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Home



Find out more about our goals and our focus in our philosophy statement (PDF 117KB)
(https://www.preschools.sa.gov.au/sites/default/files/fraser_park_cpc_philosophy_statement.pdf).

Online Learning

Our Learning SA

(https://www.education.sa.gov.au/our-learning-sa?utm_medium=carousel&utm_source=Edi&utm_campaign=a-new-website-with-learning-resources-and-ideas-for-students,-families-and-teachers)

Distance Learning for Special Education (<https://sites.google.com/view/distance-learning-specialied/home>)

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: Mrs Michelle Kamma

Phone: (08) 8531 3090

Fax: (08) 8531 0001

Email: dl.1382.info@schools.sa.edu.au

Street address: 25-27 Burdekin Avenue Murray Bridge SA 5253

Postal address: c/- Fraser Park PS 25-27 Burdekin Avenue Murray Bridge SA 5253

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.

Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.50am to 11.50am	8.50am to 11.50am	8.50am to 11.50am	8.50am to 11.50am	–

Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	–

Fraser Park Child Parent Centre parent handbook

www.preschools.sa.gov.au/fraser-park-child-parent-centre

Fees

The parent contribution is \$15 per term. See our enrolment and fees page

(<https://www.preschools.sa.gov.au/fraser-park-child-parent-centre/getting-started/enrolment-and-fees>) for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat, without chin straps, terms 1 and 4
- change of clothes
- drink bottle containing water
- healthy snack
- packed lunch or lunch order from the canteen
- nappies if required.

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

What not to bring

Children should not bring these things:

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

Additional information

The Fraser Park Preschool-7 school bus is available Monday to Thursday. Please talk to us if you want your child to use this service.

Please read our drop-off and pick-up policy (PDF 314KB)

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

Pre-entry

We offer a pre-entry term before their 4 terms start. Your child can come to 1 session of pre-entry per week, the term before their kindy year starts, and full-time preschool children can come to 5 sessions per week.

Times

Please talk to us and we will try to meet your needs.

Cost

This program costs \$10 per term.

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
- nappies if required
- drink bottle containing water
- healthy snack
- packed lunch.

Online Resources

Websites

Fraser Park School Website (<http://www.fraserpkps.sa.edu.au/index.htm>)

Fraser Park Facebook page (<https://www.facebook.com/FraserParkPrimarySchool/>)

Coronavirus (COVID-19) information for families

Family Guide (<https://raisingchildren.net.au/guides/coronavirus-covid-19-guide>)

Helping Children Cope

(<https://emergingminds.com.au/resources/helping-children-cope-with-stress-during-the-coronavirus-covid-19-outbreak/>)

Learning

Prior to School (<https://www.education.sa.gov.au/our-learning-sa/prior-to-school>)

Fraser Park Child Parent Centre parent handbook

www.preschools.sa.gov.au/fraser-park-child-parent-centre

Craft Ideas (<https://www.thebestideasforkids.com/>)

Nature Play SA (<https://natureplaysa.org.au/>)

ABC Kids (<https://www.abc.net.au/abckids/>)

Rainbow Trail

(<https://playandgo.com.au/rainbow-trail-australia-find-rainbows-in-windows-around-your-local-neighbourhood/>)

Recipes

Slime (<https://www.thebestideasforkids.com/category/kids-crafts-activities/slime/>)

Dough (<https://www.learning4kids.net/wp-content/uploads/2012/12/Salt-Dough-Recipe.pdf>)

Damper (<https://www.bestrecipes.com.au/recipes/easy-australian-damper-recipe/vjqvsg8t>)

Songs

One, Two Buckle My Shoe (<https://www.youtube.com/watch?v=7Djv59i9-ls&spfreload=10>)

Hickory Dickory Dock (<https://www.youtube.com/watch?v=-j6Dk6qLFB8>)

Humpty Dumpty (<https://www.youtube.com/watch?v=nrv495corBc>)

Incy Wincy Spider (<https://www.youtube.com/watch?v=QjGPmnuAaY>)

Jack and Jill (<https://www.youtube.com/watch?v=Uj951GuBEGE>)

Mary Had a Little Lamb (<https://www.youtube.com/watch?v=vZ8j7WelA0A>)

Three Little Kittens (<https://www.youtube.com/watch?v=k6X2wJ6L0SY>)

Six Little Ducks (<https://www.youtube.com/watch?v=ObX63fCes5U>)

Five Little Ducks (<https://www.youtube.com/watch?v=pZw9veQ76fo>)

Fancy Dance (<https://www.youtube.com/watch?v=2jyC-QKwACI>)

Mr Clicketty Cane (<https://www.youtube.com/watch?v=r8yOGLD4PLU>)

Rock-a-bye Your Bear (<https://www.youtube.com/watch?v=yOUNwyumiUQ>)

Fraser Park Child Parent Centre parent handbook

www.preschools.sa.gov.au/fraser-park-child-parent-centre

Stories

Owl Babies by Martin Waddell & Patrick Benson (<https://www.youtube.com/watch?v=TPQRiSTYFHo>)

The Very Hungry Caterpillar by Eric Carle (<https://www.youtube.com/watch?v=75NQK-Sm1YY>)

We're Going on a Bear Hunt by Michael Rosen & Helen Oxenbury
(<https://www.youtube.com/watch?v=Waoa3iG3bZ4>)

Handa's Surprise by Eileen Brown (https://www.youtube.com/watch?v=XyIV_xYi0as)

Handa's Hen by Eileen Browne (<https://www.youtube.com/watch?v=-9FZqX1CBqE>)

Some Dogs Do by Jez Alborough (<https://www.youtube.com/watch?v=D4onEvfgAs4>)

Brown Bear, Brown Bear What do you See? By Bill Martin & Eric Carle
(<https://www.youtube.com/watch?v=HaDDsT9IAWc>)

The Mixed-Up Chameleon (<https://www.youtube.com/watch?v=FrmZeXf7ScU>)

Papa, Please get the Moon for Me by Eric Carle (<https://www.youtube.com/watch?v=sGqAw7UM6qo>)

The Very Quiet Cricket by Eric Carle (<https://www.youtube.com/watch?v=YdiGEjz5b0Q>)

Possum Magic by Mem Fox (<https://www.youtube.com/watch?v=XhLH6ZELEX4>)

Wombat Stew by Marcia K. Vaughan (<https://www.youtube.com/watch?v=FiOCmgRQuw8>)

Hairy Maclary stories by Lyley Dodd
(https://www.youtube.com/watch?v=eapljR7vn2o&list=PL9dVm4sH-J_X1E_uFp3eqxFpisiv5-xj4&spfreload=10)

Education Resource

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

Oral Language
(<https://www.evidenceforlearning.org.au/evidence-informed-educators/early-childhood-education/oral-language-resources/>)

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/fraser-park-child-parent-centre#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

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

Before your child starts

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

Before your child starts preschool they can come to pre-entry transition visits in term 4. This is a chance for your child to meet our staff and other children.

Fees

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

The parent contribution is \$60 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$15 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

When to pay

We will invoice you by week 3 via post.

Payments are due in week 6 of term 1.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the Fraser Park front office. Please put the payment in a sealed envelope with your child's full name on the front and give the envelope to the administration staff. You will be given a receipt once the payment has been processed.

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: | Meeting NQS |
| 3 | Physical environment: | Exceeding NQS |
| 4 | Staffing arrangements: | Exceeding NQS |
| 5 | Relationships with children: | Exceeding NQS |
| 6 | Partnerships with families and communities: | Exceeding NQS |
| 7 | Leadership and service management: | Meeting NQS |

Rating for: Fraser Park Preschool

Rating issued: December 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 2.2MB)

(https://www.preschools.sa.gov.au/sites/default/files/fraser_park_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/1579_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.



Philosophy

The Preschool provides a safe, secure and supportive environment for children and families where Respect, Care, Enthusiasm and Fun are valued.

We believe children learn best through play which engages them in concrete, active experiences.

We believe in strong family partnerships and working with the community.



Fraser Park Preschool-7 School



Government of South Australia
Department for Education

25-27 Burdekin Avenue
Murray Bridge SA 5253
Phone: (08) 85313090
Fax: (08) 85310001

michelle.kamma750@schools.sa.edu.au
Principal: Michelle Kamma

Administration of Authorised Medication Policy

NQS

QA2	2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.

National Regulations

Regs	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	92	Medication records
	93	Administration of medication
	94	Exception to authorisation requirement – anaphylaxis or asthma emergency
	95	Procedure for administration of medication
	96	Self-administration of medication

EYLF

3.2	Children take increasing responsibility for their own health and physical wellbeing
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Aim

All educators can safely administer any medication as necessary to children with the written authority of the child's parents. It is important to follow strict procedures to promote the health and wellbeing of each child at Pulyeri.

Related Policies

Emergency Service Contact Policy

Enrolment Policy

Food Nutrition and Beverage Policy

HIV AIDS Policy

Immunisation and Disease Prevention Policy

Incident, Injury, Trauma and Illness Policy

Medical Conditions Policy

Implementation

Pulyeri staff will ensure that the Medication Record is completed for each child requiring medication whilst at Pulyeri. A separate form must be completed for each child.

- Medication may only be administered by Pulyeri staff with written authority signed by the child's parent/guardian or other responsible person named in the child's enrolment record that is authorised by the child's parent/guardian to make decisions about the administration of medication.
- In the instance that the child's registered medical practitioner prescribes a medication, the service must ensure the medication is administered appropriately.
- Medication must be provided by the child's parent and include the following:
 - Original container - Medication will only be administered from the original container.
 - Original label that is clearly readable.
 - Child's name clearly on the label.
 - Any instructions attached to the medication or related to the use of the medication.
 - Any verbal or written instructions provided by the child's registered medical practitioner.
- Any person delivering a child to the service must not leave medications in the child's bag or locker. Medication must be given directly to an educator for appropriate storage (upon arrival).
- A medical practitioner must prescribe all medication and clearly state the medication name, the child's name and the dosage required. This includes over-the-counter medications and paracetamol, natural or herbal remedies and naturopathy medication.
- All medication must be delivered in the original container and handed to an educator to be stored appropriately. Medication of any kind must not be left in your child's bag.
- Staff must be informed of the medication required and written permission for staff to administer the medication must be given by parents. by completing the details in the *Medication book* each day.
- Staff will record details of medication given to a child, which will be kept and made at the time of administration, not later. Two people will check the

dosage, name and any other relevant information and sign the record.
Qualified staff members only will administer medications.

- Children with asthma must have their own spacer. Spacers are only for single-person use. If children do not have a spacer Pulyeri will supply.

Medication must be supplied in the original bottle/container with:

1. The correct child's name
2. The dosage
3. The frequency
4. The doctor or Naturopaths name

Medication requests must specify:

1. The name of the child
2. The name of the medication
3. When the medication is to be given
4. Dosage to be given
5. Method of administration, e.g. oral, topical, inhalation
6. Any additional instructions i.e. with milk, half hour before eating etc.

Staff cannot administer medication which is:

1. Premixed into children's bottles, drinks or food
2. Prescribed for someone else
3. Out of date
4. Pulyeri cannot store non-prescribed drugs on the premises
5. Pulyeri will only administer prescribed paracetamol for up to 1 week, at which time the centre will require written confirmation from the child's doctor that their condition has been re-evaluated.
6. In a case of a child who has ongoing health issues, e.g. asthma, convulsions, allergic reactions etc, a health care plan will be required from the child's medical practitioner which states the procedure or treatment child care staff should follow and any medication dosage information.
7. A child should not have the first dose of any medication at Pulyeri – if this is necessary, the parent will need to stay with the child at Pulyeri for at least 30 minutes after to ensure there is no reaction.
8. Prescribed medication should only be sent to Pulyeri if absolutely necessary. For example, medication that has to be taken three times per day can be taken before and after Preschool. Asthma preventers should also be taken at home where necessary.
9. In the case of a child's health deteriorating or a child's temperature reaching or exceeding 38°C the centre will follow the *Exclusion Policy*. While staff awaits collection, they will make the child as comfortable as possible and offer them reassurance and as much extra care as possible. In the case of a high temperature staff will undress them to allow for cooling and offer frequent sips of water.
10. We believe that the best place for children when they are unwell is at home and it is generally recognized that if a child is too ill to participate in normal activities without additional care from staff, that child should not be at Preschool. Pulyeri staff will use discretion in regard to exclusion. We recommend that any child who has had paracetamol in the last 24 hours remain at home.
11. Pulyeri also needs to be responsible for the health and wellbeing of all children and staff therefore children with contagious infections may be excluded to avoid cross contamination.
12. Please refer to *Exclusion of sick Children policy*.

Emergency Administration of Medication

For anaphylaxis or asthma emergencies, please see below.

- In the event of an emergency, Pulyeri must follow the Incident, Injury, Trauma and Illness Policy and complete the Incident, Injury, Trauma and Illness Record.
- In the event of an emergency and where the administration of medication must occur, Pulyeri must attempt to receive verbal authorisation by a parent of the child named in the child's Enrolment Form who is authorised to consent to the administration of medication.
- If a parent of a child cannot be contacted, Pulyeri must attempt to receive verbal authorisation from an emergency contact of the child named in the child's Enrolment Form who is authorised to consent to the administration of medication.
- If none of the child's nominated contacts can be reasonably reached, Pulyeri must contact a registered medical practitioner or an emergency service on 000.
- In the event of an emergency and where the administration of medication must occur, written notice must be provided to a parent of the child or other emergency contact person listed on the child's Enrolment Form.

Emergency Involving Anaphylaxis or Asthma

- For anaphylaxis or asthma emergencies, medication may be administered to a child without an authorisation following the information listed above under Emergency Administration of Medication.
- Pulyeri must contact the following as soon as practicably possible -
 - A parent of the child.
 - Emergency services.
- The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained staff member.
- The nominated supervisor.

Sources:

Education and Care Services National Regulations 2017

National Quality Standard Early Years Learning Framework

Health Support Planning in schools, preschools and childcare services -

www.decs.sa.gov.au/ybsproviders *Staying Healthy in Child Care, Fourth Edition*

"Reflections" Magazine, Gowrie Australia Asthma Foundation SA

Review

The policy will be reviewed every 2 years. The review will be conducted by:
Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
May 2018	NQS Elements	NQS Update

Revised May 2018 Ratified October 2018



Fraser Park Preschool-7 School



Government of South Australia
Department for Education

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Principal: Michelle Kamma

Behaviour Management Policy

NQS

QA2	2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
QA5	5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
	5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
	5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

National Regulations

Regs	168(2)(j)	Interactions with children including the matters set out in Regulations 155 and 156
Key Regs	155	An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that:- (a) Encourages the children to express themselves and their opinions. (b) Allows the children to undertake experiences that develop self-reliance and self-esteem. (c) Maintains at all times the dignity and rights of each child

		<p>(d) Gives each child positive guidance and encouragement toward acceptable behaviour.</p> <p>(e) Has regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.</p>
	156 (1)	The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of and volunteers at the service.
	156 (2)	<p>For the purpose of sub-regulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.</p> <p>NOTE – A compliance direction may be issued for failure to comply with sub-regulation (1)</p>

EYLF

1.1	Children feel safe, secure, and supported
1.4	Children learn to interact in relation to others with care, empathy and respect
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.3	Children become aware of fairness
2.4	Children become socially responsible and show respect for the environment

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 wellbeing, learning and development.
- Staff and families need to share responsibility, being consistent at all times, creating a safe, secure environment for children and modelling appropriate behaviours.
- Children behave in ways which are meaningful and purposeful, based on their perceptions of the best ways to meet their particular needs in a situation or context.
- It is the responsibility of families and staff to equip children with decision making skills to make appropriate behavioural choices to help meet their needs.

- All individuals and groups within the Fraser Park community must be valued and treated with respect.
- The diversity within this community will be acknowledged in responses to children's behaviours.
- Staff will acknowledge that children have different levels of ability to learn and cooperate.
- Most inappropriate behaviours indicate that children need more learning, practise, support and counselling.
- That the consideration of the children's individual and contextual needs are crucial to successful learning and the development of positive behaviours.
- In preschool, children often have unpredictable moods as their self-regulatory skills are developing. We believe that positive development of self-regulation helps children with school readiness. Children therefore need opportunities to discuss and practise appropriate behaviours. For children with disabilities, appropriate behaviour management strategies are developed in the context of a Negotiated Curriculum Plan.
- A partnership is necessary between staff, children and their families, if a safe, caring, orderly and productive community is to be created and is responsible child behaviour is to be developed.
- A whole Fraser Park Preschool-7 School community approach to the management of children's behaviour will provide a consistent environment in which children can learn to take responsibility for their own behaviour.
- 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.
- Staff who understand a range of models and are supported in implementing them, are better able to develop successful engagement and to assist children and their families in making decisions about behaviour.

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

- Providing staff with opportunities to develop a wide range of skills in managing behaviours.
- Promoting the Fraser Park Preschool-7 School Values—
CARE
RESPECT
ENTHUSIASM
FUN
- Teaching children to accept responsibility for their behaviours through being involved in decisions about behaviour and staff explicitly teaching and modelling responsible behaviour.
- Maintaining consistent reinforcement and expectations of children accepting responsibility for their behaviours.
- Using Restorative Justice as a method to teach responsibility for behaviours.
- 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 wellbeing and gives opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and non-verbal guidance.

- Exploring possible causes and implementing strategies for behavioural changes to increase the level of successful learning. Strategies may include reviewing and reforming preschool structures, practice of curriculum and involving DECD and other interagency services.
- Demonstrate empathy and sensitivity to each child, being mindful of factors that influence behaviour.
- Planning and 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.
- Working in partnership with families to identify shared values regarding children's behaviours, to clarify expectations and consequences in the Preschool's Behaviour Management Policy and to ensure that they are being applied consistently.
- Taking the initiative in establishing partnerships.
- Involving children in goal setting, developing group norms and the development of behavioural expectations.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Encouraging open communication with families to ensure that each child's rights are met.

We will respond to challenging behaviours by:-

- Taking into account the diversity of the community, and individual children's developmental levels when formulating appropriate responses to inappropriate behaviour.
- 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 wellbeing 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 at all times.
- Adhering to the guidelines of the Protective Practices for Staff in their interactions with children and young people published by DECD in 2011.
- Follow the Dealing with Extreme Behaviours Action Plan

BEHAVIOUR FLOW CHART

*We Value
Learning with Respect, Fun, Enthusiasm and Care*

Some behaviours that may result in Reminders or Redirection

Out of bounds	Climbing trees	Not following instructions
Swearing	No hat	Minor vandalism
Name calling	Playing in toilets	Running inside
Yelling inside	Tantrums	Climbing fences
Violent or Aggressive play	Wanting to touch other children's genitals	Games (eg) doctors/nurses – "show me yours and I'll show you mine"



Some behaviours that result in Intentional Teaching and Redirection

Racism	Hitting others	Dangerous behaviour
Bullying	Inappropriate language	Persistent violent play
Violent tantrums	Following others into toilets to look at them or touch them	Biting
Eating others food	Urinating outside	Hurting animals
Vandalism	Defecating outside	



Some behaviours that require Withdrawal, Intentional Teaching and Talking to Families

Overt sexualised behaviour	Chronic peeping	Persistent violent tantrums
Continual bullying	Extreme violence	Extreme violent play
Persistent hitting	Persistent biting	Continually defecating outside
Pulling other children's pants/skirts down/up against their will	Explicit sexual conversation using sophisticated or adult language	Persistently following others into toilets to look at them or touch them
Continually urinating outside (>4 – 5 years)		

ACTION PLAN

Dealing With Extreme Behaviours

When children exhibit behaviours such as persistent hitting, violence, persistent tantrums and continual bullying, staff are to follow the following process.



Talk to the child.
Get them to help fix the problem
and restore the relationship.



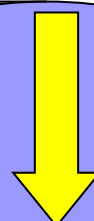
If behaviour continues
hold child's hand and walk around with them.
Talk to the child and show them appropriate
ways to play, redirect them to an
engaging activity.



If behaviour still continues
refer to Pulyeri teacher who may
refer to Principal or Counsellor
for temporary removal.



Re-entry to Pulyeri
must follow a Restorative process
between the children/child and
Pulyeri staff.



ONLY the Principal has the authority to
send a child home.



Use Restorative and positive language
at all times.



Review

The policy will be reviewed every 2 years. The review will be conducted by:
Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
September 2016	Action Plan-Dealing with Extreme Behaviours	Determined to be needed
May 2018	NQS Elements	NQS Update

Revised May 2018 Ratified October 2018



Fraser Park Preschool-7 School



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Principal: Michelle Kamma

Delivery and Collection of Children Policy

NQS

QA2	2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA6	6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
QA6	6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

National Regulations

Regs	99	Children leaving the education and care service premises.
	168(2)(k)	Policies and procedures are required in relation to enrolment and orientation.
	171	Policies and procedures to be kept available.

Aim

Pulyeri recognises the responsibility involved in the arrival and departure of children to and from the service. In doing so, we have formulated the following procedures to ensure the safety of all children, parents and staff.

The following procedure must be adhered to at all times to ensure the safety of the children.

Arrival:

- All children must be signed IN by their parent or responsible person. This also assists educators in the event of evacuation of the service.

- To ensure each child is cared for at all times, educators will greet and receive the child at all times.
- If parents will be away from their regular place of work or phone number, they are required to leave a contact phone number in case of emergency.

Departure:

- Nominated Supervisors are to ensure that the Authorised Nominee pick-up list for each child is kept up to date.
- No child will be released into the care of any persons not known to educators. If educators do not know the person by appearance, the person must be able to produce some form of photo identification to prove that they are an Authorised Nominee as listed on the child's enrolment forms.
- Parents must give prior notice where the person collecting the child is someone other than those mentioned on the enrolment form, e.g. in an emergency situation. The person nominated by the parent must be able to produce some form of identification.
- Children will only be released to the enrolling parent/guardian or a person nominated, who is 16 years or older.
- Children are not to be released into the care of persons not authorised to collect the child, e.g. court orders concerning custody and access.
- Parents must give prior notice of any variation in the persons picking up the child. If notice is not given, and educators cannot contact the parent, the child must not be released into the care of that person.
- If a parent phones to notify us that someone else is to collect the child, staff will identify the parent by voice if possible (or find another staff member that can) and write all details in the Directors diary **and** on the daily roll sheet.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, the educators are to bring the matter to the person's attention before releasing the child into their care. Wherever possible, such discussion is to take place without the child being present. Educators are to suggest that they contact another parent or Authorised Nominee from the enrolment form, inform them of the situation and request they collect the child as soon as possible. If the person refuses to allow the child to be collected by another Authorised Nominee, educators are to inform the police of the circumstances, the person's name and vehicle registration number.
- Educators cannot prevent a parent from collecting a child, but do have a moral obligation to persuade a parent to seek alternative arrangements if they feel the parent is in an unfit state to accept responsibility for the child.
- All children must be signed **OUT** by a parent or Authorised Nominee. This also assists educators in knowing who has left Pulyeri
- At the end of each day educators must check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after Pulyeri closes.
- Children may leave the premises in the event of an emergency, including medical emergencies.

Individuals visiting our service must also sign in when they arrive at the service, and sign out when they leave. Details of absences during the day must also be recorded.

Sources:

Education and Care Services National Regulations 2017

Review

The policy will be reviewed every 2 years. The review will be conducted by:
Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
May 2018	NQS Elements	NQS Update

Revised May 2018 Ratified October 2018



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Education, Curriculum and Learning Policy

NQS

QA1	1.1	Program	The educational program enhances each child's learning and development.
	1.1.1	Approved learning framework	Curriculum decision-making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
	1.1.2	Child-centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.
	1.1.3	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
	1.2	Practice	Educators facilitate and extend each child's learning and development.
	1.2.1	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
	1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
	1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
	1.3	Assessment and planning	Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.
	1.3.1	Assessment and planning cycle	Each child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysing learning, documentation, planning, implementation and reflection.
	1.3.2	Critical reflection	Critical reflection on children's learning and development, both as individuals and in groups, drives program planning and implementation.
	1.3.3	Information for families	Families are informed about the program and their child's progress.

National Regulations

Regs	73	Educational programs
	74	Documenting of child assessments or evaluations for delivery of educational program
	75	Information about the educational program to be kept available
	76	Information about the educational program to be given to parents

EYLF

LO1-	All Learning Outcomes under the Early Years Learning Framework will be addressed through our Policy and practices.
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Aim

Educators aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Related Policies

Additional Needs Policy
Child Protection Policy
Continuity of Education and Care Policy
Educator and Management Policy
Enrolment Policy
Excursion Policy
Food, Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Immunisation and Disease Prevention Policy
Infectious Diseases Policy
Medical Conditions Policy
Orientation for Children Policy
Physical Activity Promotion Policy
Physical Environment (Workplace Safety, Learning and Administration) Policy
Record Keeping and Retention Policy
Interactions with Children Policy
Technology Usage Policy

Implementation

Our Educational Leader is Brad Hill

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

Our service is committed to the Early Years Learning Framework (EYLF).

Observations of all children enrolled in our service will be documented and kept for future reference and reflection, through use of portfolios. Children's portfolios will be available for a child's family members to look at but remains the property of Pulyeri for the duration of the child's enrolment. Portfolios will be added to regularly by educators, families and children and reflected upon by educators to ensure programming for each child remains relevant to their interests and developmental stage.

Early Years Learning Framework

- Each child's learning will be based on their interests and strengths and guided by our educators.
- Educators must work in collaboration with families to provide relevant learning experiences for each child, based on their interests and family experiences.

- Every child will be equally valued and their achievements and learning celebrated.
- Educators will observe and record the strengths and learning of each child.
- Educators will work closely with children and families to generate ideas for the curriculum.
- Learning Outcomes will be linked to the curriculum during and after each child's learning has occurred. The curriculum must not be pre-programmed to match specific Learning Outcomes.
- The curriculum will be based on the children's interests, educators extending children's interests, spontaneous experiences and family input.
- Where appropriate, Pulyeri will liaise with external agencies and support persons to best educate and care for children with additional needs.
- Where appropriate, the curriculum (play and learning experiences) will build and develop each child's Learning Stories, Portfolio and Observations of each child's strengths and achievements.
- The curriculum will be evaluated and reflected upon by educators.

Learning Experiences

"Play is essential for optimal development and learning in young children."
(Play at the Center of the curriculum, Van Hoorn et.al. 2015)

The learning experiences at Pulyeri are play-centred. Play enables children to build their social, emotional, physical and intellectual capacities in ways which value their identity and nurture their developmental needs. This gives the children opportunities to develop their understandings of who they are and where they fit in their world.

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor learning experiences.
- Children's fine and gross motor skill development is promoted through a wide variety of learning experiences including manipulative play, block play, sensory play, dramatic play, drawing, gardening, running, climbing and riding tricycles.
- Numeracy and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials, exploring, creative play and gardening.
- Language development is encouraged through educators modelling language, singing, stories, games, rhymes, play experiences and Accelerated Literacy.

- Social/emotional and independence skills are strengthened through learning experiences involving role- play, dramatic play, group games, self-help tasks and the Fill Your Bucket program.
- Music and movement activities encourage physical, social and creative areas of a child's development.
- Road safety, personal hygiene and nutrition are built into the weekly program.

The learning experiences are facilitated and assessed by educators to nurture the children's development individually and as group members. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program weekly ensuring we stay on target and help each child to reach their full potential. The program will be displayed in Pulyeri. We welcome any suggestions and are happy to answer questions from family members.

EYLF Learning Outcomes

1. Children have a strong sense of identity.
2. Children are connected with 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.

Sources

Education and Care Services National Regulations 2017

National Quality Standard

Early Years Learning Framework

Van Hoorn, J. Nurot, P. Scales, B. Alward, K. (2015) *Play at the center of the curriculum* 6th ed.

Review

The policy will be reviewed every 2 years. The review will be conducted by: Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
May 2018	NQS Elements	NQS Update

Revised May 2018 Ratified October 2018



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Principal: Michelle Kamma

Excursion Policy

NQS

QA2	2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
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National Regulations

Regs	99	Children leaving the education and care service premises
	100	Risk assessment must be conducted before excursion.
	101	Conduct of risk assessment for excursion.
	102	Authorisation for excursion.
	168 (2) (g)	Education and care service must have policies and procedures excursions, including procedures complying with regulations 100 to 102

Aim

Pulyeri acknowledges the value of relevant excursions in allowing children to gain a greater insight of the society in which they live and learn from these experiences. Our service will actively seek to minimise any risks associated with excursions and respond promptly and appropriately to any emergency whilst on an excursion. Educators will educate children and families regarding safe road (or other transport) and play practices.

Related Policies

Staffing Arrangement Policy

Transportation Policy

Implementation

Excursion Risk Assessment and Planning Process

- Pulyeri must conduct a risk assessment prior to an excursion taking place.
- Risk assessments are only required once if the excursion is a regular outing. Regular outings are walks, drives or trips to places that we visit regularly and which always have the same risks.
- The risk assessment must be recorded using the Excursion Risk Assessment Form. Parents will be notified on the Authorisation for Excursion Form that they can access the Excursion Risk Assessments prior to the excursion upon their request. Pulyeri must comply with these requests and make all information available to parents if requested.
- Using the Excursion Risk Assessment Form attached to this policy, Pulyeri must take into consideration the following –
 - Any risk that the excursion may pose to the safety, health and wellbeing of any child and identify how these risks will be managed and minimised.
 - Any water hazards.
 - Any risks associated with water-based activities.
 - Transportation (to and from).
 - The ratio of adults and children which must comply with the ratios in the Staffing Arrangements Policy.
 - Specialised skills required (such as life-saving skills).
 - Proposed activities.
 - Proposed duration.
 - Any medical conditions that need to be considered and managed for each child with specific health needs.
- The Risk Assessment Checklist must also be conducted prior any excursion.
- A parent or authorised nominee must provide a written authority for each child who is attending the excursion using the Authorisation for Excursion Form.
- Using the Authorisation for Excursion Form, Pulyeri will ensure that the emergency contact details for each child are up-to-date.

Transport Considerations

The means of transport must be stated on the permission note.

Buses – ensure that the seating capacity as displayed on the compliance plate is not exceeded. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus. If the bus has seat belts, they must be worn at all times.

Trains – contact the station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling. Arrangements should be made to arrive at the station with an adequate

amount of time to allow for safe boarding. This will allow the station to inform the train guard so that he / she can hold the train for the period of time for safe boarding and alighting. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage, if possible.

Cars – Any motor vehicle that is used to transport children on excursion (other than a motor vehicle with seating for more than nine persons) is fitted child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

Insurance

Any excursion planned must be consistent with the requirements / exclusions of the Public Liability Cover held by Pulyeri.

Excursion Risk Assessment Form



Step 1. What is the hazard?



Step 2. What is the risk?

	++ very likely	+ likely	- unlikely rare	-- very unlikely	The numbers show how important it is to do something: 1 - it is extremely important to do something about this hazard as soon as possible 6 - this hazard may not need your immediate attention.
Kill, Permanent Disability	1	1	2	3	
Long term illness Serious Injury	1	2	3	4	
Medical Attention Several Days Off	2	3	4	5	
First Aid Needed	3	4	5	6	



Step 3. What can we do to protect everybody?



Step 4. List the step by step procedure we need to make it safe.

Substitute for a lesser risk	Yes	No
Isolate the hazard from the person at risk	Yes	No
Minimise the risk through engineering means	Yes	No
Implement change through administrative means	Yes	No
Use personal protection PPE	Yes	No

As a part of the Excursion Risk Assessment Form, Pulyeri must complete the following details when planning an excursion –

Time and Date of Proposed Excursion

Reason for Excursion

Proposed Route (to and from)

Destination (s)

Transportation Details (to and from)

Number of Adults Involved

Given the risks posted and outlined using the Excursion Risk Assessment, are there any specialised skills to ensure children are adequately and safely supervised at all times during the excursion? Specialised skills could include life-saving skills.

Number of Children Involved

Proposed Activities

Proposed Duration

Items to Be Taken by Pulyeri (mobile phone, emergency contact details, etc)

Items to Be Taken by the Children

Risk Assessment Checklist

Please Circle

YES	NO		RISK ASSESSMENT
Yes	No	n/a	Pulyeri has a timetable for the excursion and an itinerary
Yes	No	n/a	At least 24 hours notice of the excursion has been given to parents, with an itinerary for the excursion. It is preferable for longer notice to be given where possible.
Yes	No	n/a	A signed permission for the specific excursion and any specific activity which is to take place during the excursion has been received from the parents. Regular outings can be covered by one form for a period of 12 months.
Yes	No	n/a	A list of children attending the excursion is left at Pulyeri prior to the departure and a copy carried by the Supervisor for the purpose of checking at regular intervals during the course of the excursion.
Yes	No	n/a	The Supervisor has ensured that all children are equipped with clothing appropriate for the excursion. For example – jumpers, sun hats, appropriate footwear, sunscreen
Yes	No	n/a	Educators are able to ensure children have accesses to shaded areas.
Yes	No	n/a	Any excursion planned is consistent with the requirements/exclusions of the Public Liability Insurance Cover held by Pulyeri.
Yes	No	n/a	A fully stocked first aid kit is taken.
Yes	No	n/a	Each child's Emergency Contact Details are updated and taken.
Yes	No	n/a	A mobile phone or change for a phone is organised to take on the excursion.
Yes	No	n/a	Medication and a Management Plan for any children attending the excursion are available and updated.
Yes	No	n/a	A designated educator must be assigned to directly supervise any child with a chronic illness/allergic condition. The educator is to hold the child's medication and Management Plan throughout the excursion.

Authorisation for Excursion Form

Our service has organised an excursion for your child to attend. All of the relevant details are provided below for your convenience. Pulyeri has conducted an Excursion Risk Assessment which is available for your review upon request. For your child to attend, you are required to read this information and complete the Authority for Excursion Form. To complete this Form, you must be listed on the child's enrolment record as either their parent or an Authorised Nominee.

Child's Full Name

Time and Date of Proposed Excursion

Is the Excursion a Regular Outing? If yes, the Authorisation for Excursion Form will cover the child for 12 months. Please note that the Authority can be cancelled at any time.

Reason for Excursion

Route (to and from)

Destination (s)

Transportation Details (to and from)

The Period the Child will be Away from Pulyeri Premises

Number of Adults Involved and the Anticipated Ratio of Adults-Children

Number of Children Involved

Proposed Activities

Items to Be Taken by the Child and Provided by the Parents

Authority for my Child to Attend the Excursion

Full Name

Relationship to Child

Updated Emergency Contact Details (if different from the child's Enrolment Form)

Interested in Volunteering to the Attend the Excursion?

By signing the Authorisation for Excursion Form, I agree to and understand the following –

- My child has my permission to attend the excursion listed. If the excursion is a regular outing, my child has permission to attend for 12 months after the date listed below.
- I am listed on the child's Enrolment Form as a Parent or Authorised Nominee.
- I have read all of the details provided by Pulyeri and understand that I can access the Excursion Risk Assessment at Pulyeri.
- The contact details, including all emergency contact details, listed on my child's Enrolment Form are up-to-date. If not, I have provided the updated contact details above.

Signature _____

Date _____

Sources

Education and Care Services National Regulations 2018

Early Years Learning Framework

National Quality Standard

Public Health (Amendment) Act 1991

Anti-Discrimination Act 1997

National Health and Medical Research Council – (2013) Staying Healthy: Preventing infectious diseases in early childhood educational and care services (5th Edition)

Review

The policy will be reviewed every 2 years. The review will be conducted by:
Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
June 2018	NQS Elements	NQS Update
June 2018	National Regulations	Added Reg 99 Added Reg 168 (2) (g)

Revised June 2018 Ratified October 2018



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Principal: Michelle Kamma

Bus and Transport Policy

To be read with – Pulyeri Bus procedure

NQS

2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
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National Regulations

Regs	99 (4)	Children leaving the education and care service premises
	168 (2)	Policies and procedures are required in relation to the following: (f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99

Aim

To support families with transport from home to Preschool and from Preschool to home to increase student attendance and wellbeing.

Related Policies

Enrolment Policy

Privacy and Confidentiality Policy

Pulyeri Bus Procedure Policy

Who is affected by this Policy?

Child

Parents

Family

Educator

Management

Implementation

Bus Books / Communication

As a method of communication between home and Preschool children who use the bus service a communication book is in the Fraser Park Front Office. If a child has a

change in their routine it is necessary to let the Front Office know. Parents / caregivers can ring the Front Office to notify of changes in their child's bus travel. It is also the parent / caregiver's responsibility to let the bus driver know if their child is not travelling on the bus both in the mornings and in the afternoon.

Supervision at bus stops

Parent /caregivers are responsible for the supervision of their children while waiting for the bus and when collecting their children from the bus. Where possible parents are advised to meet and collect their children on the side of the road in the direction the bus is travelling so that children are not crossing roads to meet the bus or their parents / caregivers

Processes for children and staff using buses

Records

A list (Bus roster) will be compiled for each school week detailing;

- The names of children travelling on the bus
- the days and times that they will be using the bus
- Parent names and emergency contact details

The list will be used each day to cross reference the service attendance records before and after each bus run

Permission Forms

Parents/ Caregivers give consent for their child/children to travel by the Fraser Park Preschool-7 bus/ private vehicle upon enrolment to Preschool. This information is kept on file and is updated at the start of each year.

Procedures

Each day when collecting or delivering children to the buses staff must ensure that;

- They carry a mobile phone, first aid kit and Asthma kit.
- Ensure that staffing ratios are adequate (1 staff to 10 children)
- Complete risk assessments for children requiring additional support, and put process in place to support this if required
- Have a knowledge of Fraser Park Preschool-7 schools procedures for responding to staff /child illness while travelling on the bus, vehicle accident and breakdowns and bushfires (and respond to these according to the procedures)
- Complete the daily checklist to record children getting on and off the bus
- Cross reference to checklists to ensure no children have been left on the bus, or have not got onto the bus

Induction

Staff

All DECD teaching staff (including known relief staff) we review the site bus policy and bus procedure at the beginning of each school year.

No staff member will be responsible for collecting children from, or taking children to buses without having first being shown the process by an experienced staff member.

Families

Families will be provided with a copy of the Bus Policy and related documents prior to their children using the Bus service. Opportunities will be provided for families to discuss their individual child's bus route and circumstances.

Children

Educators will support children to feel confident and capable in managing bus transport safely.

Children are expected to follow bus behaviour guidelines, wear seatbelts and follow the bus drivers instructions at all times.

On-going Maintenance

The Fraser Park Preschool-7 Bus will be serviced as per the recommendations in the Bus user manual. Odometer readings are required to be entered in the bus log book stored in the glove box.

The bus is stored overnight and locked in the bus shed on site at Fraser Park Preschool-7 school.

Review

The policy will be reviewed every 2 years. The review will be conducted by: Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
September 2018	NQS Elements	NQS Update

Revised September 2018 Ratified October 2018



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Sun Protection Policy

NQS

QA2	2.1	Health	Each child's health and physical activity is supported and promoted.
	2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
	2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
QA3	3.1.1	Fit for purpose	Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

National Regulations

Regs	114	Outdoor space—shade
	168(2)(a)	Policies and procedures are required in relation to the following— (a) health and safety, including matters relating to— (ii) sun protection
	171	Policies and procedures are to be kept available

EYLF

LO3	Children take increasing responsibility for their own health and physical well being
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Aim

In accordance with the environmental changes to the sun, our aim is to the best of our abilities protect children and staff from over-exposure to sun. We also aim to educate families on this subject.

Australia has the highest rate of skin cancer in the world. Research has indicated that young children and babies have sensitive skin that places them at particular risk of sunburn and skin damage. Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer in later life. Early Childhood Services play a major role in minimising a child's UV exposure as children attend during times when UV radiation levels are highest.

Pulyeri aims to:

1. Ensure that all children and staff at our centre are protected from skin damage caused by the harmful ultra-violet rays of the sun.
2. Promote positive attitudes towards skin protection amongst staff, children and parents.
3. Promote lifestyle practices that can help reduce the incidence of skin cancer and related problems.

Implementation

- Require school children to wear the school issued broad-brimmed hats and Preschool children to wear either a broad-brimmed hat from home or from preschool whenever they are outside during Terms 1 and 4 (e.g. recess, lunch, sport, and excursions).
- Work with families to provide SPF 30 + broad-spectrum, water-resistant sunscreen for staff and student use.
- Encourage the application of sunscreen when appropriate.
- Encourage children to use available areas of shade for outdoor activities.
- Staff will direct children who are not wearing hats (in term1 and 4) to either put on a hat or to play in shaded areas.
- Staff actively model wearing broad-brimmed hats while on duty and on outside activities.
- Regularly reinforce the Sun Protection Policy in a positive way through newsletters, student/child and staff activities.
- When enrolling their child, families will be informed of the Sun Protection Policy.
- Regular observation of children by staff when outside (in terms 1 and 4) to monitor hat usage.

On days of extreme heat (≥ 36) the Hot Weather Policy will be enacted.

Curriculum

- Incorporate programs related to sun safety into the curriculum at all grade levels
- Regularly reinforce Sun Smart behaviours in a positive way through newsletters, family meetings, student/children and staff activities.
- Ensure the Sun Protection policy is reflected in the planning of all outdoor events (e.g. Camps, excursions, sporting events).
- Ongoing evaluation and updating of curriculum in terms of its skin cancer prevention as applicable, and in response to the relevant literature, ie Anti-Cancer Council publications.

Environment

- Encourage preschool families to send children to preschool with sun protective clothing.
- Include sun protective clothing as optional items as part of our school dress code.
- Whenever possible, organise outdoor activities where shaded areas are accessible.
- Schedule outdoor assemblies early in the day or in an area where all students can be in shade.
- Update and promote curriculum material relevant to Sun Smart activities.

Evaluation

- Services Committee of the Governing Council will review the effectiveness of this policy each year. They will:
- Review the Sun Smart behaviour of students, staff, families and visitors and make recommendations for improvement.
- Assess shade provision and usage and make recommendations for increases in shade in conjunction with the Governing Council.

Education and Information

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to staff, families and visitors. Further information is available from the Cancer Council Website :-

www.cancersa.org.au

Policy Availability

The Sun Protection Policy, updates and requirements (including hat, clothing and sunscreen) will be made available to staff, families and visitors.

Sources

The Cancer Council of South Australia

Occupational Health, Safety and Welfare (Safe Work SA) Amendment Act 2005

Review

The policy will be reviewed every 2 years. The review will be conducted by:
Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
September 2018	Sun Smart to Sun Protection	NQS Update
September 2018	NQS Elements	NQS Update

Revised September 2018 Ratified October 2018



Fraser Park Preschool-7 School



Government of South Australia
Department for Education

25-27 Burdekin Avenue

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michelle.kamma750@schools.sa.edu.au

Principal: Michelle Kamma

Hot Weather Policy

NQS

QA2	2.2	Safety	Each child is protected
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National Regulations

Regs	114	Outer space—shade
	168 (2) (a)	Education and care service must have policies and procedures Policies and procedures are required in relation to the following— (a) health and safety, including matters relating to (ii) sun protection

RATIONALE

South Australia experiences temperatures in excess of 36⁰ Celsius during its summer months. At times these extreme temperatures can last for several days or weeks, and occasionally result in bushfire. Given that prolonged exposure to extreme temperatures can result in individuals suffering dehydration, illness and in some cases death it is important that children and staff are protected from these deleterious effects.

In the event of extreme temperatures this Hot Weather Policy is to be enacted.

Aims

The policy aims to:

- Provide ongoing education and promote personal responsibility for coping during extreme hot weather.
- Promote positive attitudes towards preventing dehydration and illness associated with heat exposure.
- Raise awareness of appropriate environmental structures (natural and man-made) that reduce the level of exposure to the sun.

Related Policies

Sun Protection Policy

Implementation

BEHAVIOUR

In the case of extreme hot weather, as forecast at 7:30am on Radio 5MU, we will:

- Activate air-conditioners in the morning (set to 18-20° C).
- Restrict outside play to shaded areas and as the temperatures rise encourage inside play.
- Provide drinking water for children to access throughout the day.
- Offer children opportunities to drink water or fluids regularly.
- Provide SPF 30 + broad-spectrum, water-resistant sunscreen for staff and child use.
- Encourage families to dress children in clothing that minimises heat gain, is in layers which can be easily removed and that is sun-safe.
- Encourage families to pack lunches in insulated containers with an ice pack
- Move lunch boxes to the kitchen and refrigerate any milk products.
- In case of bushfire enact the sites Bushfire Evacuation Plan.
- Staff to check outside surfaces that could potentially burn children.
- In the case of a hot play surface outside staff will discourage children from using it.
- Encourage children to use available areas of shade for outdoor activities.
- Staff will direct children who are not wearing hats (in term1 and 4) to either put on a hat or to play in shaded areas.
- Staff actively model wearing broad-brimmed hats while on duty and on outside activities.
- Regularly reinforce the Sun Protection Policy in a positive way through newsletters, student/child and staff activities.
- When enrolling their child, families will be informed of the Sun Protection Policy.
- School families will be requested to purchase a school hat if their child loses the school issued hat.
- Regular observation of children by staff when outside (in terms 1 and 4) to monitor hat usage.

On days of extreme heat ($\geq 36^{\circ}\text{C}$) the Hot Weather Policy will be enacted.

CURRICULUM

- Offer activities that are appropriate for hot weather conditions
- Incorporate programs related to sun safety into the curriculum at all grade levels
- Regularly reinforce Sun Smart behaviours in a positive way through newsletters, family meetings, student/children and staff activities.

- Ensure the Sun Protection policy is reflected in the planning of all outdoor events (e.g. Camps, excursions, sporting events).
- Ongoing evaluation and updating of curriculum in terms of its skin cancer prevention as applicable, and in response to the relevant literature, ie Anti Cancer Council publications.

ENVIRONMENT

- Encourage preschool families to send children to preschool with sun protective clothing.
- Include sun protective clothing as optional items as part of our school dress code.
- Whenever possible, organise outdoor activities where shaded areas are accessible.
- Schedule outdoor assemblies early in the day or in an area where all students can be in shade.
- Update and promote curriculum material relevant to Sun Smart activities

EVALUATION

- Services Committee of the Governing Council will review the effectiveness of this policy each year. They will:
- Review the Sun Smart behaviour of students, staff, families and visitors and make recommendations for improvement.
- Assess shade provision and usage and make recommendations for increases in shade in conjunction with the Governing Council.

Sources:

The Cancer Council of South Australia

Occupational Health, Safety and Welfare (Safe Work SA) Amendment Act 2005

Review

The policy will be reviewed every 2 years. The review will be conducted by: Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
October 2018	NQS Elements National Regulations	NQS Update Fixed Errors

Revised October 2018 Ratified October 2018



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Government of South Australia
Department for Education

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Principal: Michelle Kamma

Nutrition, Food and Beverage Policy

NQS

QA2	2.1.2	Health practices and procedures	Effective illness and injury management and hygiene practices are promoted and implemented.
	2.1.3	Healthy lifestyle	Healthy eating and physical activity are promoted and appropriate for each child.
	2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

National Regulations

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	80	Weekly menu
	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	162	Health information to be kept in enrolment record
	168 (2)	Education and care service must have policies and procedures (a) Health and Safety (i) Nutrition, food and beverages, dietary requirements

EYLF Learning Outcomes

3.2	Children take increasing responsibility for their own health and physical wellbeing
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Aim

Pulyeri aims to promote healthy lifestyles, good nutrition and the wellbeing of all of children, educators and families using procedures and policies. We also aim to support and provide adequately for children with food allergies, dietary requirements and restrictions and specific cultural and religious practices. This dietary information will also be provided to families so they can plan healthy home meals for their child.

Related Policies

Additional Needs Policy
Enrolment Policy Health, Hygiene and Safe Food Policy
Immunisation and Disease Prevention Policy
Incident, Injury, Trauma, Illness Policy
Medical Conditions Policy
Physical Activity Promotion Policy
Relationships with Children Policy

Policy Review

The Nutrition and Feeding Policy will be reviewed every 2 years. Feedback will be sought from staff and parents/families when the policy is reviewed. The Director will provide a copy of the policy at enrolment and is available in the Policy folder located in the foyer of Fraser Park. Parents will be notified by the Director via the newsletter when the policy is to be reviewed.

Implementation

Mealtimes and the eating environment

Goal: To provide a safe, supportive and social environment in which children can enjoy eating.

- Children will be supervised whilst eating at all times.
- Staff will sit with children and, where possible and eat
- Staff will promote a positive, relaxed, social eating environment with children.
- Staff will promote positive discussion about the foods being served to children.
- Food will not be used as a punishment or reward, whether by its provision or denial.
- Staff will provide positive encouragement and role modelling.
- The food preferences of the children will be respected.
- Cultural food events and practices are celebrated.
- Staff will discuss food from a variety of cultures.
- Staff will talk about health and nutrition.
- Staff will encourage self-help and, where necessary, assist children at mealtimes.
- Precautions to prevent and treat choking are known by all staff and implemented.

Families and Nutrition

Goal: To communicate effectively with parents, carers and families about their child's food and nutrition.

- Details of foods and serves eaten are provided to parents as appropriate
- Nutrition information is accessible to families, in appropriate languages where possible.
- Families receive information about the centre's food and nutrition policy prior to enrolment.
- Develop an awareness and act to the best of our abilities on cross-cultural eating patterns and related food values.
- Discuss food and nutrition with families.
- Talk to families about their child's food intake and voice any concerns about their child's eating.
- Display posters with nutritional information on them.
- Provide fresh drinking water at all times of the day and ensure that a child's liquid intake is adequate.
- Encourage parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.

Curriculum

Goal: To teach children about food and nutrition.

Food and talking about food and good nutrition is a tool to develop:

- Literacy and numeracy skills (through eg, food stories, 'reading' recipes and packets, cooking, food songs)
- Fine and gross motor skills (through food preparation, eg shredding lettuce, cutting pastry, kneading, cooking and gardening)
- Social skills (eg, eating together, dramatic play such as 'shopping', feeding toys, food puppets, sharing food and cooking)
- Awareness of other cultures (eg, theme days, stories, recipes, food implements)
- Cognitive skills (eg, food science, food cycles; food and the environment and gardening)

Pulyeri will:

- Include nutrition activities in planned curriculum and spontaneous programming.
- Source food activities from a variety of cultures
- Treat mealtimes as an opportunity for social learning.
- Discuss food safety with children.
- Teach children mealtime behaviour such as serving and clearing.
- Ensure that fundraising activities (e.g. cookbook, hot cross bun drive, pancake day) and after hour Centre functions will support the Centre Nutrition and Feeding Policy.
- Provide children with practical food preparation experiences.

Cooking with Children

We frequently include cooking experiences in Pulyeri's programming for the children. When these experiences are carried out, educators that are supervising will be vigilant to ensure food preparation remains a hygienic and safe experience. The relevant points from the above food preparation procedure will be followed during the children's cooking experiences.

Example of the type of activities children will participate in during cooking experiences include:

- Helping choose what to cook.
- Measuring and weighing ingredients.
- Stirring or mixing ingredients.
- Washing salad, vegetables or fruit.
- Setting the tables.

Other dietary considerations

- Cater to individual children's needs whether they be cultural, lifestyle-based or medical, however, the health and safety of children who are in care may, at times, come into conflict with cultural or family beliefs. Pulyeri reserves the right to promote the nutritional needs of children in care at all times.
- Leftover food will be discarded, not frozen and reheated, with the exception of food for specific dietary requirements.
- **For Allergies please refer to Allergies & Anaphylaxis - Reducing The Risk Policy**

Choking on food

Foods that typically create a problem are hard foods, those that require a reasonable amount of chewing, and small solid foods. The foods most commonly involved in choking are:

- Raw carrot (must be very finely sliced for under 4 year olds, grated or lightly steamed), celery and other raw vegetable pieces
- Pieces of raw apple – these must be very thinly sliced for children under 4
- Nuts, especially peanuts, walnuts and almonds
- Other foods associated with choking include sausages, sweets, popcorn, grapes (halved) and corn chips.
- At eating times always stay with young children and supervise them while eating. Make sure that young children sit quietly while eating and never force young children to eat, as this may cause them to choke.

- Make meal times relaxed and pleasant and timed to meet the needs of the children.
- Discuss food and nutrition with the children.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Not allow the children to be force fed
- Encourage children to be independent and develop social skills at meal times.
- Provide fresh drinking water at all times of the day and ensure that a child's liquid intake is adequate.
- Offer an alternative (e.g. sandwich) if a child will not eat the lunch provided.

Promotion of healthy eating

- Provide families with healthy eating information in newsletters, posters and brochures.
- Provide the NSW "Go for 2 and 5" for families.
- Provide the Australian Guide for Healthy Eating, retrieved on 1 March 2010 from [http://www.health.gov.au/internet/main/publishing.nsf/Content/E384CFA588B74377CA256F190004059B/\\$File/fd-cons.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/E384CFA588B74377CA256F190004059B/$File/fd-cons.pdf)
- Present food attractively.
- Make meal times relaxed and pleasant and timed to meet the needs of the children.
- Discuss food and nutrition with the children.
- Not allow food to be used as a form of punishment or to be used as a reward or bribe.
- Not allow the children to be force fed.
- Encourage children to be independent and develop social skills at meal times.
- Establish healthy eating habits in the children by incorporating nutritional information into our program.
- Talk to families about their child's food intake and voice any concerns about their child's eating.
- Provide fresh drinking water at all times of the day and ensure that a child's liquid intake is adequate.
- Encourage parents to the best of our ability to continue our healthy eating message in their homes. This information will be provided upon enrolment and as new information becomes available.
- Encourage staff to present themselves as role models. This means maintaining good personal nutrition and eating with the children at meal times.
- Provide nutrition and food safety training opportunities for all staff including an awareness of other cultures food habits.

Sources

Sources Education and Care Services National Regulations 2018
Early Years Learning Framework
National Quality Standard
Food Standards Australia New Zealand
Safe Food Australia, 2nd Edition. January 2001
Start Right Eat Right, 2012
Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood
Dietary Guidelines for Children and Adolescents in Australia
Australian Guide for Healthy Eating Food Safety Standards for Australia 2001 Food
Standards Australia and New Zealand Act 1991
Food Standards Australia New Zealand Regulations 1994
Food Act 2003
Food Regulation 2004
Occupational Health and Safety Act 2000
Occupational Health and Safety Regulations 2001
Caring for Children- Food, Nutrition and Fun Activities, 4th Edition 2006
Australian Guide for Healthy Eating
Dietary Guidelines for Children and Adolescents in Australia incorporating the Infant
Feeding Dental Association Australia
Infant Feeding Guidelines for Health Workers (National Health & Medical Research
Council, 2003)
Feeding and Nutrition of Infants and Young Children (World Health Organisation,
2000)
Australian Breast Feeding Association Guidelines
Staying Healthy: Preventing infectious diseases in early childhood education & care
services (5th edn.)

Review

The policy will be reviewed every 2 years. The review will be conducted by:
Governing Council, Employees, Families, and Interested Parties.

Review	Changes made	Reason
June 2018	NQS Elements National Regulations	NQS Update Fixed Errors

Revised June 2018 Ratified October 2018