

## Table of contents

- Home
- What we offer
- Enrolment and fees
- Reports and plans
- Parenting support
- Policies and guidelines
  - [cleve\\_evacuation-procedure](#)
  - [cleve\\_accidents](#)
  - [cleve\\_behaviour](#)
  - [cleve\\_bus-travel](#)
  - [cleve\\_clothing](#)
  - [cleve\\_communication](#)
  - [cleve\\_curriculum](#)
  - [cleve\\_general-information](#)
  - [cleve\\_governing-council](#)
  - [cleve\\_healthy-eating](#)
  - [cleve\\_morning-routine](#)
  - [cleve\\_philosophy](#)
  - [cleve\\_reporting](#)
  - [cleve\\_starting-preschool](#)
  - [cleve\\_sun-smart](#)
  - [cleve\\_support-services](#)
  - [cleve\\_transition-to-school](#)

## Home



Find out more about our goals and our focus in our philosophy statement (PDF 400KB)  
([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/cleve\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/cleve_philosophy.pdf)).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschools and children's centres  
(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to make sure the preschool 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.

## 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.

## Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See the bushfire page on the Department for Education's website (<https://www.education.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) for general information.

## Contact us

**Preschool director:** Mrs Missy Hartwig

**Phone:** (08) 8628 2211

**Fax:** (08) 8628 2499

**Email:** [dl.6664.leaders@schools.sa.edu.au](mailto:dl.6664.leaders@schools.sa.edu.au)

**Street address:** East Terrace Cleve SA 5640

**Postal address:** PO Box 206 Cleve SA 5640

## 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
—	8.40am to 3.10pm	8.40am to 3.10pm weeks 3,6,9	8.40am to 3.10pm	—

### Fees

The parent contribution is \$70 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/cleve-district-childrens-centre/getting-started/enrolment-and-fees>) page for more information.

## **What to bring**

Children need to bring these items each day:

- bag (big enough to carry all their belongings)
- broad-brimmed or legionnaire style hat
- change of clothes including underwear and socks
- large drink bottle containing water
- healthy snack
- 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**

Cleve Area School (<http://www.cleveas.sa.edu.au/>) provides a bus service. We will meet children getting off the bus in the morning and walk them to the bus in the afternoon. Speak to the school for more information and an application form.

## **Additional information**

We will supply sunscreen for your child to apply. Please let us know if your child has a reaction to sunscreen.

Photographs

We will take photos of your child's learning at kindy, and put them in their profile book (PDF 167KB) ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/cleve\\_reporting.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/cleve_reporting.pdf)). We do not allow other photos to be taken without your permission.

Professional photographs are taken once a year, which you may wish to buy.

## **Rural care**

Rural care is a long day care program that runs alongside our kindy program.

## Times

Monday	Tuesday	Wednesday	Thursday	Friday
8.00am to 6.00pm	8.00am to 6.00pm	8.00am to 6.00pm	8.00am to 6.00pm	8.00am to 6.00pm

## Cost

Rural care costs \$78 per day. This may cost less if you are eligible for the Australian Government's child care benefit (<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-benefit>).

## What to bring

Children need to bring these items each day:

- bag (big enough to carry all their belongings)
- broad-brimmed or legionnaire style hat
- change of clothes including underwear and socks
- nappies and wipes (if required)
- linen for a bed or cot
- large drink bottle containing water
- healthy snack (put in the fridge)
- packed lunch (put in the fridge).

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

## Additional information

Rural care is open 50 weeks of the year. We close from Friday before Christmas day and re-open the 2nd week of January.

Speak to us about availability for your child.

## Playgroup

Our supported playgroup is run every week. You and your child can meet other families and spend time learning together.

## Times

Friday, 9.30am to 11.30am.

## Cost

Playgroup costs \$2 per child and is free for children under 1 year.

## What to bring

Please bring:

- broad-brimmed or legionnaire style hat
- change of clothes and nappies if required
- piece of fruit.

## Before and after preschool and school care

Your child can come to before and after preschool or school care.

### Times

Before preschool and school

Monday	Tuesday	Wednesday	Thursday	Friday
8.00am to 9.00am	8.00am to 9.00am	8.00am to 9.00am	8.00am to 9.00am	8.00am to 9.00am

After preschool and school

Monday	Tuesday	Wednesday	Thursday	Friday
3.00pm to 6.00pm	3.00pm to 6.00pm	3.00pm to 6.00pm	3.00pm to 6.00pm	3.00pm to 6.00pm

## Cost

Care costs:

- before preschool - \$7.80
- after preschool - \$23.40
- before school - \$6.10
- after school - \$18.30.

## What to bring

Children should bring:

- water bottle
- snack.

## 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/cleve-district-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 3 about an orientation session. This will be a 1-hour session where you can ask questions.

Before they start preschool your child can come to pre-entry transition visits. These will be in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>) and will be a chance for your child to meet the staff and other children.

## Fees

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

The parent contribution is \$280 per year. You can choose to pay the total amount at the beginning of the year or to pay instalments of \$70 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

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

## When to pay

We will post an invoice to you by week 6 each term.

Please contact us if you are having difficulty paying.



## **How to pay**

Cash or cheque

You can pay by cash or cheque. Please put the payment in a sealed envelope with your child's name on the front and give the envelope to the director.

EFT information

You can pay by direct deposit.

BSB: 105080

Account number: 025936940

Please put your child's name in the notes as the reference.

## **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

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

**Rating for:** Cleve District Children's Centre

**Rating issued:** January 2015

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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 1,181KB)  
([https://www.preschools.sa.gov.au/sites/default/files/cleve\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/cleve_qip.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/6664\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/6664_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.



# **Evacuation Procedure**

At all times our duty of care to the children is of paramount importance.

## **Adult 1: Sound continuous blasts of whistle**

(Whistle is hanging by double glass exit doors)

**.Children go to adult 1, follow directions to outdoors**

## **Adult 2: Ring emergency number 000**

**.Collect sign in sheet, emergency folder  
and first aid kit ( top of fridge  
in kitchen )**

**.Ensure all areas of building are evacuated.**

**.Grab Fire Box ( In Directors Office under bench )**

## **Adult 1: Ensure all children are present.**

**. Evacuate to designated assembly area.**

**(School Oval or Last Resort Refuge)**

## Accidents:

If your child has a minor accident, we will record the details on an incident form. This will need to be signed by a parent/caregiver at the end of the session. If the accident is more serious, we will endeavour to contact you immediately. If we are not successful in reaching you, we will ring alternative people on your contact form.

# CLEVE DISTRICT CHILDREN'S CENTRE BEHAVIOUR GUIDANCE CODE



*Documented 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
- Using the above strategies and the child protection curriculum we address bullying

# CLEVE AREA SCHOOL

## TO PARENTS OF CHILDREN OF PRE-SCHOOL AGE

Below is a modified extract from the Education Department Guidelines for the School buses.

Children of Pre-School age:

The Education Department has no responsibility to provide transport for pre-school children. However, preschool children are permitted to travel on Education Department buses, subject to the following conditions:

1. Individual approval is given in writing by the Principal controlling the bus.
2. There is available room on the bus
3. The bus is not involved in any additional travel
4. The child is considered by the Principal to be mature enough to travel on the bus without causing difficulties for the driver.
5. The child is met at the put down point/s
6. Permission may be withdrawn if the bus becomes overcrowded with school students eligible for bus travel.
7. The days of travel may be allocated by the driver (in consultation with the Principal) who is responsible for seating arrangements on the bus.

Approval has been granted by the Principal for .....  
(Name of Child)

to travel to and from the kindergarten on the school bus

SIGNED.....  
Principal

DATE.....

---

I request permission for my child.....to travel to and from the kindergarten on the school bus.

Commencing: .....

Route: .....

Driver: .....

Parents Name: .....

Date: .....

Address: .....  
.....

Phone No: .....

Mobile: .....

UHF Channel: .....

SIGNED: .....

The intended Primary School my child will attend is .....

## Appropriate Clothing

Please dress your child in clothing suitable for climbing, running, sandpit/water play or painting. It is very inhibiting if a child feels he/she must not get dirty. We attempt to stop clothes being marked but is not always possible, so please avoid "good" clothes. Can you please be SunSmart and ensure that your child's shoulders are covered.

Thongs are not safe footwear for Preschool/ Rural Care.

-

## Clothing available

At Cleve District Children's Centre we have hats available for \$5 each, Shirts available for \$25 each and NEW JUMPERS AVAILABLE for purchase for \$35 each.





### Changes in Information Details:

Please make sure you inform the Director of any change in phone numbers, address, family situations etc.

ALL information given by parents is confidential.

### NEWSLETTERS

Are sent home every 3 –4 weeks with your child. There is also regular communication through text messages each day to inform you on your child's activities and learning throughout the day.

# Curriculum

The Preschool Curriculum is based on the Department of Children and Education Development's "Belonging, Becoming and Being" (Australian Curriculum and Accountability Framework) which provides us with a programming framework on which we base our planning.

*Preschool aged children are learning through all the interactions, experiences and routines that are part of their day. There are 5 main outcomes which are:-*

1. *Children have a strong sense of identity*
2. *Children are connected and contribute to their world*
3. *Children have a strong sense of wellbeing*
4. *Children are confident and involved learners*
5. *Children are effective communicators*

The Curriculum in our centre is CHILD centred.

This means that the activities which are provided for the children are based around what each child can do, and what each child is interested in.

So that we can be sure of "where each child is at" we seek information from you, the Parent/Caregiver, and we regularly observe each child, recording our observations.

The Curriculum in our centre is PLAY oriented.

This means that structured, adult directed activities are minimal, and that the children spend most of each session free to choose the activities they wish to do.

This does not mean that children are never "taught" anything, but that teaching is done in an incidental way when ready to expand their interest further.



### **Banking:**

The Community bank is offering the opportunity for your child to regularly bank. See attached letter if you are interested.

### **Confidentiality**

All information provided in respect to your family and your child will be managed following DECD records management policies and procedures with the aim of ensuring that:

- ◇ the integrity and quality of information is maintained
- ◇ access is properly authorised and approved
- ◇ information is used appropriately

Reference: [www.decd.sa.gov.au docs/documents/1DecsInformationManagement.pdf](http://www.decd.sa.gov.au/docs/documents/1DecsInformationManagement.pdf)

### **Complaints Policy**

Our site has a formal complaints policy. If you have any concerns or issues please talk to any staff member or contact the site leader. The site leader's contact details are listed below.

### **Site Specific Policies**

In addition to those policies discussed above, our service has a number of site specific policies which are available to parents.

Questions / Queries if you have further questions about the rural care program,  
please talk with the site leader.

Ph: 86282221

## **GOVERNING COUNCIL MEETINGS**

The centre is managed by a parent committee called the Governing Council, which meets once a month at the centre. Membership is determined at the beginning of the year, and all parents are eligible to be elected. Among other things, the Council is responsible for

Planning the use of centre funds

Promoting interest in the centre throughout the community

Fundraising activities

Assisting in planning of the future direction of the centre.

-

Please consider joining in and supporting Cleve District Children's  
Centre.

# Cleve District Children's Centre

## NUTRITION POLICY

### CONSIDERATIONS:

#### *Philosophy*

*Good nutrition is important for children's physical, intellectual and emotional development.*

#### Legislation:

- Child Care Centre Regulations 1998 (SA)
- Public and Environmental Health Act 1987 (SA)
- Quality Improvement & Accreditation System (C).



### POLICY STATEMENT:

*Cleve District Children's Centre aims to develop healthy eating habits through ensuring snack / meal times provide positive learning experiences for all children. Parents / Guardians are responsible for providing meals and snacks for their children appropriate to the duration and times of care.*

### IMPLEMENTATION:

- Food will be prepared and stored hygienically
- Meal times will be treated as social occasions. Staff members will sit with the children and interact with them to encourage good eating habits and an appreciation of a variety of foods. Children will be assisted where required but will be encouraged to be independent and to help themselves wherever appropriate.
- Parents / Guardians are asked to provide meals and nutritionally appropriate snacks for their children.
- Cooking may be part of the children's activity program.
- Water will always be readily available.
- Meal times will be set to a regular schedule but individual needs will be accommodated and children who are hungry between meals will be offered small nutritionally appropriate snacks.
- Children will be encouraged to try new food but will never be forced to eat. Their food likes and dislikes and the families' religious and cultural beliefs will always be respected. We provide Eat a Rainbow program annually.
- Parents / Guardians are asked to provide details of any special diet in relation to their children.
- Parents / Guardians of infants and toddlers will be advised of their child's food intake each day. Parents / guardians of older children will be advised as appropriate.
- If staff are concerned about the adequacy or appropriateness of food provided for a particular child, they should make their concerns known to the Director.
- The provision or denial of food will never be used as a form of reward / punishment.
- The importance of good healthy food will be discussed with children as part of their daily program.
- Information on nutrition, age appropriate diet, food handling and storage will be displayed at the venues and provided

### **Group 1. Limit THUMBS DOWN**

These items, for safety or other reasons are not appropriate at the centre and if included in lunch boxes will be bagged and returned home.

Nuts ie: Peanuts, cashews, almonds

Pre-packaged treats eg. Rollups, nuggets, dinotails, fruit strings

Lollies

Chocolate eg. Frogs, bars

### **Group 2. Choose Carefully THUMBS TO THE SIDE**

We suggest that the following items are of little nutritional value or are full of sugar / fat that they be used sparingly. Perhaps one item a day.

Custard

Raw carrot sticks (4 years and over)

Popcorn (4 years and over)

Sweetened fruit / jellied fruit

Muesli / fruit bars (bought)

Fruit juice

### **Group 3. Best Choice THUMBS UP**

The items in this list could form the basis of a healthy lunch.

Sandwiches with healthy fillings eg. Cheese, salad

Salada / savoury biscuits

Rice cakes

Weetbix with spread

Toasties

### **Health and Wellbeing**

Where a child has a health condition that staff need to know about, a documented health support plan is required. Refer [www.decd.sa.gov.au/childrensservices/pages/policies/medicalconditions/](http://www.decd.sa.gov.au/childrensservices/pages/policies/medicalconditions/)

Staff will discuss this requirement with you during the enrolment process. Staff will also advise you if your child falls ill whilst in care or has an injury as soon as reasonably practical.

\*\*\*Please be aware that some children have serious allergies. Parents will be informed via newsletters when this occurs. **If sandwich fillings include nuts please write on top in black text.**

We encourage the use of icepacks in warmer months as we do not have refrigeration facilities.

Please also realise that unfinished custards, yogurts etc are not returned to lunch boxes due to spillage and are frequently wasted.

## Morning Routine:

We encourage all children to unpack their belongings at the beginning of each session. They will also be responsible for collecting all their things and packing their bag at the end of the day. During the day children are encouraged to be independent in putting on their shoes, opening lunch boxes and toileting (We will assist if needed).

Children are encouraged to sign themselves in by having a go at writing their name on the child sign in sheet each day. This helps the children to become familiar with and start to recognise their name, work out which hand they are going to use, develop pencil grip and plenty more benefits.

### Parents will also need to sign their child in and out of each session

Children are encouraged to find their own water bottles and have a drink whenever they require one. This aids in name recognition and builds independence.

Children have their own notice pocket where letters and work go, to go home. Your child will collect the contents of this pocket each session.

# Cleve District Children's Centre

# OUR PHILOSOPHY

The Staff and Parents of Cleve District Children's Centre believe our role is to support, teach, nurture, challenge and encourage children to become the best individual they can be, focusing on each child's voice in developing their individual curriculum. We believe play is the centre of all learning.

We strive to provide a safe, secure, **inclusive** and *integrated* environment that inspires and challenges children to learn, take risks and explore and investigate through play.

We strive to educate children in *environmentally sustainable* practices, in being sun safe throughout the whole year and in regular hygiene practices.

We acknowledge and respect the importance and **wellbeing** of a child's family and their culture and build positive relationships based on trust and open **communication**, ensuring the family's voice is acknowledged in their child's development and learning.

We value the importance of belonging to and being supported by our community, participating in and exposing children to community organisations and events.



Reviewed February 2018





# Reporting to Parents

## Profile Books

Each child will have an profile book of their own. It will have:

- ⇒ Examples of work, matched to curriculum outcomes
- ⇒ Educator observations, which documents examples of children's learning across the curriculum
- ⇒ Learning stories and photographs which demonstrate and record activities planned for children in order to reach desired outcomes.

The folder belongs to the child and their family. Please feel free to come and have a look at these at any time. The folder will be presented to the child at the end of the year.

Evaluations of all children's progress are based on observations, discussion and written records. If you have any questions or concerns about your child's progress please see the Director.

Preschool children will have a Report written for them at the end of their time at Preschool. A copy will go to the parents and also to the school.

## Learning Conversations:

We believe it is important to involve parents in their child's learning at Preschool. This is done by having parent meetings, generally twice a year. This meeting gives the Director, teacher and educators an opportunity to discuss the child's progress, the parent can discuss any concerns they may have and together we can develop a focus or aim for the child.

Information will be sent out in regards to when these meetings occur.



## **Starting Preschool**

Preschool is an important early step on your child's journey through education, giving them the chance to play, learn, grow and develop.

Since 2014, South Australia has implemented same first day of preschool for all children. This will be the first day of term one.

The same first day of preschool will mean that every child will have four terms of preschool and then four terms of reception when they go to school.

It will also mean a more stable environment for children with fewer changes to groups throughout the year.

## **When can my child start preschool?**

If your child turns four before 1 May, they will start preschool on the first day of term one.

If your child turns four on or after 1 May, they will start preschool on the first day of term one the following year.

The minimum age for starting preschool will then be three years and eight months.

## **What happens if my child has additional needs?**

Children with additional needs\* may start preschool early. This will be decided on an individual basis.



# SunSmart Policy for Cleve District Children's Centre

## CDCC SunSmart policy

This policy applies to all centre events on and off-site.

### Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health.

### Objectives

This SunSmart policy has been developed to:

- Encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- Work towards a safe outdoor environment that provides shade for children and staff at appropriate times.
- Ensure all children and staff have some UV radiation exposure for vitamin D.
- Assist children to be responsible for their own sun protection.
- Ensure families and new staff are informed of the centre's SunSmart policy.

## Legislation

This policy relates to the following National Law and Regulations:

- *Education and Care Services National Law Act 2010:*
  - Section 167 – Protection from harm and hazards
- *Education and Care Services National Regulations 2011:*
  - Regulation 100 – Risk assessment must be conducted before excursion
  - Regulation 113 – Outdoor space – natural environment
  - Regulation 114 – Outdoor space – shade
  - Regulation 168: Policies and procedures (2)(a)(ii) – sun protection

## National Quality Standards

All of the following SunSmart procedures link to: Quality area 2: Children's health and safety.

There are also links to:

Quality area 1: Educational program and practice  
Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Leadership and service management

## Procedures

Staff are encouraged to access the daily sun protection times to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4 (August until the end of April) and whenever UV radiation levels reach 3 and above at other times.

### 1. Clothing

#### Quality area 2: Children's health and safety

When outside, children are required to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with elbow length sleeves, collars and knee length or longer style shorts and skirts are best.

If a child is wearing a singlet top or dress they will need to wear a t-shirt/shirt over the top before going outdoors.

## 2. Sunscreen

### Quality area 2: Children's health and safety

- SPF 30 or higher, broad spectrum and water resistant sunscreen is available for staff and children's use
- sunscreen is applied at least twenty minutes before going outdoors and reapplied every two hours if outdoors
- with parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements
- children, once old enough, are encouraged to apply their own sunscreen under the supervision of staff.

## 3. Hats

### Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats. Baseball, peak hats and hats with draw strings are not considered a suitable alternative.

## 4. Shade

### Quality area 2: Children's health and safety Quality area 3: Physical environment

- a shade audit is conducted regularly to determine the current availability and quality of shade
- management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area
- the availability of shade is considered when planning excursions and all other outdoor activities
- Outdoor activities are scheduled outside the peak UV radiation times or in the shade where possible.
- children are encouraged to use available areas of shade when outside
- children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

## 5. Babies

### Quality area 2: Children's health and safety

Our SunSmart practices consider the special needs of infants. All babies under twelve months are not exposed to the direct sun when UV radiation levels are 3 and above.

Infants should be protected by using shade, clothing and hats. Sunscreen should be applied to small areas of exposed skin not protected by clothing or hats.

## 6. Enrolment and information for families

### Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the centre's SunSmart policy
- asked to provide a suitable hat for their child

- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. shirts with collars and elbow length sleeves, longer style dresses and shorts)
- asked to provide SPF 30 or higher, broad spectrum, water resistant sunscreen for their child if they have any special requirements.
- required to give permission for staff to apply sunscreen to their child
- families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the centre.

## 7. Staff WHS and role modelling

### Quality area 5: Relationships with children

As part of WHS UV risk controls and role modelling, when the UV radiation is 3 and above, staff:

- wear sun protective hats and clothing when outside
- apply SPF 30 or higher broad spectrum, water resistant sunscreen
- seek shade whenever possible.

## 8. Education

### Quality area 1: Educational program and practice

### Quality area 5: Relationships with children

### Quality area 6: Collaborative partnerships with families and communities

- sun protection and vitamin D are incorporated into the learning and development program
- the SunSmart policy is reinforced through staff and children's activities and displays
- staff and families are provided with information on sun protection and vitamin D through family newsletters, noticeboards and the centre's website.

## 9. Policy review

### Quality area 7: Leadership and service management

Management and staff monitor and review the effectiveness of the SunSmart policy and revise the policy when required (at least once every three years).

Reviewed: March 2017

### Support Services:

DECD supports preschools and provides staff to work within preschools. DECD can also supply Support Staff and services to preschool aged children with special needs and assistance to their families.

Staff can arrange for you to have access to:

- Bilingual support
- Speech Pathology
- Social/Family workers
- Psychologists
- Special Education

Each child will have the opportunity to take part in a Busy Bee Screening day where you and your child have access to a: Dietician, a Speech Pathologist, a Podiatrist, an OT, a Physio and a Social Worker.

If your child has some additional needs or you have concerns about their development please speak to the Director. We will discuss any concerns in confidence.

### Child and Youth Health Screening

Nurses conduct a developmental screening of four and a half year olds at kindergarten. You will be informed when your child is due for screening. We highly recommended ALL children take part in this service. Parent's are expected to attend with their child when possible.

## Transition to School

We are very fortunate in that our children will potentially move together to the one school. This means that not only do they start with a group of friends, but move into a classroom with children whom they already know.

### To help with this familiarisation we :

Organise to have several visits to various parts of the school during your child's time with us. More formal transition visits to the school will begin in term 4, it will be timetabled and you will be notified by letter. These arrangements are organised jointly between the school and Preschool. This is fantastic as it enables children to build confidence both inside and outside.

