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Home



Find out more about our goals and our focus in our philosophy statement (PDF 128KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hawker_-_our_philosophy_2015.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See [volunteering in schools, preschools and children's centres](#)

(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to 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>) 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 action plan (PDF 284KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hawker_-_building_evac_plan2018.pdf) and the bushfire page on the Department for Education's website (<https://www.education.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) for general information.

Immunisations record were kept and filed in the centre

Contact us

Preschool director: Ms Florence Galarita

Phone: (08) 8648 4116

Fax: (08) 8648 4326

Email: dl.6622.leaders@schools.sa.edu.au

Street address: 67 Chace View Terrace Hawker SA 5434

Postal address: PO Box 29 Hawker SA 5434

What we offer

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

Preschool program

Times

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

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|------------------|---------------------------------------|----------|--------|
| 8.45am to 3.15pm | 8.45am to 3.15pm | 8.45am to 3.15pm weeks 4, 6, and 8 | – | – |

Fees

The parent contribution is \$50 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/hawker-childhood-services-centre/getting-started/enrolment-and-fees>) page for more information.

What to bring

Children need to bring these items each day:

- bag
- hat
- sunscreen
- 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 (unless bringing a toy for 'show and tell').

Bus service

Your child may be able to access the Hawker Area School (<http://www.hawkeras.sa.edu.au/>) bus if there are seats available. If your child does catch the bus, we will be there to greet them upon arrival and will return them to the bus for departure.

For more information contact the school on 8648 4003.

Additional information

As part of our preschool program we run these sessions:

- Active play every Tuesday 11.00am to 11.50am
- Library time 9.30am to 10.15am

Please read our drop-off and pick-up procedure (PDF 168KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hawker_-_arrival_and_departure_policy.pdf).

Child and youth health checkups

Developmental health screenings are held for all children at the centre between the ages of 4 and 5 years. These checkups can be organised through the kindy or to the nearest community clinic.

Pre-entry

Pre-entry is available to your child before they start preschool.

Times

Every Tuesday during term from 8.45am to 12.30pm.

Cost

\$30 per child per term.

What to bring

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

Playgroup

Playgroup is available to your child between the ages of 0 and 5 years.

Times

Every Tuesday during term from 9.30am to 10.30am.

Cost

\$ 2.50 per family.

What to bring

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

Creche

Our creche is run by Remote Isolated Children's Exercise (RICE) (<http://www.rice.org.au/>) and is available to your child between the ages of 0 and 5 years.

Times

Every Friday during term from 8.45am to 3.15pm.

Cost

Gold coin donation.

What to bring

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

Transition to school

Before they start school your child will participate in transition visits. These visits will help your child get to know the school and their teacher.

Before they can start transition visits you will need to enrol your child at Hawker Area School (<http://www.hawkeras.sa.edu.au/>).

Times

Transition visits will occur during term 4.

We will provide you with transition information and a timetable beforehand.

Cost

No cost.

What to bring

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

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/hawker-childhood-services-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 week 2 of term 4 about an orientation session. This session will give you the opportunity to ask questions and will run for up to 1 hour.

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 \$200 per year. You can choose to pay the total amount at the beginning of the year or to pay instalments of \$50 at the beginning of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have additional costs (<https://www.preschools.sa.gov.au/hawker-childhood-services-centre/getting-started/what-we-offer#hawkeradditionalcosts>).

When to pay

Monthly invoices will be posted to you.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay by cash or cheque or at Hawker Area School (<http://www.hawkeras.sa.edu.au/>). If you are paying by cash or cheque, please put the payment in a sealed envelope with your child's name on the front. Put the envelope in the payments box at the school or ask for the school bursar.

EFT information

You can pay by direct deposit.

Account name: Hawker School Council Inc (ANZ Bank)

BSB: 015206

Account number: 622000726

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.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: Meeting NQS

Quality Area Ratings

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

Rating for: Hawker Childhood Services Centre

Rating issued: November 2016

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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 88KB)

(https://www.preschools.sa.gov.au/sites/default/files/hawker_csc_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/6622_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.

Quality Improvement Plan for

202

Service name

Service approval number

Acknowledgment of Country

We acknowledge the people as the traditional custodians of the lands and waters where our centre is located and recognise their continuing connection to country. We pay our respects to Elders past and present, and extend that respect to all Aboriginal peoples.



**Government
of South Australia**
Department for Education

Context

Service Context



Context

Statement of Philosophy



Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 1: Educational Program and Practice

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 2: Children's Health and Safety

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 3: Physical Environment

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 4: Staffing Arrangements

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 5: Relationships with Children

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 6: Collaborative Partnerships with Families and Communities

Strengths

With reference to the three exceeding themes:

1. Practice is embedded in service operations
2. Practice is informed by critical reflection
3. Practice is shaped by meaningful engagement with families and/or the community



5

Review
and evaluate

Quality Area 7: Governance and Leadership

Quality Improvement Plan for

202

Includes:

- Learning Improvement goals
- Progress notes
- National Quality Framework responsibilities plan

How to complete this template

- Complete every step. The Preschool Quality Improvement Planning handbook explains how to do this. In addition your education director will provide support.
- Complete steps 1 to 3 during term 4 and have it approved by the director/principal, governing council chairperson and education director.
- Email this plan (steps 1 – 3) to your education director.
- Ensure your preschool quality improvement plan is readily available on request to parents and families, and officers of the Education Standards Board.
- Work through step 4 (Improve Practice and Monitor Impact) regularly throughout the year.
- Complete step 5 (Review and Evaluate) in term 4 of each year.
- Your complete quality improvement plan should be reviewed and updated in term 4 each year.

For further information and advice contact your local education team.

Learning Improvement Plan



Goal 1:

| Challenge of practice: | | | | |
|------------------------|-----------|----------|-----------|----------------|
| Actions | NQS links | Timeline | Resources | Responsibility |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Success criteria | | | | |

Progress notes



4

Improve practice and monitor impact

Goal 1:

| Meeting date | Implementation (are we doing what we said we would do?) <div><div></div><div></div><div></div></div> <i>Enter your overall assessment of progress towards implementing actions for improvement.</i> | Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i> | Next steps |
|--------------|--|---|------------|
| | | | |
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Learning Improvement Plan



1
Analyse
and prioritise



2
Determine
challenge of
practice



3
Plan
actions for
improvement

Goal 2:

| Challenge of practice: | | | | |
|------------------------|-----------|----------|-----------|----------------|
| Actions | NQS links | Timeline | Resources | Responsibility |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Success criteria | | | | |

Progress notes



4

Improve practice and monitor impact

Goal 2:

| Meeting date | Implementation (are we doing what we said we would do?) <div><div></div><div></div><div></div></div> <i>Enter your overall assessment of progress towards implementing actions for improvement.</i> | Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i> | Next steps |
|--------------|--|---|------------|
| | | | |
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Learning Improvement Plan



1
Analyse
and prioritise



2
Determine
challenge of
practice



3
Plan
actions for
improvement

Goal 3:

| Challenge of practice: | | | | |
|------------------------|-----------|----------|-----------|----------------|
| Actions | NQS links | Timeline | Resources | Responsibility |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| Success criteria | | | | |



Goal 3:

| Meeting date | Implementation (are we doing what we said we would do?) <div><div></div><div></div><div></div></div> <i>Enter your overall assessment of progress towards implementing actions for improvement.</i> | Impact (are we improving learning outcomes?) <i>Enter the evidence of impact of your actions on children's learning against success criteria.</i> | Next steps |
|--------------|--|---|------------|
| | | | |
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National Quality Framework responsibilities

| NQS links | Task | Steps involved | Timeline | Responsibility | Resourcing | Completed |
|-----------|------|----------------|----------|----------------|------------|-----------|
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Review and evaluate



5

Review
and evaluate

Learning improvement goal 1:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

Review and evaluate



5

Review
and evaluate

Learning improvement goal 2:

What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

Review and evaluate



5

Review
and evaluate

Learning improvement goal 3:

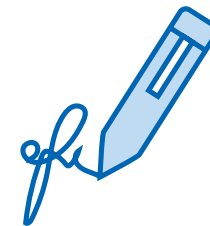
What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

Inhibitors: What factors have impeded progress? How will we work through this?

Recommendations: What are the next steps to take?

Approvals



Approved by director/principal

Approved by governing council chairperson

Approved by education director



HAWKER CHILDHOOD SERVICES CENTRE Arrival and Departure Policy

Preschool Parent Responsibilities:

1. Parents and/or Caregivers **MUST** enter the centre to deliver and collect children.
2. Preschool sessions do not begin until 8:45am therefore parents are not to drop children off before this time. Prior to 8:45am staff are busy preparing for the session and are not able to take on full supervision of children.
3. Preschool sessions finish 3:15pm on Mondays and Tuesdays and on Wednesday sessions.
4. **NO** child will be permitted to leave the Centre until the parent or caregiver has entered the grounds and the child has been farewelled by a staff member.
5. If you cannot collect your child from the centre, please fill in and sign the "Arrival and Departure" Signing sheet and let staff know.

Bus Arrangements

In accordance with the Department of Education and Children's Services (DECD) School Transport Policy, Principals and District Directors may approve non-entitled students to travel on existing school busses under certain conditions. Non-entitled students include pre-school children.

If children are to use school buses the following steps need to take place.

1. Permission for Transport of Ineligible Students on a School Bus form needs to be completed and signed by parent and school bus coordinator.
2. Upon arrival to the School a Hawker CSC staff member will collect the child.
3. Upon departure children are to be accompanied by a staff member to the school bus departure area. The staff member is to see that the children board the bus in a safe manner.

Preschool Staff Responsibilities

1. A staff member is to greet the children upon arrival at the centre.
2. Staff members must farewell children only on sight of their parent/ caregiver entering the Preschool grounds.



INTERACTIONS WITH CHILDREN HAWKER CHILDHOOD SERVICES CENTRE

- ✓ We believe that everyone has the right to feel safe all the time.
- ✓ Children learn best when they experience success and have positive self-esteem.
- ✓ We accept that children feel angry, frustrated and upset at times, and need help to express these feelings appropriately.
- ✓ Staff and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for children, and modelling appropriate behaviours.

| ACCEPTABLE BEHAVIOUR | UNACCEPTABLE BEHAVIOUR |
|--|---|
| Respecting and caring for others | Hitting, Kicking, Spitting, Pushing, Pinching |
| Sharing and taking turns | Biting |
| Being co-operative | Throwing – sand, stones or toys |
| Being polite | Playing with sticks |
| Participating in activities | Breaking trees |
| Being friendly | Climbing fences/gates |
| Listening | Running inside |
| Helping | Damaging property |
| Using appropriate social language and actions (eg. “please stop, I don’t like that”) | Bullying |
| Valuing other people’s property (including something they made or built) | Racial taunts |
| Walking inside | Yelling and screaming (directed at an individual) |
| Washing hands before eating and after going to the toilet | Name calling |
| | Swearing |

When unsafe/unacceptable behaviour occurs, staff will:

1. Redirect the play or the child
2. Offer choices/give warnings
3. Talk about the problem (e.g. “what would happen if...”) If the unsafe behaviours are repeated, staff will:
4. Use “time out”.

Time out will only be for brief period and the child will not be left on their own. It will be carried out by staff.

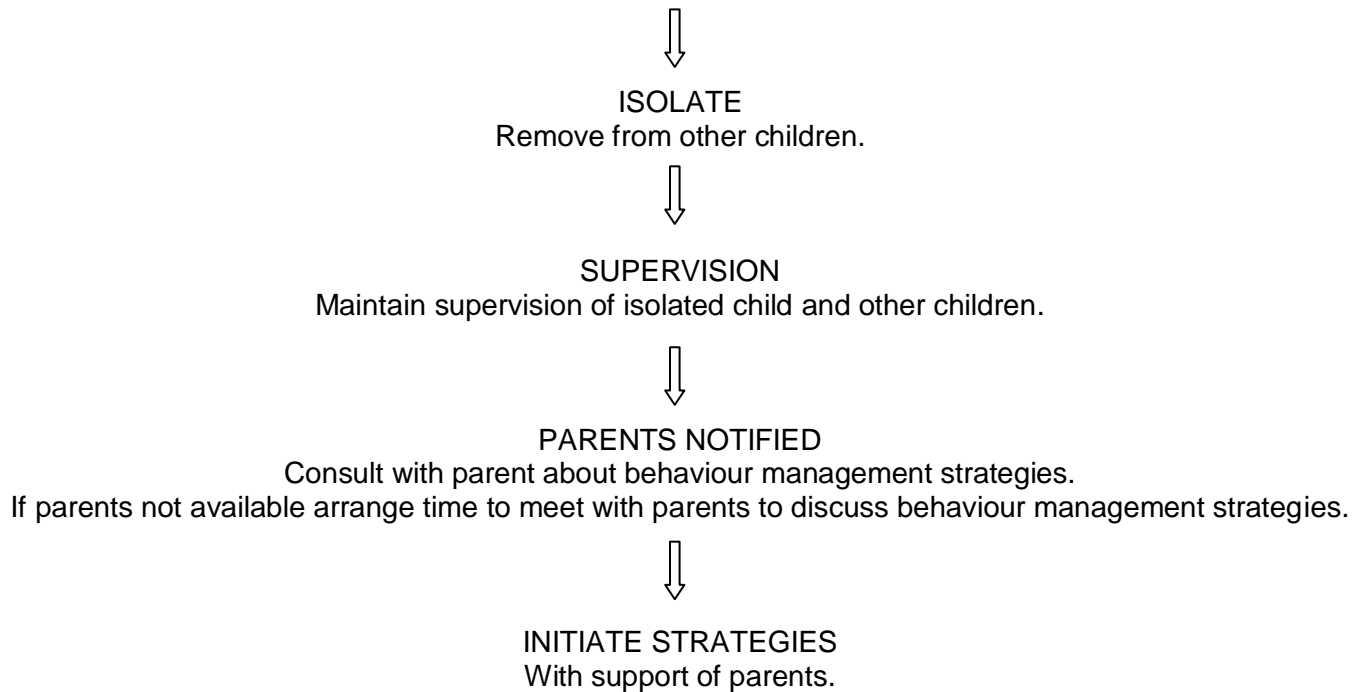
Child can leave when time is up. If he/she leaves before, the time will begin again.

| Staff will: | Children will: |
|---|--|
| Model appropriate behaviour | Be safe |
| Provide opportunities for children to take risks and experience success | Be happy |
| Be positive | Become assertive |
| Value children as individuals | Be confident |
| Encourage children to accept responsibility | Be relaxed |
| Provide opportunities for problem solving | Share |
| Provide lots of opportunity for talking and asking questions | Show initiative |
| Help children to recognise their feelings | Take risks |
| Help children to handle their feelings | Solve problems |
| Make learning relevant and manageable for | Be able to communicate effectively |
| | Be able to express feelings, wants and needs |

| | |
|--|--|
| children Be fair and patient Be consistent and follow through when managing behaviours | Be able to work together in a co-operative manner Respect others Take responsibility for their own actions |
|--|--|

Please feel free to discuss any difficulties with the staff, we are here to help you.

Management Process for Extreme Behaviour



Review: October 2013, Sept 2015, August 2016, next review August 2017s



HAWKER CHILDHOOD SERVICES CENTRE Bus Policy

Bus Arrangements

In accordance with the Department of Education and Children's Services (DECD) School Transport Policy, Principals and District Directors may approve non-entitled students to travel on existing school busses under certain conditions. Non-entitled students include pre-school children.

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Hawker Childhood Services Centre

Child Protection Policy

It is a fundamental principle in Australian society that parents have the responsibility to protect their children and keep them safe.

Australia supports a United Nations agreement that children are to be protected from all forms of abuse, exploitation and violence. Abuse may be sexual, physical and emotional. Australia has laws to prevent and respond to the abuse or neglect of children.

In South Australia this law is called the Children's Protection Act. Under this Act people who work and volunteer in schools, preschools and care settings are called mandated notifiers. This means that they must report child abuse or neglect if they have reasonable belief that a child is being harmed. All people employed in the Department of Education and Children's Development receive regular training in this responsibility. When people report child abuse it is a confidential exchange of information with the Department of Families and Communities.

Schools, Preschools and Child-Care Centres have the responsibility to protect children and keep them safe when they are under their care. Schools and Centres work with parents and other agencies to keep children safe. Some of the ways they contribute to children's safety are through:

- screening the people who want to work with children and young people
- providing staff and volunteers with expected standards of behaviour towards children and young people
- providing supervision of children in the class, in the yard, and on excursions
- implementing the school policies to ensure that children are treated in a just way and to respond to racial, sexual, verbal and physical harassment
- educating about living safely and being healthy in Australia. This includes road safety, water safety, sun protection, hygiene and healthy eating
- providing education about the dangers of drugs and alcohol
- involving students in making decisions about their school and class
- teaching children how to develop positive relationships and providing opportunities to build self esteem
- teaching the Child Protection Curriculum.

The Child Protection curriculum teaches all children from a young age, in an age appropriate way to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.
- A range of books, videos and classroom strategies are used in the curriculum.
- Some strategies used with students are:
- networks: a list of 4 or 5 trusted adults that the student can seek help from
- one-step removed: students are given 'What if....' scenarios eg 'What if someone went home after school and found that he or she had lost their key and nobody was home?' These situations are discussed and a number of strategies that might help to keep the children safe are developed
- persistence expectation: students are taught to continue to tell people or take action until they are safe
- protective interrupting: teachers interrupt a student to prevent a disclosure in a group that may lead to further feelings of being unsafe - discussion time with these students is arranged in privacy after the lesson.

Parents/caregivers are informed when the Child Protection curriculum is to be taught and what will be taught.

Parents/caregivers are encouraged to talk to their children and the teachers about the Child Protection program.

Educators have training to teach the Child Protection curriculum.

Aug 2017

Reviewed: Feb 17th 2020

Dealing with Medical Conditions Policy

It is the responsibility of the parents/caregivers to inform the kindergarten of any medical conditions during the enrolment interview or when the parent becomes aware of the condition.

[Education and Care Services National Regulation 2011:](#)

[Regulation 168 \(2\) \(d\)](#)

[Related Key Regulations: 90, 91, 92, 93, 94, 95, 96, 162, 169](#)

[Links to the National Quality Standards:](#)

[National Quality Standard 2.1](#)

Parent Responsibilities:

- It is the parent's responsibility to get the appropriate plan completed by Medical Practitioners.
- If Medication is needed to be kept on the premises, Parents are responsible for supplying all MEDICATION including an asthma spacer – these are required to be kept at kindy when Child is attending.
- Supply the kindergarten with a copy of the Plans which are kept with the children's enrolment forms folder and a copy is also placed in the 'Health support plans' in the FIRST AID FOLDER in kitchen and a copy is also kept in the container where their medication is stored - cupboard or fridge.

Staff will:

- Complete a list of **children's allergies or Health needs**. This is located on the door of the First Aid chest in kitchen area. A picture of the child and medical condition and treatment is created for each individual and placed on the door of the First Aid cupboard, with details of plan inside cupboard where the medication is kept if not required to be in fridge.
- TRT staff, Volunteers and Students will be made aware of these children.
- Regularly check Medication for use by date and replace asthma puffer.

Child becoming ill or injured:

In the event of a child becoming ill or injured whilst at the centre, staff will make every effort to ensure the child is comforted and made comfortable. The appropriate first aid will be applied as deemed necessary, (by a trained staff member), according to the injury or sickness.

- For children suffering an Asthma attack, allergic reaction, Epileptic episode, or any other medical condition that is known to the staff, they will implement the child's **Health Care Plan**.
- Staff will follow '**Incident, Injury, Trauma and Illness Policy**'.
- If no further medical assistance is needed then the child may return to play.
- If an emergency a staff member will contact parents or caregivers of the child, to explain the situation and request that the child be collected.
- If these persons cannot be contacted, then the designated emergency contact person on the child's enrolment form will be contacted.
- At no time will the child be left out of sight of a staff member.
- If no contact can be made with the child's family, and the staff have assessed that the child's health is deteriorating and/or requiring professional medical treatment, they will request an ambulance to transport the child to the nearest hospital. Staff will continue trying to make contact with the child's family to inform them of the situation.
- In the event of a child returning to the centre after an illness, (regardless of the length of time) staff will request that the child be fully recovered and rested thus ensuring the child is not stressed or likely to infect others. Please see '**Dealing with infectious Diseases Policy**'
- Any child that needs medical assistance ON and OFF site will follow the '**Incident, Injury, Trauma and Illness Policy**'.

Administering Medication Procedures:

The following guidelines have been established for the administration of medication.

Whenever, possible medication should be administered by a parent. If impossible it's the parent's responsibility to advise the preschool staff of any change to the medication such as the child's dosage/medication along doctor's new letter or medication plan signed by treating doctor.

Procedures

1. Prescribed Medication will be kept in the container with a copy of their medical plan, in the First Aid cupboard/fridge in kitchen area

2. Prescribed Medication will not be administered in any circumstances unless the following procedures are under taken: A Health Support Plan developed and signed by the treating doctor eg asthma and allergy plans.

3. A doctor's approval via a signed proforma—Medication Authority or letter for administering medication. Approval needs to state the medication name, dose, time and name of the child.

4. All prescribed medication must be in the original, correctly named and labelled container.

5. The treating teacher must get the medication dosage and the child (to make sure it is the correct child) checked by another staff member.

After Medication is administered, the treating teacher completes the Medication log for that child. Both the treating teacher and the checking staff member must sign and date the log.

The Medication logs and Authorisation to administer medication forms are kept either in: Children with Health Support in the FIRST AID FOLDER & a copy in child's enrolment file (office).

6: All copies of Medication Logs are archived in the children's folder.

All other Children: The logs are kept in the FIRST AID FOLDER (kitchen).

Important: The kindergarten **CAN'T GIVE** the first dose of any new medication to a child.

This policy has been developed by the Preschool director in consultation with staff and the Governing Council.

Oct 2012, T3, 2014, Reviewed 10/8/2016

Resources: https://www.sa.gov.au/__data/assets/pdf_file/0010/.../HealthSupportPlanninginEd.pdf

DECD *You've got what?, First Aid, Health Support Planning*

HAWKER CHILDHOOD SERVICES CENTRE
HEALTHY EATING and FOOD POLICY

HAWKER CSC has developed a policy aimed at promoting healthy eating habits for pre-school children.

Parents are therefore encouraged to send healthy foods and drinks for their child.

We are informed by the Department's *Right Bite healthy eating guidelines*.

Be mindful that 2 serves of fruit and 5 serves of vegetables per day are recommended and keeping fats and sugars to low levels.

☆ This policy assists in children having appropriate weight and healthy teeth.

Parents are encouraged to send healthy foods. Examples of these foods are:

- Fruit and vegetables
- Cheese, yoghurt, plain custard and milk
- Dry biscuits & crackers- check salt & sugar content
- Sandwiches, plain scones, pancakes,
- Rice, pasta, noodles
- Hard-boiled eggs
- Plain popcorn
- Healthy buns & savoury muffins
- Soup
- Water bottle-we promote the drinking of water

The Centre does not accept:

- Chips
- Chocolate & lollies
- Cake & biscuits
- Flavoured milks, cordial and fruit juice
- Foods that contain more than 10% sugar
- Foods that contain more than 5% Fat.
- Foods that are high in salt content.



GOALS FOR THE POLICY

1. Promote nutritious food choices for children by creating a supportive environment for parents and children.
2. Promote aspects of good food & nutrition to parents, carers and children by acting as role-models for the Hawker CSC community.
3. Ensure the Centre fosters safe eating and food related activities.
4. Foster healthy social, emotional, cultural and physical development of children.

WAYS STAFF AND PARENTS CAN HELP

- Staff will send a letter home if unhealthy snacks are coming regularly to Kindy.
- Staff will promote social aspects of eating together.
- Water should always be available, accessible and promoted.
- Parents are to inform staff if child has food allergy or special dietary requirements.
- Children will wash their hands prior to eating. They will sit while eating.
- The kindy program supports healthy themes and encourages discussion about food.

Updated Oct 2017, reviewed T3, Aug 2017 Next scheduled review Aug 2018
Feb 17th 2020



Hawker Childhood Services Centre Hot Weather Policy

Hawker Childhood Services Centre is situated in an extreme climate during the summer months. This policy aims to outline specific strategies aimed at reducing the risk of heat illness to young children and staff whilst at kindergarten during hot weather.

The policy will recognise that children are at greater risk of suffering from heat illness than adults. A child's ability to respond to environmental heat and acclimatise to heat is due to physiological differences.

"Children sweat less and get less evaporative cooling than adults. In warm and hot weather they have greater difficulty getting rid of heat; they look flushed, and feel hotter and more stressed than adults"

Source "Sports Medicine Australia"

Strategies to reduce the risk of heat illness

Shade Activities conducted in periods of hot weather are to be undertaken in shaded areas. Set up activities under the shade of trees, pergola, umbrella and verandah when in the outdoor area.

Drinks Children are to be frequently offered water or fluids. Drinking water is to be accessible to children at all times.

Clothing Parents are to be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and of a type that is sunsafe. Children and staff are to wear hats in the outdoor area at all times.

Lunch Parents are to be encouraged to pack food in insulated containers with a freezer brick or frozen water. Food is stored in the refrigerator at the Site.

Equipment Outdoor equipment will be assessed by a staff member to ensure it is not hot enough to place children at risk of burn injuries.

Cooling Hawker Childhood Services Centre has several refrigerator split cooling systems which will be used during hot weather.

In the event of a blackout or breakdown of the cooling or ventilation systems staff may activate an early dismissal. All suitable avenues will be explored first eg. use the Hawker Community library or the Multi-purpose room if unaffected by breakdowns.

Early dismissal (1 hour prior to regular closure) is only to be evoked where the forecast is at least 36 degrees celsius and in consultation with the Hawker Area School Principal.

Early Dismissal Procedure:

1. Notify District Office of intention to evoke early dismissal
2. Notify parents of early dismissal
3. Staff are to remain on duty on days of early dismissal.
4. Children who are unable to be collected, including children who access the School bus must be adequately supervised by staff and kept as comfortable as possible.
5. The interests of the children are to be paramount considerations if developing an early dismissal clause and procedures.

In the case of an extended breakdown of the cooling system during hot weather the kindergarten Director will undertake a risk management process and work with the District Office to manage the situation.

Dated: 14/05/2012 Reviewed T3 2016



Hawker Childhood Services Centre

Infection Control Policy

Staff aim to provide high quality care and education through a partnership between parents, children, community, staff and the Department of Education and Children's Services."

The HAWKER CHILDHOOD SERVICES CENTRE endeavours to reduce the spread of infection through air, fluid, droplets or surfaces by the following means:

- Staff model good hygiene procedures with the children.
- Gloves must be worn by staff during children contact or eating/playing surfaces should staff have an open sore located on hands.
- If children cough or sneeze they are encouraged to use a disposable tissue and/or their hands and are then encouraged to wash their hands afterwards.
- As per the "sickness" policy, sick children can be excluded from care. If a child looks unwell, staff will assess them and find a quiet place for them. The parent(s)/caregiver are contacted to pick up their child. The child will be closely observed and reassured by staff until their parent/caregiver arrives.
- Hand washing is the first line of infection prevention for all children, staff and other users of the centre.

Hand washing is necessary:

- Before and after administering first aid (gloves*)
- Before handling food;
- After visiting the toilet;
- After handling raw food;
- After using a handkerchief or tissue;
- After touching eyes, ears, nose, hair or mouth;
- After every break;
- After changing nappies or soiled clothes (gloves*);
- After handling body fluids, eg vomit, blood, faeces, mucous (gloves*);
- After handling animals;
- After any other unhygienic practice and
- After removing gloves.
- Our centre has disposable hand towel dispensers for hand drying.
- (Gloves*) – Gloves are to be worn for these procedures and for cleaning any area exposed to pathogens.
- Surfaces are sprayed and wiped with cleaning product using disposable cotton cloths.

Wiping is necessary:

- · Before and after changing nappies;
- · Before and after eating;
- · After craft activities;
- · After general spills; and
- · After children's toileting accidents
- Our centre keeps immunisation records as part of our commitment to protect the health and safety of children and adults.



OUR PHILOSOPHY

HAWKER CHILDHOOD SERVICES CENTRE



We believe childhood is a special time.

We provide a physically and emotionally safe environment for children.

We nurture relationships with each child to ensure positive self concept and confidence develops to enhance effective communication, social skills and learning.

We give children opportunities to communicate and to seek information about their needs.

We provide a stimulating and challenging environment appropriate to the needs of the individual child through play and discovery as well as explicit teaching and learning.

We aim to foster a positive approach to learning by providing opportunities for self-direction, to try new things and to have fun.

We encourage children to be aware of and take responsibility for their immediate and wider environment.

We recognise the diversity of family structure, values and culture within our preschool and are committed to an inclusive curriculum.

We acknowledge the need for staff to be friendly, approachable and accessible to ensure parents and staff work together for mutual benefit.

We endeavour to reflect an attitude of anti-bias to gender and culture.

We acknowledge the necessity for a close link between the preschool and local school to ensure a successful transition from preschool to school.

We endeavour to provide flexible services to accommodate the specific needs of each child and their family.

We believe staff training is integral to the provision of a high quality program and service.

We promote healthy eating policies in line with department regulations to ensure children maintain a healthy lifestyle.

Our preschool community values honesty, integrity, respect and trust.

Reviewed May, 2017



HAWKER CHILDHOOD SERVICES CENTRE PO BOX 29 HAWKER SA 5434
PH (08) 86484116 FAX (08) 86 484326

Skin Protection Policy – Sun Smart Procedure

There is overwhelming medical evidence today which states that skin cancer is the direct result of over exposure to the sun's rays. It is the Kindergartens duty to ensure the children's heads and eyes are shielded from the sun.

From 1st September to end of April and at all times when the UV radiation levels are 3 and above, the staff and children are required to follow the following sun protection measures:

- Wear broadbrim/legionnaire or bucket hats with a brim of at least 6cm AND suitable clothing covering as much skin as possible including shoulders and preferably with a collar, when playing outside.
- Apply SPF30 and above broad-spectrum, water resistant sunscreen to all exposed areas at least 20 minutes before going outdoors.
- Gain parents' interest and support and promote the sun protection information and policy to make it available to all staff, families and visitors.
- Encourage parents to apply sunscreen before the child comes to kindergarten
- Playgroup and crèche families to provide a broadbrim hat or a legionnaires hat
- Take hats and sunscreen on excursions
- Staff to wear hats a positive role model
- Budget allocation for sunscreen, SPF 30+ through creche contribution.
- Children encouraged to use available areas of shade for outdoor play.
- Outdoor activities will be held in areas of shade wherever possible
- Staff will schedule outdoor activities at safe times whenever possible
- Staff will encourage the use of SPF 30+ for themselves and children by making provision for its purchase within the budget allocations
- Staff will reinforce regularly the SunSmart policy in a positive way through newsletters, parent meetings and dramatic play and include the sun protection message as part of the learning program.

From 1st May to end of August

- When the UV level below 3 in the winter months it is not necessary to wear
- a hat or sunscreen.
- It is important for some exposure to the sun to produce Vitamin D

Updated 12/03/14 reviewed 2/8/16 Next review Aug 2017



Hawker Childhood Services Centre

Toileting Procedure

From our philosophy: **We aim to provide high quality care and education through a partnership between parents, children, community, staff and the department of education and children's services.**

With the belief that: **"children have security in a safe loving environment" and that "children are part of an inclusive center when staff and programs are warm, welcoming and accepting of differences."**

- At the Hawker childhood Services Centre we understand that children are ready to use the toilet at different ages and we will endeavor to work in partnership with parents/caregivers/guardians when this occurs.
- We ask that parents supply a minimum of 4 pairs of training pants and a spare set of clothes.
- Children take different lengths of time to become toilet users but we will respect individual stages and parents' wishes.
- When a toileting program has been implemented for a child, we believe putting them in and out of nappies is often confusing.
- We will communicate with parents regarding their child's toilet use, verbally and a record of happenings is documented.
- Children will be encouraged to use the toilet and positive reinforcement will be used.
- Children will be encouraged to wash hands after each toilet visit, as per the infection control policy.

Referenced: Personal Care Support Planning in Education and Children's Services

Term1 2015 , updated 8/8/2016, review Aug 2017

Hawker CSC procedures -Water safety

Site safety

Children must be adequately supervised at all times when having access to any water hazards.

Where a water vessel is used for water play by children, the vessel must be emptied immediately after use and stored in a manner that prevents the vessel filling with water when not in use.

When children are taken on an excursion to swim or where there is a significant water hazard, educators are to conduct a risk assessment.

Children are to have safe independent access to clean and cool drinking water at all times

Site inspections

Sites must undertake safety inspections at least annually to ensure sites are free from water hazards. The [safety inspection checklist \(DOC, 107.5 KB\)](#) has been developed as a guide.

ENSURE WATERPLAY EQUIPMENT IS EMPTIED END OF DAY.

Swimming excursions

Sites are required to conduct an excursion risk management plan when children are to be taken on an excursion to swim or where there is a significant water hazard. Refer to [Preschool excursions](#) for the risk assessment template and planning procedures for camps and excursions.

The following links are a compilation of [DECD policies, procedures, guidelines](#) and references that fulfil the requirements of [Regulation 168 \(PDF, 75.7 KB\)](#) of the Education and Care Services National Law and National Regulations. These requirements apply to the preschool service and all programs operated at the service (ie preschool, rural care, occasional care etc).

Sites should refer to the [summary of actions required by sites to comply with policies and procedures \(DOC, 75.5 KB\)](#) and develop site specific procedures that take into account local context and implementation.

Health and safety policies and procedures – National Quality Area 2

- [Nutrition, food and beverages, dietary requirements](#)
- [Sun protection](#)
- [Water safety](#)
- [Administration of first aid](#)
- [Incident, injury, trauma and illness](#)
- [Dealing with infectious diseases](#)
- [Dealing with medical conditions](#)
- [Emergency and evacuation](#)
- [Delivery and collection of children](#)
- [Excursions](#)
- [Child protection](#)

Staffing arrangements – National Quality Area 4

- [Code of conduct](#)
- [Determining the responsible person present](#)
- [Participation of volunteers and students](#)

Relationships with children – National Quality Area 5

- [Interactions with children](#) (Behaviour support)

Service management – National Quality Area 7

- [Enrolment](#)
- [Orientation](#)
- [Acceptance and refusal of authorisations](#)
- [Payment of fees](#)
- [Prescribed information to meet NQF requirements](#)

Prescribed information

The nominated supervisor of the service (the site leader) must ensure that the following information (prescribed) is displayed at the entrance to the service in a prominent position:

- name of the approved provider (DECD)
- site name
- name of the nominated supervisor or, if the nominated supervisor is a member of a prescribed class, the class of persons to which the nominated supervisor belongs
- hours and days of operation
- name and telephone number of a person at the service to whom complaints may be addressed
- name of the responsible person in charge at any given time
- name of the educational leader
- contact details of the regulatory authority
- until the service rating is received from the Education and Early Childhood Services Registration and Standards Board of South Australia, a statement in respect to accreditation and rating, e.g. An assessment is yet to be undertaken
- for services where the savings provision applies, a statement in respect to taken to comply
- when applicable, a notice stating that a child who has been diagnosed as at risk of anaphylaxis is enrolled
- when applicable, a notice of an occurrence of an infectious disease at the service