

Table of contents

- Home
- Learning and care
- Health and wellbeing
- Community engagement
- Reports and plans
- Family support
- Policies and guidelines
 - parent_letter_7_april_2020
 - ngura_yadurirn_cc_toileting
 - ngura_yadurirn_cc_sunsmart
 - ngura_yadurirn_cc_medication
 - ngura_yadurirn_cc_hot_weather
 - ngura_yadurirn_cc_food_supply_and_nutrition
 - ngura_yadurirn_cc_excursions
 - ngura_yadurirn_cc_emergency_evacuation
 - ngura_yadurirn_cc_drop-off_and_pick-up_0
 - ngura_yadurirn_cc_bus_travel
 - ngura_yadurirn_cc_behaviour_guidance
 - ngura_yadurirn_cc_philosophy_1

Home



The Ngura Yadurirn Children and Family Centre services the Ceduna early years community with a focus on supporting Aboriginal children and families with young children to provide the best possible start in life. We provide a safe, welcoming place for your minya (small) child to grow, learn and play.

We value culture and relationships with families, so that children grow into strong kids who have deadly (awesome) learning skills for today and the future.

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

In Wirangu language, 'Ngura', means place, house and country, and 'Yadurirn', means becoming good, better, bigger and strong. Our name reflects our commitment to our community.

Find out more about our goals and our focus in our philosophy statement (PDF 176KB)
(https://www.preschools.sa.gov.au/sites/default/files/ngura_yadurirn_cc_philosophy.pdf).

Getting involved

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

If you'd like to volunteer with us in another capacity, we'd love to hear from you. See volunteering in schools, preschools and children's centres

(<https://www.education.sa.gov.au/parenting-and-child-care/volunteers/what-volunteers-need-know/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

Acknowledgement of Country

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

Immunisations

When you enrol your child with any of our services or programs you will be asked to provide evidence of their immunisation status

(<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Contact us

Learning and care

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

We invite you to join the governing council, which meets twice a term to make sure the centre runs smoothly. Read through what a governing council does

(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

When your child can start preschool

All children are entitled to access at least 1 year of preschool.

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

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

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

Early entry

Your child may be able to come to preschool up to 2 terms earlier if they:

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

Early entry is for up to 3 hours per week in the first term, and up to 6 hours per week in the second term, if places are available.

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

Please contact us (<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre#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 enrolment registration 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/ngura-yadurirn-child-family-centre#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

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

Before your child starts

We will contact you in term 3 about an orientation session. This will be a 1-hour session where you can ask questions.

Before your child starts preschool you 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. This helps support the program to purchase resources and equipment.

Your parent contribution is \$240 per year. You can choose to pay the total amount at the beginning of the year or pay by instalments of \$60 each term (<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>) or \$6 per week.

When to pay

We will post your invoice at the beginning of each term.

Payments are due by the date on the invoice.

Please contact us (<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre#contact-us>) if you are having difficulty paying.

How to pay

Payments can be made at the front desk or by direct deposit.

Account name: Ngura Yadurirn Children and Family Centre

BSB: 015555

Account number: 634029374

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

Preschool session times

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

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 3.00pm	9.00am to 3.00pm	9.00am to 3.00pm	9.00am to 3.00pm	9.00am to 12 noon

What to bring

Your child needs to bring these items each day:

- bag
- fruit to share
- healthy lunch – refer to our food supply and nutrition policy (PDF 275KB)
(
https://www.preschools.sa.gov.au/sites/default/files/ngura_yadurirn_cc_food_supply_and_nutrition.pdf)
- change of clothes
- drink bottle containing water
- flat shoes (no heels or thongs)
- nappies if needed.

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.

Your child may be able to use the school bus service if you live more than 5km from our centre. You will need to make arrangements and get approval with the Ceduna Area School and please let us know, so a staff member can meet your child at the bus. Read our bus travel procedure (PDF 57KB) (https://www.preschools.sa.gov.au/sites/default/files/ngura_yadurirn_cc_bus_travel.pdf).

Please note that your child cannot use this service on Fridays because the preschool session finishes at 12 noon.

Please read our drop-off and pick-up procedure (PDF 245KB) (https://www.preschools.sa.gov.au/sites/default/files/ngura_yadurirn_cc_drop-off_and_pick-up.pdf).

Occasional care

Occasional care is for children under school age who aren't in any other early childhood education and care programs, such as preschool, childcare or family day care. It promotes young children's development by giving them access to high-quality early childhood education.

It may help parents to take part in a range of activities including non-work and casual work commitments.

Priority of access

The education department has a priority of access policy (<https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/childcare-and-preschool/occasional-care>) to decide who can get into occasional care. This might mean that some families get more sessions than others.

Talk to us about enrolling in occasional care.

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.

Occasional care session times

Children generally can go to 1 session a week.

Children 6mths - 4 years old - Morning Session

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

Children 6mths - 4 years old - Afternoon Session

Monday	Tuesday	Wednesday	Thursday	Friday
12.15pm to 3.15pm	–	-	–	-

What to bring

Your child needs to bring these items each day:

- bag
- healthy snack
- change of clothes
- drink bottle containing water
- flat shoes (no heels or thongs)
- nappies if needed.

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

Playgroup

Playgroup is an interactive, fun opportunity for children and parents to play and learn together. Playgroups are usually supported by an early childhood professional who will give support, information and advice about children's health, learning and development.

Families with children age 5 years and under are welcome to join us to sing, play, learn together and listen to stories.

We offer 3 types of playgroups:

- Nunga playgroup for families with Aboriginal children hosted by Save The Children on Wednesdays from 9.30am to 11.30am
- Jump and Jive playgroup for ages 2 to 4 years on Wednesdays from 2pm to 3pm
- Creepers and Crawlers playgroup for pre-walkers on Fridays from 10.30am to 11.30am (Crèche is available for big brothers and sisters, bookings are essential, contact us on 8625 2294 to book your place).

Cost

This service is free.

What to bring

Children need to bring these things:

- SunSmart hat
- drink bottle containing water
- sunscreen
- clothes for messy outdoor nature play.

Additional information

See our what's on offer page

(<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre/our-centre/whats-happening>) for more details.

Learning together

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

Our learning together playgroup provides an interactive fun opportunity for children and parents to sing, play and learn together. Families with children from birth to 5 years are welcome to join us.

Times

Tuesday from 9.30am to 11.00am (during school term only).

Cost

This service is free.

Additional information

We provide a light 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.

Health and wellbeing

CaFHS

Child and Family Health Services (CaFHS) is available for all SA families with children from birth to 5 years. They can provide your child and family with advice on child development and children's health and wellbeing.

Times

To make an appointment, please contact CaFHS directly on 1300 733 606 between 9.00am to 4.30pm Monday to Friday.

Cost

This service is free.

What to bring

Your child's blue book.

Additional information

See our what's happening page (<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre/our-centre/whats-happening>) for more information.

Baby Massage

This is a special time for you and your child to relax and bond together. We keep our groups small so that there is individual support.

Times

Friday's from 9.30am to 10.30am.

Additional information

Contact our community development coordinator on 08 8625 2294 to find out when our next group starts.

Family practitioner

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

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

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

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

Community services

Community health and wellbeing options for South Australian families include:

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

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

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

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

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

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

Community engagement

Learning together program

Our learning together program offers a wide range of activities from family needs and interests.

You will understand how your child learns and how you can support them.

All children and families are welcome to attend our programs:

- playgroups
- cooking groups
- literacy activities
- cultural activities
- baby massage.

See our what's happening page

(<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre/our-centre/whats-happening>) for our community engagement programs.

Family services program

Our family services coordinator is based at the Ngura Yadurirn Children and Family Centre. They can help you and your family to connect with other support services to learn more about parenting and child development.

All families and children, from birth to 5 years, who live in the community are welcome to attend.

Our program offers:

- individual and family counselling
- access to health care services
- support with parenting
- information about your child's social and emotional development
- programs about relationships, health and wellbeing.

To make an appointment contact us on 8625 2294 or a referral can be received by parents, staff, government and community organisations.

See our what's happening page

(<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre/our-centre/whats-happening>) for our community engagement programs.

Occupational therapy program

Our occupational therapist supports children and families to achieve their developmental milestones. We offer one-to-one consultation, group sessions and parenting programs.

We offer support with your child's development in:

- language
- early literacy
- numeracy
- movement
- social.

We provide strategies to develop your child's skills in:

- strengthening play
- self-care (toileting and feeding)
- concentration
- gross and fine motor skills
- speech and language
- play.

See our what's happening page

(<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre/our-centre/whats-happening>) for our community engagement programs.

Community development program

We have a community development coordinator who works with a range of local services. They will support and encourage you to join our centre's activities such as:

- playgroup
- parenting programs
- community events
- personal development
- volunteer programs.

We encourage all families with children from birth to 5 years who live in the community to come. This includes children who don't come to preschool.

We can help with:

- connecting you with services
- personally development
- building your leadership skills
- accessing learning, health and support services to help your family.

See our what's happening page (<https://www.preschools.sa.gov.au/ngura-yadurirn-child-family-centre/our-centre/whats-happening>) for our community engagement programs.

You can contact us on 8625 2294, or drop into the centre to see the community development coordinator.

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Ngura Yadurirn Children and Family Centre

Rating issued: December 2016

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

Quality improvement plan

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

Quality improvement plan (PDF 430KB)

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

Family support

Giving your child a strong start in the early years

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

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

Parenting resources

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

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

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

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

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

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

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



Office of the Chief Executive

31 Flinders Street
Adelaide SA 5000

GPO Box 1152
Adelaide SA 5001
DX 541

www.education.sa.gov.au

Dear parents and caregivers,

COVID-19 has thrown up all kinds of challenges for us, as individuals, families and communities.

We're proud to say our teachers and support staff have risen to the occasion. Despite anxieties they might have as members of the community, they are putting their students' continued learning at the forefront.

Schools and preschools are an essential service. Public health advice from the senior experts around Australia remains that they can and should stay open.

We will continue to be guided by the health advice, and their recommendations on social distancing and hygiene practices in our classrooms and play spaces. The safety and wellbeing of our students, staff and school community is a top priority as we continue to deliver high quality learning.

While many are staying home to help stop the spread of COVID-19, we won't be standing still.

Continuing the learning for our children and young people in this state remains our core focus. Teachers, early childhood educators, principals and department staff are ever-evolving our offerings to support families and carers in these unprecedented times.

Last week we launched Our Learning SA, a website storing hundreds of teaching resources to help children and young people keep up with their learning when they're at home. Included are links to ABC TV programs that are of high quality and can also support student learning. It'll only continue to grow, so please check it out at www.ourlearning.sa.edu.au.

We've also created an advice for families section on the website, which has videos and fact sheets for students and families, including:

- Setting up a learning environment
- Staying happy and healthy while learning at home
- Reading at home with your child
- Preparing for online learning
- Talking to your child about COVID-19

Schools and preschools are at different stages in implementing distance learning arrangements. In addition, we know not every child has a computer at home, or the internet.

This week, during four pupil free days, our teachers are taking at home learning to the next level.

We're making virtual classrooms available for every teacher, and investigating ways to get kids without a computer or internet connected with their class. This goes hand in hand with the hardcopy resources teachers have been busy preparing for students who need them.

We're continually impressed with how our staff and teachers are collaborating to prepare for term 2. We're all in this together.

Please work with your child's teacher if you need any extra support or have any questions.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'John Gardner', with a stylized flourish at the end.

Hon John Gardner MP
Minister for Education

7 April 2020

A handwritten signature in black ink, appearing to read 'Rick Persse', with a long horizontal line extending to the right.

Rick Persse
Chief Executive

7 April 2020



Ngura Yadurirn Children and Family Centre Toileting Policy

Rational: While the majority of children enrolling in preschool are toilet trained, a number of children of preschool age are not developmentally ready. The preschool promotes the inclusion of all children, including those with health care needs and to deny them enrolment would be discriminatory. Most children's toileting needs can be managed by the site practices outlined below. The duty of care for our children is our priority.

- It is suggested that all families provide their child with a change of clothes in case of accidents (toileting or otherwise). It is quite common for preschool children to have toileting accidents and they are often happier to change into familiar clothes that they identify as their own. The preschool keeps a supply of spare clothes for emergency situations.
- Staff will always support children in the above circumstances and endeavor to change them in a manner that provides privacy, minimizes anxiety and encourages independence.
- DECD policy advises that it is not essential to have two people present although at times it may be necessary. DECD policy also allows for children to be changed by staff of the opposite gender. Staff at Ngura Yadurirn will endeavor to inform another staff member should they need to change a child and do so within hearing of other staff. This is for the protection and safety of all concerned.
- Some children who enroll in preschool are not toilet trained and may require some support in this area. It is important that this information is provided to the preschool when the child is enrolled in order for staff to plan appropriate support.
- Toileting support may involve reminding a child to use the toilet or supporting them in the toileting process.
- Staff may be able to support a toilet training program but they are unable to take full responsibility for toilet training, this is generally a family responsibility. Specific toileting strategies need to be recommended by a professional, with a focus on developing the child's independence and reflective of educators roles and responsibilities. Families are responsible for providing all aids and equipment their child may need i.e. nappies, pull-ups, wipes and spare clothes (including underpants)
- Ngura Yadurirn will provide the resources staff may need to complete their duties, i.e. gloves, hand wash, changing facilities.
- Children wearing nappies need to be in a fresh nappy when they arrive at preschool, if they soil or become noticeably wet and/or uncomfortable staff will change the child according to the practices outlined above.
- Children who attend for a full day will be checked at lunchtime and changed if necessary
- Wet or soiled clothing will be sent home for washing. Used nappies will be disposed of by the preschool.

- If a child needs support that is additional or different to the practices and procedures outlined above an individual continence care plan may be needed. Please speak to the Director for further information and support with this process.

Nappy Changing and toileting procedure

Nappy changing and toileting of children will always be carried out in a positive and supportive manner. It will take place as part of children's learning and development and in consultation and partnership with families. The policy and procedure for nappy changing will follow the recommended guidelines from "Staying Healthy in Child Care".

Staff will use strict, consistent hygiene routines to maintain a high standard of recommended health and hygiene procedures. This centre will be consistent in the following areas:

- Wash hands before and after every pull-up change and toileting experience
- Staff will wear protective gloves for each toileting accident
- Staff use nappy wipes to clean the child's bottom area. (Where possible children are supported to do this independently.)
- Soiled pull ups and wipes will be placed in a sealed bag and in a lined bin which is not accessible to children.
- Soiled clothes will be placed in double bags and sent home with the child's belongings each day.
- Record nappy change in register
- Toilet seats will be cleaned with a disinfectant/sanitiser routinely by staff. Toilets will be flushed throughout the day when necessary.

Changing of children's clothes policy

- Staff to encourage children to change their own clothing
- If staff helps children to change clothing, ensure another adult is nearby.
- Spare clothing kept in bathroom cupboard in spare clothes container.
- Put soiled clothing in plastic bag – tied to seal the bag and put in or tied to child's bag. (double bag if necessary)
- Record changing of clothes on nappy change form.

This policy applies to all service events on and off site.

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 10 years of life is a major factor in determining future skin cancer risk. Too little UV 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 SunSmart Policy has been developed to:

- encourage children, families 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, families and staff at appropriate times
- ensure all children, families and staff have some UV exposure for vitamin D
- assist children to be responsible for their own sun protection
- ensure that families and new staff are informed of the service's SunSmart Policy.

Staff are encouraged to access the daily local sun protection times via the SunSmart app, www.myuv.com.au or www.bom.gov.au, to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities from **1 August to 30 April** and whenever UV levels reach 3 and above at other times.

- Our SunSmart practises consider the special needs of infants. All babies under 12 months are kept out of direct sun when UV levels are 3 and above.

1. Shade

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- Management makes sure 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.
- 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.

2. Clothing

- When outside, children are required to wear loose fitting clothing that covers as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with elbow length sleeves and, if possible, 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.

3. Hats

- **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. Sunglasses [OPTIONAL]

- Children and staff are encouraged to wear close fitting, wrap-around sunglasses that meet the Australian Standard 1067.1:2016 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.

5. Sunscreen

- SPF 30 or higher broad spectrum, water resistant sunscreen is available for staff, parents and children's use.
- Sunscreen is applied at least 20 minutes before going outdoors and reapplied every 2 hours if outdoors.
- Children who are sensitive to generic sunscreen products are asked to provide their own SPF 30 or higher broad spectrum, water resistant sunscreen..
- Children, once old enough, are encouraged to apply their own sunscreen under the supervision of staff.

When enrolling their child, families are:

- informed of the service's SunSmart policy
- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. that cover the shoulders and chest, upper arms and legs)
- asked to send their child to preschool with sunscreen already applied
- required to give permission for staff to apply sunscreen to their child
- encouraged to practise SunSmart behaviours themselves when at the service.
- able to buy hats from the Centre for \$5

SunSmart policy for early childhood services

Ngura Yadurim Children and Family Centre

Staff WHS and Role modelling

As part of WHS UV risk controls and role-modelling, when the UV 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.

Families and visitors are requested to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the service.

Planned experiences

- 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.
- Staff and families are provided with information on sun protection and vitamin D through family newsletters, noticeboards and the service's website.

Review

- Management and staff monitor and review the effectiveness of the SunSmart policy and revise the policy when required (at least once every three years).
- Reviews will take into consideration the most current information available regarding nanoparticles and other chemicals found in sunscreen and review product choice accordingly.

Relevant resources

- SunProtection Times: **The daily sun protection times show when the UV is forecast to be 3 and above. They can be accessed via the free SunSmart app, the free widget to be placed on your website (download via www.cancersa.org.au/sunsmart-apps),**
Create your own SunSmart poster: online SunSmart poster templates where children choose the scene, text, upload an image of their own face to place into the scene and print off their very own poster with them as the SunSmart star. There are sun protection, vitamin D and snow posters to choose from www.sunsmart.com.au/createposter
- **Creating effective shade:** This online shade audit tool allows you to assess whether the existing shade at your service is adequate. It also helps you develop a list of practical recommendations to improve shade: <http://www.sunsmart.com.au/shade-audit/>
- **A range of resources for early childhood services** is available at www.sunsmart.org.au
-

Policy number	2
Policy accepted	28 February 2018
Policy review	Term 1 2021



MEDICATION POLICY

If staff is to administer medication, appropriate forms must be signed by the child's parent/caregiver and doctor.

These forms need to be signed each time a child requires medication.

Only medication prescribed by a doctor will be administered.

The medication needs to be in the original container and box with the pharmacy label on.

Paracetamol will not be administered unless it is prescribed by a doctor. It needs to be in the original container with the pharmacy label on.

Staff will not administer the "first dose" of medication (excluding Ventolin).

Two staff members will be present when medication is to be administered. One will administer and one will check the correct dosage and name. Both staff will sign form.

If forms are not signed medication will not be administered.

Medication will be stored in the fridge. The kitchen will be kept locked and children will not be allowed to enter.

It is the responsibility of parents / caregivers to collect medication from the fridge.

When medication is administered the staff member will complete the Approved Medication Log.

Policy number	1
Policy accepted	11/4/18
Policy review	2020

HOT WEATHER POLICY

The Ngura Yadurirn Children and Family Centre is located in a rural area of South Australia that frequently receives extreme temperatures of heat in the summer months. The building is constructed of a combination of solid brick and prefabrication cladding. The building has large verandas located in both play areas of the building. The building is serviced by air conditioners. The risk of heat stress is influenced by both air temperature and relative humidity levels.

It is recognised that young children are at a greater risk of suffering from heat illness than adults. A child's ability to respond to environmental heat and acclimatise to heat is due to physiological differences. "Children sweat less and get less evaporative cooling than adults. In warm and hot weather they have greater difficulty getting rid of heat: they look flushed, and feel hotter and more stressed than adults". (*Sports Medicine Australia*)

We will reduce the risk of heat illness to young children during hot weather by:

- Providing adequate **shade** for children in hot weather with activities conducted in shaded areas.
- Children will be frequently offered **water or fluids**, with fresh water provided on tap.
- Ensuring activities are **held indoors** when air temperature levels increase, with activities held outdoors before 10am on days of extreme temperature.
- Activities provided will encourage **heat reduction** such as water play, activities in shaded areas and experiences that discourage intense activity.
- The Ngura Yadurirn Children and Family Centre is a **sunsmart** centre and complies with the recommendations of the Cancer council of SA.
- **Excursions** will not be conducted on days of extreme heat.
- Parents are encouraged to **dress** children in clothing that **minimises heat gain**, are sunsafe and can be easily removed by the child or carer when required.
- Parents are encouraged to pack **food** in an insulated lunch box with a freezer pack or frozen drink. Families and children are able to store food (particularly meat and dairy products) in the refrigerator provided at anytime.
- In extenuating circumstances (such as air conditioning failure due to power loss or **breakdown of cooling** or ventilation systems) parents may be contacted to collect children when the forecast is at least 36 degrees Celsius. Staff will remain on duty to care for children who are unable to be collected.
- **Staff** will ensure that on days of hot weather children will be kept as comfortable as possible.

The Children and Family Centre is not considered a high risk site for bush fires. Our site's **bush fire action plan**, states that school buses will not travel on catastrophic days but the centre will remain open. If there is a bush fire our safe haven is within the centre itself. If the centre is considered unsafe we will relocate to the school safe area.

Policy number	1
Policy accepted	11/4/18
Policy review	2020

Right Bite Food Supply and Nutrition Policy for Early Years

Healthy Food Supply and Nutrition Policy of Ngura Yadurirn Children and Family Centre

Rationale

This Children and Family Centre promotes safe, healthy eating habits in line with the **Right Bite Healthy Food and Drink Supply Strategy for South Australian Children and Family Centres, Schools and Preschools** and relates to the DECD 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 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 preschool.

This food policy has been established after consultation with staff and parents within the centre 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 Early Years Learning framework where possible, **relating to the Developmental learning outcome: 'Children develop a sense of physical wellbeing'**

The Learning environment

Children at our centre:

- have fresh, clean tap water available at all times and are **encouraged to drink water regularly** through the day
- children will eat snacks when hungry
- will eat routinely at scheduled lunch times
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the centre garden to learn about and experience growing, harvesting and preparing nutritious foods

Our centre:

- 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
- will not supply or facilitate birthday cake at the centre but will celebrate in another way
- is a breastfeeding friendly site

Food supply

Our Centre:

- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- **Is nut aware – no nuts, peanut butter, nuttella or foods containing nuts**
- encourages food choices which are representative of the foods of the Children and Family Centre community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for **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:

Snack Times:

Parents and carers are encouraged to supply fruit and vegetables at snack 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 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*
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children, families 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 centre:

- 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*.

If our preschool/centre has a child with a serious food allergy enrolled at any stage a separate policy for the duration of that child's involvement with the preschool will be developed and communicated to parents and staff.

<http://www.decd.sa.gov.au/eatwellsa/pages/eatwell/rightbite/?reFlag=1>

The staff at Ngura Yadurirn Children and Family Centre thanks you in advance for your support of this policy.

Policy number	2
Policy accepted	11/4/18
Policy review date	Term 1 2020



EXCURSION POLICY

At Ngura Yadurirn Children and Family Centre we acknowledge the importance of excursions for emotional, social and cognitive development of children and families. There will be regular excursions organised throughout the year.

PROCEDURE

Excursions will be organised well in advance to give parents adequate notice of intent, consent forms for excursions are required.

Parents will need to sign and agree to pay excursion costs (part of the cost is often budgeted for by the Centre).

Excursions are to be developmentally and age appropriate.

Adequate staffing levels are to be adhered to. Children will be counted and checked regularly and may be required to wear name tags.

Parents and volunteers are welcome to participate in the excursions.

The first aid bag and asthma pack is to be taken and a first aid person will need to be on the excursions.

Staff members are to be responsible for the excursions ensuring all procedures are adhered to and that in the case of any emergency, children and staff are organised in a sensible manner.

In the case of a bus breakdown, every possible effort will be made to contact the parents regarding delayed return.

Excursions will comply with other related centre and DECS policies, i.e. Sun Smart, Nut Policy and Healthy Lifestyle.

It is the teacher's role to ensure the following are taken on all excursions outside the centre ;

**Individual children's medication; asthma pack; tissues;
First Aid Pack; mobile phones; roll**

Policy number	2
Policy accepted	11/4/18
Policy review	2020



EVACUATION PROCEDURE

Step 1

- Staff 1 -identifies danger and gives 3x blasts of the whistle
- ECW -collects the roll book & phone
-assists in assembling children
-contacts emergency service, CAS and Minya Bunhii
- Staff 1 -collects children in the main area away from danger
-completes roll call

Step 2

- Director - checks all areas (places room checked sign on door)
- If children are unaccounted for - Director rechecks & finds those missing
- Bring sign in sheets from front desk

Step 3

- Evacuate to designated assembly area - school oval or school car park
- Exit 1 via main entrance
- Exit 2 via front gate
- Exit 3 via Minya Buhnii

THE FIRST RESPONSIBILITY OF STAFF IS THE SAFETY OF THE CHILDREN.

**Drills are recorded 3 monthly,
once per term for each group of preschool children.**

Policy Number	2
Policy Accepted	Governing Council 11/4/18
Policy Review Date	11/4/2020



Collection and Delivery of children

- ❖ Children can only be collected by a nominated person on the enrolment form.
- ❖ Staff will not release children to anyone not on the nominated form. Please indicate when signing in who will collect child.
- ❖ Parents must inform the Children Centre in person if there are alterations to collection.
- ❖ Collection and delivery of children to Ceduna Area School will only occur for children travelling on school buses or attending After School Care.
- ❖ Children must be delivered to an appropriate adult, either the bus driver or ASC staff.
- ❖ Children will be delivered to Possums on Fridays only when parents request and if there is room on the bus.
- ❖ Emergency situations will be considered individually and decisions made by the Director.

Policy number	2
Policy accepted	11/4/18
Policy review	Term 1 2020



Bus Transport Policy

The Ngura Yadurirn Children and Family Centre (NYCFC) aims to provide a safe bus transportation service for children and staff that will support families who require assistance with getting their child/ren to and from the centre. Thorough planning and proactive, protective measures that safeguard children and staff are adopted into the daily routine to reduce the risk of harm or injury such as accidents, children being left on the bus unsupervised and/or unaccounted for, illness of children and/or staff and breakdowns. A comprehensive induction to this policy and following procedures will be undertaken and documented to ensure agreement and adoption of these daily practices by all staff involved in bus transportation including the bus driver, non-driving staff and any volunteers.

Bus Transport Procedure

This bus transport policy and procedure is to be used in conjunction with a signed consent form from the parent authorising bus transport and a relevant risk assessment on bus transportation of children. This bus procedure is supported by an induction process for existing and new educators and staff. New children using bus transport will also undertake an induction process. Bus has a first aid kit on board and contacts of all parents. Bus is serviced and cleaned as needed. Staff will take mobile phone on the bus for communication if needed.

Morning bus run:

Bus driver is to ensure that the bus is fuelled and a morning visual safety check is completed.

A nominated staff member is responsible for the following duties and their name recorded in the bus folder each day:

1. Check any messages/notes on the bus sheet before starting the bus run, collect bus folder, first aid kit (already on the bus), asthma kit, mobile phone
2. Names from signed bus transportation consent to be recorded in bus folder (including pick up address)
3. Greet children and parent/caregiver on pick up
4. Record time of pick up on bus sheet as child has boarded the bus
5. Write any messages and /or comments on bus sheet relating to child for handover to educators (NB: remember to initial all records and any changes)
7. Ensure all children are restrained correctly before bus moves.

On return arrival to NYCFC :

1. Bus driver is responsible for:
 - ☐ Parking in designated safety zone and parking area ready for disembarkation
 - ☐ When bus is completely stationary and motor turned off, bus driver toots the horn to make preschool staff aware that the bus has arrived with the children on board.
2. Non-driving staff member is responsible for:
 - ☐ Ensuring children depart bus safely (check off list), and
 - ☐ Undertake a final walk through check of the bus (including looking underneath all seats) before going in to the centre
 - ☐ Sign bus sheet at end of morning check
 - ☐ Sign in bus children in the preschool sign in folder, initial entry and write 'bus' in comments sections.
3. Before starting the motor of the bus after children and staff have gone into the Preschool, the bus driver is responsible for:
 - ☐ final walk through check of bus before locking bus

- ☐ Sign bus sheet at end of morning check indicating the bus is empty.

A nominated staff member at the NYCFC is responsible for the following duties and their name recorded on the bus sheet each day:

1. Ensure path is safe leading to the front of NYCFC to walk into the building
2. Ensure children walk from the bus safely into NYCFC.
3. Collect the bus folder from non-driving bus staff member
4. Check off (and record) that all children on the bus sheet that day have entered NYCFC building
5. Once the checklist is complete and the children are inside the NYCFC yard, parent messages and comments recorded on the bus sheet are discussed with relevant educators
6. Bus folder given to Director or Responsible Person for sighting and signature (to be returned to prep room).

Afternoon bus run:

Parents (in the morning) and/or staff members to record names of all children going home on bus and their drop off address on the PM bus sheet before children are taken out to the bus.

A nominated staff member at NYCFC is responsible for the following duties and their name recorded on the bus sheet each day:

1. Read messages/comments relating to afternoon bus run for that day and implement
2. Collect bus folder, first aid kit (already on bus) asthma kit and mobile phone
3. Ensure there is a second educator to assist with children boarding the bus
4. Ensure that all children are seated towards the front of the bus first before using the rear seats
5. Encourage children to put on their own seat belts independently and ensure all children are correctly restrained by seat belts before the bus moves
6. Ensure that a seat is available for them at the rear of the bus or on the last row of seats so that all children are in front of or next to non-driving staff. Non-driving staff are to position themselves where they can provide adequate supervision of all children at all times
7. Check off on bus sheet that all children have boarded the bus
8. Ensure all children are adequately supervised, reminding children to keep seat belts buckled and remain seated until they are getting off of the bus
9. Bus door is not open until approved parent/carer is sighted and safely near the bus.
10. Record drop off time and collecting authorised adult to sign bus sheet. In an emergency parents can ring NYCFC to give verbal consent for someone other than authorised adult to collect their child off bus (ID must be sighted by non-driving bus staff) and alternative drop off address if required, is to be recorded on bus sheet
11. Communicates any messages/notices/forms to parents/caregivers from the day's activities e.g. minor incidents/accident
12. After last child has disembarked the bus at the appropriate address, walk down to the back of the bus checking all seats and underneath all seats and sign the sheet to indicate the check was performed before heading back to the NYCFC.

Children are to be brought back to NYCFC if a parent/caregiver is not at home for collection of their child off of the bus. Non-driving bus staff to notify (by mobile phone) NYCFC if any children are returning to the centre so that the Preschool teacher can contact the relevant parent/caregiver to arrange collection of their child from the NYCFC.

On return to NYCFC:

Final checks by non-driving staff member:

1. Walk through the bus to make sure that no children are still (hiding or sleeping) on the bus
2. Records the bus arrival time back at NYCFC
3. Sign bus sheet that bus has been checked
4. Hand Bus Folder to Director or Responsible Person for sighting and signature (to be returned to prep room).

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 and families have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children and families 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 and families have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child or family 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 family and 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 and adults as individuals within their family and cultural context
- Involving children and families in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours, building on each child and adults 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 and families of expectations and limits and the reasons for these
- Supporting children and families to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children and families 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 wellbeing 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 or adults when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

Policy Number	2
Policy Accepted	Governing Council 11/4/18
Policy Review Date	2020

"This place is for becoming good, better, bigger and stronger"

Philosophy statement

Our Vision

Ngura Yadurirn Children and Family Centre is a safe, supportive, respectful, compassionate, inclusive and engaging place to be. We nurture a sense of belonging for all children, families and staff. Partnerships and relationships are created together through staff, children, family and community education and learning. We will always aspire to provide a socially just environment that values the identity of our community.

With a focus for children in the early years and their families we provide a holistic, multi-agency service approach to working collaboratively to promote children's lifelong learning, health and wellbeing. Together we will all become better, bigger and stronger.

Our Centre values are:

Relationships
Respect, Trust and Confidentiality
Belonging
Inclusivity
Kindness and Courage
High expectations and Professionalism for all
Sustainability

Children

We value each child as unique, competent and capable learners who bring their own experiences and identity. We believe meaningful, inclusive learning occurs when children's ideas are respected and built on whenever possible. When children's ideas and interests are followed we are fostering lifelong dispositions for learning such as curiosity, resilience, persistence and resourcefulness. We are responsive to children and their individual needs and provide them quality time in a stimulating, inclusive, play based environment to learn and be challenged.

Families

We acknowledge families as children's first educators. Educators and families come together through mutual trust, respect and open communication, learning about culture and family from each other. Staff connect with families and community to value the diversity of each family. We value family culture, family structure, lifestyle, language, beliefs and kinships. We aim to build supportive, trusting relationships, to develop a sense of belonging to the Centre and community.

Communities

We consistently commit to building a sense of community within our Centre, whilst valuing the role and importance of our wider community. Aboriginal culture and cultural diversity are respected and valued in our Centre. We professionally collaborate in the best interest of families and keep children at the heart of our work within the Centre and in community.