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Home



We value honesty, respect, responsibility and achievement.

You can find out more about our goals and our focus in our philosophy statement (PDF 292KB) (https://www.preschools.sa.gov.au/sites/default/files/kimba_site_philosophy.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>) 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.

Contact us

Preschool director: Miss Esther Flavel

Phone: (08) 8627 2321

Fax: (08) 8627 2270

Email: dl.6626.leaders@schools.sa.edu.au

Street address: 30-32 Park Terrace Kimba SA 5641

Postal address: PO Box 335 Kimba SA 5641

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 11.00am	—

Fees

The parent contribution is \$85 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/kimba-community-kindergarten/getting-started/enrolment-and-fees>) page for more information.

What to bring

Children need to bring these items each day:

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

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

We will supply a hat for your child as part of your parent contribution. Your child's hat will remain at kindy.

We encourage children to drink plenty of water and eat a balanced variety of food. Please refer to our Nutrition policy

Bus service

Preschool children can use the Kimba Area School bus if seats are available. Please contact Kimba Area School (<http://www.kimbaas.sa.edu.au/>) if you wish for your child to use the bus. School children get first priority but seats are usually available for preschool children. If seats are limited, priority will be given to children travelling the furthest.

For further information please refer to our bus service policy (PDF 565KB) (https://www.preschools.sa.gov.au/sites/default/files/bus_policy_and_procedure_2.pdf).

Additional information

We strive to create a warm and welcoming atmosphere for you and your child.

Our curriculum is based on the education department's preschool numeracy and literacy indicators (<https://www.decd.sa.gov.au/sites/g/files/net691/f/implementation-guidelines-indicators-preschool.pdf?v=1465356423>) as well as the Early Years Learning framework (<https://www.education.gov.au/early-years-learning-framework-0>). Your child will learn best through play, exploration and new experiences and this forms the foundation of our program.

By observing and becoming involved in their play we are able to expand your child's world and develop their knowledge, skills and dispositions. We encourage you to become involved with your child's activities to help them learn.

We also incorporate intentional teaching moments. We create an environment that actively promotes your child's learning through challenging experiences and opportunities for experimentation.

At all times we will respect your child as an individual and will meet their needs by:

- listening to them
- matching activities with their development
- fostering a warm and creative learning environment
- being a resource, friend, comforter and teacher to them
- supporting and encouraging them.

Our program is always available for you to view. We will give you an overview of our program every term.

Please read our drop-off and pick-up procedure (PDF 63KB)
(https://www.preschools.sa.gov.au/sites/default/files/arrivals_and_departures.pdf).

Occasional care

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

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

Priority of access

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

Talk to us about enrolling in occasional care.

Times

Children generally can go to 1 session a week.

Children under 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	9.00am to 11.45am	–	8.45am to 11.30am	–

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	9.00am to 11.45am or 12.30pm to 3.15pm	9.00am to 11.45am	8.45am to 11.30am	–

Occasional care is only available between these hours. Please drop-off and pick-up your child on time.

Cost

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

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

What to bring

Children need to bring these items:

- bag
- hat (unless your child has a preschool hat at the kindy)
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack.

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

Additional information

If your child is unwell, please keep them at home. Sick children are happier at home with a loved one.

Playgroup

Playgroup is an informal gathering run by parents and the kindy community on some Friday mornings during term time. All children up to 5 years are welcome.

Your child can learn through play and interaction with other children while you develop social and support networks with other parents and caregivers.

Times

Some Fridays from 10.00am to 12 noon.

Cost

\$2 per child.

What to bring

Children need to bring these items to each session:

- hat
- drink bottle containing water
- piece of fruit.

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

Additional information

Playgroup does not occur every week. Please contact us for dates.

Central Eyre partnership

We work with other local educators to improve services for your child. We meet regularly for training and development with a focus on local needs. We do this to achieve greater benefits for your child and to make better use of available resources.

Disability support

There is support available for children with disability (<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool 1 term earlier, in term 4 the year before starting their preschool year, if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 6 hours per week, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/kimba-community-kindergarten#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

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

Before your child starts

We will contact you in term 4 about an orientation session. This will be a 1-hour session where you can ask questions. You will also be given an enrolment package for your child.

Before your child starts preschool you can come to pre-entry transition visits. These will take place every Thursday for 3 weeks 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 \$340 per year. You can choose to pay the total amount at the beginning of the year or to pay 4 instalments of \$85 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 an additional cost (<https://www.preschools.sa.gov.au/kimba-community-kindergarten/getting-started/what-we-offer#kimbaprogram>).

When to pay

We will invoice you at the start of each term via your child's communication folder.

Payments are due 4 weeks later.

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 or at the front office of Kimba Area School (<http://www.kimbaas.sa.edu.au/>). If you are paying by cash or cheque, please put the money or cheque into a sealed envelope with your child's name on the front. You can put this envelope in your child's communication folder or leave it with the front office of the school.

EFT information

You can pay by direct deposit.

BSB: 105162

Account number: 724961240

Please put 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>).

Plans and reports

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

Rating for: Kimba Community Kindergarten

Rating issued: November 2019

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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 632KB)

(https://www.preschools.sa.gov.au/sites/default/files/kimba_-_quality_improvement_plan.pdf)

Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community
- partnership arrangements with other groups.

Site context statement (PDF 39KB)

(https://www.preschools.sa.gov.au/sites/default/files/kimba_kindy_-_site_context_statement.pdf)

Annual report

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

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/6626_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.

Kimba Community Kindergarten Philosophy Statement (2020)

We believe in the value of early childhood education and that a positive sense of wellbeing and belonging is the foundation for learning success. Our Philosophy was developed in partnership with our children, educators, families, Governing Council and current Australian Early Childhood Frameworks and documents. This is the foundation of everything we do. It is consistently evolving and reviewed to reflect and meet our current cohort of children, educators and families.

We believe children;

- Have the right to a high quality education in a safe, nurturing and stimulating environment.
- Are unique, competent and capable individuals.
- Should be immersed in a language rich environment to increase their skills and competence in all learning and social areas and to promote future success.
- Should experience fun, laughter and content while learning and interacting with others.
- Have the right to play, as it's the most natural and effective medium in which children learn and develop.
- Have the right to be heard and contribute their ideas, fostering their sense of agency.

We believe educators;

- Need to build and maintain trusting and respectful relationships with all stakeholders by consistently engaging respectfully, cohesively and ethically.
- Value the diversity of our community and strive to create an environment where children and families feel welcome and supported.
- Should empower children to develop independence and responsibility in order for them to become active and competent citizens in their world.
- Have a drive to be the best practitioners they can be through continuous reflection, intellectual stretch and improvement.
- Promote anti-bias, gender equality and child protection advocacy.



For children to learn it is paramount that our curriculum and the environment;

- Is safe, supportive, inclusive, equitable and responsive to all children.
- Supports children to develop a strong sense of identity and well-being - to connect with and contribute to their world and become effective communicators.
- The program is authentic, child centred and provokes dispositional learning enabling children to develop to their full potential.
- Experiences and equipment have clear learning intentions and are inviting spaces for children.
- Encourage children to value, build connections and respect their natural environment.

We value our community by;

- Respecting, valuing and celebrating cultural richness and diversity.
- Respectfully acknowledging Australia's Aboriginal and Torres Strait Islanders and the traditional lands of the Barngarla people on which Kimba Community Kindergarten stands.
- Valuing families as co-educators. Children's learning is enriched when educators and families work in partnership.
- Family involvement and participation is valued and welcomed.
- Working collaboratively with our local school to promote a positive and successful transition process.
- Working collaboratively with the Department For Education and our local partnership.

The Central Eyre Education Partnership in South Australia caters for students in the geographical area that spans from Elliston on the West Coast of the Eyre Peninsula to Cowell and Tumby Bay on the East Coast. The Partnership also encompasses all the area in between.

Area Schools

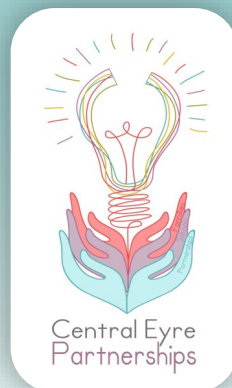
Cowell Area School
Cleve Area School
Cummins Area School
Elliston Area School
Kimba Area School
Lock Area School
Tumby Bay Area School
Wudinna Area School

Primary Schools

Port Neill Primary School
Ungarra Primary School

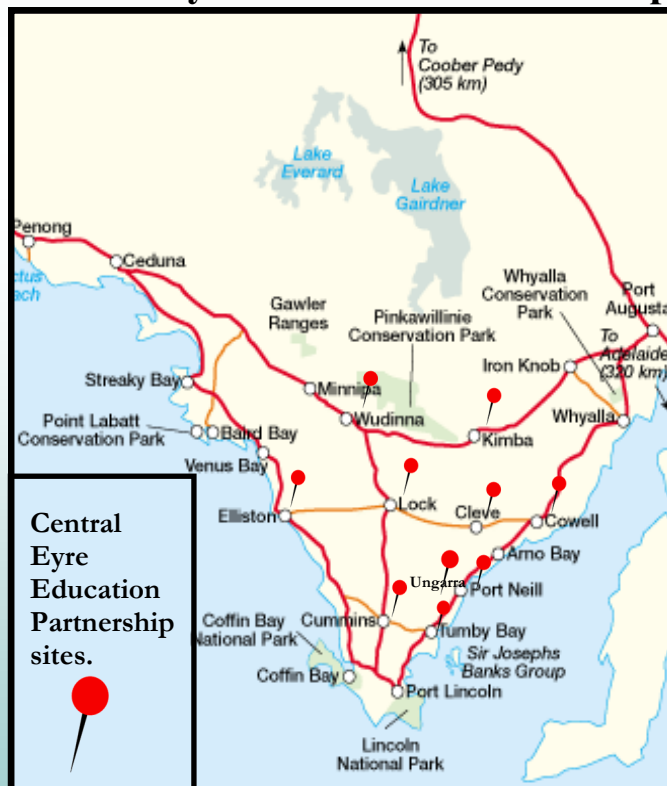
Preschools

Cleve District Children's Centre
Cowell Early Childhood Centre
Cummins Preschool
Elliston RSL Memorial Children's Centre
Lock Early Learning Centre
Kimba Community Kindergarten
Tumby Bay Kindergarten
Wudinna RSL Memorial Kindergarten



Government of South Australia
Department for Education

Central Eyre Education Partnership



Central Eyre
Partnerships

Schools and Preschools
working together
to achieve improved
learning outcomes.



Government of South Australia
Department for Education

Central Eyre Education Partnership

Did you know?

- ◆ Our Pre-Schools provide rich play based learning with strong links to Literacy and Numeracy, Nature Play and STEM.
- ◆ There is a consistent focus in our Junior Primary classes on literacy and numeracy. Programs have an emphasis on learning through exploration as well as through explicit teaching.
- ◆ NAPLAN achievement in the Central Eyre Schools is generally above state averages.
- ◆ All schools are focusing on developing positive attitudes to learning – fostering the development of resilience and of a growth mindset. We want to encourage students to have a go and accept that a mistake is a learning opportunity.
- ◆ Most of our Area Schools have a dedicated middle school that use specific teaching and learning strategies designed to engage and accommodate adolescent learners.
- ◆ Around 97% of our Year 12 students achieve their South Australian Certificate of Education. (SACE)
- ◆ Because of our location Central Eyre Year 12 students gain bonus points towards their university entry score (ATAR). City based students do not attract these points.
- ◆ Central Eyre schools offer a range of Vocational Education and Training (VET) subjects. This means students can be involved in practical vocational subjects and school based apprenticeships which count as part of their Year 11 and 12 school learning.
- ◆ Schools on the Eyre Peninsula work together to offer a broad range of subjects. This means that our Year 11s and 12s can do subjects delivered by teachers from other EP schools such as Port Lincoln High and Edward John Eyre High School (in Whyalla) as well as from other local Area Schools. Lessons are usually delivered once or twice a week through video links supplemented with face to face visits.

Collaborate



Our Mission

To work collaboratively as sites to provide excellent educational opportunities, outcomes and advocacy for children, families and the communities across

Central Eyre Peninsula.

Innovate

To build capacity, as a partnership, by facilitating shared leadership, professional learning communities, collaborative opportunities and innovation.

Participate



Persist Learn



Enjoy

Partnership Contact Information

Contact your local school or preschool or the

Department for Education
Pt Lincoln Office:

Phone: 86820700
3/7 Mortlock Terrace,
Port Lincoln SA 5606

Education Directors

CEP 1 - Rowena Fox
CEP 2 - Tammy Williams

Central Eyre Partnership priorities.

- ◆ Early years
- ◆ Literacy and Numeracy
- ◆ Quality teaching and learning
- ◆ Science, Technology, Engineering and Maths (STEM)
- ◆ Student voice
- ◆ Leadership development



Rest and Sleep Procedure

This procedure is consistent with the requirements of the:

- ***Education and Care Services National Law and Regulations***
- ***DFE Safe sleeping for infants and young children Procedure***
- ***Safe infant sleeping standards policy directive (SA Health)***
- ***Red Nose***
- ***Kidsafe SA safe sleeping recommendations***

Children of all ages

- Quiet spaces are available for relaxing, these spaces allow for calm quiet play.
- A quiet place is created for resting each full day and children rest/relax after lunch
- Children rest with their faces uncovered.
- The rest/relaxation environments are safe and regularly checked for hazards.

Educators closely monitor resting children, including any child who may have fallen asleep. This involves ensuring that educators are always within sight and within hearing distance of resting/sleeping children so that an assessment of a child's breathing and the colour of their skin can be made.

Occasional Care

- Children who attend the Occasional Care service are provided with opportunities to rest and relax as required however there are no sleeping provisions due to the short sessions provided. Parents select the session that best suits their child's needs avoiding sleep times.

Prams, pushers, bouncinettes and rockers are not used unsupervised or as a sleeping environment for children.

*This sleep and rest procedure will be reviewed on a regular basis to ensure our practices are consistent with safe sleep recommendations. We refer to the **DFE Safe sleeping for infants and young children procedure** as a guide for reviewing our practices to maintain the highest level of safety and well being of every child who attends our service.*

Concerns & Complaints Procedure



Preamble

A grievance occurs when a person feels belittled, embarrassed, harassed or ill-treated by another person or group of people. A grievance may also arise about kindergarten procedure or staff performance. Grievances in a kindergarten community (students, staff, parents, volunteers, Governing Council, and community organisations) are bound to happen from time to time. These grievances need to be managed with respect, sensitivity and support for all involved.

Grievance Procedures

1. Take time to cool off.
2. Read ***Parent guide to raising a concern or complaint*** pamphlet available at the kindy or on the DFE website
3. Assert your concern or complaint at a mutually agreed time and place with the person involved. You may agree/want to have an advocate present.
4. If still unresolved to your satisfaction, take the issue to a relevant person or group.

Relevant Personnel for Step 4

Staff member

Director

Governing Council Chair (if you think they can help)

DFE Education Complaint Unit 1800 677435

Considerations

Those involved with the grievance, whether directly involved or being used for support, need to maintain confidentiality throughout the process.

When working through the grievance, all involved need to be respectful of each other. No other grievance should be caused by working through the process.

If a resolution is reached, but either of the parties is dissatisfied, the Director needs to be consulted.

Dissatisfaction with the Director necessitates consultation with the Education Director.

However resolution at a site level should always be attempted with Director involvement first.

The director will document and record all complaints and the actions taken to resolve them.

The ***Parent guide to raising a concern or complaint*** pamphlet will be included in the enrolment pack.



CYBER SAFETY POLICY

“Keeping our children safe in a connected world”

At Kimba Community Kindergarten, we promote the safe use of Information & Communication Technologies (ICT) to provide a rich learning environment for our children and to engage and communicate with our Kindergarten community.

This policy is intended to support staff and families in the provision of good cyber safety practices. It also covers our requirements to minimise risks to children's safety. This policy is applicable to all Department for Education staff, volunteers and contractors, children and their parents and the kindergarten community. It applies to activities related to accessing online services either on Kindergarten premises, at an off-site location and/or out of preschool hours.

In order to protect the children and respect the wishes of all members of our community, we ask that these security guidelines be followed by all staff, parents and Kindergarten community members when using personal social media such as Facebook, Instagram, Snapchat, Flickr, Twitter and others.

Guidelines for families:

You are most welcome to photograph or record your child while at Kindergarten or Kindergarten coordinated events (eg their first day of Kindergarten, end of year celebration, special morning teas, Mother's and Father's Day activities, concerts or excursions)

HOWEVER

If your photographs or video-recordings contain the image of children other than your own these **must not** be uploaded to any websites eg Facebook, emailed to third parties or reproduced/printed and used outside of your home (*note: please presume there will be children enrolled whose parents have not granted permission for their child's image to be recorded or published outside of Kindergarten*).

Please do show others the learning experiences documented within your child's Learning Journals, however please do not photocopy/scan and share with third parties any photographs containing the image of children other than your own.

No online posting of details (eg dates, times and locations) of events organized by the Kindergarten (such as excursions, family picnics and morning teas) except in the Governing Council's closed facebook page.

If the parent group wishes to create a closed-group social networking page as a communication tool or to organize outside of Kindergarten social events, the Kindergarten or its staff must not be named and the above dot points apply.

If you require further information or are concerned about any aspects of this policy please speak to the Director.



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Guidelines for Kindergarten staff:

Communicate with families using paper based and electrical media (digital content); this includes children's learning journals, newsletters, displays, emails and website

To support the privacy of parental email addresses, all emails will be sent as Bcc (blind copy). Any email contact from other parties will only be with addressees written permission

Staff will provide families with optional information sessions and links to websites

Obtain written permission from families before displaying their child's photograph at Kindergarten or using in any advertising brochures, and before publishing in any printed media including The Port Lincoln Times, The Eyre Peninsula Tribune, The Advertiser and The Kimba Newsletter.

Personal mobile devices or cameras may not be used to photograph or video children at Kindergarten or Kindergarten events

Children will be closely supervised when using all ICT devices

Internet sites will only be used for learning related activities and will be thoroughly supervised by staff. Websites will be previewed to ensure the content is age-appropriate and does not contain inappropriate material

Cyber safety and the Kindergarten website:

Private information which could be used to identify or locate our children will not be accessible on any publicly available website e.g. locations of excursions

Images of children will not be posted without written permission

Geo-tagging will be removed from all images prior to posting

Kimba Community Kindergarten have a closed social media presence on Facebook to keep families up to date with current news but no photos of children will be used. The Facebook page will be managed by the governing Council in conjunction with the preschool. All content will be posted with the permission of the Director to ensure it meets the requirements of this policy.

DEFINITIONS

'Children' denotes all learners enrolled in Department for Education preschools who are minors

'Parent' refers to natural parents, legal guardians and caregivers

'Cyber-safety' refers to the safe use of the Internet and Information & Communication Technologies (ICT) equipment/devices, including mobile phones

'Geo-tagging' refers to the process of adding geographical (location) information to various media eg photographs

'Information & Communication Technologies ICT' refers to the Kindergarten's computer network, Internet access facilities, computers, and other ICT equipment/devices

'ICT equipment/devices' includes, but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other, similar, technologies

'Digital content' refers to video, photographs, audio or written comments or children's work samples



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'**Social media**' (also referred to as 'social networking') are online services and tools, accessed through the internet or mobile phones, and used for publishing, sharing and discussing information. The list of social media types is extensive with new and innovative social media sites being developed almost every day. Includes:

Social networking sites (eg. Facebook, Snapchat, MySpace, LinkedIn),

Video, audio & photosharing websites (eg. Flickr, YouTube, iTunesU, Vimeo)

Blogs (eg. WordPress, Blogger)

Microblogging Apps (eg. Twitter, Yammer, Tumblr)

Location-based Apps (also known as Geolocation)

Wikis (eg. Wikipedia, Wikispaces)

Online gaming (eg. Steam)

News aggregation (eg. Digg)

Forums or message boards

Interactive gaming (MMPORP's Massively Multi Player Online Role Playing Games eg. Runescape or Second Life)

'**Inappropriate material**' means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a preschool environment.

RESOURCES AND DEPARTMENT FOR EDUCATION POLICIES

This policy has been informed by the Department for Education document *Cyber-Safety: Keeping children safe in a connected world: guidelines for schools and preschools* and aims to apply these guidelines in an age-appropriate manner that is relevant to our Kindergarten.

The *Cyber-Safety* guideline provides information about the policies and advice to be observed by schools and preschools under four sections:

Access and Security, 2) User Identification and Passwords, 3) Appropriate Behavior and Use and 4) Acceptable Use Agreement

Please note that children enrolled at Kimba Community Kindergarten will only be using ICTs under direct supervision and do not have individual access privileges. The *User Identification and Passwords* and *Acceptable Use Agreement* guidelines are currently deemed not applicable, but should be revisited if ICT access privileges are provided to Kindergarten children.

Relevant useful websites:

Office for the Children's eSafety Commissioner <https://www.esafety.gov.au/>

The Alannah and Madeline Foundation <http://www.amf.org.au/>



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of South Australia
Department for Education

Cyber Safety Policy—Issue 3

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Ratified by the KCK Governing Council on 20/03/2019



Kimba Community Kindergarten Bus Policy



Government
of South Australia
Department for Education

Kimba Community Kindergarten's bus policy and procedure has been developed in conjunction with Kimba Area School bus policy. We aim to provide a consistent and safe bus service for children and educators that supports families who require assistance with transporting their children to and from kindergarten.

To ensure the safety of children and educators, planning and protective measures have been taken. These include;

- Implementation of a daily routine
- Supervision and ensuring the 1:10 educator/child ratio
- Induction/reflection process undertaken by all staff
- Risk assessment
- Bus procedure

Eligibility and Consent Forms

Preschool children are permitted to travel on department provided school buses subject to the following conditions;

- The child must reside out of the town limits
- Individual approval is given by the principal of Kimba Area School
- The bus is not involved in any additional travel
- There is available room on the bus. Permission can be withdrawn if the bus becomes full with primary or secondary students.

Reference to the National Quality Framework requirements

Quality Area 2

2.3.1 – Children are adequately supervised at all times

2.3.2 – Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury



Kimba Community Kindergarten Bus Procedure



Government
of South Australia
Department for Education

Morning bus run

Before the bus arrives at Kindergarten, the bus driver is responsible for:

- Assessing the condition of roads/weather to determine if a temporary change of route is required.
- Completing a visual safety check of the bus inside and out
- Ensure they have a first aid kit
- Carry their mobile phone for emergency use only
- Collecting children from their designated points
- Ensure that students bag's and school equipment is safely stowed
- Ensure all children are seated and restrained in their seatbelts while travelling

When the bus arrives at Kindergarten, a nominated educator is responsible for:

- Opening the gate as the buses arrive, greet and assist the children from the buses.
- Signing the children in on the attendance sheet
- Children's medication is removed from bags and placed in the basket on top of the fridge
- Padlocking the gate after the last bus has departed
- Communication books are checked to see if the child will be going back home on the bus or getting picked up by another person. This is then recorded in the book next to attendance sheet.

Afternoon bus run

The nominated educator is responsible for:

- Preparing the children for the bus trip by ensuring all medication and belongings are secure in children's bags.
- Ensure they take with them, the bus information folder and first aid kit.
- Count the children and refer to the list of names to ensure every child is accounted for. Note, if there are more than 10 children travelling on the bus an additional educator will need to come to comply with educator to child ratio.
- Open the gate and safely walk the children to the bus and assist them on to their correct seats.
- Check that every child is seated and their seatbelts fastened before the bus moves.
- When the bus arrives at school the educator/s will assist children with unclicking their seatbelts and ensure they all have their bags/belongings. They are carefully assisted off the bus and supervised until their driver collects them.

- The bus driver walks their group of children to their bus and places them on the bus.
- The educator then visually checks that every child is on their correct bus with their seatbelt fastened. Once this is checked the children's names are ticked off the bus sign out sheet.
- The educator then walks to bus 1 and receives a trip back to kindy.

Once the educator is off the bus and back at kindy, the bus driver is responsible for;

- Ensuring that every child remains seated and restrained while travelling
- Supervises the children
- Ensure children are dropped at their designated points and guardians are present to collect the children.
- When all children have disembarked the bus, the driver must ensure the bus is completely empty by walking back to front and visually checking including underneath seats.
- Bus is cleaned

Parent/guardian responsibility:

- Every parent/guardian with a child utilising the department bus service to and from kindy is to complete a bus authority form, which will need to be approved and signed by the principal at Kimba Area School.
- Parents will need to notify the bus driver of any absences or changes to pick up or drop off arrangements.
- Parents are to notify the kindergarten of any changes or cancellations.
- Be on time to catch the bus and collect children
- Inform the bus driver if there are any medical conditions

Emergency bus Procedure

Bus breakdown

- Driver must stay with the bus and ensure the safety of children
- Driver to contact school by radio or phone
- Parents are notified
- The bus manager will determine a suitable course of action

Accident

- The driver is to stay at the scene with the children
- The driver will contact the school or 000 depending if there are injuries
- The bus manager will determine further course of action

Bus Fire

- If the school is aware of an external fire in the vicinity of the bus routes, the buses will remain at the school. Parents will be notified to collect their children from school. The bus manager will dispatch the bus once the CFS has given the all clear
- If there is an external fire mid transit, the driver will ensure the safety of the children and return to school if possible
- The bus manager will determine further course of action

Bus fire

- The driver will evacuate the children via the door or emergency evacuation windows
- Use the fire extinguisher if safe to do so
- The driver will then follow breakdown procedure

Grievance Procedure

If a parent or child has a concern regarding bus routes, drivers or any other bus related inquiry please contact the principal at Kimba Area School. Here the principal will consult with parties involved.

If the grievance is not resolved, the District Director will be contacted.

(To be reviewed May 2020)

[illegible]



Family Involvement

Family involvement is strongly valued and is an integral component of children's learning success.

We acknowledge and appreciate that families are co-educators supporting our educators and curriculum.

Research clearly shows the positive effects of parent involvement on children, families, and education where parents continuously support and encourage their child's learning.

Ways in which you can support your child are;

- **Having open communication/conversations with the educators**
- **Becoming familiar with the program. Regularly viewing it and adding feedback**
- **Watching the notice board for information**
- **Reading the newsletters**
- **Reading and making notes in your child's communication book**
- **Becoming a member on the closed Facebook page**
- **Reading books to your children, daily when possible**
- **Participating in kindy events**
- **Sharing any talents you or family members may have to extend on our curriculum i.e. playing a musical instrument**
- **Attending working bees and other events**
- **Joining our Governing Council**

We hope you and your child will enjoy being apart of the Kimba Community Kindergarten Family ☺



Bushfires and Your Child's School or Preschool

A GUIDE FOR FAMILIES

Effective date: July 2018

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This brochure provides you with important information about our approach to managing bushfire risk in government schools and preschools. We want to ensure parents and carers are well prepared for a bushfire emergency.

Please help us prepare for the fire danger season by:

- » familiarising yourself with the information contained in this brochure
- » reading all bushfire information provided to you by your child's school, preschool, vacation, rural or out of school hours care, including their site emergency management plan
- » talking to your children about what will happen if a bushfire occurs when they are at school or preschool
- » making sure your emergency contact details are updated and made available to your school or preschool before the start of the fire danger season
- » making a personal bushfire survival plan for your family and letting your child's school or preschool know if this will affect your child's attendance.

By taking the above steps it will help us to keep your children as safe as possible.



Government of South Australia
Department for Education

Bushfire risk ratings

A bushfire 'risk rating' is applied to all schools and preschools in designated bushfire-prone areas, based on their 'bushfire attack level' (BAL). A BAL measures a site's potential for exposure to ember attack, radiant heat and direct flame in the event of a bushfire emergency. The BAL is calculated by specialist consultants, who analyse information such as the location, surroundings or construction of the site, previous bushfire history and other relevant factors.

The 4 categories are:

- » **R1** Extreme/Very high-risk
- » **R2** High-risk
- » **R3** Medium/Low-risk
- » **NR** Non-rated.

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Bushfire preparation

All government schools and preschools have a site emergency management plan. Schools and preschools with a risk rating of R1 and R2 are also required to have a bushfire response plan. Sites in bushfire-prone areas that are rated R3 or NR are strongly encouraged to have a bushfire response plan, but it is not currently mandatory.

During the months of August and September each year, R1 and R2 sites are required to prepare for the annual fire danger season. Generally the fire danger season starts on

1 November and ends on 30 April. The Country Fire Service (CFS) advises us of the actual dates of each fire danger season every October.

Preparations

Pre-season bushfire preparations at schools and preschools include:

- » doing a bushfire preparation audit to ensure the site is bushfire ready
- » managing vegetation to reduce bushfire fuel loads on and around the site
- » updating their site emergency management plan and bushfire response plan.

In addition, there are processes in place to ensure that school bus and taxi services have appropriate plans in place in the event of a bushfire affecting their usual routes.

Schools and preschools practice their emergency procedures throughout the year and, before the fire danger season, R1 and R2 sites work hard to ensure that all staff and students understand what to do in the event of a bushfire emergency.

TIP

Find your school's risk rating by searching Bushfire Information at www.education.sa.gov.au

Total fire ban days

During fire danger season, the CFS advises the public of total fire ban days. The rating is forecast by the Bureau of Meteorology each day and is an early indicator of the potential danger, should a bushfire start. A fire danger rating is not a predictor of how likely a bushfire is to occur, but how dangerous it could be if it did occur.

There are 3 classifications of total fire ban – 'severe', 'extreme' and 'catastrophic' – and schools may be required to take special measures on these days to make sure that they are ready to respond to a bushfire threat.

The bushfire threat flowchart can be found on the Department for Education website and is a handy guide to what schools and preschools may need to do on the respective fire ban days, depending on their own risk rating.

'Catastrophic' fire danger days

If the CFS gives advance notice of a forecast 'catastrophic' fire danger day, schools and preschools in the relevant fire ban district(s) that have a bushfire risk rating of R1 or R2 will be directed to **close automatically**. In addition, **all** school transport services in the affected fire ban district(s) will be cancelled.

Schools and preschools that have a risk rating of R3 or NR will remain open as usual, but are required to be vigilant because of the increased danger posed if a bushfire began burning under those conditions.

If your child's school or preschool is open, but their bus or taxi service has been cancelled, you will need to make your own travel arrangements. If your child is unable to attend because of the transport cancellation, you will need to advise the school.

The closure of schools and preschools on days of forecast 'catastrophic' fire danger enables families in the district to enact their personal bushfire survival plan more easily. It is important that you have arrangements in place if your child's school or preschool is closed, even if your own plan does not involve leaving the area. It is not advisable for children to be left at home on days of 'catastrophic' fire danger.

If the CFS elevates an existing fire danger rating to 'catastrophic' on the day in question, all schools, preschools and transport services will remain **open** and **operate as normal** unless otherwise advised.



School closures

On rare occasions, it may be necessary for the department to direct any school or preschool to close because of bushfire activity and/or an increased bushfire threat level. The decision to close schools and preschools is not taken lightly because of the known impact on parents, caregivers and local communities. As a consequence, a formal direction to close is only issued under predefined circumstances or when there is a genuine belief that schools will be endangered by a bushfire event if they remain open.

When a site has been directed to close, no person is permitted to be on site. This means that all services, including vacation care, out of school hours care, rural care and any scheduled activities by private user groups will also be cancelled.

TIP

Keep your contact details up to date with your child's school or preschool.

Notifying parents and caregivers

The department informs schools and preschools of 'catastrophic' fire danger days or potential bushfire threats as soon as the information is provided by the CFS. Schools and preschools have the responsibility to notify parents and caregivers of an impending closure.

Since the type of notification method(s) used will vary from one site to another, it is important that you understand how your school or preschool will communicate this information to you. It will not always be possible for the site to provide information to you during operating hours and it may be necessary for them to contact you via telephone, text message or through social media and mobile applications.

It is imperative that you know and understand how your school or preschool will communicate emergencies to you and that they have up-to-date contact information. Parents and caregivers should only take action in relation to official notifications from their school, preschool or through the department's official information sources.

All school closures are coordinated by the education department Security and Emergency Management unit.

For more information on days of 'catastrophic' fire danger ratings, including school closures and changes to bus and taxi services, contact the education department **Emergency Information Hotline** on **1800 000 279**.

School excursions and camps

All schools and preschools take into consideration risks associated with the fire danger season when planning any excursions or camps. This includes monitoring daily weather conditions to determine if any planned activities will be cancelled due to fire danger ratings.

If a bushfire is burning on the day of an intended camp or excursion and is likely to threaten the destination or return to the school, the **excursion or camp will be cancelled.**

In the event of a bushfire or grass fire impacting on a camp or excursion that is already underway, the school and preschool will liaise with the Security and Emergency Management unit to determine the most appropriate action to take. Parents will be contacted by their child's school or preschool to inform them of any action or changes that will be taken as a result.



What you can do to prepare for the fire danger season

Have a personal bushfire survival plan and discuss it with your children. Keep it up to date and make sure that all family members know what to do.

If your bushfire survival plan affects your child's attendance at school, preschool, vacation care, rural care or out of school hours care, you need to let the school or service know.

Visit the CFS website www.cfs.sa.gov.au for more information on how to develop your own plan.

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

- » give your child's school, preschool, vacation care, rural care or out of school hours care your up-to-date contact details (mobile phone number, email address and alternative contact number)
- » review the list of key contacts and people authorised to collect your child on your behalf
- » like the CFS, SES, SAPOL and education department pages on Facebook
- » bookmark the CFS, SES, SAPOL and education department websites so you can easily access them in an emergency
- » practice your bushfire survival plan with your family
- » talk to your child about what will happen if a bushfire emergency occurs.

In the event of a bushfire emergency

If a bushfire is approaching, the safety of children and other occupants is the highest priority. In these situations schools and preschools will:

- » move students to a designated bushfire refuge or other suitable location
- » fill available containers with water
- » close windows, doors and turn off the air conditioning
- » remain inside with students until the main fire front has passed
- » listen to local radio and monitor the CFS website
- » work with the Security and Emergency Management unit to manage the situation and keep informed about changing conditions.

You may also receive advice from your school or preschool advising you that they have taken emergency precautions because of a potential bushfire threat.

TIP

'Like' the CFS, SES, SAPOL and education department pages on Facebook.

Accessing emergency information

The Security and Emergency Management unit is responsible for coordinating and managing bushfires, major incidents and disasters affecting government schools and services.

Working in partnership with emergency services such as the CFS, Metropolitan Fire Service (MFS), State Emergency Services (SES) and South Australian Police (SAPOL), the Security and Emergency Management unit acts as a conduit between sites and the emergency management community.

In any bushfire situation the unit also maintains the department for education Emergency Information Hotline to provide advice to the community on:

- » what is happening at your child's school or preschool
- » any school closures in place (planned and actual)
- » any changes to transport services such as the re-routing of school buses and taxis
- » any new collection points for your child's school bus or taxis due to road closures
- » when it is safe to collect your child
- » when it is advisable to leave your child at the school or preschool due to a high level of risk to enter into the bushfire emergency zone or surrounding areas.

The department for education 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.

**Department for Education
Emergency Information Hotline
1800 000 279**

During a bushfire emergency

Consider these important points before you make a decision:

- If your child has been moved to the school's bushfire refuge, they are accounted for and supervised.
- If you were to remove them from this location, would you have a safer place to go, is the route safe?
- Is your child safest at the bushfire refuge?
- What information has the school provided to you?
- What instructions did they give?
- Did they actually recommend that you collect your child?
- Have you contacted the Department for Education Emergency Information Hotline for up-to-date information on the incident and the welfare of the site occupants?



Frequently asked questions

My child attends a R1 or R2 risk rated site, and a 'catastrophic' fire danger warning has been declared for the following day. Will their school be open?

Total fire bans are issued by the CFS for individual fire ban districts. If your child's school or preschool is in one of the fire ban districts that has a 'catastrophic' fire danger day and it has a risk rating of R1 or R2, it will be closed. This closure will also extend to any vacation care, rural care, out of school hours care services that operate from the site.

If the fire ban district that your child's school is located in does not have a 'catastrophic' fire danger day declared, it will still be open as usual.

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My son's school is closed because of the 'catastrophic' fire danger day. Why is my daughter's school still open, even though they are in the same district? Surely it's still dangerous?

Schools and preschools that have been given a bushfire risk rating of R1 or R2 are considered to be most at risk if a bushfire threatens to impact upon them. 'Catastrophic' fire danger conditions make it highly likely that a bushfire could be started and will make it extremely difficult for emergency services to get it under control. R1 and R2 rated schools and preschools do not open on these days to assist in reducing a clear risk.

Sites that have a bushfire risk rating of R3 or NR are less likely to be impacted by a bushfire and are likely to be safer locations if a bushfire begins

to threaten the area. They are generally located within or extremely close to CFS 'bushfire safer places'. Although there is a moderate risk of embers hitting the school or preschool building during a serious bushfire event, the location and construction of the site will offer a higher level of protection and 'spot fires' are unlikely to take hold within the grounds.

The department considers R3 and NR rated schools and preschools to be relatively safe locations, which is why they remain open.

My child catches the school bus every day but his school is not a high-bushfire-risk location. How does a 'catastrophic' fire danger day affect me?

If your child takes school transport or uses a school taxi service and a 'catastrophic' fire danger day is declared for that fire ban district, **all** school transport services will be cancelled and you will need to make alternative arrangements.

Does the transport cancellation policy apply to all districts? Surely the bushfire risk is not the same everywhere?

If your fire ban district **does not** have any schools or preschools that have a R1 or R2 risk rating, the transport cancellation policy will not apply. Currently, only the North East Pastoral and North West Pastoral districts do not have any risk-rated sites.

What happens if the weather changes and during the day the CFS upgrades the fire danger warning from 'extreme' to 'catastrophic'?

All schools, regardless of their risk rating, will remain open and all transport services including school buses and taxis will operate as normal. You may wish to enact your own personal bushfire survival plan, and may choose to collect your child early if necessary.

Is my school's bushfire refuge also the local community bushfire refuge?

No. If your town has a community refuge, it will most likely be a town hall or other locally identified building. A school's bushfire refuge is purely designed to house the children and staff in the event of an imminent bushfire threat. Check with your local CFS for the location of your community bushfire refuge.

A neighbour told me that a grass fire is burning near my child's school/ preschool. Should I collect my child?

If a fire is burning near your child's school, the school will enact their bushfire response plan (or site emergency management plan). This will include moving to a bushfire refuge or other suitable location to ensure all children and staff are safe.

If a fire is burning in the area, you need to seriously consider whether you should travel through the affected area to get to school. Your child is being cared for by the school and collecting your child from the relative safety of a bushfire refuge may put you and your child at unnecessary risk from actual bushfire or reduced visibility from smoke. In addition, there may be road closures in place that you are not aware of. Roads and access points need to be kept clear for emergency service responses.

How will I be notified if a bushfire is affecting my child's school?

Each school determines its own method of notifying parents of an active emergency, so it is important that you are aware of the system used by your child's school. Your school may have a dedicated SMS system, use social media or smartphone applications and will likely use these mediums to communicate during an emergency.

However, you should consider the possibility that these systems may not operate effectively if there is a power outage or a loss of telecommunications infrastructure in the area. If you suspect there may be an incident threatening your child's school or preschool, contact the **Department for Education Emergency Information Hotline – 1800 000 279**. Schools and preschools need to keep their communication lines open so that emergency services and the department can contact them to provide advice and assistance.

I've just received a SMS from my child's school advising me a fire is impacting on the school, what should I do?

The school will enact its bushfire response plan (or site emergency management plan) and move all children and staff to a bushfire refuge or other safe location. This is most likely the safest place for your child to be at that moment. It is not a good idea to access the school until the fire danger has passed. If you do attend the school and attempt to remove your child, staff may ask you to stay with your child at the refuge. Do not expose you or your child to unnecessary risk by attempting to drive through active bushfire conditions.

I live in a bushfire prone area and as part of my personal bushfire survival plan I keep my child at home with a parent during extreme weather conditions. Do I need to tell anyone?

You need to advise your child's school, preschool, vacation care, rural care or out of school hours care services if your child is not going to be in attendance that day. This helps the school to manage their resources and keep account of all students in attendance on the day.

My child is scheduled to go to school camp/excursion today and I am worried about the risk of a bushfire as there are forecast 'extreme' weather conditions, what should I do?

Schools will reconsider any planned camps or excursions if weather conditions have the potential to put children and staff at risk, and will monitor daily weather conditions to determine if any activities will be cancelled.

Your child's school will advise you if any planned camps or excursions are to be cancelled. If a planned camp or excursion hasn't been cancelled and you believe there is a risk, you can choose to remove your child from the activity and keep them at home. If you choose this option, please ensure you inform the school. Alternatively, you can request your child attends school as normal on the day/s of the planned activity.

My child is currently on school camp/excursion and a bushfire has started close to the area. What will the school do to keep my child safe? What should I do?

If a bushfire or grass fire starts and is impacting on a camp or excursion that is already underway, the school and preschool will take advice from the Security and Emergency Management unit. You will receive information from your child's school/preschool to inform you of any action or changes that will be taken as a result. It is not advisable to collect your child from the camp or excursion as it may put you and your child at risk. The Security and Emergency Management unit will work with emergency services to keep children and staff safe. In these situations, contact the Department for Education Emergency Information Hotline – 1800 000 279 for further information.

Who should I call for more information if a bushfire emergency is near my child's school?

The Department for Education Emergency Information Hotline – 1800 000 279.

Parent checklist

- ☐ Have you given your emergency contact details to your child's school or preschool, including the names and contact details for people authorised to collect your child from school/preschool?
- ☐ Have you received and read the information provided to you by your child's school/preschool, including their site emergency management plan (bushfire response plan)?
- ☐ Do you have your own personal bushfire survival plan in place? Does it consider how you will manage different scenarios and consider school, preschool, school transport, out of school hours care, vacation and rural care? You need to practice enacting your plan in advance.
- ☐ Have you talked to your children about what will happen if a bushfire occurs when they are at school or preschool?
- ☐ If your personal bushfire survival plan affects your children's attendance at school/preschool or other related service, have you let your school/preschool know?
- ☐ Are your family and caregivers ready for a bushfire emergency?



Contact Information

Department for Education Emergency Information Hotline	1800 000 279
Department for Education website	www.education.sa.gov.au
SA CFS	www.cfs.sa.gov.au
CFS Bushfire Information Hotline	1300 362 361
Emergency Services	000
South Australian Police	131 444

Bushfire information for the deaf, hard of hearing or speech impaired

If you are deaf, hard of hearing or have a speech impairment, you can contact the CFS through the National Relay Service:

TTY users	Phone 133 677 then ask for 1300 362 361
Speak and listen users	Phone 1300 555 727 then ask for 1300 362 361
Internet relay users	Connect to the NRS then ask for 1300 362 361
To report a fire or emergency	Access TTY 106 (TTY users only)

If you want to make a call using **Auslan** to someone who speaks English and uses an ordinary phone, **video relay is the call option for you.**

If you want to make a call on a mobile phone without an internet connection **SMS relay** is the best call option. Send an SMS on your mobile phone to **0423 677 767** asking for **1300 362 361.**

TTY 106 is a dedicated text-based emergency relay service with direct access to fire, police and ambulance services. It can only be contacted through a TTY machine, not from a mobile phone or ordinary phone.



Kimba Community Kindergarten

Sun Protection Policy

Rationale

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

Policy statement

Kimba Community Kindergarten promotes a balance between sun protection and sun exposure to reduce the risk of skin damage and skin cancer, and the production and maintenance of vitamin D among children and educators.

When the UV index reaches 3 or above protective measures will be actioned.

Legislation

We align our sun protection policy/procedure with;

- The Cancer Council of South Australia (We are apart of a three year review with the organisation)
- National Quality Standards
- Early Years Learning Framework
- Health and Safety Act





Sun Protection Policy

Procedure

Children:

- Will be supplied with a broad brim hat on the commencement of kindy, which will remain at the site all year. Children attending occasional care are asked to bring a broad brim hat every session with spare hats available.
- When the ultraviolet rays are 3 or above, children are to wear hats in the outdoor environment. In addition, an educator will assist with the application of Cancer Council approved sunscreen before lunch.
- Children are encouraged to play in shaded areas that are out of the direct sun.

Educators including volunteers/visitors:

- Are encouraged to role model sun protective behaviours by wearing suitable sun protective clothing and a broad brim hat when the UV rating is above 3.
- Educators are to be mindful in the way the environment is set up to encourage children to play in shaded areas.
- Will monitor the UV rating daily and apply it to our sun protective policy.
- Information about the centre's Sun Protection Policy will be given to all new staff, students and families.

Parents:

- Are encouraged to apply sunscreen in the morning (or the beginning of a afternoon for occasional care sessions) when the UV index is 3 or above. Sunscreen will be available to parents on site.
- Are encouraged to dress their children in suitable sun protective clothing.

Environment:

- The outdoor environment is reviewed on a termly basis to assess if temporary/fixed shade structures are adequate to protect from the sun.
- Awareness of the need for environmental changes at our site to reduce the level of sun exposure when the UV index is 3 and above.



Kimba Community Kindergarten

Nutrition Policy



Kimba Community Kindergarten aim to promote nutritional and safe eating compatible with Right Bite (Healthy Eating Guidelines), Early Years Learning Framework and the National Quality Standards. We believe that early childhood is an important time for establishing lifelong eating habits. Eating nutritiously contributes to good health and wellbeing. By eating nutritiously, children benefit by:

Short term: Maximises growth, health, development and higher energy levels.

Long term: Minimises the risk of diet related diseases later in life.

For good health and wellbeing, children need to drink plenty of water and eat a balanced variety of food such as; Fresh, packaged, homemade, sensory (crunchy) and seasonal.

Children and staff are encouraged to only **drink water** (or milk for younger children). Children are reminded to drink regularly throughout the day and have all day access to their drink bottles and the water drinking fountain. We welcome and encourage breast-feeding at our site.

What to bring to Kindergarten;

- Named drink bottle containing water
- Named lunch bag/box – please include an ice pack to keep food fresh especially on warmer days
- A variety of snacks, such as fruit, yoghurt and crackers
- A packed lunch

(Lists of snack and lunch ideas are on the following page)

What to bring to occasional care;

- Named drink bottle containing water or bottle containing milk
- Named lunch bag/box – please include an ice pack to keep food fresh especially on warmer days
- A variety of snacks, such as fruit, yoghurt and crackers

(Lists of snack ideas are on the following page)

To support the health and wellbeing of children we encourage Kindergarten children to follow the cues of their bodies (self regulate). In conjunction with our set eating routines;

- Morning Snack – 10:00am
- Lunch - 12:00pm
- Afternoon snack – 2:00pm

Children have the opportunity to eat and drink when they are hungry/thirsty. We manage this by having a permanent snack table accessible to children. They can access their food from 8:45am – 11:30am and again in the afternoon 12:30pm – 2:00pm. Children are reminded to wash their hands before eating, sit while they are eating and staff supervise children eating at all times.



Nutrition Policy p.2



We encourage families to limit foods from the 'red' category, foods such as chips, salty biscuits, cakes, chocolates and lollies as these foods only provide temporary energy for children and don't keep their tummies full for long periods.

Curriculum

Integration of nutrition in the curriculum relates to the Early years Learning Framework Outcome 3 'Children take increasing responsibility for their own health and physical wellbeing'.

Our preschool food and nutrition curriculum includes:

- Experiences that provide children with knowledge, attitudes and skills to make positive, nutritious food choices
- For children to have access to a variety of foods
- Opportunities for children to grow fruit and vegetables
- Food handling, cooking and hygiene practices

Food-related health support planning

Due to the high risk of choking and allergies, please do not send nuts.

As part of our enrolment process it is essential that the site be advised of any allergies/restrictions/medical conditions/dietary requirements. Correct and up to date information will ensure quality care. If the centre has a child attending with a serious food allergy (e.g. nuts) the policy will be reviewed and a risk assessment carried out. This will be developed in consultation with parents and staff.

If you would like any further information, please see a staff member.

Reviewed August 2019

Review Due March 2021

Kimba community Kindergarten Governing Council

Parents are invited to be involved in their children's learning by becoming a member of the Kimba Community Kindergarten Governing Council. There are no special requisites for this other than an interest in your child's education.

Governing Council meetings are held twice a term. Keep an eye on the newsletter for dates and times. All parents are encouraged to attend these meetings. An AGM is held in February of each year when a new committee is formed.

Meeting discussions involve issues and policy decisions relating to our Kindy and Kindergartens within our partnership and the state.

Learning priorities, the kindergarten program and current children's interests are discussed.

The committee assists with the planning of kindergarten priorities, Kindy events, the financial management of our centre and fundraising.

Money raised through fundraising helps with the purchase and maintenance of resources (blocks, toys, books, swings) and the maintenance and development of our outdoor learning area.

Working bees are organised to help in the maintenance of our centre and all parents are asked to contribute their time. If you are not able to come on the day please ask if there is anything else that needs to be done that you could do on another day.

Parental involvement is essential to the success of our Kindy and we hope you will be as involved as you can.

**Our centre is a tribute to the hard work
of many parents over many years!**

Please support our Kindy and your child's early development.

Clothes

Please **label** articles of clothing with child's name, especially jumpers and shoes. Dress your child in clothes that are comfortable—suitable for climbing, somersaulting and other active play and that they can manage themselves.

It is not possible for children to stay clean at kindy so it is best for children to wear clothes that wash easily.

Singlet tops and dresses are not suitable as these do not protect from the sun.

Children require shoes or strong sandals which are safe for running, climbing and other active play. Thongs and dressy sandals with raised heels or slippery soles are not suitable as they can cause accidents.

Children are required to wear hats for outside play. **The Kindy will supply a hat when your child starts Kindy and this will remain at Kindy.**

Kindy Polo shirts can be purchased through the Kindy. Jumpers or jackets (without a hood) are purchased by parents and are then sent away for embroidery through the kindy at the same time as the polo shirt orders are made. Please look out for order dates in the Kindy Newsletter.

Spare clothes should be included for accidents, water/mud play, wet weather etc especially if your child would be unhappy wearing clothes that are not their own. Please wash and return as soon as possible if your child needs to wear kindy clothes.

Library Books

Children will make a library bag when they start Kindy and books will be sent home each Tuesday. Reading books to your child is a vital part of their language and literacy development so we encourage you to make use of these books and read to your child every night. Books can be returned for exchanging once a week or more often if you wish.

Bags, Bottles and Boxes

All children require a bag to help them to become independent and responsible for their own things. Please print your child's name clearly **on the outside of the bag and on your child's lunch box and water bottle**, as many children have similar types of bags, boxes and bottles. The bag needs to be large enough to carry everything needed, including an A4 folder, but of a size which the child can manage. Encourage your child to carry their bag and unpack it on their own, this helps develop their independence, confidence and sense of belonging.

Money

Please send any money in a named envelope with details written on the envelope: Name, amount, what it is for. Money envelopes can be placed in child's plastic communication folder which will be provided in week 1.

Bank SA provides a banking service if you wish your child to participate applications are in the Enrolment Folder. Please send bank books on Tuesday.

Communication

A book is supplied to communicate special notices and information about up coming events, the program and your child.

It is also expected that parents will communicate information about their child to staff in this book. Please let us know reasons for absence, who will be dropping off and picking up your child if not the parent, changes in regard to bus travel, any relevant information about the child which will assist staff to give them the best support . Also it is nice for parents and staff to share any special moments in the child's life or development too!

ClassDojo

ClassDojo is an app that allows us to share information about the kindy and your child using digital technology. Information about joining the group will be provided on enrolment.

Child & Youth Health

Health screenings for children will take place during the year prior to starting school. These health checks are valuable as they detect health conditions, which might otherwise go unrecognised. Checks are usually done at the Kindergarten. Parents are encouraged to attend their child's appointment and to share the outcome of the screening with the Kindy director to ensure any relevant information is passed on to the school. This prevents any learning difficulties developing due to poor eyesight or hearing.

Health

Precautions against the spread of colds, viruses and contagious diseases are very necessary at the Kindy. If your child is unwell please contact the kindergarten and keep them home. Sick children are more comfortable with parents.

Children who have an infectious disease including the flue, diarrhoea, conjunctivitis, or head lice etc. are required to remain at home. Please notify the Director if your child has an infectious disease as we be required to notify other parents of its occurrence. (Your child will not be named in the notification)

If your child requires medication please ensure the Director is aware of this requirement and arrange to come in to administer the medication yourself.

Children suffering medical conditions such as asthma or anaphylaxis require an Action Plan provided by the Doctor. Please ensure this action plan is available at the start of your child's time at kindy. Staff will support children to, or administer medication in accordance with the plan. Medication must be given to staff to be stored safely and not left in a child's bag. You may choose to provide the kindy with your child's medication to leave at kindy or send it in each day. If your child travels by bus make sure your bus driver is aware of your child's needs.

Make staff aware of other health needs such as allergies, toileting issues and so forth. Children with severe allergies require an Action Plan provided by the Doctor.

Kimba Community Kindergarten

Relationships Code



Aims

The aims of the Kimba community Kindergarten's Relationship Code is to use our understanding of Attachment Theory and the Circle of Security to help children to develop positive relationships with staff and peers and to keep them safe. The Relationship Code replaces our previous Behaviour Code and aids staff in ensuring we provide an equitable approach by considering each child's individual needs and following through in a way which allows children to feel supported to be themselves, express their feelings and learn expectations without judgement.

As a staff team we believe:

- ☐ All children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
- ☐ Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- ☐ Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- ☐ That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- ☐ That family consultation is valued and their individual perspectives respected.
- ☐ Children have the right to be supported by educators who model appropriate behaviours and ensure consistent, equitable limits are set.
- ☐ No child should be made to feel rejected, insecure, embarrassed or ashamed.
- ☐ **As a staff team we promote positive relationships and interactions by:**
 - ☐ Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
 - ☐ Ensuring that limits set are reasonable and understood by all children and adults.
 - ☐ Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play.
 - ☐ Using positive verbal and non-verbal guidance.
 - ☐ Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour both at kindy and offsite.
 - ☐ Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, responsibility, honesty, respect for others and communication.



Relationships Code pg.2



- Interacting in a positive manner: using positive language and acknowledging and modelling respectful relationships and behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of expectations.
- Intentional teaching of expectations, and ways of coping, building on each child's strengths and achievements and providing choices where possible.
- Encouraging open two way communication with families to ensure that each child's rights are met.

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these using a similar language
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice practices that support children to empathise with others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual plans in partnership with families and other support services.
- Being aware of our limitations and seeking assistance when required.

Relationships Code

Review Frequency: 24 months. Next Review: Term 3, 2021



**Government
of South Australia**
Department for Education

Understanding Restorative Justice



Preschool-based restorative justice offers a more appropriate, equitable, and respectful alternative to dealing with misbehaviour, from minor to quite extreme behaviours. Restorative justice brings together the people or person who has been harmed with the people or person responsible for the harm in a safe and respectful space, interestingly it is inspired by indigenous traditions. Restorative Justice promotes talking together, taking responsibility, and develops a stronger sense of community. It is a philosophical framework that can be applied in a variety of contexts -- the justice system, schools, families, communities, and others.



RESTORATIVE PRACTICES

Restorative practices take incidents that might otherwise result in punishment and create opportunities for students to:

- Become aware of the impact of their behavior.
- Understand the obligation to take responsibility for their actions.
- Take steps toward making things right.

Through this process, students learn how to interact and manage their relationships with adults and peers. They become better equipped to understand how their actions impact others and how to monitor future behavior. Restorative practices encourage accountability, improve school safety, help strengthen relationships, and create more positive outcomes for students and the school community.

"I'M SORRY." is a STATEMENT.

"I WON'T DO IT AGAIN." is a PROMISE.

"HOW DO I MAKE IT UP TO YOU?" is a RESPONSIBILITY.

Traditional Approach	Restorative Approach
School rules are broken.	People and relationships are harmed.
Justice focuses on establishing guilt.	Justice identifies needs and responsibility.
Accountability = punishment	Accountability = understanding impact and repairing harm
Justice directed at the offender; the victim is ignored.	Offender, victim, and school all have direct roles in the justice process.
Rules and intent outweigh whether outcome is positive or negative.	Offender is responsible for harmful behavior, repairing harm and working towards positive outcomes.
Limited opportunity for expressing remorse or making amends.	Opportunity given to make amends and express remorse.

Assessment/Reporting

Learning Folders

Every child in kindy will have a learning folder that is accessible in the kindy room. Please feel free to look through your child's folder whenever you are on site. We will send them home at the end of each term so you can enjoy and share with loved ones. The children also have ownership of their folders so are free to fill them with their work. The educators will add learning documentation throughout the children's' year.

Observation/Program

Educators collect information about children through a range of means such as profile forms, conversations and observations. These give educators an insight into a child's individual strengths, ideas, needs and interests. These drive our program, practice and the way we set up the learning environments. The program is developed fortnightly with every staff member to ensure consistency and collaboration over the kindy and occasional care sections. We refer to the Early Years Learning Framework, Literacy and Numeracy Indicators and the National Quality Standards to guide our planning.

Individual Learning Plans

During Terms 1 and 3 the educators will develop Individual Learning Goals in consultation with children and families.

Statements of Learning

Your child will receive 3 statements of Learning over their year;

- Term 1 – (How your child has settled into kindy)
- Term 2 – (A literacy and numeracy focus)
- Term 3 – Family conversations with the educators
- Term 4 – Summative Statement (An overview of your child's year)

Curriculum

The educators at Kimba Community Kindergarten strive to provide a rich and relevant play based curriculum implementing the Belonging, Being and Becoming: The Early Years Learning Framework.

- Children have a strong sense of identity
- Children have a strong sense of wellbeing
- Children are connected with and contribute to their world
- Children are confident and involved learners
- Children are effective communicators.

'EYLF' guides educators in their curriculum decision - making and assists in planning, implementing and evaluating a high quality early childhood education. It encourages all children to become successful learners, creative and confident individuals and sets the foundations for them to become active and informed adults.

In conjunction with EYLF, The Department's Preschool Indicators of Literacy and Numeracy are used to inform our planning. It supports educators to monitor children's numeracy and literacy development, which informs our statements of learning.

The educators at KCK provide an environment that is engaging and inspiring for children that supports learning dispositions such as imagination, curiosity, resilience and communication. Children are encouraged to be self-directed in play and have opportunities for uninterrupted play based experiences.

Our families and community play a valued and important role in our curriculum, as 'belonging' is just as important to families as it is for the child. We provide authentic opportunities for families to be involved and contribute in their child's learning.

"Children thrive when families and educators work together in partnership to support young children's learning."

(Early Years Learning Framework, p.9)

Arrivals and departures

Arrivals

In order for children to feel safe and secure, it is important that they are greeted on arrival by the educators and have the opportunity to say goodbye to their bus driver or accompanying adult. Saying goodbye builds trust and supports wellbeing.

All children need to be signed in. This includes time and a guardian's signature. If another person is picking up the child (This person needs to be listed on the enrolment form or given in writing to the Director as an authorised contact for the child) or if there is a different arrangement i.e. going home on the bus, this needs to be communicated to an educator. If your child arrives on a bus the educators are responsible for signing them in and ensures any medication is removed from their bags.

Please ensure that an educator has sighted your child before leaving. This ensures the educator is aware that your child has arrived.

Departures

Children will need to be signed out either by their guardian or an educator if they are catching the bus. Educators are responsible for the children departing on the bus (Please read our bus policy and procedure) for further information.

Parents are requested to be on time so they have the opportunity to speak to the educator about their child's day and to limit stress in the child. If a parent is running late and there is a child still present after collection time, a minimum of two educators will remain at the site with the child until the parent arrives. If we cannot contact the parent, emergency contacts will be contacted. If a child remains at the site until 5pm and no parent or emergency contact can be contacted, police will be notified. Please remember educators have work and families to get home to so we appreciate your cooperation with being on time.