

Table of contents

- Home
- What we offer
- Enrolment and fees
- Reports and plans
- Parenting support
- Policies and guidelines
 - [kirinari_attendance](#)
 - [kirinari_behaviour](#)
 - [kirinari_communication](#)
 - [kirinari_curriculum](#)
 - [kirinari_drop-off-and-pick-up](#)
 - [kirinari_governing-council](#)
 - [kirinari_healthy-eating](#)
 - [kirinari_medication](#)
 - [kirinari_philosophy](#)
 - [kirinari_sun-smart](#)

Home



Find out more about our goals and our focus in our philosophy statement (PDF 391KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/kirinari_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: Ms Michelle Moore

Phone: (08) 8738 7323

Fax: (08) 8738 7350

Email: dl.6540.leaders@schools.sa.edu.au

Street address: Sewart's Road Allendale East SA 5291

Postal address: c/- Post Office Allendale East SA 5291

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
—	8.30am to 3.15pm	8.30am to 11.30am even weeks	8.30am to 3.15pm	—

Fees

The parent contribution is \$100 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/kirinari-kindergarten/getting-started/enrolment-and-fees>) page for more information.

What to bring

Children need to bring these items each day:

- bag big enough to hold all of their belongings and can easily be opened by them
- broad brimmed hat
- change of clothes
- drink bottle containing water
- healthy snack (fresh fruit, yoghurt, cheese)
- packed healthy lunch in a lunch box.

Children should wear comfortable and old clothes with easy fastening so they can get dirty and go to the toilet by themselves. Clothing must be sun-smart and cover children's shoulders. Their shoes should be suitable for running and climbing.

You can apply sunscreen in the morning or send some with your child.

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

What not to bring

Children should not bring these things:

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

Bus Service

Allendale East Area School (<http://www.alleastas.sa.edu.au/>) provides a bus service. It is important to consider whether your child is ready to travel by bus to kindy. Your child must be able to do up their seatbelt, follow bus rules and get on and off the bus by themselves. The bus driver is unable to support children who are tearful or reluctant to leave you.

If your child is going home by bus, we will take them to the bus stop and sit with them until they board the bus.

Please speak to us for more information and an application form.

Additional information

All families are included on a cleaning roster and we always have minor jobs that we need help with. See how you can be involved in kindy

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

Please read our drop-off and pick-up procedure (PDF 292KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/kirinari_drop-off-and-pick-up.pdf).

Playgroup

Our supported playgroup is run every week. All children birth to 5 years are welcome. You and your child can meet other families and spend time learning together.

Times

Playgroup is on Wednesday, 9.30am to 11.30am.

What to bring

A healthy snack for your child to eat, hat and clothes that you don't mind getting dirty in.

Additional information

Playgroup is run at the same time as kindy. Wednesdays that kindy is not on, we are available to chat with you.

Out of hours school care

Children can attend out of hours school care (OHSC) at Allendale East Area School (<http://www.alleastas.sa.edu.au/>).

OHSC staff will collect your child from kindy.

Please contact the school (<http://www.alleastas.sa.edu.au/contact.htm>) for more information.

Disability support

There is support available for children with disability

(<http://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/kirinari-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 3 about an orientation session. This will be a 1-hour session where you can ask questions.

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

Fees

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

The parent contribution is \$400 per year. You can choose to pay the total amount at the beginning of the year or to pay instalments of \$100 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/kirinari-kindergarten/getting-started/what-we-offer#kirinariprograms>).

When to pay

We will invoice you by week 4 via your child's parent information pocket.

Payments are due by the end of each term.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay with cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's name on the front, payment reason and amount. Put the envelope in the locked yellow box by the sign-in sheets.

EFT information

You can pay by direct deposit.

BSB: 105002

Account number: 041115540

Please put your child's name and term being paid for in the notes 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: | Meeting NQS |
| 7 | Leadership and service management: | Meeting NQS |

Rating for: Kirinari Kindergarten

Rating issued: October 2020

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 367KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/kirinari_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/6540_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.

Attendance

If your child will be away from Kindergarten due to holidays, sickness etc., please notify staff so we can accurately maintain records.

Regular attendance helps children establish a routine that makes them feel comfortable and secure. This really helps them with their learning and development.



INTERACTIONS WITH CHILDREN

Documented guidelines regarding behaviour and guidance for children help to ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- 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 are respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

As a staff team we promote positive behaviour 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.
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.

- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
- Intentional teaching of appropriate behaviours and play skills, building of each child's strengths and achievements and providing choices when 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.
- 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.
- Communication with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Providing one on one adult support to children when who are at risk of hurting themselves or others.

Policy reviewed date: Week 4 Term 4 2017

Policy next due for review: Week 4 Term 4 2018

Endorsed by Governing Council date:

Name and signature of Director:

Change in details

Please immediately advise us of changes in contact telephone numbers and/or alterations to family structures. We may need to contact you in an emergency.

Newsletters and notice boards

Each child is given a named pocket in which notices will be placed.

Bus children will be provided with a communication folder to ensure notes, Newsletters etc arrive home in one piece. You can telephone the Kindergarten and leave a message if we don't answer. Placing notes inside the lunchbox can also work very well.

Have a chat

Our doors are always open. Please do not hesitate to contact staff if there are any issues you wish to us address or if you have any questions. We look forward to working with you and your family.

Educational Program

At Kirinari Kindergarten the curriculum is developed from the national Early Years Learning Framework “Belonging, Being and Becoming”. From this framework we work towards:

Belonging – feeling connected in key relationships.

Being – immersion in the here and now of interests, relationships and day-to-day happenings

Becoming – changing and growing in understanding.

We work towards: children having a strong sense of identity and wellbeing; children being connected with and contributing to their world; children being confident and involved learners and effective communicators.

Drop off and pick up

We ask families to observe the start and finish times of sessions. If you are delayed at pick-up time, please let us know as this alleviates anxieties both for staff and children. For legal reasons children are not allowed to go leave with any persons other than regular caregivers unless prior notice has been given.

Routine: Any time there is a change to normal routine (e.g. change in pick up person or bus) please notify us on the sign-in sheet, by phone or via a note.

We must be told by an adult as we can't rely on your child or their sibling telling us.

How you can be involved in the Kindy:

Governing Council

The Governing Council consists of any interested parent t and is vital for the successful running of the Centre. It is rewarding to see improvements and additions being used by your children, especially when you have worked toward them SO, please support your children by joining the committee.

HAVE A SAY IN HOW YOUR CHILDREN LEARN!

The role and the responsibilities of the Governing Council are to discuss the educational program, special events, family and community concerns, as well as the usual business of fundraising, maintenance and development of the centre, building and grounds. Please come along to our meetings held on the Wednesdays of Weeks 4 and 8 in each term. The meeting is currently held on these Wednesdays at 11.30 am at the Kindergarten. (Please note meeting times change according to the needs of Governing Council members.)

If you feel you need some help with your child and want some ideas to help with the challenging task of being a mum, dad, step-parent, grandparent etc. please talk to staff for some ideas.

Rosters

Families are included in a cleaning roster to help share the workload. Please ask staff if you would like to be included at any particular time, or if there are dates you will not be available.

Clean Up Roster – We have a clean-up roster for family help at the end of each session. This involves wiping down tables, doing the dishes, washing paint brushes or paint pots and sweeping under the craft/play dough tables. The roster will be sent home as soon as possible at the beginning of each term.

There are always minor jobs such as, weeding in our garden, sweeping sand that has moved from the sandpit or any other job you see needs doing. If you would like to help us out, please feel free to come in at any time!!!! Your child will feel great confidence from your involvement and we'd love it too.

Right Bite Food Supply and Nutrition Policy for Preschools

Healthy Food Supply and Nutrition Policy of: Kirinari Kindergarten

Rationale

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

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

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

Therefore:

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

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

Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- integrates nutrition across the SACSA framework where possible, **relating to the Developmental learning outcome: 'Children develop a sense of physical wellbeing'**

The Learning environment

Children at our preschool:

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

Our preschool:

- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site

Food supply

Our preschool:

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

Fruit Time:

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

- provide children with important minerals and vitamins
- encourage a taste for healthy foods.

Food and drinks provided to children:

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

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- encourages staff to access training as appropriate to the ***Right Bite Strategy***
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff.

Food-related health support planning

Our preschool:

- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

Working with families, health services & industry

Our preschool:

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

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

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

Date_____

Medication

It is very important staff are aware of any medical information about your child. This information should be recorded on the enrolment form that you fill out. We need to have up to date information on all children with **asthma and/or allergies** - this may include a written plan from the doctor - to make sure we can best care for them.

ADMINISTRATION OF MEDICATION:

- a) Medication must be prescribed by a doctor and include pharmacist's instructions.
- a) Caregivers must sign the permission form for staff to administer medication.
- b) Medication must be in the original container in which it has been dispensed.
- c) Please hand medication to staff. Medication must not be stored in children's bags.

Parents may choose to come in to administer medication to their child as required.

Please ask if you would like your own copy of the Kirinari Kindergarten Medication Management Policy.



Kirinari Kindergarten Philosophy Statement

Kirinari – is an Aboriginal word meaning ‘Place to Learn’

Goals for members of our centre community include:

Children and Learning Environment

We believe:

- Children should have control over the direction of their learning and the learning should be based on their interests.
- The curriculum should foster and develop skills and dispositions for lifelong learning including those dispositions of curiosity, active participation and independence.
- Children learn through exploration and sensory experiences involving touching, seeing, hearing, tasting, smelling and connection to nature.
- Children have a right to a nurturing, caring and safe environment that is inclusive of all children and creates a sense of belonging.
- We promote an environment which fosters and supports children to socialise with empathy, assertiveness, mutual respect, and awareness of the rights of others, cooperation, conflict resolution, developing confidence and self-esteem.

Families and Community

We believe:

- We work in partnerships to support and encourage family and community identity.
- We acknowledge and respect family's culture and diversity.
- We encourage parent and community involvement and participation in the child's learning.

cont.

Staff

We believe:

- Staff have a commitment to training and ongoing lifelong learning and reflective practice.
- We provide a learning environment responsive to children's needs, providing a play based curriculum where the health and wellbeing of children and families is paramount.
- We map and record the children's learning journey through photos, reflections, portfolios and planning.

Policy statement created date: 6/12/2015

Policy reviewed date:

Policy next due for review:

Endorsed by Governing Council date:

Name and signature of Director:

Kirinari Kindergarten SunSmart policy



Kirinari Kindergarten's SunSmart policy

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

Rationale

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

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health.

Objectives

This SunSmart policy has been developed to:

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

Legislation

This policy relates to the following National Law and Regulations:

- *Education and Care Services National Law Act 2010:*
 - Section 167 – Protection from harm and hazards
- *Education and Care Services National Regulations 2011:*
 - Regulation 100 – Risk assessment must be conducted before excursion
 - Regulation 113 – Outdoor space – natural environment
 - Regulation 114 – Outdoor space – shade
 - Regulation 168: Policies and procedures (2)(a)(ii) – sun protection

National Quality Standards

All of the following SunSmart procedures link to:
Quality area 2: Children's health and safety.

There are also links to:

Quality area 1: Educational program and practice

Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Leadership and service management

Procedures

Staff are encouraged to access the daily sun protection times to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4 (August until the end of April) and whenever UV radiation levels reach 3 and above at other times.

1. Clothing

Quality area 2: Children's health and safety

When outside, children are required to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with elbow length sleeves, collars and knee length or longer style shorts and skirts are best.

If a child is wearing a singlet top or dress they wear a t-shirt/shirt over the top before going outdoors.

2. Sunscreen

Quality area 2: Children's health and safety

- SPF 30 or higher, broad spectrum and water resistant sunscreen is available for staff and children's use
- sunscreen is applied at least twenty minutes before going outdoors and reapplied every two hours if outdoors
- with parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements
- children, once old enough, are encouraged to apply their own sunscreen under the supervision of staff.

3. Hats

Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.

4. Shade

Quality area 2: Children's health and safety

Quality area 3: Physical environment

- a shade audit is conducted regularly to determine the current availability and quality of shade
- management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area
- the availability of shade is considered when planning excursions and all other outdoor activities
- Outdoor activities are scheduled outside the peak UV radiation times or in the shade where possible.
- children are encouraged to use available areas of shade when outside
- children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

5. Sunglasses [optional]

Quality area 2: Children's health and safety

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

6. Babies

Quality area 2: Children's health and safety

Our SunSmart practices consider the special needs of infants. All babies under twelve months are not exposed to the direct sun when UV radiation levels are 3 and above.

Infants should be protected by using shade, clothing and hats. Sunscreen should be applied to small areas of exposed skin not protected by clothing or hats.

7. Enrolment and information for families

Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the centre's SunSmart policy
- asked to provide a suitable hat for their child
- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. shirts with collars and elbow length sleeves, longer style dresses and shorts)
- asked to provide SPF 30 or higher, broad spectrum, water resistant sunscreen for their child
- required to give permission for staff to apply sunscreen to their child
- families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the centre.

8. Staff WHS and role modelling

Quality area 5: Relationships with children

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

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

9. Education

Quality area 1: Educational program and practice

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

- sun protection and vitamin D are incorporated into the learning and development program
- the SunSmart policy is reinforced through staff and children's activities and displays
- staff and families are provided with information on sun protection and vitamin D through family newsletters, noticeboards and the centre's website.

10. Policy review

Quality area 7: Leadership and service management

Management and staff monitor and review the effectiveness of the SunSmart policy and revise the policy when required (at least once every three years).

Date of next policy review: