



from Mitchelton Pre-Schooling Centre

Term 3 2023

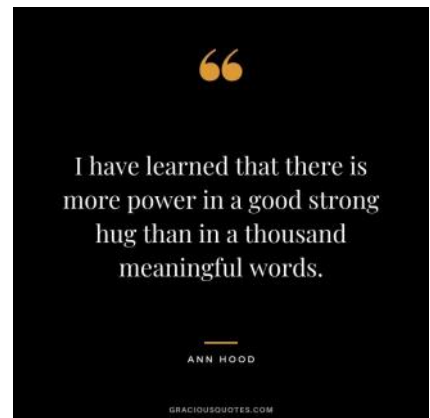
News from the Committee—Belinda Hapgood (President)

As Term 3 marches on at its relentless pace and our children and families continue to surprise us with their new skills and capabilities, it can be easy to assume that our children sometimes reach a point where they no longer need as many “hugs” or moments of emotional connection. Having just endured yet another bout of illness that swept through our family, I was reminded that at unexpected times (not just in moments of illness), my children need the reassurance of a mum (or dad’s) physical presence - no matter how “big” they are getting.

My sister made sure to “take a photo” of one such snuggle time I recently had with my “big” Kindy child as she rightly recognised that those snuggle moments are happening less frequently than they did when my daughter was small. As you rush through what I’m sure is another busy end to the term, I’d encourage you to notice these small moments, have someone take a photo (if you can) and find some time for moments of emotional connection with the little (and big) people in your life.

The MPC Parent Committee remains a busy hive of activity with Parent Dinners, social events and working bees in full swing. If you have suggestions for activities or events, we would love to hear them. Please drop your suggestions into the office, or email us at committee@mpc.net.au. Also, if you are interested in joining our parent committee in 2024, it’s never too soon to express an interest! We need all sorts of talented people - social media experts, finance gurus, renovation experts and more - to bring their enthusiasm and drive to our volunteer organization, so please make yourselves known if this is of interest to you.

I wish you a happy, connected and safe end to Term 3.



Yellow star-bordered box containing text about September holidays and verandah changes.

We acknowledge the Turrbal and Yaggera Peoples, for the Land and Waterways where we learn and play. We acknowledge and pay our respects to Elders past, present, and emerging.

News from the Co-Directors—Anna Duthey and Louise Wood

How would you write 'Mitchelton Pre-Schooling Centre' into words? Could you capture its richness in one document? Well, that's exactly what we've been busy working towards the last few months. Together we have spent time updating MPC's Quality Improvement Plan (QIP). This document is used in the National Quality Framework, assessment and rating process to encapsulate what happens at MPC and the ways we are embedding the exceeding quality standards in our everyday practices. All the staff have had



an opportunity to contribute their thoughts during our recent professional development day and staff meetings. We would love to extend the invitation to include parent thoughts. If you have any feedback on our programming, health and safety, physical environment, relationships with children or collaborative partnerships with families, please send us your thoughts to directors@mpc.net.au. We would love to add your voice and experiences to this document. Your input helps to guide our practice and widen the lens of our thinking.

Knowledge leads to understanding and acceptance. The teaching staff at MPC have just completed training with Equal Space Consultancy. Over the course of two sessions, we learnt about the acronym LGBTQ+, and we now have a greater understanding of Gender Identity and Gender Expression and how to talk about this in an inclusive way to ensure our workplace is welcoming for the diversity of all families and children. The sessions were provided through our Kindy Uplift funding in the priority area of Access and Inclusion. If you would like to find out more, please visit the Equal Space Website (equal-space.com)

It is hard to believe that we only have 4 weeks left in this term. We are seeing and experiencing some wonderful moments with children across the Centre and the buzz of conversations as the children are arriving and leaving is always interesting. Some happily relay information, some stop to looking at things, others are giggling and some even shedding a tear. What this does tell us is that they have been busy and although tired, have a sense that MPC is their place. As we approach the end of the Kindy year families are faced with decisions about school and transitions to Prep. We can become consumed with thoughts about what lies ahead. The Early Years Curriculum shares a great reminder about embracing the wonderful moments at Kindy.

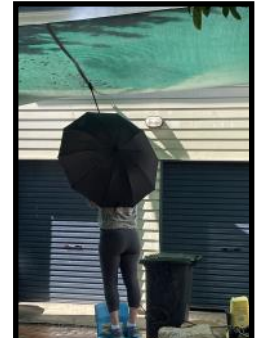
***Being-** Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the present, as well as the past in children's lives. It is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about children being in the here and now. Enjoying the moment at Kindy not thinking about the year ahead.*

BELONGING, BEING & BECOMING: The Early Years Learning Framework for Australia – V2.0, 2022

Thankyou to the all the hard-working parents that attended the working bee on Saturday.

We would also like to acknowledge families that come in on weekends to do the grounds maintenance roster.

You all help to keep our play space ready for action throughout the week!



Continuing our RAP journey with purpose and feeling!

Anna Dutney and Louise Wood

Galangoor djali/ ngara ngam-galim.
Ngadu Gululai ngaa Meeanjin dhak-kaman
Turrbul djaa barainee.
Ngadu Batjala ngaa Kabi Kabi djan.
Ngadu gibere bagany Djaa Batjala ngaa Kabi Kabi.
Yenan-Yenan ngadu K'gari, Burrum, Korrowinga,
Moonooboola, Bauple ngaa Nguthuru; bagany
dhagun ngaa kung-wului wurru-bandh ngalingur
gawun ngaa balooraman ngali-bula-bula.
Galangoor ngin ngam-galim bagany
wum'ngan-gu ngaa kabun'dana ngaila djuree
madjuman.

Good day/ hello everyone.
My name is Gululai (Cooloola/ Cypress Pine) and I
was born in Brisbane on Turrbul country.
I am a Batjala and Kabi Kabi Man.
My Grandmother's Grandmother is from K'gari
(Fraser Island). Great Sandy Strait, Burrum Heads,
Mary River/ Maryborough. Mount Bauple and North
of Noosa River; our Ancestral lands we love and
care for.
Thank you everyone for coming to share and taste
bush tukka with me.



BATJALA LORE

- 1**
Minyang galangoor gu djaa. kalim baya-m
What is good for the land, must come first.
- 2**
Minyang waa nyinung. waa bunmalee dhama-n
Do not touch or take anything that does not
belong to you.
- 3**
Wangou nyin gamindu biralunbar. nyin wumga-n
If you have plenty, you must give and share

Last week we welcomed Uncle Bruce to Kindy to show us his diverse platters of Bush Tucker to smell and taste. This type of incursion at Kindy is a learning experience for all. Both children and teachers needed to be brave to not only hold but taste, lick, eat or smell things that are not part of our diets. We were able to taste a variety of tukka and learn many interesting facts about the nutritional and medicinal plants. Bruce shared his knowledge of how for thousands of years, our First Nations people would gather and prepare these foods, we learned where these plants grow, what they are used for, how to harvest, and even get insight on how to incorporate them into your garden and everyday life. Creating awareness of Indigenous ways is a strong part of our RAP and also links to the EYLF V2.0 curriculum (*Strengthening Aboriginal and Torres Strait Islander knowledges, cultures, and perspectives throughout the EYLF is a priority, supported by the Terms of Reference, reflects the Alice Springs (Mparntwe) Education Declaration and aligns with the Australian Curriculum V9.0.*) We have recently been fortunate to win the Woolworths Land Care Grant and the Ryan Electorate Building Stronger Communities Grant, so we are in the process of planning our own Bush Tucker Gardens at Kindy with this money. These will hopefully start to take shape over the coming weeks and then we will have access to our own bush foods to try.



Something to watch at home with your children is this YouTube video talking about the importance of the Night Sky to our First Nations People.

<https://youtube/svbeAHxWJM>

The political landscape at the moment is quite divisive with everyone's thoughts around the future Referendum on the Yes vote. MPC doesn't have a stance in this, but we hope that we can shed some thinking around what we are learning as Educators. Over the last few years the amount of workshops, conferences and online sessions, learning about our First Nations People and their care of country, use, beliefs and culture of this amazing land, from pre white settlement to current day has been an insightful experience for us all. We believe strongly that it is our duty to build this awareness. We have added this piece written by Tammy Baart (a Dharung Woman) shares her perspective on What needs to change for Reconciliation).

What needs to change for Reconciliation!

Tammy Baart

At a Glance

- What does Reconciliation mean
- Reconciliation requires walking together with intellectual humility, respect, and patience
- Unlearning – recognising what needs to change!

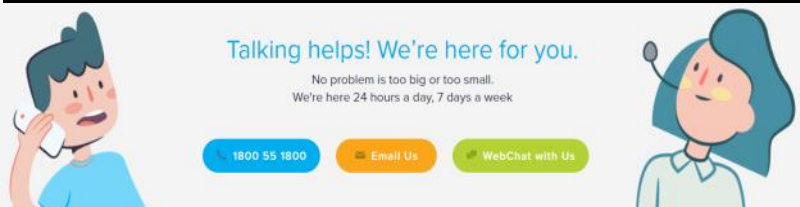
Too often the responsibility to move reconciliation forward falls upon Indigenous people, yet it is a collective effort. To travel this journey successfully, it requires Indigenous and non-Indigenous people to walk alongside each other. Reconciliation, a word that evokes a twang in people's stomachs (for various reasons), is too often avoided, referenced as a daunting or scary process or worst, a compliance exercise. Instead, it can be an opportunity and vehicle for change. Put simply, it is a commitment to do better and contribute to a richer future; to acknowledge events of the past and learn for the future. These are intentions that resonate and align strongly with all educators as it is often the motivation for joining such a wonderful profession.

Parent Wellbeing

As parents, our lives become all about the ones we need to look after and we often forget to consider our needs and wellbeing. We often look at the wellbeing of the children and the importance of it for their health and development **BUT not** reminding ourselves to fill our own cup, so we can continue to care for others which is vital for our own needs. The diagrams show 2 triangles, one of course shows an equal balance of mental, physical and social elements vital to good wellbeing. The other shows where there are deficits and so mental wellbeing is being stretched at the expense of less time working on your social and physical needs. If you are interested in looking into how you can equalise your own wellbeing take a look at this website. [What are the Three Sides of the Health Triangle — Mind My Peelings](#)



These websites are full of great information or a listening ear is a call away.



Parentline
<https://parentline.com.au>

Parentline | Phone Counselling Service | 1300 30 1300

1300 30 1300 ; Pregnancy & Babies. aged 0 to 3 ; Preschoolers. aged 3 to 5 ; Kids. aged 5 to 8 ; Older Kids. age 9 and up ; Parents & Carers. all about you.

Remember it is OKAY and NECESSARY to take time for you.

Go for a walk.

Take a breath. 3 Slow Deep Breaths can work !

Tag a friend or partner for some time out.

Tell your family you are having a 'quiet break' to recharge, encourage them to try doing it too. Set a timer so all can see when you are ready to emerge (or not)

Talk—bottling thoughts and emotions up is not helpful and solves nothing.

Prioritise one part of your day that is about you. If you start with just a small 'glimpse' the benefits will grow to more.

Write your thoughts down, this can help plan how to problem solve or work towards a goal .

Staying Healthy at Kindy



Please remember to keep your child at home if they are unwell. The spread of germs happens very quickly in this environment which not only affects the children but the staff as well. If your child is not feeling well they can not fully participate in the kindy day . You know what it feels like when you are not well and need to keep on functioning as a parent or at work, consider your child's perspective when they are 1 of 22 in a busy classroom. Home and resting is the best place, along with a quiet cuddle on the couch under a blanket makes recovery for all a better place.

From little things big things grow, including a child's idea, statement or wondering.

Through imagination, exploration, investigation, cause and effect experimentation, problem-solving, testing hypotheses, exploring weight, spatial awareness and gravity, Unit 1 has been transformed into a galaxy of planets, stars, rocket ships and satellites, with an orbiting International Space Station and parachute landing Mars Rover.

As the children spontaneously inquired, asked questions, explored their understanding of their world, created props and artefacts, answered research questions using technology and reference books, and through music, art and drama, they built on their prior knowledge.

Also, through science inquiry play, they enhanced their cognitive, social and emotional development whilst negotiating ideas, making choices and decisions, experiencing success and challenges, speaking and listening to one another, along with exposure to literacy and numeracy key concepts such as language and writing, measurement, weight and height.

To infinity and beyond.

Children might be interested to watch ISS Astronaut Chris Hadfield brush his teeth and sleep in space or a Google Play App (ISS Detector Satellite Tracker) to follow the ISS across the skies, which indicates when it will fly over Brisbane suburbs, time, direction, and height from horizon.

<https://youtu.be/UyFYgeE32f0>

<https://youtu.be/3bCoGC532p8>



Did you know that it is Science Week?

The children in Unit 1 have become keen investigators into the field of science. We are currently working on a number of experiments which involve chemical change, gases and magnets. The museum artefacts have prompted numerous scientific questions about lifecycles, animal habitats, insects, reptiles, owls and ecosystems. We recently investigated the 'Life in a Rotten Log' exhibit and answered many of our wonderings and questions after reading a wonderful book by Rachel Tonkin called 'Leaf Litter: Exploring the Mysteries of a Hidden World'.

We were equally amazed at the facts discovered through investigations about the Muttaborrasaurus bones from the Museum, learning that the Australian dinosaur grew up to 7 metres long, was a herbivore and lived in Queensland about 100 million years ago!

We often use our 'big screen' to watch footage and as a way to support our learning about topics of interest. The Barn Owl exhibit became a source of interest and was complimented by visuals of owls in flight and hearing their different calls. We were certainly most taken with the calls of the Boobook Owl or Mopoke and the Barking Owl. Other animals we have viewed and learnt more about include scorpions, hummingbirds and dingoes.

For Science Week ABC Science have launched a search to find Australia's favourite animal sound. Today we listened to the top 10 animal sounds and submitted our vote. The most votes for our group went to the call of the Whipbird, which was hotly contested with votes for the Magpie, Kookaburra, Banjo Frog, Cicada, Fairy Wren, Boobook Owl and the Lyrebird.

Follow the link below to listen to these amazing animals and many others that didn't get into the top 10.

https://www.abc.net.au/news/science/2023-07-31/australia-favourite-animal-sounds/102577008?utm_source=abc_news_web&utm_medium=content_shared&utm_campaign=abc_news_web&utm_content=link



Dealing with disappointment is something that we all experience and is probably quite topical at the moment as we had all hoped that the Matilda's could have advanced further into the FIFA finals! It wasn't to be, and they are working through their disappointment but also recognising the huge achievement that has come from the tournament and uniting a nation to stand behind them like never before.

If you could pile all the disappointments, you have personally encountered in your lives so far, the pile would be high! If you put them into piles of small disappointments and big disappointments, I would be thinking the piles would look different. Hopefully the small disappointment pile was bigger than the other large one.

Recovering from small disappointments is a fairly quick thing and we have to remember a big disappointment can take a very long time to recover from and need greater support. Children have to learn early in life too about disappointment and as adults we need to be there to guide them about the size of a disappointment. **Small** disappointments to overcome VS **Large** disappointments to overcome. Disappointment evolves from a problem or a dilemma. Think how you deal with things, what works, what doesn't? Resilience and how we build it and rebound is a key.

When teaching children about disappointment, firstly it is very important to acknowledge the problem that needs to be dealt with and overcome. Whilst you may consider it small, every problem with a young child is an enormous because life revolves around them. Their emotions are raw and real for them. Our job is to help put them into perspective and this is where it can be tricky.

Throughout our days we often have brief moments of disappointment, sharing, building something and it falls down, sticky tape hasn't stuck the 2 boxes together, the person I like to play with isn't at kindy or wants to play with someone else, waiting too long, forgetting to bring something from home (buzz groups/library bag/a hat) ...the list is endless. Overcoming these issues is a teachable moment! To solve these moments again we use words and need to consider perhaps not just the individual child's feelings but another's feelings as well. It is important for children to realise that there are often other stakeholders involved in these moments of disappointment. You ,as parents are often one of the stakeholders involved in 'disappointment'. Plans change at home, a planned play in the park, being able to buy something at the shops that was on the list before leaving home...the shop didn't have it in stock or your child's size. Good words to use are, it won't happen today but it may happen another day, they haven't got it now but we will check another day. Children need to learn that recovering from disappointment is not often a quick fix and that replanning, waiting or considering other options or alternatives and looking ahead are ways to help teach your child about how to deal with disappointment. A short conversation, with clear solutions to consider, and sticking with the decision is the best way to solve a problem. Be-

ing firm but fair and showing that you understand but there is always another time or offering another way to do something... Remember it is OKAY to have moments of disappointment, we learn from these experiences. If as adults **you** swoop in and take away all your child's problems and dilemmas without them experiencing the emotions that come with them...how will **they** learn to deal with disappointment!

When yesterday was a disappointment and today isn't better, remember there's always a tomorrow, so make it something to look forward to and smile.

WWW.LIVELIFEHAPPY.COM





Have you ever ended a busy day at work and thought... I'm not sure if I ate lunch today, or drank enough water! Perhaps, you were super focused on the task at hand or were distracted from your interoception.

Interoception is one of our eight senses. The five senses we commonly know are Auditory/Hearing, Tactile/Touch, Olfactory/Smell, Gustatory/Taste, Visual/Sight. However, there are three more invisible systems that have a huge impact on children's ability to attend, Proprioceptive (regulating motor movements), Vestibular (helps control ones sense of balance), and Interoceptive.

Interoception is the sense of knowing what is going on INSIDE our bodies such as feeling...

- Hunger
- Thirst
- Tired
- Feeling pain
- Heart rate
- Breathing
- Temperature (Feeling hot or cold)
- Needing to use the bathroom
- Emotional regulation and moods and any other internal sensations

	Touch What your skin feels (texture, lightness, pressure, temperature, etc.) from either something touching you or you touching an object.		Sound The sound waves that your ears register, including different pitches and frequencies.
	Taste The signals that your taste buds receive in your mouth (sweet, salty, sour, bitter, umami).		Vestibular What constitutes your sense of balance and spatial orientation or coordination of your head and body.
	Vision The colors and depth perception signals that your eyes receive from your surroundings.		Proprioception The system that focuses on the body's muscle and joint movements.
	Smell The scents and aromas that your nose picks up from the objects around you.		Interoception What gives you signals of your internal organs, such as hunger, pain, urination, etc.

Interoceptive receptors are attached to our internal organs and detect responses to internal senses. This system helps regulate self-awareness, social awareness, emotional awareness, and empathy as well.

In unit 2/2 we are supporting children to build their interoceptive skills by providing a variety of sensory experiences and conversations. During our group discussions, we talk about the weather and clothing that we wear to keep our bodies warm. We bring our attention to how our bodies feel after a busy jumpy music session and talk about the noticed changes in our heart rate and breathing. When we are still or laying down, we draw attention to our breathing and slower heart rate. In social situations, we support children to label feelings and encourage children to empathise with others and understand how someone else might feel.



Do you want to see my brain?

1 	2 	3 
My brain is working and I am feeling calm.	My brain is getting mixed up and it is hard to make it work.	My brain has stopped working and I am frustrated.



Mathematics and literature have strong links and there are many benefits in using them together. Like language and literature, math's helps us understand the world around us by dealing with concepts such as space, shape, time and quantity by grouping, ordering or sharing. Children develop mathematical concepts through the use of informal language and concrete representations and move gradually towards formal terminology and a symbolic meaning of recording.

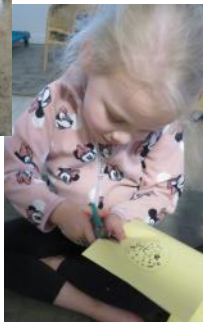
Through the story, *The Doorbell Rang* by Pat Hutchins, we have been problem solving and sharing together in unit 3, over the past 2 weeks.

In the story, Ma bakes some cookies for Sam and Victoria – 6 each. But each time they are about to start eating, the doorbell rings and friends arrive. They then need to work out how many cookies they each get. When there is just one cookie each, the doorbell rings again. It is Grandma, with a huge tray of cookies! Then the doorbell rings....

The first time we read this story, we drew the cookies on the whiteboard to work out how many cookies each friend could have. Discussions amongst the group involved, sharing, being fair, healthy eating, how many cookies can you eat before you feel sick, and should we eat the cookies before we open the door.

To retell the story, the children each made a cookie. This involved drawing a round shape and then cutting it out. We also discussed different types of cookies and many of the children drew decorations, chocolate chips etc. on their cookies. We looked at all the different types of cookies we had made – we were all drawing a round circle shape to make our cookie, but no cookie looked the same! Some were smaller, some really big, others were more oval shaped and one was a rectangle shape, some had lots of decorations and none of the decorations were the same! We stopped to think about how great it was to have all these cookies that were unique and different from each other, even though they were all cookies – just like we are all people, but we are also unique and different from each other. (Sometimes the learning from an idea can go in totally different directions you may expect).

With the cookies, we retold and acted out the story over a number of days. It was interesting to see how the children interacted and worked out the problem of sharing the cookies together. On one of our story retell days, the children all got one cookie each, even when there were lots of cookies still on the tray. This was because the children said 1 cookie was enough because otherwise they would feel sick. Not all children agreed with this choice, but this was the way some children decided to fairly share the cookies, taking into consideration the consequences of eating too many cookies.



As we approach the end of term 3 we begin to further increase our expectations and challenge the children a little more and one way is to help children understand that they may not always be in control and the one making the decisions.

When in a group we have certain expectations and one in particular we have been highlighting is that you don't always get your own way. Some issues that arise during the day include accepting that play time has come to end and it is time to pack away, being asked to give something back that you took from another child, not being allowed to keep a toy for your friend to use, or simply being told that you will need to wait for a turn of something. As adults how often have we wanted to jump to the head of the queue instead of waiting our turn? For some children the placement of name cards in the morning has meant they weren't able to sit next to their preferred friend so we are using this as an example of what to do if you are unhappy about where you are. Yes, we could simply swap them around, but we are encouraging children to build resilience when you don't get what you want and embrace the chance to sit next to someone they may have never sat with before and learn to engage and converse with someone new. Learning there are consequences to their actions can be hard and it can be very challenging for some children to accept that they don't always get to control some aspects of kindy, or home, life. Using positive reinforcement when you notice they have shown acceptance will help to encourage further growth. As a group when we have a decision to make we sometimes take a vote. We recently had a problem where some children wanted to do the yoga ball while some wanted to do a music session, so I asked them to pick which one they wanted to do the most. We counted each group, compared the numbers to discover which was bigger and then did a yoga session as it was the most popular. The children who had wanted to do music were encouraged to accept that they didn't get their preferred choice. While it can be a much easier approach to give children what they want in the short term, thinking about the long-term implications of this may encourage parents to use some "tough love" to help their child develop skills to regulate their emotions during challenging times rather than simply give in to their child's demands.



Let your children **challenge** themselves, make **mistakes**, and occasionally **fail**. Then tell them you **LOVE** them just the same.

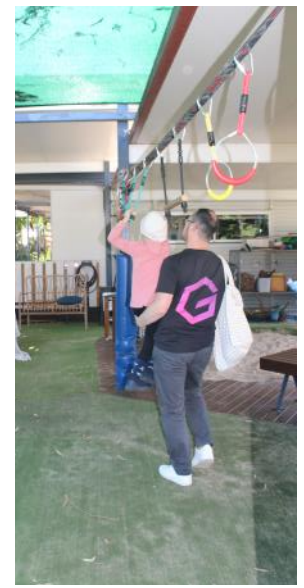
BigLifeJournal.com



Playgroup with Jo

Playgroup mornings with Jo is a quiet and relaxing opportunity for you to play with your child in the outdoor spaces at Kindy. Come and join us every second Saturday of the school Term.

Upcoming Dates -August 26 and September 9. \$10 per family from 9-10.30am



Before & After Kindy Care Pam, Yvonne, Shari, Kim, Kaitlan, Liana, Jordy, Jo, Jules, Sue

Our team are always spending time getting to know the children and encouraging them to feel comfortable in different play spaces and with different groups of children. Many have been enjoying the slack line and ninja line over the past few weeks in our playgrounds, encouraging the children to take a risk and try something a little challenging to build individual strength and resilience.

Join the Breakfast Club... Don't forget for our early arrivals in the mornings to pack some breakfast for your child to eat. Sometimes being able to sit at Kindy with others having their breakfast is a more relaxed meal for them and one less thing to have to rush before you race out the door.



Keep bringing your items in

Did you know that we receive monetary credit from all the recycling that we send into Terra Cycle! Our current total is \$400! We will be using some of these funds to support some great charities.

MPC is going to donate \$100 to each of these charities from our recycling fund!



Tepesua Community Based Organization (CBO) was founded in 2015 by Ms. Hellen Nkuraiya. It is situated approximately 49 km from Narok town along Mai-Mahiu- Maasai Mara Road towards Sekenani Gate.

The organization was formed with an aim of promoting education, empowering women (Widows and vulnerable women) as well as promoting community development. It entails educational institutions which are Tepesua School and Enkiteng Lepa School, Tepesua cultural eco camp and a village for widows and vulnerable women.

Women and girls are empowered through: Bead work, crocheting, sewing, permaculture farming and livestock ownership.



5th Annual "A Fiver for a Farmer" Day: Uniting Businesses, Kindergartens, and Schools to Support Australian Farmers

Founder Jack Berne, a remarkable 15-year-old, has been spearheading the charity since the tender age of 10. This year's event aims to rally support by encouraging participants to dress up like farmers and donate \$5 to help our resilient Aussie Farmers, who have valiantly weathered relentless droughts, fires, floods, and the challenges of the ongoing pandemic.



Parent News and Advertising Opportunities

The collage features a variety of community notices and advertisements:

- Community Noticeboard:** A corkboard-style notice with a pushpin.
- 1800RESPECT:** National Sexual Assault, Domestic Family Violence Counselling Service. Phone: 1800 737 732.
- Parentline 13 22 89:** Counselling and support for parents and carers.
- KidsMatter:** Growing Healthy Minds. Focuses on mental health and relationships.
- Birdie's Tree:** Drawing together through natural disasters.
- Kids Helpline:** 24-hour helpline at 1800 55 1800.
- Bravehearts Day:** Wednesday 30 August. #ShowYourHeart for Child Protection!
- Mitchelton State School 2024 Prep Students Transition Events:** Power into Prep, Orientation Days, Prep Interviews, and School Newsletter.
- Free Tiny Tradies Workshop:** Sunday 28 August. For children aged 4-10.
- Kids in the Hills:** Speech Pathology.
- Drink Well, Eat Well, Clean Well:** Health and safety posters from Queensland Government.
- Patricks Road State School Early Years Storytelling Sessions:** Thursdays starting 27th July at 9:15am.
- Everton Park State School Playgroup:** Fun every week for a fun time meeting of play and laughter with your child.

MPC Enrolment Lists - 2024 and beyond are OPEN!

- ◆ Do you have younger children?
- ◆ Do you want the option of sending them to MPC?
- ◆ Is their name on the Enrolment Waiting List?

Do it now!you will then have peace of mind, knowing you don't have to think about it anymore. It's easy. Complete a form online or collect one from the office. Complete an additional form if you are considering MPC 3's group. **MPC does not have a sibling policy**, and offers and choice of groups for new enrolments are allocated in strict waiting list order.