



# Annandale Public School Early Intervention Preschool

A team approach to learning, teaching &  
intervention



**Parent Information Book 2025**

# **Annandale Public School Early Intervention Preschool**

Annandale Public School Early Intervention Preschool provides a quality educational program for children and supports the co-ordination of services. It is an early intervention program that aims to support families in facilitating the development and care of their child. The Early Intervention Preschool achieves coordinated transition to school procedures for the children.

***Annandale Public School Early Intervention Centre***

***25 Johnston Street, Annandale, 2038***

***School Phone: 9516 3711***

***Early Intervention Hours: Children attend 9-11:30am or  
12:15-2:45pm for either two or three mornings/afternoons  
per week.***

***[www.annandale-p.schools.nsw.edu.au](http://www.annandale-p.schools.nsw.edu.au)***

# Our Philosophy

We believe early intervention should be a right, not a privilege, just like any education. The children are entitled to a balanced program that bridges the gap between their home, school, and community. As stated in National Guidelines Best Practice in Early Childhood Intervention, it is our aim to assist “children of all abilities to fully participate in family and community life”.

The early childhood years are fundamentally important for all later development. For this reason, it is essential that we provide positive learning experiences for all children including those with a developmental delay or disability. They will benefit from programs based on individual needs, learn using different learning styles and at different rates and benefit from families, interdisciplinary services and staff working together.

At Annandale Early Intervention we provide a highly individualised, age-appropriate curriculum that focuses on the children’s individual interests and builds on their specific strengths. We recognise best practices in early childhood intervention. At all times we strive to use “family-centred and strengths-based” practice. It is our aim to form partnerships with families that are respectful, welcoming, and sensitive to diversity.

We support the children’s learning through ongoing planning; analysing, observing, evaluating, and reflecting to ensure meaningful learning is taking place. Intensive individual and small group teaching occur within a highly structured, positive,

and nurturing environment. This reflects the Early Years Learning Framework (EYLF) cycle of planning and programming.

We respect and embrace diversity by creating an environment that celebrates culture and individuality. We aim to create a positive, respectful, inclusive, and responsive relationship with families through open communication. We value inclusion as best practice. Our aim is for our students and their families to have access to developmental activities, learning and exploration.

As in all early childhood educational settings in NSW, our aim is for children's development of independence, encouragement of social relationships, interactions, and foundational skills for learning. We value collaborative teamwork. The sharing of knowledge, skills and information is valued to support families and their children.

Our staff to child ratios provides for highly supported and individualized teaching with an emphasis on facilitating and encouraging the development of a lifelong love of learning. Our teachers use intervention strategies that are evidence based and reflect professional teaching standards. Our educational programs are embedded in the EYLF for Australia. The framework focuses on children's development and their lives as characterized by Belonging, Being and Becoming.

# About the Program

Using the strengths of your child and your family we work in partnership with you to provide a high-quality service based on family-centred and evidence-based practice.

We believe that every family is unique, and the service should be responsive to the needs of your family. We work to build on strengths and interests of your child and family. As a family you are involved in all aspects of the service from assessment through to planning and intervention. Goals are identified with the support of the team and strategies are developed and incorporated to meet these goals.

Annandale Public School Early Intervention Unit provides research-based intervention, which encourages:

- Family centred approaches
- Collaborative service partnerships
- Inclusive service delivery
- Improved access and culturally appropriate and respectful approaches
- Strengths-based approaches

# Important Events

Orientation and connecting with multidisciplinary/Early Childhood providers

Individual Educational Plan (IEP) end of T1

Review meeting to determine appropriate school setting in mid Term 2

Panel meets for school placements from mid T3 (this panel meets three times)

Transition to School end of T3 and T4

## Orientation and connecting with multidisciplinary/Early Childhood providers

At the beginning of the year your child's teacher will connect with all therapists and early childhood services involved in your child's development. We will be collecting all reports and developing relationships in order to share information regularly.

## Individual Educational Plan (IEP)

An individual learning plan (IEP) is developed. This will be reviewed at the end of each term.

## **Review**

Mid Term two you will be invited to a review meeting via Zoom to discuss school options for the following year. If a support class (SC) or a school for specific purposes (SSP) is required, then an application will be submitted to a panel held in Term 3. If the application is unsuccessful at the first panel, it will automatically be resubmitted for the subsequent panels.

## **Transition to school plan**

The team will assist the family and child to prepare for the transition to school. This will include school visits and attendance at meetings, providing information to the school and providing the support required by the family and the child.

## **Items required for Early Intervention**

### **Hats and sunscreen**

We will provide your child with cancer council approved hats and sunscreen (sensitive). If your child has an allergy to sunscreen please provide your own with their name clearly labelled.

### **Nappies and wipes**

All children are required to provide their own nappies and wipes. These need to be clearly labelled and we encourage you to bring a packet of both.

### **Food**

All children require a snack as they will be eating a morning or afternoon tea. They will also require a drink bottle (water only).

We do not have the facilities to heat or refrigerate food. We encourage healthy eating in preparation for school.

## **Clothing**

Please dress your child in comfortable play clothes which allow for independence. Please provide a spare set of clothing. Children require correctly fitted and supportive shoes for running and climbing - no Crocs, thongs, or slip-on shoes.

**PLEASE MAKE SURE YOUR CHILD'S NAME IS CLEARLY MARKED ON ALL THEIR CLOTHING, DRINK BOTTLE, LUNCH BOX, WIPES, NAPPIES AND BAG.**



# School Term Dates 2025

Please note from week 1 staff will be arranging to meet with families, school counsellor and therapists to collect all reports and develop relationships in order to share information regularly

**Term 1:** Thursday 6 February to Friday, February 11 April

**Term 2:** Wednesday 30 April to Friday 4 July

**Term 3:** Tuesday 22 July to Friday 26 September

**Term 4:** Tuesday 14 October to Friday 19 December



# Early Intervention session (sample)

|                                    |  |
|------------------------------------|--|
| <b>Group time</b>                  | Provides opportunities for the development of literacy and numeracy skills through a combination of picture books, music/movement, and cognitive activities.   |
| <b>Developmental /Sensory play</b> | Provides the children with opportunities to access sensory input, acquire and practice skills such as directing play, making choices, problem solving and meeting social and language targets.                 |
| <b>Pre-academic development</b>    | Provides children with systematic practice of fine motor and cognitive activities.   |
| <b>Snack time</b>                  | Provides the children with opportunities to develop independence and appropriate social behaviours.  |
| <b>Outdoor play</b>                | Provide opportunities for social, communication, gross motor development, body awareness and hand-eye coordination. Children are supported to interact with their typically developing peers.                  |
| <b>Group time</b>                  | Provides the children with opportunities to practice target skills in a small group setting. These skills include imitating actions, singing songs, developing communication, increasing attention and recall. |