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Home



Find out more about our goals and our focus in our philosophy statement (PDF 76KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/leigh_creek_-_philosophy_statement.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See [volunteering in schools, preschools and children's centres](https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres) (<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to ensure the smooth running of the preschool. Read through [what a governing council does](https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does) (<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

Acknowledgement of Country

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

Contact us

Preschool director: Ms Florence Galarita

Phone: (08) 8675 2119

Fax: (08) 8675 2537

Email: dl.6632.leaders@schools.sa.edu.au

Street address: Blackoak Drive Leigh Creek SA 5731

Postal address: PO Box 30 Leigh Creek SA 5731

What we offer

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

Preschool program

Times

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

Monday	Tuesday	Wednesday	Thursday	Friday
		8.45am to 3.00pm odd weeks only	8.45am to 3.00pm	8.45am to 3.00pm

Fees

The parent contribution is \$65 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/leigh-creek-kindergarten/getting-started/enrolment-and-fees>) for more information.

The parent contribution includes all excursions and performances attended during the year. There are no extra costs.

What to bring

Children need to bring these items each day:

- bag
- hat
- change of clothes (including underwear and socks)
- drink bottle containing water
- 1 piece of fruit
- healthy packed lunch.

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

What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks, fruit juice)
- clothes that can't get dirty
- inappropriate or unsafe footwear (thongs)
- toys from home.

Bus service

Your child may be able to catch the school bus to kindy if you live outside of Leigh Creek. Your child will be accompanied by either a staff member or a school student when moving between the bus and kindy.

To arrange for your child to catch the bus, contact Leigh Creek Area School on (08) 8675 2062.

Please read our drop

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/leigh_creek_-_arrival_and_departure.pdf)-off, pick-up and bus policy (PDF 289KB)

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

Library borrowing

We can take your child to borrow books from the Leigh Creek Community School Library every Thursday. If you would like your child to participate, collect a registration form from us or the library.

3-Year- Old Aboriginal Learning Program

From 3 years of age your child can enrol in our Aboriginal learning program. Limited spaces are available and your child must be toilet trained to attend.

Times

In terms 1, 2, 3 and 4 your child may be able to attend up to 3 sessions per week. Additional sessions take place on Wednesdays from 8.45 to 3.00pm when they reach eligible age.

Cost

No cost.

What to bring

- bag
- hat
- change of clothes (including underwear and socks)
- drink bottle containing water
- 1 piece of fruit.

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

Additional information

Your child may be able to attend additional sessions after term 1, up to a maximum of 4 sessions per week. Additional sessions are run Mondays and Wednesdays during term time, 12 noon to 3.00pm.

Transitioning program

Our transitioning program will help your child to transition from kindy to primary school.

Times

Tuesday during term 4, 8.45am to 3.00pm.

Cost

The cost of this program is included in your parent contribution.

What to bring

- bag
- hat
- change of clothes (including underwear and socks)
- drink bottle containing water
- 1 piece of fruit
- healthy packed lunch.

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

Additional information

Your child will attend school with an early childhood worker for their transition visits. Sessions will gradually get longer over the course of the term so your child becomes familiar with the school environment.

Disability support

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

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year of preschool.

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

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

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

Early entry

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

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

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

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

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

Enrolling your child

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

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

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/leigh-creek-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.education.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 \$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
(<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/leigh-creek-kindergarten/getting-started/what-we-offer#leighcreekprograms>).

When to pay

We will invoice you by week 2 each term. Invoices will be left in your parent communication pockets.

Payments are due by week 5.

Please contact us if you are having difficulty paying.

How to pay

Payments are by cash only. Please put the money in a sealed envelope with your child's name on the front and put the envelope in the payments box at our entrance.

Immunisations

When you enrol your child you will be asked to provide evidence of their immunisation status
(<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Plans and reports

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Leigh Creek Kindergarten

Rating issued: August 2014

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 451KB)

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

Site context statement

A summary of our:

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

Site context statement (PDF 141KB)

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

Annual report

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

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/6632_AnnualReport.pdf)

Parenting support

Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program
(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

Quality Improvement Plan for

202

Service name

Service approval number

Acknowledgment of Country

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



Government
of South Australia

Department for Education

Context

Service Context



Context

Statement of Philosophy

Strengths

With reference to the three exceeding themes:

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



5

Review
and evaluate

Quality Area 1: Educational Program and Practice

Strengths

With reference to the three exceeding themes:

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



5

Review
and evaluate

Quality Area 2: Children's Health and Safety

Strengths

With reference to the three exceeding themes:

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



5

Review
and evaluate

Quality Area 3: Physical Environment

Strengths

With reference to the three exceeding themes:

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



5

Review
and evaluate

Quality Area 4: Staffing Arrangements

Strengths

With reference to the three exceeding themes:

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



5

Review
and evaluate

Quality Area 5: Relationships with Children

Strengths

With reference to the three exceeding themes:

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



5

Review
and evaluate

Quality Area 6: Collaborative Partnerships with Families and Communities

Strengths

With reference to the three exceeding themes:

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



5

Review
and evaluate

Quality Area 7: Governance and Leadership

Quality Improvement Plan for

202

Includes:

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

How to complete this template

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

For further information and advice contact your local education team.

Learning Improvement Plan



Goal 1:

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

Progress notes



4

Improve practice and monitor impact

Goal 1:

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

Learning Improvement Plan



Goal 2:

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

Progress notes



4

Improve practice and monitor impact

Goal 2:

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

Learning Improvement Plan


1
Analyse and prioritise


2
Determine challenge of practice


3
Plan actions for improvement

Goal 3:

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

Progress notes



4

Improve practice and monitor impact

Goal 3:

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

National Quality Framework responsibilities

NQS links	Task	Steps involved	Timeline	Responsibility	Resourcing	Completed

Review and evaluate



5

Review
and evaluate

Learning improvement goal 1:

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Review and evaluate



5

Review
and evaluate

Learning improvement goal 2:

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

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Review and evaluate



5

Review
and evaluate

Learning improvement goal 3:

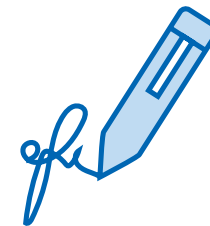
What progress have we made? Have we achieved our goals?

Enablers: What factors have been critical for success?

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

Recommendations: What are the next steps to take?

Approvals



Approved by director/principal

Approved by governing council chairperson

Approved by education director



Leigh Creek Kindergarten

Toileting Policy

While the majority of children enrolling at Kindergarten are toilet trained, a number of children of preschool age are not developmentally ready. Leigh Creek Kindergarten promotes the inclusion of all children, including those with health care needs and to deny them enrolment would be discriminatory. Most children's toileting needs can be managed by the site practices outlined below.

1. Families are to provide their child with a change of clothing in case of accidents (toileting or otherwise)
2. Some children who enrol in preschool are not toilet trained and may require some support in this area. It is important that this information is provided to the preschool when the child is enrolled in order for staff to plan appropriate support. Please see '**Nappy Changing Policy**' below
3. Toileting support involves reminding a child to use the toilet. We expect families to teach their children how to pull down/up their own pants, wipe their own bottom, flush the toilet, etc. please ensure your child wears clothes that they are able to manipulate independently, i.e. easy buttons, zips, etc.
4. Staff may be able to support a toilet training program but are unable to take full responsibility for toilet training. This is the family's responsibility. Specific toileting strategies need to be recommended by a professional, with a focus on developing the child's independence and reflective of educators roles and responsibilities. Families are responsible for providing all aids and equipment their child may need.
5. The kindergarten will provide resources staff may need to complete their duties, i.e. gloves and hand washing facilities
6. Children wearing pull ups/nappies need to be in a fresh pull up/nappy when they arrive at Kindergarten. If they soil or become noticeably wet and/or uncomfortable parents will be contacted to collect their child for changing.

Changing of Children's Clothes Policy

- Staff are to encourage children to change their own clothing
- If a staff member helps children to change clothing, ensure another adult is nearby
- Put soiled clothing in a plastic bag (double bag if necessary)- tied to seal the bag and put in child's bag
- Record changing of clothes on appropriate forms

Nappy Changing Policy

- Due to a lack of staff and inadequate changing facilities we are unable to change children in nappies
- Children attending Kindergarten in nappies require a continence plan written by a Medical Practitioner. A copy is to be provided to the Kindergarten
- In the event of a child becoming soiled or noticeably wet and/or uncomfortable a Parent/Carer will be called to collect their child for changing

Endorsed by Leigh Creek Kindergarten Governing Council, March 2018

Signed (Chairperson) Date

To be reviewed March 2019



Leigh Creek Kindergarten

Sun Protection and Hot Weather Policy

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 for general health.

Sun Protection Procedures:

- All children must wear their hat when outdoors for the entirety of the year. If they do not have a hat to wear their play will be restricted to indoor and veranda play only
- Acceptable hats for outdoor play are broad brimmed or legionnaires style, which protect the face, back of neck and ears
- SPF 30 or higher broad spectrum, water resistant sunscreen will be applied 20 minutes before going outside. Sunscreen will be available for all children to apply to exposed skin areas
- Locate outdoor activities in shaded areas
- Staff and children are encouraged to come dressed in clothing that covers as much skin as possible. Tops with higher necklines and collars, and longer style shorts, dresses and skirts are best
- Encourage parents and visitors to role model sun protection behaviours
- Incorporate sun and skin awareness information into out teaching program

On extremely hot days the following procedures will apply:

- Locate outdoor activities in shaded areas
- Encourage children to play in shaded areas
- Limit outdoor activities to morning (up until 10am)
- Encourage children to drink water

Endorsed by Leigh Creek Kindergarten Governing Council, March 2018

Signed (Chairperson) Date

To be reviewed March 2019



Leigh Creek Kindergarten

Social Media Policy

In addition to a website Leigh Creek Kindergarten has a Facebook page (established 2018) as a way of interacting, building community relationships, and improving communications with families.

The Account Administrator of the 'Leigh Creek Kindy' Facebook Page will be the Director and this role involves updating the page with relevant information about the Kindy, creating links to the Kindy website or other relevant websites, uploading photos of the program on offer, promoting events/experiences at the Kindy, responding to questions from the local community, and moderating or removing any comments deemed to be unacceptable or inappropriate.

In accordance with the DECD Social Media Guidelines the 'Leigh Creek Kindy' Page must meet the following guidelines:

- The logo/image of Leigh Creek Kindy is to be used in the Profile Picture for user accounts.
- Community members are welcome to share or post on the 'Leigh Creek Kindy' Page, providing posts are acceptable/appropriate (e.g. no swearing, nudity, commercial advertising, bullying, harassing, defaming, etc.) and do not disclose private information about other members of the Leigh Creek Community.
- If inappropriate or unlawful online content is posted this should be reported to the Online Communication Services via email (DECD.socialmedia@sa.gov.au) or by phone 8226 2068. If the issue requires urgent attention contact the South Australian Police on 131 444 and follow their advice.
- Photos/videos of children are not to be uploaded onto the page and no public information posted which could potentially identify individual children at Leigh Creek Kindy.

Further information on Cyber Safety can be found a CyberSmart (www.cybersmart.gov.au) which is an Australian Government website that has quality resources for teachers, parents, children and young people about online safety, including social media.

Endorsed by Leigh Creek Kindergarten Governing Council, March 2018

Signed (Chairperson) Date

To be reviewed March 2019



Leigh Creek Kindergarten

Complaint and Concern Resolution Process

The relationships between educators and families is fundamental to the quality of care that children receive. Open communication in a respectful way ensures the best outcome for you, your child and the Kindergarten. The purpose of this policy is to provide clear information for dealing with complaints and concerns. The department for Educations and Child Development indicates that a child's Kindergarten should be the first point of contact for parents, followed by the Regional Office, and then the Parent Complaint Unit if the complaint cannot be resolved at the local level.

The process has three stages, with the Kindergarten being the first point of contact

Stage 1

In the first instance, you should raise your concerns with the Director.

We will ensure that we:

- listen to your issue
- record what you say
- identify actions to resolve the problem
- get back to you to see how things are going

Stage 2

If you are not satisfied that your concern has been resolved by the Kindergarten, we can explore other options, but you may also wish to contact the Regional Officer

Stage 3

You can also choose to contact the Parent Complaint Unit for advice in dealing with your concerns.

You can contact the PCU at any time or when you feel that your concern has not been resolved by either the Kindergarten or Regional Office.

For further information go to:
www.decd.sa.gov.au/parentcomplaint

for parents and caregivers.

Kindergarten

8675 2119

Regional Office

8641 6877

Parent Complaint Unit

1800 677 435

Leigh Creek Kindergarten
HEALTHY EATING and FOOD POLICY

Leigh Creek Kindergarten has developed a policy aimed at promoting healthy eating habits for pre-school children.

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

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

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

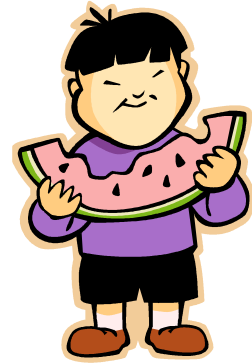
☆ This policy assists in children having appropriate weight and healthy teeth.

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

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

The Centre does not accept:

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



GOALS FOR THE POLICY

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

WAYS STAFF AND PARENTS CAN HELP

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

Updated Feb 20th 2020



Leigh Creek Kindergarten

Encountering a Snake Procedure

In the event of a snake being located on the Kindergarten ground the following procedure should be implemented.

The Nominated Supervisor is responsible for:

- Performing a daily check of the playground prior to the commencement of sessions
- Including snake safety education for the children as part of the regular program. Ensure children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting immediately to a teacher

If a snake is seen in or around the building or grounds by a staff member, parent or child they are to:

- Assume it to be venomous
- Stay calm and give the snake plenty of space
- Immediately tell any nearby people to stay well away from the snake while someone alerts the Nominated Supervisor
- All children must be kept safely away
- No adult or child should try to kill or catch the snake. The greatest risk of snake bite is from people trying to kill or handle them
- Contact the school for support (8675 2062)

In the event of a snake bite:

- Phone 000
- Reassure the patient and encourage them to remain calm
- Have the patient remain as calm as possible

Endorsed by Leigh Creek Kindergarten Governing Council, March 2018

Signed (Chairperson) Date

To be reviewed March 2019



Leigh Creek Kindergarten

Behaviour Management Policy

Throughout a child's learning journey there may be occasions where they feel angry, frustrated and upset, and will need some assistance from staff to help resolve the conflict in an acceptable manner.

Hurting others, either by physical means such as hitting, or by unkindness, such as excluding others from play, is unacceptable.

Staff will assist all children to develop positive behaviours by:

- Having consistent routines, rules and expectations
- Helping children to understand the consequences of their behaviour
- Encouraging appropriate behaviours in times of conflict
- Focusing on the behaviour and not the child

When unacceptable behaviours do occur staff will

- Stop and acknowledge the behaviour. Discuss the situation (expected behaviour, consequences of behaviour, using appropriate behaviour instead)
- If the child persists with the unacceptable behaviour stop the behaviour again and remind child of consequences of actions. Staff to continue to monitor behaviour
- If child still persists with unacceptable behaviour stop the behaviour and remove child from the situation (either move to another area for some quiet time or redirect to another activity)
- Inform parent if unacceptable behaviour persists

Working in partnership with families, and modelling respectful and reciprocal relationships with each other will enhance a child's ability to develop positive conflict resolution skills.

Parents will be notified if another child hurts your child, or if your child hurts another.

Endorsed by Leigh Creek Kindergarten Governing Council, March 2018

Signed (Chairperson) Date

To be reviewed March 2019



Leigh Creek Kindergarten

Arrival and Departure Policy

Parent Responsibilities

- Parents and/or Caregivers **must** enter the centre to deliver and collect children
- Preschool sessions do not begin until 8.45am, therefore parents are not to drop children off before this time
- Preschool sessions finish at 3.00pm. Please be prompt in collecting your child
- **No** child is permitted to leave the centre until the Parent and/or Caregiver has entered the building and the child has been farewelled by a staff member
- If you cannot collect your child a phone call or written message about alternative arrangements needs to be made
- To ensure the safety of your child we ask you to sign a form to give us permission to send your child home with a different person

Staff Responsibilities

- A staff member is to greet children upon arrival at the centre
- A staff member is to record attendances/absences in attendance folder
- If parents are arranging for their child to be dropped off/picked up by someone different, staff are to receive the Parent and/or Caregiver's signature
- Children arriving via School Bus are permitted to enter the centre from 8.30am. Staff are to accept responsibility for these children from time of their arrival

Bus Arrangements

In accordance with the South Australian Government Department of Education and Child Development (DECD) *School Transport Policy*, Principals and Education Directors may approve non-entitled students to travel on existing school buses under certain conditions. Non-entitled students include preschool children. If children are to use school buses the following steps need to take place

1. Permission for Transport of Ineligible Students on a School Bus form needs to be completed and signed by Parent and/or Caregiver and School Principal
2. Upon arrival at School, Kindergarten children are to be escorted to the centre by a School student and greeted by a staff member
3. Upon departure children are to be accompanied by a staff member to the school bus departure area. The staff member is to escort children on to bus and assist with securing seatbelts

Endorsed by Leigh Creek Kindergarten Governing Council, March 2018

Signed (Chairperson) Date

To be reviewed March 2019



Statement of Philosophy

We value

The importance of play Flexible learning environments that are responsive of children's curiosity Play based learning environments where children can develop dispositions for learning The culture of the Andjmathanha people and their connection to the land.

We recognise

That all children have the right to play That each child brings their own strengths and understanding of the world in which they live That learning dispositions prepare children for lifelong learning That children come from varied culture The importance of reflective practices and engage in this to provide quality teaching and learning.

We will

Provide children with a safe, secure and supportive environment for learning Provide children with opportunities to develop and build on their language, literacy and numeracy skills Work in partnership and build respectful relationships with families to foster a learning culture Use intentional play to support children in growing and learning about the world in which they live