



Jan Juc Pre School Swing Set Project ~ Fence Line Proposal

OVERVIEW

The Jan Juc Pre School Committee would like to work with the Shire with the hope of reinstalling an already purchased Swing Set for the children, which was removed and placed into Council storage when the room redevelopment works occurred in 2013/2014.

In order to do this in an ideal and safe location, without the interruption of our established play spaces and the extensive costs associated with relocating other existing equipment, we have thoroughly investigated and are hereby formally requesting a minor change to our existing fence line.

As the Pre School itself (along with the adjoining reserve) sit on the same parcel of land belonging to and managed by the Shire, we are positive that this minor change will have no impact upon the wider community. However, in the interests of transparency and in order to do our due diligence prior to making this request, we recently sought public consultation via both our Parent Body and the Neighbouring Residents. All feedback from the nearest neighbours (those in Wattle Court, Sunset Strip, and the Caravan Park management) was overwhelmingly positive. *The support document signed by all those we consulted with can be viewed in Appendix A.*

The area of fence line we looking to change does not impact or encroach upon any existing landowner/resident, nor does it limit community access or amenity in any way, as it is not a public thoroughfare. On the other hand, being able to make this minor change and reinstall our Swing Set will offer a very strong and positive impact on the Pre School community. *The benefits of Swing Play for Pre Schoolers can be viewed in Appendix B.*

Land title documentation shows that the Jan Juc Pre School is actually across two titles of land, all of which is Shire owned. The small area in question is on the same title as the adjoining reserve, (all of which are 'public park and recreation' zoned), so we are hopeful that with the support of the Jan Juc Pre School community as well as the Neighbouring Residents (with whom we would work with to fund suitable tree/shrub planting as part of this project), that you see fit to also support us with this fit-for-purpose endeavour.

We are simply proposing following the existing and originally intended fence line, as shown in the photos and maps on the following pages. This small area is only used occasionally as a walkway by the kinder children (on special days, such as Bush Kinder, or on special event days held on the oval) and we will relocate the gate so this access can be maintained. Moving the fence line will not limit or obstruct community access or amenity in any way. Anecdotal evidence and discussion with residents indicate the reserve is not accessed by this area, and even if (on the rare occasion) it was to be used, the change in our fence line would not inhibit this usage in any way.

We have sought input from a number of knowledgeable third parties regarding the benefits of this project, and as this area is small, and currently unused by the community, we would hope to have your support, along with the support this project has from our Parent Body, Neighbouring Residents, and the 3228 Residents Association.

PHOTOS

Photo A



Approximate measurements of the area

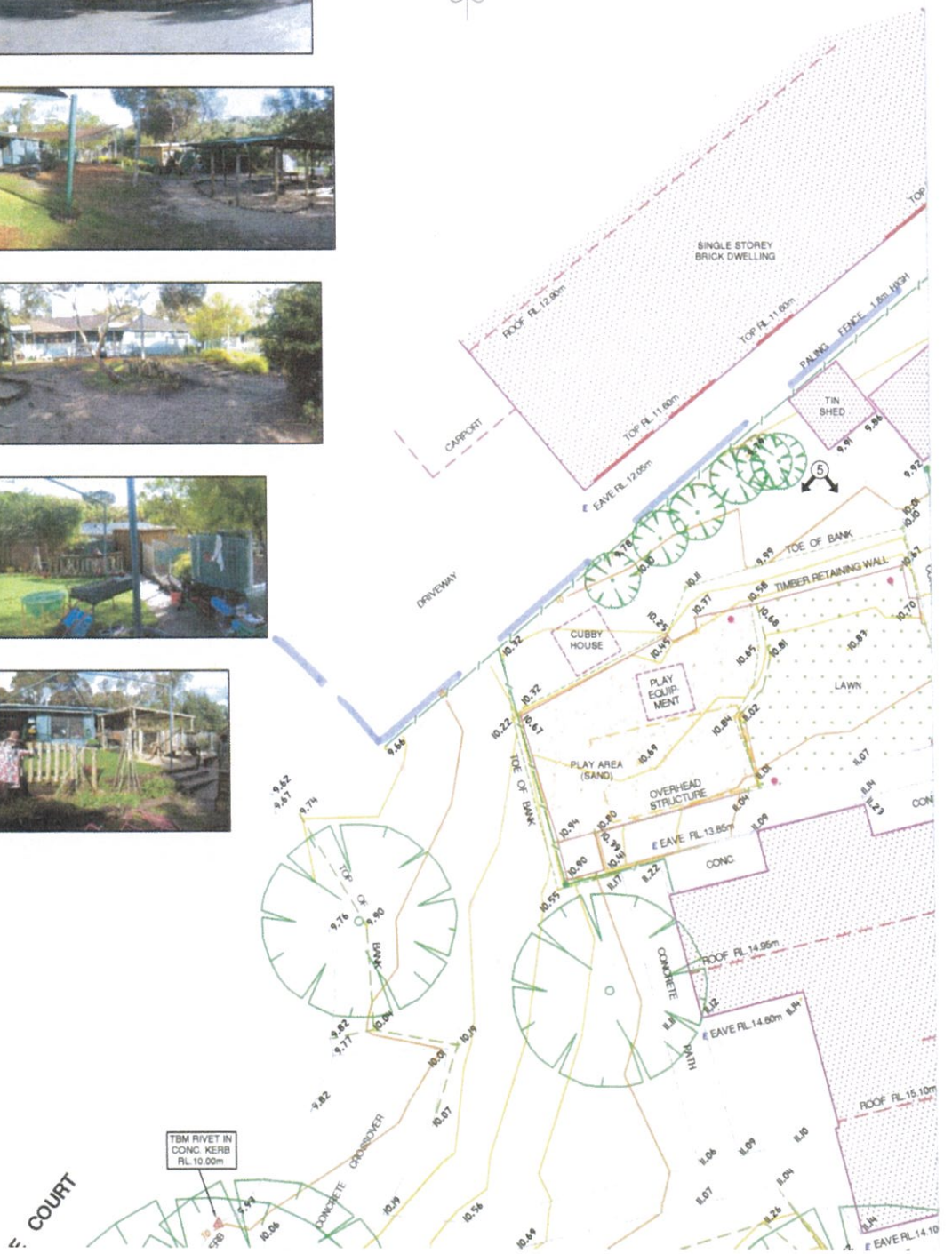
Photo B



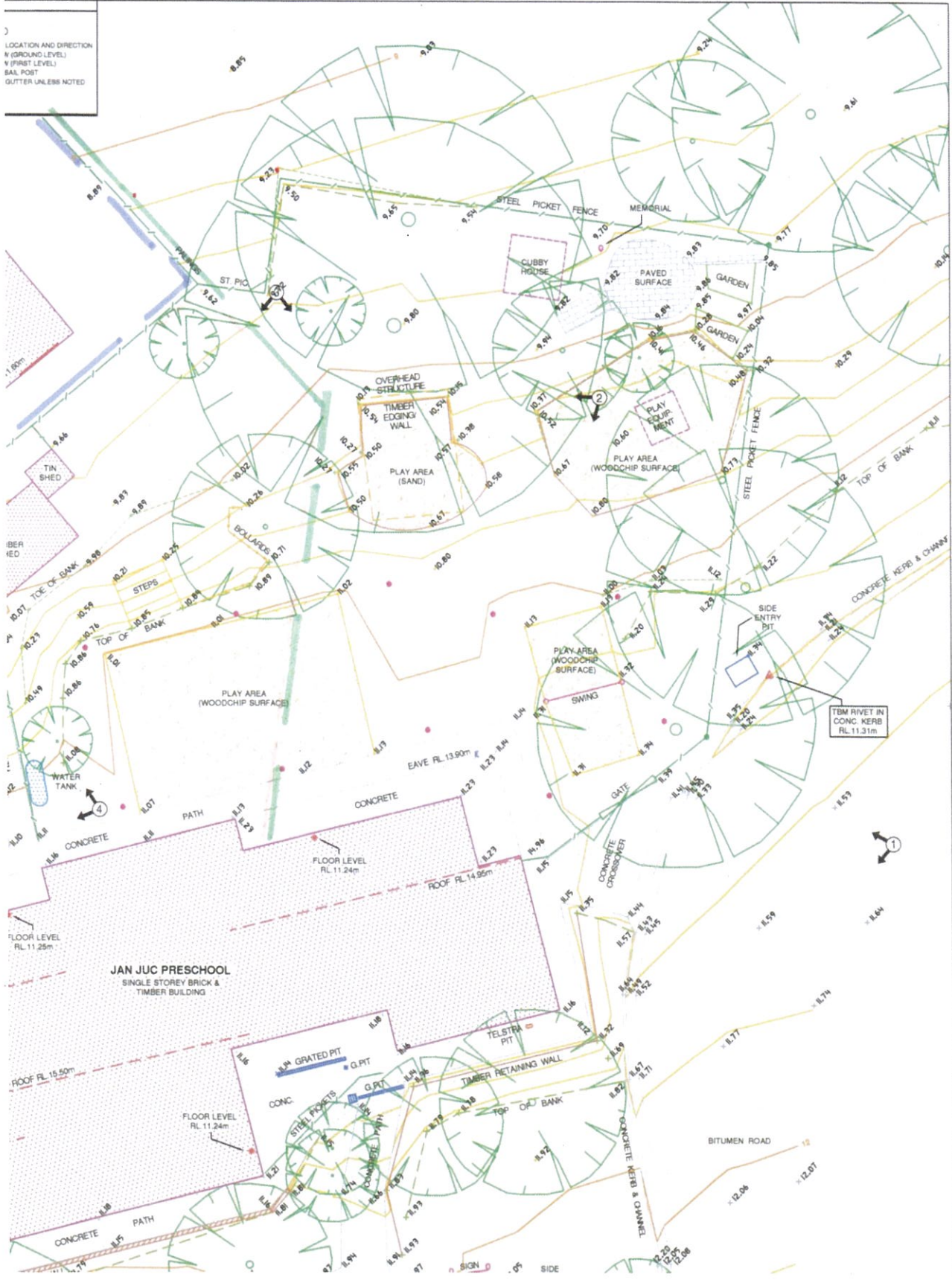
Showing how following the fence line at the rear of the Centre would not impact on neighbouring properties, nor would it impact upon public access or amenity

LAND MAP

LEVEL DATUM		CONTOUR INT		ADAM O'HALLORAN & ASSOCIATES Land Surveyors		PLAN OF EXISTING CONDITIONS JAN JUC PRE SCHOOL	NOTATIONS		
ARBITRARY		0.25m		PO Box 445 Always Inlet 3231 Ph. (03) 5289 8888 Fax. (03) 5289 8670			This plan is prepared from a combination of field survey and existing records for the purpose of designing new constructions on the land and should not be used for any other purpose. The site boundaries were not re-established as part of this survey. Services shown herein have been located where possible by field survey. Prior to any demolition, excavation or construction on the site, the relevant authority should be contacted for possible location of further underground services and detailed locations of all services. This note is an integral part of the plan.	LEGEND	
SURVEY DATE 23/05/12		PLAN DRAWN 2/06/12		SURVEYOR R. ARCHBOLD				<ul style="list-style-type: none"> PVC WIN SPA EAVE TOP 	
DRAWING REF JJPG_FEAT	DRAWN RA	CHECKED RA	SCALE 1:200	EDITION 01	SHEET No. 1/2				



) LOCATION AND DIRECTION
 N (GROUND LEVEL)
 V (FIRST LEVEL)
 SAIL POST
 GUTTER UNLESS NOTED



JAN JUC PRESCHOOL
 SINGLE STOREY BRICK &
 TIMBER BUILDING

TBM RIVET IN
 CONC KERB
 RL 11.31m

FLOOR LEVEL
 RL 11.25m

FLOOR LEVEL
 RL 11.24m

EAVE RL 13.90m

ROOF RL 15.50m

FLOOR LEVEL
 RL 11.24m

BITUMEN ROAD

SIGN SIDE

PROS AND CONS AT A GLANCE

POSSIBLE BARRIERS	SOLUTIONS
<p>Previous communications with the Shire have advised us that a study/investigation into the impact on indigenous flora & fauna would need to be undertaken prior to any decision being made (at an estimated cost of between \$30,000 - \$50,000) with no guarantee of changing our fence line</p>	<p>The Shire has recently undertaken extensive and major works on this title land – drainage improvements of the creek bed and oval, installation of new cricket nets, and a new building on the land could we piggy back off these studies? What did these studies say the impact on indigenous flora and fauna would be/was?</p>
<p>Unnecessary storage of bulky item (Swing Set)</p>	<p>Our request to change the fence line means the Swing Set can be taken out of storage and reinstalled at a minimal cost</p>
<p>Children missing valuable play space opportunities with the Swing Set in storage <i>(the benefits of swinging as a playtime can be viewed in Appendix B)</i></p>	<p>Our request to change the fence line means the Swing Set can be taken out of storage and reinstalled where it belongs in the Pre School playground!</p>
<p>If we can't change the fence line in order to re-house our swings, we must move the existing 'Fort' playground structure into a new location in the yard, allowing for reinstallation of the swings. Bearing in mind safety regulations of soft fall and space around the structures, this is not a simple or easy task. The removal and reinstallation of the Fort and Swing Set has been quoted at \$8899. This quote is over a year old and may have risen (<i>please refer to the quote in Appendix C</i>). This does not include resurfacing and extending the soft fall or the height extension of the existing shade sails. The estimated costs for all associated works could be well in excess of \$12,000</p>	<p>A far more cost effective outcome would be to for the Pre School to fund the re-fencing works if our request is approved. This solution would also minimise the interruption of established play spaces</p>
<p>The Shire have in the past suggested we utilise Grant opportunities for these playground works</p>	<p>We feel that Grant money could be spent on a long list of other improvements we would desperately love to see at the Pre School – to use in excess of \$12,000 of Shire grant money on moving equipment seems wasteful, when we could simply change the fence line with no adverse impact on third parties for a far greater saving, allowing those grant opportunities to be far more efficiently spent</p>
<p>As part of our due diligence with this process, we consulted with the Parent Body and Neighbouring Residents before making this formal request</p>	<p>Our public consultation to date has shown overwhelming support, and we have spoken to those residents directly impacted, as well as the wider community</p>

POSSIBLE BARRIERS <i>continued</i>	SOLUTIONS <i>continued</i>
Shire reluctance due to setting a precedent	We do not feel this would set a precedent. This is not a land adjustment, or even a land issue! This is simply the equivalent of a 'tenant' requesting their 'landlord' approve a change in their existing fence line, which allows for better use of the area. Even so, the community understands the Shire refuses land adjustments at times, and allows them at others – always deciding on the merit of each individual case, and the impact to those involved as well as the wider community. This case is no different, except that as it doesn't involve any change in land ownership, title, or boundary changes – it is enormously simpler. We feel there are no negative impacts, but only a wide range of significant benefits to be achieved
Shire time and spent on process	Yes we do understand that Shire staff will need to allocate time to consider this process and there will be some costs to the Pre School Committee involved, but these will be minimal in comparison to the expensive relocation costs of playground equipment, and the time it would take for these major works (not to mention the disruption of the children's established and existing play spaces). The Pre School will fund the fencing works as well as our offer to the nearest neighbour to fund additional tree/shrub planting. We will assist with the process in any way we can

NEXT STEPS

- We value the feedback and input from you all at this meeting, and we will take back all recommendations to present to our Committee members
- We will continue to seek support of our request via the Parent Body and the Neighbouring Residents
- If uncertainty or disagreement still exists on the best way forward for this issue, we will seek the input of Councillors for recommendations and direction
- Should you wish to see more photos, or arrange a site visit, we would be more than happy to accommodate you and any requests you make that will enable this request to progress successfully

SUPPORTING DOCUMENTS

- Please find on the following pages our supporting documentation
- Should you wish to see new quotes, or from different providers, or further supporting documentation of any type, please let us know

Appendix A:

SUPPORT DOCUMENTS SIGNED BY JAN JUC PRE SCHOOL PARENT BODY, NEIGHBOURING RESIDENTS, AND THE WIDER COMMUNITY WE CONSULTED WITH PRIOR TO MAKING THIS FORMAL REQUEST



Jan Juc Pre School Inc.

91A Sunset Strip
Jan Juc VIC 3228

August-September 2016

PARENT BODY PETITION

Swing Set Project ~ Minor Fence Line Change

The Jan Juc Pre School Parent Committee is working with the Surf Coast Shire in the hopes of reinstalling a swing set for the children (removed for building extension works in 2013/2014, and currently in storage). In order to do this in a suitable and safe location, without the expense involved in removing or relocating other playground equipment, the Parent Committee have requested an extension of the existing fence line.

Both the Jan Juc Pre School and the adjoining reserve land are owned and managed by the Surf Coast Shire, therefore, changing the existing fence line requires Council approval. The Parent Committee are positive that this minor fencing change will have no negative impact upon the wider community, and a very strong and positive impact on the Jan Juc Pre School community, enabling the cost-effective return of our swings.

The Parent Committee have sought input from a number of knowledgeable third parties regarding the benefits of this simple and minor change. We are currently canvassing local residents to inform them of our intentions, and seek their support. We plan to work with the nearest neighbours to include some new tree/shrub planting. We are also in consultation with the Surf Coast Shire, and plan to present them with this document showing the support of both our parent body and the neighbouring community.

Parents and Families Supporting Minor Fence Line Extension

(at the rear of the the Jan Juc Pre School and the adjoining reserve as shown in the photo below)

Please sign to show your support!



We propose squaring off the existing fence line in the area as shown above (measurements are approximate)

If you have any questions or feedback, please contact Leza Ashford, President of the Jan Juc Pre School Committee on 0408 540 558 or family@ashford.net.au



JAN JUC PRE SCHOOL PARENT BODY AND COMMUNITY PETITION
IN SUPPORT OF

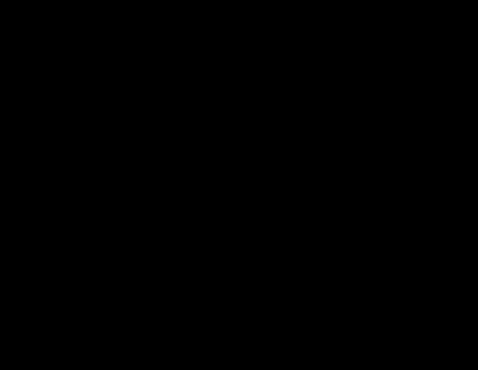



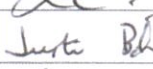

Swing Set Project ~ Minor Fence Line Extension

We, the undersigned, are in support of seeking approval from the Surf Coast Shire to extend the existing Jan Juc Pre School fence line (as shown in the photo on the previous page) to enable the reinstatement of the playground swing set (removed for building extension works in 2014) in a safe and cost-effective location.

We understand the changes requested regarding this fence line extension do not impact or encroach upon any existing landowner/resident, nor does it limit or change community amenity in any way. We are seeking approval from the Surf Coast Shire as the Jan Juc Pre School and the adjoining reserve are both council-owned.

	Name	Address	Signature
1	GEORGINA VON EINEM		
2	Peter Stone		
3	Melissa Taylor		
4	Rachelle Grant		
5	SUSIE HOWARD		
6	PENNY PHILIPS		
7	ROD PRIEST		
8	Draine Bones		
9	Mark Fieren		
10	Sam Norman		
11	JULIAN MARKUS		
12	Jacqueline Gorski		
13	Jon Benjamin		
14	Nereta Jones		
15	Tanya Cook		
16	ADY HANDBURT		

	Name	Address	Signature
17	Janet Smith		J Smith
18	KIRSTEN BARRACLOUGH		[Signature]
19	Scott Nicholas		[Signature]
20	Andrew Fallyshaw		[Signature]
21	Miranda McGree		[Signature]
22	Lucy Maddock		[Signature]
23	Josh Conn		[Signature]
24	Zohrah Azbeem		[Signature]
25	Shelley Cardwell		[Signature]
26	Amanda Marsh		[Signature]
27	Sarah Nailer		[Signature]
28	Kristen Ruelde		[Signature]
29	Sarah Armitage		[Signature]
30	Bec Talbot		[Signature]
31	Alison Creevey		[Signature]
32	Maria Croft-Sink		[Signature]
33	Scott Carmack		[Signature]
34	Tamyn Attard		[Signature]
35	Jo Anglin		[Signature]
36	Julia Earle		[Signature]
37	Bruce Anderson		[Signature]
38	Jennifer Kinsey		[Signature]
39	Scott Knite		[Signature]
40	Melita Bond		[Signature]
41	Ma O'Keefe		[Signature]
42	Carolyn James		[Signature]
43	MAN CAVER		[Signature]
44	Sarah Walsh		[Signature]

	Name	Address	Signature
45	Daniel Lloyd		
46	Scott Gross		
47	Ben Ashli		
48	Kosley Dodd		
49	Justin Bakakis		Justin Bakakis
50	Renee Newbegin		
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Jan Juc Pre School Inc.

91A Sunset Strip
Jan Juc VIC 3228

August-September 2016

JAN JUC PRE SCHOOL PARENT BODY & COMMUNITY PETITION IN SUPPORT OF

Swing Set Project ~ Land and Fence line Extension

We, the undersigned, are in support of extending the existing fence line and seeking approval for a minor change in the boundary lines of land belonging to the Surf Coast Shire to enable the reinstallation of our swing set (removed for building extension works in 2014) in a safe and cost-effective location.

We understand the changes requested regarding this parcel of land near our rear gate do not impact or encroach upon any existing landowner/resident, nor does it limit community amenity in any way:

	Name	Address	Signature
51	J BURFORD		J Burford
52	Tim Grant		
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Swing Set Project ~ Land and Fence-line Extension

We, the undersigned, are in support of extending the existing fence-line and seeking approval for a minor change in the boundary lines of land belonging to the council to enable the reinstatement of our swing set (removed for building redevelopment works in 2014) in a safe and cost-effective location.

We understand the changes requested regarding this parcel of land near our rear gate do not impact or encroach upon any existing landowner/resident, nor does it limit community access in any way:

	Name	Address	Signature
53	Leza Ashford	[REDACTED]	[Signature]
54	Martine Polizzi		[Signature]
55	Denise Mirry		[Signature]
56	Melissa Taylor		[Signature]
57	Georgia Kubilly		[Signature]
58	John Buckley		[Signature]
59	Simon O'Hara		[Signature]
60	Jules Lambert		[Signature]
61	Tom Wicks		[Signature]
70	Carey Sample		[Signature]
71	Chris Wilson		[Signature]
72	Ria Stewart		[Signature]
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	Name	Address	Signature
73	TRAVIS ASHFORD		
74	ROBERT ARCHIBOLD		
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Jan Juc Pre School Inc.

91A Sunset Strip
Jan Juc VIC 3228

August-September 2016

COMMUNITY PETITION

Swing Set Project ~ Minor Fence Line Change

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Community Members Supporting Minor Fence Line Extension
(at the rear of the the Jan Juc Pre School and the adjoining reserve as shown in the photo below)

Please sign to show your support!



We propose squaring off the existing fence line in the area as shown above (measurements are approximate)

If you have any questions or feedback, please contact Leza Ashford, President of the Jan Juc Pre School Committee on 0408 540 558 or family@ashford.net.au



Jan Juc Pre School Inc.

91A Sunset Strip
Jan Juc VIC 3228

August-September 2016

JAN JUC PRE SCHOOL PARENT BODY AND COMMUNITY PETITION IN SUPPORT OF

Swing Set Project ~ Minor Fence Line Extension

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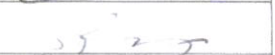











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	Name	Address	Signature
1	Joan Leaning	[REDACTED]	[Signature]
2	Lucy O'Grady	[REDACTED]	[Signature]
3	AUSTEN ELLIOTT	[REDACTED]	[Signature]
4	WBBY KELLY	[REDACTED]	[Signature]
5	Kelly Lawdan	[REDACTED]	[Signature]
6	CAROL ALLAN	[REDACTED]	[Signature]
7	ERIN HOLLANDS	[REDACTED]	[Signature]
8	MADE BYRNES	[REDACTED]	[Signature]
9	Roslyn Pepino	[REDACTED]	[Signature]
10	Michelle Lipino	[REDACTED]	[Signature]
11	LOUISE EDEBONE	[REDACTED]	[Signature]
12	GERBINA GENEÉ	[REDACTED]	[Signature]
13	Chris Sanders	[REDACTED]	[Signature]
14	D Edwards	[REDACTED]	[Signature]
15	DUNCAN BROTHIE	[REDACTED]	[Signature]
16	Kylie Nam	[REDACTED]	[Signature]

JAN JUC PRE SCHOOL PARENT BODY & COMMUNITY PETITION IN SUPPORT OF:

Swing Set Project ~ Minor Fence Line Extension

~ continued, page 2 ~

	Name	Address	Signature	
17	PAUL CRABER			
18	GINA POLITIS			
19	SCYE RYAN			
20	BEWINDA BIRCH			
21	REBELCA BEHMAN			
22	KARINA MALLOY			
23	SHARAH BULLS			
24	Bianca Long			
25	Paul James			
26	Kate Hastone			
27	Sally Deacon			
28	Emily Smedley			
29	Sarah Davies			
30	PAUL RUMER			
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Appendix B:

THE BENEFITS OF SWING PLAY FOR PRE SCHOOLERS

There are countless articles and studies highlighting the strong links between swing play & vestibular development in children, as well as links to emotional health and wellbeing. A snapshot has been provided here – full transcripts and further supporting documentation can be provided upon request.

Swinging



Children through the years have enjoyed swinging, whether on the playground, at the park, or in the backyard. The back and forth motion of the swing can be both relaxing and exciting depending on the child's play motivation. The sensations of flying and falling make swings one of the most popular pieces of [equipment](#) on the playground.



There are many types of swings suitable for children. Probably one of the oldest swings is the rope swing, which can be tied to a tree branch and have a knot in the rope to sit on or a board attached for a seat. Traditional swings generally hang from two ropes or chains with a seat attached. Tire swings can be hung vertically from a single rope, hung horizontally from a crossbar using multiple ropes or chains that allows for a circular rotation, or hung from a crossbar using two supports to create a back and forth swing. Very young children can be swung in toddler or tot swings that fully support their bodies. Playground manufacturers continue to develop adaptive swings to make swinging accessible to children with special needs.¹

Besides being an enjoyable activity for children, research supports that swinging is very beneficial for physical, social, and [cognitive development](#) for children and can also be used in therapeutic situations. Physically, children develop gross [motor skills](#), including locomotion, balancing, and body [coordination](#), as they run and jump into swings, push others, develop pumping motions, and jump out of the swings. They also develop fine motor skills including hand, arm, and finger coordination, [grip strength](#), and circling motions of their arms and legs.²

Although swinging can be a solitary activity, children usually enjoy swinging together. Since there are usually a limited number of swings available, children learn [cooperation](#), taking turns, and sharing. Swinging can also prompt [competition](#) between children to see who can swing higher. The social and emotional development of children is enriched by the children's social interaction with others. Younger children especially enjoy the interaction with an adult or older child when being pushed in order for them to be able to swing. Once the child has achieved the skills to swing on his own, [scaffolding](#) is no longer necessary.

Swinging can aid cognitive development as children engage in [dramatic play](#) using their imaginations to pretend to be pilots or astronauts, for example. This [pretend play](#) helps children create a mental picture in their minds of an object that is not really there.

Sensory stimulation is especially affected by swinging. For children to successfully acquire the necessary skills to respond to movement and gravity, they must develop their [vestibular coordination](#), [proprioception](#), and [visual perception](#). Swinging helps in the development of these skills. Vestibular coordination involves the inner ear and senses movement of the head to interpret speed and direction of movement. The proprioceptive system receives information from the muscles and joints and aids in balance and body awareness. Visual perception is also developed as children swing and learn to interpret what they see while moving. Children who have difficulty with sensory integration can be helped with therapists who use various swinging activities to stimulate the senses.³

The ability to swing independently follows a progression of overlapping swinging skills. Beginners need assistance to sit on the swing as well as move, and they prefer swinging at lower heights. As children get older, they can lift themselves onto the swing as well as propel themselves without assistance. Advanced swingers have good balance and have learned the smooth and fluent movements necessary to elevate them to higher heights. The successful coordination of bending the torso and pumping the legs back and forth gives children [confidence](#), and children often try [risk taking](#) behaviors, such as jumping from the swing while in motion or standing on the swing.⁴

1. Frost, Joe L., Pei-San Brown, John A. Sutterby, Candra D. Thornton. *The Developmental Benefits of Playgrounds*. Olney, MD: Association for Childhood Education International, 2004. pp. 167-201.
2. Frost, Joe L., Pei-San Brown, John A. Sutterby, and Debora Wisneski. "Function and Value of Swings: The Benefits of Playground Swings." *GameTime*. < <http://www.gametime.com/pdf/frost-swings-final.pdf> > 22 March 2012.
3. Op. cit., Frost, Brown, Sutterby, and Thornton.

Source: *The Play and Playground Encyclopedia*

<http://www.pgpedia.com/>

"The Play & Playground Encyclopedia is a dynamic resource of over 600 listings that relate to issues involving children's play, playgrounds, health issues, and safety as well as the people, organizations, and companies who have contributed to children's play and wellbeing."

What is the Vestibular System and why is it important?

Search in blog



On 01 May, 2014  Uncategorized  By : lgudgel  No Comments  Views : 8286



Post by Lindsey Moyer, Licensed pediatric occupational therapist, North Shore Pediatric Therapy

Most kids learn about the 5 basic extrinsic senses of sight, sound, taste, touch, and smell. Many, however, are not as familiar with two hidden intrinsic senses: the vestibular and proprioceptive senses. The vestibular sense is one of the first to develop in a growing fetus and is stimulated by the movement of a carrying mother's body. By only 5 months in utero, this system is well developed and provides a great deal of sensory information to a growing fetal brain. This system is very important to a child's early development. Its role is to relay information to the brain as to where a person is in space, as related to gravity; whether they are moving or still, if they are moving how quickly, and in what direction. The vestibular system gathers that information from a set of fluid filled canals and a sac-like structure in the inner ear. These structures respond to movement, change in direction, change of head position, and gravitational pull.

4 Ways the vestibular system may impact your child:

1. The vestibular system coordinates eye and head movements. Without this coordination, it may be challenging for children to complete everyday activities such as copying from a white board in their classroom, following a moving object such as a softball through the air; or visually scanning across a page to read. The vestibular system helps the brain to register and respond to whether the object the child is looking at is moving or if their head is moving.

2. The vestibular system also helps to develop and maintain normal muscle tone. Muscle tone is the ability of a muscle to sustain a contraction. Without a properly functioning vestibular system, it may be challenging for a child to hold their body in one position. These children may oftentimes prefer laying on the floor instead of sitting up during circle time or leaning on their elbow or hand while seated at their desk.

3. The vestibular system also impacts a child's balance and equilibrium. As your child moves throughout their environment, so does the fluid in their inner ear canals. As the fluid in their inner ear moves, your child's brain is receiving information as to the position of their head in space. Depending on that signal, the brain then sends a message to your child's body signaling it to move in a way that will help them to respond to and compensate for any planned or unplanned movements. Without efficient vestibular processing, your child may appear to be clumsy and have trouble staying on their feet during routine play.

4. Finally, the vestibular system helps a child to coordinate both sides of their body together for activities including riding a bicycle, catching a ball, zipping a coat, or cutting with scissors.

If you suspect that your child is having **difficulty processing sensory information** by way of their vestibular system, do your best to be sure that activities including a lot self-propelled movement are incorporated into their day. Activities may include swinging, sliding, or using other equipment at the park. Do your best to avoid activities with excessive spinning or twirling as movement in these planes can have negative effects including over-stimulation, lethargy, or changes in heart rate or breathing. It may also be challenging for your child to pace themselves during these quick paced movement patterns. Encourage activities in which your child lays on their belly to participate in games or play with toys. Throughout your day, take note to see if your child seems better able to focus after completing physical activity or partaking in activities that get them up and moving.

The vestibular system may be less commonly discussed than other sensory tracts, but its impact on your child's ability to complete day to day activities are vast.

by Lindsey Moyer, Licensed Pediatric Occupational Therapist at North Shore Pediatric Therapy

Source: Sprouts Development – Child Development Initiative

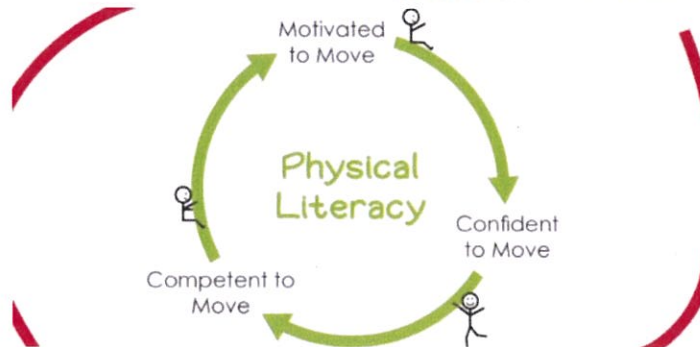
<http://sproutsdevelopment.com/what-is-the-vestibular-system/>

“Sprouts Child Development Initiative (Nurture, Develop, Grow) supports families and caregivers in strengthening the growth and development of young children by conducting developmental screening and assessment, offering early childhood resources, and providing connections to community services”



Active play experiences help young children develop physical literacy

Dawne Clark April 7, 2014 4 Comments



Young children learn by doing, and "active play" includes both structured and unstructured activities. If there's been a snowfall and children play in the yard piling up the soft snow and rolling down the pile, that's unstructured play. Later, when the weather warms a bit, they find that the snow has become sticky and they can create snowmen. This is also unstructured.

Structured play is when an adult creates a stimulating environment and children are encouraged to explore. But what can be defined as "structured" differs depending on the age of the child.

Structured play for preschool children

Preschool children (up to 5-years-old) learn best when there is no "teaching" of skills directly because, cognitively, they struggle with rules. For younger children, structured play means providing rich stimulating environments both indoors and out. A stimulating indoor space provides different types of balls, cones, skipping ropes, hoops, low balance beams, soft and hard surfaces, and small climbing structures.

Adults support the children's exploration by being active role models: engaging in the play themselves and demonstrating different ways of playing. For preschool children, it's not essential that they throw a ball with the correct arm and body movements. Instead, it's important that they are confident about throwing and rolling balls in a variety of different ways: short and long distances, into a garbage can, over a bookshelf, across the floor. Technical throwing skills will develop when children are older, as long as they've learned that they can have fun doing it!

A stimulating outdoor space for preschool children includes playground equipment (swings, climbers, ropes, and so on) but can also be a natural environment with hills to climb up and roll down, small ditches to jump over, low walls to walk along, steps to jump from, and piles of leaves to throw and jump into. The outdoors provides opportunities for children to learn to move through the different environments of snow, ice, water, ground, and air.

Both indoors and out, a stimulating environment encourages children to be active and explore their abilities. It supports their motivation to move and helps to develop both confidence and competence (the definition of physical literacy).

For preschool children, instruction should be limited to thinking about how to be safe: wearing a sunhat and

Fourth in a series

This series of articles tells the story of a child's early brain development and how it relates to the development of physical literacy

- 1 Building your child's brain is like building
- 2 Building your child's brain through physical literacy
- 3 Build your child's brain by giving them lots of experiences to explore
- 4 Active play experiences help young children develop physical literacy
- 5 Why relationships are so important when building a child's brain
- 6 How to support the 'air traffic control system' of your child's brain

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For preschool children, instruction should be limited to thinking about how to be safe: wearing a sunhat and sunscreen, waiting their turn on the slide, not pushing others while on the low wall. They can also start to think about managing risks for themselves: can they really climb so high or jump from such a high place?

Older children are ready to learn more complex skills

Older children (ages 6 to 12) can benefit from direct instruction in sport or other activities. At that age, they are ready to learn ball-handling skills in soccer or develop their skating skills for hockey. This is the time to put children in more structured programs such as lacrosse and ringette, or lessons such as swimming and gymnastics.

But that shouldn't be all children this age do to develop their fundamental movement skills. School-age children still benefit strongly from having the opportunity to simply explore and challenge themselves, learning about what their bodies can do. This is the kind of learning that happens when children gather on their own to play a scrub softball game, play street hockey, or explore a natural environment, all without adults organizing, refereeing, or coaching.

Even in structured coaching programs, older children learn a great deal when they are allowed to explore the equipment of the sport and simply "play" on their own without adult direction. In fact, in some programs, children under the age of 10 spend their practice time playing related "games" structured to help them develop the required skills to play more effectively when they are older. They then use these skills in scrimmage games at the end of each practice. This way, all children are actively engaged in developing their skills throughout the entire practice.

Kids can develop movement skills whether or not parents have them

Many parents and early childhood educators feel they can't help their children with physical literacy because they don't have appropriate education or the skills themselves. That's the beauty of pursuing physical literacy through active play.

The APPLE Model (Active Play and Physical Literacy Everyday!) shows how closely the concepts of physical literacy align with active play. Physical literacy forms the



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Source: *Active for Life*

<http://activeforlife.com/active-play-develops-physical-literacy/>
"Raising physically literate kids"

Appendix C:

QUOTE TO REMOVE AND REINSTALL PLAYGROUND EQUIPMENT IF FENCE-LINE CHANGE NOT POSSIBLE

Please note this is over 12 months old, and does not include the extensive additional costs such as resurfacing and extending the soft fall, or the height extension of the existing shade sail



Date: 29.07.2015 Quotation 40240

Quote To: Jan Juc Pre-School Install At: 91 Sunset Strip
 PO Box 120 Jan Juc, Vic
 Torquay, Vic. 3228

Contact: Jade Potts Mobile: 0439 365 912
 Phone: 5261 2643 Email: jadepotts@gmail.com

Playground Relocation - Revised 29.07.2015

Remove existing play unit	\$1,460.00
Reinstall play unit in new location on same site	\$3,930.00
Install symmetry+ junior double swing frame already purchased by Council - Including pickup from Council Depot	\$980.00
Underground services tracing - Not included	
Excavation of extended play area	\$1,100.00
Playground border extension - 200mm x 75mm ACQ treated pine - 9 metres	\$620.00
Mulch undersurfacing - Not included	
Site rectification - Not included	

Please note: Prices assume existing play unit posts are reused and that if removal is done by others, play unit is in an acceptable condition for reinstallation. If replacement posts or other parts are required extra charges will be incurred. Certification to current Australian Standards not included. Where removal of existing play unit is required, prices assume swing is installed at the same time as play unit reinstallation.

Sales Contact: James Rogers	Subtotal	\$8,090.00
Terms: Nett 7 days from date of invoice	GST	\$809.00
	Total	\$8,899.00
		E&OE

This quotation and the Conditions of Sale overleaf form a contract. The Conditions of Sale apply to all sales made whether this contract is formally signed or not. A fee will be charged for cancelled orders.

Acceptance of Quotation

Signature: _____ Date: _____

I/We accept the above quotation upon the terms and conditions overleaf, and request adventure+ to carry out the work as quoted.

Office Use Only Invoice No. P.I.C. Order No.

Brilliant Play Innovations
 72 Latitude Boulevard, Thomastown VIC 3074
 PO Box 346, Thomastown VIC 3074
 @ sales@adventureplus.net.au
 1300 237 687 1300 852 508
 adventureplus.net.au





Jan Juc Pre School Inc.

91A Sunset Strip
Jan Juc VIC 3228

1st September 2016

Thank you for your time and consideration of our formal request!

For any further information on this proposal, please contact:

*Leza Ashford
Jan Juc Pre School Committee
President
0408 540 558
family@ashford.net.au*
