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## Home



We believe your child is individual and unique, so we mould our program around their needs, interests and skills. We will support your child to develop to their full potential. We value the diversity and ideas that your family brings to our community.

Find out more about our goals and our focus in our philosophy statement (PDF 164KB)  
([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop\\_-\\_vision\\_philosophy\\_statement.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop_-_vision_philosophy_statement.pdf)).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. You might be able to help out with cooking, gardening, maintenance work or sharing an interest or talent you have. See [volunteering in schools, preschools and children's centres](https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres) (<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 ensure the smooth running of the preschool. 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) (<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

## Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

## Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See our bushfire plan ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop\\_fire\\_danger\\_season\\_brochure.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop_fire_danger_season_brochure.pdf)) and the bushfire page (<http://www.decd.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) on the Department for Education and Child Development's website for general information.

## Contact us

**Preschool director:** Mrs Sue Andrew

**Phone:** (08) 8583 2386

**Fax:** (08) 8583 2103

**Email:** [dl.0153.info@schools.sa.edu.au](mailto:dl.0153.info@schools.sa.edu.au)

**Street address:** Mitchell Terrace Glossop SA 5344

**Postal address:** Mitchell Terrace Glossop SA 5344

## 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.

Odd weeks

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 3.00pm	–	9.00am to 3.00pm	–	–

Even weeks

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 3.00pm	9.00am to 3.00pm	9.00am to 3.00pm	–	–

### Fees

The parent contribution is \$30 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/glossop-community-preschool/getting-started/enrolment-and-fees>) for more information.

### What to bring

Children need to bring these items each day:

- bag
- hat
- change of clothes
- drink bottle containing water
- healthy snack
- packed lunch.

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

### What not to bring

Children should not bring these things:

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

## **Bus service**

A bus services the Glossop and Winkie areas. If you would like your child to use the bus service please contact us (<https://www.preschools.sa.gov.au/glossop-community-preschool#contact-us>).

Guidelines for bus travel (PDF 318KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop\\_-\\_2018\\_guidelines\\_for\\_bus\\_travel.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop_-_2018_guidelines_for_bus_travel.pdf))

## **Additional information**

Please read our drop-off and pick-up procedure (PDF 144KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop\\_-\\_arrival\\_and\\_collection.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop_-_arrival_and_collection.pdf)).

## **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/glossop-community-preschool#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 they start preschool your child can come to pre-entry transition visits. These will be in term 4 and will be a chance for your child to meet the staff and other children.

## **Fees**

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

The parent contribution is \$120 per year. You can choose to pay the total amount at the beginning of the year or to pay 4 instalments of \$30 at the beginning of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

## **When to pay**

We will invoice you at the beginning of each term.

Payments are due within 14 days.

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

You can pay by cash or cheque at the kindy. Put the money or cheque in a sealed envelope with your child's name on the front and give the envelope to a staff member at the front office.

EFT information

You can pay by direct deposit.

BSB: 105052

Account number: 210059940

Please use your child's name as the reference.

## **Immunisations**

When you enrol your child you will be asked to provide evidence of their immunisation status (<https://www.sa.gov.au/topics/education-and-learning/early-childhood-education-and-care/preschool-and-kindergarten#immunisation>).

## Plans and reports

### National Quality Standard rating

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

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 411KB)  
([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop\\_-\\_quality\\_improvement\\_plan.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/glossop_-_quality_improvement_plan.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/5528\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/5528_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.



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

Children's skin is more sensitive to sunlight exposure than an adult's skin. They should never be left in the sun when ultraviolet (UV) radiation is 3 and above without sun protection.

The best way to protect children's skin from sun exposure is to **Slip, Slop, Slap, Seek and Slide**.

- Slip on a t-shirt
- Slap on a hat
- Slop on some sunscreen
- Seek shade
- Slide on sunglasses

### **Rationale**

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

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health. Sensible sun protection when UV is 3 and above does not put people at risk of vitamin D deficiency.

### **Objectives**

This SunSmart policy has been developed to:

- encourage the entire school community to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- work towards a safe school environment that provides shade for students, staff and the school community at appropriate times
- ensure all students and staff have some UV exposure for vitamin D assist students to be responsible for their own sun protection
- ensure that families and new staff are informed of the school's SunSmart policy.

Staff are encouraged to access the SunSmart UV Alert at [www.bom.gov.au/sa/uv](http://www.bom.gov.au/sa/uv) to find out daily local sun protection times to assist with the implementation of this policy.

The school uses a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4, and whenever UV levels reach 3 and above at other times, with the exception of hat wearing required all year round. Care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible. Sports Days and other outdoor events to be held during term 2, term 3 or earlier in the day where practical. A combination of skin protection measures are considered when planning outdoor events e.g. camps, excursions, sporting activities and swimming carnivals.

### **1. Clothing**

Sun protective clothing is included in the school uniform/dress code and sports uniform. The clothing is cool, loose fitting and made of closely woven fabric. It includes shirts with collars and elbow length sleeves, longer style dresses and shorts and rash tops or t-shirts for outdoor swimming.

### **2. Sunscreen**

- Sunscreen will provided for Preschool children and will be reapplied to children twenty minutes before lunch and other outdoor activities and will be reapplied every 2 hours when outdoors or more often if required.
- If your child is sensitive to sunscreen you will need to provide the School/Preschool with their own, clearly labelled and named, sunscreen. Any sunscreen provided must be SPF30 or higher broad spectrum sunscreen and water resistant.

- The school supplies SPF 30 or higher broad spectrum and water resistant sunscreen for staff and student's use. This is provided to each classroom.
- Sunscreen is applied at least twenty minutes before going outdoors and reapplied every two hours.
- Strategies are in place to remind students to apply sunscreen before going outdoors (e.g. reminder notices, sunscreen monitors, sunscreen buddies).
- With parental and GP or paediatrician consent, students with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements.

### 3. Hats

All students and staff are required to wear hats that protect their face, neck and ears e.g. legionnaire, broad brimmed or bucket hats, whenever they are outside **all year round**. Baseball or peak caps are not acceptable.

### 4. Shade

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- The Governing Council makes sure there is a sufficient number of shelters and trees providing shade in the school grounds, particularly in areas where students congregate e.g. canteen, outdoor lesson areas and popular play areas.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- In consultation with the Governing Council, shade provision is considered in plans for future buildings and grounds.
- Students are encouraged to use available areas of shade when outside.
- Students who do not have appropriate hats or clothing are asked to play in the shade or a suitable area protected from the sun.

### 5. Sunglasses [optional]

Students and staff are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard AS/NZS 1067:2003 (Sunglasses: lens category 2, 3 or 4) and cover as much of the eye area as possible.

#### Staff WHS and role modelling

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

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

Families and visitors are encouraged to role model and use a combination of sun protection measures e.g. sun protective clothing and hats, sunglasses, sunscreen and shade, when participating in and attending outdoor school activities.

#### Curriculum

- Programs on sun prevention, skin cancer prevention and vitamin D are included in the curriculum for all year levels.
- SunSmart behaviour is regularly reinforced and promoted to the whole school community through newsletters, school website, parent meetings, staff meetings, school assemblies, student and teacher activities and in student enrolment packs.

#### Policy review

The Governing Council and staff regularly monitor and review the effectiveness of the SunSmart policy (at least every three years) and revise the policy when required.

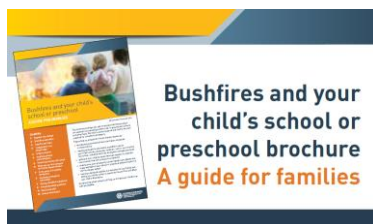
## GLOSSOP PRIMARY COMMUNITY SCHOOL is located in a high-risk bushfire area.

While we have an emergency and bushfire response plan for our site it is important that we are all prepared for a bushfire emergency.

### Parent and family checklist

We all need to be ready for the fire danger season and to keep your children as safe as possible, please ensure you:

- request a copy of the *Bushfire and Your Child's School or Preschool* brochure from your site or download a copy from the DECD Bushfire and Emergency Management website



- request a DECD Emergency Information Hotline fridge magnet from your site
- read all of the bushfire information provided to you
- talk with your children about what will happen if a bushfire occurs when they are at school or preschool
- update your emergency contact details with us before the start of the fire danger season

- make a personal Bushfire Survival Plan for your family and let us know how this will affect your child's attendance

### 'Catastrophic' fire danger days

'Catastrophic' fire danger days occur when conditions are the worst for a bush or grass fire.

If a fire starts and takes hold on a 'catastrophic' day it will be extremely difficult to control.

When a catastrophic fire danger rating is forecast for the following day by the Bureau of Meteorology, all 'high-risk' schools and preschools in the declared fire ban district will be closed.

### Stay Informed

Know your child's school or preschool bushfire response plan and:

- follow the CFS, SES, SAPOL and DECD social media platforms (e.g. Facebook, Twitter)
- bookmark the CFS, SES, SAPOL and DECD websites so you can easily access them in an emergency

### If a bushfire approaches us

The safety of children in our care is our highest priority if a bushfire approaches our site.

We have a designated bushfire refuge, which is the safest place for staff and students to be in this situation.

Evacuation is our last option unless advised otherwise by emergency services.

When we move to our bushfire refuge we:

- move everybody inside, close windows, doors, and turn off the air conditioning
- fill available containers with water
- turn on any sprinklers and irrigation systems if it is safe and time permits
- remain inside with the children until the main firefront passes
- listen to local radio or monitor the website for bushfire updates and information
- liaise with DECD Security and Emergency Management and the CFS to stay informed about changing conditions

## Further information

### Department for Education and Child Development

#### DECD Emergency Information Hotline

1800 000 279

The DECD Emergency Information Hotline operates during business hours, with an out-of-hours messaging service at other times.

The hotline is the best source of current and up-to-date information on bushfire emergencies.

#### Bushfire and Emergency Management website

[www.decd.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information](http://www.decd.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information)

#### Country Fire Service

##### Bushfire Information Hotline

1300 362 361

Website [www.cfs.sa.gov.au](http://www.cfs.sa.gov.au)

#### State Emergency Service

##### Flood and Storm Response

132 500

Website [www.ses.sa.gov.au](http://www.ses.sa.gov.au)

### GLOSSOP PRIMARY COMMUNITY SCHOOL has a 'high risk' bushfire rating

This means:

- our site will be closed on days with a forecast 'catastrophic' fire danger rating
- vacation or out of school hours care will also be closed
- no persons (staff, students, contractors etc.) will be on site
- school buses and taxis will not operate within the fire ban district
- families will need to make alternative arrangements for their children on these days

We will contact families to inform of closures.

**Our phone number is 8583 2386**

If this number is engaged during an emergency, contact;



**DECD  
Emergency  
Information  
Hotline**

**1800 000 279**

# Fire Danger Season 2017-18

## Information for Families



**Government  
of South Australia**

Department for Education  
and Child Development

## **Health and wellbeing**

### **Child Protection**

Throughout our program and daily activities we provide opportunities for children to develop strategies to help them feel safe and empower them with the ability to seek help when they feel unsure or unhappy about a situation.

The Staff in the centre have all been trained in Child Protection and Mandatory Reporting.

### **Illness and Absences**

If your child is unwell prior to their session, we ask that they be kept at home.

Children with contagious or infectious diseases including head-lice, diarrhoea, vomiting, conjunctivitis, raised temperature and 'green' noses are not to attend preschool. Even if your child "wants" to come to preschool, (which they will often say!), it is best to remain at home to get well before attending the centre again.

If your child appears ill during the day, staff will contact you or your emergency contacts. You will be given an illness report completed by a staff member.

Please contact the Preschool if your child is to be absent.

### **Injuries**

If your child has a serious injury and requires immediate outside medical attention, staff will contact you or your emergency contacts.

An ambulance will be called if appropriate. Parents/caregivers or emergency contacts will be notified as soon as possible. Please always ensure that your enrolment form has up to date contact information.

In the case of your child having a head injury we will always contact you, (even if considered 'mild'). Minor injuries will be treated by staff, all of whom have current First Aid training. An injury report will be given to you at the end of the day and also sent to child care when applicable.

**Medication**

Medication can only be administered with a Medication Health Plan that needs to be completed by a Medical Practitioner.

Staff will not administer medication without this completed form.

Permission to administer medication forms must be completed by a parent / caregiver on the day that medication is to be given to a child.

Please see a staff member for these forms.

The administration of medication will be recorded and witnessed by staff members.

**Nut Free Policy**

There are children in our centre who have allergies to nuts and nut products, including anaphylaxis – a severe and life threatening reaction to nuts.

For some of these children, simply coming into contact with nuts or even traces of nuts, can be life threatening.

You can assist by ensuring that no nuts, or products containing nuts, are brought into the centre e.g. peanut paste, Nutella, nut muesli bars etc.

Your help enables this centre to be safe for all children.

**Separation Anxiety:**

When you arrive you might like to spend some time with your child showing them around and playing with them. Introduce yourself and your child to other children and adults.

Children at this age are learning these skills by adult example. Making friends and learning routines help everyone settle in quickly. If your child is upset when you leave, ask a staff member to help you. You are welcome to ring the centre to see if your child has settled.

## **Governing Council**

The Governing Council, which consists of parents and staff members, is an integral part of the preschool. Being a member gives parents the opportunity to be involved in decision making, the management of finances, fundraising and the maintenance of buildings and equipment. Meetings are held twice a term from 7- 9 pm. and all parents are welcome. The Council consists of the following positions:

### **Chairperson**

- Liaises with the Principal to organise the agenda, chairs meetings and maintains contact with Director for discussions or meetings if/when necessary.

### **Secretary**

- Takes minutes of the meeting and ensures all members have copies of minutes promptly following the meeting.

### **Treasurer**

- Counts, balances, receipts and banks all money that comes into the centre.

### **General Council Members**

- Contribute to discussion and support the council where needed. Becoming a member is a great way of having an active role in your child's kindergarten and a way of getting to know other parents and staff.

No experience is necessary and your comments, suggestions, concerns and ideas are always welcome.



## **CENTRE SERVICES**

Preschool children are learning how to become both independent and interdependent. They want to do things for themselves, and develop their self-esteem and self-identity. They are proud of what they can do.

Help them develop their self-help skills by encouraging them to do up their buttons, zips, open and close their kindy bag or lunch box, change their clothes, put on their shoes and socks, look after their own possessions and let them carry and hang up their own bag.

### **Policies**

#### **Birthdays**

Birthdays are an important and happy time for your children. The preschool policy is that we celebrate your child's day by singing "Happy Birthday" and presenting your child with a birthday card.

#### **Change of Address**

Please ensure that you advise us of any changes to your address, phone numbers, work or emergency contact details as soon as they occur so that we are able to easily contact you in the case of an emergency.

#### **Clothing**

Please dress your child in casual, comfortable and appropriate clothing, particularly clothing that they are able to manage themselves. Staff will provide support to children with their clothing as required.

Footwear needs to be safe and enable children to run, jump and climb with ease. Velcro shoes and sandals are easier for children to take on and off themselves giving them a sense of independence and achievement. Thongs are not suitable footwear at preschool. Please provide clothing that offers protection to shoulders, backs and chests at all times. Getting dirty is often part of preschool life, and while smocks are provided, they are not always effective. Please dress your child in "dirt/paint friendly" clothing so that they feel able to be an active participant in all activities.

We have preschool t shirts and windcheaters available to purchase.

Please name all removable clothing - in particular hats, jackets, and shoes.

#### **Communication**

Each child has a home folder. Please return it to Kindy daily.

For effective communication share your concerns, queries & joys.

While we may not always be able to speak with you straight away, we will get back to you as soon as we can.

### **Grievance / Complaints Procedure**

If any parent/caregiver has concerns regarding any aspect of their child's education please see the teacher in the first instance.

If you have concerns regarding staff you may speak directly to the teacher involved or to the Principal who will inform the staff member of the issue and work with you and the staff member to resolve the concern.

We will aim to resolve your concern as soon as possible or within 15 working days.

If your concern is still not resolved you may then contact the Parent Complaint Unit of the Department for Education and Child Development – ph. 1800 677 435

### **Laundry:**

We regularly need help with washing painting smocks, tea towels, towels, dress-up clothes etc.

Staff will put a bag out ready to be washed and we would be delighted if you can take it and bring the clean items back over the following few days.

### **Lost Property**

Any articles of clothing, lunch boxes, toys etc. that have been misplaced may be in our lost property box. Please check this regularly.

To avoid lost property, please name all clothing and do not bring toys from home – they often end up broken or lost.

Special items may be brought in to show staff or a friend and then either taken home by the parent or kept in the office to be picked up at end of session.

### **Parent Participation**

You are welcome to stay and work and play with your child at any time.

Your participation in our educational program is always welcome and much appreciated.

If you have any special interest, skill or talent which you would like to share with the children, please let us know so we can incorporate your ideas in the program.

We especially appreciate your help with music, dance, science, cooking, craft etc.

## **Photographs**

A commercial photographer will take group and individual photographs in Term 3 of each year.

Parents are not obliged to purchase these photographs.

Staff regularly take photographs of all children which are placed in their folders and may also be displayed in the centre.

If you have any concerns with this practice, please see staff.

Permission for taking photographs of children is obtained at enrolment.

## **School Transition**

We work closely with our neighbouring schools to ensure children have a happy and smooth transition into school.

Local schools organise transition visits in the term prior to commencing school.

We also meet with school staff to ensure they have an understanding of the individual needs and interests of each child.

## Healthy Eating

### Food and Nutrition Policy

#### Rationale:

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:

- 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 curriculum

#### The Learning environment

Children at our preschool:

- have fresh, filtered tap water available at all times and are encouraged to drink water regularly through the day
- are encouraged to bring their **own named drink bottle**
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the preschool vegetable garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:

- 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 has the following guidelines for families for food brought from home:

### FRUIT TIME:

Parents and carers are asked to supply **fruit** and **vegetables** at fruit time to:

- ☐ Provide children with important minerals and vitamins
- ☐ Encourage a taste for healthy foods
- ☐ Encourage chewing which promotes oral muscle development

**Fresh fruits, vegetables or a slice of cheese are recommended for fruit time**

We understand that at times families may run out of fruit. A healthy sandwich with a savoury filling or plain biscuits is acceptable.

### LUNCH TIME:

Parents are encouraged to follow the above guidelines

A healthy lunch box might include a sandwich, fruit, yogurt, cut up vegetables etc.

Please do not include chocolate, muesli bars, roll ups etc.

Please ask staff if you are unsure.

Healthy food orders from the Glossop High Canteen are available by ordering at the front office.

-We will display nutrition information and promotional materials about healthy eating, and provide information updates in newsletters.

Note: If your child has a serious **food allergy** (eg. nuts), a separate policy for the duration of your child's involvement with the preschool will be developed and communicated to parents and staff.

# Curriculum

During a preschool session, children are involved in play activities both indoors and outdoors which develop their physical, social, emotional, cognitive, literacy and numeracy skills. Structured group activities during the session involve participation in discussions, stories, games and music.

The curriculum is based on the **Early Years Learning Framework for Australia -**

**Belonging, Being, Becoming**, the national framework for children from birth to five years. Fundamental to the Framework is the view that children's lives are characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

**Belonging:** is the response to feeling valued and supported through connections and relationships with others, and the environment.

**Being:** is about a person's unique identity and qualities.

**Becoming:** is the process of change that occurs through development, learning and experiences.

The framework has 5 Learning Outcomes which are designed to capture the integrated and complex learning and development of all children across the birth to five age range.

**Outcome 1:** Children have a strong sense of identity

**Outcome 2:** Children are connected with and contribute to their world.

**Outcome 3:** Children have a strong sense of wellbeing.

**Outcome 4:** Children are confident and involved learners.

**Outcome 5:** Children are effective communicators.

The role of the educators is to support children in their learning journey by

- Listening to their interests and extending their creating thinking and questioning skills
  - Evaluating and reflecting on their learning
  - Planning appropriate experiences which will build on children's skills and interests
  - Providing open ended materials and resources that enable children to inquire, explore and discover
  - Providing a stimulating and attracting learning environment that invites children to participate, equally inside and outside of the preschool
  - Working in partnership with families, sharing information and valuing parent feedback
  - Documenting their learning through photographs, Learning Stories, anecdotal stories, creating art work and children's own responses, talking about what they have learned.
- Curriculum information is displayed through the centre and in the program book.

## **BEHAVIOUR MANAGEMENT POLICY**

When we observe unsafe, unacceptable behaviour occurring deliberately we will talk about safety in the preschool and then use one or a combination of the following strategies.

- Talk with the child about ways to use acceptable, safe, non-threatening ways to solve the problem
- Offer the child the choice of other activities
- Offer the child the option to stay at the activity, playing safely
- Re direct the child to other play activities

We will ignore any behaviour, which is done for attention seeking reasons (such as temper tantrums) as long as it is not dangerous and is not physically or emotionally hurting another person.

When unsafe behaviour is persistently repeated we will develop, in consultation with the parents/caregivers a:-

- Behaviour Management Plan. If appropriate, referrals will be made to the DECD Support Services.
- Where required we will formulate protocols for the behaviours of individual children. These protocols will be developed in negotiation with the child's family/caregivers to better support the learning of all children at the preschool.

In conjunction with these approaches to unacceptable behaviour we will continually talk with all the children about what to do when another child threatens their rights of safety. We will encourage children to:-

- Tell the other child to stop the behaviour
- Tell the other child why they do not like the behaviour
- Seek help from the teachers if the behaviour does not stop.

Behaviour Concerns will be discussed with families.

This Behaviour Policy will be shared with all new staff and families and children will be informed of behaviour expectations at the commencement of preschool, to ensure consistency in behaviour management approaches.

## **Reporting your child's progress and development**

The Staff use a range of strategies to record and document children's interests, development and learning.

This information is collated in your child's Learning Folder which contains:

- Work samples which are related to curriculum outcomes
- Educator observations which document examples of children's learning across the curriculum
- Learning Stories with educator reflections and directions for future planning
- Photographs showing children's interests and skills
- An Individual Learning Plan which identifies your child's areas of strengths, interests and future goals. The plan is written in the second term and is updated throughout the year.
- Parent Feedback page for you to add your comments and ideas.

The folders belong to you and your child and are available at all times for you to look at with your child.

You are also welcome to contribute to your child's learning folder at any time by completing an "at home" learning story.

When children make the transition to school, the folder is a means by which information about your child's learning may be shared with the school.

### **Parent – teacher communication**

We welcome information from you which will further enhance your child's development during their preschool year.

Throughout your child's preschool year, time can be arranged with staff to discuss any matters which are of importance to you and your child. We believe that it is important to share ideas and knowledge about your child's development and interests, so that we can form a positive partnership which will build a strong foundation for future learning.

Daily conversations ensure that we can be aware of any information that may impact on your child's day at preschool.

### **Summative reports:**

A transition report will be written in your child's last term. The report reflects the five outcomes of the Early Years National Framework and documents reflections each term.

A copy of this report is then forwarded to your child's school.



## **Arrival and collection of your child**

Your child's attendance will be registered daily in the roll book.

Regular attendance will support your child to develop effective habits for when they start school. It helps children establish friendships and provides continuity in their learning experiences – something hard to do when they attend irregularly.

It is important that we know how many children are in the centre at any given time for safety and emergency procedures.

If someone other than a nominated person on the enrolment form is collecting your child, please inform staff and record the person's name and phone number on the sheet next to the sign in sheet. We are unable to dismiss a child into the care of an authorised person until we have confirmation from a parent.

In an emergency you may ring us and we will make a note on the sheet for you.

You are welcome to come in and join in an activity with your child to settle them once the doors are opened.



# GLOSSOP PRIMARY COMMUNITY SCHOOL

P.O. BOX 115 GLOSSOP SA 5344

Phone: 8583 2386 Fax: 8583 2103 Email: [dl.0153.info@schools.sa.edu.au](mailto:dl.0153.info@schools.sa.edu.au)

## Guidelines for bus travel

### Respect for the Bus Driver

Drivers have an enormous responsibility, both to student travellers and other road users. They need to concentrate on the job of driving 100%, and therefore students need to be responsible travellers, and not distract the driver in any way. Please respect the driver at all times and realise that travelling at no cost on an Education Department bus is a privilege, which can be removed.

### **Bus travellers need to be aware of the following rules and follow them closely**

- Please be at your bus stop five minutes before your bus is due to arrive. This gives you plenty of time. If you are not at your bus stop, the bus is unable to wait.
- Wait quietly at the bus stop and make sure you KEEP WELL BACK from the road.
- When the bus arrives STAND WELL BACK until the bus has stopped. Walk to the bus and get on sensibly.
- Be well mannered and polite when getting on and off the bus. Say 'hello' and 'goodbye'
- Go straight to your seat and sit down. Fasten your seatbelt. Sit with your back to the back of the seat and face forward (School bags need to be placed under your seat)
- Follow directions of the Driver for your own safety.
- Treat people and property with respect.
- Never allow any part of your body nor any object to be outside of the window.
- There is to be NO EATING on the bus.
- Students are not to move around the bus .
- REMAIN SEATED until the bus has stopped, THEN move quickly off the bus.
- Wait at the side of the bus until the bus has moved off. If you have to cross the road do NOT cross until the bus has driven away. It is important that other drivers can see you and you can see them as this visibility may be blocked by the bus itself. **DO NOT CROSS UNTIL THE ROAD IS CLEAR.**
- Travel only to agreed stops – any alteration must be negotiated – No casual travel to friend's houses or a relative's house is allowed without prior approval from the Principal.
- At all times you must make sure that you are looking after your own safety as well as being aware of the safety of others.
- **Should a child's behaviour be inappropriate, the following steps will be taken:**
  - Verbal warning to an individual or group of students
  - Children continuing to act within the guidelines will be issued with an:

### **Inappropriate Student Behaviour Warning Sheet**



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Each warning will be mailed / delivered to the family and a telephone call will be made to ensure that the note has been received / to clarify issues for other than the first warning. A reply slip is on the warning note and we ask that parents return the slip as confirmation of receipt.

Parents are responsible for any damage caused to the bus or seating by their children .

***Bus travel is a privilege and not a right – All travellers need to act appropriately and respect the rights of others.***

Please return this form to the front office of your school.

## **REPLY SLIP**

DECD Transport Unit requires that Parents/ caregivers be given written guidelines for bus travel . These are set out clearly in the attached sheet.

We are also requested to provide written advice to parents of students travelling on school buses that approval to travel is conditional on parents returning a signed statement agreeing to pay for any damage proven to be caused by their child(ren).

To complete the Approval To Travel Application, this completed and signed reply slip must be returned to the front Office at your child's school.

Child(ren ) will not be able to travel until this is done.

## **PARENTS' NAMES**

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## **CHILD( REN'S) NAMES AND DETAILS**

<u>CHILD'S NAME</u>	<u>SCHOOL</u>	<u>CAREGROUP TEACHER</u>
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## **SIGNED REPLY**

1. We have read the Guidelines for Bus travel and discussed these with my child(ren).
2. We agree that these guidelines are a condition of travel on the School Bus.
3. We agree to pay for any damage proven to be caused by my / our child(ren)
4. We agree to support our student/s to wear a seatbelt for safety reasons at all times

(1).....(2).....

# **Glossop Community Preschool**

## **Vision Statement**

Glossop Community Preschool: Our Philosophy. Glossop Community Preschool is an integrated school based Preschool service.

We value inclusion (diversity), participation, partnerships, and each individual's ability to change and grow.

We strive to build respectful relationships with all families, as we work collaboratively, to provide an inclusive, play based, quality teaching and learning environment, for children and their families aimed at achieving independent enthusiastic inquiry minded learners.

Our Philosophy:

We believe that each child is an individual and unique, and the delivery of our service is central to that belief. We base our program on children's individual needs interests and skills. Supported by Belonging Being and Becoming (EYLF) and Reflect Respect Relate.

Individuals' voice is valued as an integral part of the learning environment. Children will be supported to develop to their full potential by

- Engaging in a curriculum that encourages creativity, curiosity, problem solving, independence skills, and sense of inquiry - while having FUN.
- Providing a safe, welcoming, happy, supportive and accessible care and learning environment.
- Providing opportunities for children and families to become involved in all aspects of our school and service.
- Providing opportunity for children and families to develop respectful relationships with staff and peers and adults.

We believe that parents and families are children's "first educators" and we

- Support and encourage partnerships with families (We value parent voice and your information to and use guide planning for children's learning)
- Encourage communication between staff and parents/carers
- Respond to individual family needs, recognising and respecting the diversity of families in our community. We make curriculum decisions that uphold all children's rights to have their cultures, identities, abilities and strengths acknowledged and valued,
- Provide information about other services available in the community

We believe that staff is the Preschool's most valuable resource. In order to provide an inclusive, quality teaching and learning program we aim to:

- Support staff well-being, in a safe and supportive working environment,
- Value the skills and knowledge that each staff member brings with them,
- Respect the diversity of staff backgrounds and experiences,
- Encourage and support ongoing continuous learning and view research and ideas as a catalyst for positive change.
- Collaborative teamwork with shared goals and directions, celebrate success and value positive, professional relationships with a focus on solutions
- Communication – community focuses on learning conversation, active listening demonstrating a sense of team.