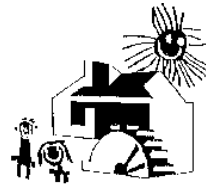


Bridgewater Kindergarten



POLICY & PROCEDURES

2021-2023

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Philosophy

At Bridgewater Kindergarten we ensure that every child feels safe, welcome, nurtured and respected.

We partner with families to make meaningful connections with every child, their family, our staff team and the wider community. Together we develop an engaging, inclusive, enriched, play based learning programme.

Families are invited to engage in the curriculum, sharing their culture, interests and skills.

We respect Australia's peoples, culture and beliefs. Our children and adults are continually growing our knowledge and understandings about Australia's first peoples.

We actively listen to every child's individual voice as their thoughts, ideas and opinions are important and their personal strengths must be encouraged and supported.

We have a strong connection with nature. We implement strong sustainable practices to help look after our environment and educate future generations. We see the outdoors as being a place of wonder, joy and discovery.

It is important to us that every child and adult have fun at kindergarten in a caring play based environment.

Our key values are trust, respect, kindness, fairness, honesty, diversity, responsibility, play and fun.

Glenda Henderson, Bridget Klingberg, Natalie Dvorak, Hannah Carson, Suzy Hunt and the 2020 Governing Council.



Bridgewater Kindergarten

Nature Play Every Day

Director: Glenda Henderson **Teacher:** Deb Combridge

ECW's: Suzy Hunt, Hannah Carson

SESSION TIMES

Tuesday 9:00am to 3:00pm

Wednesday 9:00am to 3:00pm

Thursday 9:00am to 12:00pm

ALLERGIES/ MEDICAL CONDITIONS

All staff are trained in First Aid. If your child has any medical issues (including allergies), a Health Plan is required prior to commencement at Preschool. Please speak to the staff who will provide you with the correct forms which need to be signed by a GP.

COMMUNICATION

- The **Skoolbag app** is used to send information to families.
- Please check your child's communication pocket on a daily basis.
- Notices will be displayed on the kindergarten I door.
- The **SeeSaw app** is used to communicate about our daily programme and your child.
- Please provide the Preschool with your email.
- Speak to educators if you would like a meeting about your child.

WHEN YOUR CHILD STARTS

Your child will need a bag, plus:

- A packed lunch and a healthy snack. Please see the Healthy Food Policy for more information.
- Spare clothes (please label).
- Please apply sunscreen at home.
- Please dress your child in clothes that support active and messy play. Ensure that clothing is weather appropriate and that support your child to go to the toilet independently.

For safety reasons no things, crocs, ballet type flats or loose fitting shoes.

Please label all belongings with your child's name. Please keep toys and other valuables at home.

ATTENDANCE

- Please notify the kindergarten if your child is unable to attend.
- Please support your child in attending as it greatly aids your child's social emotional development and resilience.
- Good attendance patterns help establish good routines in readiness for school.

Please notify the kindergarten if your child is unable to attend through SMS or the Skoolbag app.

COLLECTION AND DELIVERY

Please inform staff if you give consent to another adult to collect your child and write this information in the diary near the front door.

AMENITIES/FEES

Families will receive an invoice for fees and excursions. Our preferred method of payment is through **the QKR app**. Payment can also be made at **Bridgewater Primary School's** Front Office via cash or cheque. Cash can also be placed in the locked box at kindy. Bank Details to pay electronically are **BSB 105 079 ACC 305 255 840**. Please ensure to put the child's name and reason for payment.



Bridgewater Kindergarten Healthy Eating Policy

Early childhood is an important time for establishing lifelong, healthy eating habits. Benefits include maximizing growth, development, activity levels and good health and minimizing the risk of diet related diseases later in life, such as heart disease, strokes, some cancers and diabetes. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

This policy and curriculum is informed by:
Bridgewater Kindergarten Nutrition, Food, Beverages and Dietary Requirements Policy
Right Bite "Healthy food and Drink Supply Strategy for South Australian School and Preschools"
The Australian Guide to Healthy Eating
"Eat Well SA School and Preschools: Healthy Eating Guidelines" Department for Education

Curriculum

Our Preschool's food and nutrition curriculum: is consistent with the *Australian Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*.

PRESCHOOL EATING TIMES

Fruit snack times –usually around 10:30am

Fresh fruits, vegetables or a slice of cheese are recommended as these foods:

- Provide children with important minerals and vitamins.
- Encourages taste for healthy foods.
- Encourages chewing which promotes oral muscle development.
- Encourages ongoing good food choices.

Lunch times –usually around 12:00

A healthy lunch box might include a sandwich, fruit, yoghurt, veggie sticks, cheese, crackers etc.

Packaged food. Foods with high sugar or salt content e.g.:

muesli bars, fruit bars, roll ups, chips, chocolate, lollies, sweet biscuits, biscuit and dip packs, cake and muffins, custards and jellies, sweet sandwiches, crisps are **discouraged**. Educators will talk with children about this food and ask them to return it to their bags. If the child has no other food staff will provide them with savoury biscuits.

The Learning Environment

Families are asked to provide a named drink bottle filled with water only to kindy. Children are encouraged to drink water regularly through the day.

Children and educators wash hands with soap and water before eating and cooking at kindergarten.

Staff model healthy eating behaviours.

The importance of healthy meals and snacks is experienced as part of the curriculum.

Cultural needs are considered, supported and included in the curriculum.

Bridgewater Kindergarten is a breastfeeding friendly site.

Working with families

We liaise with families to ensure a suitable food supply for children with health support plans that are related to food issues.

We provide information from health professionals to families and caregivers on the *Healthy Eating Guidelines* through a variety of media such as:

Newsletters, Policy development/review, Information at new families' orientation meetings, Pamphlet/Poster displays.

During Preschool Special Activities

Our Kindergarten ensures a healthy food supply for kindergarten activities, celebrations and events.

Two celebrations a year may include sometimes foods also in accordance with the Right Bite Healthy Eating Guidelines.

Families will be advised if we have children with food allergies and will be asked not to send these foods.



We believe: That Early Childhood is an important time for establishing lifelong, healthy eating habits which will benefit the children both in the short term and the long term.
Healthy eating maximises growth and development.

This policy and curriculum is informed by:

Right Bite "Healthy food and Drink Supply Strategy for South Australian School and Preschools"

ENCOURAGING HEALTH EATING

- Encouraging children to try different foods.
- Growing and eating vegetables from the school garden.
- Incidentally by using the language of 'sometimes' and 'everyday' food as part of our learning and reinforcing the importance of achieving a balanced diet.

Providing safe and sociable eating times where children are encouraged to:

- practice independence
- discuss healthy foods

Consulting and supporting parents.

By communicating and reinforcing our policies and intentions in conjunction with the *Right Bite* strategy which emphasise:

Enjoy a wide variety of nutritious foods.

Eat plenty of breads, cereals, vegetables and fruits.

Include dairy products such as milk, cheese and yoghurt.

Eat foods that are low in saturated fat.

Balance food intake with physical activity.

Eat only moderate amounts of sugars and foods containing added sugars.

Choose low salt foods and use salt sparingly.

Identifying and managing food allergies:

- Discussing allergies and foods which cannot be brought to preschool on enrolment, continually monitoring foods brought and following up if needed.
- Informing all staff including relievers.
- Displaying photos and information in a discreet place.
- Providing a nut free site when there is a nut allergy in the site.
- Communicating life threatening allergies with our preschool community.
- Ensuring health plans are updated.
- Ensuring medication is in date and accessible.
- The staff team have first aid and anaphylaxis training to 'National Quality Standards' requirements.

Promoting food safety:

- Providing adequate hand washing facilities for both teachers and students.
- Teaching correct hand washing procedures prior to eating.
- Providing suitable storage facilities for the children's lunches and snacks ensuring they remain cool.



Bridgewater Kindergarten is administered by the South Australian Government Department for Education (DFE). Fees and fundraising are fundamental to our kindergarten budget to ensure ongoing quality preschool education for the children attending. The fees are set by the Governing Council.

Rationale

It is necessary that funds are raised in addition to the finances provided by DFE to cover service costs, provide resources, equipment and some of the staff for the children attending the preschool. Families who choose to access kindergarten are required to pay fees. As we are not Childcare, there is no Government Rebate.

Fee Policy Aims The purpose of this policy is to:

- Provide a structure to allow fees to be paid.
- Allow flexibility in the payment of these fees.
- Raise funds to cover the expenses required to run the preschool and provide equipment and services for the children attending the preschool.

FEE STRATEGIES

- Families will receive an invoice via their child's communication pocket or mail at the beginning of the year.
- An official receipt will be provided upon banking by our Financial Officer.
- Fees may be paid in instalments but **must be finalized by October 31st**.
- Invoice statement reminders are sent home regularly throughout the year.
- All overdue bills will be followed up

Please see Glenda if experiencing difficulties in the payment of amenities / fees.

All concerns treated CONFIDENTIALLY.

HOLDING FEE

If your child is going to be away from Preschool for a period of time, fee payment is still required to retain the child's place.

If you do not choose to access the 15 hours/ week kindergarten for your child, full fees are still required.

FEES PER CHILD ARE AS FOLLOWS

Preschool (15 hours per week) \$210 (per term) = \$840 full year fee.
Reviewed by Governing Council annually.

PAYMENT METHODS

- Our preferred method of payment is through **the QKR app**.
- **Payment** can also be made at **Bridgewater Primary School's** Front Office via cash or cheque.
- Cash can also be placed in the locked box at kindy.
- Bank Details to pay electronically are **BSB 105 079 ACC 305 255 840**. Please ensure to put the child's name and reason for payment.

COMMUNICATION/ CONSULTATION

- Parents will be made aware of this policy upon enrolment.
- This policy is available on our website and in our policy folder.
- This policy has been developed by the staff and ratified by Governing Council.
- This policy will be reviewed and modified as required to ensure continued relevance.

SUNSMART POLICY

Bridgewater Kindergarten recognises the importance of protecting the skin as a major strategy in the fight against skin cancer. Our learning programme supports children to learn about sun safe strategies and protection. Our SunSmart policy is promoted to families. All families receive the policy in term 1

Aims Bridgewater Kindergarten SunSmart Policy aims to promote among children, educators, volunteers and parents-

Positive attitudes towards skin protection.

Lifestyle practises which can help reduce the incidence of skin cancer and related deaths.

Personal responsibility for and decision making about skin protection.

Ensure all children, educators and staff have safe UV exposure for vitamin D.

Slip on sun protective clothing (QA 1, 2, 4, 5)

- Children are provided with bucket hats which stay at kindy.
- Children, educators and visitors must wear a broad brimmed or legionnaires hat when outside when the UV Rating is 3 or above, generally 1st August to 30th April.
- Children and educators must wear garments that cover their shoulders. Shirts will be provided to wear over their clothes if necessary.
- Sunglasses may be supplied by families for children to wear.

Seek shade (National Quality Standard QA 1, 2, 3, 4, 5, 6)

Shade will be prioritised for all outdoor activities when UV is 3 and above.

Where possible, outdoor activities and events will be rescheduled to avoid peak UV times of the day. When outdoors, activities will be conducted in shaded areas- under trees, the verandah, the play house or portable shade structures.

Slop on sunscreen (QA 1, 2, 4, 5)

- We encourage parents to apply a broad spectrum, water resistant sunscreen with an SPF of 30+ or higher before kindy sessions.
- Educators and children will be required and supported to apply sunscreen, 15-20 minutes before going outside after 12pm.
- Children will be taught to apply their own sunscreen.
- Children with particular skin sensitivities are encouraged to bring their own sunscreen. Bridgewater Kindergarten provides sunscreen, (broad spectrum, water resistant with an SPF of 30+ or higher) for use.

This policy and curriculum is informed by:

Sun Smart Guidelines from the Cancer Council of South Australia

DECD Inclement Weather & Sun Protection Procedure

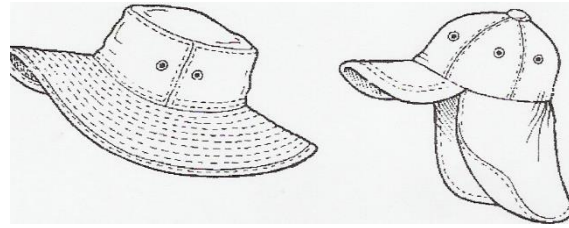
Cancer Council of SA Sun Smart policies & supporting information for Early Childhood Education and Care Services

Children's Services Act 1996, Section 26: Protection of children from hazards

Child Wellbeing and Safety Act 2005, Part 2: Principles for Children

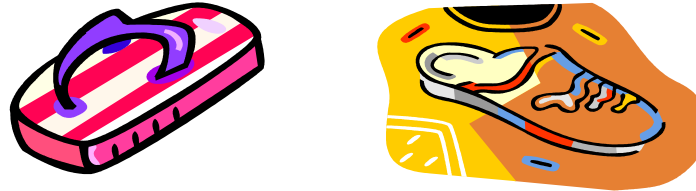
AS/NZS 4486.1:1997 – Playgrounds and Playground Equipment Part 1: Development, installation, inspection, maintenance and operation Shade/Sun Protection (Appendix A)

YES



No hat, no outside play!

NO



Inappropriate footwear- no outside play!

No thongs or backless shoes, these are not safe when the children are running, jumping

NO



No sleeves – no outside play!

The children must wear clothes with sleeves that protect shoulders and upper arms.

Sleeveless tops are not sun safe.

YES

Apply sunscreen before your child comes to kindy.



We will reapply support the children to reapply 15-20 minutes before going outside remind to reapply every 2 hours if outside for extended periods.



Bridgewater Kindergarten

Complaints Policy

We are committed to working together to meet the care and educational needs of our children. This occurs most effectively when staff and parents communicate and work together. Staff and families who work well together, treat each other with respect and act to resolve concerns and conflicts promptly and effectively, promote a productive, happy work environment.

Principles of our policy

Everyone will be treated with respect.

We aim to resolve concerns at site level.

Meetings to discuss concerns will be suspended if any person is behaving in an insulting or offensive manner.

All conversations and responses will be documented.

Children

- Child to talk to the person about the problem.
- Talk to an educator or someone that they feel comfortable with about the problem.
Educators need to be aware of any behavioural changes that may indicate that a child is worried, children do not always show their concern verbally.
- The child and/or Educator will speak to their caregiver.
- A plan of action will be determined.
- Allow up to two weeks for the issue to be managed. Caregiver and child will check with Director for progress.
- In the unlikely event that the matter has not been addressed to your satisfaction, contact Partnership Office (Dept for Education) Mt Barker Education Office on 83914705).

Educators

- Arrange a time to speak to the person concerned.
- Allow reasonable time for the issue to be addressed.
- If the issue is not resolved speak to your Line Manager.
- Ask their support in addressing the grievance by-Speaking to the person concerned on your behalf; -monitoring the situation;-investigating your concern; acting as a mediator
- A third person may be brought in to mediate.
- If you are dissatisfied contact the Partnership Office (DfE Mt Barker Education Office on 83914705).
- If there is still an issue contact the AEU- 82721399 or staff counsellor 1800 337068



ACECQA – Educational Standards Board **1800 882 413** or
esb.complianceinvestigation@sa.gov.au

Caregivers

- Arrange a time to speak to the relevant Educator about it. The best time is before or after sessions, not when the Educator has duty of care with the children. You may also choose to speak to the Director.
- Having regard for the nature of the complaint, allow a reasonable time frame for the issue to be addressed (within 14 days).
- Approach staff to clarify the actions taken.
- If you are still unhappy, contact the Partnership Office (DfE Mt Barker Education Office on 83914705).
- In the unlikely event that the matter has not been addressed to your satisfaction, you can contact the DfE Parent Complaint Unit www.decd.sa.gov.au/parentcomplaint or email DECD.parentcomplaint@sa.gov.au
There is also a Free call number 1800 677 435.
- ACECQA – Educational Standards Board **1800 882 413** or
esb.complianceinvestigation@sa.gov.au.

Please remember, we want to learn from mistakes or misunderstandings so that we can improve your child's experience and learning.

Ratified by Governing Council: Dec 2020 Review Date March 2023



At times children are enrolled who have allergies. Appropriate action as determined by staff and the child's family, will be taken to ensure their safety at kindergarten.

Children with identified allergies must have a medical action plan, completed by their family and GP kept at kindergarten.

Kindergarten educators have been trained in managing anaphylaxis as the need arises and update training at least every three years.

Children with identified anaphylactic reactions will have their photographs displayed on the fridge. Their medication will be stored in the first aid cabinet with a copy of their medical action plan.

Bridgewater Kindergarten is a nut aware kindergarten.

At times we have children enrolled at our site who have a nut allergy. At these times families will be alerted to this and will be asked not to include nuts or nut products in their child's snacks and lunch. This includes

peanut paste, Nutella, all nuts as well as foods containing nuts.

no nut products are to be included in food on special food days e.g. birthdays and kindy celebrations.

Discussions with the family whose child has the allergy, will determine whether packaging that contained products with nuts or other allergens e.g. muesli bars needs to be removed from the children's making corner.

Exception to Authorisation Requirement Anaphylaxis and Asthma

With the authority of National Quality Standards regulation 94, medication can be administered to a child without authorisation in the case of an Anaphylaxis or Asthma emergency.

As soon as practicable following this, the parent of the child will be notified and emergency services will be called.

From September 2018 all Dept for Education sites have a spare anaphylaxis pen for emergency allergy reactions.

Ratified by Governing Council: Dec 2020 Review Date March 2023



Plan of action for a child with diagnosed asthma

The staff, together with the parents/carers of a child with asthma, will discuss and agree on the plan of action for the emergency management of an asthma attack consistent with the information provided on the child's asthma care plan and/or the 4 step asthma first aid plan.

Administer Asthma First Aid according to either:

- The child's asthma care plan as signed by the parents/carers and doctor and/or doctor's written instructions

OR where the plan is not available

Commence the standard asthma emergency protocol:

Step 1: Sit the child upright and remain calm and provide reassurance. Do not leave the child alone.

Step 2: Give 4 puffs of a blue reliever, one puff at a time, through a spacer device (and mask if necessary). Ask the child to take 4 breaths from the spacer after each puff.

Step 3: Wait 4 minutes.

Step 4: If there is little or no improvement, repeat steps 2 and 3. If there is still little or no improvement, call an ambulance immediately (Dial 000). Continue to repeat steps 2 and 3 while waiting for the ambulance.

Parents/Carers will be notified of any medication used for an emergency asthma attack.

In an emergency the blue reliever puffer can be the child's own, or accessed from the Asthma Emergency Kit. The Asthma Foundation recommends that only staff who are trained in Asthma First Aid should administer blue reliever medication from the Asthma Emergency Kit.

Record any asthma incident and file the completed form with all incident reports.

Plan of action for a child who is not known to have asthma

In this situation staff will:

Step 1: Give 4 puffs of a blue reliever, one puff at a time, through a spacer device (and mask if necessary). Ask the child to take 4 breaths from the spacer after each puff.

Step 2: Wait 4 minutes.

Step 3: Call an ambulance (dial 000) and state that the child is having breathing difficulty

Step 4: If there is little or no improvement, repeat steps 2 and 3. Continue to repeat steps 2 and 3 while waiting for the ambulance.

Contact parents/carers immediately. Record any asthma incident and file the completed form with all incident reports.

This treatment could be lifesaving for a child whose asthma has not been previously recognized and no harm is likely to result from giving a reliever puffer if the breathing difficulty was not due to asthma

Exception to Authorisation Requirement Anaphylaxis and Asthma

With the authority of National Quality Standards regulation 94, medication can be administered to a child without authorisation in the case of an Anaphylaxis or Asthma emergency.

As soon as practicable following this, the parent of the child will be notified and emergency services will be called.



- **Student injuries, illness or accident.**

- Students who are injured at Bridgewater Kindergarten will be attended to by a trained adult. Injuries will be tended to according to the injury or illness. If the injury is severe the child will be settled and an ambulance will be called.

(Although it is rare for a kindergarten to contact an ambulance, it can occur and therefore it is advisable that families consider and/or action appropriate medical insurance to cover the cost of their child being transported by ambulance in an emergency.)

- Parents will be notified immediately if the injury is serious. If not parents / carers will be informed when collecting child. The child will wear a fluoro band with information regarding the time and treatment of injury on it. Staff, where possible, will discuss with the parent/caregiver and provide feedback on the incident.
- Adults will wear protective gloves, place contaminated wipes and disposable gloves in a plastic bag, seal and dispose of.
- Staff will complete '**Changing Children's Clothing' or Accident Record sheet** and have it counter signed by another staff member.

Where the child requires medical treatment it will be recorded on the Department for Education online Injury and Response Management System (DECD Portal) and ACECQA State Office regulators.

INFECTIOUS DISEASES

In the interests of each child's health and safety infectious diseases within the kindergarten must be controlled.

Infectious diseases are illnesses caused by the spread of germs. Exclusion periods from kindergarten may apply.

Exclusion periods will be determined by reference to the Government of SA Health publication 'You've Got What-4th Edition'

If your child is unwell please support in minimising the spread of infection by keeping your child home. If your child becomes unwell during kindergarten, parent(s) will be contacted and arrangements to collect the child will need to be made.

In the event of a Pandemic or similar State wide disease we will follow the recommendations of Dept For Education and SA Health.

Location of First Aid cupboard.

In bathroom area, attached to the outside wall.

In excursion and emergency trolley

A small kit is kept under the verandah containing bandaids.

Medical Conditions

An allergies and medical conditions report is in the roll book, first aid folder and emergency/ excursions trolley, showing all known conditions as reported by the children's families or carers.



Bridgewater Kindergarten

Kindergarten attendance and procedures.

Regular attendance at kindergarten ensures:

Consistent participation in preschool programme.
Consistent development of social identity.
Optimum learning.

Strategies:

Attendance is marked on a roll daily.

We ask that parents phone the kindergarten or communicate through SMS or Skoolbag to advise of a child's absence.

Absences of over 1 week are followed up with a phone call.

Periods of ongoing unexplained absences will be followed up by the Director organizing a meeting with families to plan strategies to work toward regular attendance.

Punctuality

It is very important for the child's social and educational wellbeing that they be **punctual in arriving** at kindergarten at the start of session. It is often difficult for children to join play and enter social groups when they arrive after the start of session.

The kindergarten building is open from 8:55 am, sessions start at **9:00am**.

**Session times- 9:00am to 3:00pm Tues/ Wed
9:00am to 12:00pm**

At Bridgewater Kindergarten we

- collect enrolment data using the DfE approved Preschool Enrolment Form
- ensure that an accurate attendance record is maintained for each child, every day, that a service is in operation. Attendance is recorded in an attendance record and then recorded on the EYS online system.
- collect and provide accurate attendance, and enrolment data to fulfil the requirements of the departments resource allocation and national reporting processes
- manage preschool enrolment and attendances through the department's Early Years System (EYS)

We will ensure a child, once in care, may only leave the premises if

- The child is given into the care of a parent of the child, or a person authorized by the parent to collect the child, or in accordance with the written authorization of the child's parent or authorized nominee.
- Taken on an excursion and written authorization in accordance with regulation 102 has been obtained
- The child requires medical care
- In the event of an emergency (including rehearsed emergency evacuations)
- If a family emergency occurs we will respond to a parents phone permission for their child to leave with an alternative carer. When a parent or authorised nominee is unknown to staff, then the identification and authorisation confirmation of the collecting person will be determined prior to the child being given into their care.

The attendance record will include:

- Date of attendance
 - Full name of each child
- A signature on a daily basis confirms the accuracy of an attendance record.

The attendance record includes all children present in the service for whom the nominated supervisor is responsible, at any time during the service's operation.

Attendance records will be retained on site for a 12 month period, After a period of 12 months they may be stored off site through the DECD Records Management Unit (DECDRecordsManagementUnit@sa.gov.au) until disposal action is approved by the DECD Records Management Unit.



Enrolment

In South Australia (SA), all children are entitled to access a preschool program over 4 terms the year before they start school, starting at the beginning of the year.

Children can enrol in a government preschool program provided they live in SA and have:

- an Australian citizenship or permanent residency, or
- a relevant specified visa or [ImmiCard](#).

Government preschools have one intake at the beginning of each year for children who turn 4 years of age before 1 May. Children who turn 4 years of age on or after 1 May can start preschool the following year.

Eligible children who enrol after the start of the school year can start at a mutually agreed time between the parents and principal or preschool director (director).

All families who are interested in attending Bridgewater Kindergarten may complete a registration of interest form and forward it to the kindergarten.

Children who live in Bridgewater and Mt George are in the kindergarten's catchment area, see our website www.bridgewaterkgn.sa.edu.au for the map, and are entitled to a place at the kindergarten. If these numbers exceed the kindergarten's capacity, priority of access will be considered. (See Priority of access procedure)

Offers

First round offers to children in our catchment area will be sent out on the 1st August.

If the kindergarten has more space after round one acceptances, then

Second round offers to children outside our catchment area will be sent out on 1st September.

Family tour

All families who express interest in enrolling their child in our kindy are offered the opportunity to have a kindy tour with the Director, introducing them to the kindergarten and clarifying questions. They are directed to view our website and given an enrolment pack for more information.

The Department for Education Registration of Interest form is given to them on this visit, or if they do not choose to visit forwarded via email.

Once we have received the completed form, it is uploaded to the administration system. Children are posted invitations to join us for transition visits.

Transition

Children who will be attending the kindergarten in the following year will be invited to join us for two visits in late November and early December.

Parents are also encouraged to bring their children to Playgroup on Monday mornings to become familiar with the centre and meet some children who will be attending kindergarten with them.

New Parent Meeting Parents are invited to attend an information night in week 2 of the new year and a family picnic/ pizza night in week 4.

Parents/ Caregivers are invited to make times to meet with us and staff arrange meetings if they have questions.



Bridgewater Kindergarten

Priority of Access

PURPOSE

Enrolments will be determined in accordance with the Preschool Enrolment Policy of the Department for Education and this Preschools Priority of Access Policy (PPA). The PPA will inform parents/ guardians of the criteria that will be used to prioritise enrolments in the event that the site has reached enrolment capacity as determined by Dept f Ed.

SCOPE

Families are entitled to enrol in any Department for Education preschool service across South Australia; however, **where the demand exceeds the capacity** (number of places available) at that site then the priority of access policy will apply to guide equity in allocating preschool places.

OBJECTIVES

Parent/guardians who register intent to enrol at the preschool will have their application for enrolment assessed by the site leader as outlined in Procedure Details. Where a place cannot be offered parents/ guardians will be provided with the names of alternate local preschools.

CRITERIA

Criteria 1: **to be used if demand exceeds capacity**

Children living in the immediate local area known as the priority catchment area will have 1st priority. This has been defined by the kindergarten as having the postcode of 5155 – Bridgewater and Mt George.

Criteria 2: **To be applied if the number of enrolments meeting criteria 1 exceeds capacity**

Children who meet the first criteria AND one or more of the following indicators

- 2.1 A child at risk of serious abuse or neglect
- 2.2 Identifies as Aboriginal or Torres Strait Islander
- 2.3 Child under guardianship of the Minister
- 2.4 Children in families which include a disabled person
- 2.5 Children in socially isolated families
- 2.6 Children in families with a culturally and linguistically diverse background

In finalising enrolment places the Director may have regard to the following factors.

Children whose siblings have previously attended Bridgewater Kindergarten.

Children with siblings currently enrolled at Bridgewater Primary School. Children who are identified on their enrolment form that they will be attending Bridgewater Primary School in the year subsequent to kindergarten.

Date enrolment form was received with all other criteria being equal.

ROLES AND RESPONSIBILITIES

Site Leader or delegate will

- Ensure that all enrolling parent/ guardians are made aware of this Preschool Priority of Access Policy
- Ensures that all staff dealing with enrolment enquiries are aware of and understand the enrolment procedure
- Liaises with neighbouring centres to establish geographical boundaries
- Notifies the Partnership Office and neighbouring centres when centre is close to capacity



All Staff

Bridgewater Kindergarten is a Department for Education SA Kindergarten. All staff, including Temporary Relief Teachers and ECWs have Authority to Teach or Work, approved by the Department. Staff either have a Bachelor in Early Childhood Education or hold an approved Certificate 3 qualification in working with Children.

Staff are inducted which includes reviewing and working to meet the AITsL Professional Standards and the Early Childhood Code of Conduct.

All staff hold a current First Aid Certificate- HLTAID004 Provide an emergency first aid response in an education and care setting including anaphylaxis management training and emergency asthma management training. CPR will be updated annually.

All staff have up to date RAN (Responding to Abuse and Neglect- Child Protection Training) and up to date Working with Children Checks.

Nominated Supervisor

The nominated supervisor is the Director of the centre.

Responsible Person

At all times when children are present there is a Responsible Person on site. The approved provider or a person with management or control, a nominated supervisor, or a person in day-to-day charge of the service. This person has the required qualifications.

Volunteers, including Workers Experience Students

The staff record includes the full name, address, date of birth and emergency contact of each student or volunteer who participates in the service.

A record is kept for each day on which the student or volunteer participates in the service, including the date and the hours of participation.

Staff Records

Records are kept with staff information. Staff records include the following information including—

(a) the full name, address and date of birth and emergency contact of the staff member; evidence of

(i) of any relevant qualifications held by the staff member; or, that the staff member is actively working towards that qualification,

(c) evidence of any approved training (including first aid training) completed by the staff member; and Working with Children's checks.

Record of staff present daily

Staff sign in each day recording start and finish times.

All records regarding staff and children are managed confidentially. On occasions that this information may be shared, permission will be sought from the staff member or parent of the child before it is shared.



Documented guidelines regarding behaviour and guidance for children, help ensure that children, families and staff have a safe environment. This ensures consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment.
 - Behaviour is an expression of feelings and behaviour communicates needs, anxieties, concerns, pride, and happiness.
 - Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
 - Our role is to help the children in our care express their feelings in a manner that shows care and respect for others and in a way that supports their personal needs.
 - Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
 - Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
 - That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
 - That family consultation is valued and their individual perspectives respected.
- No child should feel rejected, insecure, embarrassed or ashamed.

As a staff team we promote positive behaviour and interactions by:

- Modelling positive interactions
- Celebrating and praising.
- Encouraging children's voice.
- Facilitating negotiation and conflict resolution.
- Engaging the children in developing the centres behavioural expectations, goal setting and consequences.
- Communicating with parents and caregivers both informally and formally. Parents or staff may arrange an interview time for longer conversations. All conversations are confidential.
- Ensuring that the children understand why things are happening.
- Having a calm routine.
- Supporting children to adjust and develop responsibility for their behaviours to cope with change.
- Valuing children as individuals within their family and cultural context.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Including the development of Executive Functioning skills in our daily programme.
- Using positive verbal and non-verbal interactions.

We minimize challenging behaviours by:

- Shared discussion – staff and children, looking at potential problems and managing current issues.
 - Meeting with the children to discuss what makes them feel safe and unsafe at kindy.
 - Individual discussion with children who are having difficulties managing their behaviour positively.
 - Determining logical consequences for the behaviour with the child.
 - Conversations with parents regarding their child's behaviour.
 - Supporting the child to become calm.
- Bullying and harassment are deliberate and repeated actions towards others which involve the misuse of power.**
- Bullying and harassment are not accepted at Bridgewater Kindergarten and will be managed according to the Behaviour Support Policy
 - **Families can support the behavioural learning plan by:**
 - Reading the Interactions with Children and Behaviour Support Policy and seeking clarification if needed. Talking to the educators to determine actions and language that can be used both at kindergarten and at home.
 - Informing staff of any changes in the child's home life.
 - Discussing with staff any concerns.
 - Adopting similar expectations at home.



Decision making structures

At Bridgewater Kindergarten we are committed to a decision making approach that involves consultation, participation and collaboration within our Kindergarten community.

The Director is responsible for decisions made in the Kindergarten. Including staffing, finance and curriculum, and seeks advice from staff, Governing Council, parents and children in making decisions.

The parent body through Governing Council supports staff to develop policy directions and has input into budget preparation and the Site Learning Plan/ Quality Improvement Plan.

The student body through the learning committee and spontaneous ideas contributes to matters in terms of curriculum directions and programme content.

Staff will make decisions through consensus as much as possible with staff being provided with as much information as possible on any issue.

Where there is a split in staff opinion if possible time will be allowed for more consultation and information to work towards the consensus.



Water is a fantastic medium for children to experience and have fun. Children need opportunities to develop their understanding of the natural environment. Experiences with water encourage active exploration and discovery.

Experiences include exploring water by measuring and pouring in the water trough; using water to “paint “with”; looking for frog life in our frog pond; supervised play in our man made creek and pond; playing under sprinklers and using water in the sandpit.

Managing water hazards

Risk assessments are completed that identify and assess risks associated with any water hazards and water-based activities. Risk assessments include matters such as:

1. Active supervision - Children must be actively supervised at all times when there is a risk of access to any water hazard. Active supervision includes:

- ☐ Direct and constant monitoring of children.
- ☐ Careful intentional positioning.
- ☐ Scanning and moving around the area.
- ☐ Listening closely for sounds or the absence of noise,
- ☐ Observing play and anticipating behaviour.

2. Eliminating hazards – water must be emptied immediately after use and stored in a manner that prevents the vessel filling with water when not in use. All aspects of the environment must be designed to ensure adequate drainage of water to avoid pooling.

3. Restricting access – Frog Pond is covered with a secured metal mesh.





Bridgewater Kindergarten is located in an area where snakes may be a problem, in that they pose a danger to staff, parents and children. Mid to late spring and summer are times when snakes become active.

Guidelines for the management of snake control/encountering a snake at Bridgewater Kindergarten are:

- Most snakes will avoid humans, and if left alone and not restricted, will move away from any perceived threat.
- If a snake appears in the yard and/or teaching area inside, an invacuation or evacuation will be called to give the opportunities for the snake to escape.
- If the snake remains and is perceived to be a threat, the first course of action (after clearing the area to a safe distance) is to contact and/or Building Management Services and request assistance in removal of the snake. (8226 5295)
- Administrative preventative strategies such as keeping long grass cut back, not allowing suitable habitats, bi annual snake repellent spraying assists in minimising any occurrence of snakes.
- Staff have had First Aid training including managing snake bite. This is renewed every three years.

The kindergarten learning programme includes specific instructions as to the correct procedures to adopt when encountering a snake.

Ensuring children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting immediately to a teacher.

Administering first aid in the event of a snake bite

- Stay calm and call for help. Have someone phone an ambulance. If unable to phone, send someone for help.
- Reassure the patient and encourage them to remain calm and still. Do not move the patient.
- Do not attempt to catch or kill the snake.
- DO NOT WASH the bite. Traces of venom that are left on the skin can be used to identify the snake, and therefore the type of ant venom that should be used if required.
- The most effective first aid for snakebite is the pressure-immobilisation technique—minimise the movement of the venom around the body until the victim is in a hospital by applying a firm bandage (or suitable alternative) to the bitten area and limb, and to immobilise the victim.

Contact Building Management Services and request assistance in removal of the snake. (8226 5295)

Snakes Catchers Adelaide - 0413511440
Snake Catcher Adelaide Hills- 0447100855

This action plan and curriculum is informed by:
Department of Education Encountering Snakes on DfE sites Fact sheet.

Ratified by Governing Council: Dec 2020 Review Date March 2023



Bridgewater Kindergarten

Communication Statement

At Bridgewater Kindergarten we believe that there needs to be close liaison between home and kindy to build on the child's first years of learning –their experiences at home.

We encourage parents to become active participants in their child's learning at kindy and believe that good communication is vital to maximise children's well-being.

During your child's year at kindy we will use numerous methods of communication.

Each family has a **news pocket** which hangs near the front door. Occasionally, notes, newsletters etc. are put into these pockets for you to collect. Watch out for notes on the front or back of the front door.

Displays at kindergarten. By looking at the displays at kindy and talking to your child about them you will discover lots about what happens at kindy. Learning Committee minutes showing the children's learning plans are on display. Our planned programme and Quality Improvement Plan are always on display for families and community to access.

Parents are invited to join our **Governing Council** This is a great way to get to know other kindergarten parents, to learn more about the workings of Bridgewater Kindergarten and to have a voice in what happens at kindy.

Kindergarten Website www.bridgewaterkgn.sa.edu.au

Information book given with enrolment forms.

New families evening meeting in your child's second week at kindy where routines and learning at kindergarten will be discussed.

Skoolbag app. The Skoolbag app is one of our main forms of communication, used to send newsletters and information about kindy events.

Seesaw app. Through the Seesaw app. You will receive information about our Learning programme and your child's kindy activities.

Photos of the children interacting at kindy- see our daily slideshow.

Sharing books. These communication books include information about the children's wellbeing and the kindergarten programme and activities plus curriculum newsletters. Have a look at them at kindy. They will also come home once a term.

Incidental **conversations** in the mornings or after kindergarten sessions.

Bridgewater Kindergarten **Facebook** page.

SMS is used to communicate some messages.

Planned interviews outside of session time. These may be requested by staff or caregivers.

In your child's second term at kindy you will receive a **Statement of Learning** showing what we have seen and our understanding of your child's development in these areas- Cognitive, Health & Physical, Literacy and Language, Numeracy, Self, Social and Well-being.

At the end of their kindy year you will receive a **Summative Statement of Learning** written with and about your child. This report is passed on to your child's school, a copy goes to you and a copy stays at kindy.



Bridgewater Kindergarten

Bushfire and Emergency Plans

Bridgewater Kindergarten is rated as an **'HIGH FIRE RISK KINDERGARTEN'**

All schools, preschools, out of school hours care in the Mt Lofty Fire Ban District, including Bridgewater Kindergarten, **will be CLOSED** on days when the FIRE DANGER INDEX is CATASTROPHIC = **CODE RED**

Confirmation of a **CODE RED** day will only occur after 4pm the day before (once it has been confirmed by the CFS).

Parents will be able to confirm this by:

1. Hotline 1800 000 279 which will operate the day before and throughout site closures.
2. Signs displayed out the front of the kindergarten.
3. Checking their e-mail. Director will e-mail all families who have provided their e-mail address if the kindy is to be closed, by 8pm the night before.
4. SMS sent to families by the Director.
5. ABC 891 radio and television.

Bridgewater Kindergarten **may be closed** on days of EXTREME BUSHFIRE WEATHER CONDITIONS (on the advice of the CFS)

FAMILY BUSHFIRE ACTION PLANS are vital. Part of this plan needs to address what action will be taken by the family when the child's school or kindy is closed. THIS NEEDS TO BE DECIDED NOW. You need to protect your family.

TOTAL FIRE BAN DAYS

Bridgewater Kindergarten will be open.

IN CASE OF BUSHFIRE

Bridgewater Kindergarten is a designated Bushfire Safe Shelter for our students and Educators.

Contact information

Department for Education Emergency Information Hotline	1800 000 279
Department for Education website	www.education.sa.gov.au
SA CFS	www.cfs.sa.gov.au
CFS Bushfire Information Hotline	1800 362 361
Emergency Services	000
South Australian Police	131 444
Alert SA	www.alert.sa.gov.au
Bushfire information for the deaf, hard of hearing or speech impaired	133 677 then ask for 1800 362 361



Our first concern at all times is the safety of the children.

Procedures for educators and students are well documented and practice fire drills for both internal and external fires are held at kindergarten at least twice a term.

If you are in the kindergarten and hear a whistle blowing continuously, quickly move to the paved area near the back verandah to receive instructions.

WHEN A FIRE HAS OCCURRED ADJACENT TO OR IS THREATENING THE KINDERGARTEN

Children and adults will be kept inside the building and the Bushfire Action Plan, (BAP) will be followed.

The Director remains responsible for the children until they are collected by their parents or emergency contacts.

The children will be released to parents or emergency contacts as stated on the child's enrolment form, but the CFS advises that it is safer during bushfires to stay in a building rather than travelling through a bushfire in a car! Parents should consider their own as well as their children's safety before collecting their children.

Parents or emergency contacts must sign their children out before taking them.

Staff will stay with the children until they have all been collected by their parents or emergency contacts.

We have a well-documented Emergency Plan, which is reviewed annually. Please speak to Glenda if you wish to view it.

CFS Catastrophic Day Hotline 1800 000 279 www.cfs.sa.gov.au

Ratified by Governing Council: Dec 2020 Review Date March 2023



Rest and relaxation is an essential part of our learning programme to promote the health and wellbeing of our children. Programmed Rest and Relaxation is supported by educators and with expectations that the children will achieve positive learning outcomes through a variety of planned and incidental activities. Rest and Relaxation follows lunch, usually lasts for about ½ hour and enables and encourages children to participate as an individual within a group. The setting is the Rainbow Room but there are additional spaces both indoor and outdoor which offer children the opportunity to immerse in independent passive, reflective, calm play throughout their learning day.

Through Rest and Relaxation, the children can.....

- Make positive choices to acknowledge and respect rights of other's needs for space, rest and reflection
- Appreciate reciprocal rights for personal space, rest and reflection
- Understand their own need for calm and re-generative brain function for health, well-being and positive learning
- Learn new techniques to/and manage emotions and self-disciplines
- Appreciate a variety of music and movement, literature and fine motor experiences
- Develop listening skills through music, literature and verbal instruction
- Engage in cooperative group passive activity.

What happens in Rest and Relaxation?

A variety of learning activities are offered...

- The children each have their own named pillow in a washable cover and a named blanket in the colder months. This ensures any cross contamination of infection is kept to an absolute minimum. These items are washed on a termly basis. The children are able to source these and on occasion other essential comfort items that are provide from home.
- Music is played during Rest and Relaxation. This music is varietal including Aboriginal and multi-cultural, and offers calm and comfort while the children are engaged in activity.
- Quiet reading time allows the children to select a number of story books for personal viewing. This reading and viewing lasts for about 10 minutes at which time the children return their books ready for some laying down time.
- 'Laying down time' relaxation exercise. Some deep, belly breathing' and muscle stretches are encouraged. Children who do not want to participate are encouraged to but expectations are that they will become familiar with the activity over a period of time.
- 'Diamonds on your heart' asks the children to form a diamond with their fingers on their hearts or bellies, with eyes closed while awaiting a surprise object which we place in their diamond. These are called 'Fiddly Fingers' sensory objects and may be a squishy ball, a finger puppet, a magnetic spikey ball, a wiggly worm, a warm rock, a farm animal or a golden massage ring, etc., etc. The children can explore the objects through touch and exercising their fine motor sensory perception. This lasts for around 10 minutes, giving children time to wind down their thoughts and emotions. They await in anticipation to be chosen to collect the items ready for story time.
- A listening story time may be read by the educator or may be a listening story from our extensive collection.
- Relaxation tapes are sometimes offered which talk the children through imagery.
- Writing in their writing books encourages children to imagine, create, draw and tell stories individually
- Weighted quilts may be offered to children with sensory/physical need for calming.



Employees, volunteers who regularly help out at kindy and other designated persons working at or accessing Dept for Ed services will meet the Dept of Education screening requirements which include an **approved Working with Children Check** (<https://screening.sa.gov.au/>) updated every three years.

The Preschool Director has the right to require a parent / adult from the age of 16 to undergo screening at their discretion.

The Director will discontinue a volunteer / student teacher at any time if concerns exist about their suitability to be working with children.

Staff will undertake approved full day **child protection training** program as a condition of employment and receive approved three yearly update programs thereafter. This training includes individuals' responsibilities as mandated notifiers.

The Director will facilitate Response to Abuse and Neglect Training for Governing Council members.

All staff and volunteers will follow approved protective practice guidelines in their physical and social interactions with children and young people.

All staff will follow approved child or student attendance and behaviour management policies and incident response guidelines.

All staff will meet adult conduct requirements outlined in legislation, State Government codes, Cabinet directives and licensing, approving or regulating processes.

All staff in kindergartens are Mandated Reporters. This means that all kindergarten staff are legally obliged to report any form of suspected child abuse - physical, psychological and or verbal – to Families SA Services.

All children at Bridgewater Kindergarten will access approved child protection curriculum. The approved child protection curriculum will be taught by staff who have received training in its use.

Bridgewater Kindergarten will consider all available sources of support from within Dept for Education and from other agencies and organisations when the needs of vulnerable children are first identified.

Bridgewater Kindergarten will raise concerns through Partnership personnel if we believe collaborations and/or available services are inadequate to protecting children's safety and wellbeing.

Bridgewater Kindergarten will support and contribute to interagency efforts to improve family and community safety and wellbeing.

Bridgewater Kindergarten will follow Dept for Education, state and national requirements for documentation and record keeping.



At Bridgewater Kindergarten we are committed to provide opportunities for our children to develop skills, understandings and values for sustainability and to consider their place in developing a sustainable future.

We aim to actively care for the environment and contribute towards a sustainable future. We believe that working with the children to act sustainably and look for opportunities to find sustainable options will develop positive lifelong attitudes towards the environment and sustainability. We promote a number of sustainable practises in the kindergarten environment and engage the children to respect and care for our environment.

Regularly updating our core indicators using the NRM Education for Sustainability rubric ensures helps educators review where our actions are and how they are moving forward.

Reducing, reusing, recycling. We aim to reduce waste in the kindergarten through reusing and recycling.

Communications primarily occur through email, SMS and Facebook thus reducing the use of paper. Families are encouraged to bring recyclable materials to kindy for art, craft, gardening etc.

Children are encouraged to have fewer wrappers in their snack and lunch boxes. We are working towards a “Nude Food” culture. This is also in line with our Healthy Food Policy.

Children sort food rubbish into compostable, recycle, soft plastics or reuse and rubbish. These bins are coloured to match home council pick up bins.

Compostable scraps go into our compost bin for future addition to vegetable gardens.

Recyclable rubbish is added to the kindergarten recycling bin or added to art craft materials.

Toner cartridges are recycled. Recycled printing paper is used in the photocopier.

Playground and bushland

We have a large bushland setting, including a second bushland block. Here we support children to develop appreciation and care for our natural environment. Opportunities are planned for and arise spontaneously to explore relationships with living things. Children feel, explore, discover, imagine, create, share, respect and otherwise engage with nature with enthusiastic educators who provide for their learning and development. Children have worked with educators and parents to create a “Bug House”. This is added to regularly to encourage more bugs to move in. Educators, children and staff have built a Butterfly Garden and Frog Bog. Children look for butterflies in the butterfly garden and eagerly await for frogs to move into our frog pond. Bushland experiences are planned for often using environmental kits created by the educators. Bushland signage created by the kindy invite the public to engage in caring for the environment. When trees have fallen due to storms, many of these have been cut into logs for sitting on and using in play. Smaller rounds are used to resource learning activities. One fallen eucalyptus has become a favourite balancing and climbing feature. The natural environment leads to lots of discussions about protecting local species and for biodiversity investigations. We are working to eradicate non- native plants from our bushland.

Sustainable Practises in the Kindergarten

Educators seek ways to embed sustainability and respect for the environment and living things in the programme daily. Caring for our animals- two bearded dragon lizards and two green tree frogs ensures that children embrace caring for nature. We learn songs, including our Care for Country Acknowledgement to Country, read stories and have discussions about sustainable practises and issues. When purchasing we look for natural and reusable resources where possible.

Throughout the year the curriculum explores environmental issues such as recycling, reusing, creating environments for native animals, planting native plants etc. Children’s learning and engagement is documented and added to our See Saw posts, Sharing Books and Facebook page. Each child has a hand towel in their locker. This is used to dry hands after washing them. This has allowed us to greatly reduce the use of paper towels. Parents are rostered to wash the hand towels at the end of each week.

Saving Water and Energy We aim to reduce water and energy usage. We have installed two rainwater tanks for children to access in sand, mud and water play. Water saving taps have been installed in the children’s bathroom. Motion detecting lights in the store rooms and shed with lower usage globes.



Bridgewater Kindergarten works to improve educational outcomes for Aboriginal and Torres Strait Islander people and increase knowledge of, and respect for, Aboriginal and Torres Strait Islander histories and cultures in Australia. Our Reconciliation Action Plan supports all staff to consider and action this in their daily practice.

The National Quality Framework and Standard guides our actions, helping us to develop a deeper understanding of the importance of inclusive policies in shaping our shared national identity. The NQF and NQS and the Early Years Learning Framework lead us to consider that equality, equity, unity and inclusivity and support educators to build their capacity to ensure that corresponding Standards are being met.

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Bridgewater Kindergarten staff and children work to-

" - recognise diversity as a strength and work together to promote a culture of inclusiveness and sense of belonging for all children, families and the community, including cultivating a deep respect for Aboriginal and Torres Strait Islander histories and cultures.

- provide opportunities to cultivate deep respect for, and knowledge of, the cultural diversity of the broader community in the educational program, including Aboriginal and Torres Strait Islander histories and cultures.

- consider the social justice and equity implications of educators' approaches to relationships with children to ensure interactions support the dignity, rights, cultures and best interests of all children, including children who identify as Aboriginal and Torres Strait Islander people

- encourage all children to challenge stereotypes and biases, and develop a deep understanding and appreciation of the cultural diversity of the service and the broader community, including Aboriginal and Torres Strait Islander histories and cultures.

- draw on their knowledge of each family to provide thoughtful and tailored opportunities for each family to participate in the service, for example building a sense of belonging for Aboriginal and Torres Strait Islander families." (from the Guide to the National Quality Framework)

Consideration to Aboriginal Culture and Perspectives is given in all planning and curriculum. This includes in the Quality Improvement Plan, kindergarten budget; including Aboriginal and Torres Strait Islander people in the curriculum; working with the local Aboriginal and Torres Strait Islander community to include Language words in communication materials; and include a requirement that staff and students are aware of, and learn about, the Aboriginal and Torres Strait Islander Country being visited during excursions.