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Home



Warm welcomes to you and your child. We offer a nurturing and stimulating environment in which your child can play, learn and explore the world around them.

We value cultural diversity and provide programs and services inclusive of all in our community.

There are many opportunities for you and your family to connect with our centre. We encourage you to visit and get involved with the programs and services we offer.

Find out more about our goals and our focus in our philosophy statement (PDF 173KB).
(https://www.preschools.sa.gov.au/sites/default/files/clare_valley_philosophy.pdf)

Getting involved

We support families to be involved in decision making about the services and programs offered in our children's centre. This includes becoming a member of the parent engagement group. To find out more contact our community development coordinator or director.

If you'd like to volunteer with us in another capacity, we'd love to hear from you. See volunteering in schools, preschools and children's centres
(<https://www.education.sa.gov.au/parenting-and-child-care/volunteers/what-volunteers-need-know/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

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.

Immunisations

When you enrol your child with any of our services or programs 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>).

Contact us

Preschool director: Mrs Jane Leslie

Phone: (08) 8842 2483

Fax: (08) 8842 3284

Email: dl.6665.info@schools.sa.edu.au

Street address: Cnr of Blyth Road and Elliot Street Clare SA 5453

Postal address: PO Box 716 Clare SA 5453

Learning and care

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

We invite you to join the governing council, which meets twice a term to make sure the centre runs smoothly. Read through what a governing council does

(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

When your child can start preschool

All children are entitled to access at least 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 up to 2 terms earlier 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 3 hours per week in the first term, and up to 6 hours per week in the second term, 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/clare-valley-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

We will contact you in term 4 about an orientation session. This will be a 1-hour session where you can ask questions.

Before your child starts preschool you may be able to come to pre-entry transition visits. These will be in term 4 and are a chance for your child to meet our staff and other children. Please speak to us for more information.

Fees

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

The parent contribution is \$135 per term. You can choose to pay the total amount at the beginning of the year or pay instalments each term (<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

When to pay

We will invoice you by email and your child's communication pocket.

Payment due dates are on invoices.

Please contact us if you are having difficulty paying.

How to pay

Cash, cheque or EFTPOS

You can pay cash, cheque or EFTPOS at the centre. If paying by cash or cheque, please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box at the front counter.

You can also pay by direct deposit. Our bank details are on all our invoices.

Preschool session times

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

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|------------------|------------------|------------------|------------------|
| 9.00am to 3.00pm | 9.00am to 3.00pm | 9.00am to 3.00pm | 9.00am to 3.00pm | 9.00am to 3.00pm |

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- coat for winter
- change of clothes
- drink bottle containing water
- healthy snack (fruit or cheese)
- packed lunch if staying for a full day (unless your child has centre-made meals).

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.

Additional information

Please read our drop-off and pick-up procedure (PDF 74KB)
(https://www.preschools.sa.gov.au/sites/default/files/clare_valley_drop_off_and_pick_up.pdf).

Long day care

Long day care is full or part-day childcare for babies, toddlers and children under the age of 6. It provides play-based educational care from qualified teachers or children's services professionals using the National Quality Framework
(<https://www.education.sa.gov.au/parenting-and-child-care/child-care/services-and-programs/out-school-hours-care-oshc/managing-oshc-service/national-quality-framework-nqf>).

Your child may attend full-time, part-time or occasionally.

Times

- full day: 7.00am to 6.00pm
- mornings: 7.00am to 12.30pm
- afternoons: 12.30pm to 6.00pm
- short days: 9.00am to 3.00pm (Mondays and Fridays only)

We also offer the following sessions if your child attends kindy:

- before kindy: 7.00am to 9.00am
- after kindy: 3.00pm to 6.00pm

Cost

Please speak to us about pricing.

Enrolling

You will need to sign our written agreement and pay a bond of \$300 (per family) when enrolling your child into child care.

This bond is refunded when care is no longer needed.

What to bring

Children need to bring these items:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- coat for winter
- change of clothes
- drink bottle
- bottles for milk
- healthy snack (fruit or cheese)
- formula
- disposable or cloth nappies (if cloth, please bring plastic pants and fasteners)
- packed lunch if staying for a full day (unless your child has centre-made meals).

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

Additional information

We close on public holidays.

We may be able to care for babies under 4 months, speak to us for more information.

Playgroup

Playgroup is an interactive, fun opportunity for children and parents to play and learn together. Playgroups are usually supported by an early childhood professional who will give support, information and advice about children's health, learning and development.

In our relaxed playgroup, children aged from birth to school age can learn, make friends and share experiences at their own pace.

Times

Fridays during term, 9.30am to 11.30am.

Cost

Gold coin donation.

What to bring

Children need to bring these things:

- drink bottle containing water
- piece of fruit to share
- hats for children and adults
- wet weather clothes during cooler months
- closed footwear.

Learning together @ home

Being involved in your child's learning makes a positive difference. Read about this program (<https://www.education.sa.gov.au/teaching/curriculum-and-teaching/curriculum-early-years/learning-together>) and how it can help your family.

We offer a home-visit program that helps you develop skills to support your child's learning.

Times

Our field workers will arrange suitable times to visit your home.

Cost

This program is free.

Additional information

Contact the Lower Mid North (Clare) program on 8632 2633 or Kaye on 0408 290 807 for more information.

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.

Health and wellbeing

CaFHS

The Child and Family Health Service (CaFHS) offers many services, such as:

- universal contact visits
- health checks
- clinic visits
- family home visiting
- day service for babies up to 12 months
- parenting groups.

Times

Monday to Friday, 9.00am to 4.30pm

Where

179 Main North Road, Clare, SA 5453

Additional information

Call 1300 733 606 for more information.

Child and Youth Health (CYH)

We host regular CYH development screenings for children aged 4.

CYH also uses the centre for the consultations with parents and children, and toddler and parenting programs.

Additional information

Visit the CYH website or call 1300 733 606 for more information.

Healthy families team

A free health service for child aged birth to 6 years that works with you to develop your child's skills and confidence.

The healthy kids team is made up of:

- speech pathologists
- dietitians
- occupational therapists
- physiotherapists
- podiatrists
- social workers
- allied health assistants.

Additional information

Call Yorke and Lower North Health on 8842 6500 for more information.

Call Healthlink on 1800 003 307 for referrals.

Family practitioner

Our family practitioner works alongside vulnerable families and children to help them better understand and respond to their child's needs. They work with parents, our staff and other organisations to help families find relevant services to maintain safe, caring and resilient relationships for child development.

Family practitioners can provide short-term counselling for families to help with:

- domestic violence
- housing
- drug and alcohol problems
- mental health
- follow up and advocacy.

Please contact us if you think you need help from a family practitioner.

Community services

Community health and wellbeing options for South Australian families include:

Child and Family Health Services (CaFHS) (<http://www.cyh.com/Content.aspx?p=361>)

Child and Adolescent Mental Health Services (CAMHS)
(<http://www.wch.sa.gov.au/services/az/divisions/mentalhealth/index.html>)

Disability Services (<https://www.sa.gov.au/topics/care-and-support/disability>) / NDIS
(<https://www.ndis.gov.au/index.html>)

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>)

Women's and Children's Health Network
(
<http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/about+us/our+local+health+networks/womens+and+childrens+health+network>)

Greatstart parenting information
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>)

Community engagement

We encourage you and your family to actively engage with our centre. We offer a number of programs you can participate in. See our what's happening page
(<https://www.preschools.sa.gov.au/clare-valley-childrens-centre/our-centre/whats-happening>) for more information.

Reports and plans

National Quality Standard rating

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



Overall Rating: Meeting NQS

Quality Area Ratings

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

Rating for: Clare Valley Children's Centre

Rating issued: December 2018

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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 1.01MB)

(https://www.preschools.sa.gov.au/sites/default/files/clare_valley_qip.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 69KB)

(https://www.preschools.sa.gov.au/sites/default/files/clare_valley_context_1.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/6665_AnnualReport.pdf)

Family 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.

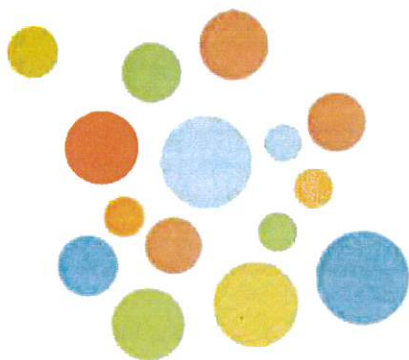
Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

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.



Clare Valley
Children's Centre
for Early Childhood
Development and Parenting

Clare Valley Children's Centre

2020 annual report to the community

Clare Valley Children's Centre Number: 6665

Partnership: Mid North Clare

Signature

Preschool director:

Airlie Myer

Governing council chair:

Christy Clothier

Date of endorsement:

1 March 2021



Government
of South Australia
Department for Education

Context and highlights

2020 was a challenging year navigating the Covid-19 pandemic and its disruption of our regular lives. The CVCC community took this as an opportunity to show support for each other and the community. There were many restrictions and postponement of planned visits and events, playgroup and Toy Library access were suspended and limited use of Centre facilities and visitors were implemented.

CVCC remains a 104 place integrated community based Long Day Care and DfE Preschool servicing Clare & surrounding areas.

In 2020 the Preschool was staffed on a 77 children enrolment cap, this was the highest since 2018. There was a waiting list for child care in most rooms on most days for permanent bookings & extra bookings, demand outweighing supply.

Highlights for the CVCC Community in 2020 included visits from Hon John Gardner, Minister for Education, Rick Persse, Department for Education CE, Kindy excursion to the Brinkworth Recycling Centre to learn more about sustainability, 4 University of SA Occupational Therapy students completing their community placement. Parenting groups, information sessions & family nights when allowed.

A decision was made by the Management committee to significantly reduce fundraising as a direct result of the Covid-19 pandemic and the impact it was having on the local community.

The Learning Together at Home & Family Practitioner positions were filled & began servicing the wider community, the community space was overhauled, an office/meeting space was created & the Toy Library was relocated to support this expansion. The CVCC 2020 and beyond Strategic plan was finalized & launched, many rooms in the Centre were repainted, the veranda in the Over 2's was completed, the pavers in the Kindy outdoor area through to the Over 2's was replaced with concrete, a result of \$20,000 maintenance funding. The Centre received a WIFI upgrade, Network Server upgrade, was connected to SWIFT (faster internet project) and received replacement Computers as part of the Preschool Upgrade Project.

Governing council report

2020 was a year like no other. It sent us all many challenges, and in turn many opportunities for growth, development and change. I would like to acknowledge the personal effort we witnessed from our staff group at Clare Valley Children's Centre. They played such an important role in maintaining consistency for our little people in a world that was constantly changing and making little sense to them. The care and support they demonstrated was amazing and we appreciate their willingness to do this. I'd also like to extend our thanks to the partners and families of our staff members who supported them to engage in their important work.

The management committee forged ahead supporting the centre to action many projects such as;

- Launching our Strategic Plan with a vision towards 2030
- Developing an infrastructure and maintenance plan
- Repainting of the centre (a large portion of which was done by staff during COVID)
- Outdoor space improvements such as
 - o expansion of the under 2's yard
 - o planting in the entrance to the centre
 - o new slide installed in the over 4 place space
 - o consultation with staff and Simon from 'Climbing Tree' to plan for improvements in the over 2's and over 4's yards
 - o removal of old pavers and concreting of the veranda area in the over 4 space
 - o Alterations to outdoor blinds
- Engaging with local architect to commence work on a Master Plan
- Supporting staff group to access ongoing training
- Integrating an electronic sign in/out system for childcare
- Engaging with Brinkworth Preschool and Primary School to explore an outreach childcare service

As a committee, we chose to not focus on fundraising in 2020 as we recognised families were already stretched.

The money we did raise with our end of year raffle went towards projects improving the outdoor environment.

The pandemic was handled well by everyone and the learning by the children was if anything enhanced by so many real-life learning opportunities. We are looking forward to a 2021 with less restrictions but with a whole new tool kit behind us.

- Christy Clothier

Improvement planning - review and evaluate

Our goal this year was for children to develop effective communication skills to support their emotional, social and cognitive development. This was defined as we had noticed after auditing documentation of children's learning progress and analyzing the most recent AEDC data for our demographic, that children's communication and emotional development was an area to focus on and support children's growth across all age groups at CVCC. It was also identified that there was increasing complexity for family and child wellbeing. We were successful in becoming part of the Trauma Aware Schools initiative to increase educator knowledge and skills of Trauma Informed Practice.

Progress towards goals

Preschool Involvement in the 2020 LDAR project focused on how and where children use oral language to express their emotions. Preschool educators began their involvement with this project by firstly developing the inquiry question. The Covid-19 pandemic restrictions suspended our involvement with this project from March to late June and the development of the online reflection tools and videos made it possible for all preschool staff to be involved with the project, develop new understandings and reflect on our current practices and what was happening within our learning environment for children. Throughout this project we learnt that the question we asked ourselves restricted what we documented about children's oral language. We used the same data and analyzed it using different lenses to gain a more holistic view. The conversations were rich and each time we used the same documentation we gained a better understanding of how the targeted children were expressing their emotions and how the educators supported this. New data was also collected which indicated progress for in how children were using language, increased understanding and articulation of their emotional needs and confidence in how they expressed this. Documentation of reflections overtime also showed and increased understanding of children's progress from educators, feedback showed that revisiting data using different lenses for analysis was a valuable tool in gaining an enriched understanding of each child's progress. All information collected was used outside of the project to plan for each child's learning and communicate progress to families.

SMART training and Interoception training was delivered at staff meetings when restrictions allowed, reflections at PD meetings and in PD plans indicated increased educator awareness and of Trauma Informed practices, increased understanding of Interoception and better use of understanding to plan for children's learning more effectively.

The Director and Community Development Coordinator attended Berry Street Education Model training and development with Clare Primary School and Clare High School staff as an integrated approach across all levels of schooling. Learning was used to support vulnerable families in the community and accessing the Centre through the cycle of planning.

Children's progress in oral language development was tracked and monitored through the cycle of planning by each primary educator across the site, speech and language referrals were made through appropriate service providers and recommendations used to inform curriculum decision making. Educators undertook professional learning and reflection when restrictions allowed to increase knowledge and understanding and service providers were used to support target children's language and speech development on site. Strong relationships between children and educators and families were actively fostered to support information sharing, knowing the child and their family context and underpin a holistic approach to learning.

Future planning includes building on educator knowl

Enrolment

| Year | Enrolment by Term | | | |
|------|-------------------|--------|--------|--------|
| | Term 1 | Term 2 | Term 3 | Term 4 |
| 2017 | 81 | 82 | 81 | 76 |
| 2018 | 58 | 63 | 66 | 67 |
| 2019 | 59 | 59 | 62 | 61 |
| 2020 | 71 | 70 | 69 | 71 |

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
Term 2 2020 data may not be available for all preschools.

Enrolment comment

2020 saw an increase in enrolments in the preschool program, the highest average in 3 years. The year started with 71 enrolments, declined mid-year and then increased in term 4.
We had several children access mid-year intake at St Joseph's School Clare which was counteracted by eligible early entry enrolments.
The "No jab, No play" policy that came into place early August meant that 1 child could no longer attend due to non-immunization and 1 child who had been enrolled while residing in Clare due to inability to return home as a result of covid-19 left the Centre.

Attendance

| | Term 1 | Term 2 | Term 3 | Term 4 |
|-------------|--------|--------|--------|--------|
| 2017 centre | 89.1% | 89.2% | 84.9% | 90.7% |
| 2018 centre | 87.2% | 90.4% | 85.9% | 85.8% |
| 2019 centre | 93.1% | 88.3% | 87.5% | 90.7% |
| 2020 centre | 89.8% | 87.4% | 86.2% | 86.1% |
| 2017 state | 90.5% | 88.2% | 85.9% | 87.2% |
| 2018 state | 90.7% | 88.3% | 87.0% | 87.2% |
| 2019 state | 90.3% | 87.4% | 85.8% | 86.4% |
| 2020 state | 89.3% | 82.0% | 84.8% | 85.9% |

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

Attendance at Preschool gradually declined through the year but was slightly higher than the state average. The lower attendance average through the year could be attributed to the impacts of the Covid-19 pandemic. Families were more vigilant with keeping children home if they were unwell and for longer periods of time. Uncertainty from Covid-19 lockdowns also impacted on attendance with families choosing to keep their children home for periods. Attendance at the Centre was higher than the state average over the year.
Non attendance was followed up by educators, particularly during periods of lockdown, with weekly check-in calls and emails.

Destination schools

| Feeder Schools (Site number - Name) | 2017 | 2018 | 2019 | 2020 |
|-------------------------------------|-------|-------|-------|-------|
| 586 - Blyth Primary School | 16.0% | 3.0% | 3.6% | 4.5% |
| 719 - Clare Primary School | 26.0% | 45.0% | 40.0% | 50.8% |
| 9015 - St Joseph's School - Clare | 36.0% | 36.0% | 43.6% | 35.8% |
| 9404 - Vineyard Lutheran School | 4.0% | 5.0% | 1.8% | 4.5% |

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Destination schools comment

Children transitioned to 4 main schools with the majority of children enrolling at Clare Primary or St Joseph's School with CPS having 15% more of the enrolments on this occasion.
While we were unable to have many of our regular sharing of events and visits to the feeder schools we were able to provide a meaningful transition program for children and supported all children and families in this big step in their lives

Client opinion summary

Families were asked to respond questions about their experiences at CVCC, what was working well and what could be improved. Responses included;

Positive aspects – friendly, welcoming staff and educators, educators know my child, great community involvement, I have strong connection with my child's primary caregiver, I am informed about my child's learning progress, my child loves coming here, my child is well cared for at cvcc, there is a strong sense of community, cvcc offers great services, I was well informed of changes due to covid.

Areas for Improvement – more space for services offered, more flexibility for current families, updating facilities, I would like more information about my child's learning, more involvement outside the centre when covid restrictions are eased, I want a better understanding of what my child learns, I would like more opportunities to meet other families

Relevant history screening

All staff at CVCC, volunteers and other persons identified by legislation of Department policy have current DHS Working With Children screens as per the Screening and Suitability Child Safety Policy.

Financial statement

| Funding Source | Amount |
|----------------------|-----------|
| Grants: State | \$685,966 |
| Grants: Commonwealth | \$0 |
| Parent Contributions | \$39,491 |
| Other | \$8,065 |

2020 Preschool annual report: Improved outcomes funding

| Improved outcomes category (where applicable to the site) | Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):* | Outcomes achieved or progress towards these outcomes: |
|--|--|--|
| Improved outcomes for numeracy and literacy | Indicators of numeracy & literacy used to inform planning for children's learning & reporting. Reflection on use of Indicators was incorporated in LDAR project data collection & at planning meetings. Analyzing of children's learning using Indicators reviewed term 1. | Indicators used in writing Statements of Learning & Learning Stories. Each child's numeracy & literacy learning planned for & progress |
| Improved ECD and parenting outcomes (children's centres only) | Covid-19 restricted running of many parenting programs. Positive Parenting sessions held. Playgroup held once per week in Terms 1 & 4. Active Travel to school Co-organized. Food & safety Hampers delivered to 70 families per week during March to May. OT students community involvement projects; Mental Health & Wellbeing. | Feedback indicated positive impact of hamper deliveries on wellbeing. Community wellbeing strategies planned for. |
| Inclusive Education Support Program | IESP funding allocated at beginning of year was utilized each term, allocated & delivered to support children with special rights, speech & language programs, social & emotional support. Learning goals set for each child using recommendations made by service providers/assessors. | Progress towards learning goals for each child monitored & reported against. Information shares with families & feeder schools |
| Improved outcomes for non-English speaking children who received bilingual support | NA | NA |

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

Sun Smart

As part of our Sun Smart Policy, children, staff and parents are required to wear a suitable hat (e.g. wide brim or legionnaire) and sun screen whilst outside throughout the year. If the Predicted UV Alert for the day is below 3, children will not be required to wear sunscreen or to wear their hats, however we ask that hats are provided year round- just in case! We also ask that your child wear clothing that protects their shoulders.

We supply sunscreen, but you may provide your own if preferred. Please give it to staff in its original container labelled with your child's name and inform administration staff so that the appropriate paper work can be provided.

We encourage play in shady areas, especially between the hours of 11.00am and 3.00pm. When the UV level is above 3, children who forget their hats will only play inside or use a spare hat.

"Together we play, Together we learn"

Our Values

Family, Teamwork, Quality, Lifelong Learning, Fun!

Our Purpose

Clare Valley Children's Centre brings together care, education, health and community development activities for families and children.

Our Philosophy

- We acknowledge and respect the Ngadjuri people, the traditional owners and ongoing custodians of the land we learn and play on.
- We focus on developing strong relationships with children, families, staff and our community. Educators use Circle of Security and Primary Caregiving models as they focus on being a secure base for play, comfort and learning. We strive to create partnerships with families that enhance strong relationships and attachments between children and Educators and providing excellence in all areas of care, education and development for each child.
- We view children as capable, competent, co-contributors and active participants in their own learning. Play-based learning provides opportunities to take risks, explore, ask questions, discover and experiment in their natural environment with the support of educators. Child initiated and led learning experiences, intentional teachings and inclusive learning environments for all children create a culture of value and respect where children have opportunities for success. Children's diverse circumstances and cultural backgrounds are celebrated and supported.
- Our educational programs ensure high quality learning in all developmental areas ensuring best practice through critical reflection and collaborative discussions.
- A strong focus on Educator Wellbeing, collaborative partnerships between Leadership and Educators, promoting positive teamwork, culture and professional development ensuring a welcoming environment for all children, families and educators.

Healthy eating

We believe that good nutrition is vital for the wellbeing of children and they will be offered food according to their individual needs and timetable. We encourage nutritious, safe eating habits for all children attending the Centre.

The centre cook will provide childcare children all food including morning and afternoon snacks and lunch. We are guided by the recommendations of the 'Australian Dietary Guidelines: Eat For Health' program to ensure that the National Quality standards are met. All food supplied is nutritionally balanced, appropriate to the age of the children, and of sufficient quantity to meet the child's needs. Parents are invited to discuss with the staff what their child has eaten/drunk throughout the day, including information such as likes and dislikes.

Kindergarten children have the choice when they start kindy to nominate for a centre cooked lunch. There is a fee for this per day and only includes lunch. These children still need to bring their own snacks. This can be changed either way at the beginning of each term only.

The Centre is a "Nut Aware" environment in consideration of the number of varying severity in the broad community. No products containing nuts are to be brought into the centre.

For kindergarten you need:

- A healthy, nutritious lunch in a named container that does not need heating as there is no access to the kitchen
- Snacks such as fruit, vegetables or cheese
- A piece of fruit
- Clearly named drink bottles

Due to the high risk of choking and allergies do not send nuts. Do not send nuts & products containing nuts including Peanut Paste/Butter and Nutella. This includes children 0-6 years. It is a rule that children sit to eat.

Water is the preferred drink and drinking water is always available. The children are offered or reminded to have regular drinks throughout the day.

Parents are asked to avoid sending foods that are highly processed and high in sugar, salt or fat, such as chocolates, lollies, sweet biscuits, chips, chocolate coated fruit bars, roll ups, and soft drinks.

Please send food with minimal packaging – to assist staff in food preparation and support our environmental education program.

Food considered dangerous will not be served to the child, but will be sent home again. In such a situation, staff will have an informal discussion with the parents concerned, and explain why the food was considered unsuitable.

As part of the enrolment process it is vital that the Centre be notified in writing of any special dietary restrictions, requests and/or allergies on the appropriate paperwork at the time of enrolment or as anything arises or changes. Children with allergies will have child notification strips with a photo of the child and information of allergy/medical condition displayed throughout the centre for staff information, the centre will require any relevant health plans. Correct and update information ensures quality care. Please ask if you have any questions.

Super Snack Suggestions

Snacks are an important part of daily food intake, especially for children. They need to be nutritious, tasty, quick and easy to prepare.

- Slice of fruit loaf / bun
- Fruit bread, made into jaffles with ricotta cheese, dried fruit
- Pikelets, add mashed bananas to the mixture for a change
- Fruit / date / pumpkin or plain scones
- Sandwiches, cut into strips or shapes
- Small pita bread, spread with cream cheese, grated carrot, sprouts and roll up
- Small handful of rice crackers
- Wholemeal crackers with cheese
- Rice cakes with a thin scrape of reduced fat cream cheese and vegemite
- Breakfast cereals served dry, fruitybix, mini wheats, WeetBix, Wheat Bites To Go
- WeetBix spread with vegemite, butter etc.
- Handful of homemade pita chips (pita bread cut into triangles, sprinkle with a little parmesan cheese and bake 180C for 15 mins until crisp)
- Rice cakes spread with ricotta or cream cheese and vegemite and fruit spreads
- Crispbreads with vegemite, promite, fruit spreads
- English muffin with margarine and cheese, or vegemite
- Plain biscuits (Wheatmeal, arrowroot)
- Small can baked beans or spaghetti
- Tub of yoghurt or Fruche
- Cheese stick or triangle and sultanas
- Piece of fresh fruit or fruit salad in a small container or canned fruit snack pack
- Small handful of dried fruit (can serve in an ice cream cone)
- Homemade fruit muffins (aim for recipes with less than ¼ cup oil)
- Small container or assorted salads (eg. tabouli, pasta, rice)

Here are some ideas of balanced lunch boxes, which include foods from all groups.

- Sandwich, roll or flat bread with favourite filling
- Ice cream cone filled with dried fruit, 2-3 fruit biscuits or 2 slices of fruit loaf
- Tub of yoghurt, custard or frozen yoghurt tube
- 1-2 pieces of fresh fruit - kiwi fruit, pear, rockmelon, watermelon, mandarin
- Corn or rice thins or cruskits with vegemite, cream cheese or cheese spread
- 2-3 savoury pikelets or vegetable/pizza muffin
- Fruitybix bar or container of fruitybix / Nutrigrain or Apple & cinnamon muffin
- 1-2 cheese sticks or pieces, grated cheese or flavoured milk
- 1-2 pieces fresh fruit – apricot, nectarine, banana, grapes, orange
- Savoury rice crackers or multigrain Saladas with vegemite

For more ideas and recipes look in the parent library in the foyer.

Health & Safety

If children are unwell they should not attend Kindergarten or Child Care. Not only will the child be unable to participate happily, it is unfair to the other children and adults to be exposed unnecessarily to viral and bacterial infections. Your child is safer and can be best looked after at home.

If a child is sick and unable to attend parents are asked to telephone the Centre and inform them about their child's illness. The Centre does not have facilities to look after sick children; if your child becomes unwell we will call you or your emergency contact. Please arrange to have your child collected as soon as possible if you are notified that they are sick. You will be provided with an Illness Notification Form when your child is collected to provide you with information of your child's symptoms etc. Please ensure your emergency contact details are up to date.

Where a child has an infectious disease such as chickenpox, German measles or whooping cough, the Department of Human Services, Communicable Disease Control section can advise of the minimum exclusion time from Kindergarten, Childcare, and Playgroup. Telephone 82267177. A current copy is at the end of this section, or you can visit <http://www.sahealth.sa.gov.au/YouveGotWhat>

If a child has a temperature of 38.0 °C or higher, staff will inform the family or emergency contact and request the child to be collected as soon as possible. If the condition of the child deteriorates before arrival of the parent or emergency contact, at the discretion of the senior staff member, an ambulance will be called. Attempts will be made to further contact the parent or emergency contact.

Circumstances where medical assistance via an ambulance will be sought include:

- spiking temperature reaching 40 °C,
- prolonged asthma attack according to asthma foundation guidelines,
- fit or convulsion according to senior first aid guidelines,
- fall with potential broken bones, or major bleeding,
- uncontrolled bleeding,
- period of unconsciousness,
- chest pain,
- prolonged breathing difficulty.

We realise from time to time that it will be necessary to give your child medication. Any prescription or over the counter medication (including Panadol and cough syrup) requires the following:

- to be contained in its original packaging
- to be within the expiry date
- a dispensing label with the child as the prescribed person and the dosage amounts and requirements

Please be aware we will not administer Panadol without a prescription. You will need to fill in a Medication Permission Form and get a qualified staff members' signature at time of drop off.

Medicine will only be administered by a qualified staff member and will be checked by a second staff member prior to administration. If there are any other products you would like staff to use for your child there is a Product Advice Form that you will need to fill in. This is for over the counter products such as nappy creams or specific sunscreen. These products can be used by all staff.

Minor accidents are recorded on a report sheet, which parents must sign. You will be notified of any minor accidents by way of a "Please See Staff" on the attendance sheet (child care) or a note in your pocket (kindy).

Parents are encouraged to keep their child's immunisation up to date. A record of the child's current immunisation status will be kept at the Centre. **No Government rebate is provided for children who are not immunised.** Children who are not immunised will be excluded from the Centre during outbreaks of some infectious diseases in accordance with the National Health and Medical Research Council Exclusion Guidelines, even if a child is well. These guidelines are as follows:

Infections and Disease

| Disease | Incubation Period | Period of Exclusion from Centre |
|------------------------------|-------------------|---|
| Chicken Pox (Varicella) | 14-21 days | Excluded until all blisters have dried. This is usually at least 5 days after the rash first appeared in unimmunised children and less in immunised children. |
| Diarrhoea | | It can be contagious. The Centre reserves the right to ask that a child can be removed immediately after 2 consecutive diarrhoea motions. Exclude for 24 hours after return of normal bowel motion. |
| Hand, Foot and Mouth Disease | | Excluded until all blisters have dried. |
| Head Lice | | Excluded until effective treatment has been given and hair is free of nits. |
| High Temperature | | The Centre will not accept children with a high temperature – it is usually an indication that something is wrong. A child may convulse when the temperature is above 39°C. |
| Impetigo (School Sores) | | Excluded until sores are healed, unless they can be kept covered with a watertight dressing or until a Medical Certificate of recovery is produced. |
| Infectious Hepatitis | 14-60 days | Excluded until Medical Certificate is produced. |
| Measles | 10-14 days | Excluded at least 4 days from appearance of rash. |
| Meningococcus | | Excluded until Medical Certificate of recovery is produced. |
| Mumps | 14-21 days | Excluded at least 9 days from the appearance of rash or until swelling goes down (whichever is sooner) |
| Rotavirus infection | | Children are to be excluded from the centre until there has not been a loose bowel motion or vomiting for 24 hours. |
| Rubella (German Measles) | | Excluded until fully recovered or for at least 4 days from the onset of the rash. |
| Scabies | | Excluded until Medical Certificate of recovery produced. |
| Vomiting | | The Centre reserves the right to exclude a child that has vomited once. Vomiting can lead to the spread |

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| | | of infection and dehydration. Children can return if vomit-free for 24 hours. |
| Whooping Cough | | Excluded 4 weeks, or until Medical Certificate of recovery produced. |

If any child in the Centre contracts such a disease specific details are displayed on the notice board in the foyer, see staff for further information.

The Centre uses recommended guidelines from Staying Healthy in Childcare.

Excursions

Excursions and neighbourhood walks are an important way to extend children's experiences. They provide variety, fun and interesting opportunities for learning and are planned as part of the developmental program.

There are prescribed guidelines for excursions to ensure excellent supervision for your children.

You will be asked to sign a general consent form upon enrolment for us to take your child on spontaneous local walks as part of the Centre's program. If you do not want your child to participate in these trips you must indicate this on the enrolment form.

You will be given details of any other excursions and your written consent must be given for each excursion.

Emergency and accident procedures

Our Centre has a detailed Policy, which sets out procedures in the event of an accident or emergency.

In the event of any emergency evacuation you will hear 3 continuous siren blasts. Please follow staff to the Emergency Assembly Area in the kindy yard. If this is unsafe we will go to the high school oval.

For an invacuation there will be 1 siren blast.

Emergency procedures are displayed in prominent places throughout the Centre.

Emergency drills are practised at least once a term so that children and staff are familiar with the procedure. Children will be kept together in a designated, protected area in the kindy yard. This is our Emergency Assembly Area.

It is important that telephone numbers of parents and emergency contacts are kept up to date. The enrolment form will be reviewed on an annual basis to assist us in maintaining accurate records.

If you are visiting the centre for an extended period please sign in at the front desk.

Bushfire information

Bushfire season can be an anxious time for children and families. The Clare Valley Children's Centre for Early Childhood Development and Parenting has an emergency plan to keep everybody as safe as possible in the event of a bushfire. By being prepared, planning, and taking action now to be Bushfire Ready, you will help greatly improve the outcome if a bushfire threat does occur.

The CVCC site has a low bushfire risk rating. It is outside of the CFS identified Clare Bushfire Safer Precinct. The Centre has the capacity to care for 104 children between 4 months and 6 years of age. There are also staff, parents, visitors and other services on site. Given this, uncertainty, and rapidly changing conditions in a bushfire, there may not be sufficient time nor may it be safe or practical to evacuate the Centre. With consideration of the risks and more probable circumstances, the Site has been prepared to reduce the impact of ember attacks and an approaching fire front. Within the Main Building, a nominated area has been prepared as the Bushfire Ready Refuge, where all persons on Site will shelter if the Site is under threat of a bushfire.

The Fire Danger Rating for a given day for the District, is based on weather and other factors that contribute to the likelihood of fire starting and how difficult it is to control.

We ask parents to:

Read all bushfire information provided, Consider what you and your family plan to do on a catastrophic fire rated day, Talk to your children about what will happen if a bushfire occurs when they are at the Centre and make sure your emergency contact details are up-to-date.

Catastrophic Fire Danger Rated Days

Catastrophic days are declared when conditions mean that a fire will be uncontrollable, unpredictable fast moving and virtually impossible to control.

A catastrophic rating is issued at 4pm for the following day. DECD bus services will not operate on CATASTROPHIC DAYS or through areas under threat of a bushfire.

All high risk schools and preschools in the declared Fire Ban District will be closed.

CVCC is a low risk site and the Centre WILL remain open on Catastrophic Days. Playgroup will not be run.

Parents and staff are asked to seriously consider for themselves the risk in travelling to and attending the Centre on Catastrophic Rated Days

For more information please read the Bushfire brochure located in the Foyer or contact the centre.

Arrivals and Departure

On arrival please bring your child to their primary care giver or another staff member in your child's section so that we can greet you. Please say "Goodbye" to your child even if this is difficult for you. It is important that your child knows you are leaving and that you will return.

We are here to assist you should you need help at separation time.

Please:

- help your child to place their belongings in their locker
- leave a change of clothes in their bag and label all belongings
- make sure that all doors and gates are closed securely when entering or leaving.

On leaving we ask you to:

- help your child collect their day's work and their belongings
- take your child to farewell a staff member.

For childcare:

PLEASE SIGN THE ATTENDANCE SHEET at the time of arrival and again on departure. This is a requirement of the Department of Education, Employment and Workplace Relations and State Laws. Failure to sign in and out may see the Centre sanctioned which can result in the withdrawal of Child Care Subsidy.

For kindy:

Please sign the attendance sheet as you drop off your children. It is necessary for staffing and emergency situations that all children attending are accounted for.

If you are going to be late collecting your child PLEASE TELEPHONE THE CENTRE. A late collection fee applies in the Child Care Section. For more information please see the fee agreement. It is really important to keep to your booked times as this is what we base our staffing on, and children tend to become upset when they are picked up late.

If children are not collected from kindy when the session is finished and staff are unable to contact parents or emergency contacts they will be booked into child care (if there is room) and parents will be charged accordingly.

Securities and Collection of Children

The safety of children in our Centre is of paramount importance to parents and staff. Only parents and authorised people nominated by the parents may collect your child unless you have advised the staff beforehand, preferably in writing. If staff are unclear about an unfamiliar person collecting a child, identification such as a driver's licence may be requested.

CHILDREN WILL NOT BE RELEASED TO UNAUTHORISED PEOPLE OR ANYONE UNDER THE AGE OF 18 YEARS.

If at any time a Family Court order is made in relation to your child, the Director must be advised immediately and be provided with a copy of any such order.

No information will be given to persons over the telephone if our staff cannot establish their identity.

Please take special care of your child's safety coming to and from the Centre, especially in the car park.

PLEASE NOTE: A 10KM/PH SPEED LIMIT APPLIES.

Communication

The notice board in the Entry Foyer is used for general information and a regular newsletter is distributed to all families using the Centre. Other information is placed in the children's individual "pockets" in the Entrance Foyer. Please check your child's pocket at the end of every day.

Please make an appointment if you have any queries or concerns about your child or the Centre. If you have a concern in relation to your experiences at the centre, opportunities exist for you to have your concerns addressed by the Director or the Management Committee.

In the first instance you are encouraged to address your concerns to the person involved. If your concern is not resolved you are welcome to discuss it with the Director, who will notify the Management Committee if appropriate. You are also able to write to the Management Committee and the grievance procedure is listed below.

If you feel that the Management Committee does not resolve your concerns, you have the right to take the matter to the relevant government department. (The Department for Education and Children's Development for Kindergarten. The Department of Human Services and Health Children's Services Program for Childcare.)

We also like to hear about things that we do well! Positive comments boost the morale of our staff and in turn the atmosphere in the centre.

We treat all information regarding children and their families with the utmost confidentiality. Personal information of staff and families is not given out to anyone without prior consent.

Children's behaviour

We believe that children need guidance and assistance in a caring way to help them learn to become responsible for their own behaviour and realise the consequences of their actions.

Children are encouraged to “use their words” to convey their needs and feelings. We teach children to use words like 'stop it I don't like it' if someone hurts them in some way and then to seek adult help if that doesn't work.

Each child will be supported by appropriate and positive guidance with clear, consistent and realistic limits.

Please see staff for more information or read our Guiding Children's Behaviour policy.