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# Home

Find out more about our goals and our focus in our philosophy statement

([https://www.preschools.sa.gov.au/sites/default/files/munno para kindergarten philosophy statement.pdf](https://www.preschools.sa.gov.au/sites/default/files/munno_para_kindergarten_philosophy_statement.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/volunteeringschools-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/whatgoverning-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:** Mrs Rebecca Marshman

**Phone:** (08) 8254 6727

**Mob:** 0438 186 633

**Email:** dl.2645.leaders@schools.sa.edu.au

**Street address:** 14 Karinga Crescent Munno Para SA 5115

**Postal address:** 14 Karinga Crescent Munno Para SA 5115

## 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-secondarycurriculum/curriculum-taught-south-australia>).

## Preschool program

### Times

Your child can attend preschool for up to 15 hours per week and will be assigned to either the Magpies or Kangaroos group at enrolment.

#### Magpies

Monday	Tuesday	Wednesday	Thursday	Friday
8.15am to 3.45pm	8.15am-3.45pm	–	–	–

#### Kangaroos

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.15am-3.45pm	8.15am to 3.45pm	–

### Fees

The parent contribution is \$100 per term. See our enrolment and fees page

(<https://www.preschools.sa.gov.au/munno-para-kindergarten/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 (fruit, cheese, crackers etc.)
- Packed lunch with ice pack to keep cold.

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

Please apply sunscreen to your child before kindy when the UV level is 3 or above. We will then reapply sunscreen during the day. For more information refer to our SunSmart policy

([https://www.preschools.sa.gov.au/sites/default/files/munno\\_para\\_kindergarten\\_sunsmart.pdf](https://www.preschools.sa.gov.au/sites/default/files/munno_para_kindergarten_sunsmart.pdf)).

## 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

Please read our drop-off and pick-up procedure ([https://www.preschools.sa.gov.au/munno-para-kindergarten/our-centre/things-to-know/munno\\_para\\_kindergarten\\_drop\\_off\\_and\\_pick\\_up.pdf](https://www.preschools.sa.gov.au/munno-para-kindergarten/our-centre/things-to-know/munno_para_kindergarten_drop_off_and_pick_up.pdf))

## Playgroup

Our playgroup is a play based program run by Learning Together Program. Children from birth to 5 years can attend this program along with parents/caregivers. This is a great opportunity for your child/ren to meet new friends, talk with staff and get to learn about our Kindy.

### Times

12.45pm to 2.15pm on Fridays.

## What to bring

**Please bring the following items to playgroup:**

- Bag
- Broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- Healthy snack
- Drink bottle containing water.



## **Early entry/pre-entry**

This is available for children with special needs when capacity allows. See our early entry information (<https://www.preschools.sa.gov.au/munno-para-kindergarten/getting-started/enrolment-and-fees>) on our enrolment and fees page.

## **Times**

8.45am to 11.45am on Fridays

## **Cost**

This program costs \$20.

## **What to bring**

**Please bring the following items:**

- Bag
- Broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- Change of clothes
- Nappies if required
- Drink bottle containing water
- Healthy snack.

## **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/munno-para-kindergarten#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3

(<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

## Before your child starts

We will contact you in September the year before your child starts kindy about our orientation. This will be a 1-hour session where you have the opportunity to ask any questions.

Before they start kindy your child can come to pre-entry transition visits. These will be in term 4 and are a chance for you and 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 \$100 per term

## When to pay

We will provide you with an invoice document in regards to the termly fees.

Payments are due in by week 6 of the term.

Please contact us (<https://www.preschools.sa.gov.au/munno-para-kindergarten#contact-us>) if you are having difficulty paying.



## **How to pay**

Cash or EFTPOS

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front and provide to one of the staff on site. You can also pay the fees using our EFTPOS machine.

## **EFTPOS information**

You can pay by direct deposit.

BSB: 065137

Account number: 11012474

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-childhoodservices-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:** Exceeding 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>                       | Exceeding NQS |
| <b>4</b> | <b>Staffing arrangements:</b>                      | Exceeding 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>          | Exceeding NQS |

**Rating for:** Munno Para Kindergarten

**Rating issued:** October 2015

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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

([https://www.preschools.sa.gov.au/sites/default/files/munno\\_para\\_kindergarten\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/munno_para_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

([https://www.preschools.sa.gov.au/sites/default/files/munno\\_para\\_kindergarten\\_site\\_context\\_statement.pdf](https://www.preschools.sa.gov.au/sites/default/files/munno_para_kindergarten_site_context_statement.pdf))

## Annual report

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

Annual report ([http://docs.decd.sa.gov.au/Sites/AnnualReports/2645\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/2645_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-southaustralia/?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.





# Munno Para Kindergarten



Government of South Australia  
Department for Education

## Philosophy Statement

### Philosophy Statement

At Munno Para Kindergarten we believe and commit to providing a rich learning environment where children build a sense of connection and belonging, where fun and dispositions for learning are nurtured and supported and the rights of children and families are respected.

#### Children

Each child is unique and has great potential. We see children as competent and capable learners who come to us with a wealth of knowledge and ideas about their world.

#### Families

We understand that the family is each child's first educator and we believe that working in partnership with families is the way to achieve the best outcomes for each child. We encourage a sense of belonging by building relationships based on trust and mutual respect.

#### Educators

We believe in building collaborative relationships which value and appreciate each educator as an individual with unique skills and strengths. We believe that we can all learn from and with each other.

#### Learning Environment

We aim to create a nurturing play based learning environment which provides the opportunity for children to develop an appreciation and respect for the natural environment, a sense of wonder, curiosity and fun, persistence, resilience and creativity and the ability to take risks and challenge their abilities, attitudes and ideas.



# Munno Para Kindergarten Behaviour Guidance

## **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
- 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 times.



# Munno Para Kindergarten

## Drop Off and Pick Up Procedure



Government of South Australia  
Department for Education

At Munno Para Kindy, one of the dispositions we encourage is the building of your child's independence. One of the early opportunities to build this skill is on arrival.

**Here are the steps for your child to follow as they arrive in the morning.:**

1. Take all their belongings (i.e. Kindy bag) and place them in their allocated locker
2. Place their name cards in the sign in box to sign themselves in.

**As parents/carers we ask you to follow these steps on arrival:**

1. Remind your child of what THEY need to do
2. Sign your child in at the sign on table and look at any notes that may be there
3. If someone else is collecting your child/write their name on the sign on sheet or diary and let an educator know.

**In the afternoon:**

1. Make sure your child has collected all their belongings and any artistic creations they have made during the day.
2. Sign your child out as you collect them
3. Check your child's locker in case any information has been placed in there during the day.



# Munno Para Kindergarten

## Healthy Eating Policy



Government of South Australia  
Department for Education

### Rationale

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

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

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

Therefore:

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

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

### Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food

### The Learning environment

Children at our preschool:

- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- will have access to an area for eating throughout the day
- eat in a positive, social environment with staff who model healthy eating behaviours

### Our preschool:

- 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 safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff.

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

Our preschool:

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

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

Our preschool:

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

When a child attends this centre with anaphylaxis, all families will be advised by:

-a note on display

-a specific policy will be created if needed.

# Munno Para Kindergarten

## Inclement Weather Policy

At Munno Para Kindergarten we are extremely lucky to have many shaded areas where children can play. The large trees are beautiful and provide natural shade. Every 2 years our trees are audited to ensure they remain healthy and safe.

However during days of high winds the educators implement the following:

- Consider the risk of playing outside – this includes checking daily forecasts
- Each morning we check for hazards and fallen branches
- We do not set up activities under, near or around the trees
- We do not play in the sand pit on days of high winds due to the risk of sand getting into children's eyes

On days which are deemed to be extremely hot, the educators implement the following:

- Consider the risk of playing outside – this includes checking daily forecasts
- Ensure all children wear a hat to play outside
- Ensure a supply of sunscreen is available outside for families who may not have put it on their child in the morning
- Ensure all children have additional sunscreen applied during the day as needed
- Monitor and remind children to drink water regularly
- Begin the morning outside and continue to monitor the forecast at lunch time and make the decision whether outdoor play is safe to continue
- Have additional resources available if children need to remain inside due to extreme heat
- Provide plenty of opportunities for rest and relaxation experiences.



# Munno Para Kindergarten Medical Policy

**If a child presents at Munno Para Kindergarten with a relevant medical condition the following procedures will occur:**

1. Parent must provide a completed HSP151 form before medication can be administered
2. Parent must supply the medications with a pharmacy label identifying the child and the dosage required
3. Staff will complete an administering medication form with date, time, dosage in front of a witness
4. Medication will be checked by 2 staff members
5. Medication will be administered and signed off by both staff members

**If a child presents at Munno Para Kindergarten with continence issues the following procedure will occur**

1. The parent and a treating medical professional must complete and sign a HSP230 Continence Care Plan
2. Educators in conjunction with parent will complete a HSP233 Toileting Care and Learning Plan

**If a child presents at Munno Para Kindergarten with a Health or Personal Care Need (see HSP 120 for a list of needs) the following procedures will occur:**

1. The parent in conjunction with a staff member will complete a HSP120 Health Support Agreement
2. A HSP121 Safety and Risk Management Plan must also be completed

**Following these procedures all documentation will be:**

1. A copy will be kept with the child's enrolment
2. A copy will be kept in the medical folder located in the kitchen
3. A photo of the child with the medical condition will be put on the window in the kitchen.



# Munno Para Kindergarten

## Drop Off and Collection Procedures for children also attending Happy Haven OSHC



Government of South Australia  
Department for Education

These procedures have been developed in consultation between the Director from Happy Haven OSHC and Rebecca from Munno Para Kindergarten and are implemented in conjunction with the Department for Education drop-off and collection policies and procedures.

### Family responsibilities:

- Clearly communicate with Munno Para Kindergarten staff when their child is attending Happy Haven OSHC, including any changes to regular bookings (for example, phone Munno Para Kindergarten to inform staff that a child will not be attending on a particular day).
- Provide written authority for Happy Haven OSHC staff to collect their child from kindy (complete form below).
- Label their child's belongings so they are easily identified and to support a smoother transition to Happy Haven OSHC in the afternoons.

### Happy Haven OSHC staff responsibilities:

- Provide Munno Para Kindergarten with a list of staff who are approved to collect children booked into Happy Haven OSHC
- Ensure Happy Haven OSHC staff have an ID badge with them when collecting children from Munno Para Kindergarten
- Clearly communicate with Munno Para Kindergarten staff when dropping off and/or collecting children including passing on any specific information relating to the child's individual care
- Must not leave Munno Para Kindergarten until each child has been signed-in/out on the attendance record sheet by a staff member

### Munno Para Kindy staff responsibilities:

- Support children to transition to Happy Haven OSHC in the afternoon by having all children and their belongings ready for collection by Happy Haven OSHC staff

Name of child/ren: .....

I, ....., am the parent/guardian of the above-named child. I acknowledge the above procedures and hereby provide written authorisation for Munno Para Kindergarten staff to work in partnership with Happy Haven OSHC staff to implement the above drop-off and collection procedures for my child who attends both services.

PARENT/GUARDIAN SIGNATURE: ..... DATE:

.....

Director's name: .....

.....

Director's signature:

Date: .....



# **Sun Smart Policy for Munno Para Kindergarten**

## **Rationale**

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

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

## **Objectives**

This Sun Smart policy has been developed to:

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

## **Legislation**

This policy relates to the following National Law and Regulations:

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

## National Quality Standards

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

There are also links to:

Quality area 1: Educational program and practice Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Leadership and service management

## Procedures

Staff are encouraged to access the daily UV sunsmart app to assist with the implementation of this policy.

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

### **1. Clothing**

#### **Quality area 2: Children's health and safety**

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

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



## **2. Sunscreen** *Quality area 2: Children's health and safety*

- SPF 30 or higher, broad spectrum and water resistant sunscreen is available for staff and children's use
- sunscreen is available for parents to apply on arrival to kindy and educators will support children to reapply during the day
- with parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements
- children, are encouraged to apply their own sunscreen under the supervision of staff.

## **3. Hats**

### **Quality area 2: Children's health and safety**

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

## **4. Shade**

### **Quality area 2: Children's health and safety    Quality area 3: Physical environment**

- educators and governing council ensures there is a sufficient number of shelters and trees providing shade in the outdoor area
- the availability of shade is considered when planning excursions and all other outdoor activities
- Outdoor activities are scheduled outside the peak UV radiation times or in the shade where possible.

- children are encouraged to use available areas of shade when outside
- children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

## **5. Sunglasses [optional]**

### **Quality area 2: Children's health and safety**

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

## **6. Enrolment and information for families**

### **Quality area 6: Collaborative partnerships with families and communities**

When enrolling their child, families are:

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

## **7. Staff WHS and role modelling**

### **Quality area 5: Relationships with children**

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

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

## **8. Education**

### **Quality area 1: Educational program and practice    Quality area 5: Relationships with children**

#### **Quality area 6: Collaborative partnerships with families and communities**

- sun protection and vitamin D are incorporated into the learning and development program
- the SunSmart policy is reinforced through staff and children's activities and displays

## **9. Policy review**

### **Quality area 7: Leadership and service management**

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

- This policy applies to all kindergarten events on and off-site



## Munno Para Kindergarten

### Local Safe Transportation



Government of South Australia  
Department for Education

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At Munno Para Kindergarten we like to enhance our curriculum by taking children on excursions. When travelling for excursions we use chartered bus companies who pick us up from the kindy and return us to the kindy at the conclusion of the excursion. Where possible the director would also take her car. The following procedure demonstrates how we ensure the safety of all the children attending:

First aid kit, consent forms with emergency contact information and mobile phone are all taken

- All children assemble inside the kindy for a roll call completed by the responsible teacher
- Once all children are on the bus, a head count is completed and this information is passed to the director
- The director has the permission forms, phone and contact details of all children present
- Once we arrive at the location another head count is taken as children exit the bus and 1 staff member checks the bus to make sure all children and belongings are off the bus
- Children identified as needing additional support are allocated an ECW who is responsible for this child on the day.
- When children are walking there will be an adult at the front, middle and back of the group.
- At the venue, educators will spread themselves around the environment to monitor all children
- Before departure, children are encouraged to go to the toilet with an educator
- A head count is completed before getting back on the bus to return to kindy



# Munno Para Kindergarten Parent Handbook

[www.preschools.sa.gov.au/munno-para-kindergarten](http://www.preschools.sa.gov.au/munno-para-kindergarten)

- When all children are accounted for this information is given to the director who returns to the centre to open up and await the arrival of the bus
- An educator gets off the bus first when returning to the site and children are exited to the front entrance of the kindy where the director is waiting
- Allocated educator does a final check of the bus for children and belongings
- All children come inside and are checked off and bibs/vests are removed
- If no parent collects child a phone call is made

If the director is unable to attend the excursion, the lead teacher would take on the roles allocated to the director and a relief teacher would be called in. Relief staff are verbally given information about the excursion either in the morning or the night before detailing where we are going, what they need to bring and their role on the day.



## Munno Para Kindergarten Water Safety Policy



Government of South Australia  
Department for Education

At Munno Para Kindy, we encourage the use of water in our play and when looking after our environment.

Educators ensure that a risk assessment is completed for any activities involving water at the kindergarten.

The risk assessment incorporates factors such as:

- Supervision - children are in direct line of site of educators
- Turning off water sources
- Emptying all buckets, troughs and containers which may hold water at the end of the day

For an excursion, educators visit the site before hand and complete a separate risk assessment which is available for families to view. Higher ratios of educators and volunteers to children occur when an excursion involves an experience involving water.

Parents are encouraged to provide spare clothes for their child at kindy as we don't want children to go home in wet clothing.



## Munno Para Kindergarten



Government of South Australia  
Department for Education

### Safe Sleep, Rest and Relaxation Procedure

At Munno Para Kindy, we understand that children may at varying times need the opportunity to sleep, rest and relax. We acknowledge through our interoception and well being programs that all children benefit from regular opportunities to engage in relaxation. It supports both a healthy mind and body.

Therefore educators will:

- Discuss with families about their individual child's needs and be sensitive to their beliefs
- Ensure there are specific areas within the environment where children can access quiet moments as they need
- Look for children's cues and support and guide the child
- Include relaxation techniques into everyday practice
- Support children to regulate and identify their own needs for quiet, rest or relaxation
- Inform parent by phone if a child falls asleep and be guided by their decision