

## Table of contents

- Home
- What we offer
- Enrolment and fees
- Reports and plans
- Parenting support
- Policies and guidelines
  - [mcritchie\\_ccsc\\_evacuation\\_and\\_invacuation\\_procedures](#)
  - [mcritchie\\_ccsc\\_philosophy\\_statement\\_0](#)
  - [mcritchie\\_ccsc\\_hot\\_weather\\_policy](#)
  - [mcritchie\\_ccsc\\_healthy\\_food\\_supply\\_and\\_nutrition\\_policy](#)
  - [mcritchie\\_ccsc\\_health\\_and\\_medical](#)
  - [mcritchie\\_ccsc\\_head\\_lice](#)
  - [mcritchie\\_ccsc\\_grievance\\_procedure](#)
  - [mcritchie\\_ccsc\\_delivery\\_and\\_collection\\_policy](#)
  - [mcritchie\\_ccsc\\_communication](#)
  - [mcritchie\\_ccsc\\_behaviour\\_code](#)

## Home

We have created a learning space with a focus on communication and social skills.  
We plan high quality, balanced programs to develop your child's learning and wellbeing.  
We appreciate the bond Aboriginal and Torres Strait Islanders have to this land.  
We value learning, honesty, support, engagement and fun.

Find out more about our goals and our focus in our philosophy statement (PDF 335KB)  
([https://www.preschools.sa.gov.au/sites/default/files/mcritchie\\_ccsc\\_philosophy\\_statement\\_0.pdf](https://www.preschools.sa.gov.au/sites/default/files/mcritchie_ccsc_philosophy_statement_0.pdf)).

## Volunteering

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

We invite you to join the governing council, which meets twice a term to make sure the preschool 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.

## Acknowledgement of Country

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

## Contact us

**Preschool director:** Miss Lavenia Dadleh

**Phone:** (08) 8649 3535

**Fax:** (08) 8649 2031

**Email:** [dl.6636.leaders@schools.sa.edu.au](mailto:dl.6636.leaders@schools.sa.edu.au)

**Street address:** 55 McRitchie Crescent Whyalla Stuart SA 5608

**Postal address:** PO Box 2220 Whyalla Norrie SA 5608

## What we offer

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

## Preschool program

### Times

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

Morning

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 12.00pm	9.00am to 12.00pm	9.00am to 12.00pm	9.00am to 12.00pm	–

Afternoon

Monday	Tuesday	Wednesday	Thursday	Friday
12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	–

### Fees

The parent contribution is \$300 per year. See our enrolment and fees page (<https://www.preschools.sa.gov.au/mcritchie-crescent-chn-servs-ctr/getting-started/enrolment-and-fees>) for more information.

## What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- healthy snack.

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

## What not to bring

Children should not bring these things:

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

## 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.

## Times

Children generally can go to 1 session a week.

Children over 3 years old

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



## **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**

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- healthy snack.

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

## **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/mcritchie-crescent-chn-servs-ctr#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.

## Fees

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

The parent contribution is \$300 per year. We offer an early bird discount of \$50 if you make your payment within the first 5 weeks of term 1.

We offer other programs that may have an additional cost (<https://www.preschools.sa.gov.au/mcritchie-crescent-chn-servs-ctr/getting-started/what-we-offer#mcritchieprograms>).

## **Concessions**

Families with a health care card or a Centrelink concession card only pay \$250 per year.

## **When to pay**

We will invoice you via your child's communication pocket.

Payments are due at the start of each term.

Please contact us (<https://www.preschools.sa.gov.au/mcritchie-crescent-chn-servs-ctr#contact-us>) if you are having difficulty paying.

## **How to pay**

You can pay cash or cheque at the centre. Payments can be made at the cash register located near the kitchen.

Centrepay deduction is available – please ask a staff member for forms.

EFT information

You can pay by direct deposit.

BSB: 065159

Account number: 10055351

Please put your child's full name as the reference.

## **Immunisations**

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

## Reports and plans

### National Quality Standard rating

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



**Overall Rating:** Meeting NQS

### Quality Area Ratings

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

**Rating for:** McRitchie Crescent Children's Services Centre

**Rating issued:** November 2016

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### Quality improvement plan

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

Quality improvement plan (PDF 1.7MB)

([https://www.preschools.sa.gov.au/sites/default/files/mcritchie\\_ccsc\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/mcritchie_ccsc_qip.pdf))

## Annual report

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

Annual report (PDF) ([http://docs.decd.sa.gov.au/Sites/AnnualReports/6636\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/6636_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.

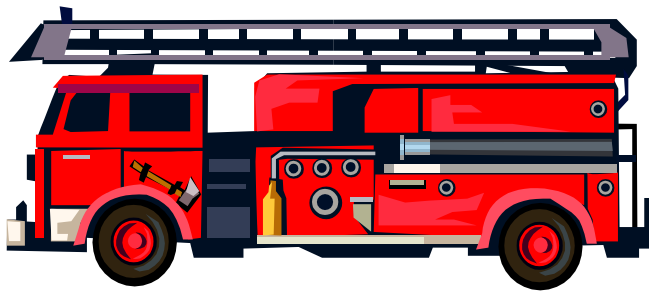
Learning with your child (GreatStart)  
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

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.

## Evacuation Procedures

Staff member who sees the emergency rings the emergency bell.

1. Staff, volunteer and other adults directs children out the nearest door towards the sand pit and settles them.
2. Big Mat Leader checks the office, kitchen, storeroom, toilets & under tables for children, volunteers & staff left inside.
3. Big mat assist collects the roll & phone on their way outside, calls the roll.
4. Little mat leader rings the emergency service required.
5. In the case of large emergency unlock the back gate and implement off site evacuation procedures.



## Invacuation Procedures

Staff member who sees the emergency blows their whistle 3 times.

1. Staff, volunteer and other adults direct children in through the nearest door on to the mat and settle them.
2. Big Mat Leader checks all areas of the playground for children, volunteers & staff left behind. Big Mat Leader locks big door after entering.
3. Big mat assist collects the roll on their way inside and calls the roll.
4. Little mat leader rings the emergency services required and locks outside doors except big door.

5. In the case of Lock Down move children into the office until police give the all clear.

**McRitchie Crescent Children's**

**What happens in the case of a**

**Rational**

Natural disaster events happen unexpectedly, so in the event of a critical incident e.g. fire, flood, gas leaks, earthquake or strong winds the site may need to be evacuated. First and foremost the safety of our children and staff are essential and any decision made to evacuate the site will be made in consultation with the Regional Education Office Leadership and staff.



**Services Centre**

**disaster?**

The children will be cared for by the staff either at the Centre or at the evacuation point which is designated off site on

Samaritan Our Lady Help of Christian School's oval on McRitchie Crescent side. This site will only be used if it is safe to walk the children there. Otherwise the children will remain on site with staff on the lawn area.

**Procedure**

Once the decision has been made to evacuate, emergency contacts for each child will be contacted, informed of the decision and encouraged to collect their children from the designated area, (either on our site or OLHC oval).

On leaving the site, the staff will do a head count of children as they exit the building, taking emergency information, mobile phones, first aid bag, the roll, and if time allows spare clothing and depending on time, children's bags.

The last teacher to leave will investigate all areas to check for children. Upon arriving at the designated evacuation area staff will call the roll and sit the children calmly. The situation will be explained to the children to avoid undue worry or fright. While 2 staff supervise the children, the remaining staff will ring the emergency contacts and arrange the child's collection.

The staff will remain with the children until the responsibility of each child is handed over to the parent or other responsible adult nominated by the parent. No child will be released into the care of another child.

Once the child is handed over to such a person the responsibility for that child's welfare lies with that person and not with staff. Children who have not been picked up will remain with the staff until the disaster is over, and emergency care has been arranged i.e. Crisis Care.

Parents are asked to contact staff in person, if safety permits, to seek information about their child rather

than tie up the phone which should be left for emergency calls. If safety does not permit, wait, listen to your

local radio station for information or phone the police.

If someone must leave the children to obtain further information about the disaster or to contact the police,

fire brigade or other emergency services the Director will leave, when children are calm and under control, whilst the Teacher stays with the children.

Adults present at the time of the disaster may be asked to help supervise the children, but the overall responsibility lies with the staff.

Staff will only be released to attend to their own needs once all children have been collected.



## Service statement of philosophy

McRitchie Crescent Children's Service Centre believe that:

Early Childhood is the time of huge growth and development for children. We share the responsibility for fostering the development and teaching of the whole child with Parents/Caregivers.

Each child is individually unique in their progression of development and has their own style of learning, behaviour and communication skills.

When children are in a safe, healthy and supportive environment they are able to form secure attachments with educators and peers. These attachments, when combined with routines and a well-structured program, enable children to take safe risks and explore.

The child's whole development is nurtured through a play-based curriculum focussed on children's interests, parent input, educator observations and assessments and The Early Years Learning Framework and The Preschool Numeracy and Literacy Indicators.

When educators work in a safe, healthy and supportive environment they are able to continuously learn and develop their own professional knowledge and skills.

When Parents/Caregivers feel welcome and valued, they will work in partnership with staff and contribute to their child's learning and development.

As part of the community, our role is to value and promote participation with other local/cultural groups, service providers and communities.

Therefore:

Our vision is to promote a collaborative teaching and learning community with a focus on communication (speech & language) and behaviour (social skills).

We acknowledge and appreciate the connection Aboriginal and Torres Strait Islanders have to this land.

We plan to deliver a high quality, balanced program/curriculum to develop a holistic approach to children's learning.

We value and respect the rights of the child.

The effectiveness of our centre is reliant upon the relationship between educators and all stakeholders.

***"CHILDREN ARE AT THE CENTRE OF EVERYTHING THAT WE DO"***



## **HOT WEATHER POLICY**



Reasonable steps are taken to identify and manage risks, and every reasonable precaution is taken to protect children from harm and hazards

Our aim with this policy is:

- The site will provide a comfortable and safe environment for children
- Heating and cooling equipment is provided to maintain a comfortable temperature for children

Hats are to be worn all year round

The requirements of this policy are that:

- Activities conducted in periods of hot weather are to be undertaken in shaded areas
- Drinking water is to be accessible to children at all times
- Parents are encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and of a type that is sun safe
- Parents are encouraged to pack food in insulated containers with a freezer brick or frozen water.

The site has a Sun Safe Policy

The kindergarten will ensure that:

Activities are conducted in the shade. During periods of extreme heat the daily timetable is altered and children are outside prior to the heat of the day (11-3pm) as recommended by the Cancer Council SA

Children have water available at all times and are made aware of where it can be located.

Families are encouraged to send lunches with ice blocks or frozen water in an insulated container. Those lunches without cooling are placed into the refrigerator

Children are indoors in an air-conditioned building. On days of extreme heat parents are given the option to keep them home or bring them and pick them up early as air conditioner struggles in these climatic conditions.

The parent/caregivers role:

- Ensure children wear appropriate clothing
- Send your child with their lunch packed with ice block or frozen water in an insulated container
- Talk to children about playing in the shade when hot weather
- Talk to your child about the need to have frequent drinks

Be a good role model by implementing hot weather practises at home

## Healthy Food Supply and Nutrition Policy

This centre promotes safe, healthy eating habits in line with the ***Right Bite Healthy Food and Drink Supply***

*Strategy for South Australian Schools and Preschools and relates to the DECD wellbeing strategy.*

This food

policy has been established after consultation with staff, parents and children, and the Whyalla OPAL Council Team.

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




Short term: maximises growth, development, activity levels and good health.

Long term: minimises the risk of diet related diseases later in life e.g. heart disease, stroke, some cancers and Type 2 diabetes.

Advice from Speech Pathologists and Dentists indicates that children should be eating crunchy foods.

Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

-  Staff at this centre model and encourage healthy eating behaviours
-  Food and drink are consumed in a safe, supportive environment for all children
-  Parents and caregivers are encouraged to supply healthy foods that fit within the **Right Bite** strategy for their children at the centre

### Curriculum

Our centre's food and nutrition curriculum:

Is consistent with the Dietary Guidelines for Children and Adolescents in Australia, and the Australian Guide to Healthy Eating

Includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health

Includes opportunities for children to develop practical food skills like preparing and cooking healthy food

Integrates nutrition across the Early Years Learning Framework where possible, relating to **Outcome 3:**

**Children have a strong sense of wellbeing**

### Children at our centre:

Have fresh, clean filtered tap water available at all times and are encouraged to drink water regularly through the day

Eat in a positive, social environment with staff who model healthy eating behaviours

Are actively included in healthy food preparation and cooking activities on a regular basis

### Our centre:

Understands and promotes the importance of breakfast and regular meals for children

Teaches the importance of healthy meals and snacks as part of the curriculum

Is a breastfeeding friendly site

### Food supply

Our centre has the following guidelines for families for food brought from home:

Encourages healthy **food and drink choices** for children in line with the Right Bite strategy  
Encourages crunchy foods for chewing which promotes oral muscle development  
Ensures healthy food choices are promoted and are culturally sensitive and inclusive  
Ensures a healthy food supply for preschool **activities and events** in line with the Right Bite strategy  
Displays **nutrition information** and promotional materials about healthy eating  
Has the following guidelines for families for **food brought from home** or provided by staff within preschool time:

### **Fruit Time**

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

Provide children with important minerals and vitamins

Encourage a taste for healthy foods.

We understand that at times families may run out of fruit. A healthy sandwich with a savoury filling or plain

unsalted crackers e.g. Vitawheat are most acceptable

### **Food and drinks provided to children**

Parents and carers are encouraged to provide healthy food and drink choices in line with the ***Right Bite*** strategy

Staff will ensure that food provided to children by the preschool is in line with the ***Right Bite*** strategy.

**Foods unsuitable for fruit time: Include packaged foods, cakes, sweets, chips, roll ups etc.**

**ALL NUT PRODUCTS.**

**Lunch Care Program** - For children accessing our lunch care program.

The Healthy eating guidelines will still be in place.

Parents are encouraged to follow the above guidelines.

A healthy lunch box might include a sandwich, fruit, yogurt, vegetable sticks, cheese etc.

Please do not include treats, chips, chocolate etc.

Our centre will ensure a healthy food supply for centre activities, celebrations and events, strictly limiting availability of high fat, high sugar or processed foods like chips, pastries, cakes, lollies, crisps and soft drinks to no more than twice a term, in accordance with the Healthy Eating Guidelines.

### **Food safety**

Our centre: Promotes and teaches food safety to children as part of the curriculum

Encourages staff to access training as appropriate to the *Right Bite Strategy*, OPAL and Healthy Eating Guidelines

Provides adequate hand washing facilities for everyone

Promotes and encourages correct hand washing procedures with children and staff

### **Food-related health support planning**

Our centre: Liaises with families to ensure a suitable food supply and supervision for children with health support plans that are related to food issues

### **Working with families, health services & industry**

Our centre: Invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy

Invites health professionals to be involved in food and nutrition Staff Training and Development

Provides information to families and caregivers about the *Right Bite Strategy* through a variety of ways including:

- Newsletters
- Policy development/review
- Information on enrolment
- Pamphlet/poster displays
- Promotes the alignment of fundraising with the *Right Bite strategy*.

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

The staff at McRitchie Crescent Children's Services Centre thank you in advance for your support of this policy.

Date:

### **Healthy Snacks for Kindy:**

#### **(Choose plenty)**

- \*Fresh fruit whole
- \*Tinned fruit in natural juice
- \*Fresh veg cut into sm. pieces or strips eg: carrot, celery, cucumber, capsicum, broccoli and cauliflower
- \* Corn on the cob
- \*Sandwiches
- \*English muffin
- \*Cheese slices, cottage cheese, cream cheese, fruit cheese and cheese sticks
- \*Plain cracker biscuits: Jatz, Sao's, rice crackers etc.
- \*Sm container of yoghurt, sago, vanilla custard
- \*Weetbix with Vegemite/Promite
- \*Vegetable dips
- \*Plain popcorn, rice cakes
- \*Cold crumpets, pita bread rolled up with sandwich fillings
- \* Cooked - Chicken, fish, chops
- \*Cold pasta
- \*Tossed salad in a container
- \*Homemade: Scones, pikelets, falafel balls, cold toast, pizza
- \*Un-sweeten tin fruit.



#### **(Select carefully)**

- \*Processed meats: Cold meat, fritz, metwurst, sausages, rissoles
- \*Corn fritters
- \*Jam and honey

A good indication of acceptable foods is the nutritional table displayed on each packet. Look at the 100 gms list if product contains more than 20 gms or 200mg of fat, sugar or salt it will not be healthy for your child. Foods that are high in fat and sugars, promote tooth decay. Other foods are soft and don't promote chewing for healthy teeth and oral exercise for speaking

**Snacks we do not wish to see:**

\*Cakes/buns/ pastries e.g.: Pies, pasties, sausage rolls@

\*Sweet biscuits@

\*Lollies#

\*Sugary sandwich spreads e.g.: Chocolate spread, hundreds and thousands#

\*Muesli bars#

\*Roll ups#

\*Fruit straps/ fruit metres/fruit bars#

\*Chocolate anything#

\*K-time bars#

\*LCM bars#

\*Chips or savoury biscuits of any kind

\*Jellies

**\*NO NUTS AT ALL**

(\*= High in  
fats and  
salt)

(#= High in  
sugar)



**“We are an Allergy Zone”**

(Please see the food and nutrition policy for more information)



## **Health & Medical Policy**

### **Rationale:**

Children become ill at various time in their kindy life and some have medical conditions that require management. To allow these children to attend our centre, the following procedures will be followed.

### **Procedures:**

Children with pre-existing illness e.g. Asthma, Eczema, Allergies, and /or more life threatening illnesses will need a Health Care and Medication Plan provided by their Doctor. These documents are kept for a year before being renewed by the child's doctor. They will be kept in a location readily accessible and known to all staff and volunteers. A photograph identifying the child and there health needs will be located in a position known to all staff and volunteers.

If a child requires medication or creams/lotions prescribed or non-prescribed a Medication Plan must be completed by the child's doctor and returned. All medicines and creams must be in their original container with the Pharmaceutical instruction attached. Staff will check the name of the medication, dosage and the date match the information provided on the Medical Authority form from the doctor.

All medication will be stored correctly and returned daily unless prearranged. When medication or creams are given / applied the staff member will fill in the Medical Record appropriately, including when children self-medicate.

If a child has a serious health issue and requires a Health Support Plan it will be developed in conjunction with the family and staff utilising documentation from the doctor.

Together with the family staff will develop a risk minimisation plan if applicable.

Communicate with family when administering medication.



## **Headlice**

### **Rational**

Headlice are a fact of life where ever children meet (childcare, kindergarten, school, friends, relatives, sports etc.) They are easy spread as they jump across from head to head and can easily infect every member of the family. Headlice are easy to treat although the eggs can be difficult to remove. Your child only needs to be excluded until treated and then they may return to kindy. Treatment must be redone 5 weeks later.

It is impossible to guarantee that your child will never get headlice however remember that it is not a sign of dirty hair as lice prefer clean hair.

### **Procedure**

When kindy staff notices that your child is scratching their head they will investigate the reason for the scratching.

If eggs or lice are found, you will be contacted to collect your child for treatment. Your child may return after the treatment as concluded.

If you discover eggs or lice in your child's hair please inform the kindy so that other parents may be informed,

### **Treatment**

Commercial treatment are available so just follow the directions, remember that you need to treat the whole family and repeat the process 5 weeks later. Eggs must be removed through combing.

A cheaper alternative that works is hair conditioner. Apply the conditioner to dry hair and comb through. Leave in dry overnight and wash out the following morning. Again comb out any eggs (they should be easier to remove).

### **Prevention**

One method of prevention is to keep hair very short as it is easier to spot and clean eggs.

Tying hair back in a plait or ponytail makes it harder for lice to jump across heads.

Hairspray or lavender oil may help prevent lice jumping across as well. But mostly regularly checking your child's hair helps control the spread.



## GRIEVANCE PROCEDURE

Principle of our policy:

- Everyone should be treated with respect.
- Meeting to discuss grievances will be suspended if any person(s) behave in an insulting offensive manner.

<b>CHILDREN</b> with a grievance could	<b>PARENT(S)/CAREGIVERS</b> with a grievance could	<b>TEACHERS</b> with a grievance could
<p><b>STEPS:-</b></p> <ol style="list-style-type: none"> <li>1. Talk to the person about the problem.</li> <li>2. Talk to a teacher about the problem.</li> <li>3. If you feel uncomfortable, speak to someone 'who you feel comfortable with'</li> <li>4. If issue is unresolved, speak to your parent(s) or caregiver.</li> </ol>	<p><b>STEPS:-</b></p> <ol style="list-style-type: none"> <li>1. Arrange a time to speak to the relevant teacher about the problem.</li> <li>2. Please do not enter Kindergarten building or office about a major grievance without prior arrangements.</li> <li>3. Let the teacher know what you consider to be the issue.</li> <li>4. Allow reasonable time frame for the issue to be addressed.</li> <li>5. If the grievance is not addressed arrange a time to speak to the Director.</li> <li>6. If you are still unhappy, please arrange a time to discuss the issue with the Education Director.</li> </ol>	<p><b>STEPS:-</b></p> <ol style="list-style-type: none"> <li>1. Arrange time to speak to the person concerned.</li> <li>2. Allow reasonable time for the issue to be addressed.</li> <li>3. If the grievance is not resolved speak to your Director/Line Manager, or a nominated grievance <ul style="list-style-type: none"> <li>- H&amp;S Rep</li> <li>- Sexual / Racist harassment contact</li> <li>- Union Rep</li> </ul> Ask for their support in addressing the grievance by <ul style="list-style-type: none"> <li>*speaking to the person involved on your behalf</li> <li>*monitoring the situation</li> <li>*investigating your concern</li> <li>*acting as mediator</li> </ul> </li> <li>4. If the issue is not resolved within a reasonable time arrange a time to meet with the Education Director.</li> </ol>

**PLEASE NOTE:** Parents with a grievance about the Policy should:

- arrange a meeting with the Director to discuss your concerns.
- allow reasonable time frame for issues to be addressed.
- if you are still unhappy arrange a time to speak with the Education Director about the issues

## **Delivery and Collection of Children Policy**

**Rationale:** Child safety is of paramount importance to all of us who live and work with children and in our fast, busy lives sometimes shortcuts are taken to lessen time however they may increase the danger to children. Therefore new procedures have been put in place to protect the children.

### **Procedure:**

It is not safe to leave children in the yard without supervision. Staff are responsible for children at 9am and not before unless prior arrangements have been made. This incurs a cost.

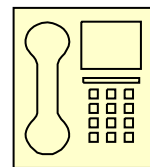
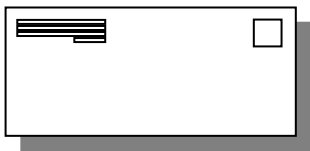
On arrival parents/caregivers sign their child in on the attendance sheet which is located on the trolley by the entrance door.

If parents are unable to collect their child at the end of the session e.g. at the doctors or checkout etc. they are required to notify the centre. This is then recorded in the communication book which is located on the kitchen bench.

Prior notification is also required if persons other than those listed on the enrolment forms come to collect the child.

At the end of every session staff and children gather inside on the mat for staff to farewell the children individually. Children who have not been collected will remain inside with staff until collected. After efforts have been made to contact families, Families SA will be contacted.

A responsible person needs to collect the child at the end of the session and if staff have any concerns they will contact the families for clarification.



## COMMUNICATION

**PARENT POCKETS:** Please collect all newsletters and notices from your child's parent pocket - the pockets are clearly labelled and are located on the wall as you enter the Centre.

**NEWSLETTERS:** Our newsletters are published two or three times over the term and delivered via children's pockets. The newsletter includes coming events, rosters, learning events, photos, health news, community news and any other interesting information. Please take the time to read them.

**NOTICE BOARD:** A parent notice board is located outside on the wall near the children's bag area. This has relevant information for you to read and keep up to date with what is happening at Kindergarten. Other community information is also displayed.

**ASSESSMENT AND REPORTING:** We use a variety of methods to record each child's progress during their preschool year. One of these is their 'Portfolio Book' which is a collection of their creative work, photos of play and achievements and assessments on areas of development. These books are a valuable and precious record of your child's year at Kindergarten. These books will be given to the children to keep when they leave our centre. All children will be given a Summative Report, on this report staff record the learning that children have demonstrated capably whilst at Kindergarten. Children also have Individual Learning Plans (ILPs) that focus on specific areas and are updated throughout the term.

**ENROLMENT DETAILS:** Please notify staff if any details supplied on your original enrolment form changes during your child's time at Kindergarten. This includes address, telephone number and marital status. **MOST IMPORTANTLY** any allergies that your child has or the emergency contact number provided.

**ALLERGIES AND MEDICAL CONDITIONS:** It is vital that staff are notified of any child's allergies and the appropriate treatment. Equally important is informing staff if your child has or should develop any form of medical condition whilst enrolled at kindergarten. Due to health and safety reasons our kindergarten is an **Allergy Free Zone**. All staff are trained in first aid.

**FAMILY INVOLVEMENT:** Parents are welcome to visit and stay at any time during a kindergarten session. We need assistance with things like preparing materials for children's uses, reading stories or displaying art work. We have rosters and working bees to ensure that the workload is shared and that maintenance costs are kept to a minimum. If you have any skills, interests or talents which you would like to share with us, please inform staff, as we can incorporate these into our program.

**GOVERNING COUNCIL:** Parent meetings are held approximately twice per term. These meetings give parents the opportunity to have a say in the running of their kindergarten, to meet other parents, to discuss children's preschool activities and interests and have input into the curriculum and program. All parents can gain and give valuable assistance to the centre by supporting the staff and committee with their attendance at meetings. Guest speakers are invited from time to time. As per our Constitution, only members of the Management Committee have voting rights. The Management Committee is elected at our A.G.M. and is reviewed at the beginning of each term as families move on to school and new families join the kindergarten community.

**STAFF:** are available at all times to discuss any issues or concerns.

## **BEHAVIOUR GUIDANCE CODE**

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

### **As a staff team we believe:**

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

### **As a staff team we promote positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two way communication with families to ensure that each child's rights are met

### **We will respond to challenging behaviours by:**

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well-being and learning

- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

**Our rules and consequences help to; keep us safe, respect our rights and encourage responsibility.**

### **Inside Rules**

We walk inside  
We use quiet voice  
We use a soft touch  
We pack away  
We wash our hands

### **Mat Time Rules**

We sit with our legs crossed  
We sit with our hands in our lap  
We look at the teacher  
We listen to the teacher  
We sit quietly

### **Outside Rules**

We use safe hands  
We use safe feet  
We share  
We pack up  
We wear a hat

### **Consequences for appropriate behaviour**

Positive feedback, reinforcement and encouragement  
Stickers, certificates, stamps  
Special activities  
Photos, display of work  
Sharing work/behaviour with staff & peers

### **Consequences for inappropriate behaviour**

Reminder of rules and/or counselling on behaviour  
Redirection to another activity  
Walk with staff and talk about examples of appropriate behaviour  
Being withdrawn from peers & thinking of appropriate behaviours  
Sitting supervised, in the kitchen for safety and exclusion until staff discuss issues & find resolution  
Sent home

