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## Home



Find out more about our goals and our focus in our philosophy statement (PDF 80KB)  
([https://www.preschools.sa.gov.au/sites/default/files/one\\_tree\\_hill\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/default/files/one_tree_hill_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.

## Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See our and the bushfire page on the Department for Education's website (<https://www.education.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) for general information.

## Contact us

**Preschool director:** Ms Krystal Keogh

**Phone:** (08) 8280 7027

**Fax:** (08) 8280 7520

**Email:** [dl.0322.info@schools.sa.edu.au](mailto:dl.0322.info@schools.sa.edu.au)

**Street address:** One Tree Hill Primary School, McGilp Road One Tree Hill SA 5114

**Postal address:** c/- One Tree Hill Primary School McGilp Road One Tree Hill SA 5114

## 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.

Green group

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 3.15pm	8.45am to 3.15pm	9.00am to 1.00pm alternate weeks (bush kindy)	–	–

Yellow group

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	9.00am to 1.00pm alternate weeks (bush kindy)	8.45am to 3.15pm	8.45am to 3.15pm

## **Fees**

The parent contribution is \$85 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/one-tree-hill-preschool/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)
- at least one change of clothes (in line with the season)
- drink bottle containing water
- healthy snack
- packed lunch
- library bag on library days.

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

## **What not to bring**

Children should not bring these things:

- we have a nude food policy - no packaging permitted
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

## **Additional information**

Para Wirra Bush kindy is an exciting and unique part of our program, beginning in week 1, term 1 at the nature zone at the rear of the preschool and running fortnightly until early term 4. Your child will engage in bush kindy practice, where they learn the skills, boundaries and expectations of our nature-based program. Mid term 1, bush kindy moves to the Gawler View section of Para Wirra Conservation Park.

We hold Bush kindy in rain, hail or sunshine. We only cancel in extreme weather. If it's cancelled, we will notify you via the Skoolbag app.

A risk assessment document is available at the front office.

## **Times**

Wednesday 9.00am to 1.00pm



## **What to bring**

On cold days your child will also need:

- beanie
- coat
- gumboots
- wet weather gear.

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

Your child must be signed in and signed out at the stone hut.

Please collect your child at 1.00pm sharp as our staff have commitments at the school in the afternoon.

## **YMCA Out of hours after school care**

The YMCA provides a quality out of hours care service at One Tree Hill Primary School.

For times, costs and bookings ( <http://www.sa.ymca.org.au/what-we-do/oshc/one-tree-hill>) or call 8200 2516 between 9.30am and 3.30pm.

## **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/one-tree-hill-preschool#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 at the end of term 3 about an orientation session. This will be a 1-hour session where you can ask questions.

Before your child starts preschool they can come to pre-entry transition visits. These will be in term 4 and are a chance for your child to meet our staff and other children.

## **Fees**

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

The parent contribution is \$340 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$85 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

## **When to pay**

We will invoice you at the beginning of the year.

Payments are due in week 4 of each term.

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

You can pay cash or cheque at the front office of the school. Please talk to us about the direct debit option.

## **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>               | Meeting NQS   |
| <b>3</b> | <b>Physical environment:</b>                       | Exceeding NQS |
| <b>4</b> | <b>Staffing arrangements:</b>                      | Meeting NQS   |
| <b>5</b> | <b>Relationships with children:</b>                | Exceeding NQS |
| <b>6</b> | <b>Partnerships with families and communities:</b> | Exceeding NQS |
| <b>7</b> | <b>Leadership and service management:</b>          | Exceeding NQS |

**Rating for:** One Tree Hill Preschool

**Rating issued:** November 2015

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## Quality improvement plan

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

Quality improvement plan (PDF 502KB)

([https://www.preschools.sa.gov.au/sites/default/files/one\\_tree\\_hill\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/one_tree_hill_qip.pdf))

## Annual report

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

Annual report (PDF) ([http://docs.decd.sa.gov.au/Sites/AnnualReports/1785\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/1785_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.



## One Tree Hill Preschool Interactions with Children and Behaviour Support

*[Link to National Quality Standards](#)*

*5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.*

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

*5.2.3 The dignity and rights of every child are maintained at all times.*

At **One Tree Hill Preschool** we believe all children and educators have the have the right to feel safe and supported within their learning and working environment. We acknowledge that that children feel angry, frustrated and upset at times and need help to understand, manage and express those feelings appropriately. When children are supported to develop the skills and dispositions to manage strong feelings and safely negotiate and solve problems, inappropriate behaviours can be minimised. Educators and families have a shared responsibility to model appropriate behaviour, be consistent and to create safe, secure environments for children.

### **Our team of Educators believe that:**

- All children have the right to feel secure and to learn and develop in a psychological and physically safe environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin successful relationships.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well being, learning and development.
- Consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- That family consultation is valued and their individual perspectives respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure clear and consistent expectations.
- Positive behaviours should be acknowledged and promoted.
- All children should be supported to begin to develop the skills of cooperation and collaboration.

**At One Tree Hill we promote positive behaviour by:**

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

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

- Reminding children of expectations and limits and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice practices that support children to empathise with others and restore Relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well being and learning.
- Assessing individual children's learning and development and reflecting upon 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.
- Redirecting children when they are at risk of hurting themselves or others, ensuring that an adult is supporting them.

Sometimes children will avoid dealing with a problem. They may need to be supported to solve a problem and let others know what they do and do not like.

If a problem continues, after using the problem solving process children will then be redirected to another area and supported to reflect on their behaviour.

**When unacceptable behaviours occur, staff will-**

Stop and acknowledge the behaviour. Discuss the situation (expected behaviour, consequences of behaviour, using appropriate behaviour instead)

If the child persists with the unacceptable behaviour stop the behaviour again and remind child of consequences of actions.

If child still persists with unacceptable behaviour. Stop the behaviour and remove child from situation (either move to another area for some quiet time or redirect to another activity).

Inform parent if the unacceptable behaviour persists.

When persistent unacceptable behaviour occurs, staff will work with parents and other service providers (where appropriate) to plan for suitable support and intervention.

At **One Tree Hill Preschool** our core values are:

**We are kind to ourselves.**

**We are kind to each other.**

**We are kind to our environment. (natural and made).**

(Reviewed July,2020)





# One Tree Hill Preschool

## Sick Children Policy

[Link to National Quality Standards](#)

*2.1 Each child's health is promoted.*

*2.1.1 Each child's health needs are supported.*

*2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.*

To promote health and minimise the spread of infection within our preschool community it is expected that parent/carers consider the comfort of their child as well as the health and well being of others by not sending children to preschool when they have:

- 'Green runny noses' (green mucus is infectious so please don't send your child to kindy if they have a green runny nose).
- Influenza and influenza like illnesses
- Earache
- Bladder infections
- Gastro-enteritis (vomiting, diarrhoea – particularly within the last 24 hours)
- Skin conditions requiring application of cream during session time
- When your child is on a course of antibiotics
- Conjunctivitis
- Head lice (until treated)
- And headache

If your child develops any of the above during session time, a staff member will contact you or an emergency contact and request the collection of the child.

For long term conditions requiring medication please discuss the child's needs with the Principal or teacher as a Health Care Plan will need to be completed and verified by the child's Doctor.

Staff have the responsibility to the child, other children and Staff, to request the exclusion of a child who we suspect is not well enough to attend kindergarten. Staff will make this decision based on information written within this Policy and ECD Policies and medical advice if necessary.

## **Infectious Disease Policy**

Please let staff at the centre know if your child has a diagnosed infectious disease. Ask doctor for exclusion period or ring the Preschool/School for assistance with this.

## **Medication**

No medication will be administered, including pain relievers, other than for long term conditions where a medication plan is provided by a doctor.

## **Asthma and Anaphylaxis**

Educators are trained in Asthma and Anaphylaxis First Aid, however if your child has

Asthma - a signed declaration by a Doctor (please see staff regarding this form) is needed for Educators to administer asthma medication.

In order to attend kindy, children diagnosed with Asthma or Anaphylaxis must have: a care plan, reliever medication and a suitable spacer or epipen (anaphylaxis) – all of which is to be either kept on site or handed to staff upon arrival each session.

(Reviewed July 2020)

## **Transition to School**

Being part of the School Community enables our preschool children to become familiar with the school, teachers, other school staff and older children. Involvement within the school community contributes enormously to a smooth, happy and successful transition. Our children, in many ways begin the process of transition to school in small ways from their first day at preschool!

Information about your child and their learning, development and achievements will be shared with school staff in order support continuous and seamless learning. If your child will be attending a school other than One Tree Hill, we are happy to talk with staff from your child's intended school.

## Support Services

If you have some concerns about your child's learning and development, the One Tree Hill Preschool staff can support you to find the most appropriate service provider e.g. Speech Pathologist, Occupational Therapist, Early Intervention Coordinator etc. If you have any assessments or reports, it is important that the staff have copies of these to assist them in planning for your child.

The Child and Youth Health (CAYHS) Nurse will visit the preschool twice a year (usually in term 1 and 2). All families are encouraged to make an appointment.



One Tree Hill Preschool

## Inclement Weather and Sun protection Policy

[Link to National Quality Standards](#)

*2.3 Each child is protected.*

*2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.*

### Rationale

One Tree Hill Preschool is committed to providing and maintaining a safe and healthy work environment for its staff, children and visitors.

This policy aims to ensure that all children and Educators attending the Site are protected (as much as practicable) from skin damage and heat stress caused by the sun and its radiation. As part of this policy, staff, visitors and children will practice a combination of sun protection measures from 1 September-30 April and any other time UV is 3 and above. When UV levels reach 3, it is strong enough to damage unprotected skin. When UV radiation levels are below 3, sun protection will not be encouraged, allowing Educators and children the opportunity for safe UV exposure to assist with vitamin D production.

This policy has been developed using “Sun Smart Advice for Early Childhood Centres” booklet and Department for Education and Child Development policies have formulated this policy. Children are to wear a sunsafe hat outside in accordance with the One Tree Hill Primary School policy’

### Policy:

- Children are to wear a sunsafe hat outside in accordance with the One Tree Hill Primary School policy’
- Between September and May and on days where UV rating is above 3 the preschool will take extra care between 10:00 am and 3:00 pm to minimise exposure to UV radiation.
- Children must wear clothing that completely covers their shoulders ie no tank tops or shoestring straps.
- Sunscreen is to be applied by families to their child before they arrive at preschool on high risk days.
- Staff will assist children to reapply sunscreen as appropriate, usually around lunch time on high risk days.

- Written permission for educators to assist children to apply sunscreen must be received from the parent/caregiver including the brand name and spf factor of the cream before staff will assist children in applying sunscreen.
- Sunscreen provided by the parent/caregiver must be clearly labelled with the child's name.
- Out of date sunscreen will not be applied.

### **Educator Responsibilities**

Each employee is legally responsible for their own health and safety and must avoid adversely affecting the health and safety of any other person.

Educators will be positive role models who practice skin protection behaviour. This means that educators will:

- Where practical, set up planned outdoor activities in shaded areas or inside. Peak UV times and shade availability will be considered when planning outdoor activities/excursions.
- Educators will supply and assist children to apply SPF 30 or higher, broad spectrum, water resistant sunscreen before going outdoors. Sunscreen should be applied 20 minutes before sun exposure and reapplied every 2 hours when outdoors.
- Children who do not have their hats with them when the UV level is over 3 will play in a covered area protected from the sun. "No hat today, no outside play" policy. This policy is in effect all year.
- Educators will incorporate sun and skin awareness activities into teaching programs.
- Educators will promote sun smart behaviour and model appropriate practice.
- Provide drinking water as necessary and encourage all children to keep up fluid levels, including making sure they maintain their own fluid intake.
- Educators will be given the opportunity to have a break from outside duties on hot days to relieve heat stress. The onus is on the Educator to request a break.
- To assist in preventing heat stress, children will have access to shaded and indoor play areas when temperatures reach over 35 degrees.

### **Wet Weather**

Wet Weather will generally not prevent outside play. The Preschool has a supply of wet weather gear for children to use. Families are asked to bring along a pair of rubber boots for water play.

(reviewed July 2020)

## How To Install Skoolbag On Your Smartphone

### For iPhone and iPad users:

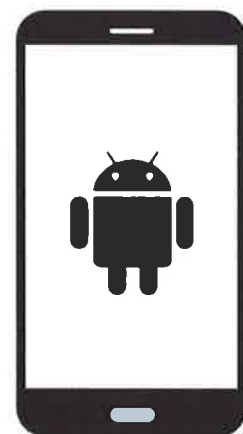
1. Click the "App Store" icon on your Apple device.
2. Type your school name in the search, using suburb name will help.
3. You will see your school appear, click "Get" then "install".
4. The app is FREE to download.
5. When installed click "Open"
6. Select "OK" to receive push notifications, when asked.
7. Click the "More" button on the bottom right of the App, then "Setup".
8. Toggle on the Push Categories that are applicable for you by tapping the on/off switch.



### For Android users:

You must first have signed up with a Google Account before installing the app.

1. Click the "Play Store" button on your Android Device
2. Click the magnifying glass icon at the top and type in your school name, using suburb name will help.
3. Click the school name when it appears in the search.
4. Click the "Install" button.
5. Click "Accept" for various permissions (please note, we do not modify any of your personal data on your device).
6. Click "Open" when installed.
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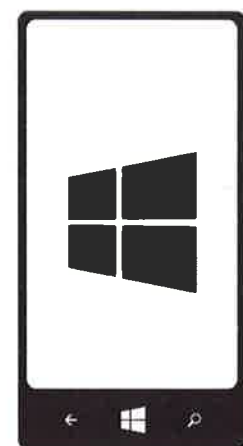


Please Note: Some brands of Android phones need the setting in "Notification Manager" changed to "Allow" instead of "Notify" in order for the push notifications to work. The phone must also be running at least version 4 system software to run the app.

### For Windows 8.1 Phone and Windows 8.1 or 10 device users:

1. Go to the Windows Store on your 8.1 Windows Phone or Windows 8.1/10 Device
2. Search for "Skoolbag" in the keyword app search
3. Install the Skoolbag app
4. Find your school either by using the keyword search or location service.
5. Click the "Pin" icon to pin the school tile to your Windows Phone home screen.
6. Click the "More" button on the bottom right of the App, then "Setup"
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Please Note: The Skoolbag Windows App is for 8.1 version Windows Phones, or Windows 8.1 and 10 devices.





## One Tree Hill Preschool Interactions with Children and Behaviour Support

*[Link to National Quality Standards](#)*

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(Reviewed July,2020)



Government of South Australia  
Department for Education and  
Child Development



## One Tree Hill Preschool Healthy Eating and Nud Food Policy.

### *Links to National Quality Standards*

*2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.*

*1.1.3 All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.*

*3.2.3 The service cares for the environment and supports children to become environmentally responsible.*

Staff at OTH Preschool aim to promote healthy eating habits for all children, within a safe, supportive environment. We know that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways.

- Short term: Aids concentration, energy levels and calm behaviour and maximises growth, development and activity while minimising illness.
- Long Term: Minimises the risk of diet related diseases later in life eg Heart disease, strokes and diabetes. Also establishes healthy eating patterns.
- Recommendations from Speech Pathologists and Dentists indicate that children should be eating a variety of foods including crunchy foods to promote oral muscle development and healthier teeth and gums.

This policy has been developed after consultation and is in line with the National Quality Standards for Education and Care Services Regulations and the Early Years Learning Framework.

### **Curriculum**

Our Preschool's food and nutrition curriculum;

1. Includes activities that support children to develop knowledge, attitudes and skills to make **positive** choices as well as to learn about the wide variety of foods available for good health.
2. Includes opportunities to develop **practical food skills** like preparing and eating healthy food.
3. Is in line with the National Quality Standards and Early Years Learning Framework and connections to nutrition are made across the curriculum where possible.
4. Uses healthy eating strategies throughout the year that encourage children to try new foods that they may otherwise not try.

Educators participate in meal times with the children, supporting them to tune in to their bodies needs and to promote healthy eating in a relaxed environment where conversation is encouraged.

### **The Learning Environment**

#### **Children at our Preschool:**

1. Have fresh tap water available at all times and are encouraged to drink water regularly through the day.
2. Eat in a positive, appropriate social environment with educators who model healthy eating behaviours.
3. Use garden facilities and resources from time to time for growing and learning about healthy foods.

### **Working with families**

Our Preschool:

- Is a Breast Feeding Friendly Service.
- Supports families to access food and nutrition information as appropriate.
- Discusses any concerns about children's eating with the family.
- Invites professionals and community organisations to be involved in food and nutrition activities with children.

### Food safety

Our preschool:

- Promotes and teaches **food safety and hygiene** to children during food learning / cooking activities.
- Provides adequate hand washing facilities for everyone.
- Promotes and encourages correct hand washing procedures with children.
- Prepare and /or cooks healthy options with the children and may provide these recipes for families.
- Our preschool follows health support plans for individual children related to food issues.

## Food Supply

*Our preschool promotes sustainable and environmentally responsible practises. One Tree Hill Preschool is a*

### ***NUDE FOOD SITE.***

*This means that children may not bring packaged food to preschool, this includes all paper, plastic and foil.*

\*Children may not bring food treats to share on their birthday, but you are welcome to provide a cake made of fruit, a fruit and vegetable platter or other environmentally responsible party favours if you wish to. Please check with the teaching staff first.

Our preschool encourages healthy food choices adapted from “The Right Bite guidelines” Please use the following guidelines for food brought from home:

**Our suggestion list has been prepared using the  
Right Bite Guidelines.**

Children are only at Preschool for 15 hours of their week. This enables them plenty of opportunities to access a range of other foods at other times.

The Right Bite strategy teaches children the “traffic light” system of Healthy Eating –

**GO** – Eat plenty of these foods at kindy

**AMBER** – SLOW DOWN – Select carefully to have with your green choice.

**STOP** –Not at kindy

**Please be careful selecting foods at the supermarket as food packaging may be misleading and say 'lunchbox approved' when it is unsuitable for kindy. Please check the salt, fat and particularly the sugar content carefully. (4g of sugar =1 teaspoon)**

**(Reviewed July 2020)**



Government of South Australia  
Department for Education and  
Child Development

Approved by the Governing Council Term 4,2016

### GREEN LIST – Choose plenty

Children can bring green list foods for snack and lunch. We encourage **fruit and/or vegetables** for **snacks**.

Food Type	Examples
Bread	All types of bread including wraps, burritos, tortillas etc. Multigrain, wholemeal, Hi fibre are extra good!
Cereal Foods	Rice, pasta etc. (unfortunately we cannot heat these up).
Vegetables	Any – chop up into sticks and add a dip.
Fruit	Any – fresh, dried
Legumes	Any – again we cannot heat up – but many children enjoy cold baked beans!
Dairy Products	Yoghurt (plain or vanilla) only and cheese.( Reusable containers only please)
Drinks	Water only
Meats	These need to remain cold so please provide a cooler block.

### AMBER LIST – Select carefully Children may choose from this list to add to their (GREEN) lunch choice

Food Type	Examples
Savoury products	Check for fat, sugar and salt content. Examples could be cheese and tomato (vegetable)pizza, vegetable pastries and quiches.
Snack food bars	Muesli bars (not wrapped) <b>no chocolate or yoghurt coated</b>
Savoury snack foods/biscuits	Check for fat, sugar and salt content. "Oven Baked" varieties are usually better, dry biscuits, air popped popcorn, rice cakes or crackers.
Baked goods	English muffins, small muffin high in fibre and fruit, scone, small pancake/pikelet are all acceptable. Plain biscuits. <b>No icing or chocolate</b> . We know many of you make great healthy muffins, cake and scones.
Dairy products	Whole Fruit or vanilla Yoghurt and cheese. Please supply a cooler block

### Red LIST – Not for daily Preschool eating (with the exception of designated Preschool celebrations, up to 2-3 times per year)

Food Type	Examples
Drinks	Soft drinks, cordial, sports drinks, flavoured mineral waters, sports waters, flavoured milk and fruit drinks. WATER ONLY AT KINDY
Lollies, Sweets, Chocolate, Jubes,	Confectionery-all types. Including foods that look like lollies and are high in sugar- roll ups, tails. Lollies, -Jubes and boiled sweets. Chips, twisties, corn chips etc Chocolate bars and chocolate flavoured products eg- on muesli bars ,custard, LCMs products containing 100s and 1000s, choc chips etc. Artificially flavoured yoghurt and all custard.
Cakes etc	Cakes, sweet pastries and slices, doughnuts, lamingtons, cream filled buns/cakes, sweet slices, biscuits and bars.

## Curriculum

### A Play Based Curriculum

“Play is the highest form of research” Albert Einstein

Play is children’s work. Through their play children express their natural curiosity and experiment as they develop new skills and deepen their understanding of the world.

The learning at preschool is underpinned by the curriculum document *“The Early Years Learning Framework for Australia” (EYLF)*

- ❖ *The EYLF has five important outcomes for children in the Early Years:*
- ❖ *Children have a Strong Sense of Identity*
- ❖ *Children are Connected to and Contribute to their World*
- ❖ *Children have a Strong Sense of Wellbeing*
- ❖ *Children are Effective Communicators*

The EYLF is underpinned by five important principles:

- ❖ *Secure, respectful and reciprocal relationships*
- ❖ *Partnerships with families*
- ❖ *High expectations and equity*
- ❖ *Respect for diversity*
- ❖ *Ongoing learning and reflective practice*

### Supporting the Cycle of Learning

The learning program at One Tree Hill is inspired by the principles of the Reggio Emilia approach to teaching and learning.

- ❖ *Children are capable of constructing their own learning*
- ❖ *“The Hundred Languages of Children”: children experience their world and express their thinking in limitless ways*
- ❖ *Participation: Children form an understanding of themselves and their place in the world through their relationships with others and materials.*
- ❖ *Listening: A culture of deep listening is crucial to learning, growth and change*
- ❖ *Learning as a process of individual and group construction.*
- ❖ *Educational Research: Children and adults exploring, discovering, hypothesising and documenting thinking together.*
- ❖ *Educational Documentation and “Progettazione” (the designing and planning of learning invitations)*
- ❖ *The Environment: Relationship with places, spaces and organization*
- ❖ *Professional Development, reflection and assessment as a daily practise deeply embedded in the cycle of learning.*



# One Tree Hill Preschool

## Para Wirra Bush Kindy Policy

### Links to the National Quality Standards:

- 1.1 The educational program enhances each child's learning and development.*
- 1.2 Educators facilitate and extend each child's learning and development.*
- 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child.*
- 2.1 Each child's health is promoted.*
- 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning.*
- 3.2.3 The service cares for the environment and supports children to become environmentally responsible.*
- 5.2 Each child is supported to build and maintain sensitive and responsive relationships*
- 5.2.1 Children are supported to collaborate, learn from and help each other.*
- 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.*
- 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing.*

At **One Tree Hill** the possibilities provided for deep learning in connection with the Natural Environment is a strong focus in our curriculum.

Bush kindy sessions are held on Wednesday mornings at Para Wirra Conservation Park.

Parents are encouraged to stay and work and learn alongside their children, but this is not compulsory.

Parents who have completed the appropriate RAN and volunteer training may be rostered as required, to support educators with the learning program and supervision.

Educators at Bush Kindy will-

- Support and extend children's learning and curiosity within the natural learning environment
- Follow risk assessment and emergency plans
- Apply first aid when needed
- Encourage children to take risks, assess risk and explore.

- Provoke children to inquire, cooperate, collaborate and learn alongside other students
- Follow preschool interactions with children.

Families will-

- Provide their own transport to and from Para Wirra Conservation Park.
- Dress children appropriate to weather conditions and provide at least one change of clothes.
- Observe the 40km speed limit in the park.
- Communicate with Bush Kindy Educators upon arrival and departure and sign children in and out at the shelter
- Check weather for extreme Weather conditions (in extreme weather Para Wirra is closed, therefore the session will be held at kindy. One Tree Hill families will be notified before 8.30am via the Skoolbag app
- \*Please note\* If parents/caregivers are present at Bush Kindy, they hold the duty of care for their child/ren who are not currently enrolled in their eligible preschool year.



## Attendance

If your child is away sick, please inform the front office on 8280 7027.

## Assessment

### **Sharing the learning with families**

Documentation of children's learning is a daily practise for all staff. Daily reflection upon children's interests, curiosities and motivations inform the design of learning invitations and inquiry questions to be explored each learning cycle.

Children's thinking and learning is made visible for families in a variety of ways including:

- Individual and group Kinderloop posts
- Displays
- The House of Documentation (found near the sign in area)
- General Facebook posts
- Informal discussions

A "Statement of Learning" will be provided to families in 2 parts, part 1 in July and part 2 in December.

### **Skoolbag**

All information, newsletters etc is shared with families via the One Tree Hill Skoolbag app. This can be downloaded from the app store.

## Statement of Philosophy 2021

At One Tree Hill we strive to curate an environment where all members of our kindy community feel safe, secure and supported. The development of supportive meaningful relationships is a priority. We believe that strong relationships develop shared understanding, a deep sense of connection and belonging and provide a solid foundation for learning.

Children's natural curiosity, motivations, identity, values and capabilities visibly and actively drive our learning programs

We acknowledge that the beautiful land upon which we play and learn, always was and always will be the land of the Karna people.

We recognise that our local community is rich in diversity and we seek to be responsive to and inclusive of this to support children in deepening their sense of identity and belonging.

"We are the music makers, we are the dreamers of dreams." (Ode by Arthur O'Shaunnessy) We have chosen this quotation to inspire our work in 2021. The quotation will serve to remind us to look for the possibilities as we work with all stakeholders in our learning community to create a beautiful learning story together.

### **Our Image of Child**

We position children as CAPABLE PROTAGONISTS of learning who effectively COMMUNICATE their ideas and understanding as global CITIZENS of an ever-changing world.

### **Our Vision**

To provide an engaging and nurturing learning environment, where children, educators, families and the wider community work together and support each other in the process of becoming lifelong learners.

To view every child in a holistic way, honouring that they are unique and capable, allowing for the freedom of expression of identity and personality.

To support and promote children's connection the natural environment, where children can develop and deepen their understanding of interdependence and begin to recognise that as citizens they can participate in environmental protection and preservation for future generations.

## **Our Principles**

We believe that children are capable and have the right to be consulted in matters that affect them. We believe that children have the right to be supported to become a confident and involved learner.

We acknowledge families are the first and most influential teachers in children's lives. We value the collaboration of educators, families and the community as they work together to promote wellbeing, passion for learning and to maximise potential for every child.

## **Our Approach**

Children learn best when they are deeply engaged in play-based learning, when they are viewed as protagonists of that learning and feel safe and supported to take risks. We strive to facilitate a robust play-based curriculum and inquiry pedagogy that is responsive to children's motivations and development and encourages cooperative and collaborative learning.

We position educators as researchers of and with children and through a delicate balance of exploration through play, shared sustained thinking, critical reflection and responsive intentional teaching we aspire to design an ever-evolving learning landscape that maximises engagement and challenges children to continually nudge the edge of their zone of proximal development.