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## Home – Rose Park Preschool



Your child's voice is important to us. Find out more about our goals and hear from some of our children in our philosophy statement (PDF 162KB)  
([https://www.preschools.sa.gov.au/sites/default/files/rose\\_park\\_philosophy\\_statement.pdf](https://www.preschools.sa.gov.au/sites/default/files/rose_park_philosophy_statement.pdf)).

### Governing council

We invite you to join the governing council, which meets twice a term to ensure the smooth running of the preschool. Read through what a governing council does  
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

### Acknowledgement of Country

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

### Contact us

**Preschool director:** Ms Marie Kelakios

**Phone:** (08) 8431 1583

**Fax:** (08) 8364 6891

**Email:** [dl.4649.leaders@schools.sa.edu.au](mailto:dl.4649.leaders@schools.sa.edu.au)

**Street address:** 70A Hewitt Avenue Rose Park SA 5067

**Postal address:** 70A Hewitt Avenue Rose Park SA 5067

## What we offer – Rose Park Preschool

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.

Blue

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.15pm	8.30am to 3.15pm	–	–	8.30am to 11.30am alternate weeks

Red

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 3.15pm	8.30am to 3.15pm	8.30am to 11.30am alternate weeks

#### Fees

The parent contribution is \$230 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/rose-park-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)
- change of clothes
- drink bottle containing water
- healthy fruit or vegetable snack
- packed lunch.

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

## **What not to bring**

Children should not bring these things:

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

## **Additional information**

Please read our drop-off and pick-up procedure (PDF 65KB)

([https://www.preschools.sa.gov.au/sites/default/files/rose\\_park\\_absences\\_drop\\_off\\_and\\_pick\\_up.pdf](https://www.preschools.sa.gov.au/sites/default/files/rose_park_absences_drop_off_and_pick_up.pdf)).

## **Disability support**

There is support available for children with disability

(<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

# **Enrolment and fees – Rose Park Preschool**

## **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 the guardianship of the minister they are eligible to start preschool after they turn 3.



## 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/rose-park-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 about a parent information evening and pre-entry transition visit. The visits will take place in term 4 and will be a chance for you and your child to meet the staff and other children.

## Fees

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

The parent contribution is \$230 per term (<http://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

## When to pay

We will invoice you in the first week of each term.

Payments are due 14 days after invoice is issued.

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box above the lockers.

EFT information

You can pay by direct deposit.

BSB: 105047

Account number: 195005940

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

## **Immunisations**

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

## Reports and plans – Rose Park Preschool

### National Quality Standard rating

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



**Overall Rating:** Exceeding NQS

### Quality Area Ratings

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

**Rating for:** Rose Park Preschool

**Rating issued:** November 2013

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### Quality improvement plan

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

Quality improvement plan (PDF 1 MB)

([https://www.preschools.sa.gov.au/sites/default/files/rose\\_park\\_gip.pdf](https://www.preschools.sa.gov.au/sites/default/files/rose_park_gip.pdf))

## Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community
- partnership arrangements with other groups.

Site context statement (PDF 163KB)

(<https://www.preschools.sa.gov.au/sites/default/files/rose-park-context-statement.pdf?v=1593044517>)

## 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/4649\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/4649_AnnualReport.pdf))

## Parenting support – Rose Park Preschool

### 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.

# Water Safety Policy



## Rationale

At Rose Park Preschool we believe:

- Safety of children in our care is paramount. Safety of children in and around water is a high priority.
- Water play is an important medium for children to experiment with and explore. It adds an engaging sensory experience to our learning environment. When playing with water children are developing their knowledge and understanding of mathematical concepts such as capacity and measurement. They are also engaging in important sensory play and enhancing their imaginative play skills, which increases oral language development.
- Most children love to play with water and are naturally drawn to it, and they may not understand the danger associated with water. We aim to educate children around playing with water safely.

This policy has been created and consistent with the requirements of the:

- Department for Education Preschool Water Safety Procedure
- Kidsafe SA Safe Sleep Practices

The ACECQA National Quality Standards Quality Area 2: Children's Health and Safety  
Element 2:2:1 *At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.*

## Water Safety Procedure

At preschool we will:

- Provide active supervision at all times when there is a risk of access to any water hazard.  
This includes:
  - Careful and Intentional positioning of water equipment such as the water trough and buckets of water.
  - Scanning and moving around the area when children are using water.
  - Listening closely for sounds or absence of noise.
  - Observing play and anticipating behaviour
- Eliminate hazards:
  - Water will be removed immediately after use and stored in a manner that prevents filling when not in use (eg: upside-down, in the shed, covered)
  - After rainfall when teachers complete daily outdoor inspection, any areas where water may have collected/pooled will be emptied (eg: pots/buckets), or areas may be blocked off if pooling on ground. The playspace has been designed to ensure adequate drainage of water.
  - Staff will fill troughs or containers for water play to a safe level of 300mm.
- Children will complete a risk benefit assessment with their teacher about water safety and staff will educate children about staying safe in and around water.
- Children will be changed into dry clothes if they become very wet during water play.
- A risk assessment will be conducted prior to excursions near water taking place.

Endorsed and ratified by Staff and Governing Council June 2020.  
To be reviewed 2022.

# Using Children's Photographs Policy



## Rationale

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To enhance the reporting of children's learning and development, children's activities undertaken during preschool sessions, are often photographed or other digital images such as short videos are taken.

These images are made in line with the expectations of ACECQA (National Quality Standards) and Early Years Learning Framework, along with Department for Education Reporting Guidelines.

## This Preschool

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Utilises the use of children's photos / images in reporting and educational procedures.

- These photos and images are printed for display on notice boards, floorbook, and in Learning Portfolios, they are used in short computer presentations and shared with the preschool community and on occasions with school's children are transitioning to.
- Photos and images of your child may be shared with other families from our preschool community by inclusion in portfolios, either in the form of a printed photograph, electronically, and in newsletters or in the floorbook.
- Please note that photos and images are not used in web applications or advertising without specific consent.

This Policy will be shared with all new staff and families, and is available to view in the preschool policies booklet and on the preschool website.

Families will be asked to confirm that they have read and understood this Policy by signing the Information and Consents Form at the time of enrolment.

*Endorsed and ratified by staff and Governing Council June 2020. To be reviewed in 2022.*

## Medication and health checks



### Medication

If your child requires an Asthma puffer or Epi Pen please see the Director prior to starting preschool. The preschool will need an action plan signed by your child's doctor and puffer/epi pen stored on site when your child is at preschool.

Medication that has to be taken 3 times per day (such as antibiotics) can be taken before and after preschool, and before bedtime, and not come to preschool at all (DEPARTMENT FOR EDUCATION Medication Management Policy). If your doctor requires your child to take this medication during their time at preschool parents can come and administer the medication themselves at the required time, or provide the medication to staff accompanied by a detailed letter from the doctor, or signed DEPARTMENT FOR EDUCATION medication authority letter which can be obtained from the preschool.

**Please DO NOT leave medication in your child's bag at any time.**

### Health checks

A check of growth, hearing and vision is important before starting school. This free health check is done when your child turns 4 by a Child and Family Health Nurse at the CaFHS clinic at 34 The Parade Norwood. Appointments will be arranged by the preschool each term and dates will be posted in the newsletter or on the whiteboard. Appointments are for half an hour and a parent/caregiver must accompany your child.

The nurse will ask whether you have concerns about the health and development of your child. You might like to talk about safety, play, relationships, discipline, care of teeth and starting school.

It is recommended that all children have their next lot of immunisations at 4 years. Your child might already have had these immunisations but if not you can discuss this with the nurse.



## Literacy Kit Borrowing Guidelines

The literacy kits have been developed to promote quality literacy and numeracy learning at home. They are for parents/caregivers to use together with children, to create rich conversations, build strong relationships around learning and develop early literacy skills in children such as comprehension, recall, sequencing, and oral language development all whilst spending quality time with their parent/caregiver.

We have listed some guidelines below for literacy kit borrowing at preschool:

- Literacy kits are to be borrowed by parents with the child.
- Literacy kits are able to be borrowed for 1 week and parents can re-borrow when a literacy kit has been returned. There will be no borrowing during the last 2 weeks of each term to allow for kits to be returned before the holidays.
- The items in the literacy kit are listed on the front cover. Please ensure ALL pieces in the literacy kit are returned, including all pieces to games/puzzles etc.
- Staff will check kits upon return to ensure all items have been returned. If there are any missing pieces or items, you will be notified to find or replace the items.
- We understand that books can get damaged. If you find a book that is damaged please do not repair the book. We have specific tape/equipment here for them to be repaired without damaging the pages.
- The purpose of the literacy kit is for parents/caregivers to spend some time together with their child to read the book and use the props/games/activities contained within the kit. This helps with children's comprehension, oral language development and some inferencing. Use the contained cards as ideas for questions you could ask your child about the story, use the props to retell/recall the story or make up different endings! The options are limitless!
- Literacy kits are to be used by parents/caregivers together with their children to ensure they are getting the full educational outcomes from them.
- Books are special treasures and we ask that they are treated with care and respect.
- Enjoy sharing this special time reading and playing with literacy with your children!



# Safe Sleep and Rest Policy



## Rationale

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At Rose Park Preschool we believe:

- Effective sleep and rest strategies are important factors in ensuring children feel safe and secure during their time at preschool.
- The preschool is a busy place and it is important for children to be able to rest when needed in order to be successful participants in the whole preschool program.
- That all children regulate differently and have different needs for rest and relaxation and therefore we will provide options for children to access at rest time.
- All staff have a duty of care to all children's health and wellbeing. We will encourage and promote rest as part of our daily routine and support children who want to sleep and those who just want to rest or participate in quiet activity.

This policy has been created and consistent with the requirements/research of the:

- Department for Education Safe Sleeping for Infants and Children Procedure
- SA Health document: Safe infant sleeping standards policy directive
- Red Nose Safe Sleep Practices
- Kidsafe SA Safe Sleep Practices
- Raising Children Network and the Murdoch Children's Research Institute
- Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)
- Centre on Media and Child Health – Dr Michael Rich MD, MPH
- The Journal of Pediatrics – Conflicting guidelines on Young Children's Screen Time and Use of Digital Technology Create Policy and Practice Dilemmas

The ACECQA National Quality Standards Quality Area 2: Children's Health and Safety  
Element 2:1:2 *Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.*

## Safe Sleep and Rest Procedure

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At preschool we will:

- Ensure rest time is always part of our routine on full days. Specifically, after lunch where children will rest with pillows, but also at other times if needed, such as end of day relaxation.
- Provide children with rest time options such as reading books, relaxation to music, or screen time. We may also participate in whole group rest time with pillows and relaxation music.
- Provide pillows to all children so they can lie comfortably and they can also choose to not watch the screen but lie and rest or sleep.
- Ensure screen time during 'rest time' will not exceed 15 minutes. On a full day at preschool children are offered up to 20 minutes rest time, the screen is not on during the entire rest time session, and a relaxation game led by a teacher is used for the last 5 minutes of rest time where all children are gathered to rest with a pillow and encouraged to participate.
- On some days screen time may not be offered as a choice during rest time and an alternative option will be provided such as relaxation music or audio books.
- There may be other times where the screen is used during the day on occasion, for research or teaching purposes, this is not included in the rest time minutes.
- Parents have the opportunity to have their child opt out of the screen time option during rest time by speaking with staff and letting them know. This will ensure that children are directed to one of the other options available.
- Ensure DVD's children are offered are rated 'G' and have some educational relevance to our curriculum.

- Ensure quiet spaces are available for children to rest as needed in both the indoor and outdoor environment throughout the day so children can rest when needed.
- Ensure children are resting with their faces uncovered.
- Ensure the area of rest is safe, clean and free from hazards.
- Staff will supervise rest times and closely monitor resting children.

If a child falls asleep during rest time we will:

- Ask other children to not disturb the child and play elsewhere whilst resting.
- Ensure the child is sleeping safely and their face is not covered or breathing obstructed.
- Staff will record on the Sleep Register the time the child fell asleep, record 10-minute interval checks (checking child's breathing, colour of skin/lips, temperature, and time the child woke). Parents/guardians will be notified and ask to initial the Sleep Register at time of pick up.

This Safe Sleep and Rest Policy will be shared with all new staff and families. The Policy is available to view in the Preschool Policies Booklet and on the preschool website. This policy is a dynamic document and will be reviewed regularly.

*Endorsed and ratified by Staff and Governing Council 12 November 2019 To be reviewed November 2021*



# Social Media Policy



## Facebook

The preschool have a Facebook page which can be found at

<https://www.facebook.com/groups/1689079428047694/>



This page provides a place to discuss the preschool and to provide information to families. The following guidelines are designed to help provide a quality environment for our whole community.

By using or accessing this page, you agree to comply with Facebook's Terms & Conditions. Please take a minute to read them and keep them in mind whenever you participate.

We welcome all question and commentary, including constructive feedback. We expect that any comments that are written are respectful to those within the Preschool Community. We reserve the right to remove any posts that we feel are inappropriate and/or block anyone who repeatedly posts inappropriate content.

Specifically, we do not tolerate these kinds of posts:

- Abusive, harassing, stalking, threatening or attacking others
- Defamatory, offensive, obscene, vulgar or depicting violence
- Fraudulent, deceptive, misleading or unlawful
- Trolling or deliberate disruption of discussion
- Those that identify or portray members of the community (children, parents and/or educators) in a negative or disrespectful manner
- Spamming in nature

Please respect your child's right to privacy, and the rights of other children. Information that is recorded on Facebook will be there for everyone to see for a long period of time. Please remember that your child may not appreciate content being publicised in future years.

Please also do not post photos or content on any social media sites of other children unless you have consent from their parent/caregivers.

*Endorsed and ratified by staff and Governing Council June 2020. To be reviewed in 2022.*

# Sun Protection and Inclement Weather Policy



## Our Aim

The aims of the Rose Park Preschool Skin Protection Policy are to promote among children, staff and parents:

- Positive attitudes towards skin protection
- Lifestyle practices that can help reduce the incidence of skin cancer and the number of related deaths
- Personal responsibility for and decision making about skin protection and health during hot weather.
- To ensure safety of children and staff during inclement weather.

## Implementation

This policy is for implementation from 1st August to 30th of April. Outside of this time care should also be taken when the ultraviolet radiation level is 3 (moderate) and above.

The purpose of the policy is to ensure that all members of our Preschool are protected from skin damage caused by the harmful rays of the sun. It is also to ensure safety of children during days of inclement weather.

It is an expectation that all staff, students and parents of Rose Park Preschool will use the following skin protection:

- Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. Hats and clothing that protects the skin must be worn outdoors. Extra care should be taken between 10:00am and 3:00pm when UV radiation levels are highest.
- Use the shade of trees, and sunshades whenever outdoors.
- Wear appropriate clothing that protects the skin. Children and adults will wear shirts with sleeves to cover their shoulders when outside.
- Children who do not have a hat will be asked to play indoors as we do not provide spare hats for hygiene purposes. This includes days outside the policy dates where the UV level is 3 or above.
- Children, staff and parents will be expected to wear a broad brimmed hat or legionnaire style hat whenever they are involved in outside activities.
- Parents are encouraged to apply sunscreen to children before preschool.
- Children will be supported to apply 30+ sunscreen at lunchtime in preparation for playing outside.
- Staff will model appropriate SunSmart strategies at all times.
- Information about the Sun Protection Policy will be given to all new members of the preschool.
- Families upon time of enrolment are asked to confirm they have read and understood this policy by signing the information and consent form.
- During days of strong wind warnings or extreme heat children will be kept indoors away from the possibility of falling branches from trees.
- On days where the temperature is over 36°C and the air conditioner is not working, parents will be strongly encouraged to pick their children up at lunchtime.

*Endorsed and ratified by staff and Governing Council June 2020, to be reviewed 2022.*



# Preschool Priority of Access Policy

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## PURPOSE

In South Australia the majority of children enrolled in a preschool will reside within the catchment area of the preschool. Acceptance into a particular preschool is subject to the preschool's capacity and available resources. Priority consideration will be given to children residing within the preschool's local catchment area.

A child in care is able to access and enrol at any government preschool.

## Applications from local families

If more registrations of interest for a preschool are received from families living in the catchment area than available places, places will be offered based on whether one or more of the following criteria applies:

- the child has siblings currently enrolled in the preschool service
- the child has previously been in care
- the child identifies as Aboriginal and/or Torres Strait Islander
- compassionate circumstances such as chronic homelessness, escaping domestic violence or recently orphaned
- medical reasons, including severe illness and mental health reasons
- circumstances that significantly impact on the welfare of the child or young person.
- the child attends Rose Park Community Childcare full time
- the length of time the child has lived in the preschool catchment area
- distance of the child's residence from the preschool (kms by road).

A request to attend a preschool due to work commitments, learning difficulties, child care arrangements or to be with peers is not usually considered a reason for special consideration placement.

Early childhood leaders in consultation with directors will identify available preschool options within the partnership to accommodate all children unplaced after the first round of enrolment offers.

A child who has been unable to be offered a place within their local preschool and is directed by the partnership to a nearby preschool must be prioritised for placement over other non-local families. In circumstances where the preschool has reserved places, a reserved place is to be offered.

## Applications from non-local families

If the preschool has places available after enrolling local children, children in care and families referred by the partnership, places may be offered to children living outside of the preschool catchment area.

When more registrations of interest for preschool are received from families living outside of the catchment area than available places, places will be offered based on whether one or more of the following criteria applies:

- the child identifies as Aboriginal and/or Torres Strait Islander
- the child attends Rose Park Community Childcare full time
- the child has siblings enrolled in a local school
- the distance of the child's residence from the preschool
- transportation needs
- special consideration placement

## Associated Documents

[Find a school or Preschool Website](#) can be used to determine your local preschool.

Preschool and School Enrolment Policy

<https://www.education.sa.gov.au/doc/school-and-preschool-enrolment-policy>

## IMPORTANT

**Attendance at Rose Park Preschool has no bearing on entry into Rose Park Primary School.**

*Endorsed and ratified by Governing Council June 2020*

*To be reviewed 2022*







## **Library Borrowing Guidelines**

Reading to children six to seven days a week puts them almost a year ahead of those who are not being read to. It has also been found that reading to small children has a positive effect on the development of numeracy skills.

Rose Park Preschool provide a weekly library borrowing service for children and families so children can choose books of interest to them and bring them home to be shared with families, and also build strong connections between home and preschool.

We have listed some guidelines below for library borrowing at preschool:

- Library borrowing days are Tuesdays and Thursdays only. There will be no borrowing during the last two weeks of each term to have all books returned by holidays.
- Children require a library bag to borrow a book.
- Children borrow one book at a time and can re-borrow when a book is returned.
- If books are not returned within 2 weeks a reminder note will be sent home.
- If books are not returned as they are lost or damaged beyond repair we will ask for the book to be replaced with an identical copy, or to provide the preschool with a donation for the cost of the book to be replaced.
- We understand that books can get damaged. If you find a book that is damaged please do not repair the book. We have specific tape/equipment here for them to be repaired without damaging the pages.
- Children may have a favourite book and re-borrow the same book which is great as it provides them with more opportunities to become familiar with favourite words, sounds, and can help with word recognition.
- Books are special treasures and we ask that they are treated with care and respect.
- Enjoy sharing this special time reading with your children!





# Healthy Food Supply and Nutrition Policy



## Our Approach

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Rose Park Preschool promotes nutritional eating habits in a safe, supportive environment for all children attending this preschool. We do this in line with the Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools and also relates to the Department for Education wellbeing strategy.

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

1. Short term: Maximises growth, development and 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.
4. Advice from speech pathologists and dentists indicates that children should be eating crunchy foods to help with good speech development.

### Therefore:

- Staff at Rose Park Preschool model and encourage healthy eating behaviours
- Food and drink are consumed in a safe, supportive environment for all children
- Parents and caregivers are encouraged to supply healthy foods that fit within the Right Bite Strategy for their children at preschool.

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

## Curriculum

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Our preschool's food and nutrition curriculum:

- Is consistent with the Australian 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 for Australia where possible, relating to the Developmental learning outcome: "Children have a strong sense of wellbeing" It is also part of the National Quality Standards.
- Implements the Eat a Rainbow program as part of our curriculum

## The Learning Environment

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Children at our preschool:

- Are encouraged to bring a named water bottle.
- Have fresh, clean, filtered tap water available at all times and are encouraged to drink water regularly through the day. If your child forgets to bring their drink bottle we have bottled spring water available for a \$1 donation to the centre.
- Eat in a positive, appropriate, social environment with staff who model healthy eating behaviours.
- Use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods.

Our preschool:

- Understands and promotes the importance of breakfast for children.
- Teaches the importance of healthy meals and snacks as part of the curriculum.
- Provides rewards/encouragements that are not related to food or drink.

## Food Supply

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

### Morning Fruit Time

Parents and carers are asked to supply fruit and vegetables only at fruit time to:

- Provide children with important minerals and vitamins
- Encourage a taste for healthy foods
- Encourage chewing which promotes oral muscle development and leads to good speech development.

Fresh fruits or vegetables are recommended for fruit time.

### Lunch

Parents are encouraged to pack a serve of nutritious food as recommended by the Right Bite Guidelines and summarised below:

- Fresh sandwich with healthy savoury fillings or unsalted crackers
- Rice or Noodles
- Cheese
- Vegetables
- Dried fruit

After children have eaten their sandwich it is acceptable for them to have something from the Amber category such as a sweet biscuit or muffin. Please do not pack chocolate, custards, pre-packaged high sugar bars such as muesli bars, roll ups or packaged chips.

There may be times where due to cooking experiences and celebrations the preschool will provide foods from the Amber or Red section, but these will be limited and children will be educated that these are for a 'special' purpose and is 'sometimes food'.

Please ask staff if you are unsure.

## Food Safety

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Our preschool:

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

## Working with families, health services & industry

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Our Preschool:

Provides information from health professionals to families and caregivers on the Healthy Eating Guidelines through a variety of media such as:

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

## References

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Department for Education Implementing Healthy Food Practices.

<https://www.education.sa.gov.au/doc/healthy-eating-guidelines>

Right Bite Policy

<https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/healthy+living/healthy+communities/schools/right+bite+healthy+food+and+drink+supply+strategy+for+sa+schools+and+preschools#:~:text=All%20South%20Australian%20government%20school,cannot%20be%20offered%20or%20promoted.>

*Endorsed by staff and Governing Council, June 2020. To be reviewed in 2022.*



# Preschool Information



Welcome to  
Rose Park Preschool!



## Curriculum

Our curriculum is based on the National Early Years Learning Framework, Belonging, Being and Becoming.

The curriculum evolves from a flexible learning environment where children are encouraged to make choices, and are involved in planning and decision making. We believe children's learning is optimal when they are involved in initiating and negotiating their own learning and we plan based on "children's voice" in the curriculum.

The Framework focuses on 5 learning outcomes for the children, these are:

- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators

We also use the Literacy and Numeracy Indicators in our planning and assessment and these link in with the EYLF and the Australian Curriculum Foundation level. Children will also participate in the Child Protection Curriculum.

Children at Rose Park Preschool will have opportunities to develop knowledge, skills and understandings relating to each outcome area.

We provide a rich play based learning environment where children can work independently and/or in groups to solve problems, be creative, take risks, develop social skills, imagine, and broaden their understanding of the world around them.

The staff at Rose Park Preschool are very aware that the role parents play in their child's learning journey is vital and we highly value parental contributions to our learning program.

## Lost Property

Please ensure all your child's possessions including clothing, shoes, snack containers, drink bottles, hats etc are clearly labelled with your child's name. There are times when children may take off their shoes or jumpers which can be identical to another child's, and items can easily get mixed up. Clearly naming items will reduce any confusion.

There is a lost property box in the front courtyard. Please check this regularly. Any items left at the end of each term are donated to charity.

### **Parent Involvement**

Parents play an active role in our preschool environment in many different ways. The children's education is enriched by parents who are involved and interested. We understand many parents have many responsibilities and involvement does not always have to happen during preschool hours or even at preschool. We welcome all levels of involvement. Parents are encouraged to participate in the following ways:

- From time to time we may organise a working bee to help maintain the grounds and ask for your involvement on these days.
- Parents are rostered to assist with the weekly washing of smocks and will be rostered approximately once or twice per year.
- Parent information evenings and social events are held at the preschool for parents to attend. These are also open to extended members of the preschool community and families.
- On some excursions parent helpers are called for and these are a great way to share the joy of the excursion with your child as well as helping the preschool.
- If you have time at home and would like to cut fabric or materials for our collage table it would be most valued and appreciated.
- If you have a skill like cooking or gardening that you'd like to share with the children, or an interesting job like a doctor, mechanic, builder...etc... the children love to hear your stories. Please see staff if you'd be happy to share your skill with the children.

***We are also greatly indebted to those parents who are able to offer their time on our Governing Council.***

### **Governing Council**

The Governing Council is elected each year and parents are warmly encouraged to join the council so you can participate in decisions which impact on your child's education. The council consists of parents and staff.

Meetings are held twice per term on Monday evenings at 6:30pm and run for approximately 1 hour. The council has a role in decisions about the services provided by the centre, financial management, fundraising, planning for facilities and resources and the maintenance and improvement of the building, grounds and equipment.

For busy parents it's a wonderful way to keep in touch with what's happening at the preschool and have some input into your child's year at preschool.



## **Communication**

The preschool has various ways in which we try to keep constant and open communication with families, you are welcome to email or phone us and we welcome face to face communication at drop off and pick up times for quick issues, for more sensitive or in depth conversations you are welcome to make an appointment with educators. We also offer the following:

### **Newsletters:**

Preschool newsletters are published at regular intervals throughout each term. They contain information about what's been happening at preschool, diary dates and important reminders or notification of upcoming events. Newsletters are emailed out to families. Please see staff if you prefer a hard copy.

### **Whiteboard:**

We have a whiteboard in our front court yard where you can read about what is happening that week, any reminders or special events. It also has information about staffing for the day eg: if a staff member is absent.

### **Sign in/out sheet:**

As you enter preschool you are required to sign your child in/out each day. On this sheet there is a notes section beside your child's name. You can use this to notify in writing if somebody different will be collecting your child. Staff also use this to notify you if they need to speak to you by writing "please see staff" beside your child's name. (this could be to advise of an injury on the day, or to remind you of notes/events or something special that may have happened).

At this table you will also see on the window above the staff who are working for that day. Look out for our floor book display, which shows some of the learning that has been happening at preschool that day/week, and any other community notices.

In the shelf beside the sign in sheet you will find a Policy folder which contains copies of all our policies and you are able to take them as needed. There is also a parent library where you are welcome to borrow a range of parenting books.

### **Pigeon holes:**

Above the lockers you will find your child's pigeon hole. This is where we leave notes for parents. Please check these every morning and at pick up as well. We ask due to sensitivity and importance of notes reaching parents that parents only are to take notes from pigeon holes and not children.

## **Communication regarding your child's learning at preschool:**

Upon enrolment of your child you would have been given a child profile to complete for your child. Educators will use this information and collate it with information from observations made during your child's first term at preschool and write an Individual Learning Plan for each child. This plan contains learning goals, strengths and feedback you provided and will be used throughout the year to plan for your child.

You will also be offered the opportunity to discuss this plan with your child's educator if you wish.

Each child has a learning folder. This folder is a record of your child's time at preschool. There are photos, stories and samples of work demonstrating your child's learning, development, interactions, involvement and dispositions. Please feel free to sit down with your child and look through their folder but we ask that they remain at preschool at all times as educators are continually updating them.

In your child's last term of preschool parents will receive a Statement of Learning (report) and a copy is sent to your child's school. This enables the school to attain some knowledge of your child's development in order to plan for their learning.

Your child's learning and development is important to us and if you wish to have a more formal discussion, or you wish to discuss a confidential matter please feel free to arrange an appointment with one of the teaching staff.

## **The story behind our logo**

Our logo was updated in 2017 by one of our parents, Alice Pennington. We asked our staff and children what Rose Park Preschool meant to them. For staff it was community, growth, knowledge, green, trees, autumn and leaves. The swing and the quails were what the children loved most about the preschool.

These ideas became part of the design. The tree signifies constant growth. The falling leaves represent the environment at Rose Park and its beauty in autumn. Each year the tree grows new leaves in the same way our preschool welcomes new children each year.

Thank you to all our children, staff and families who were involved in the process.



### **Strong connections with Rose Park Primary**

- \*School reception classes to visit preschool in term 1 & 2 and for children to share their learning from school with the preschool children.
- \*Preschool visit to school Term 3 to Reception classes and have a play. Term 4 Preschool children visit school for assembly and short play.
- \*School provide 2 further 'transition' visits where families take children
- \*Termly meetings with preschool staff and school staff to discuss progress, wellbeing, new children.

Improved  
learning  
outcomes for  
all children

### **Connections and support for families of children starting school**

- \* Supporting transitions to all schools including conversations with educators from other feeder schools.
- \* Information sharing eg: statement of learning sent to schools.
- \* Extend invitations to other feeder schools for site visits.

Improved  
wellbeing for all  
children and  
families

**Continuity of Learning**

**Transition Pedagogy**

Improved  
pedagogical  
practice

### **Connections with Partnership schools and Preschools**

- \* Shared closure day for partnership preschools and early years teachers in schools.
- \* Implementation of Move To Learn with preschools and schools.
- \* Sharing the language of ACARA and EYLF and preschool Indicators.
- \* Shared parent information evenings

Stronger  
relationships with  
community and  
partnerships

### **Connections with families starting preschool**

- \* Information evening for new families
- \* AGM at end of year to welcome new families and farewell those moving on.
- \* Transition visits welcoming children/families in Term 4.
- \* Annual pizza night for families in Term 1 to get to know each other.

# Parent Complaint / Raising Concerns Policy



## Rationale

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Rose Park Preschool is a Department for Education preschool. As part of our commitment to deliver high quality education and care we work with our families and community to resolve any concerns or complaints. This policy is in line with ACECQA regulations (NQS) and Department for Education Policy.

## The Preschool

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Recognises that sometimes things go wrong and expectations for your child may not be met. If you have an unresolved issue or complaint it is important to us that we can talk, listen and find solutions so that we can improve your child's experience and learning.

We believe that the wellbeing, safety and education of all children enrolled at our preschool are our first priority. We believe our community needs to be treated with respect over their concerns, and families have the right to raise concerns and complaints about their preschool life and be supported to do so.

- Complaints and concerns should be resolved at the preschool level where possible.
- Complaints and concerns are considered in a confidential and timely manner.
- Complaints and concerns follow the resolution stages as outlined in the *Department for Education Complaint Management Policy*.

## Complaint Policy and outlined

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### *Stage 1 – tell the preschool first*

Contact the preschool to arrange a time to meet with the teacher or have a discussion with them on the phone. They will look into your concerns and get back to you as soon as possible.

If the matter is not resolved, or if your complaint is about a teacher, you may want to meet with, or write to, the director. They will work with you and the staff member to resolve the issue.

If the complaint is about the director, contact your local regional office of the Department for Education.

The preschool will aim to resolve your concern or complaint as soon as possible – ideally within 15 working days.

### *Stage 2 – contact your regional office ~ Felixstow Office 8366 8800*

You may choose to contact your regional office for help if:

- You are not satisfied that your complaint has been resolved by the preschool
- The director is the subject of your complaint

The regional office will review your complaint and work with you and the school to resolve the matter as soon as possible – within 20 working days.

### Stage 3 – refer your matter to the Customer Feedback Unit (CFU)

If you are still not satisfied you can refer your feedback or complaint to the Customer Feedback Unit by completing the [online form](#) or by phone on 1800 677 435.

The CFU unit will help you with your complaint by:

- giving advice about the issues behind the complaint.
- liaising with the preschool to ensure all options for resolution have been explored.
- objectively reviewing complaints that have not been resolved at the local level, including through a review.

### Stage 4 – SA Ombudsman

If we have still been unable to resolve your complaint through steps 1-3, you may choose to seek independent advice from the Ombudsman SA. The circumstances of your complaint will determine if they can help.

External agency contact:

Phone: 1800 182 150

Email: [ombudsman@ombudsman.sa.gov.au](mailto:ombudsman@ombudsman.sa.gov.au)

### Advice and support

You can contact the unit on 1800 677 435 to discuss your concern or complaint, or to seek advice about resolving preschool problems. Staff will follow up with you to check on progress.

### Will I be treated fairly?

You will not be discriminated against if you make a complaint. All staff are bound by the Code of Ethics for South Australian Public Sector which requires staff to act impartially, fairly and equitably.

You can ask for your identity to be confidential when making a complaint. However, keep in mind:

- This may limit options for investigating and negotiating a resolution
- While every effort will be made to comply with your request, freedom of information requirements may result in your identity becoming known.

You can make an anonymous complaint. However:

- The extent to which it can be investigated is limited as staff cannot liaise with the parent about the complaint.
- Anonymous complaints raise issues in relation to natural justice – those who have allegations made about them have a right to know the particulars of the allegation.

### For more information:

More information can be found by accessing the Department for Education webpage regarding feedback and complaints about schools or preschools.

<https://www.education.sa.gov.au/department/about-department/contact-department/feedback-and-complaints-about-school-or-preschool>

This policy will be shared with all new staff and families, and available to view in the Preschool Policies Booklet and on the Preschool website. Endorsed and ratified by staff and Governing Council June, 2020. To be reviewed 2022.

## Birthdays



We celebrate birthdays by singing Happy Birthday to children with a pretend cake and the children get to blow out candles. The birthday child also receives a birthday sticker.

This is usually done during the last group time for the day. With many children now having food allergies or intolerances we ask that families please do not bring any edible items along to share with children. Most children are happy with the birthday song and a sticker but if you would still like to bring something along for your child to share on their birthday we advise something small and non-edible such as a balloon or sticker.

We are also very aware there are families who may not celebrate birthdays for religious or cultural reasons. If you do not want your child to be involved in birthday celebrations please let staff know at the beginning of the year.



# Behaviour, Interactions and Guidance Policy



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

## As a staff team we believe:

- all children have a right to feel protected and develop in a psychological and physically safe, environment
- children have a right to express their feelings and emotions and supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults
- effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development.
- consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- family partnerships are essential and their individual perspectives are valued and respected
- children have a right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented
- no person has a right to make any child feel rejected, insecure, embarrassed or ashamed.

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

- planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- ensuring that guidance measures 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 express feelings through sensory and all forms of play
- using positive verbal and non-verbal guidance
- demonstrating empathy and sensitivity to each child and being mindful of the variety of factors that influence behaviour

- planning opportunities for enabling the development of skills including resilience, agency, entry and exit when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- communicating positively, using positive language and acknowledging and modelling respectful and acceptable behaviour
- valuing children as individuals, valuing their family, and valuing their culture.
- involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible
- engaging in open and two-way communication with families to ensure that each child's rights and needs are met.

### We will respond to behaviours that pose challenges or safety risks by:

- reminding children of expectations and guidance measures and the reasons for these
- supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours 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 children's wellbeing and learning
- assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive behaviours
- planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services
- seeking assistance where required from Student Support Services.
- accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved.

This Behaviour Interactions and Guidance Policy will be shared with all new staff and families, and children will be informed of behaviour expectations at the commencement of preschool and throughout the preschool year, to ensure consistency in behaviour management approaches.

The Policy is available to view in the Preschool Policies Booklet and on the preschool website. This policy is a dynamic document and will be reviewed regularly to meet the current needs of children accessing the site.

*Endorsed and ratified by Staff and Governing Council June 2020.  
To be reviewed 2022.*

## Absences and drop off and pick up



### Absences

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If your child is unwell please do not send them to preschool and contact us to let us know of their absence. An unwell child may find the busyness of the preschool day quite challenging and it can create an unpleasant experience for them. This does not benefit the child and we may need to call you to come and take your child home.

If your child has an infectious disease or outbreak, such as chicken pox, or head lice please notify staff immediately. We will keep this sensitive information confidential, but will need to put a notice out for other families to be aware an infectious disease has been notified.

If you will be away on holidays during Term time please let staff know so we can note it in our diary.

### Drop off and pick up

We ask that you please observe our session times. Staff are busily preparing for your child's day at preschool before and after each session and we ask you to adhere to our start and finish times.

Please sign your child in on arrival and out again on departure

Please call the preschool if something unavoidable happens and you will be late to collect your child. Children can become quite distressed if they're the last ones at preschool, a phone call from you will help us to reassure your child.



# Philosophy Statement



At Rose Park Preschool we provide an environment that fosters a sense of belonging for children, families and educators. We offer a play based curriculum that is child centred and focused around children's interests through inquiry based learning. We aim to foster children's love of learning, developing their creativity, resilience, social skills, problem-solving and confidence.

We believe that children's wellbeing is enriched by strong relationships between home and preschool. We encourage and promote families to actively participate in the learning journey together, including supporting the learning at home.

Educators work with families to create an environment that is warm, caring, safe and secure, an environment where children can learn through exploration and challenge themselves, taking risks. Educators provide opportunities to interact with children through intentional teaching, but also know when to stand back and observe children furthering their own learning and becoming independent in their problem solving and self-management skills.

Rose Park Preschool is inclusive and respectful of all cultures, we embrace diversity and the different backgrounds and experiences children bring with them. We value families sharing their cultural traditions as part of our preschool community. We are aware of our responsibility to the natural environment and together with children and families, strive to work sustainably.

At Rose Park Preschool we have consistent and clear expectations to foster and encourage positive behaviours. Children are given strategies and encouraged to actively participate in solving problems or issues independently, offering guidance if needed.

Critical reflection is embedded to improve practice and guide lifelong learning. Educators model this to the children by our commitment to continuous learning and improvement, and embracing change.



## Our children's thoughts

Maddy, 5

"This is my favourite kindy because all my best friends are here."

Hazel, 5

"The teachers at Kindy always look after me."

## Charlie, 5

"Being at this Kindy makes me feel safe."

## Patrick, 5

"Kindy makes me feel happy all day."

