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Home



We encourage reflection and discovery to develop communication skills, wellbeing, learning and thinking. Our kindergarten is an inclusive, play-based, sustainable space. We help children to become curious, imaginative and creative learners. We develop positive relationships with our kindergarten families and the local community.

Find out more about our goals and our focus in our philosophy statement (PDF 73KB)

(
https://www.preschools.sa.gov.au/sites/default/files/dover_kindergarten_service_statement_of_philosophy.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.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.

Contact us

Preschool director: Mr Aaron Selway

Phone: (08) 8296 9841

Fax: (08) 8377 1738

Email: dl.5667.leaders@schools.sa.edu.au

Street address: 45 Broadway South Brighton SA 5048

Postal address: 45 Broadway South Brighton SA 5048

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 30 hours per fortnight.

Red group

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.00pm	8.30am to 3.00pm	8.30am to 12.30pm odd weeks only	—	—

Blue group

Monday	Tuesday	Wednesday	Thursday	Friday
—	—	8.30am to 12.30pm even weeks only	8.30am to 3.00pm	8.30am to 3.00pm

Fees

The parent contribution is \$185 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/dover-kindergarten/getting-started/enrolment-and-fees>) page for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- 2 pieces of fresh fruit or vegetable
- 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.

Occasional care

Occasional care is for children under school age who aren't in any other early childhood education and care programs, such as preschool, childcare or family day care. It promotes young children's development by giving them access to high-quality early childhood education.

It may help parents to take part in a range of activities including non-work and casual work commitments.

Priority of access

The education department has a priority of access policy (<https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/childcare-and-preschool/occasional-care>) to decide who can get into occasional care. This might mean that some families get more sessions than others.

Talk to us about enrolling in occasional care.

Dover Kindergarten parent handbook

www.preschools.sa.gov.au/dover-kindergarten

Times

Children generally can go to 1 session per week.

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
—	8.30am to 11.15am or 12 noon to 2.45pm	8.30am to 11.15am or 12 noon to 2.45pm	8.30am to 11.15am or 12 noon to 2.45pm	—

Cost

This program costs \$5 per session and \$2.50 for siblings.

If you have an Australian Government Pensioner Concession or Health Care Card, the cost is \$1.50 per session and 75 cents for siblings.

What to bring

Children need to bring these items:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- nappies if required
- drink bottle containing water
- 1 piece of fresh fruit or vegetable.

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

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/dover-kindergarten#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 November about an orientation session where you will learn about our kindergarten and can ask questions.

Your child can attend pre-entry transition visits in November and December where they can meet our staff and other children.

Fees

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

The parent contribution is \$185 per term.

We offer other programs that may have an additional cost

(
<https://www.preschools.sa.gov.au/dover-kindergarten/getting-started/what-we-offer#doveroccasionalcare>).

When to pay

We will invoice you by week 2 each term via your parent pigeon hole.

Payments are due in week 5 of each term.

Please contact the director if you have difficulty paying.

How to pay

Cash

You can pay cash at the centre. Please put the payment in a sealed envelope with your child's full name, the amount paid and the purpose of payment on the front. Put the envelope in the payments box near the kitchen window.

EFT information

You can pay by direct deposit.

BSB: 105042

Account number: 057127340

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.



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Dover Kindergarten

Rating issued: April 2017

Copyright ACECQA (<https://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 159KB)

(https://www.preschools.sa.gov.au/sites/default/files/dover_kindergarten_qip_action_plan.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 193KB)

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

Annual report

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

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/5667_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.



Skin Protection Policy

Rationale

Australia has the highest incidence of skin cancer in the world with two out of every three people developing some form of skin cancer before they are 70. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Sun exposure in the first ten years of life determines, to a substantial degree, the likelihood of skin cancer developing later in life. Cancer Council SA advises people protect their skin at times when the ultraviolet (UV) radiation level is 3 and above—this is when it is strong enough to cause damage to unprotected skin. For much of South Australia, UV Radiation levels are 3 and above every day from August to April—it is during these months that sun protection is necessary.

Cancer Council SA recommends that a skin protection policy be in place from 1 August until 30 April and when UV radiation levels are 3 and above in May. It is highly recommended that UV radiation levels are monitored, particularly during May as they still may be 3 or above depending on your location. Cancer Council SA also recommends that particular care should be taken during these months during peak UV times of the day, when the UV radiation levels are at their highest.

It is important to balance sun protection with safe sun exposure for the production of vitamin D for bone growth and development. During May to July 31st, at times when the UV radiation level is below 3, sun protection for most people is not necessary.

Aims

The aims of the Dover Kindergarten's Skin Protection 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 the number of related deaths
- Personal responsibility for and decision making about skin protection
- Awareness of the need for environmental changes in our centre to reduce the level of sun exposure when the UV radiation level is 3 and above (e.g. putting up sunshades)

Implementation

This policy is for implementation during Terms 1, 3 and 4. Outside of this time care should also be taken when the ultraviolet radiation level is 3 (moderate) and above in May.

The purpose of the policy is to ensure that all members of our kindergarten are protected from skin damage caused by the harmful rays of the sun.

It is an expectation that all staff, students and parents of Dover Kindergarten will use the following skin protection strategies:

1. Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. Extra care should be taken during the peak UV times of the day when UV radiation levels are highest.

- 1.1 Children's middle group time and lunch time will help to minimise their exposure to UV radiation in the middle of the day. Sunscreen will also be reapplied then.
- 1.2 Whenever possible, all outdoor activities in the shaded areas of the site during Terms 1, 3 and 4 in particular.

2. Use the shade of trees, pergolas, umbrellas and tents whenever outdoors.

- 2.1 The sandpit and play equipment areas are a priority for shade structure planning
- 2.2 The further provision of shade areas is a priority for the service.
- 2.3 Children will be encouraged to use available areas of shade for play.

3. Wear appropriate clothing which protects the skin.

- 3.1 Children, staff and parents volunteering at kindergarten will be expected to wear a broad brimmed hat, legionnaire style hat, or a bucket hat (bucket hat must have a deep crown and minimum 5 cm brim for children under 5 years of age and 6 cms for older children and adults) whenever they are involved in outside activities during Terms 1, 3 and 4. Children not wearing an appropriate hat during Terms 1, 3 and 4 will be expected to play inside.
- 3.2 Children will be expected to wear shirts with longer style sleeves, collars or higher necklines and longer style shorts, dresses and skirts.

4. Sunscreen application

- 4.1 Children are expected to have sunscreen applied at home, for sun protection during the morning. Apply a broad-spectrum, water resistant sunscreen with an SPF of 30 or higher to clean, dry skin
- 4.2 Adequate time (15-20 minutes) must be allowed for correct application of sunscreen on children before they go outdoors.
- 4.3 Sunscreen will be re-applied every 2 hours when outdoors during Terms 1, 3 and 4 when the UV is 3 and above.

5. Reinforcing the SunSmart message in all service activities and in general service procedures is an important strategy in the adoption of skin protection behaviours.

- 5.1 Staff and visitors will be encouraged to role model appropriate SunSmart strategies in outdoor service activities including wearing hats, sun protective clothing, sunglasses, sunscreen and seeking shade.
- 5.2 Skin cancer prevention will be included in appropriate teaching activities.
- 5.3 Staff will be encouraged to keep up to date with new information and resources from Cancer Council SA.

5.4 Information about the centre's Skin Protection Policy will be given to all new staff, students and families and will be supported through displays and centre activities.

6. The Dover Kindergarten Skin Protection Policy will be evaluated on a two yearly basis.

6.1 Policy issues will be discussed at staff and parent meetings.

For more information please contact:-

- **Cancer Council Helpline 13 11 20**

Or visit the following website:-

- www.cancersa.org.au/

The staff at Dover Kindergarten thank you in advance for your support of this policy.

Service statement of philosophy

At Dover Kindergarten we aim to provide a high quality program which focuses on the importance of play in an early childhood setting using the Early Years Learning Framework. By developing close relationships with children, their families and the local community we are able to provide a program that focuses on each child's individual needs and therefore enhances learning outcomes for all in a supportive environment. We value environmental sustainability and encourage our whole community to engage in our environmental awareness programs in order to reduce our kindergartens impact on our natural environment now and for the future.



Medication Agreement

for education and care

This information is confidential and will be available only to relevant staff and emergency medical personnel.

The agreement section must be completed by a medical practitioner (GP or specialist), nurse practitioner, or pharmacist. Authorisation/Release must be completed by the parent or legal guardian, or the adult student.

The authorisation/release and agreement sections must be completed for the medication to be administered in an education or care setting.

This is a single medication sheet; use a separate form for each medication. All sections of the form must be completed.

Medication Agreements that are modified, overwritten or illegible will NOT be accepted.

UR / Client number:

(if relevant)

Name:

Address:

DOB:

Fill in or attach the patient label

Allergies:

Weight:

MEDICATION INSTRUCTIONS

(please print clearly)

Medication name (include generic name)

TIME

To be administered within ½ hour of specified time:

Form (liquid, tablet, capsule, lotion)

Route (topical, enteral, oral or inhaled)

Strength (mg or mg/ml)

Dose (# tablets, ml)

Start date

Other instructions for administration (when not appropriate to administer; how to administer i.e. with food; any changes to medication prior to administration i.e. crushing)

End date*

Medication Agreement ceases to be valid as at this date.

* Leave blank if medication is continuing and complete Review Date section

AGREEMENT (completed by medical practitioner (GP or specialist), nurse practitioner, or pharmacist)

- I agree the medication instructions as written above are appropriate for administration in the education or care setting
- I authorise delegation to the WCHN Access Assistant Program/RN Delegation of Care Program

(print name & practice/hospital or stamp)

Professional role

Provider number

Email or signature

Telephone

Date

AUTHORISATION AND RELEASE (please print clearly)

- I authorise the medication as instructed above to be administered in the education or care setting
- I approve the release of this information to supervising staff and emergency medical personnel
- I understand the medication provided must have a pharmacy label that matches the information in the Medication Agreement or the medication will not be administered.

Parent/legal guardian/

or adult student/client

First name (please print)

Family name (please print)

Email or signature

Date

REVIEW DATE

Medication Agreements must be reviewed every 12 months; where there are no changes the Authorised Prescriber (as detailed above) may update the review date below

Review Date

Date

Review Date

Print name and sign

Review Date

Date

Print name and sign

Review Date

Date

Print name and sign

A Review Date is NOT an expiry date. Where a review date has expired the Medication Agreement will still be considered valid until an updated form is received. A Medication Agreement only ceases to be valid if the End Date is expired.



HOT WEATHER POLICY

RATIONALE

This policy is aimed at reducing the risk of heat related illnesses to young children attending kindergarten.

Children are at greater risk of suffering from heat related illnesses than adults. A child's ability to respond to environmental heat and acclimatise to heat is due to physiological differences.

"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."

AIMS OF HOT WEATHER POLICY

The strategies to reduce the risk of heat related illnesses will be employed at Dover Kindergarten in hot weather.

IMPLEMENTATION OF POLICY

Air conditioners and ceiling fans will be used inside to manage the temperature inside the building.

- **Shade:** We have both shade trees and 2 shade structures. In warmer weather, play activities will be placed under these trees, and areas of full sun will be avoided. We will also set up activities on the kindergarten verandah, and use temporary shade structures (e.g. marquees).
- **Vigorous physical activity** will be discouraged. Children will be encouraged to play predominately within the indoor and verandah spaces of the kindergarten.
- **Drinks:** Children will be encouraged to drink water regularly throughout their time at kindergarten.
- **Clothing :** Parents are requested to send children in cool clothing which is sun safe (see parent Information)
- **Lunch:** All lunches will be moved inside shortly after all children have arrived. Parents are encouraged to send ice packs with fruit snacks and lunch.
- When parents are dropping off or picking up children they are encouraged to wait indoors where it is coolest.
- In temperatures over 35 degrees Celsius, outside play will be restricted during the hottest part of the day.
- **Sunscreen:** See Skin Protection Policy.

PRESCHOOL WAITING LIST

Please complete the details overleaf to place your child's name on the waiting list for enrolment in the preschool program when she/he is eligible, as outlined in the DECD Preschool Enrolment Policy.

You will be notified if a place is available prior to your child's anticipated commencement date; you will then be asked to complete a Preschool Enrolment Form.

The number of vacancies available at each intake depends on the preschool's physical capacity and the number of children leaving to go to school and therefore will vary at each intake.

INFORMATION PRIVACY STATEMENT

The Department for Education and Child Development (DECD) is committed to respecting the confidentiality of information provided by children/students and parents, for example, information requested on child/student enrolment forms.

The information requested in this form is to enable the site and DECD Regional Office to manage projected enrolments.

The information provided on the waiting list form is stored securely in local school/preschool and DECD databases. The disclosure of personal information held by Government is regulated by the information privacy principles (see reference above). Unless required to do so by a law of the State or Australian Government, as permitted by the information privacy principles or in accordance with the information sharing guidelines (see below), DECD will not otherwise disclose the information to others without your consent.

INFORMATION SHARING STATEMENT

There will be occasions where sharing information with others outside this site will be important to your child's child care placement. In these circumstances, DECD follows the SA Government's *Information Sharing: Guidelines for promoting the safety and wellbeing of children, young people and families (ISG)*. www.qcyp.sa.gov.au

Under the ISG your consent for the sharing of personal information about your child will be sought and respected in all situations unless:

- it is unsafe / impossible to gain consent or consent has been refused and
- without information being shared, a child or children will be at increased risk of serious harm.

HOLDFAST PARTNERSHIP OF PRESCHOOLS

Baden Pattinson Kindergarten

Cnr Alison St & Kibby Avenue GLENELG NORTH

Dover Kindergarten

37 Broadway SOUTH BRIGHTON

Oaklands Estate Kindergarten

16 Pethick Terrace MARION

Somerton Park Kindergarten

3 Grantham Road SOMERTON PARK

Ballara Park Kindergarten

9 Ormonde Avenue WARRADALE

Dunbar Terrace Kindergarten

38B Dunbar Terrace GLENELG NORTH

Seacliff Community Kindergarten

47 Kauri Parade SEACLIFF

Warradale Kindergarten

Cnr Cairns Avenue & Wyndham St WARRADALE

Please Note: You need only complete one waitlist form for any kindergarten within the Holdfast Partnership. Your preference will be taken into account when places are allocated.

Other kindergarten's in the local area, but who are not in the Holdfast Partnership include Ascot Park Kindergarten, Darlington Children's Centre, Forbes Children's Centre, Mitchell Park Kindergarten, Netley Kindergarten and Seaview Downs Kindergarten. Families will need to make contact with these sites individually.

Priority of Access

Kindergarten enrolments vary over time. At times a district or individual kindergarten may incur an increase in enrolment numbers. Clear guidelines on enrolment availability are necessary when Kindergartens have high numbers of children. An enrolment and priority of access policy will need to be implemented when numbers of children exceed the recommendations outlined such as floor space, facilities and staff ratios. Each site has a limit on the number of children that can attend at any one time.

The priority of access policy intentions are that:

- the administration of enrolments is **fair** and **equitable**
- the **safety** of children and the **quality** of education is maintained at all times (appropriate staff/child ratios)
- members of the **local community** have priority of access to **their local Kindergarten**.

The following criteria have been formulated to determine the children with priority for any vacancy at a Holdfast Kindergarten.

1. **a. Children who have a residential address within the priority catchment with disadvantage**
b. Children who have a residential address in the priority catchment
2. **Siblings who have previously attended the kindergarten**
3. **Children who are cared for by a family day care provider, childcare or carer within the designated area**
4. **Other children (children can be placed on a waiting list at any kindy of their choice)**



Healthy Food Supply and Nutrition Policy

This preschool promotes safe, healthy eating habits in line with the **Right Bite** Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools and relates to the DECD wellbeing strategy.

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

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

Therefore:

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

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

Curriculum

Our preschool's food and nutrition curriculum:

- Is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- Includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- Includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- Integrates nutrition across The Early Years Learning Framework for Australia (Belonging, Being and Becoming) where possible, **relating to all learning outcomes but particularly: "Children have a strong sense of wellbeing."**

The Learning environment

Children at our preschool:

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

Our preschool:

- Provides rewards/encouragements that are not related to food or drink
- Understands and promotes the importance of breakfast and regular meals for children
- Teaches the importance of healthy meals and snacks as part of the curriculum
- Is a breastfeeding friendly site

Food supply

Our preschool:

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

Fruit Time:

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

- Provide children with important minerals, vitamins and fibre.
- Encourage a taste for healthy foods
- Eating crunchy foods for speech and language development

Food and drinks provided to children:

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

Food safety:

Our preschool:

- Promotes and teaches food safety to children as part of the curriculum
- Encourages staff to access training as appropriate to the **Right Bite** strategy
- Provides adequate hand washing facilities for everyone
- Promotes and encourages correct hand washing procedures with children and staff

Food-related health support planning

Our preschool:

- 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 and industry

Our preschool:

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

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



EMERGENCY EVACUATION AND INVACUATION

POLICY

RATIONALE

To ensure all staff (including relief staff) and children are aware of the kindergartens

EMERGENCY EVACUATION PROCEDURE

To ensure all staff have clear roles and responsibilities if an emergency should arise including an anaphylaxis reaction.- see also anaphylaxis policy, children's health and personal medication stored in medication cupboard.

To ensure staff have a procedure in place if a staff member is injured (especially in a 2 staff situation)

AIMS OF POLICY

To clarify roles and responsibilities

- Children's medical emergencies – information stored below medication cupboard – daily medication to be stored on top of fridge- Parents understand their responsibility about ensuring the medication is in date and correctly stored.
- If staff are unsure, phone 000
- Staff information in regards to their health needs and contact numbers is also stored in the back of the Child/staff Health Care Plan Folder
- Staff will document and have a procedure clearly displayed for all natural disasters
- Staff will protect themselves and children in situations where they are threatened
- If a non custodial parent comes to collect a child- staff will contact the parent for permission for collection

IMPLEMENTATION OF POLICY

Our EMERGENCY AND EVACUATION procedure will be displayed on all exiting doors.

- Staff will conduct regular emergency and evacuation drills on a termly basis and record them in the diary
- Information in regards to children's health concerns and emergency evacuation drills will be given to all relief staff
- Parents will be informed if information has been shared about their child's health emergency and procedures, with health professionals. Children who suffer from a serious medical condition and or a life threatening illness must have a current, completed Health Care Plan signed by a Doctor.
- Children will not be able to attend in our program until all relevant forms are completed.

The staff at Dover Kindergarten thank you in advance for your support of this policy.

Date: 7/8/2015

Reviewed: 9/7/2017

Next Review: July 2019



ASSESSMENT AND REPORTING POLICY

Assessment and reporting are integral to teaching and learning programs and are one way of enhancing the curriculum. Early childhood educators have a professional responsibility to ensure assessment and reporting practices are appropriate and contribute constructively to the continuity of learning and development and the transition of all children.

Early childhood educators in preschools work together with families and children to support learning. One way they do this is by using assessment and reporting strategies.

There are Five DECD Principles in relation to Assessment and Reporting:

1. Early childhood educators support children to become skilled and knowledgeable participants in the process of assessment and reporting.
2. Effective teaching practices rely on strategic assessment and reporting.
3. Effective assessment and reporting of children's learning and development requires a coordinated staff approach.
4. Effective assessment and reporting practices are equitable.
5. Effective assessment and reporting uses a comprehensive range of strategies and methods.

Definitions

Assessment - This is the process of gathering and analysing information about what each child knows, understands and can do. We call this data. This information is used to make decisions about ways to build on each child's learning and development. This process needs to be monitored and reviewed to ensure consistent assessment of each child's development.

Reporting - The sharing of information about children's learning and development with:

- Families
- School (with permission from families attending non DECD schools)
- Other professionals such as psychologists, speech therapists etc who may be working with the child

Reporting happens in a range of ways including:

- Ongoing formal and informal discussions
- Written information about the child's learning and development
- Learning Stories and the collection of work samples.

Evidence / data: early childhood educators should ask the following questions about the evidence on which they are making assessment decisions:

Is it reliable?

Is there sufficient evidence?

Is the evidence valid?

Is the evidence authentic?

Is the evidence current?

Does the evidence allow you to see progression in children's learning?

Professional Judgement: Judgements made by early childhood educators about children's learning and development are made from observations of children engaging in a range of activities and experiences and from the use of a number of different strategies for assessing skills. Valid and reliable assessment depends on collaboration between educators to share information.

Play: "Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings" (The Early Years Learning Framework for Australia; Belonging, Being & Becoming, 2009). Observations of children's play provide a valuable insight into children's learning and development in all areas.

Assessment and Reporting Policy Aims

This policy will:

- Be based on a coordinated staff approach with practices developed and implemented collaboratively.
- Acknowledge the special knowledge families have of their child and the important role they have in the assessment/reporting process.
- Recognise and value children as individuals within the context of their family and be sensitive to each child's diversity.
- Be ongoing throughout the child's attendance and provide a view of their progress.
- Determine how well children are achieving in relation to the outcomes and indicators identified in EYLF (Early Years Learning Framework).
- Inform staff to plan for individuals and groups of children.
- Monitor children's learning and development.
- Assist in determining the effectiveness of the program, teaching methods, record keeping and assessment strategies.
- Support continuity between care/preschool/school such as through the provision of the written 'Statement of Learning' as children move from preschool to the school of their choice.

Procedures and Strategies:

Whilst it is acknowledged that information is gathered informally from the moment of first contact with the family and on an ongoing basis, the following procedures/strategies will occur:

ASSESSMENT WITHIN THE PRESCHOOL PROGRAM:

Observations:

- Staff write observations/anecdotal notes in relation to individual development. These are aligned with the Early Years Learning Framework (EYLF), and Numeracy and Literacy Indicators.
- These observations/anecdotal notes guide the activities and experiences we provide in our learning program.
- Staff analyse and discuss observations/anecdotal notes and establish individual goals for each child in collaboration with families.

Photographs:

- Are taken to create learning stories for children based on learning that has taken place both incidentally within the program and also as an evaluation of planned experiences.

Work Samples and Workbooks:

- Various work samples are collected throughout the year, both formally and informally, and during free play, small group and large group times.
- Upon enrolment, each child is given their own workbook where staff and children keep work samples. The workbook is given to the child at the end of their kindergarten year for the family to keep.
- Parents are invited to look at their child's workbook whenever they wish. We encourage parents to take some time every term to look through their child's workbook and discuss the work samples with their child.

Literacy and Numeracy Indicators:

- Staff observe children within the learning program and begin to track children's development in Literacy and Numeracy.
- During term 4, staff discuss the observations made and the data collected, in order to write a Statement of Learning.

Learning Journey Floor book:

- Every child will be included in our floor book. Our floor book represents a snapshot of our learning journey over the year and shows anecdotal evidence of learning and discoveries over time.

"Our Learning Wall" – Program Wall:

- The program wall is a visual display of our current program. This wall highlights what we will be providing as learning experiences and a visual evaluation of the experiences we have provided. This display allows parents the opportunity to engage their children in discussions around what s/he has been learning.

Wall Displays:

- All work and photographs of learning on our walls have a description of the experience provided and our intended outcomes for learning. By reading the description and looking at their child's work/photos, we are able to help parents assess their own child's learning and development over time.

REPORTING WITHIN THE PRESCHOOL PROGRAM:

Term 1:

- Individual Learning Plan's (ILPs) will be developed for each child in consultation with families. The development of these ILPs will form the basis of Parent/Teacher discussions in term 1.

End of Term 2 and start of Term 3:

- Parents and Teachers will meet again to review ILP goals and update or set new goals as required.

Term 4:

- A Statement of Learning is written for each child.

ASSESSMENT WITHIN THE OCCASIONAL CARE PROGRAM:

Enrolment/Induction

- Information gathered from parental discussion and on enrolment form.
- Observation cards set up for individual children.

During child's attendance

- Informal discussions with parent about individual progress.
- Observations occur which may include taking photos.
- Anecdotal notes written.
- Examples of children's work collected.
- EYLF document may be used.

Confidentiality and storage of data collected

Original information that has been gathered is archived for an extended period of time. All information collected is kept on site and used for a planning, assessment and reporting cycle only.

This policy will be reviewed and evaluated every two years by both staff and the Governing Council and modified as required to ensure continued relevance for the centre.

This policy was endorsed by the Governing Council on:

Date: 27/9/16

Chairperson: Lecia Wood

Director: Aaron Selway

Last updated 27/9/2016