has been customised for Lindisfarne Early Learning Centre. Through this app, we will provide the majority of correspondence between the classroom teachers and parents. Each child's individual learning is documented through the app which is easy for parents to access throughout the day.



Communication Diaries

Lindisfarne student diaries are issued to students at the commencement of the school year and form an essential part of the home/school communication partnership. The diary is utilised by both parents and teachers and includes information such as upcoming events. Please ensure your child's communication diary is read, signed and returned to the School on a daily basis.

Please ensure you use the Parent Lounge to indicate travel arrangements for your child each day.

Newsletter and Social Media

The school newsletter is distributed electronically on a weekly basis and is also available on the Lindisfarne website. Submissions may be sent to our Communications Officer via community@lindisfarne.nsw.edu.au. All submissions are subject to editing and approval.

Lindisfarne's social media pages are filled with photos and information about the exciting activities our students are involved in at school. Stay connected — follow, like, share and comment on our social pages below.

- Facebook facebook.com/lindisfarnegrammar
- Instagram instagram.com/lindisfarnegrammar
- YouTube youtube.com/channel/UCiRyyZ7zdqgLjQdUHcvxw4Q
- LinkedIn linkedin.com/school/lindisfarne-anglican-grammar-school

Parent Lounge

The TASS Parent Lounge/SEQTA Engage (<https://tassweb.lindisfarne.nsw.edu.au/parentlounge/>) provides parents with online access to information available through the school administration system. See more information about Parent Lounge features on page 19.

Parent Meetings

Preschool parent meetings are held at the beginning of each year to gather information regarding children's interests and needs. Lindisfarne also holds a mid-year Preschool parent meeting at the end of Term 2 which allows our Preschool teachers and parents to discuss students' developmental progression and goals.

Parent Lending Library

The Parent Lending Library is located in the Preschool Foyer with a wealth of great books and articles about behaviour, child development, school transition etc. Please see our friendly staff if you would like to borrow any of the books.

Student Portfolios

A portfolio containing samples of your child's work will be collated throughout the year. The aim is to demonstrate the development and progress of your child. The portfolio is a collaborative exercise involving both the classroom teachers and Preschool children. Portfolio conferences occur in an informal manner at the end of each semester where children share their learning with their parents.

Mid Year and End of Year Learning Summaries

All children attending Preschool will receive a learning summary outlining their milestones and identifying goals to work towards at the end of each semester (June and December). Parents are also offered a time to meet with teachers to discuss their child's progress, goals and learning summaries. A Preschool teacher's door is always open and we welcome communication with parents at all times.

School Transition Statement

All students advancing into Kindergarten will receive a School Transition Statement at the end of Term 4. A School Transition Statement is a summary of each child's learning and development during the Preschool year in line with the EYLF. This statement is created towards the end of the year by teachers to help support and promote continuity between educational settings.



A Day in the Life of a Preschooler

Our program commences when Preschool children are warmly welcomed by their teachers into their classroom each morning.

8.30am	Children arrive with their parents or guardians who assist them to unpack their bag and get organised for the day. Parents are encouraged to spend some time with their child, reading a story, doing a puzzle or a quiet 'table activity' until such time that they are settled and the parent is ready to leave.
9.00am	A bell signals children to stop what they are doing and say goodbye to their parents (if they have not already left) and move to the mat. The teacher will mark the roll, read a story and set the scene for the day. Teachers will extend the children's interests and ideas to enhance the inside learning time.
10.30am	Children will help pack up the classroom activities and get ready to have their morning tea on the verandah or as a picnic outside. When children finish eating they are instructed to get their hats and ready themselves for outdoor playtime.
11.00am	During outdoor playtime, children are encouraged to choose and request activities that stimulate their interests. Outside projects are extended and continued throughout the week(s). The outdoor setting also includes thoughtfully planned activities that extend on children's learning and skill development. During the summer months, outside activities are done in the cooler part of the day.
12.30pm	A bell signals time to pack up and prepare for lunch. Mealtimes are social occasions and children are encouraged to sit in small social groups. Children are required to have their own healthy snacks, lunch and water bottles.
1.00pm	Rest time in Preschool is the time of day when all is quiet and the children rest their bodies, read books or relax on their mats.
1.30pm	During the afternoon the children do quiet activities inside the classrooms, extending on their play from the morning.
2.30pm	Children can be picked up from this time, or earlier if necessary.
2.45pm	Preschool children are walked over to the pickup area to meet siblings, catch a bus or move to 'After School Care'.

Our timetable is flexible and the details above are a basic guide to the Preschool daily routine. Flexibility allows us to continuously meet the everyday and ever-changing interests of the children and to extend their thinking through the learning environment. Flexibility also provides the option and inclusion of 'specialist lessons'.

General Procedures



Absences

The School must be notified of an absentee or late arrival before the school day begins. Please log all absentee/late arrivals via **Parent Lounge/SEQTA Engage**.

Preschool students arriving after 9.00am must sign in at Junior School Reception.

Holidays During Term Time

Please notify the Director of Early Learning and the class teacher if your child will be taking holidays during term time.

Make Up Days

The School is unable to provide the option of 'make up days' at Preschool.

Age of Entry

Age of Entry into Early Preschool – Joey class

Children may enrol in the Joey's Early Preschool Program the year they turn four years of age.

Age of Entry into Preschool – Koala, Echidna and Possum classes

Children who are four years of age by 30 April of that year and are enrolled into Preschool at Lindisfarne may join or transfer into Preschool Koalas or Possum classes.

Age of Entry into Kindergarten

Kindergarten is the first year of formal schooling in New South Wales (equivalent to Prep in Queensland). Children must turn five years old by the 30 April the year they start, however the majority of children starting Kindergarten are turning six.

Arrivals and Departures

Arrival

Parents or carers are required to bring their child into the Preschool classrooms upon arrival from 8.30am. Children who have attended Before School Care or who travel by bus will be accompanied by a staff member and taken to their class teacher.

Late Arrivals

Any Preschool student arriving at school after 9.00am must present their diary to the main Administration Office for a late stamp prior to their entry into Preschool. This process ensures mandatory school documentation such as the school rolls are accurate.

Departure

The Preschool day finishes at 2.45pm, allowing parents to collect their child before the 3.00pm traffic build-up. Any alternative to parent or guardian pick up from the classroom must be recorded on **Parent Lounge/SEQTA Engage**.

All children must be picked up by a parent or guardian from their classroom unless they:

- Have an older sibling at the Junior School Campus who they are meeting at the "pick up area"
- Are catching a bus*
- Are attending After School Care*.

**In these instances, an ELC staff member will supervise the process.*

Early Departure

If you are picking your child up early please sign in as a visitor at the main Administration Office and pick up a sign-out slip.

Adjustments to Preschool Attendance Days

Increasing Attendance Days

If you wish to increase the number of days that your child attends Preschool, please contact the Director of Early Learning via email. This decision is subject to availability and all requests must be placed in writing.

Decreasing Attendance Days

Families are required to provide at least five week's written notice to the Director of Early Learning when decreasing the number of Preschool attendance days.

Birthdays

Having a birthday party at school is a lot of fun as students get to spend time with their friends and within our school community. Some students like to bring in treats to share with their classmates, however, it is important we are all vigilant and mindful of what is being brought to school.

There are many students with dietary requirements and restrictions at our school but most importantly, we have a number of students who are anaphylactic to a range of ingredients - especially nuts - who have a severe and potentially life-threatening reaction that always requires emergency response. The key to prevention of anaphylaxis is increased awareness of confirmed allergens and preventing exposure to those known allergens.



As part of our 'Severe Allergy Management Policy', we are required to: *provide, as far as practicable, a safe and supportive environment in which students at risk of anaphylaxis can participate equally in all aspects of the students' schooling.* This includes students' ability to be able to receive birthday treats that are shared with the class.

To assist us in doing this safely, it has become necessary to request that parents follow the guidelines within our Severe Allergy Management Policy when bringing food to school these guidelines are as follows:

- Notify the School in **advance** to provide enough time for approval before distribution.
- If bringing pre-packaged foods, ensure that ingredient labels are intact and readable.
- Whenever possible, choose foods that are free from common allergens such as nuts, dairy, gluten and seafood.
- Avoid bringing in home-made foods for distribution.

Some ideas you could consider are:

- Canteen icy poles and Zooper Doppers (Easily ordered through Flexischools).
- Any type of *Natural Confectionery* lollies (Snakes/Party mix, etc)
- Stickers

Please note - it is not a necessity to provide a birthday treat for your child to share with the class. In the Junior School, we ensure that your child feels celebrated and happy on their special day.

Canteen

The Junior School canteen is open from Monday to Friday. Canteen orders can be placed via the FlexiSchools website: <https://flexischools.com.au>. This link can also be found on the Lindisfarne website by clicking on the Canteen link under the Resources tab.

Junior School orders will be delivered to the classroom and distributed to students.

Enrolment into Kindergarten

All children enrolled in Preschool at Lindisfarne have a secure position in Kindergarten the following year. It is important to note that the majority of students starting in Kindergarten (the first formal year of schooling) will be turning 6 years of age in the year that they start Kindergarten. Some students may need to do 2 years at Preschool. School readiness is best discussed with your child's teacher and the Director of Early Learning.

If you are not intending to continue your child's schooling at Lindisfarne, a full term's notice must be given as per the Lindisfarne 'conditions of enrolment'. A Student Withdrawal Form can be requested from enrolments@lindisfarne.nsw.edu.au.

Health

If your child has had a temperature they should not return to school until all symptoms are gone. A child who is heavy with a cold, flu or sometimes even a runny nose, will not enjoy or benefit from the Preschool program and may pass the germs on to others. If in doubt, talk to the teacher.

Children with infectious diseases must be excluded from Preschool for specified times as recommended by your doctor. If your child contracts any infectious disease, please inform the School immediately. Please refer to the New South Wales Department of Health website www.health.nsw.gov.au/Infectious/factsheets/ for further information relating to infectious diseases.

Medical Information

It is essential that the School has up-to-date medical information for all students and the School must be notified immediately of any changes to medical conditions. If your child's medical information changes, please ensure you update their details through Parent Lounge by:

1. Logging in to Parent Lounge.
2. Select Student Details.
3. Select Medical Details from drop down menu.
4. Choose to either add a new condition or amend a current condition.
5. Submit changes.

The School's Administration of Medication Policy states that medication is not to be given to a student unless a letter or a Medical Authority form has been provided by the parent or guardian giving permission for employees of Lindisfarne to administer medication. Medication must be presented to your child's teacher and a form will be filled in with specific instructions. Medication must be in the original packaging and clearly labelled with the student's name. If the medication is prescribed, it must have the prescription label attached. Medication is not to be kept in students' bags.

Should your child be required to wear a medical alert bracelet, please notify the School and ensure they wear the bracelet at all times. The Registrar will notify staff of any medical conditions and, where necessary, the School Nurse will formulate a management plan with the student, student's parents/guardians and teacher.

The first aid room/sick bay is located at Reception at the Junior School Campus.

Outside of School Hours Care (OOSHC)

The Lindisfarne OOSHC is a service that is predominantly used by families associated with the School, however, any family within the community can access this service. Our OOSHC program provides a safe environment where children are nurtured and supported by dedicated and qualified educators.

Children must be at least four years of age to be enrolled with OOSHC and are unable to attend until enrollment requirements have been completed.

Individual interests and independence is fostered and opportunities are provided for children to broaden their



understanding of the world in which they live. The value of play and creative experience is acknowledged through the provision of a variety of stimulating and worthwhile activities.

- Before School Care operates from 7.15am until school begins each school day.
- After School Care operates from 3.00pm to 6.00pm (EST) each school day.

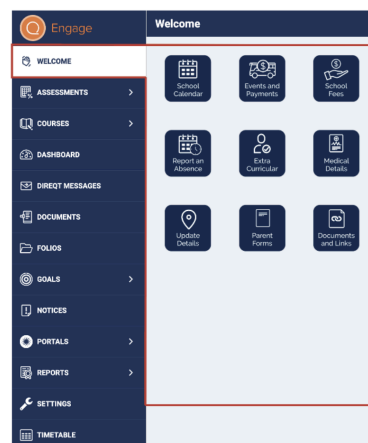
For more details regarding bookings and cancellations, please contact 07 5590 5099.

Parent Lounge

The TASS Parent Lounge

(<https://tassweb.lindisfarne.nsw.edu.au/parentlounge/>) provides parents with online access to information available through the school administration system. Parent Lounge provides parents with the ability to:

- View student details.
- View and edit personal details including change of address and update medical records.
- Access past academic reports and current academic results.
- View student timetables, class details and contact teachers.
- View the School Calendar and Daily Notices.
- Approve and pay for excursions, events and school fees.
- Register absences.



Parents

The relationship between the School and the family is a crucial component for a smooth transition into Preschool. Parents are encouraged to visit with their Preschool children participating and assisting with activities. When children have settled into their new school routines we invite parents and carers to communicate with their classroom teachers in relation to this.

We strive to maintain excellent relationships with staff and families as we believe this is beneficial to a child's wellbeing and development. Our knowledge of the 'whole child' is therefore dependent upon open and honest communication between families and the School. The Director of Early Learning is available to support parents and discuss concerns that they may have about their child.

Parents and Friends (P&F) Association

The Lindisfarne P&F Association plays a vital role in the School, helping to strengthen our community and develop facilities. It also provides parents the opportunity to develop valuable friendships and social networks. The P&F organises social functions, fundraising activities and school family days as part of our "friendraising" and fundraising activities in support of the School. We welcome all new parents into our Lindisfarne community and encourage your support of the P&F and their initiatives.

Details regarding P&F meetings and events are communicated to the school community via the school newsletter and at www.lindisfarne.nsw.edu.au.



Parent Representative Program

The Parent Representative Program is a P&F initiative encouraging active parent involvement and positive relationships amongst teachers, students and families in the school community. Parent Representatives are key in delivering effective communication throughout our school and providing organisational links with the P&F and its associated events.

The success of the Parent Representative Program relies on one parent from each class or year group volunteering to be a Parent Representative. In the Junior School (Preschool to Year 4), one Parent Representative in each class fulfils this important role.

If you are interested in becoming a Parent Representative or would like some more information, please get in touch with the School via community@lindisfarne.nsw.edu.au.

Stationery

Stationery is provided to all Preschoolers by their class teacher. An annual Preschool Stationery Pack charge applies on entry into the Preschool program and will appear as an itemised charge on the parent account statement.

Sun Protection

Parents are requested to apply sunscreen to their child before arriving at school. Sunscreen is available in each classroom and will be applied, at the parent's request, to children before they move outside. Each child must wear a hat when they are engaging in outdoor activities.

Treasures from Home

While we do not wish to dampen your child's enthusiasm, we prefer all toys be left at home. Treasures can be lost or broken.

Your child is encouraged to bring any type of interesting specimen or object, rocks, shells, flowers, insects etc. to enrich the Science program. Tame, friendly pets are welcome to visit Preschool on pre-arranged days. Please check with the class teacher first as some children are allergic to animals.

Uniform Shop

The Lindisfarne Anglican Grammar School Uniform Shop is located at our Middle and Senior School Campus in Terranora. All uniform items for Preschool to Year 12 students are available for purchase directly from the Uniform Shop or via the Midford online store. A selection of second-hand items are also available in store.

Email lindisfarne@midford.com.au

Phone 07 5590 5186

Book an Appointment <https://MidfordBooking.as.me/LindisfarneAnglicanGrammarSchool>

Uniform Shop Trading Hours — Term Time:

Monday to Thursday 8.00am-4.00pm

Additional Uniform Shop hours for the school holiday period will be advertised via the school newsletter prior to the end of each term. The Uniform Shop is closed on Public Holidays.

Online Store

Whilst parents of new students are encouraged to make an appointment to be fitted for new uniforms, subsequent purchases can easily be made from the online Uniform Shop.

Simply go to: <https://schoolshopnew.midford.com.au/lindisfarne>.

Pass code: LINDISFARNE1981

Once the online purchase has been made, the order will be delivered to the student's classroom within 1-2 days for delivery home.

Items on Backorder:

Once items on backorder are received, parents will be notified and the items held for payment and collection for seven days. Stock of most items and sizes is kept and all items must be paid for in full before delivery. Second-hand uniforms are also available for sale and the Uniform Shop may resell uniforms on consignment.

Uniform Shop Price Guide

The *Uniform Shop Price Guide* can be downloaded from the school website. Please go to www.lindisfarne.nsw.edu.au, click the Resources tab, then select Uniform Shop from the dropdown menu and follow the links.

Please refer to the Lindisfarne *Parent and Student Guide* for uniform guidelines and hair requirements.



Preparing for the First Day

Separation from home and saying goodbye can cause anxiety for some children. To ensure your child experiences a happy day and a relaxed and confident entry into the Preschool, we request you have at least one or more pre-entry visits with your child to become orientated.

We also recommend that you:

- Share the reading of the 'I'm Going to Preschool' booklet (included in the information pack).
- Refer to the 'Countdown to My First Day' calendar (included in the information pack).
- Talk about what will happen during the day.
- Teach your child to put on their socks and shoes independently.
- Teach your child to follow a hygienic toilet routine. Please advise staff if your child requires assistance in the bathroom.
- Practise using their lunchbox, opening containers and handling a drink bottle.
- Learn the teacher's names with your child.
- Be positive and do not allow your own anxieties to be seen by your child, as they may become unnecessarily distressed.



The night before the first day:

- Help your child lay out their uniform, shoes and socks.
- Help your child to pack their school bag.
- Make your child's recess snack and lunch and put it in the fridge.
- Pack a spare pair of clothes in a plastic bag. Show your child that it is in their school backpack.

The first day:

- Be confident for your child.
- Let your child dress themselves as much as possible.
- Tie back or plait long hair.
- Apply sunscreen.
- Get excited for their first day of school.
- Take photos.
- Pick up your child on time and ask about their first day.

To further support children through the separation process we recommend that you plan with your child your 'start to the day' ritual and follow this.

After the first day, and when it is time to leave your child, we suggest that you:

- Have your own goodbye ritual, such as a hug or a quick story before you leave.
- Avoid 'dragging out' your goodbye as this can heighten the emotional intensity of the experience which can impede the settling process.
- 'Hand over' to one of your child's teachers; draw your child's attention to the teacher to ensure the staff member takes over from you as it is important that there is an adult to provide support and comfort where needed.
- Maintain an air of confidence.
- Resist turning back if your child becomes distressed.

- Pass any useful information regarding your child's experiences and interests on to the teacher.
- Help your child to make connections; find out who they enjoyed playing with and invite them to play out of Preschool hours.
- Share observations and any concerns with your child's teacher.
- Stay abreast with the classroom program and contribute where you can.

If you are concerned please feel free to contact the School to ensure that your child has settled. More often than not this occurs as soon as the parent or carer is out of view. If your child continues to be distressed, we will contact you to discuss possible solutions.

Some children will be at ease and comfortable from the beginning (often the younger sibling of a Preschool Graduate). However, most children will demonstrate anxieties in a variety of ways. Please be assured that every effort will be made to reassure and comfort your child.

What Your Child Will Need

As young children often do not recognise their own belongings we cannot emphasise enough the need to label absolutely everything. Please use title case print as this is how we model the correct way of writing. For example, write "Molly", with the first letter capitalised, rather than MOLLY, all in capitals.

Preschool children will need:

- The Lindisfarne school sports uniform.
- Comfortable runners.
- Lindisfarne backpack containing:
 - Lindisfarne school hat.
 - A spare set of clothes for messy play or for that occasional accident. This is to remain in their bag and can be casual clothing.
 - A drink bottle filled with water.
 - Separate morning tea of fruit and carbohydrates or protein; to be in a named container or paper bag.
 - A lunch box with a cold pack. A fridge is available in each room for student's lunches.

Please ensure you notify your teacher of specific dietary requirements or allergies.

Please note: we promote healthy eating habits. We request that children do not bring lollies, flavoured chips, roll-ups, nuts (allergy reasons), cakes, biscuits or chocolate into the Early Learning Centre.

The School supplies:

- A communication diary.
- A scrapbook.
- A Portfolio folder.
- Coloured pencils and felt pens.
- All art and craft supplies.





LINDISFARNE

Anglican Grammar School

Junior School

Preschool to Year 4
Sunshine Avenue Campus
Tweed Heads South
NSW 2486

Middle and Senior School

Years 5 to 12
Mahers Lane Campus
Terranora
NSW 2486

T: 07 5590 5099

E: reception@lindisfarne.nsw.edu.au

PO Box 996, Banora Point NSW 2486

www.lindisfarne.nsw.edu.au

CRICOS No. 03803G