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Home



We support the development and wellbeing of you, your child, and your family. Our centre brings together care, education, health, community development and family services, combined with family and community partnerships. We will work with you to achieve the best possible learning, health and wellbeing outcomes.

There are many opportunities for you and your family to connect with our centre. We encourage you to get involved with the programs and services we offer.

Getting involved

We support family involvement in decision making about the services and programs offered in our children's centre. This includes becoming a member of the parent engagement group. To find out more contact our community development coordinator or director.

If you'd like to volunteer with us in other ways, we'd love to hear from you. See [volunteering in schools, preschools and children's centres](https://www.education.sa.gov.au/parenting-and-child-care/volunteers/what-volunteers-need-know/volunteering-schools-preschools-and-childrens-centres) (<https://www.education.sa.gov.au/parenting-and-child-care/volunteers/what-volunteers-need-know/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

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.

Immunisations

When you enrol your child with any of our services or programs 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>).

Contact us

Preschool director: Ms Michelle Lennox

Phone: (08) 8258 0666

Fax: (08) 8285 9127

Email: dl.1908.info@schools.sa.edu.au

Street address: 17 Uraidla Avenue Salisbury North SA 5108

Postal address: 17 Uraidla Avenue Salisbury North SA 5108

Learning and care

Learning and care

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

Preschool

We invite you to join the governing council, which meets twice a term to make sure the centre runs smoothly. Read through what a governing council does (<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

When your child can start

All children are entitled to access at least 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 up to 2 terms earlier 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 3 hours per week in the first term, and up to 6 hours per week in the second term, 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/lake-windemere-b-7-childrens-centre#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

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

Before your child starts

We will contact you in term 3 about an orientation session. This will be a 1.5-hour session where you can ask questions.

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

Fees

We ask you to contribute towards the cost of your child attending preschool. The parent contribution is \$260 per year. You can choose to pay the total amount at the beginning of the year or to pay instalments of \$65 each term.

When to pay

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

Payments are due by week 3 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash, cheque or EFTPOS at the kindy or school. Please make payment to the receptionist in the foyer of our centre or at the Lake Windemere B-7 school (<http://www.lakewindemere.sa.edu.au/>) front office.

EFT information

You can pay by direct deposit.

BSB: 065122

Account number: 11092397

Please use your child's name as the reference.

Preschool session times

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

Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 2.45pm	–	8.45am to 2.45pm	8.45am to 11.45am	–

Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
–	8.45am to 2.45pm	–	12 noon to 3.00pm	8.45am to 2.45pm

What to bring

Children need to bring these items each day:

- bag
- broad-brimmed hat
- change of clothes (all clothing must meet the standards of our SunSmart policy (PDF 249KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/lake_windemere_cc_sunsmart_policy.pdf)
- drink bottle containing water
- healthy snack
- packed lunch.

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

Please apply sunscreen to your child before coming to preschool.

What not to bring

Children should not bring these things:

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

Additional information

We offer an intensive speech and language program. This program provides a high level of support to children with severe specific speech or language impairments, helping them to reach their individual goals within a preschool setting. Through this program we will work with each family to strengthen their child's communication and social interaction skills.

To participate in the program, eligible children must be referred to our intake panel by a speech pathologist. The panel meet on a regular basis to consider referrals, placements and program vacancies.

Please read our drop-off and pick-up procedure (PDF 221KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/lake_windemere_cc_arrival_and_departure.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, childcare 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.

Occasional care session times

Children generally can go to 1 session a week.

Children under 2 years old

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

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 11.45am	8.45am to 11.45am	–	8.45am to 11.45am or 12 noon to 3.00pm	–

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 each day:

- bag
- broad-brimmed hat
- change of clothes (all clothing must meet the standards of our SunSmart policy (PDF 249KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/lake_windemere_cc_sunsmart_policy.pdf)
- drink bottle containing water
- food as required
- milk bottles or baby's own cup (if required)
- enough disposable nappies to last their stay (if required)
- nappy rash cream in its original packaging (if required).

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

Please apply sunscreen to your child before coming to occasional care.

Learning Together

Being involved in your child's learning makes a positive difference. Read about this program (<https://www.education.sa.gov.au/teaching/curriculum-and-teaching/curriculum-early-years/learning-together>) and how it can help your family.

Our Learning Together playgroups are for you and your child aged birth to 4 years.

Your child's brain grows rapidly in their first 3 years and what you do every day affects how your child develops and learns. Our Learning Together playgroup gives you time to sing, play, look, laugh, read, dance, learn, talk, explore, and enjoy with your child.

We also offer a Music and Movement group as part of our Learning Together program.

You do not need to book for any of our sessions.

Times

Music and Movement is on Mondays, 9.00am to 10.00am.

Learning Together is on Mondays, 10.00am to 11.45am (after Music and Movement) and Tuesdays, 9.00am to 11.00am.

Learning Together playgroups are only held during term time.

Cost

Free.

What to bring

Children need to bring these things:

- spare clothes
- nappies/ pull-ups and wet wipes for your child (if required)
- piece of fruit.

Additional information

Please contact Lesley Lewis on 0409 631 775 for further information.

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.

Health and wellbeing

Antenatal

The Northern Area Midwifery Group practice clinic is community-based and offers 1-to-1 continuity of midwifery care and birthing options.

Times

The clinic is available on Tuesday morning and Thursday afternoons.

Cost

Free.

Additional information

Please contact Jo Clarke on 8182 9000 for further information.

Family practitioner

Our family practitioner works alongside vulnerable families and children to help them better understand and respond to their child's needs. They work with parents, our staff and other organisations to help families find relevant services to maintain safe, caring and resilient relationships for child development.

Family practitioners can provide short-term counselling for families to help with:

- domestic violence
- housing
- drug and alcohol problems
- mental health
- follow up and advocacy.

Please contact us if you think you need help from a family practitioner.

Community services

Community health and wellbeing options for South Australian families include:

Child and Family Health Services (CaFHS) (<http://www.cyh.com/Content.aspx?p=361>)

Child and Adolescent Mental Health Services (CAMHS)
(<http://www.wch.sa.gov.au/services/az/divisions/mentalhealth/index.html>)

Disability Services (<https://www.sa.gov.au/topics/care-and-support/disability>) / NDIS
(<https://www.ndis.gov.au/index.html>)

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>)

Women's and Children's Health Network
(<http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/about+us/our+local+health+networks/womens+and+childrens+health+network>)

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

Community engagement

ACORN parent-infant attachment group

An attachment-based group for mums struggling with their mental health, and their children aged birth to 3 years. This group is structured to strengthen your relationship with your child through experiences of shared play, music and movement, and some parent-only time for reflection. A referral from your health professional is needed to attend ACORN.

This group is facilitated and supported by AnglicareSA (<https://anglicaresa.com.au/>).

Times

Sessions run from 9.30am to 11.30am once per week. Days may vary from term to term. Please check our program (<https://www.preschools.sa.gov.au/lake-windemere-b-7-childrens-centre/our-centre/whats-happening>) for this term's sessions.

Cost

Free.

Additional information

If you would like to know more about the group or referral process, please call Louise Byrne at Anglicare on 8131 3485.

Family by family

If your family is going through a hard time, this program can connect you with another family who knows what it's like. They will be able to offer you support and ideas to help you through.

Times

Every Thursday during term time, 9.30am to 11.30am. Other sessions may be running so please check our program (<https://www.preschools.sa.gov.au/lake-windemere-b-7-childrens-centre/our-centre/whats-happening>).

Cost

Free.

Additional information

For more information on receiving support, or if your family has something to offer another family:

- visit the Family by Family website (<http://www.familybyfamily.org.au/>)
- look on the Family by Family Facebook page (<http://facebook.com/familybyfamily>)
- email hello [at] familybyfamily.org.au
- call Julia on 0429 260 453 or 7325 4949.

Financial counselling

We all need a little help with our finances from time to time. Our financial counsellor can help you with your budgeting, bills, concessions, Centrelink payments, child support, debts, loans, and any other financial concerns.

Times

Appointments are available every Thursday morning, 9.00am to 11.00am.

Cost

Free.

Additional information

To make an appointment or to find out more, call Anglicare on 8209 5492.

Crèche

Limited crèche services are offered for some groups or sessions run through our community space. For more information, please speak with our community development coordinator or family services coordinator.

What to bring

Children need to bring these items:

- sterilised bottles or individual formula, either pre-prepared or measured out in portions and clearly labelled
- food as required (all food must be in line with our nutrition policy (PDF 581KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/lake_windemere_cc_healthy_food_and_nutrition_policy.pdf)).

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

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Lake Windemere Children's Centre for Early Childhood Development and Parenting

Rating issued: May 2017

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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 825KB)

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

Annual report

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

Annual report (PDF) (<https://www.decd.sa.gov.au/>)

Family 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.

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Transition to Preschool 2018			
Term 3	First week in August	Prioritise enrolments according to the Orion Partnership Preschool Enrolment policy Send out letters of offer to Priority 1 children	Director/ Receptionist
	Week 5	Send Early Childhood leader notification of enrolment numbers	Director
	First week in September	Send out letters of offer to Priority 2 children	Receptionist
	Week 7 Monday 3/9/18	Preschool teachers do hand over of information on individual children to Reception teachers	All Children's Centre staff and Reception teacher
	Week 7	Preschool teachers draft out Reception class lists	All staff
	Week 8	Send out information to families on Parent Information Meetings and transition visits	Director/ Receptionist
	Week 9 and 10	Book children into crèche for Parent Information meeting Book children into transition visit times	Director/ Receptionist
Term 4	Week 1	Parent Information meetings 1. Wednesday morning 9:00am-10:30am (Crèche for 15 children. First in first served basis) 2. Wednesday night 6:00-7:30pm (Crèche for 15 children. First in first served basis) 3. Friday morning 9:00am-10:30am (No crèche available)	Director
	Week 3 Thursday	First transition visit <ul style="list-style-type: none"> Children attend either 9:00am-11:00am Or 12:30pm-2:30pm Parents stay and supervise their children throughout the 2 hours Staff make contact with each family and gather individual information about the child. 	All staff Invite Department of Education Speech Pathologist and Special Educator to attend the full day. Allied Health Speech and OT to support the day- red flagging children.
	Week 3-Thursday	Determine which group children will be allocated to for Preschool in 2019 based on parent preference/ gender balance/special rights	All staff
	Week 4 Thursday	Second transition visit <ul style="list-style-type: none"> Children attend either 9:00am-11:00am or 12:30pm-2:30pm Families can drop off and collect children 	All staff
	By end of term	Allocate children to a focus teacher ensuring equity of workloads	All staff

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Preschool Year 2019			
Term 1	Mid term-end of term	Closing the Gap Commence fortnightly play sessions with 1st group of preschool children	Preschool /Reception staff
Term 2	Fortnightly	Closing the Gap play sessions-scheduled play sessions for same group as previous term continues	Preschool /Reception staff
Term 3	Fortnightly	Closing the Gap play sessions – other group of Preschool children commence	Preschool /Reception staff
Term 4	Fortnightly	Closing the Gap play sessions – other group of Preschool children commence	Preschool /Reception staff
	Week 3	School transition visit 1	Assistant Principal/ School, staff
	Week 4	School transition visit 2	Assistant Principal/ School, staff



Lake
Windemere B-7 School
Children's Centre
for Early Childhood
Development and Parenting



Government
of South Australia

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Lake Windemere B-7 Children's Centre

Sun Protection Policy

RATIONALE

- At least 2 in 3 Australian's will be diagnosed with skin cancer before the age of 70. More than 2000 of those die from skin cancer each year.
- Exposure to UV radiation during adolescence and childhood is more likely to contribute to skin cancer in later life
- Skin cancer develops after years of exposure to damaging UV radiation
- Sunburn and tanning are signs of skin damage
- Approximately 99% on non-melanoma skin cancers and 95% of melanoma are caused by sun exposure
- Our Centres is well placed to help reduce the incidence of skin cancer through promotion of sun safe practices and informed choice regarding exposure to UV sunrays

Document Control

Managed by Director Lake Windemere B-7 Children's Centre	Approved by: Governing Council
Multidisciplinary team of Lake Windemere B-7 Children's Centre	Date approved: 28/9/16
	Review date: 28/07/2016 Next review

1.0 TITLE

Sun Protection Policy

2.0 PURPOSE

The Cancer Council of SA has been promoting the SunSmart program to assist early childhood centres to work towards meeting the Regulations and National Quality Standards. This includes:

Education and Care Service 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)(11) sun protection

The Cancer Council SunSmart program supports staff to fulfil their duty of care towards all children in care by providing staff with support to devise and implement sun safe procedures.

3.0 SCOPE

The Sun Protection policy at our Centre is designed to cover all children in all Centre programmes including but not limited to Preschool, Occasional Care, Crèche and Playgroup.

The Cancer Council SunSmart program was designed for all child care providers, including Family Day Carers, long day care centres, occasional care programs, preschool, crèche, work based and mobile services and hundreds of providers across Australia.

4.0 OBJECTIVE

- To ensure all children, families, staff and visitors are protected from skin damage from UV Sunlight
- To build capacity of children, families, staff and visitors to understand and respond positively in how to protect themselves and others from skin damage caused by UV sunlight.
- To ensure that staff take weather conditions such as daily UV rating into consideration when planning outdoor learning experiences and participation.

5.0 POLICY DETAILS

5.1 Ultra violet radiation

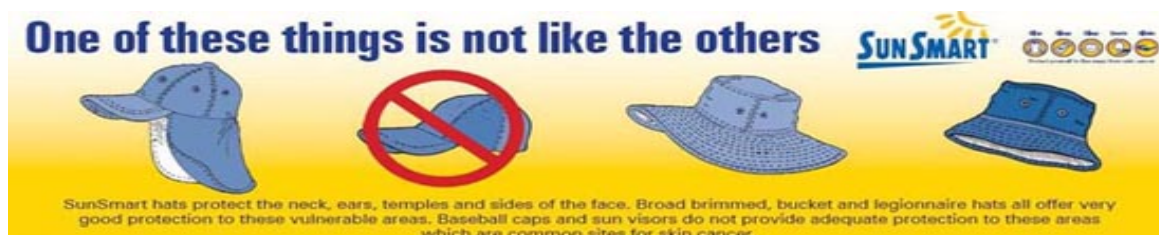
- We will promote sun protection throughout the year. Even on cloudy and relatively cool days UV radiation can cause skin damage.
- Daily routines will be considered to minimize outdoor experiences during peak UV radiation times (10.00am-3.00pm). This consideration is also applied to planning of excursions and incursions that occur outdoors.
- Educators will use discretion about restricting outside play on extremely hot days.
- Staff will be aware of shade patterns during the day and locate outside experiences accordingly.
- Families are requested to apply sunscreen prior to arrival at the Centre
- We will provide 30+ sunscreen and reapplying every 2 hours ensuring application 20 minutes prior to outdoor play.
- We will provide and use adequate and effective shade whilst outside. This assists with protecting children from UV radiation.

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- Staff will check UV levels via SunSmart website www.sunsmart.com.au/uvalert The alert will be displayed in the entrance foyer door each day by the Receptionist.
- Infants (up to 12 months) have skin thinner than adults and can burn easily even when under shade so they need to be covered at all times. If infants are kept from direct sun and well protected from UV radiation by clothing hats and shade, sunscreen need only be used sparingly.

5.2 Protective clothing

- All children and staff will wear protective clothing, including hats between 1st August and 31st April Children's clothing will cover the shoulders and the use of longer style pants and skirts are most suitable. Shoes that are closed in, rather than open should be considered.
- Parents will provide a named sun hat for their child. Sun hats are essential in terms 1,3 and 4 each year (1st August to 31st April) to provide neck protection as well as face protection, e.g. broad brimmed, bucket or Legionnaires.



- Children not wearing appropriate protective clothing including a SunSmart hat will be unable to play outdoors.

SunSmart Education

- Educators will access brochures from Cancer Council SA and supply to families in conjunction with planned curriculum activities for Crèche, Occasional Care and Preschool children in terms 1,3 and 4 each year.
- We will display SunSmart information in the centre to reinforce the importance of sun protection messages to children, families and visitors.



- Children's Centre newsletters will reinforce need for sun smart clothing, hats and adequate drinking water for all children.

PROCEDURE

- Families are requested to apply sunscreen to their child prior to arrival at the centre.
- The Centre will supply sunscreen and make it available to children, families, staff and other visitor.
- Sunscreen will be stored at under 30C degrees

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- Sunscreen will be reapplied every 2 hours to clean and dry skin.
- Parents of children with naturally dark skin may choose not to have sunscreen applied.
- If your child has sensitivity to sunscreen products you are requested to supply an appropriate sunscreen for your child in a clearly named bottle.
- The preschool will support children to apply their sunscreen 20 minutes before going outdoors
- Sunscreens are not to be left in children's bags.
- Baby /Toddler sunscreen milk is recommended for babies and toddlers. It is recommended to use a small portion of this sunscreen as a patch test prior to applying for the first time. Staff will observe child for any reaction to the product prior to full application. Any reaction will be reported to family.
- Parents are to provide a sun smart hat for each child, clearly marked with their child's name.
- The Centre encourages parents to leave one hat in the child's preschool bag each day. Children who do not bring their own hat will be asked to play indoors.
- Educators will wear a hat at all times whilst outside.
- Outdoor activities will be held in shady areas whenever possible. All children will be kept out of the direct sun as much as possible.
- Children are requested to be dressed in shirts with sleeves. Shoulders must be covered.
- Families are requested to not send children in tank tops.
- Children with unsuitable clothing will be asked to play indoors or supplied with Centre t shirt to cover skin while outdoors.
- Each family is required to supply a bottle of water for their child. ***Children will be required to drink regularly to ensure adequate hydration.***

Source:

The Cancer Council South Australia www.cancersa.org.au

Safe Sleep Policy

Rationale

Babies spend a large part of their time sleeping. A newborn may sleep for a total of 10.5-18 hours a day and an infant up to one year of age for an average of 9 to 12 hours at night as well as taking naps of up to 2 hours one to four times a day.

Some sleeping arrangements are not safe for a baby and can increase the risk of Sudden Unexpected Death in Infancy (SUDI), including SIDS and fatal sleeping accidents (*source SIDS Safe Sleeping Child Care kit*)

Document control

Managed by : Director of Lake Windemere B-7 Children's Centre and Occasional Care staff	Approved by Governing Council
Multidisciplinary team of Lake Windemere B-7 Children's Centre	Date approved: 22/03/2017
	Review Date: March 2020 Next review:

1.0 TITLE

Safe Sleep Policy

2.0 PURPOSE

To ensure all babies in our care are slept in a safe sleeping environment to reduce the risk of SIDS and fatal sleeping accidents.

3.0 Scope

This policy applies to all educators, staff, students and volunteers of Lake Windemere B-7 Children's Centre.

4.0 OBJECTIVE

- To ensure all staff, educators, students and volunteers are informed of SIDS and KidsSafe sleeping recommendations for best practice.
- To ensure consistent safe sleeping information is displayed throughout the service.
- To ensure all staff, educators, and volunteers implement and comply with safe sleep practices and guidelines recommended by SIDS and Kids safe Sleeping program

5.0 POLICY DETAILS

- Children under two years of age will be placed in a cot to sleep.
- Infants will be placed on their back with their head and face uncovered, with their feet touching the bottom of the cot to prevent wriggling down under blankets and coverings.
- Children over two years of age will be placed on a sleeping mat on the floor.
- Any child whom is sleeping will be checked on every 5 minutes and an educator will sign the sleep chart on the sleep room door.
- The temperature in the room will be monitored to ensure the comfort and safety of the children.
- The cot will be kept clear of toys, bumpers, pillows and any other hazard.
- Sleeping children will remain in the line of sight to educators through a viewing window in the sleep room door.
- Staff will determine if baby or toddler has been swaddled from birth. If the family has used swaddling from birth staff will discuss the SIDS Safe wrapping brochure and provide families with a copy of this brochure. Staff will swaddle children using the SIDS Safe Wrapping procedure as outlined in Safe wrapping brochure.
- If families who have not swaddled the baby from birth the Centre **will not** use the swaddling technique.
- Staff will ensure that the Safe Sleeping policy and the Safe Wrapping brochure is displayed where the child is sleeping.

6.0 SUPPORTING GUIDELINES

- Safe Sleeping Checklist and Guidelines for education and care services
- SIDS and Kid safe sleeping child care kit
- SIDS Safe wrapping brochure
- Information supplied by Marilyn Waing from SIDS

7.0 MONITORING, EVALUATION AND REVIEW

Oversight:	Children's centre Director
Implementation:	All programme leaders
Monitoring:	Multidisciplinary team

Toileting and Nappy Changing Policy

The purpose of this policy is to ensure that all educators and caregivers practice safe, hygienic toileting and nappy changing procedures through the provision of clear and consistent expectations and processes.

Lake Windemere Preschool educators aim to cater for individual children's toileting and nappy changing needs in a positive and age appropriate manner. By following the policy and procedures, steps are taken to control the spread of infectious diseases in accordance with recognised guidelines.

National Quality Standard Quality Area 2.1 (2.1.1; 2.1.3;2.1.4) 2.3.1

Early Years Learning Framework Outcome 3 – Children take increasing responsibility for their own health and physical wellbeing.

Staying Healthy in Childcare – Preventing infectious diseases in childcare 4th edition.

Educators will provide a safe and positive nappy changing and toileting experience. Positive reassurance and guidance to encourage the learning of toileting self-help skills.

Parents need to communicate their child's toileting and nappy changing needs, to enable educators to meet their individual needs. Parents are required to supply nappies and a change of clothes for their child.

Nappy Changing

Educators will follow the Staying Healthy in Childcare Nappy Changing Procedure (*attachment 1*)
Nappy changing will be recorded in the "Hygiene Records" folder.

Toileting

- Gloves are always to be worn when assisting a child with toileting/changing soiled clothes.
- Child to be changed in nappy changing area.
- Educators to assist child if needed to undress and redress.
- Soiled clothes will be sealed in a plastic bag and put in child's bag.
- Child's hands will be washed after changing clothes.
- All relevant areas to be washed.
- Gloves put in hands free sealed bin.
- Educators to thoroughly wash hands.
- Details to be recorded in "Hygiene Records" folder.

We believe this policy will ensure children receive a positive hygienic experience when having their toileting needs met.

MEDICATION, ILLNESS AND IMMUNISATION

The centre does not have facilities to look after sick children and if your child becomes unwell, we will inform you or your emergency contact, and will isolate your child until he/she is collected.

All medications or preparations that are administered/applied must have a medication plan signed by an authorised health professional.

Medicine must be brought in the original package and handed directly to an Educator who will:

- Check the expiry date is current
- Ensure the child's name and correct dosage is clearly marked on the label
- Enter details in the medication book and/or medication form and clarify instructions
- Place the medicine in the medication cabinet in the preschool.

Details of all medication to be given **MUST** be referred to an educator and recorded in the presence of an educator. This information will be checked by an educator to ensure all details are clear.

Medicine will only be administered by an authorised educator and will be checked by a second educator prior to administration.

Parents are encouraged to immunise their children against all diseases appropriate to their age. The centre will notify families via signage on the entrance door of any infectious diseases. All families are to provide evidence of their child's vaccinations. In the event of an outbreak of an infectious disease parents of children who are not vaccinated will be asked to keep their child away from the Centre until the exclusion period concludes.

INCLEMENT WEATHER POLICY

AIM

*To ensure that in cases of extreme weather, children are safe from the risk of hyper/hypothermia or weather related injuries. This policy includes the Centre's **Hot Weather** procedures.*

IMPLEMENTATION

Leadership will:

- Review policy as needed
- Contact SA Power Network on 131 366 in the case of a power failure/blackout. If the temperature in the designated sleep rooms reaches over 25 degrees and the blackout is expected to last over an hour, Leadership may decide to send children home.
- Close the Centre at their discretion if a power failure is expected to be ongoing for longer than a day.
- Manage and oversee incidents where inclement weather causes injuries or property damage.

Team Leaders will:

- Ensure this policy is understood by educators and implemented in their room.

Educators will:

- Ensure outside play areas will be shaded as much as possible and encourage children to play in covered areas.
- Ensure children wear hats outside when the UV rating is higher than 3.
- Ensure children wear appropriate clothing for the weather i.e. layers for cold weather, light clothing for hot days, dry clothes after playing in rain etc.
- Offer outdoor play most days to encourage children to engage with the natural environment and active play. During hot weather, outdoor play may be conducted under shade and during low UV periods. During cold weather, children will be dressed in appropriate layers and under cover during wet weather.
- Offer and encourage indoor play on days with extreme hot weather, storms or strong winds.
- Undertake risk assessments for outdoor play experiences if the weather is unpredictable or there are weather warnings.
- Activate appropriate cooling systems for comfort and relief in times of hot weather. All air conditioning and heating systems are adjustable to suit the weather and temperature.
- Ensure water is provided for children at all times. Each room will be responsible for ensuring children have access to cool drinking water and are served it in an age appropriate way i.e. providing liquids frequently to babies, allowing older children to pour their own drinks from an urn etc.
- Remind children to drink liquids more frequently on days with excessive temperatures.
- During hot weather, offer experiences such as water play (see **Water Safety Policy**).
- Contact parents/caregivers and follow first aid/emergency procedures if a child shows signs of dehydration, heat stroke or hypothermia.
- Monitor the temperature in their rooms during a blackout/power failure and alert Leadership if it exceeds 25 degrees.
- Ensure children in Nest and Reeds room are brought inside two hours prior to anticipated arrival of severe weather as predicted by the Bureau of Meteorology.
- Ensure children in River room are brought inside one hour prior to anticipated arrival of severe weather as predicted by the Bureau of Meteorology.

- Exercise caution when arranging outdoor play experiences if Marine Weather warnings have been issued, even if a Severe Weather warning is not yet in place.

The Centre Chef will:

- Store perishable foods and meals in fridges or freezers until they are prepared or served. This is to reduce the risk of spoilage and food poisoning. (See **Healthy Food and Nutrition Policy**).
- Dispose of potentially hazardous food or food that has sat between 5° and 60 ° for longer than four hours. During a blackout or if the fridge/freezer is malfunctioning, this food should be monitored every fifteen minutes.

Administration staff will:

- Check the Bureau of Meteorology site each morning and place a note in the Communication diary that indicates the UV rating and if there are any severe weather warnings indicated.
- Check the Bureau of Meteorology throughout the day where strong wind warnings are present to monitor the possibility of severe weather warnings developing.
- Inform educators if a Marine Weather warning has been updated to a Severe Weather warning at any point during the day.

Families will:

- Ensure they send children to care in weather appropriate clothing. In hot weather, this may include thin layers that can be removed throughout the day or during sleep time. In cold weather, children should have a jacket and gum boots packed for outdoor play. Spare clothing is provided by the Centre should children need it. Children who sweat excessively may be given spare clothes to prevent discomfort and lower the chances of hypothermia.
- Ensure children are dressed in appropriate clothing for sun exposure, including clothes that cover their shoulders, hats and sunscreen. (See **Skin Protection Policy**).
- Be required to collect children if they are displaying signs of dehydration, heat stroke or hypothermia.
- Be required to collect children if a blackout onsite is expected to last longer than an hour.

EVALUATION:

This policy is seen to be working effectively when:

- Steps are taken to decrease children's risk of heat stroke/dehydration/hypothermia.
- The Centre has procedures in place to provide comfort and relief for children and families in time of excessive heat, storms, severe weather and power outages.

National Quality Standards:

2. Children's Health and Safety

2.1.2. Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.

2.3.2. Reasonable steps are taken to identify and manage risk, and every reasonable precaution taken to protect children from harm and hazards.

Implemented: July 2016

Reviewed: August 2017

Next Review: August 2018

Source:

DECD. '[Guidelines for developing a Preschool Hot Weather Policy](#)'. Last Updated 2009.

DECD, 'Inclement Weather Policy' (draft) Last updated June 2016

Healthy Food Supply and Nutrition Policy

Rationale

Lake Windemere B-7 Children's Centre has a core mission to build understanding of nutrition and healthy food choices to support positive lifestyle choices.

This policy is based on the Department of Education and Children Development's Policy: DECD Right Bite, Easy Guide to Healthy Food and Drink Supply for South Australian Schools and Preschools.

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

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

Document control

Managed by : Director of Lake Windemere B-7 Children's Centre	Approved by Governing Council
Multidisciplinary team of Lake Windemere B-7 Children's Centre	Date approved: 2/11/16
	Review Date: July 2019 Next review:

1.0 TITLE

Healthy Food Supply and Nutrition Policy

2.0 PURPOSE

- This policy is in line with National Quality Standards Quality Area Standard 2.2 and Education and Care Services National Regulations Part 4.2 Children's Health and Safety Division 1- Health Safety and Wellbeing of Children Regulation 77(1) and (2).
- Provide fresh clean cooled filtered water and encourage regular drinking of water through the day.
- Provide scheduled break times and eat in a positive, social environment with educators who model healthy eating behaviours
- Use centre garden plots to learn about and experience growing, harvesting, preparing and eating nutritious food
- Include knowledge and experiences about food and nutrition in Centre programmes.
- Displays information of healthy food and snack choices for the children and parents to view and read
- Understands and promotes the importance of breakfast and regular meals for children
- Our centre is a breastfeeding friendly site.
- Ensures healthy food choices are promoted which are inclusive of culturally sensitive choices.
- Ensures a healthy food supply for centre activities and events
- Ensures consistency with the Eat Well SA guidelines, Dietary Guidelines for Children and Adolescents in Australia and Australian Guide to Healthy Eating.
- Displays nutrition information and promotional materials about healthy eating
- Promotes nut awareness in all Centre programmes.
- Incorporates food safety throughout programmes
- Provides opportunities to develop safe food handling skills
- Provides hand washing facilities for everyone
- Promotes correct hand washing procedures with children and adults

3.0 Scope

Working with families, health services and community groups

- Successful outcomes for healthy food and nutrition policy are achieved through active partnership with parents and caregivers
- We invite parents and Carers to be involved in the review of the Children's Centre Healthy Food Supply and Nutrition policy
- Our Centre has a working partnership with Obesity Prevention and Active lifestyle (OPAL)
- Children in preschool participate in a nutrition awareness program "Eat a Rainbow"
- Community members can participate in a food program named Magic Harvest
- Centre users participate in the *Kick Start for Kids* program and as a result healthy snack and lunch food options available at all times.
- Centre promotes health professionals who deliver nutrition and health programmes within the local community
- Promotes the alignment of fundraising with the nutrition guidelines.

4.0 OBJECTIVE

Lake Windemere B-7 Children's centre provides a safe supportive environment where adults support children through the provision of healthy food and drink and being positive role models.

5.0 POLICY DETAILS

5.1 Food and drink provided to children

Parents and Carers are requested to:

- Supply children with their own named drink bottle of water each session.
- Provide healthy food and drink choices for their children on an everyday basis for snack and lunch to align with these healthy eating guidelines.

5.2 Healthy Snack Time: Parents and Carers are encouraged to supply fruit, vegetables and healthy food choices at healthy snack and lunch time to provide children with important minerals and vitamins and encourage a taste for healthy foods.

5.3 Healthy Lunch Time: A healthy lunch box might include a sandwich or wrap, fruit, yogurt, veggie sticks, cold meat, cheese or salad. Please ask educators if you are unsure.

Suggestions include



5.4 Storage and heating of Snacks and Lunches

Food should be sent in a storage container which maintains food at the appropriate temperature (below 5C degrees)

The Centre does not have the capacity to refrigerate individual lunches.

Parents are requested to use icepacks to keep food cold.

5.5 Breast Feeding

Breast feeding is supported within the Centre. Mothers may see staff regarding any supports required.

5.6 Baby bottles

Children attending Occasional Care may have bottles stored in the fridge and heated in a bottle warmer.

5.7 Curriculum

Our curriculum, the Early Years Learning Framework (EYLF) 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.

5.8 Birthday celebrations will include certificates or stickers and singing of "Happy Birthday" song if culturally appropriate. We ask parents not to send in food treats to share.

5.9 Food Safety

Our centre:

- Promotes and teaches food safety to children as part of the curriculum
- Provides adequate hand washing facilities
- Promotes and encourages correct hand washing procedures for children and adults.
- Babies and toddler formula will be stored in the preschool fridge and warmed in a bottle warmer. When using bottle warmer staff will check the bottle temperature and record this on record of bottle warming proforma. (Appendix 1)
- The staff need to ensure anyone preparing food wears gloves and clean utensils/equipment.
- Food being served is handled with tongs rather than hands.

5.10 Food related health support planning

- We are a Nut Aware Centre. We remind parents, Carers and visitors to carefully check products being sent into the Centre as some children attending may have severe allergic reactions to nuts. Foods to be checked to see if they have traces of nuts include:
 - peanut butter/peanut paste
 - Nutella/Nudge spread
 - Cakes, muffins, sweet biscuits and pastries
 - Rollups and LCM bars or similar products
 - Breakfast cereals/bars
 - Chocolate, nougats, sweets
 - Satay flavoured products
- Parents are required to inform educators on enrolment of all allergies for their child/children.
- Parents will be required to supply a completed a Health Support Plan developed in consultation with a medical practitioner.
- The Centre is required under National Quality Standards regulations to display a poster alerting the community that a child is enrolled in the Centre with the following wording

PLEASE NOTE

**A CHILD WHO HAS BEEN DIAGNOSED AS AT RISK OF ANAPHYLAXIS,
IS ENROLLED AT THIS SERVICE**

6.0 MONITORING, EVALUATION AND REVIEW

Oversight:	Children's centre Director
Implementation:	All programme leaders
Monitoring:	Multidisciplinary team

Resources supporting the development of this policy

Policy: DECD Right Bite, Easy Guide to Healthy Food and Drink Supply for South Australian Schools and Preschools

Food at Lake Windemere Children's Centre

These foods are great to send for healthy lunch or snack



All fruits



Sandwiches



water



Yoghurt



all vegetables



cheese



Plain popcorn



savoury biscuits



cheese and crackers



wraps

Please don't send these foods to Preschool for healthy lunch or snack



Chips



cakes



biscuits



Chocolate



lollies



roll ups



lolly pops



Nuts



cordial



LCM bars



Chocolate custard



Lake
Windemere B-7 School
Children's Centre
for Early Childhood
Development and Parenting

Welcome to

Lake Windemere B-7 School Children's Centre

Information Booklet



For Preschool, Occasional Care and Crèche

Lake Windemere B-7 School Children's Centre opening times are:

8.30am to 4.00pm Monday to Friday

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THE TEAM



SUE HOLECEK
DIRECTOR



CHERYL CAPEWELL
TEACHER



GEMMA CROSS
TEACHER



ELIZABETH JONES
TEACHER



KIM SMITH
RECEPTION



VICKI KERR
SSO



ELAINE
THOMPSON
SSO



VANESSA
STUCHBURY
SSO



ANNIE
RUTHERFORD
SSO



KATHRYN WALL
OCCASIONAL CARE
AND SSO



MELISSA DELIA
OCCASIONAL CARE
AND SSO



KRISTEN SCRIMSHAW
SPEECH AND LANGUAGE
PROGRAM



SOPHIE SEEKAMP
SPEECH AND LANGUAGE
PROGRAM



MELISSA SALIBA
SPEECH THERAPIST



BELINDA
JANKOWIAK
OCCUPATIONAL
THERAPIST



NIKI KOUTROULIS
ABORINGINAL FAMILY
LITERACY TEACHER



KARLEY AGUIS
ACEO

Welcome from the Team!

Lake Windemere B-7 Children's Centre for Early Childhood Development and Parenting supports the development and wellbeing of families and young children, birth to 8 years of age by bringing together care, education, health, community development and family services, combined with family and community partnerships.

Vision

Children's Centres for Early Childhood Development and Parenting support children and families to achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses for families who may require additional support.

History of Lake Windemere B-7 Children's Centre for Early Childhood Development and Parenting

Lake Windemere B-7 School Children's Centre was developed as part of the redevelopment of the previous Direk and Salisbury North West Child Parent Centres and R-7 Schools.

A Partnership Group now carries on the work of the Enabling Group since the opening of the Children's Centre to continue ensuring the best outcomes for families in the Lake Windemere Community.

The Children's Centre is an integral part of the Lake Windemere B-7 Governing Council.

Governance

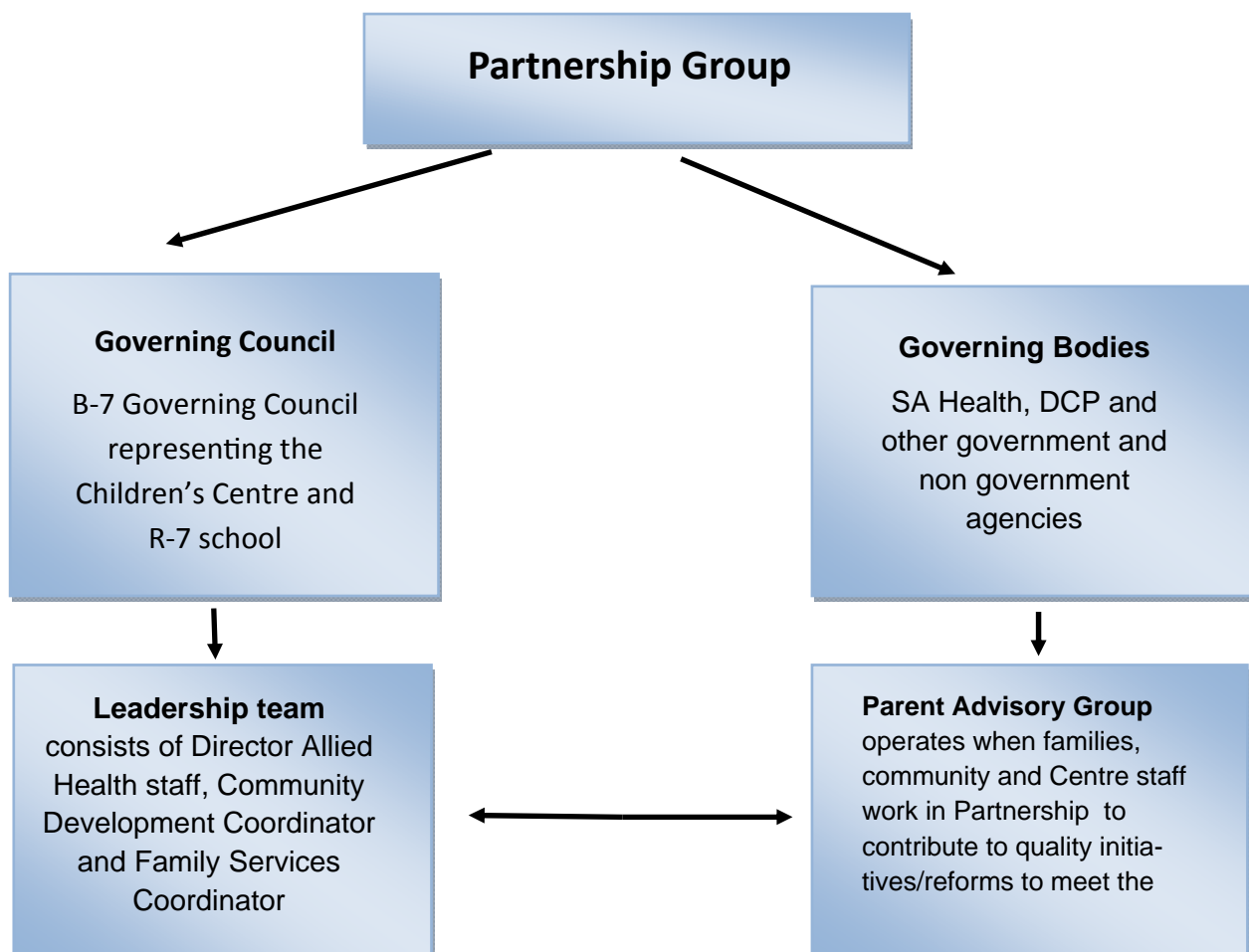
Children's Centres governance arrangements support collaborative decision making at the state, regional and Partnership levels that promotes integrated education, health and wellbeing services for young children and their families in their community.

Effective governance will contribute to

- Strong and supported children and families
- Equity and social inclusion
- Strong Communities
- Closing the Gap for Aboriginal Children

The Centre bases its program and service design , delivery and review on the Outcomes Framework for Children's Centres

Local Governance



SINGLE INTAKE OF PRESCHOOL IN 2018/2019

Year of Birth	Child's Birthday	Can Start Preschool	Can Start School
2013	From 1/5/13 To 30/4/13	Term 1, 2018	Term 1, 2019
2014	From 29/1/14 to 30/4/14	Term 1, 2018	Term 1, 2019
2014	From 1/5/14 to 30/4/15	Term 1,2019	Term 1,2020



SPECIAL SERVICES

Eligible Preschool children will have access to a range of Department for Education and Child Development Support Services including Speech Pathology, Disability, Psychology, Hearing Impairment and Social Workers. Access to Special Needs Services for both children and their families is facilitated through the centre using a pre-referral discussion with service providers and referral process.

Children outside preschool entitlements will have access to services that include speech pathology, psychology, behaviour management, occupational therapy, physiotherapy, dietitian, family support and other services in response to individual needs. Access to Bilingual and Aboriginal Support staff is facilitated through the preschool.
centre.

ENROLLING AND SETTLING IN

We encourage all families wishing to enrol their child to visit the Centre. You will have the opportunity to ask any questions and you are invited to spend time with your child in the centre and meet the educators before your child starts care or preschool.

It will help your child and the educators if you share your child's interests, learning style, special routines, comforters, food preferences etc. when enrolling.

You must inform the Director when enrolling about any special needs, allergies, asthma etc. and the appropriate management strategies.

You will be required under the National Quality Standards to provide a Health Care Plan for Asthma or any other medical needs or allergies as developed by a Medical Practitioner. Your GP should be able to provide this. Any reports or assessments regarding your child's additional needs will be required to support an integrated approach to their learning and care.

Proof of your child's age is required (Birth Certificate, Centrelink documents

stating child's name and date of birth or Passport) on enrolment. Proof of your child's immunisations (SA Child Health and Development Record (Blue Book) or Australian Immunisation Childhood register (ACIR history statement).

It may be necessary for you to stay for a short while at the start of sessions to establish a settling-in-routine. Educators will be very happy to help you during this phase and you are encouraged to phone the centre and speak with the educators caring for your child to check on progress or any other concerns that you may have.

MANDATORY REPORTING

Our centre is committed to the prevention of child abuse and neglect. You are encouraged to come and talk to the Director about any concerns you may have as the needs and care of young children is paramount.

The educators at the centre are mandated notifiers and are obliged by law to report any suspicions of child abuse and/or neglect.

PROGRAMMING – WHAT WILL MY CHILD DO AT THE CENTRE?

Children grow and learn best in a safe and caring environment. We believe that children learn and develop skills best through play and educators will continually support and challenge children through interactions of the highest quality. All educators will program for individual children's needs and interests using the Early Years Learning Framework (EYLF) Belonging, Being and Becoming. Educators will work in partnership with you to ensure the program is relevant to the individual needs, interests, learning style and aspirations of your child/family.

Educators will use the routines, planned and spontaneous activities and child initiated play as the basis for learning experiences.

Educators will meet regularly to discuss and plan for each individual child and for their group. Developmental records are regularly updated for each child and educators will welcome the opportunity to discuss your child's progress. Educators will plan with parents to meet any additional needs of the child, this may include referral to support services. Parent Interviews are offered to families to share aspects of the child's developmental and educational progress.

Routines include times for group play, individual play, eating, sleeping, toileting and cleaning up.

Planned activities will include times for problem solving, nature play, creative and imaginative play, music, stories, physical activities etc. Creating a balance of the 5 learning outcomes in EYLF. And incorporating the Preschool Numeracy and Literacy Indicators.

BEHAVIOUR GUIDANCE

We believe that children need guidance and assistance in a caring way to help them learn to become responsible for their own behaviour and realise the consequences of their actions.

Each child will be supported by appropriate and positive guidance with clear, consistent and realistic limits and expectations.

We will discuss our policy with you when you enrol your child.

EXCURSIONS

Excursions and neighbourhood walks are an important way to extend children's experiences. They provide variety, fun and interesting opportunities for learning and are planned as part of the developmental program.

There are prescribed guidelines for excursions to ensure appropriate supervision for young children. Educators are required to complete a risk assessment as part of the planning process.

You will be asked to sign a general consent form for us to take your child on spontaneous local walks. If you do not want your child to participate on these walks, you must indicate this at enrolment.

You will be given details of any other excursions and your written consent must be given for each excursion.

Some excursions may incur a cost and involve transport to an external venue. Parents/caregivers are welcome to join excursions/incursions.

CELEBRATIONS

Celebrations are an important part of the life of our children, families and community. They promote a sense of belonging and positive self esteem and can be celebrated in a variety of ways. Food is often a focus of cultural and family celebrations and has enormous learning potential. The centre embraces this but must always maintain a focus on the Nutrition Policy for health and safety reasons.

NUTRITION

Families are asked to provide food in accordance to the Nutrition Policy.

Children are to bring a named water bottle however filtered water is available for children at all times.



Please ensure that all food/drink brought to the centre has been hygienically prepared and transported/stored.

Cooking is an important part of our program and will occur regularly in our centre, please notify educators of any food allergies, intolerances or restrictions. You will be asked to provide qualified medical evidence and direction on management of food allergies or intolerances.



Our Centre celebrates Nude Food day one week each term

We are a Nut Aware Centre and ask family to refrain from bring nut based products into the Centre e.g. Peanut Butter, Nutella or nut based biscuits and food bars.

SUN SMART

As part of our Sun Smart Policy, children, educators and families are required to wear a wide brimmed hat and sunscreen whilst outside throughout the year.



We also ask that your child wears clothing that protects their shoulders. The Anti Cancer Council recommends sleeves to elbow length and a collar and longer style shorts and skirts.

Parents need to apply sunscreen prior to attendance. Sunscreen will be applied as required by educators. If your child requires specific sunscreen, you will need to supply it. Please ensure it is clearly labelled with your child's name.

We encourage play in shady areas, especially between the hours of 11am and 3pm.

Children who forget their hats will be reminded to only play indoors. If outside temperature is above 36 degrees children will play in shaded outdoor activities or may select to remain inside.

EMERGENCY AND ACCIDENT PROCEDURES

Our centre has a detailed policy, which sets out procedures in the event of an accident or emergency. Evacuation/invacuation procedures are displayed at each emergency exit throughout the centre. Emergency drills are practised each term when children will be kept together in a designated and protected area.

It is most important that telephone numbers of parents and emergency contacts are kept up to date.

Any variation in contacts for you, or your emergency persons should be reported to educators.

EDUCATORS

The centre's most valuable resource is the staff team who have a range of qualifications and experience in working with young children. They respect children and in our warm and caring environment they are able to identify and respond to individual children's developmental and learning needs. The required adult/child ratio will always be maintained.

Ongoing professional development is an expectation for educators, and regular relief teachers are employed whenever possible to provide continuity and stability for children, educators and families.

PARENT INVOLVEMENT

There are many opportunities for parents/caregivers to be involved in the Children's Centre. Volunteering can help to learn job skills and experience.

Some examples include:

Parent Volunteer

Governing Council

Parent Groups

Join excursions

Join social events

No experience is necessary however all volunteers are required to undertake a DECD Police Clearance and Reporting Abuse and Neglect training. The Director, Community Development Coordinator or Receptionist will be happy to give more information.

POLICIES

The centre policies are available in the Entry Foyer for parents and visitors to read or obtain a copy of.

Access to all Department for Education policies is available to any parent/caregiver on request. Please see Receptionist or educators.

NATURE PLAY

Research shows that unstructured play in nature benefits our children in many ways. Nature play improves health and wellbeing and enhances intellectual development.

Positive mental health outcomes include:

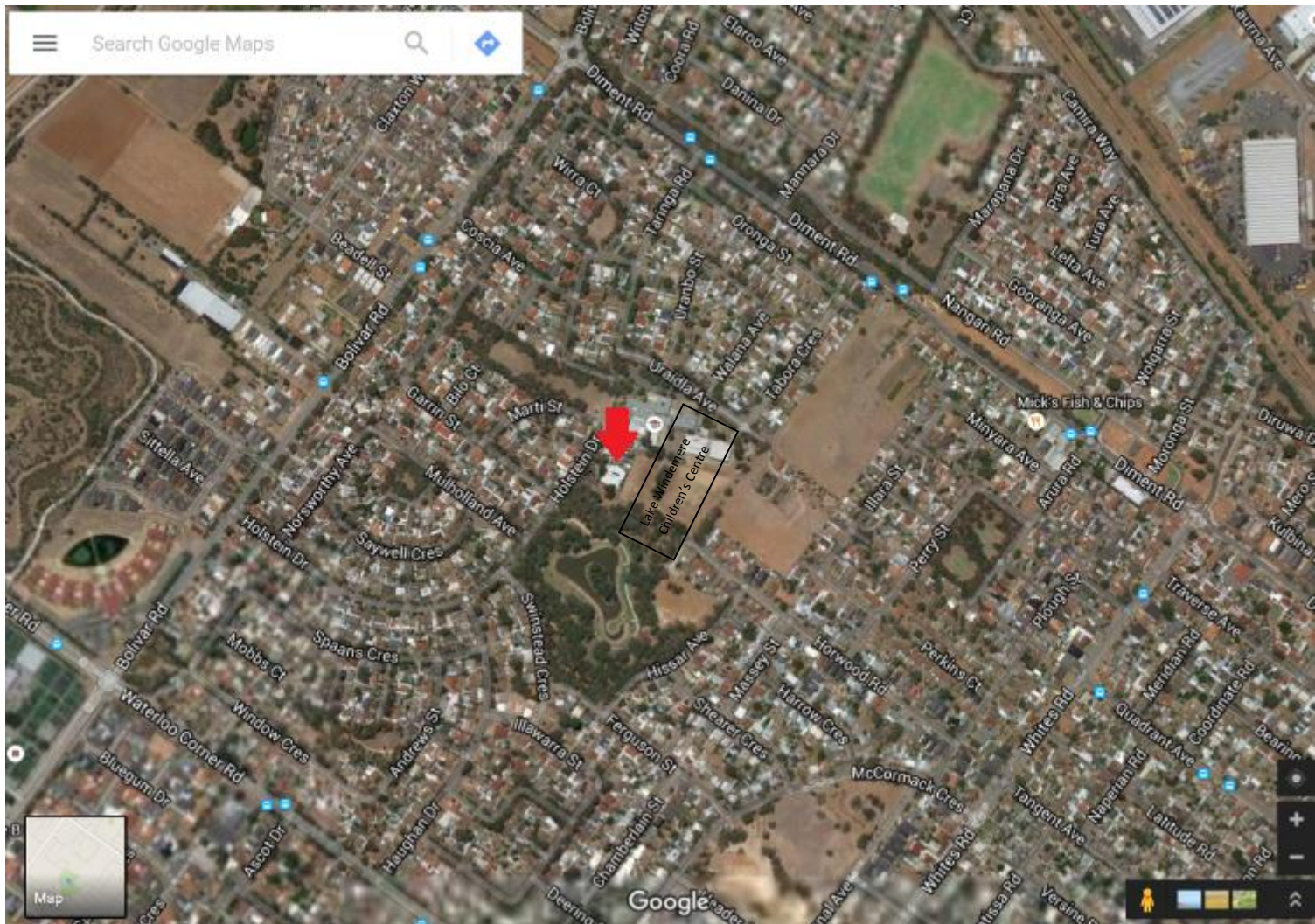
- Reduced symptoms and severity of ADHD
- Reduced stress levels
- Reduced depression
- Increased confidence and self esteem

Physical health benefits include:

- Reduced obesity
- Reduced risk of myopia (near-sightedness or short-sightedness)
- Improved recovery from certain conditions

We embrace nature play as part of our curriculum and encourage children to come dressed appropriately for outdoor experiences.





How to find us:

Lake Windemere B-7 School Children's Centre is located at the rear of Lake Windemere B-7 School on Holstein Drive Salisbury North, next to the lake.

Parking for the centre is available on the street with 2 parks for disability parking permit holders.

The Lake Windemere B-7 School Children's Centre is in walking distance of bus stop 64 on Diment Road and bus stop 57 on Waterloo Corner Road. Bus routes 400, 401 and 403 travel from Salisbury bus and rail interchange.



Lake
Windemere B-7 School
Children's Centre
for Early Childhood
Development and Parenting



Government
of South Australia

Postal address: 17 Uraidla Avenue Salisbury North 5108 Physical address: Holstein Drive, Salisbury North SA 5108
P: 8258 0666 F: 8281 5850 E: sue.holecek945@schools.sa.edu.au

Focus Teacher letter

Dear family

Teachers work together as a team to discuss and document our educational programme. Throughout the year you are welcome to speak with any of the teachers. Your child will be allocated a specific focus teacher and they will be responsible for assessment and documenting your child's learning. During the year there will be numerous ways we may collect information on your child's learning which may include:

- observations of your child's participation in free play and structured learning experiences
- collection of work samples
- digital photos
- ongoing documentation in our preschool "floor book"
- reflective reviews and centre wide daily programming
- Preschool Support, Aboriginal Community Education Officer (ACEO), Bi-lingual Support feedback
- Specialist / Service Provider programs and assessments
- Negotiated Education Plan (NEP) developed in collaboration with families where children have complex needs (if appropriate)

Assessment of children's learning involves teachers making informed judgements about your child's learning based on all the evidence they have collected as listed above.

For 3 year old Aboriginal children formal assessment strategies will involve

- Development and ongoing review of Aboriginal Education Plan (AEP) every 6 months in consultation with family. A copy of the AEP will be shared with the family.
- One learning story each term
- Parent Entry Interview sheet

For 4 year old children formal assessment will include:

First term of preschool

- Parent/Carer Entry Interview sheet
- Individual Learning Plan (ILP) if your child has identified Special Rights or cultural identity
- Review of Aboriginal Education Plan (AEP) if appropriate

Second term of preschool

- Review of Individual Learning Plan (ILP) if your child has identified Special Rights.
- Statement of Learning- Formative Report
- Parent interview to discuss your child's progress against the 5 learning outcomes of the Early Years Learners Framework (EYLF)

Third term of preschool

- Review of Individual Learning Plan (ILP) if your child has identified Special Rights or cultural identity
- Review of Aboriginal Individual Education Plan (IEP)

Final term of preschool

- Review of Individual Learning Plan (ILP) if your child has identified Special Rights
- Statement of Learning- Summative Report
- Offer of a Parent Interview to discuss your child's progress against the 5 learning outcomes of the Early Years Learners Framework (EYLF).

We are happy to chat with you about any information contained on this document. We look forward to working in partnership with you to support your child's education and care.

Community and Family Support at Lake Windemere

Community Development Coordinators

The Community Development program coordinates services to enhance parenting and community capacity.

Community Development Coordinators apply their knowledge and understanding of community strengths, needs and aspirations to provide and coordinate flexible and locally tailored services that engage families.

Community Development Coordinators aim to:

- connect families with other families, community activities and learning, and health and support services that best meet their needs.
- facilitate opportunities for families to increase their knowledge and skills around parenting and childhood development.
- support parents to develop personally and build their leadership skills.
- encourage families and staff to have a strong voice about the programs and services offered.

Programs and services

Community development coordinators work in partnership with other agencies to facilitate a range of programs and services including:

- playgroups for parents and carers that include Aboriginal families, dads, step-parents, grandparents, foster carers, family day care educators, refugees and newly arrived families and children
- parenting programs that include child development, early literacy, song time, music and movement, baby massage, support groups and cooking
- community events including family fun days, community lunches, school holiday programs, cultural events, celebrations and barbecues
- personal development to enhance literacy, career pathways, skill development, volunteering, TAFE and SACE studies.

Family Services Coordinators

Family services coordinators work with parents, centre staff and other agencies to help families develop and maintain safe, caring, connected and resilient relationships.

Family services coordinators:

- create local networks and connect families with services and supports that best meets their needs
- build parenting capacity and early childhood development skills and knowledge, specifically in understanding the importance of relationships for children
- encourage and support families to actively participate within their community
- increase access to a range of interconnected learning, health and support services
- build centre staff expertise in responding to children experiencing the effects of trauma, abuse and neglect.

Family Services Coordinator activities

Family services coordinators perform activities including:

- short-term counselling to identify and respond to personal issues

- connecting families with appropriate services that deal with domestic violence, housing, drug and alcohol problems, mental health and follow up and advocacy
- working with Families SA to assist children in out-of-home care to be reunified with their parents or to facilitate positive connections with their parents and extended family.
- parenting programs with a focus on relationships, social and emotional wellbeing and trauma, such as the Circle of Security and Bringing up Great Kids.

Allied Health Program

The allied health program supports early intervention for children aged birth to 3 years to minimise developmental delays. The program builds the capacity of children's centre preschool staff to identify children at risk of developmental delay, and supports staff and parents in promoting child development.

Allied Health Staff

Allied health staff are:

- speech pathologists, who assist with all aspects of communication including speech, language, literacy, signs, symbols and gestures and can also assist with issues around eating and drinking
- occupational therapists, who support children's participation in and performance of daily activities involving the strengthening of play skills, fine and gross motor skills, concentration and self-regulation skills.

Allied health staff build the capacity of staff, parents and carers of the centre through:

- staff consultation and training on topics such as sensory processing and strategies for assisting children with behavioural, emotional and sensory regulation, resource development, screening, assessments and programming assistance
- parenting groups, parent consultation, referrals and distribution of resources to assist children with toileting, feeding, play, speech and language skills.



There are many other programs and services to support families which include:

- Kids Blokes and Dad Jokes
- Antenatal Services
- Financial Counselling
- Playgroup
- Parenting support
- And more



COMMUNICATION

The notice board in the foyer will be used for general information and a regular newsletter will be distributed to all families using the centre. Other information will be placed in the children's communication pockets located in the hallway.

If you have any concerns about any aspect of the centre or you would like to talk about your child's participation or development, you are encouraged to make a time to chat with the appropriate staff member. The Centre has a Grievance procedure which can be obtained by asking the Receptionist for a copy.

You are also able to write to the Lake Windemere B-7 School Governing Council after first raising the matter with a staff member, Director or School Principal.

We also like to hear about things we are doing well.

We treat all information regarding children and their families with the utmost confidentiality. Personal information of educators and families is not given out to anyone without prior consent.

Each year, preschool families are invited to participate in a Department for Education Annual Parent Opinion Survey.

Behaviour Code of Conduct

incorporating

Interactions with Children

RATIONALE

Lake Windemere B-7 Children's Centre believes each child has the right to be safe. Our Centre provides an environment which supports the education, care and wellbeing of all children 0-8 by working in partnership with families, Carers and the community.

Our Centre recognises families as the child's first educators and the importance of the parent's role in the early development of young children's lives.

The Code of Conduct has been developed to enhance the relationships between all Centre users.

All adults working with children are legally bound under the Child Protection Act 1993 to respond to the abuse and neglect of children

DOCUMENT CONTROL

Managed by: Director Lake Windemere B-7 Children's Centre	Approved by: Governing Council
Multidisciplinary team of Lake Windemere B-7 Children's Centre	Date approved: 2/11/16
	Review Date :2/11/2019 Next review:

1.0 TITLE

Behaviour Code of Conduct incorporating Interactions with Children

2.0 PURPOSE

To ensure children, families, Carers and staff have a safe environment and there is consistency and clarity in regards to acceptable behaviour and guidance measures that will be implemented throughout the Centre

Our Centre incorporates the primary goals of **28.4.2016—Children's Protection Act 1993** Contents **3—Objects** (1) The primary object of this Act is to:

- keep children safe from harm
- to ensure as far as practicable that all children are cared for in a way that allows them to reach their full potential; and
- to recognise the importance of families to children and promote caring attitudes and responses towards children among families and all sections of the community so that the need for appropriate nurture, care and protection (including protection of the child's cultural identity) is understood, risks to a child's wellbeing are quickly identified, and any necessary support, protection or care is promptly provided.

3.0 SCOPE

The following people are expected to adhere to this policy and demonstrate respectful interactions:

- Children
- Parents/Carers
- Employees of the Department of Education and Child Development
- Service providers delivering programs or services at the Centre
- Service providers visiting the Centre
- Governing Council members
- Volunteers and visitors using the Children's Centre
- All other people visiting or involved in the Centre

4.0 POLICY DETAILS

Lake Windemere B-7 School incorporating the Lake Windemere Children's Centre has four articulated values Respects, Care, Learning and Fun.

Care

We care about all Centre users. We work, learn and play in ways which consider how our actions affect ourselves and others.

Respect

- We are respectful of ourselves and other people. We are respectful of the ideas, beliefs and feelings of others.
- We are respectful of the environment, equipment, resources and materials in the Centre.
- Family collaboration and partnerships are valued and their individual perspectives respected.
- Effective communication and learning occurs when families and educators work together to develop common goals for the child's wellbeing, learning and development.

Learning

- We work together to learn how to play, learn and work with each other.
- When problems occur we talk and listen to each other to find a solution. If we cannot find a solution we ask others for help.
- We understand at times children may display inappropriate behaviour for a variety of reasons. The developmental capabilities and individual circumstances of each child will be considered when determining the expectations and consequences for inappropriate behaviours.
- Children have the right to learn about and express their feelings and to be supported to develop positive behaviours that underpin the development of healthy relationships with others.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.

Fun

Wellbeing is essential for children and adults healthy development. Lake Windemere B-7 Site is a Positive Education site. We use the PERMA strategies to build responsive interactions with others. Curriculum and staff experiences support opportunities for children, families and staff to have fun.

P—Positive Emotions

E—Engagement

R—Positive Relationships

M—Meaning

A—Accomplishment

The following behaviours by children, parents, Carers, staff, service providers, volunteers, visitors or any other person involved in the centre are unacceptable:

- All forms of bullying. Bullying may be defined as “repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons
- Harassment, including behaviours which degrades, demeans, humiliates, or embarrasses someone that a reasonable person would know is unwelcome
- All forms of abuse (sexual, physical or psychological) including verbal, in writing or otherwise
- Discrimination: In South Australia, it is unlawful to discriminate because of: age, association with a child (in customer service or accommodation), caring responsibilities, chosen gender, disability, marital or domestic partnership status, pregnancy, race, religious appearance or dress (in work or study), sex, sexuality, spouse or partner's identity, caring responsibilities, identity of spouse or partner and religious dress at work or in school, all kinds of disabilities, customers because they are accompanied by a child or are breast-feeding or bottle-feeding a child. The new law also removes, or reduces, former exceptions to the law about sexuality discrimination.
- Actions that threaten or put people at risk of harm including violent physical

acts (with or without a weapon)

Safety

- All children have the right to feel secure and to learn in an emotionally and physically safe environment.

We actively strive to create an environment that supports the health, safety and wellbeing of children by:

- Providing experiences based on individual children's interests and needs which promote success, a sense of wellbeing and gives opportunities to express feelings.
- Ensuring realistic and developmentally appropriate expectations for behaviour that are reasonable and understood by all children and adults.
- Enabling opportunities for the development of dispositional skills including:
 - Collaboration
 - Persistence
 - Confidence
 - Resilience
 - Purposefulness
 - Experimentation
 - Risk taking
 - Independence
 - Impulse control
 - Initiative
 - Leadership.
- To provide opportunities for explicit teaching of feelings vocabulary
- 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.
- The Behaviour Code of Conduct is aligned with the Early Years Learning Framework.
- Establish consistent but flexible routines that help children develop trust, security and self- help skills.

Building staff, family, Carer and community capacity

- We use responsive interactions which are reflected in Responsive Interactions professional development for staff and Bringing up Great Kids, Circle of Security and Marte Meo staff and parenting course which focus on the following:
 - Connection with child before correction of behaviour
 - Naming behaviour and emotion" Name it to tame it"
 - Responsiveness interactions with children
 - Sitting with children during high emotions
 - Setting limits and providing options
 - Acknowledging children's emotions and behaviours
- We provide family services to assist families to make changes
- Provide information to staff in regards to the Employee Assistance Program

We will consistently respond to inappropriate behaviour by children, parents, Carers, staff and other people involved in the Centre by

- Informing people of expectations
- Remind people of expectations and limits
- Use a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- Focus on the behaviour not the person
- Responding sympathetically and acknowledging feelings
- Using natural justice principles
- Providing information of additional support services where required
- Facilitating pathways to access additional services as required
- Refer parents to the DECD and Lake Windemere B-7 Managing Parent Complaint process. Advice and support can be obtained by contacting the Parent Complaint Unit on 1800 677 435 at any time to discuss your concern/complaint, or to seek advice about resolving preschool problems.
- Access support from external agencies including but not limited to: Medical, Therapeutic, Advocacy or Cultural Advisory agencies.

Patterned behaviour

Depending on the severity and frequency of the behaviour, we will consider further steps for parents, Carers and all other Centre users excluding staff such as:

- The collection of observational data to support analysis of inappropriate behaviour and how to help reduce or replace behaviour of child or other person in the Centre
- Conduct formal or informal meetings to discuss concerns and develop a behaviour plan to encourage appropriate behaviour and also seek/gather additional information
- Develop a written contract with family, carer or other Centre user that outlines specific expectations and consequences that outlines specific expectations and consequences. Share this documentation with Lake Windemere B-7 School Principal.
- Provide a written warning which outlines the specific concerns and consequences if behaviour continues sharing with service providers agency personnel.
- Make a formal complaint if the behaviour involves discrimination or harassment

In extreme cases we will take the following actions:

- Terminate parent, Carer, visitor or volunteer entry to the Centre
- Withdraw from partnership agreements with agencies

Staff

- The collection of data to support analysis of inappropriate behaviour and how help reduction, replacement or elimination of behaviour of staff member.
- Conduct informal / formal meetings in addition to regular Professional Development Reviews to discuss concerns and develop a work plan to encourage appropriate behaviour and also seek/gather additional information

In extreme cases we will:

- Initiate an Intervention and Support process within the DECD Managing Unsatisfactory Performance guidelines in consultation with Performance and Incapacity Unit, the staff member and Director's line manager.
- Use supporting documentation which may include SA Public Sector Code of Conduct, Job and Person Specifications for staff member's role and other DECD, state/federal government policies.
- Conduct regular work plan meetings negotiated between Director, DECD if applicable and staff member. Document outcomes of meetings using DECD Performance meeting minutes template.
- Conduct regular review meetings of Intervention and Support Process negotiated between Director, DECD if applicable and staff member. Document outcomes of meetings using DECD Performance Meeting minutes template.
- Seek support of line manager, Partnership/ state office based personnel including Performance and Incapacity Unit consultants.

5.0 MONITOR, EVALUATION AND REVIEW

Oversight: Director of Children's Centre

Implementation: All staff

Monitoring: Children's Centre multidisciplinary team

REFERENCE MATERIALS

- Protective Practices for staff in their interactions with children and young people, DECS 2011.
- 28.4.2016—Children's Protection Act 1993
- F:\Child Protection Act\Equal Opportunity Act _ Equal Opportunity Commission (SA).html
- Teaching social skills in early childhood: Let's talk about it, Department of Education, Employment and Training 1998
- Guideline DECS 0911001-2 ,Performance and Development
- Guideline DECS 0911001-2 ,Managing Unsatisfactory Performance. This guideline supports the DECD Performance and Development Policy.
- <http://www.decd.sa.gov.au/parentcomplaint>
- <http://www.ombudsman.sa.gov.au/>

ARRIVAL AND DEPARTURE

On arrival we ask you to bring your child to an educator, who will directly care for your child, so that we can greet you. Please say “Goodbye” to your child even if this is difficult for you. It is important that your child knows that you are leaving and that you will return.

We are here to help you should you need help at separation time.

If you are going to be late collecting your child please telephone the centre.

On arrival please:

- Please sign your child in on the attendance sheet
- Help your child to place their bag and belongings in their locker.
- Make sure that all doors and gates are closed securely when entering.

On leaving we ask you to:

- Sign your child out on the attendance sheet.
- Wait in reception area until invited in by staff member.
- Help your child collect their day’s work and their belongings.
- Please ensure that your child has been farewelled by an educator.
- Check your child’s communication pocket.
- Make sure that all doors and gates are closed securely when leaving and please make sure that only your child goes with you.



SECURITY AND COLLECTION OF CHILDREN

The safety of children in our centre is paramount. Only parents and authorised persons nominated on the enrolment form may collect your child, unless you have advised the educators beforehand, preferably in writing. If educators are unsure about an unfamiliar person collecting a child, a drivers licence or another form of identification will be requested and guardian contacted.

CHILDREN WILL NOT BE RELEASED TO UNAUTHORISED PEOPLE

If at any time a Family Court Order is made, the Director must be advised immediately and be provided with a copy of any such order.

No information will be given to persons over the telephone if their identity cannot be established by educators.

