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Home



Find out more about our goals and our focus in our philosophy statement (PDF 96KB).

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

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschool 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.

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.education.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.

Contact us

Preschool director: Miss Jacqui Finnis

Phone: (08) 8629 2243

Fax: (08) 8629 2099

Email: dl.6663.leaders@schools.sa.edu.au

Street address: 42 Story Street Cowell SA 5602

Postal address: PO Box 68 Cowell SA 5602

What we offer

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

Preschool program

Times

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

Monday	Tuesday	Wednesday	Thursday	Friday
–	8.45am to 3.00pm	–	8.45am to 3.00pm	8.45am to 3.00pm even weeks

We are an integrated centre. Our preschool and rural care children share spaces throughout the day. We eat, play and enjoy fun activities together.

We have limited preschool places for before and after school care.

Fees

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

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (provided by us)
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack (piece of fruit)
- packed lunch
- communication bag (provided by us).

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, roll-ups)
- raw carrots or other choking hazards
- toys from home.

Additional information

Cowell Area School bus services our centre. You will need approval from the school before use.

Rural care

Children from 6 months to 12 years can attend our rural care (long day care) program. Your child will have a safe and welcoming introduction to our activities.

Times

Weekdays 8.00am to 1.00pm and 1.00pm to 6.00pm during school terms
(<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Cost

Please contact us (<https://www.preschools.sa.gov.au/cowell-early-childhood-centre#contact-us>) for current fees.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (provided by us)
- change of clothes
- drink bottle containing water
- healthy snack (piece of fruit)
- packed lunch
- nappies and wipes (if needed)
- bedding (if sleeping at care).

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

When to pay

We will email your rural care invoice. Payment is due at the end of each fortnight.

How to pay

BPAY

Rural care fees are paid via BPAY. Please follow the instructions on your invoice.

Before and after school care

We have limited preschool places for before and after school care.

Times

Weekdays 8.00am to 9.00am and 3.00pm to 6.00pm during school terms
(<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Cost

Please contact us (<https://www.preschools.sa.gov.au/cowell-early-childhood-centre#contact-us>) for current fees.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (provided by us)
- change of clothes
- drink bottle containing water
- healthy snack (piece of fruit)
- nappies and wipes (if needed).

When to pay

We will email your invoice for before and after school care. Payment is due at the end of each fortnight.

How to pay

BPAY

Before and after school fees are paid via BPAY. Please follow the instructions on your invoice.

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/cowell-early-childhood-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.education.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.

Site specific enrolment

We are an integrated services centre. Children 6 months to 12 years can attend preschool and long day care sessions through our rural care (<https://www.preschools.sa.gov.au/cowell-early-childhood-centre/getting-started/what-we-offer#cowellprograms>) programs.

We invite you and your child to tour our centre at your enrolment. Please ensure you or a family member stay with your child during their very first visit. Your child will need support as they adjust to a new environment.

Before your child starts

Before they start preschool your child can come to our pre-entry transition visits. We offer 4 sessions in term 4 before your child starts preschool. There are 2 morning sessions, a half day and 1 full day.

Pre-entry transition visits allow your child to meet our staff and other children. Your child will become confident and familiar with the daily routines of our centre.

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 pay 4 instalments of \$70 each term

(<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost

(<https://www.preschools.sa.gov.au/cowell-early-childhood-centre/getting-started/what-we-offer#cowellprograms>).

When to pay

We will invoice each term

(<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>) via your child's mail pocket.

Payments are due in in the final week of term.

Please contact us if you are have difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the centre. Please put the payment in a sealed envelope with your child's full name on the front and take to the centre office.

EFT

You can pay via electronic funds transfer (EFT). Instructions for EFT are provided on your invoice. Please put your child's full name 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.

Copyright ACECQA (<http://www.acecqa.gov.au/copyright>)

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 182KB)
(https://www.preschools.sa.gov.au/sites/default/files/cowell_early_childhood_centre_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 130KB)
(https://www.preschools.sa.gov.au/sites/default/files/cowell_early_childhood_centre_site_context.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/6663_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-uken/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.

Cowell Early Childhood Centre 2019 annual report to the community



Government
of South Australia
Department for Education

Cowell Early Childhood Centre number: 6663

Partnership: Central Eyre 2

Name of preschool director:

Jacqui Finnis

Name of preschool management committee chair:

Kelsey Breakell

Date of endorsement:

26/3/2020

Context and highlights

Cowell is a small coastal community on the Franklin Harbour, on the eastern side of the Eyre Peninsula. The estimated population is 1500. It is 450km from Adelaide & 161km from Port Lincoln where our District Education Office is located. Major industries for the community include oyster farming, agriculture and nearby mining. The Cowell district has experienced prolonged drought in recent years that has impacted on farming and related industries - despite the economic consequences of the drought, the community pulls together and demonstrate a high level of resilience that minimises the negative impact on child and families.

Cowell Early Childhood Centre incorporates a part time Preschool, that operated for 2 ½ days a week during preschool/school terms, and a Rural Care program that operates for 5 days a week 50 weeks of the year. The Preschool is a standalone category 2 centre, staffed by a director (0.8), and an early childhood worker (ECW) (0.6). The care program is staffed by four ECW workers who rotate shifts over the week. Two of our workers have a Diploma in Education and Care and two are currently actively working towards a Diploma. Cowell ECC has a physical capacity of 30. The enrolments for 2019 included 11 preschool children and 23 children enrolled in care. There are 16 projected enrolments in preschool for 2020 and demand for care remains strong.

Our centre is immediately adjacent to the Cowell Area School and there is parking for parents and visitors at the side and front entrance of the Centre, with staff parking at the rear of the centre.

We have a fantastic school transition programme which is implemented across the whole year with the School reception class which is located in close physical proximity. The Preschool children also attend sessions at the Cowell Community Library. In the term prior to the child starting school, children attend school for 4 morning sessions on a Wednesday. The consolidation sessions then build up to the child attending 2 days until the end of lunch time in readiness for their entry to school following the holidays.

Upcoming preschool children are also invited to participate in 4 sessions of preschool in term four (2 morning sessions, 1 half day and 1 full day) to support them in building confidence and relationships with staff prior to starting their preschool year.

Report from the preschool management committee

What a start to 2019 we had with some new faces joining our committee we were excited to see what the year had in store for our centre.

With the new committee set we had a heap of new ideas for our centre, with changes and improvements happening everywhere from the completion of the new hill, tunnel and slide area, mud kitchens, tepee, extended deck on the cubby house for the kids to have hours of fun with new things to play with and a change to the locks on the gates to ensure the safety of our children. We held a working bee in late October which saw our wonderful families help give the cubby house a new coat of paint and all the wood play equipment oiled and a number of other jobs around the centre completed, big thank you to everyone who helped.

With all the changes going on around the centre the committee set the wheels in motion to do some fundraising to help with all the changes happening. We were honoured to be able to do the Friday night draw at the Commercial hotel which is a major fundraiser for our centre raising \$1603.04. We also held a trading table and a Father's day raffle which boosted the fundraising with another \$1093 to add to the centre.

The end of the year ended on a sad note with the retirement for Vicki Elleway who has worked at the centre for the past 22 years she was an amazing asset to our centre. You will be dearly missed and we wish you all the best in your retirement Vicki.

A big thank you to all the efforts of the committee members, staff and volunteers in 2019 we can't wait to see what 2020 has in store.

Quality improvement planning

Literacy Improvement goal

1: Children's ability to verbally express their ideas is enhanced

All staff had a half day meeting on oral language where Director shared resources with staff about oral language development. Poster were put around the centre showing milestones for parents to see and updates were added to the newsletter. Rural care began completing oral language screens with every child. Tier two word focus in Kindy and oral language screens were conducted with every child twice over the year. Four staff completed training and development modules on assessing children's learning, part 1 and part 2. Four staff attended training with Karen Carson on oral language development. All staff participated in a visit to Tumby Bay Kindergarten and Rural Care and shared what each team had been working on.

2: Phonological awareness – Maintain 100% of children achieving preschool domains and increase children's growth in producing rhyme and initial sounds. (Preschool)

PASM testing was recorded 3 times across the year. Term planners and fortnightly planners included areas for phonological development and growth and small groups were planned to develop these skills too. Data at the end of the year showed that every child had achieved preschool domains and initial sounds and producing rhyming words also showed positive growth. Three staff attended Phonological awareness training with Karen Carson.

QA 1; Educational program and practice; A program in Rural Care that is embedded into daily practice and is critically reflected on by the team.

Staff discussed past site visits photos seen from other Centres.6.2.2019 – Whole staff meeting. Discussed planning ideas using information from other seen programs including the Kindy program currently being used at the Centre. Looked at which bits would be useful and some adaptations that could be made. Created a template to begin using as part of program and continually reviewed this each term at Buddy up meetings

QA 3: Physical Environment – provision of open-ended / natural play opportunities (3 year plan 2017 - 2019)

Survey was sent out to all families in March to collect parent voice on what they would like to see in the yard. In 2018, plans were put in place for the construction of a new hill area featuring a hill, tunnel, side, rockery and plantings. This area was erected in January 2019. A large wooden wheel was converted into a relaxation space with planter boxes added to the side, so that children could grow a range of herbs to use in their cooking play experiences. The cubby house received an extension of a decking area off the side to increase the play opportunities and space offered in the much loved space. A large new walk-through tee-pee was constructed and added to the outdoor space to provide another nook for play. The mud pit area received a new water pump and two mud kitchens to help teach children sustainability for our natural resource and a range of wooden logs and pipes were added to the space for loose parts play.

QA 6: Collaborative partnerships with families and communities - For parents to feel that they can have input into programs for their children and their feedback is sort.

Goal was discussed with Gov Council at end of 2018 meeting. Parent permission forms were updated to include photos on our private Facebook page to allow families being able to see what their child is up to. Kindy and Rural Care Parent photo book was updated include program (rather than separate book). In Kindy, a photo of the weekly program was sent home to bus families each week to ensure all families have access to this document. Rural Care asked for feedback on communication cards and reviewed the process which will now change in 2020.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2016	11	10	10	9
2017	16	16	16	16
2018	16	18	18	20
2019	11	11	11	

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
Source: Preschool data collection, Data Reporting and Analytics directorate.

Enrolment comment

Enrolment numbers continue to fluctuate each year, although remained steady across the year. Numbers in 2020 are expected to again show a positive increase to 15.

Attendance

Year	Term 1	Term 2	Term 3	Term 4
2016 centre	100.0%	90.0%	94.0%	100.0%
2017 centre	91.3%	95.0%	98.8%	97.5%
2018 centre	95.3%	90.0%	86.2%	90.0%
2019 centre	100.0%	96.2%	92.5%	
2016 state	91.1%	89.0%	87.2%	87.5%
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%	

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.

Attendance comment

Attendance showed a positive improvement from 2018 and continue to remain above that of the state average each term.

Absences recorded are usually due to illness or holidays and we find that our families are generally quite good at informing the centre of any planned absences.

Destination schools

Feeder Schools (Site number - Name)	2016	2017	2018	2019
735 - Cowell Area School	100.0%	100.0%	100.0%	100.0%

NOTE: The data is collected in Term 3. 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.

Source: Data Source: Site Performance Reporting System (SPER), Term 3 2019 collection.

Destination schools comment

Data shows that children that attend Cowell Early Childhood Centre predominately transition to Cowell Area school, which is located on the site next to the preschool.

Client opinion summary

72.7% of responses were returned with responses proving to be very positive with most answers being agree to strongly agree. This showed that 7 out of the 10 families who received the survey completed it. This was a slightly lower response rate than the previous year although returned responses were similar.

Quality of teaching & Learning

83 - 100% agree to strongly agree overall. 100% agree to strongly agree that their child receives high quality teaching at the preschool, teachers know what children can do & what they need to learn, teachers are enthusiastic about learning, are satisfied with the learning programs. 14% were neutral about that they are clearly informed about learning program.

Support of Learning

83-100% agree to strongly agree overall for this section With 100% Agree to strongly agree children have access to quality material, their child is happy at the preschool, their child would receive support if needed & the preschool is safe and secure. 14% disagreed that the preschool changes its programs & activities to improve achievement.

Relationships & Communication

43-100% strongly agree to agree about the support of learning offered within the site with 100% strongly agree to agree they feel welcome, there is a broad variety of information about the preschool, children from all cultures and backgrounds are treated fairly & parents are encouraged to be involved in many ways. 57% were neutral or disagreed that they receive helpful information about their child.

Leadership & Decision Making

68-100 agree to strongly agree overall. 100% agree to strongly agree parents have opportunity to be involved through governing council. 29% disagreed that the preschool seeks parent opinions on programs & 42% are neutral that the preschool involves parents in decision making.

Data shows a theme for parent involvement and communication strategies to be improved.

Relevant history screening

All staff employed in the Centre on a permanent, contract/casual or relief basis have a current DCSI History Screening clearance. Copies of these documents are kept electronically and in paper form.

Financial statement

	Funding Source	Amount
1.	Grants: State	\$430,494.16
2.	Grants: Commonwealth	0
3.	Parent Contributions	\$2,830.00
4.	Other	\$14,360.58

2019 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2019 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	Literacy Improvement Goal was identified at the site. Staff attended training to further develop professional learning 1x staff - Attended Literacy Summit 3x staff - Attended Phonological Awareness training with Karen Carson 4x staff - Attended Oral Language training with Karen Carson	Staff developing an improved understanding of the developmental milestones of oral language.
Improved ECD and parenting outcomes (children's centres only)	N/A	
Improved outcomes for children with disabilities	Additional support time was allocated to children who required additional support with their learning	Children benefited in their learning by able have 1:1 learning support time
Improved outcomes for non-English speaking children who received bilingual support	N/A	

* 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 Policy

Rationale

Skin damage, including skin cancer, is the result of cumulative exposure to the sun and much of the damage occurs during childhood and adolescence. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing. Most skin damage and cancer is, therefore, preventable.

Cowell Early Childhood Centre's Sun Smart Policy is in place every day throughout the year.

Aims

The aims of the Sun Smart Policy are to promote among children, staff and parents:

- Positive attitudes towards skin protection
- Lifestyle practices which can help reduce the incidence of skin cancer and number of related deaths
- Personal responsibility for decision making about skin protection
- Awareness of the need for environmental issues to reduce the level of exposure to the sun.

Implementation

Curriculum

- Incorporate sun protection and skin cancer prevention through positive centre education
- Allied Health Sun Smart Program

Behaviour

- SLIP – Children and staff will be encouraged to wear appropriate clothing with collars and sleeves (no singlets)
- SLOP – Children (with staff assistance) will apply 30+ or above sunscreen first thing in the morning and re-apply when necessary. If a child has an allergy to the centre's sunscreen we ask that families pack an alternative sunscreen.
- SLAP – Children and staff will wear a broad-brimmed or bucket hat all year round, providing protection for the face, neck and ears.

Infants

- Infants (under 12 months of age) will be kept out of direct sunlight as much as possible when the UV is above 3.

Centre Organisation

- The centre will provide appropriate broad-brimmed or bucket hats to each child enrolled at the centre
- Staff will be provided with a hat and act as role models by practising sun smart behaviour.
- Extra care is taken during peak UV radiation times and outside activities are scheduled outside of these times as possible.
- The Centre has sufficient shade structures to provide adequate sun protection.
- Sun Smart behaviours are regularly reinforced via newsletters and all new families are informed of this the policy on enrolment.

Issued September 2017

Hot Weather Policy



At Cowell Early Childhood Centre we aim to keep everyone safe at all times and in particular during periods of hot weather. Reasonable steps will be taken to identify and manage risks, and every reasonable precaution will be taken to protect children from harm and hazards.

The preschool will:

- Provide a comfortable and safe environment for all children.
- Provide heating and cooling to maintain a comfortable temperature for all children.
- Recognise and take into account that children sweat less and get less evaporative cooling than adults. In warm and hot weather they have greater difficulty getting rid of heat; they look flushed, and feel hotter and more stressed than adults

Strategies to reduce the risk of heat illness will include:

Shade

- During periods of hot weather activities will be conducted in shaded areas.

Drinks

- Children bring a drink bottle to the centre and are reminded to have regular drinks throughout the day.

Clothing

- Families will be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and a type that is 'Sun Safe'.

Sunscreen

- Families are encouraged to apply sunscreen to their children before coming to the centre. However as per our SunSmart policy, staff will apply 30+ sunscreen or above first thing in the morning and re-apply when necessary. If a child has an allergy to the centre's sunscreen we ask that families pack an alternative sunscreen.

Lunch

- Families are encouraged to pack food in insulated containers with a freezer brick or frozen water. The preschool will provide a cool place to store food.

The following measures will apply on days when the UV radiation levels are high and when educators feel conditions warrant it:

- Modified outdoor activities will be offered to children in the morning. These will be located in shaded areas or indoors.
- There will be no outdoor activities offered during radiation peak times and children will remain indoors.
- Children who attend the Centre in the afternoon will eat their snack indoors.

To avoid heat related injuries parents are encouraged to use the veranda and come into the air-conditioned building when they deliver and collect their children.

Issued October 2017

Review date - 2020

Healthy Food Supply & Nutrition Policy



Staff at this centre aim to promote nutritional eating habits in a safe, supportive environment for all children attending this Centre. We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term – maximises growth, development and activity whilst minimising illness
2. Long term – minimises the risk of diet related diseases later in life e.g. heart disease, strokes, some cancers and diabetes
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities

Therefore;

- Staff model and encourage healthy eating behaviours
- Parents and caregivers are encouraged to supply healthy foods that fit with the Centre's Healthy Food Supply & Nutrition Policy.

Curriculum

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

- Includes activities such as 'Eat a Rainbow' which provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.
- Includes opportunities for children to develop practical food skills like preparing and cooking healthy food.
- Integrates nutrition across the curriculum where possible.
- Is part of the Early Years Learning Framework and National Quality Standards.

The Learning environment

Children at our Centre:

- Bring their own named drink bottle, and are encouraged to drink water regularly throughout the day. Mains water is also available within the Centre.
- Are encouraged to bring a piece of fruit each day to have at morning snack.
- Eat in a positive, appropriate, social environment with staff who model healthy eating behaviours
- Use the Centre garden to learn and experience growing, harvesting and preparing nutritious foods.
- Understand the importance of meals times and are encouraged to eat a healthier option first.

Food Supply

Our Centre

- The local IGA supplies our centre with fresh fruit every week. We have a designated fruit time for all children where children are encouraged to eat a variety of fruits.

- As children from 6 months of age attend our Centre we are **completely Nut Free** to ensure safety of not yet known food allergies.
- **Children bring their own recess and lunch to the centre. We ask that parents be aware of what they are packing their child and discourage food items such as chocolate and lollies. Raw carrot, whole nuts and bought fruit roll-ups are not to be packed for meal times due to the high choking hazard. We also ask that if children bring grapes into the Centre that these are cut in half due to the choking hazard. Cordials and sweetened juices are not recommended.**
- Our centre will ensure a healthy food supply for preschool activities, celebrations and events, limiting availability of high fat, high sugar, or processed foods like chips, pastries, cakes, lollies and crisps to no more than twice a term, in accordance with the Healthy Eating Guidelines.
- We will Display nutrition information and promotional materials about healthy eating, and provide information updates in newsletters.

Food Safety

Our Centre

- Promotes and teaches food safety to children during food learning/ cooking activities.
- Provides adequate hand washing facilities for everyone
- Promotes and encourages correct hand washing procedures with children.

Food-related health support planning

Our Centre

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

Working with families, health services & industry

Our Centre

- Invites parents and caregivers to be involved in the review of our Healthy Food Supply & Nutrition Policy.
- Invites health professionals to be involved in food and nutrition activities with the children.
- Provides information from health professionals to families and caregivers on the *Healthy Eating Guidelines* through a variety of media such as:
 - Newsletters
 - Policy development/review
 - Information on enrolment
 - Pamphlet/Poster displays

Issued; July 2017

Review: July 2020

Behaviour Guidance Code



Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, 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 wellbeing, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- That family consultation is valued and their individual perspectives respected.
- 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.
- Demonstrating 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.
- Distracting and redirecting children.
- Planned early intervention - support time.
- Assisting in the development of problem solving and communication skills.
- Encouraging and reinforcing appropriate behaviour.
- Setting limits where safety is an issue.
- Inform parents of strategies.
- Calming activities.

Consulting and informing parents:

- Parents will be given a copy of Cowell Early Childhood Centre Behaviour Management Code at the commencement of their child's enrolment.
- Parents will be informed regarding any challenging behaviour
- For continued occurrences of inappropriate behaviours a meeting between parents and staff will be arranged to discuss concerns, to ensure that there is no conflict between home and centre expectations and to formulate further strategies. Staff and parents will be encouraged to work collaboratively to ensure positive techniques are consistent and clear, leading to acceptable behaviours.

How Parents can help support the Site Behaviour Code

Parents will be provided with clear guidelines about acceptable behaviours, involvement in determining appropriate strategies for dealing with poor behaviour, avenues of support for parenting skills as well as non-judgmental communication from staff.

- Parents/adults/visitors/volunteers will refer all behaviour issues to staff.
- Agencies (external governmental, departmental, community) that can support staff, parents and the child will be consulted as required.
- We support the right of any parent who believes our Behaviour Code is not being implemented appropriately to have their grievance addressed. Please refer to Grievance Procedure pamphlet if you feel your concerns are not being addressed.

Issued October 2017

Review 2020



Our Philosophy

Our philosophy is the beliefs, values and hopes of our centre. It is a living document that continually changes and evolves with new research, ideas and input from our centre staff, Governing Council, students and families. It underpins our vision for all children attending the Cowell Early Childhood Centre and guides our policies, practices and programming.

Our Centre philosophy is that children are encouraged to learn and grow by providing a foundation of developmentally appropriate experiences where all children can succeed in a safe and nurturing environment.

We believe that each child and family is unique. We recognise the need for children to develop understanding and respect for themselves and others. We recognise that parents are the child's first teachers and that children learn best when parents are involved in their educational program. The primary bridge between home and school is the involvement of family and community. We acknowledge the critical importance of children, parents/carers and staff as partners in a learning community that promotes the wellbeing, education and development of all children. We believe that attachment, interaction and wellbeing are fundamental elements in providing high quality care.

Children are supported to realise their potential through opportunities to:

- Build positive relationships with caregivers and peers

- Play and have fun

- Imagine and create

- Solve problems

- Imitate and model

- Discover and explore

- Experiment

- Express thoughts and ideas

- Reflect on experiences

- Propose theories and reasons

- Master skills

- Have meaningful experiences

- Respect others

We believe that the role of adults is to provide a safe, stimulating and responsive environment where positive reinforcement and encouragement make learning rewarding and enjoyable. We acknowledge, appreciate and incorporate the culture and diversity of all people within our community. We recognise and value the knowledge and commitment of our staff team and fully support their continuing professional development. This enables them to provide the best possible learning opportunities for all children at Cowell Early Childhood Centre.

In accordance with our philosophy we strive to:

- Create a happy, warm and welcoming atmosphere.

- Promote a sense of belonging for all children and families.

- Ensure the Centre is a safe and clean environment at all times.

- Support Children's learning in a fun and nurturing environment.