

## Table of contents

- Home
- What we offer
- Enrolment and fees
- Reports and plans
- Parenting support
- Policies and guidelines
  - murray\_bridge\_philosophy
  - murray\_bridge\_sun\_smart
  - murray\_bridge\_medication\_1
  - murray\_bridge\_healthy\_eating
  - murray\_bridge\_environmental\_sustainability
  - murray\_bridge\_educational\_program
  - murray\_bridge\_clothing\_0
  - murray\_bridge\_behaviour\_management\_1
  - murray\_bridge\_drop-off\_and\_pick-up\_0

## Home

**Murray Bridge**  
Preschool Kindergarten



Find out more about our goals and our focus in our philosophy statement (PDF 148KB)  
([https://www.preschools.sa.gov.au/sites/default/files/murray\\_bridge\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/default/files/murray_bridge_philosophy.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:** Mrs Shirley Hartman

**Phone:** (08) 8532 2758

**Fax:** (08) 8532 6720

**Email:** [dl.6549.leaders@schools.sa.edu.au](mailto:dl.6549.leaders@schools.sa.edu.au)

**Street address:** Mannum Road Murray Bridge SA 5253

**Postal address:** PO Box 229 Murray Bridge SA 5253

## 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. We offer long day preschool and have a group of children who come on Monday and Tuesday, and a group who come on Wednesday and Thursday. Other session times can be offered if spaces are available.

#### Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 4.00pm	8.30am to 4.00pm	—	—	—

#### Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
—	—	8.30am to 4.00pm	8.30am to 4.00pm	—

### Fees

The parent contribution is \$100 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/murray-bridge-preschool-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
- nappies if required
- drink bottle containing water
- healthy snack
- 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)
- toys from home.

## **Additional information**

Please read our drop-off and pick-up procedure (PDF 308KB)

([https://www.preschools.sa.gov.au/sites/default/files/murray\\_bridge\\_drop-off\\_and\\_pick-up.pdf](https://www.preschools.sa.gov.au/sites/default/files/murray_bridge_drop-off_and_pick-up.pdf)).

## **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/murray-bridge-preschool-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 November about an orientation session. This will be a short session where you can meet educators, hear more about our kindergarten and ask questions.

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

## **Fees**

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

The parent contribution is \$400 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$100 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>) or \$10 each week.

Any excursions we take or performers we have visit us during the year will come at an extra cost.

## **When to pay**

We will invoice you each term via email.

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

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. Put the envelope in the payments box in the office door.

EFT information

You can pay by direct deposit.

BSB: 035069

Account number: 651645

Please put your child's full name or invoice number 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:** 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>               | Exceeding 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:** Murray Bridge Preschool Kindergarten

**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 734KB)

([https://www.preschools.sa.gov.au/sites/default/files/murray\\_bridge\\_improvement\\_plan.pdf](https://www.preschools.sa.gov.au/sites/default/files/murray_bridge_improvement_plan.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 161KB)

([https://www.preschools.sa.gov.au/sites/default/files/murray\\_bridge\\_context\\_statement.pdf](https://www.preschools.sa.gov.au/sites/default/files/murray_bridge_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/6549\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/6549_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.



# Murray Bridge Preschool Kindergarten Philosophy Statement

At our Kindergarten we believe that feeling welcome, open communication and good relationships are at the heart of a great place for children to learn, grow and have fun. We believe that every child is special, full of potential and learn best through play. We believe that every child and family is unique and precious and we want everyone to feel a part of our community. We all keep learning about ourselves, others and the world, staying open and being thankful for the strengths and diversity we all bring. We gratefully acknowledge Australia's Aboriginal and Torres Strait Islander peoples. In particular, we respectfully acknowledge the traditional lands of the Ngarrindjeri people on which we play, grow and learn together.

- We believe in the competency and potential of all children.
- Children's learning, development and growth are at the centre of everything we do.
- Children learn best through play and exploration, when they feel safe, and are supported by adults who care about them.
- Relationships and wellbeing are the solid foundation that learning can be built upon.
- Sharing and working together as a team of educators, families and communities makes our kindergarten a better place.



## Play

- \*Children learn best through play
- \*Children have the right to learn, explore, create and communicate through fun filled & planned play environments

## Partnerships

- \*Respectful partnerships inform and enrich outcomes for children's learning



Children's  
learning,  
development  
& growth

## Inclusivity

- \*Every child is unique and special
- \*We include and celebrate our similarities and differences.



## Literacy & Numeracy

- \*Developing skills create a solid foundation for the journey through life long learning.



Relationships and Wellbeing



# Murray Bridge Preschool Kindergarten

## Sun Protection Policy

Murray Bridge Preschool Kindergarten recognises the importance of skin protection as a major strategy in the fight against skin cancer.

### Aims

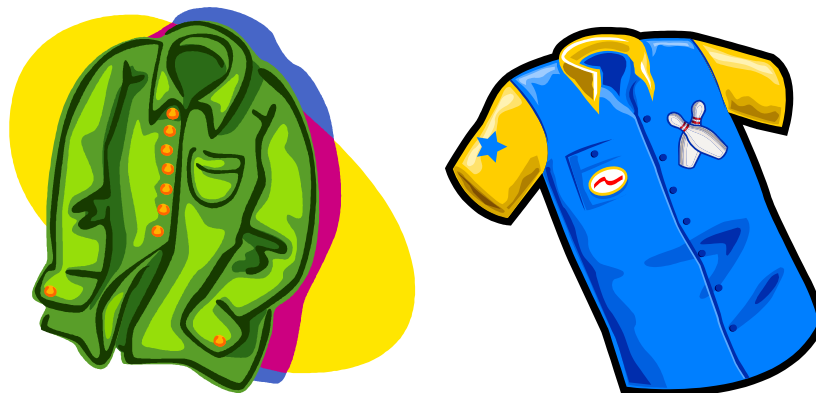
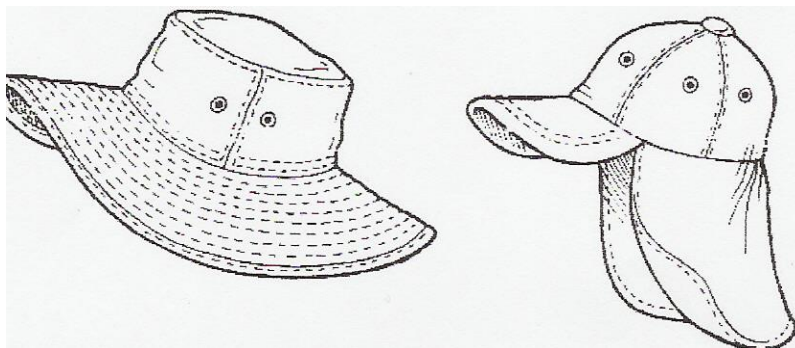
Through this policy, we aim to promote to children, families and staff:

- a. personal responsibility for, and decision making about skin protection,
- b. positive attitudes towards skin protection,
- c. lifestyle practices which can help reduce the incidence of skin cancer and related deaths.

### Actions

All members of and visitors to the Murray Bridge Preschool Kindergarten will be encouraged to use the following skin protection practices:

1. **Take particular care when in the sun, between the hours of 10.00am and 3.00pm**
  - a. Learning experiences provided outdoors will be held in shaded areas when and where possible.
  - b. Snacks and lunches will be eaten indoors or in shaded areas. When in shaded areas, staff, children and visitors will be encouraged to wear appropriate hats.
  - c. Staff will check the predicted UV Rating and sunsafe hours on the SunSmart App each morning.
2. **Wear clothing which protects the skin (including appropriate hats)**
  - a. Children, staff and parents are expected to wear an appropriate broad brimmed, bucket or legionnaire style hat (see below) whenever they are involved in outside experiences, from the beginning of August to the end of April and whenever the UVR is 3 and above at other times.
  - b. Children will bring an appropriate sun safe hat that will be named and kept at Kindergarten for their exclusive use.
  - c. Children and staff are encouraged to wear shirts with sleeves and longer style shorts. Children who are not dressed appropriately will be asked to play under the verandah or inside.
  - d. The parents of children who regularly do not have appropriate clothing will be given a reminder telling them that appropriate clothing must be worn.
3. **Use 30+ sunscreen to protect skin**
  - a. Staff will encourage parents to apply sunscreen before Kindy sessions.
  - b. Sunscreen will be provided and children will be supported to apply 30+ sunscreen after lunchtime in preparation for playing outside.
  - c. If children have skin conditions that require a certain brand of sunscreen parents can provide their own sunscreen to staff to be kept in the First Aid cupboard.
4. **Learn about skin protection**
  - a. Staff will model appropriate SunSmart strategies at all times.
  - b. Sun safe practices will be a part of our learning curriculum.
  - c. Information and resources will be kept up to date through contact with the Cancer Council.







# Murray Bridge Preschool Kindergarten

## Administration of Medication

The National Health and Medical Research Council (NHMRC) recommend that children who are physically unwell be excluded from early childhood education and care services to minimise disease outbreaks. It also details the exclusion periods which apply for children with particular infectious diseases.

An unwell child – able to play quietly with toys at home with one or two siblings – may find it difficult to interact with other children, share toys, take part in routines and cope with the noise level in a Kindergarten. In most instances, for a child who is unwell, the best place to recover is at home.

However, it is reasonable that, from time to time, children may require basic medical treatment or need to be given medication while they are in care. In addition, children with certain medical conditions (e.g. asthma, allergies, diabetes) may need scheduled or unscheduled administration of medication.

### Policy statement

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The Centre maintains close and regular communication with parents and takes an informed and responsible team approach to administering medication to children, and documenting that process. In addition the Centre has clear guidelines for managing medical conditions such as asthma, diabetes, anaphylaxis and other specific health care needs.

### Strategies and practices

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- Parents complete an *Enrolment Form* prior to their child commencing at the Centre. The Form requires parents to provide details of their child's known medical conditions or specific health care needs (e.g. asthma, diabetes, anaphylaxis). Where a child has a known medical condition or requires specific health care, the parent must provide the Centre with a copy of the Medical Management Plan which has been completed in consultation with the family doctor before the child may commence at the Centre.
- Any child whose doctor has prescribed medication for a specific health care need, allergy or relevant medical condition, cannot attend the Centre without that medication. Refer to the Centre's *Medical Conditions Policy*.
- The Nominated Supervisor informs all staff and volunteers of the Medical Management Plan for any child in the Centre, and the whereabouts of that Plan. At that time, the Nominated Supervisor clarifies the nature of the medical condition and how it is to be managed. With parental consent, copies of each child's Medical Management Plan which includes a photograph of the child are displayed in strategic locations throughout the Centre. With the child's right to privacy in mind, the Plans are not accessible to visitors or other families.
- Because of the increasing number of children at risk of anaphylaxis, the Centre is a 'Nut-Free Zone' (i.e. no nuts or foods containing nuts or nut derivatives can be brought into or used in the Centre).

- Children are encouraged not to share food.
- All cooking activities – handling, preparation, consumption of food – take into account children’s individual needs and known allergies.
- Families of children with medical conditions or specific health care needs are provided with a copy of this *Administration of Medication Policy*.
- Medication is only administered if it has been prescribed by a registered medical practitioner, is in the original container, bearing the original label and instructions and before the expiry or use by date. A permission to administer medication form must be completed and signed by the medical practitioner.
- Before any medication – other than those listed in Medical Management Plans – is administered, the parent or person named in the enrolment form as authorised must provide signed permission from medical practitioner and complete the Centre’s Medication Form – Authority to Administer (Short-Term). The details on the Form must be the same as those on the label on the medication, and the person completing the Form must print and sign their name on the Form. Details to be provided on the Form include:
  - child’s name
  - name of the medication to be administered;
  - time and date the medication was last administered
  - time and date, or the circumstances under which, the medication should be next administered
  - dosage to be administered
  - manner in which the medication is to be administered.
- Educators administer medication according to the “Five Rights” (i.e. right patient, right time, right medication, right dose, right manner). Before medication is given to a child, an educator, other than the one administering the medication, verifies the accuracy of each of these Five Rights. After giving the medication, the educator who administered the medication enters the following details on the Authorisation to Administer Medication Form – date, time, medication administered, dosage, the manner in which the medication was administered, name of the educator who administered it and the name of the educator who verified. The Form is then signed by both educators.
- Whenever medication is administered, educators continuously monitor the well-being of the child concerned.
- Educators wash their hands immediately before and after administering medications, and wear gloves when applying creams.
- Parents are to hand medications directly to an educator. Medication of any kind is never to be left in a child’s lunchbox or bag.
- Medication is stored securely away from children, and according to the instructions on the label. Medication that does need to be refrigerated is stored in a cupboard inaccessible to children. Medication that needs refrigeration is stored in the refrigerator in a locked container. Asthma medication and EpiPens are stored in a location accessible to educators but inaccessible to children.

- Medication may be administered to a child without authorisation in the case of anaphylaxis or asthma emergency. When medication has been administered, the Nominated Supervisor ensures that the child's parent(s), and emergency services, are notified as soon as practicable. If the child is under a Medical Management Plan, the parent will also be advised to consult their doctor with a view to updating that Plan.
- Educators are not asked to provide special care or medical procedures for which they are not trained.
- If a child develops a temperature of 37 degrees Celsius or above while at the Centre, the Parent/Authorised Emergency Contact is contacted for the child to be collected. The Parent/Authorised Emergency Contact is to sign the Incident, Injury, Trauma and Illness Record when the child is collected.
- An over-the-counter, naturopathic or herbal preparation requires a letter from a registered medical practitioner before it can be administered.

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### **Responsibilities of parents**

- To keep the Centre informed of any changes to their child's medical condition.
  - To ensure the Medical Management Plan is reviewed as needed, and to inform the Nominated Supervisor of any change in their child's medical condition and/or in the Plan in the interim.
  - To ensure that sufficient medication for their child's specific health care need, allergy or relevant medical condition is at the Centre whenever the child is in attendance.
  - To complete the appropriate Authorisation to Administer Medication Form.
  - To ensure any medication brought to the Centre has been prescribed by a registered medical practitioner, is in the original container, bearing the original label and instructions and before the expiry or use by date.
  - To hand medications directly to an educator. Medication of any kind is never to be left in a child's bag, or with any person other than an educator or the Nominated Supervisor.
  - To collect their unwell child promptly when called to do so, and to sign the required forms at that time.
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# Murray Bridge Preschool Kindergarten

## Food and Nutrition Policy



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

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

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

Therefore:

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

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

### Curriculum

Our preschool's food and nutrition curriculum:

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

### The Learning environment

Children at our preschool:

- have fresh, clean, filtered tap water available at all times and are encouraged to drink water regularly through the day.
- will have the opportunity to eat healthy snacks whenever they are hungry, during the morning play session, and enjoying a shared lunch and afternoon fruit time together.
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:

Provides fruit and vegetables and other healthy options to supplement children's choices.

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

### Food supply

Our preschool:

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

### **Fruit Time:**

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

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

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

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

### **Food safety**

Our preschool:

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

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

Our preschool:

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

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

Our preschool:

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



# Murray Bridge Preschool Kindergarten

## Sustainability Statement

This is not a Policy. It is a statement of our intent and commitment to continually improving our daily practices to become more sustainable and environmentally responsible.

At our Centre we aim to continually improve the level of sustainability in our practices, routines and educational program so that educators, children and families develop understanding and respect for the environment and its finite resources.

### Strategies and practices at our Centre include

- Providing a physical environment that includes natural features such as plants, trees, edible gardens, sand, rocks, mud and water, and to allow children unhurried time in that environment.
- Embedding sustainability in the Centre's everyday routines and practices. These include:
  - Recycling, and use of recycled resources
  - Improving energy efficiency
  - Water conservation
  - Improving awareness of purchasing natural and sustainably produced resources
  - Worm farm/ Chickens
  - Gardening / Composting
- Reuse and recycle containers are set up throughout the Centre. Educator's role model using the containers and discuss the reasons for them with the children. They encourage the children use these recycled materials and to bring reusable items from home.
- Water conservation is embedded in the Centre's practices
  - only the amount of water required to undertake programmed water play is used
  - water used in water play is emptied onto gardens
  - water play is discontinued during water restrictions, and the reasons explained to the children
  - educators encourage children to turn taps off to avoid wastage
- The Centre has a worm farm and chickens. Containers are placed on the tables at mealtimes for uneaten food. Any of these scraps suitable for the worm farm or chickens are placed in a separate

container for the worms. Educators discuss with the children the foods that worms can or cannot eat. The children are involved in maintaining the worm farm and the chickens, and in using the worm casts in the garden.

- Educators intentionally teach children about caring for the environment (e.g. energy efficiency, water saving), and involve them in planned experiences that develop life skills such as growing and preparing food, waste reduction and recycling.
- Educators remain alert to teachable moments (e.g. birds, insects, rainbows, sun showers, cloud patterns) to share the awe and wonder of the natural world with children.
- The Centre embraces green cleaning. Wherever possible, and without compromising health and safety, the Centre replaces chemical cleaning agents with eco-friendly cleaning products.
- The Centre looks for opportunities to reduce the amount of paper printing and photocopying necessary, including using digital portfolios for the bulk of children's photos and learning plans.

**We continue to work towards introducing and improving the following practices**

- Improving energy conservation
  - air conditioning, lights and other electrical equipment are turned off when a room is not in use
  - computers, printers, photocopiers, kitchen appliances are turned off at the end of the day.
- When purchasing equipment and supplies, choosing items that are as eco-friendly as practicable. Preferred items are:
  - made from natural materials and fibres (e.g. wood, cotton, cardboard, metals)
  - locally or Australian made
  - made from renewable, reused, or recycled materials
  - repairable
  - durable, and able to be washed or wiped clean.
- Regularly sharing information and ideas about sustainable practices with families via notice boards, newsletters, information nights, educator-parent meetings, website and face-to-face conversations to ensure a consistent message between the home and Centre. Also actively seeking ideas and resources on sustainability from families.
- Including environmental issues as a regular item on the team meeting agenda, and resources from recognised authorities being introduced and discussed eg. NRM news, Green steps modules.





# Murray Bridge Preschool Kindergarten

## Educational Program

### Policy statement

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The educational program is based on knowledge, ideas, culture, abilities, and interests of each child as shared with educators by their parents, observed by the educators and contributed by the children. The program is documented by educators, and this documentation also includes parents' and children's contributions. Educators assess individual children's learning as part of an ongoing cycle of planning, documenting and evaluation. All documentation relating to the program is readily available to parents through Storypark, Learning Plans, and Centre books and displays.

### Strategies and practices

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- The Centre implements the Early Years Learning Framework (EYLF) and is guided by the EYLF's five principles:
  - Secure, respectful and reciprocal relationships
  - Partnerships
  - High expectations and equity
  - Respect for diversity
  - Ongoing learning and reflective practices.
- The dimensions of the program supports children in celebrating the EYLF's outcomes:
  - Children have a strong sense of identity
  - Children are connected with and contribute to their world
  - Children have a strong sense of wellbeing
  - Children are confident and involved learners
  - Children are effective communicators.
- Our program is also informed by the Department for Education Indicators of Literacy and Numeracy, and educators will observe and document children's progress using the 8 indicators.
  - I understand the language of my world
  - I use language to connect with my world
  - I engage with texts and make meaning
  - I represent my world symbolically
  - I quantify my world
  - I explore and understand my place and space in the world
  - I measure and compare my world
  - I analyse, read and organise the data in my world



- The Centre's designated Educational Leader oversees the program and facilitates collaboration between all educators. The educational program is discussed in team meetings, and educators are provided with professional development opportunities.
- Parents' verbal and written input is integral to the program and is actively sought from parents in a range of ways. At enrolment and orientation, the Nominated Supervisor explains the Centre's program to parents.
- Parents are provided with a pamphlet on the EYLF, and the Parent Information book contains further information on the EYLF and the educational program at the Centre.
- Each child's knowledge, ideas, culture, abilities, and interests are the foundation of the program. Families are invited to fill out a Family Information form at the start of the year and communicate regularly with educators in conversation and using the Storypark program.
- Each child's sense of agency is promoted, enabling them to make choices and decisions and influence events and their world. Children's voice is heard on a daily basis in choosing activities, resources and setting up the environment. Children are invited to contribute to program decision making at least termly via the Activity selection proforma.
- The indoor and outdoor learning environments are arranged and well resourced with materials which are age, developmentally and culturally appropriate, and meet the children's interests. Parents and children are asked to contribute ideas for resources and to the arrangement of these environments. Each day, children can select resources (e.g. books, toys, puzzles, bicycles, sand, climbing equipment), decide how they will use them and whether they will use them alone or with others. Educators respond to children's ideas and use intentional teaching to scaffold and extend each child's learning.
- Indoor and outdoor learning environments reflect natural elements, and include quiet soothing places where children may have time to be alone, as well as places where they can engage in creative activities.
- Educators reflect - individually and as part of the team - on all aspects of the education program, and use these reflections for continuous improvement on programming and service delivery. Reflection happens on a daily, fortnightly, termly and annual basis.
- When appropriate, educators use intentional teaching strategies (e.g. discuss, question, scaffold, explain, encourage) to extend children's learning. We also intentionally teach children awareness of topics such as child protection curriculum, sun protection, fire safety, water safety, healthy eating, handwashing and general hygiene.

- The program, including routines, is organised to maximise opportunities for each child's learning. It allows for extended periods for children to engage in learning. Meal times are unhurried social occasions. Rest and relaxation is included in the program through mindfulness activities, quiet spaces to retreat to and group stories and activities.
- Educators observe each child's responses to the program both as an individual and as part of a group, assess the child's progress towards the outcomes of the EYLF, and document the observation and assessment. We use this documentation to meet each child's individual needs. The documentation is available to parents.
- Every child is supported to participate in the program. Where appropriate, the Centre liaises with support services and other agencies on ways to best provide education and care for children with additional needs.



# Murray Bridge Preschool Kindergarten

## Clothing Policy

This policy provides families with information about suitable clothing for their child to wear while at the Centre. It is consistent with recommendations from recognised authorities such as SunSmart and Kidsafe. The Policy also takes into account the range of activities children are involved in at the Centre, the weather, and the need to encourage children's independence and self-help skills.

Family preferences and values, cultural or otherwise, with regard to clothing are respected and accommodated without compromising children's safety while at the Centre.

### Strategies and practices

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- This *Clothing Policy* is explained to parents when they enrol their child in the Centre, and their attention is specifically drawn to their responsibilities under this Policy. The *Clothing Policy* is also referred to in the Family Handbook given to all parents.
- We will inform families about suitable clothing for their children while at the Centre for safe indoor and outdoor play, sun safety, safe active play and independence.
- Educators will include in the program planned and spontaneous discussions and experiences about appropriate clothing for weather, seasons, and different types of activities.
- Educators will ensure children are dressed appropriately throughout the day. This includes some adjustments may need to be made during the day through changes in weather and in the activities children are involved in (e.g. active play, messy play, sleep and rest). Children will be provided with a Sun Safe hat by the Centre which will be kept at the Kindergarten.
- Educators, students and volunteers are considered to be role models for children and are expected to meet the Centre's dress requirements when at the Centre.
- Parents are asked to label every item of their child's clothing (including spares) brought to the Centre.

When dressing their child for a day at the Centre, parents are also asked to consider:

### Sun protection

- Children need to be dressed appropriately for safe sun smart play, including sleeves ( no strappy shirts), sun safe hats ( provided by the centre) and sunscreen ( applied at home in the morning and at the Centre at lunch time).

Refer to the Centre's *Sun Protection Policy*.

### **Active play**

- Children need to wear clothes that are non-restrictive, durable and can be easily washed so that they can participate freely in all of the activities available at the Centre. Such items as: long skirts; hooded jumpers with cords; hats with cords and toggles; and, rubber thongs and other loose footwear are not suitable because they pose safety risks when children are climbing, running and riding bikes.

### **Weather conditions**

- Parents are asked to dress their children according to weather conditions and temperatures and to provide a supply of clothing in their child's bag for possible changes in the weather through the day.

### **Art and craft activities / messy activities**

- Parents are asked to dress their child in clothing that allows participation in messy activities, and can be easily laundered. Good or 'special' clothes are not suitable because children can become distressed if these become marked.
- Children participating in art and craft, clay or water play, cooking or any other form of messy play will be encouraged to wear one of the centre's protective smocks or aprons, however clothes can still become messy .

### **Independence and self-help skills**

- Educators encourage children's self-help skills (e.g. taking off and putting on shoes and socks, removing clothing, pulling up clothing after toileting). Routines and 'dressing times' are unhurried and considered to be opportunities for interaction and conversation with children and developing self-help skills.
- In order to facilitate children's self help and independence, parents are asked to dress children in:
  - clothes they can undo easily and remove quickly for toileting. Clothes with elastic waists are preferred to overalls and to trousers with zips and buttons.
  - shoes that are easiest to put on, such as those with velcro clips.

### **Protective behaviours and practices**

- Children are encouraged to dress/undress themselves. Assistance is provided when necessary.
- Children who are capable of dressing/undressing are given the option of privacy.

### **Footwear**

- Children need to wear non-slip shoes or sandals that are flexible and provide a good grip. Thongs, clogs and gumboots are not suitable for running and climbing.

- Children may remove their shoes for outside play, weather permitting.
- Gumboots may be sent for outdoor wet weather play.

### **Spare clothing**

- Parents are asked to provide spare clothing for their child. Children require at least one change of clothes. Some children require several changes of clothes because accidents are more frequent. Children who are toilet training also need a sufficient number of under pants or training pants.
- The Centre has a small supply of spare clothing, consistent with its *Clothing Policy*, to be used when needed. If a child needs to use these clothes, parents are asked to wash and return them as soon as possible.

### **Soiled clothing**

- Soiled clothing is placed in a plastic bag which is stored in a container out of the reach of children. Parents are asked to collect any soiled clothing at the end of each day.

### **Responsibilities of parents**

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- To dress their child in accordance with this Policy.
- To provide spare clothing for their child.
- To label every item of their child's clothing (including spares) brought to the Centre.
- To wash and return any clothing items borrowed from the centre.
- To check the lost property regularly for items that belong to them.



# Murray Bridge Preschool Kindergarten

## Behaviour Support Policy

Each child is supported to manage their own behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflicts.

At Murray Bridge Preschool Kindergarten we believe

- Everyone has the right to feel safe at all times and have a sense of belonging, being & becoming.
- Children learn best when they experience success and have positive self- esteem.
- We acknowledge the children at times can feel angry frustrated and upset and that they need to express these feelings appropriately.
- Staff and families need to share responsibility and be consistent at all times, creating a safe, secure environment for children, and modelling appropriate behaviours.
- Behaviour guidance is about supporting children to make choices and develop the ability to self-regulate and control their own actions rather than controlling the action of others. (Eg: modelling Stop it I don't like it)
- That Children's behaviour is a mode of communication and is influenced by developmental ability, environmental factors, temperament and life experiences.
- That working in partnership and communicating with families to understand family values, beliefs, culture and context is important to developing a safe and supportive program.

The behaviours that we encourage at Murray Bridge Preschool Kindergarten

- Respect and care for others
- Looking out for one another
- Sharing and turn taking
- Working together, team work and being co-operative
- Valuing other Children's creations and belongings/property
- Respectful communication
- Caring and friendship
- Embracing diversity
- Taking responsibility
- Keeping each other safe
- Respecting other children's personal space
- Appropriate social language and actions.

#### Staff will

- Model appropriate behaviour
- Be positive
- Encourage positive talk and interactions between children
- Provide opportunities for taking risk and experiencing success
- Value children as individuals
- Encourage children to accept responsibility for their actions
- Support problem solving, helping children to problem solve in social situations
- Listen to Children and support them to express emotions and needs
- Acknowledge key triggers and support children to work through or around them
- Be consistent and follow through

#### Children will have the opportunity to

- Be safe
- Be actively engaged
- Challenge themselves and their abilities
- Solve problems
- Share
- Be confident
- Be assertive
- Be able to communicate effectively and express their wants, needs and feelings and work together co-operatively and take responsibilities for their own actions.

#### When unsafe / unacceptable behaviours occur, staff will

1. Redirect play or the child
2. Offer choices / give reminders
3. A child may spend a period of time with an educator to reflect on their behaviour and think about alternatives.
4. Discuss behaviour and strategies used with parents.
5. Seek support from DECD support services where necessary.
6. In situations where others are at risk or children are not responding to proactive strategies it may be necessary to use an appropriate level of physical encouragement and assistance. In extreme cases, on occasion physical restraint may be needed. If these strategies are necessary
  - The support of a second educator will be requested whenever practically possible.
  - Educators will assess risks to the child, themselves, and others, and choose a course of action that poses the least possible risk to achieve the best possible outcomes.
  - The situation, steps taken and strategies used will be documented on the day of the incident.
  - Both the Nominated Supervisor and child's family will be notified on the same day and a meeting will be scheduled to develop a behaviour support plan and a risk assessment for future situations.



# Murray BridgePreschool Kindergarten

## Delivery and collection of children Policy

To ensure the safety and wellbeing of children and to fulfil our duty of care, it is crucial that children are received by a staff member in the morning and returned to either their parent/carer, or a person authorised by them, at the end of their care. The Kindergarten's SIGN IN Sheet is a safety measure to record children's attendance and to ensure that all children are properly accounted for at the time of arrival and departure. These records are required for accounting for children through the day, during emergencies and during excursions. The following procedures will be observed :

### ON ARRIVAL

- The child must be received by a Kindergarten staff member.
- The person accompanying the child to the Kindergarten must make a signed record in the register of the time of the child's arrival.
- If the person accompanying the child to the Kindergarten fails to make a signed record, it is the responsibility of the staff member who received the child.

### ON DEPARTURE

- A staff member must observe the child's departure.
- The person collecting the child from the Kindergarten must make a signed record in the register of the time of the child's departure.
- If the person collecting the child from the Kindergarten fails to make a signed record, it is the responsibility of the staff member who observed the child's departure.

### COLLECTION AUTHORISATION

- On enrolment, the full DECD enrolment record must be completed and Kindergarten staff must establish the following:
  - full name, residential address and telephone number of each parent/guardian of the child
  - name, address and telephone number of each person authorised to collect the child
  - name, address and telephone number of any other person who may be able to collect the child in an emergency if a parent/guardian or authorised person is not available
  - Phone numbers and Emergency contacts to be updated each term.
- The Director and staff members of the Kindergarten must ensure that children departing from the Centre are given into the care of a parent/guardian or a person authorised in writing by a parent/guardian to collect a child from the Centre.
- Should unforeseen circumstances make it impossible for a parent/guardian to provide written authorisation:



- the staff member should write down the verbal instructions including precise identification of the person who is to collect the child
- at the earliest opportunity, the parent/guardian should confirm in writing the verbal instructions
- when the nominated person comes to collect the child, the staff member should confirm the nominated person's identity, for example, by sighting and noting evidence of identity
- If a guardian fails to collect a child at the end of the day:
  - attempt to contact parents/guardians
  - if this fails, attempt to contact nominated emergency contacts
  - contact the Police to enquire about any accidents
  - if all efforts fail, contact Crisis Care (131 611) to seek advice
  - any advice received should be documented and followed
  - remain at the Centre with the child until relevant authorities arrive
  - under no circumstances are staff to remove a child/ren from the Centre
- If a situation arises where a non-custodial parent makes an attempt to take his/her child from the Centre, without the permission of the custodial parent, and there is no knowledge of a custodial order limiting the rights of the non-custodial parent:
  - Staff will inform the non-custodial parent of the Centre policy that children can be released **ONLY** to an authorised person, according to the enrolment form
  - Staff will ask for identification from the non-custodial parent
  - Staff will attempt to contact the custodial parent
  - If another staff member is present, they will contact Police Assistance (131 444)
  - If the person trying to take the child/ren becomes demanding, abusive and/or potentially violent, it is the Director's responsibility to safeguard the interests of the other children and the staff
  - If no contact can be made with the custodial parent, the child may only be released under duress after the Police have been notified
- If a parent arrives to collect a child and appears to be intoxicated or under the influence of some other substance, staff will not release the child/ren if they will be placed in a potentially dangerous situation without:
  - Attempting to contact the other parent/carer, other emergency contacts or persons authorised to collect them
  - Encouraging the parent to take a taxi (with the parent being liable for the fare) if no other contact can be reached
  - Informing them that the Police will be notified, if the parent refuses to take a taxi