



News from the Committee—Clair Perkins (President)

Hi everyone,

I hope you're enjoying the cooler mornings and settling well into the year now we are heading towards the end of Term 2.

It was wonderful to attend the Open Day on Saturday 18 May and see so many current and prospective families enjoying the spaces. The Parent Committee colleagues appreciated the chance to hear from future parents what they loved about MPC, and to hear what questions were front of mind as they considered their options for 2025 and beyond. One of the most common themes in conversations I had were around what MPC does so well and sets it apart.

This had me reflecting on how as our children grow and develop their understanding of being part of something bigger than themselves, one of the values we try to build is their sense of connection to their wider family, community and the world around them.

This sense of *Belonging* is an important part of the Early Years Framework V2.0:

"Children belong first to a family, a cultural group, a neighbourhood and a wider community...In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become"

As I watch my son and his class develop care for and friendships with each other (the list of who was away today is often a hot topic at pickup!), enjoy time at kindy with their grandparents and special people, or learn about how First Nations people have cared for this country for thousands of years, I am reminded each time that the expertise of the MPC teaching staff in carefully and considerately fostering this sense of belonging is one of the things that sets MPC apart.



Thanks to all parents who completed the recent survey seeking views on how we can grow connection across the MPC community through social events. There was great feedback about preferred dates and events, and the Committee (thanks Deb, our wonderful events officer!) will be sharing some upcoming events you can get involved in – some with your children, and some options just for the grown-ups!

As always, if you have any ideas, questions or concerns please feel free to raise these with the Committee at committee@mpc.net.au, or by chatting to a Committee member at drop off or pick up. I hope you enjoy the rest of Term 2 and have a relaxing (or active depending on your preference!) winter break when we get there.

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.

We finally made our way through '**Maycember**'! As you know there's been a lot happening in the MPC space – We are grateful to our fabulous staff team and amazing parent community in helping with the organisation of extra events and happenings. Since our last newsletter we've had ANZAC day, A wedding (Congratulations Kim!), Play Night, Open Day, The Big Three Parent Information Session, Sorry Day, Incursions—Police visit and Painting with Rhian. Plus a visit from Grandparents or Special visitors! Even through the busyness of term 2 we continue to place children at the centre of all decisions and notice the children's growing sense of belonging at MPC.

Existing parents and parents on our MPC waitlist had the opportunity to listen to Melissa Wall an Educational & Developmental Psychologist present '**The Big 3 for Preschoolers: Sleeping, Eating & Toileting**'. Many of the parents commented how helpful the session was and liked the practical skills of putting a plan in place, being consistent and seeking professional support if complexities still arise. Here are some practical steps from Melissa:

Sleeping

- Establish a positive bedtime routine with your child's input on choice of book or PJ's.
- Consistency is key - make bedtime routine predictable and use visual pictures for your child.
- Start preparation 30 - 45 mins prior to bedtime.
- Have a consistent time of going to bed and consistent wake up time.
- Regular meals and discourage late night snacks.
- Allow enough time (eg. 1 hr) to wind down before lights out (bedtime routine, calm/quiet activities.)
- Avoid all digital technology and active play during wind down time.
- If your child is going to bed consistently late: "bedtime fading" (progressively move bedtime 15 mins earlier across 2 nights until you reach desired bedtime)

Eating

Introducing New Foods:

- Keep offering! It can take 10+ (or more) times for a child to become familiar with, accept & enjoy new foods.
- Put a small amount of new food on the plate with familiar food your child already likes.
- Encourage & model exploring new food - eg. touch/smell/lick/taste.
- Make food fun - colours/shapes/sizes.
- Serve your child the same meal the family is eating.
- Offer different foods from each of the 5 food groups.
- Avoid filling up on drinks/snacks.

Toileting

- Most children are daytime trained by 4 years of age, 7 or longer for nighttime training.
- Practice sitting for (X)minutes on a potty or toilet and slowly increase.
- Practice "first___ then ___" have a visual routine.
- Show books/ videos of potty training and songs
- Practice staying in bathroom/ toilet with activities
- Practice not wearing a nappy

Contacts for Occupational Therapy- Toileting Support:

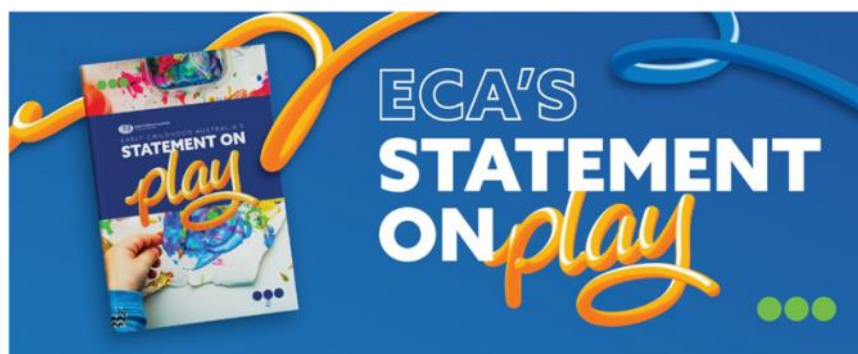
<https://www.onesandtwosot.com.au/>

<https://www.marsclinic.com.au/>



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

Our annual Play Night ‘**Why Play! Where’s the Learning**’ was an opportunity for parents to experience firsthand how we play at MPC. During this evening parents gain more understandings about how we support children’s learning through play. We also shared Early Childhood Australia’s Statement on play and believe MPC upholds the 6 principles.



This Statement considers play and young children aged from birth to eight years. The right to play, however, extends to every child of any age, ability or background and is relevant in schools and other learning environments, services, and communities in which children participate.

It takes many people to build a village and we know that our Committee and community of parents are always ready to support this village—Thank you!

“Thank you to the working bee helpers for ensuring everything looked beautiful for not only our Open Day, but throughout our Kindy Year”



“Thanks to the marketing Committee and parent volunteers for a great morning at Jan Power Farmer’s Markets!”



Continuing our RAP journey with purpose and feeling!—

Anna Dutney and Louise Wood

MPC is committed to building our Indigenous knowledge and understandings, and we are always ready to listen to our First Nations People to tell us a story or invite them to come and visit us. Each and everyday the children in their time here are encouraged to care for the nature around us just as our traditional owners have done.

This is strongly embedded in our philosophy :

- *We recognise the traditional custodians of this land and support children's understandings of Australia's first people past and present.*
- *We commit to respectfully engage with Aboriginal and Torres Strait Islander children, families, and our community to develop a deeper understanding of Australia's First Peoples.*
- *We celebrate the richness of the history of Mitchelton Pre-Schooling Centre and the connections the centre has with the community past, present, and future.*

As part of this, we now feel that we are starting to build traditions for MPC that will help support and work towards reconciliation and develop an understanding for all that moving forward is important. Our Smoking Ceremony that we are building into our annual Open Day is part of this. Bringing cultural experiences like this to the grounds of Kindy where we are surrounded by the current, past and the future of MPC speaks to the important traditions and beliefs of our First Nations People.

Sorry Day

A small but mighty group of MPC children, parents and staff attended the recent **Sorry Day Ceremony** held in Teralba Park (Hosted by the Teralba Park Stolen Generation Support Group). At MPC the children are involved in discussions around Sorry Day, a wonderful recourse used to start these conversations is "Sorry Sorry" by Ann Kerr "We say Sorry. AND we never do it again!"- Flo

Children from across MPC painted their handprint to create a wreath which was laid at the ceremony. We say sorry for the mistreatment of the traditional custodians of this land and focus on our future journey together where it is important to share, be fair and care. Sorry Day marks the start of Reconciliation week.



Rhian

The beautiful Rhian (A proud Wirangu woman) has been spending time at MPC over the past fortnight. Rhian is a talented artist who has been visiting the children and teachers at MPC. When working with Rhian the children are learning Indigenous symbols, learning about her culture and bush tucker. Each child chose a symbol and colour for Rhian to paint. We look forward to displaying the final artwork in the central foyer.



First 5 Forever is a play-based program supporting Queensland families to talk, sing, read and play with their babies and young children in their first five years.

Delivered by public libraries and Indigenous Knowledge Centres, 'First 5 Forever' connects families to information and resources to build a foundation for their child's future language and literacy development. Research shows that simple things like talking, reading, singing and playing with children from birth have positive impacts that will last a lifetime.

Through an easy to navigate Online platform, families can access helpful articles, videos and resources, that include a huge range of topics including 'Why is play important', 'Nature play', 'Creative thinking', and 'Sensory play' to name just a few. There are also links to online Story Time, Rhyme Time and Baby Play Sessions, Bedtime Story Time and Sing-a-longs. Stories for Little Queenslanders offers animated story books and guest readers sharing stories.

Did you know your local library offers some of these activities during free sessions. It's a great way to meet other parents and carers and get new ideas to try at home, as well as borrowing books to share at home. Your children can even get their own library card.

Other services the Queensland Library offers are Auslan story sessions at Toowong Library and Mobile Library sessions at Dorrington Park.

Visit [First 5 Forever \(slq.qld.gov.au\)](http://slq.qld.gov.au)

for more information.



STORIES NEVER GET OLD



Story Box Library is an engaging educational resource that inspires reading in kids of all ages, improving language and literacy skills along the way. Best of all, it's free for families via participating public libraries!

See and hear your favourite stories come to life, read by Nick Cave, Justine Clarke, Eddie Perfect, Kate Ritchie, Andrew Hansen, Missy Higgins, Shane Jacobson and many more.

Visit storyboxlibrary.com.au/libraries

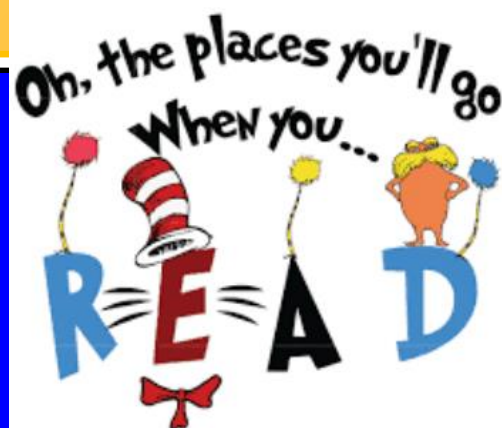
1. Select your library service
2. Enter your library barcode
3. Enjoy our stories, short films and at-home activities

Ask your library about Story Box Library today!

  storyboxlibrary.com.au



"The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you'll go."
-Dr. Seuss



Proven, positive tips that can help every family

You can support your child's development, grow closer and solve problems – positively. There are many [simple strategies](#) you can start using right now, to make every moment count!

Find your free Triple P program today

<https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.triplep-parenting.net.au%2F%3Ffbclid%3DIwZXh0bgNhZW0CMATAAR1pNhWzdq2->

- Boost their emotional wellbeing and maintain a good relationship – now, and in the years to come.
- Make family life less stressful and more enjoyable – even in tough times.
- Set good habits early and prevent problems from getting worse with practical strategies you can start using straight away.
- Join more than a million Australian families who've been helped by the Triple P – Positive Parenting Program!

Backed by 35+ years of research studies here and around the world.

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

Go for a walk.

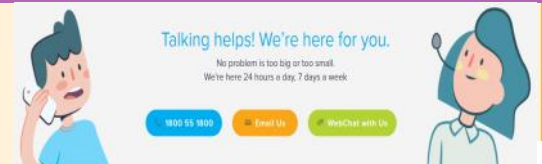
Take a breath. 3 Slow Deep Breaths can work !

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.



<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.



Staying Healthy at Kindy

Help stop the spread of respiratory viruses



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.

As many would understand, public speaking can be daunting, embarrassing, nerve racking and intense fear, and for many children it is overwhelming. For children to begin to build confidence and literacy skills, Unit 1 children have used the morning meeting to share common interests, information, ideas, and thoughts. They have used our hand-painted Indigenous Message/Talking stick as a visual clue for one person to speak and others to listen.

By having no specific topic or agenda to speak about, the children have been sharing information they feel is important to them. The topics have been many and varied from discovering insects/ animals at home, singing a new song, discussing breakfast choices, riding a bike without training wheels, seeing a rainbow on the way to Kindy and success when crossing the high monkey bars at the park. Open discussions have given all children the opportunity to contribute, build self-esteem, and trust those around them.

Not only have children contributed and asked questions during the discussions, but they have also taken opportunities to branch out and speak to different peers, discovered common interests, and formed new friendships.

Eclectic group discussions have been an authentic way to create a sense of belonging and togetherness, extended social worlds, encouraged positive attitudes, and extended literacy competencies within the class.



HAVE YOU SEEN OUR PARENT LIBRARY?

We have a fabulous collection of “Books to read with Children” covering a range of subjects and also some great Parent Resource books.

We invite you to borrow a book or 2—please sign out on either of the sign out books—either in the back courtyard or for our full range of books please see the shelves near the Office counter.

Happy reading!



Learning about science has been a great interest with the Unit 1 3 Day Children this year. The children have become naturally more inquisitive about how and why things work, discussing their own theories and ideas around science. They are keen to construct new information individually, in groups or alongside the teachers. Working scientifically focuses on the development of the skills required to generate ideas, understand processes and solve problems. The children have been creating evidence through their experimentation. They discuss and process information gathered, they evaluate their findings. Then they build their new theories together based on the evidence they find.

Some of the wonderings the children have investigated so far include...

- ◆ Properties of magnetic and non-magnetic materials. Children were using magnets in the digging patch and discovered some of the rocks hidden in the dirt were magnetic. They have used magnets to locate items in the sandpit and test magnetic properties in the outdoor environment.
- ◆ Plant lifecycles is our latest area for research. We have planted some new flowers in the outdoor tubs and plan to grow our own sunflower seedlings and herb garden.
- ◆ Interest is growing as we watch our stingless native bees leave and return to their hives. We want to find out what goes on inside the hive!
- ◆ Bird watch at Kindy is interesting and amusing as we watch our local magpies Dave and Maggie, and their two baby fledglings wander around our playground and veranda unperturbed.
- ◆ Why do materials float or sink? A water trough experiment that started as a child driven investigation.
- ◆ What is a spider? We took a closer look at the attributes of these animals and compared the differences after watching and admiring a large Golden Orb Weaver spider in a web in our treehouse.
- ◆ What is an insect? We carefully watched Citrus Swallowtail caterpillars grow and morph into crystallises.
- ◆ Learning about stick insects after Ollie and Noah showed us photos of some they found on their fence at home.
- ◆ Discovering an Inch Worm on our tree house and wanting to find out more.
- ◆ Watching the Fire Tail Resin Bees defend their Insect Hotel from a hungry spider.
- ◆ What is a reptile? We discussed new words- nocturnal, cold blooded, venomous and non-venomous after looking at the museum models of snakes and lizards.
- ◆ Recalling the names and habits of the sea animals we saw in Kevin's puppet show last term
- ◆ Weather events- What causes lightning, thunder, hail and rainbows?
- ◆ Being Weather Reporter for the day.
- ◆ Frog lifecycles. Prompted by the museum exhibits.
- ◆ Learning about worm farming and composting. The children know how to recycle their food scraps and change these into compost and nutrients for our gardens.
- ◆ Weather events- What causes lightning, thunder, hail and rainbows?
- ◆ The candle experiment- exploring why the candle snuffer puts out the flame on our story candle.
- ◆ Reading a favourite story 'Never Snap at a Bubble'. We use a balloon to help tell the story of a frog who snaps at all the bubbles and then floats away!





Awe and wonder! This year the story Bowerbird Blues brought this feeling to MPC. When we first spoke to the children about listening to a story that we would be watching at the same time as so many other children across the country was really lost with them...at this stage of their lives that concept is very difficult to understand. The penny dropped for some though as older siblings arrived in the afternoon to collect them and they told how they had watched it too! **Awe one!** The purposeful collection across the day to find all things blue, who knew we had so much blue! The children were an assemblage of human bowerbirds—such a small provocation and together they collected and hoarded. **Awe two!** The recollection of the story and the life facts learned about Bowerbirds in nature! Prior knowledge emerging with new information that will be used for further learning and investigations. Igniting a small flame to find out more. **Awe three!** Lastly, it was the time spent by children to create artwork to depict Bowerbirds. Many times when we talk with the children about having a go at drawing we consider lines and shapes. The Author and Artist, Aura Parker, took the time at the end of the story to tell the listeners how she drew her illustrations. The children held their focus and were mesmerized with her careful discussion and demonstration. From this inspiration to independently create and consider outcomes, more magic happened. **Awe four!** Each year when we join in this national simulcast we are able to become part of a wider community and learn with others, hooray for a great initiative!



Laughter is a joyful sound and easily understood in any language or ability. Laughing together is a way to connect socially within a group context.

During morning tea on Fridays, the children in unit 2/2 delight in sharing jokes. What started as a lunch box note from a mother to her son, became a highly anticipated weekly activity where other children, who now request to research jokes and have one written on paper and placed in their lunch box. Some children learn the joke off by heart, others ask an adult to read the words, we even have brave children within the group who improvise on the spot. Either way, once the joke has been shared there is a chorus of laughter, where children studying the faces of their peers to see if they found the joke funny like them.

The children are using early Literacy and developing language skills to learn the context of telling a joke. Similar sounding words, words with the same name but different meanings, phrases or expressions and vocabulary.

A sense of humour is not something we are born with, but a skill children learn. At this stage of development children aged 3 to 5 tend to be very literal so if something is unusual children tend to find this hilarious. They find it ludicrous seeing the teachers playing – dress up, books out of the predictable norm like “The book with no pictures - B.J Novak or when an advertisement plays in the middle of relaxation music.

There is a strong link between laughter and mental health:

- Laughter stops distressing emotions

- Helps you relax and recharge.

- Shifts perspectives

- Draws you closer to others

Humour and playful communication strengthen our relationships by triggering positive feelings and fostering emotional connection. When we laugh with one another, a positive bond is created. This bond acts as a strong buffer against stress, disagreements, and disappointment.

As children, we used to laugh hundreds of times a day, but as adults, life tends to be more serious and laughter more infrequent. But by seeking out more opportunities for humour and laughter, you can improve your emotional health, strengthen your relationships, and find greater happiness.

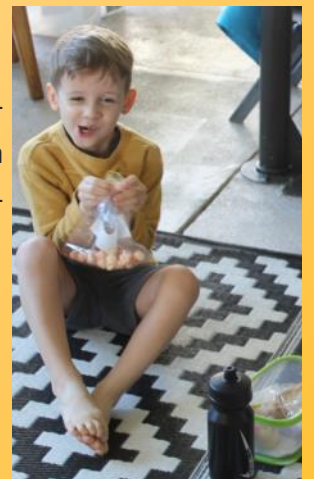
Some of our favourite jokes so far, we hope you'll enjoy sharing these jokes with your family: (Thanks to all our parents who help with the joke research.)

What kind of dog does a magician have? A Labraccadabrador!

How do you make a tissue dance? You put a boggie in it!

What do you call a cross between a sheep and a Kangaroo? A wooly jumper.

What does a clam do on it's birthday? It Shellebrates!



Being able to focus, hold and work with information in mind, filter distractions, control impulses, make plans and switch our thinking is like having an air traffic control system to manage arrivals and departures at a major airport. In the brain, this air traffic control system is called executive function (Centre for the Developing Child, 2011).

Executive function is generally considered to consist of the following three elements:

1. **Working memory** – the capacity to hold and manipulate information in our heads over short periods of time. E.g following directions, recall what happened in a story.
2. **Inhibitory control** – the skill we use to master and filter our thoughts and impulses so we can resist temptations, distractions, and habits and to pause and think before we act. E.g. block out distractions to focus on a story
3. **Cognitive or mental flexibility** – the capacity to nimbly switch gears and adjust to changed demands, priorities or perspectives. It enables us to apply different rules in different settings (Centre for the Developing Child, 2011).

These skills don't develop on their own, but children can develop and build these skills through practice. Play is one important way children can practice these skills, with the support of adults. Then as they build these skills, we as adults can step in and out as needed, as children engage in sustained play, coming up with an idea and recalling what their game is about, talking with each other about their games and 'rules', resolving issues and compromising and adapting to changes in the play and 'rules' as other children and ideas enter into games.

We can also develop these skills through group time and intentional teaching. This week, the children have begun to take turns bringing home the What Is It? Bag. If your child hasn't told you about this yet, this is a group game we play all together. One child takes the bag home and chooses something from their home that their family use (not a toy) to hide in the bag and an adult or older sibling helps them to think of and write down 3 clues to describe the object so everyone else can guess the hidden item.

This sounds very simple, but there is actually a lot that goes on in our brains to play this game. The child choosing and hiding the object needs to understand what it means to describe something and with your help they also need to decide on which order to give the clues – (planning). For everyone guessing, they need to listen to the first clue and if the item is not guessed, they then need to listen to the next clue, recall the first clue and put them together to try and make a picture in their head of what the object might be – (working memory). When the third clue is shared, they need to recall both the first and second clue and put them all together to work out in their head what the object might be. The clues may fit in with what they were thinking or if not, they may need to switch their thinking and change their guess. If someone else says what they were thinking and have been told, no, that's not what it is, they also need to switch their thinking, otherwise they are guessing something we already know is not in the bag - (cognitive flexibility). The children also need to hold their words in, so they are not calling out – Very tricky to do when you think you know what the item is! But great inhibitory control practice. They hold up their hand and the child whose turn it is, chooses children one at a time to share their guess.

Your child will be bringing home the What Is It? Bag on either a Monday or Wednesday over the next 10 weeks.

What is Self-regulation?

Self-regulation is the capacity to regulate your own behaviour, emotions, and cognitions (thoughts) in ways that are beneficial to your functioning and adaptive to the circumstances in which you find yourself. It is how we all control our own feelings, thoughts, and behaviour.

Components of self-regulation

Attentional regulation: The ability to know where to place your attention and for how long. Can refer to children's behavioral persistence in completing tasks and maintaining attention when faced with distractions (paying attention, staying on task, returning to task even when distracted, persist even in face of challenges).

Emotional regulation: The interplay between level of reaction, and capacity to return to optimal state (regulation)

REACTIVITY: How quickly and strongly do children react to frustration inducing events? This has a temperamental component (biology/genetics driven)

REGULATION: How easy are they to calm /distract once upset? How well can they manage this process themselves?

Executive functions:

INHIBITION: The ability to inhibit a dominant or obvious response, in favour of a subdominant or less obvious response, also related to impulse control. (E.g., "stop" behaviours, Stop calling out when not in turn, stop self from hitting out in frustration)

WORKING MEMORY: The ability to hold different sensory information in mind in completing a task, or maintaining information in short-term memory and updating or manipulating this information (e.g. Multi step instruction versus single step, I went to the shop and bought Memory card game)

SHIFTING OR FLEXIBILITY: The ability to shift attention between different sorts of information or tasks, or to think about something in more than one way (flexibility)

Better self-regulation skills in early childhood mean better social skills across lifespan, better teacher-child relationships, better transition to school, less chance of obesity, better academic outcomes, better mental health, less risk taking in adolescence.

Theory and evidence behind music for self-regulation

Beat synchronisation: ability to move in time to a given beat requires coordination of auditory and motor systems, this develops naturally with age. Better early beat synchronisation is linked with ease of learning language and early years literacy. Poorer beat synchronisation in individuals with ADHD and dyslexia.

The musician advantage: 2 years of formal training is linked with a range of positive outcomes including advanced auditory processing, working memory and enhanced neural connectivity and plasticity.

Music therapy and entrainment: Entrainment is the tendency of the human body to entrain or match its functions like heart rate, respiration, gait pace, most movement to an external beat. Eg. Walking to the beat of the music and calming music helps slow the heart rate.

Music and relaxation: listening to preferred/subjectively pleasant music stimulates anti-stress and happy hormones. Slower tempo music can support relaxation through entrainment.

Music and early childhood: formal and informal experiences matter. 2-3 yr olds with more parent-child song, dance, music listening etc have more prosocial and better attentional regulation at 4-5 yrs (over and above the impact of book reading). Formal music sessions, group music play in early childhood settings and arts-enriched preschools are all linked with improved self-regulation. Interpersonal synchrony - moving in time with others enhances social helping behaviours.



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.

\$10 per family from 9.00am to 10.30am

June 15th

July 13th and 27th

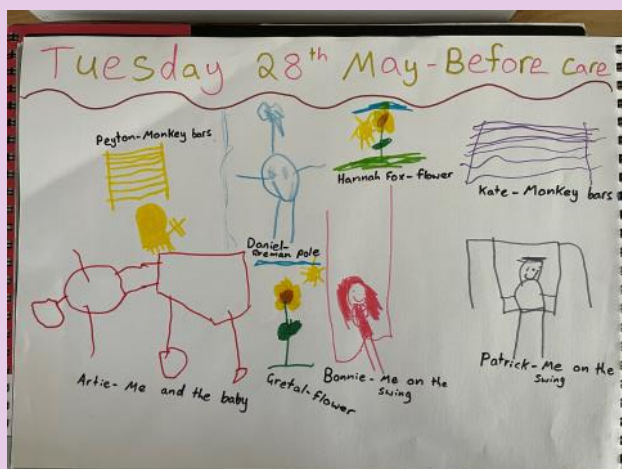
August 10th and 24th



Before & After Kindy Care Pam, Yvonne, Shari, Kim, Kate, Kaitlin, Jo, Jules, Sue and Selvi

Since the beginning of the year, the children have formed some great friendships with children from other groups while at B&A. It's so heart-warming to see the older children take the 3's children under their wing to show them around the play-ground or help them with tasks or to listen to conversations about, "when we see each other again at after care or tomorrow at before care we should do".

The children have also enjoyed investigating nature. The children found a butterfly on the ground and wondered why it wasn't flying away. On further examination, they discovered that it had a damaged wing and discussed if that could be the cause of it being unable to fly. There were also discussions about if we collected food for the butterfly, would it be able to get better? What do butterflies eat? Would a vet be able to fix the butterfly's wing?



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 get a monetary reimbursement from all our recycling we send to Teracycle?

We continue to look for charities to support, so keep on recycling—not just for the environment but to support some charities in need.

Parent News and Advertising Opportunities



MPC Enrolment Lists - 2026 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.

Please note: We have now closed our MPC 3's waiting list for 2025 and 2026. The program is proving to be so popular as word has spread in our community about the fabulous 3's program on offer here at MPC!