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Home

We offer a variety of play-based learning experiences in a safe environment to help each child reach their full potential. We encourage respect for others and the environment, and the development of problem-solving, negotiation and self-help skills.

Find out more about our goals and our focus in our philosophy statement (PDF 43KB).
(https://www.preschools.sa.gov.au/sites/default/files/carol_murray_cc_philosophy.pdf)

Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

Contact us

Preschool director: Ms Suzanne Cottle

Phone: (08) 8752 1374

Fax: (08) 8752 0463

Email: dl.6507.leaders@schools.sa.edu.au

Street address: 1 Dinning Terrace Bordertown SA 5268

Postal address: 1 Dinning Terrace Bordertown SA 5268

What we offer

We offer a number of programs and services to support your child's early years learning
(<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

Preschool program

Times

Your child can attend preschool for up to 15 hours per week.

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 3.30pm	8.45am to 3.30pm	8.45am to 3.30pm	8.45am to 3.30pm	–

Fees

The parent contribution is \$75 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/carol-murray-childrens-centre/getting-started/enrolment-and-fees>) for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- 1 piece of fruit per session
- packed lunch.

Please write your child's name on all their belongings.

What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

Bus service

Children who live far enough away from the centre can use the school bus if there's space available.

Children who catch the bus will have a 'bus book' for messages between staff and families.

Please read our bus policy (PDF 189KB).

(https://www.preschools.sa.gov.au/sites/default/files/carol_murray_cc_bus_policy.pdf)

Child care services

We offer child care services. These services run for 50 weeks of the year.

Times

Monday to Friday 8.00am to 6.00pm.

Cost

\$330 per week.

\$33 per 5 hour session.

Disability support

There is support available for children with disability

(<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool 1 term earlier, in term 4 the year before starting their preschool year, if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 6 hours per week, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/carol-murray-childrens-centre#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts

Before they start preschool your child will be able to come to a transition visit. This will be a chance for your child to meet our staff and other children. Further information will be provided when your child enrolls.

Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$85 per term. A lunch program is available and costs \$2 per day.

We offer other programs that may have additional costs
(<https://www.preschools.sa.gov.au/carol-murray-childrens-centre/getting-started/what-we-offer#carolprograms>).

When to pay

We will invoice you via email or your child's information pocket.

Payments are due in week 3 of each term
(<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Please contact us (<https://www.preschools.sa.gov.au/carol-murray-childrens-centre#contact-us>) if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box located at the front office.

EFT information

Payment can be made via EFT. Details will be on the invoice.

Immunisations

When you enrol your child you will be asked to provide evidence of their immunisation status
(<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Reports and plans

National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



Overall Rating: Exceeding NQS

Quality Area Ratings

- | | | |
|----------|--|---------------|
| 1 | Educational program and practice: | Exceeding NQS |
| 2 | Children's health and safety: | Exceeding NQS |
| 3 | Physical environment: | Exceeding NQS |
| 4 | Staffing arrangements: | Exceeding NQS |
| 5 | Relationships with children: | Exceeding NQS |
| 6 | Partnerships with families and communities: | Exceeding NQS |
| 7 | Leadership and service management: | Exceeding NQS |

Rating for: Carol Murray Children's Centre

Rating issued: October 2017

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Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 251KB)

(https://www.preschools.sa.gov.au/sites/default/files/carol_murray_cc_gip_0.pdf)

Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community
- partnership arrangements with other groups.

Site context statement (PDF 63KB)

(https://www.preschools.sa.gov.au/sites/default/files/carol_murray_cc_context_statement.pdf)

Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/6507_AnnualReport.pdf)

Parenting support

Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program
(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

VOLUNTEERS AND SPECIAL VISITORS POLICY

- Student placements are available at the discretion of Centre staff.
- Volunteers are welcome in the Centre in consultation with senior staff, depending on the program.
- Volunteers/students are required to sign in and out, on arrival and departure at the Centre, in the appropriate book in the office for insurance purposes.
- Volunteers/students are required to provide the names and numbers of 2 referees (where appropriate) and undergo a Police check/DECD Screening
- Volunteers will sign the *Volunteering Agreement*
- Volunteers will complete the *Volunteer Induction Checklist*
- Volunteers will fill out a *Volunteer Application Form*
- Volunteers will complete the *Responding to abuse and neglect: Education and care induction session for volunteers*.

SPECIAL VISITORS

Special visitors will be integrated as part of the program eg; Police, Grandparents, etc.

Do

- Wear Badge and sign Visitor Book on Arrival and Departure.
- Familiarise themselves with all policies.
- Assist staff in setting up and clearing away material for children's activities.
- Assist staff in the supervision of children's activities as appropriate or as requested.
- Join in activities and participate where appropriate.
- Report accidents to a staff member
- Only carry one child at a time (except in emergencies) – it is not very often that children (other than babies) require carrying at all.
- Refer parents to Centre staff.
- Ask about resources and materials that you can use for activities for the children.
- Use your initiative with cleaning up and assisting with general activities – staff do not have the time to fill your day.
- Respect the confidential nature of children and parents of the Centre.
- Talk to the staff about your assignments and the requirements of your placement.
- Follow basic hygiene and safety requirements when carrying out duties.
- Seek help from staff for any First Aid.

Don't

- DO NOT smack or threaten children with physical or any other form of punishment. Discipline is to be carried out in accordance with Centre policy and must be left to staff.

- DO NOT discuss a child's development, progress or problem with parents – the staff will handle the responsibility of talking with parents.
- DO NOT answer the telephone unless authorised to do so, then take a message or refer to the appropriate staff member.
- DO NOT give medication to any child. If you are handed medication by a parent, refer them to staff.
- DO NOT allow yourself to be left with the ultimate responsibility of the child/children – either inside or outside.
- DO NOT feed; give a dummy or bottle to child without checking with a staff member.

Refer Behaviour Guidance Code
 Sun Protection Policy
 Public Sector Code of Ethics
 Volunteer Application Form
 Volunteering Agreement
 Volunteering Induction Checklist

Source : DECD Volunteer Policy Guidelines

SUSTAINABILITY POLICY

Carol Murray Children's Centre will promote sustainable practices and care for the environment. Educators, children and families will be encouraged to become advocates for a sustainable future.

For the Educators

- Educators will advocate and promote the children as being active citizens within their communities.
- Foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.
- Reduce, Reuse and Recycle in their everyday practice.
- Use sustainable practices embedded in daily routines. These include:
 - **Resource Management/Recycling**
 - minimise waste from one-use throwaway materials
 - use the local facility of electronic waste and recycling
 - use fortnightly recycling service
 - **Energy**
 - turn off computers when not in use
 - use ceiling fans instead of air-conditioning when appropriate
 - turn lights off when not required
 - **Water**
 - set limits for water play
 - empty water play containers onto gardens
 - **Food**
 - compost food scraps
 - encourage children to bring reusable containers
 - **Purchases**
 - local products
 - energy and water efficient products
 - recycled products
 - **Pedagogy**
 - provide opportunities for the children to play outdoors and engage with a natural environment
 - children can develop transference of sustainability practices across the site
 - pedagogy fosters wonder and knowledge about the natural world
- Continually develop and implement strategies to support children to be environmentally responsible and to show respect for the environment.

- Educators will keep up to date on practices and ideas for sustainability.

For the Children

- Ensure our children are active and informed citizens in sustainability matters.
- Children will be given the opportunity to develop life skills through:
 - Maintaining the worm farm and compost
 - Harvesting and cooking foods grown in the vegetable garden, Bush Garden and fruit from the orchard.
 - Caring for the Centre pets
 - Maintaining the Butterfly Garden and Succulent Garden
 - Waste reduction
 - Recycling
- Children are supported in their knowledge of being part of our environment and community

Family and Community

- Children are seen as active citizens within the wider community
- Encourage families to support their children to adopt environmentally sustainable practices at both the service and at home
- Share ideas between educators, children and families about sustainable ideas, implementation and resources
- Become involved in community events such as Clean Up Australia Day, Harmony Day, NAIDOC Week and Reconciliation Week
- Encourage families to bring their recyclables to the Centre for further use:
 - Damaged household appliances for loose parts
 - Clean recyclables for loose parts play
 - Clean recyclables for construction
- Encourage families to bring in cuttings of plants
- Visit the local primary school to explore their sustainable vegetable garden
- Source from local businesses second hand materials that can be used:
- **Sources**

Belonging, Being and Becoming – The Early Years Learning Framework for Australia:

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx#key documents

Community Child Care Co-operative (NSW)

Educators' Guide to the Early Years Framework for Australia

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework.aspx#key documents

Environmental Sustainability Policy

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Guide to the National Quality Standard, ACECQA www.acecqa.gov.au and <http://acecqa.gov.au/links-and-resources/-/national-quality-framework-resources/>

Hughes, M. (2007) Climbing the Little Green Steps: How to promote sustainability within early childhood services in your local area, Gosford and Wyong Council: www.gosford.nsw.gov.au and www.wyong.nsw.gov.au

SUN PROTECTION POLICY

Australia is the skin cancer capital of the world and at least 2 in 3 Australians will be diagnosed with skin cancer before the age of 70 years. Children have delicate skin which places them at particular risk and sun exposure during the first 10 years of life has a significant impact on the likelihood of skin developing skin cancer later in life. Most skin cancers can be prevented by protecting the skin from over exposure to the sun.

PROCEDURES

1. Hats, sunscreen, sun protective clothing and shade will be used by staff and children when outdoors in the months from 1st August – 30th April and at any other time of the year when ultraviolet when UV rays are 3 and above.
2. All children will wear the centre approved bucket hat, whenever they are outside from August to end of April, or whenever the UV level is 3 or above outside of these times. The bucket hat must have a deep crown and a minimum of 5cm brim, appropriate for children under 5 years. On enrolment parents will be supplied and charged for a Navy suitable bucket hat. This will be named by the centre. No baseball caps allowed.
3. Children who do not have appropriate hats with them will be required to play indoors or under the verandah.
4. Staff will wear an appropriate broad brimmed or bucket hat. (Bucket hat must have a deep crown and minimum brim of 6cms.)
5. An SPF 30+ broad-spectrum, water-resistant sunscreen will be applied to all exposed body parts, 15-20 minutes before going outdoors and reapplied every 2 hours or more often if outdoors for extended periods or during water activities.
6. Parents/Carers are to apply sunscreen before or as close to their arrival to the Centre and notify staff if sunscreen has not been applied. A liberal amount of sunscreen applied to skin not protected by clothing is required to provide maximum protection before sunscreen protection will cease. Staff will be mindful that sunscreen will need to be reapplied around 11am and assist where possible, as UV levels will peak from this time and over the middle of the day.
Childcare children: sunscreen applied at 10.30am and 2pm.
Kindergarten children: sunscreen applied after lunch has been consumed and 20 minutes prior to going outdoors with the assistance from staff (for all children attending all day), providing enough time for application so skills are developed for independent application at school.
7. The centre provides SPF30 or above broad spectrum, water resistant sunscreen for children attending care at various sunscreen stations to prompt both parents and children to reapply.

8. Parents/Carers are encouraged to dress their children in appropriate sun protective clothing. This includes a hat (refer 2 above) and tops with collars and elbow length sleeves and longer style shorts/skirts/dresses. Loose light coloured closely woven fabrics are ideal. No singlet or midriff tops allowed.
9. Staff will model positive skin protection behavior by wearing appropriate hats, clothing and sunscreen for outdoor experiences when the UV is 3 and above.
10. Sun protection times will be sourced daily from a Sunsmart app or MyUV.com.au. During the daily sun protection times when the UV is always 3 and above the centre will provide outdoor activities in protected/shaded areas.
11. Extra care will be taken during peak UV times (always over the middle of the day) to protect children from direct sun.
12. Children are directed by staff to play in shaded areas where possible.
13. On excursions when the UV levels are forecast to be 3 and above maximum skin protection procedures will be followed by staff, parents and children including the wearing of hats and sun protective clothing, sunscreen application and seeking shade as much as possible when outdoors.
14. The centre will incorporate skin protection awareness activities in the teaching programs.
15. When the UV level is below 3 – no sun protection is required. Staff may take the opportunity to seek out direct sun when outdoors, so staff and children can receive and maintain adequate levels of vitamin D, vital for the development and maintenance of strong, healthy bones.
16. Babies (under 12 months) Refer SunSmart checklist points three. “Babies under 12 months should be kept out of direct sunlight as much as possible and always be protected by shade, clothing and hats. Sunscreen should only be applied to exposed skin not protected by clothing or hats, when necessary”.
17. On orientation staff and carers/parents will be informed of the sun protection policy.
18. Parents will be provided with information about skin cancer and sun protection and Sun Smart behavior will be promoted and role modeling by parents will be encouraged.
19. The staff will set up a sun protection display over August to April to inform and promote SunSmart practices.
20. This policy will operate throughout the year and will be reviewed regularly (at least every 3 years) based on information provided by the Cancer Council SA and the SunSmart team (see www.sunsmart.org.au)

Right Bite Food Supply and Nutrition Policy

Healthy Food Supply and Nutrition Policy of:

Carol Murray Children's Centre

Rationale

Carol Murray Children's Centre promotes safe, healthy eating habits in line with the **Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools** and relates to the DECS wellbeing strategy.

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

- staff at this preschool model and encourage healthy eating behaviours
- food and drink are consumed in a safe, supportive environment for all children
- parents and caregivers are encouraged to supply healthy foods that fit within the **Right Bite** strategy for their children at preschool.

This food policy has been established after consultation with staff and parents within the centre community.

Curriculum

Carol Murray Children's Centre's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- integrates nutrition across the SACSA framework where possible, **relating to the Developmental learning outcome: 'Children develop a sense of physical wellbeing'**

The Learning environment

Children at Carol Murray Children's Centre:

- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:

- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site

Food supply

: Carol Murray Children's Centre:

- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool **activities and events** in line with the *Right Bite* strategy
- displays **nutrition information** and promotional materials about healthy eating
- has the following guidelines for families for **food brought from home** or provided by staff within preschool time:

Fruit Time:

Parents and carers are encouraged to supply fruit and vegetables at fruit time to:

- provide children with important minerals and vitamins
- encourage a taste for healthy foods.

Food and drinks provided to children:

- parents and carers are encouraged to provide healthy food and drink choices in line with the ***Right Bite*** strategy
- staff will ensure that food provided to children by the preschool is in line with the ***Right Bite*** strategy.

Food safety

Carol Murray Children's Centre:

- promotes and teaches food safety to children as part of the curriculum
- encourages staff to access training as appropriate to the ***Right Bite Strategy***
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff.

Food-related health support planning

Carol Murray Children's Centre:

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

Working with families, health services & industry

Carol Murray Children's Centre:

- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy
- provides information to families and caregivers about the ***Right Bite Strategy*** through a variety of ways including:
 - newsletters
 - policy development/review
 - information on enrolment
 - pamphlet/poster displays
- promotes the alignment of fundraising with the ***Right Bite*** strategy.

Note: If your preschool has a child with a serious **food allergy** (eg. nuts), a separate policy for the duration of that child's involvement with the preschool should be developed and communicated to parents and staff.

The staff at Carol Murray Children's Centre thank you for your support of this policy.

Date July 2016 Reviewed May 2017

CHILDRENS PROGRESS AND RECORDS POLICY

At Carol Murray Children's Centre children's individual records are an integral part of our ongoing cycle of planning, documenting and evaluation.

At Carol Murray Children's Centre staff collect observations, learning stories and work samples from children on a regular basis.

This information is used for programming and planning individual and group experiences.

All information is stored confidentially in each child's Portfolio. This information is accessible to the child's family at any time.

All children will have a Statement of Learning written when they transition from preschool to school.

All non-current records will be archived and stored appropriately.

Refer: Curriculum and Programming Policy
Assessment for Learning DECD Policy

Source: DECD: Education: Curriculum: Early Years
Belonging Being Becoming: National Early Years Curriculum Framework
NQF: Quality Area 1: Educational program and practice

Philosophy Statement

Carol Murray Children's Centre

We provide accessible, high quality education and care services for children which complement the care within the family.

We are responsive to the needs of children, families, care givers and the community.

We

- believe each child is important.
- are inclusive
- ensure that children are safe, physically and emotionally.
- encourage caring respectful relationships with staff and other children.
- provide a variety of challenging play based learning experiences and adaptable routines whilst allowing for flexibility within the program.
- use innovative and progressive practice through critical reflection.
- encourage the development of independence, personal responsibility and well-being.
- foster the development of problem solving, negotiation and self-help skills.
- encourage respect and sustainability in our world.
- foster meaningful engagement with families through reciprocal relationships.
- communicate with families about their children through authentic conversations, shared decision making and opportunities for dialogue.
- reflect the values of the diverse cultural backgrounds of all families.
- actively engage in the wider community.

NUT & NUT PRODUCTS POLICY

Due to some children having an allergic reaction, including life threatening anaphylactic reactions, to nuts and nut products, the Carol Murray Children's Centre policy is:

- No nuts or nut products allowed at the Centre in any form, with the exception of desiccated coconut.
- Please check all labels very carefully
- Products will be sent home unopened, with a reminder note
- This is an WH&S issue
- This is a health issue.

Source Anaphylaxis Australia Inc.
 www.allergyfacts.org.au
 Australian Society of Clinical Immunology and Allergy
 www.allergy.org.au
 DECD

Refer Medication policy
 Right Bite Food Supply and Nutrition Policy DECD
 Allergy (and anaphylaxis) aware – Checklist
 Risk Mineralisation Plan
 Incident, Injury Trauma & Illness

MEDICATION POLICY

PROCEDURES

No Medication will be administered by Centre staff.

**THIS POLICY EXCLUDES MEDICATION ACTION PLANS THAT HAVE
BEEN WRITTEN BY A DOCTOR.**

NON-PRESCRIPTION MEDICATION

The Centre believes that non-prescription medication should **not** be used for **prolonged** periods of time without medical advice.

NON-PRESCRIBED MEDICATIONS THAT STAFF CAN ADMINISTER

Nappy Rash Cream

- Must be provided by the parent / carer
- In original container
- Clearly labelled with child's name
- Clearly labelled to include amount and frequency of application

INCLUSION AND BIAS POLICY

At Carol Murray Children's we believe each child and family should feel welcomed and respected, and we will provide opportunity for all children to be involved in learning experiences.

STAFF

- Staff will model appropriate language behaviour and attitude
- Staff will be aware of the range of child rearing practises of different cultures and groups within our society
- Staff will consult with families concerning issues of gender balance and equity
- Resources
 - will be not stereotyped
 - will be sourced in languages other than English where appropriate
- Staff and children will develop a respect for and appreciation of the diverse nature of their communities.

This will include:

- (a) Valuing and respecting the Cultural and Linguistic backgrounds of families, staff and communities.
- (b) Meeting individual cultural needs and interests of all children and staff.
- (c) Including children with additional needs meaning: children with language problems, health concerns, epilepsy, eczema and allergies, risk of abuse and neglect, challenging behaviours and gifted or talented, children from low socio-economic backgrounds, English as a second language.
- (d) Incorporating diversity into the programme.
- (e) Encouraging children to become aware of and understand fairness.

Source: DECD: Education: Curriculum: Early Years
Belonging Being Becoming: National Early Years Curriculum Framework

HOT WEATHER POLICY

At Carol Murray Children's Centre we implement the following appropriate measures to protect children, staff and families from the risk of heat stress.

Heat Stress is a can be contributed to by both air temperature and relative humidity levels. At Carol Murray Children's Centre we will apply the following strategies to reduce the risk of Heat Stress:

For Children:

- **Shade-** Activities conducted in periods of hot weather are to be undertaken in shaded areas.
- **Drinks-** Children are to be frequently offered water or fluids. Drinking water is to be accessible to children at all times.
- **Clothing-** Parents are to be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and of a type that is sunsafe.
- **Lunch** Parents are to be encouraged to pack food in insulated containers with a freezer brick or frozen water. Sites are to provide an appropriate place to store food.
- **In extreme heat conditions-(above 36 degrees celsius)** activities will be encouraged within the centre in a comfortable environment.

Staff:

- must take reasonable care to protect their own health and safety and that of others (duty of care) in the workplace.
- must pay particular attention to children under 4 years of age to reduce the risk of heat illness.
- follow the 'Sun Protection Policy'.

At Carol Murray Children's Centre Cooling systems will operate within our building to ensure a comfortable environment for children, staff and families during normal operating times.

In extenuating circumstances (such as no air-conditioning):

- Appropriate contingency plans will be activated (emergency, bushfire)
- Blackouts caused by extreme heat conditions (above 36 degrees Celsius) /or events (eg bushfires) early dismissal will occur. Staff will remain on duty and children who are unable to be collected will be kept as comfortable as possible. Consideration of bus timetable given to children who access the School Bus. Childcare families will be notified individually of the extenuating circumstance so they can collect their child/children if able.

Refer: Sun Smart Early Childhood program- www.sunsmart.com.au
Cancer Council SA <http://www.cancer.org.au>
OHS&W: HR - DECD Heat Stress Procedure
<http://www.decd.sa.gov.au/docs/documents/1/HeatStressProcedure.pdf>
DECD Guidelines to Developing a Hot Weather Policy

Endorsed : May 17

FINANCIAL AND FEES POLICY

The Carol Murray Children's Centre is a non-profit Government subsidised Centre which offers both child care and preschool services. The Centre is managed by a community based management committee comprised of parents who use the service and other interested community members. This committee is responsible for all aspects of the service. As a non-profit service, your fees **MUST** be paid promptly to cover staff wages and operating costs.

HOURS OF OPERATION

- The Centre as a whole operates between the hours of 8:00am and 6:00pm Monday to Friday of each week.
- Child care sessions Monday – Friday:
Session 1: 8:00am –1:00pm Session 2: 1:00pm -3:00 or 4.00pm
Session 3: 1:00pm-6:00pm
- Child care is offered for 50 weeks per year. Full time, part time or occasional care will be available.
- Preschool sessions - Monday to Friday.
Session 1: 8:45am – 11:45am Session 2: 12:30pm – 3:30pm
- Preschool is offered for 40 weeks per year, over four terms.

FEES FOR CHILD CARE AND PRESCHOOL

- Fees are charged in accordance with the type of service used.
- Fees are set by the Management Committee and approved by the Department of Family and Community Services.
- Child Care fees - \$330 per week for full time care
 \$33.00 per 5 hour session
 \$20.00 per 1 hour pre-Kindy session
 \$29.00 per 2 hour session
 \$32.00 per 3 hour session
- Preschool fees per term - \$75 for 5 sessions
 \$65 for 4 sessions
 \$55 for 3 sessions
 \$45 for 2 sessions
 \$2 for lunch session

First Endorsed – January 1996, Revised – Jan 2005, May 2008, July 2009,
July 2010, July 2011, July 2012, July 2013, July 2014, Jan 2015, July 2015,
Aug 2016, May 2017 June 2018

FINANCIAL AND FEES POLICY

- Payment may be made by cheque or cash and placed in an envelope clearly marked with the name of child, amount and reason for payment. This envelope can be placed in the payment box at the Centre. A receipt will be issued at the earliest opportunity.
- Payment can also be made electronically. Account details are printed on the bottom of weekly accounts.
- If you are having difficulties paying fees, please see the Extended Services Director or Administration Officer before fees are too far behind. All matters will be handled in the strictest confidence.
- Casual users who do not have a regular booking must pay on the day care is given.
- All casual bookings must give 24 hours notice of cancellation. If not a \$5 fee will apply.
- Normal fees will be charged weekly in arrears.
- If accounts remain outstanding after 14 Days, a reminder will be placed on the account.
- If accounts remain outstanding after 21 Days a 2nd reminder is placed on accounts, and followed up with contact by the Director/Admin Officer.
- If an account is not paid after 28 Days, all bookings for care will be cancelled. Legal action will be initiated to recover the outstanding amount. If payment is made after this period the customer will be returned to the waiting list
- Where difficulties are being experienced in paying an outstanding account an arrangement can be made with the Extended Services Director/Admin Officer to draw up a repayment schedule. (SEE APPENDIX 3.)
- Booked care not used will be charged in full (subject to Commonwealth Child Care Benefit guidelines). Care used beyond booked hours will be charged accordingly.
- No fee will be charged when the Centre is closed over Christmas break/midyear break, 50% for Public Holidays.

First Endorsed – January 1996, Revised – Jan 2005, May 2008, July 2009, July 2010, July 2011, July 2012, July 2013, July 2014, Jan 2015, July 2015, Aug 2016, May 2017 June 2018

FINANCIAL AND FEES POLICY

HOLDING FEES

- FULL FEES must be paid for all sick days unless a Sickness Certificate is produced, whereby a 50% reduction in fees will be allowed.
- A 50% HOLDING FEE is charged for permanent children absent due to holidays, when 1 week's notice in writing has been given, otherwise full fees will be charged.
- Full fee will be charged to permanent care for cancellations without 7 days notice.
- Changes in booked time need to be discussed with the Extended Services Director/Admin Officer. A "NOTIFICATION OF CHANGE" FORM NEEDS TO BE COMPLETED.
- One week's notice in writing must be given when a child is to be withdrawn from care.

LATE PICK-UP FEE

- A late fee of \$25.00 per child, will be imposed when children are not collected *by the end of their booked time*.
- Families will receive one written warning (Appendix), then late fee will be applied.

CHILDCARE BENEFIT

- Based on the number of children in care and the combined gross family income, financial assistance is available to families through a Commonwealth Government scheme.
- Family income is assessed by the Family Assistance Office, and the Centre is able to claim a percentage of the fee from the Government while the family pays the balance.
- Please note that full fees will be charged until a notice of entitlement is received.

First Endorsed – January 1996, Revised – Jan 2005, May 2008, July 2009, July 2010, July 2011, July 2012, July 2013, July 2014, Jan 2015, July 2015, Aug 2016, May 2017 June 2018

FAMILY COMMUNICATION POLICY

At Carol Murray Children's Centre we believe that communication between families and the Centre is vital to ensure the highest quality of care and education.

- All individual observations and information regarding child's development will be kept confidential.
- Methods of communication include
 - Newsletters and communication books
 - Displays and posters
 - Information pockets
 - Policy handbook
 - Centre information booklet
 - Brochure stands
 - Children's Portfolios
 - Floorbooks
 - Program display
 - Staff photo board and rosters
 - Parent meetings
 - Facebook
- Staff will communicate on a daily basis with parents and families in care about their child's days activities and interaction

Refer: Grievance Policy

CURRICULUM AND PROGRAM POLICY

Carol Murray Children's Centre use approved learning frameworks to inform the development of a curriculum that enhances each child's learning and development.

Our centre will provide an engaging curriculum and developmentally appropriate program for each child from birth to five years.

- ❖ The program will reflect the centres philosophy (see Philosophy Statement)
- ❖ The program will be devised by the qualified staff in collaboration with parents and families.
- ❖ The program will consist of:
 - Adequate time and space for children to experiment and consolidate their learning
 - Explicit learning (when/where appropriate)
 - Inclusive practise and encouragement modelled by positive staff, child interactions and inter-related experiences
 - Following the child's needs and interests
 - Cultural and lingual diversity
 - Meeting the developmental needs of children birth to five years
 - Belonging Being Becoming: National Early Years Curriculum Framework and other DECD documents will form the basis of programming, planning and evaluating.
- ❖ Programs are recorded in Floor Books and reflective journals.
- ❖ Parent input is encouraged and welcome.
- ❖ Individual child information is stored in the child's Portfolio.
 - Areas of development
 - Observations, Learning Stories, Work Samples
 - Evaluations

Each child has an Individual Learning Plan.

Refer: Child Progress and Records Policy

Source: DECD: Education: Curriculum: Early Years
Belonging Being Becoming: National Early Years Curriculum Framework
NQF: Quality Area 1: Educational program and practice

BUS POLICY 2019

The *Combined Schools Bus Committee* is updating bus records for 2018/2019, and aligning them with DFE procedures. From time to time there are behavioural problems on school buses which require action from the driver or in more serious cases, from the Principal or Senior Leader of the respective schools.

Behavioural Expectations and other policies are given for your information. Your cooperation is sought in reinforcing these expectations with your child/ren in the best interest of the drivers and all passengers.

We include all relevant local documentation and a number of forms that will need to be completed and returned to the school or centre that your eldest child attends or Bordertown High School. Please return as soon as possible.

PERMISSION TO TRAVEL ON SCHOOL BUS

Automatic approval is granted to students who live more than 5kms from their school of right (ie the closest government primary school) and Secondary School students who live more than 5kms from their school of right.

NON-ENTITLED students may include

- **Students living within 5 kilometres of their 'school of right'**
- **Pre-school children (Kindergarten)**
- **TAFE students**
- **Interstate students**

Conditions of Bus Travel

1. With the exception of students given approval on the basis of distance, permission to travel will be reviewed before commencement of each school year and you will be advised accordingly.
2. If bus travel becomes unavailable as a result of the annual review and you wish your child/ren to continue at their current school, you will be responsible for the necessary transport.
3. If bus travel becomes unavailable as a result of lack of room on the bus and you wish your child/ren to continue at school/kindergarten, you will be responsible for the necessary transport.
4. Any allowance payable to you for the use of a car to enable your students to link with a bus or to attend school will be calculated on the basis of travel to the nearest school bus route to your residence.
5. Bus decisions apply only to those named students. It implies no right to a brother or sister. Decisions are made on individual cases and do not extend to siblings.
6. Some approvals to travel may be given on special grounds, related to specific educational or physical needs.

Students who do not meet the grounds for automatic approval will need to complete and return the <i>Permission for Transport of Ineligible Students on a School Bus</i> section.

Bus monitors are chosen from secondary students who travel on the bus and have been appointed to assist drivers to maintain expected standards of behaviour of students while travelling on school buses.

BEHAVIOURAL EXPECTATIONS

BUS RULES

Drivers rights and acceptable behaviour.

- Drivers will not tolerate any student stopping them from driving a safe bus.
- Drivers will not tolerate any student stopping other students from having a safe, quiet bus ride.
- Drivers will speak to students courteously and will only accept courteous behaviour from students.

Rules

- No objects thrown in and out of the bus.
- Students to be seated all the time.
- Students to follow driver's directions.
- Hands, feet and objects to yourself.
- All parts of the body inside the bus.

Consequences

- ***Warning***

↓

- ***Shifting seats***

↓

- ***See Principal / Deputy Principal*** of the appropriate school and parents contacted. Further instances of inappropriate behaviour will result in suspension from using the bus for a period of time. Parents will need to make alternative transport arrangements.

Positive Behaviour – at the discretion of the driver

- Students will be able to move seats.
- Sitting up the back.
- Positive responses.

Bus rules are based on common sense and require cooperation between all parties to achieve a safe bus travel. This list is not exhaustive and cannot cover all situations. The key consideration will be student safety.

DUTY OF CARE POLICY

The Minister ultimately owes a duty of care to every student. The Chief Executive, Departmental officers, principals, other school staff and some service providers take on this duty while students are present at government schools under supervision and while students are entering, travelling in, and alighting from Department school buses. Parents have a duty to take care for their children while they are getting to and from school or to a Department school bus stop and while at the stop.

In locally managing and providing school bus services, the duty of care to school bus students is evident in the following ways:

Principals of schools which have been allocated Departmentally owned and operated buses and/or who have contract-operated buses under their control are responsible for:

- The selection, approval and supervision of drivers.
- The formulation and management of a local school policy on student behaviour in buses.
- The preparation and advice to parents of contingency plans to be deployed in the event of a bus breakdown or other emergencies.
- Ensuring that only approved students or other approved persons travel on school buses.

Drivers of department owned and operated buses and drivers of contract-operated buses, amongst other duties and responsibilities must:

- Ensure the safety and behaviour of students while they are entering, travelling in and alighting from the bus. Any breach of the rules must be reported to the appropriate principal.
- Drivers must not, under any circumstances, put students off the bus as a disciplinary measure, or use any form of corporal punishment.
- Observe the requirements of the Road Traffic Act and Motor Vehicles Act, all signs, signals and road restrictions and be courteous to other road users.
- Use discretion in an emergency situation but on no account leave children unsupervised.
- Adhere strictly to the bus timetable (as amended from time to time by the principal/delegate).
- At all times while driving a bus is able to satisfy a zero blood alcohol reading.
- Not put children down at other than their normal stop without specific approval in advance from the principal.
- At all times observe local speed restrictions, exercise judgement and regulate speed according to road and/or weather conditions.

Generally speaking, every school bus driver owes a student a duty to take reasonable care to protect him or her from foreseeable risk or injury.

Parents are responsible for taking care of their children on their way from the home to the school bus stop, at the bus stop, and on their way from the bus stop to home after school. This duty may be manifested in many ways including:

- Allowing sufficient time to leave and meet children at the bus stop.
- Being on time at the pickup point where drivers will only wait 2 minutes.
- If no parent/guardian is at the bus stop, the child/ren will continue on the route back to the school, police station or the principal will be contacted if needed.
- Always parking the car on the bus stop side of the road.
- Always meeting their child/ren on the bus stop side of the road, unless communication via a letter to the principal requesting your child/ren to be off loaded with no supervision.
- Promptly notifying the principal of any perceived unsafe school bus situations or practices.

Some families residing five kilometres or more from the school bus service are approved private car travel allowances to transport their children to and from the service.

Occasionally, parents may experience difficulty in being at the school bus stop to meet their child, and are expected to arrange alternative duty of care. For example:

- Let the principal and driver know that a neighbour will meet their child at the school bus stop.
- Let the school know prior to the school bus leaving, that they will collect their child from the school at an acceptable time.
- Let the school know that their child may get off the school bus with a friend.

Where duty of care for a child at the school bus stop is vital but unachievable (no alternative) parents have the option of discussing a local school bus contingency plan with the principal who will then consult with the school bus driver and as required, the contractor. In developing these contingency plans, the parental duty of care to school children should not be significantly lessened or transferred, and the plan must be feasible and agreed on.

Any school bus drivers, who are concerned about a duty of care situation at the bus stop, should immediately notify the principal who will consult with those involved to resolve the situation.

COMBINED SCHOOL BUS FIRE POLICY

Steps taken prior to a bushfire

1. The school is to keep the CFS District Fire Officer, informed of current bus routes and safe refuge areas along each bus route.
2. CFS District Fire Officer to contact the high school in the event of a small local fire affecting a bus route or in the event of major fires which may affect numerous bus routes.
3. Parents, bus drivers, relief bus drivers and school staff to be informed of the Fire Policy in early February of each year.
4. Bus drivers to be constantly upgrading their knowledge of safe refuge areas and direction of all roads in relation to the bus route.
5. Displayed in a prominent position at the front of the bus is to be a list to include:
 - a) Map of the bus route
 - b) Student names
 - c) Pick up points
 - d) Time of each pick up
 - e) Safe refuge areas along the bus route
 - f) Emergency phone numbers, to include: Police, CFS District Fire Officer, High School
 - g) Fire Policy
6. Early in the school year, occupants of each bus are to practise a fire drill where all emergency procedures (eg. discuss the use of emergency windows, orderly exits and procedure in case the bus is hit by fire) are fully rehearsed.

Procedure when an advanced warning of a bushfire is available

1. If the advice of the police, CFS District Fire Officer or school based personnel indicates that a fire may affect a bus route, students affected will remain at school. The required number of staff will remain on duty to supervise
2. On confirmation by the Fire Officer that a bus route is now safe, the bus will transport children home. Parents should avoid contacting the school, as children will be delivered home safely after the danger has passed.
3. CFS District Fire Officer to contact the high school on the state of the fire, the bus route affected and its location.
4. In extreme circumstances, the principal and/or deputy Principal will arrange to house and/or billet students until relief organisations can take over under the state or local disaster plan.
5. If at all possible, normal ring through policy will be made to contact parents and inform them of the school's intended action.
7. The Education Director to be informed of the school's intended action - either directly or through the police.

Unexpected bushfire - bus already delivering children

1. Where unexpected fire threatens a route and a driver approaches obvious signs of a fire, the driver is to carefully reverse the route and return to a safe refuge area. Contact is to be made as soon as possible with the High School, principal or police.
No attempt to continue on through a fire area will be undertaken unless a Fire Control Officer gives a clear direction.
2. In the event that homes to which children are being delivered by school bus are likely to be at risk by fire, drivers must ensure that children can be delivered into the hands of parents BEFORE allowing them to be off loaded. If parents are not at the bus stop, students must not be off loaded but kept on the bus and taken to a safe refuge.
3. **A safe refuge in order of priority is to be:**
 - a) A location well away from the fire where the bus, if required, can continue to reverse the bus route towards Bordertown
 - b) A substantial building where all bus occupants can shelter
 - c) A large, clear area. These may be: a fallow area, an oval, a hay-cut area, road cutting, parking bay or centre of the road.

4. **Should the fire front hit the bus:**

- a) Stop the bus on bare ground or the road way in an area as clear as possible of undergrowth/vegetation
- b) Ignition off, handbrake on, engine in gear, and headlights and hazard warning lights on
- c) Close windows and vents and block draughts
- d) Children to lie on floor
- e) Assess exits (ordinary or emergency) when fire front has passed
- f) Evacuate bus and locate the students in a previously burnt area
- g) Check bus before allowing children to re-enter
- h) Avoid travelling through smoke

5. **Should a fire start on the bus:**

- a) Stop the bus immediately
- b) Children to vacate the bus through the most accessible exit and to stand well clear of the bus
- c) Once safely evacuated drivers alert the appropriate authorities
- d) Fighting of the bus fire is only to be attempted by a bus driver when the safety of all personnel is ensured. The driver is to be aware of the extra danger associated with a fire in a petrol bus as opposed to a fire on a diesel bus.

Behaviour Guidance Code

At Carol Murray Children's Centre guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and 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.
- 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.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well-being, 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
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

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

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Ensuring that limits set are reasonable and understood by all children and adults.
- Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and non-verbal guidance.
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.

- Encouraging open two way communication with families to ensure that each child's rights are met.

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice practices that support children to empathise with others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.

Refer:

<https://myintranet.learnlink.sa.edu.au/child-and-student-support/student-support/behaviour-management/interactions-with-children-and-behaviour-support-in-preschool>

First Endorsed: May 12, Reviewed May 13, May 17

ATTENDANCE POLICY

At Carol Murray Children's Centre we believe that regular attendance at kindergarten is important.

Ensuring regular attendance at preschool and school is a shared responsibility between parents/caregivers and kindergarten.

At Carol Murray Children's Centre we believe that regular attendance is important because:

- regular attendance enables children to interact with staff and peers on an ongoing basis.
- regular attendance enables children to develop friendships with peers.
- regular attendance ensures that the social, emotional and health needs of children are nurtured and promoted.
- regular attendance enables children and families to engage in the early years learning journey and transition to school.

The staff at the Centre will monitor attendance and keep records (roll.)

We encourage parents / care providers to notify staff of absences.

An unexplained absence of more than three consecutive sessions will be followed up by contact from Centre staff.

Source:

www.sa.gov.au/topics/education-and-learning/schools/school-life/attendance-and-absenteeism