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Home



Volunteering

If you'd like to volunteer with us, we'd love to hear from you. Check out volunteering in schools, preschools 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. You might be able to help out with cooking, gardening, maintenance work or sharing an interest or talent you have.

Contact us

Preschool director: Mrs Milissa Marjanovic

Phone: (08) 8362 3163

Fax: (08) 8362 7657

Email: dl.4601.leaders@schools.sa.edu.au

Street address: 7 Cornish Street Stepney SA 5069

Postal address: 7 Cornish Street Stepney SA 5069

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. Sessions are arranged at time of enrolment.

Full days may be available. Speak to us for more information.

AM

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	–

PM

Monday	Tuesday	Wednesday	Thursday	Friday
12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	–

Fees

The parent contribution is \$100 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/sir-thomas-playford-kindergarten/getting-started/enrolment-and-fees>) for more information.

What to bring

Children need to bring these items each day:

- bag
- hat
- change of clothes
- drink bottle containing water
- healthy snack
- packed lunch (if attending for the full day).

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.

Daily routine

Activity	AM group	PM group
Inside/outside play	8.30am	12.00pm
Progressive crunch	9.30am	1.00pm
Pack up	11.00am	2.30pm
Mat time	11.10am	2.40pm
Home time	11.30am	3.00pm

Additional information

Please read our drop-off and pick-up procedure (PDF 61KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/sir_thomas_playford_drop-off_and_pick-up.pdf).

Occasional care

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

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

Priority of access

The education department has a priority of access policy

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

Talk to us about enrolling in occasional care.

Times

Children generally can go to 1 session a week.

Children under 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	11:45pm to 2:30pm		–	–

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	11:45am to 2:30pm	11:45am to 2:30pm	11:45pm to 2:30pm	–

Cost

This program costs \$5 per session and \$2.50 for siblings.

If you have an Australian Government Pensioner Concession or Health Care Card, the cost is \$1.50 per session and 75 cents for siblings.

What to bring

Children need to bring these items:

- bag
- hat
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack.

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

Inclusive preschool program

We run a modified program for children who have significant additional needs, with intensive support from specialised teachers and early childhood workers.

Children who meet the eligibility criteria must be referred by support agencies, the education department or other preschools. An intake panel considers all individual needs before recommending placements.

Times

Group 1: Monday to Wednesday, 8:30am to 11:30am, and Thursday 8:30am to 2:30pm

Group 2: Monday to Wednesday 12:00pm to 3.00pm, and Thursday 8.30am to 2.30pm

Groups are based on children's needs and are not negotiable.

Cost

This program costs \$100 per term.

What to bring

- hat
- bag
- drink bottle containing water
- change of clothes
- 2 nappies if required
- healthy snack.

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

Additional information

This program supports up to 6 children.

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

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

Before your child starts

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

Before they start preschool your child can come to pre-entry transition visits. These will be in term 4 and will be a chance for 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 \$400 per year. You can choose to pay the total amount at the beginning of the year or pay instalments over 3 Terms.

We offer other programs that may have additional costs
(<https://www.preschools.sa.gov.au/sir-thomas-playford-kindergarten/getting-started/what-we-offer#sirthomasplayfordprograms>).

When to pay

We will invoice you by week 2 each term via email.

Payments are due by week 5.

Please contact us if you are having difficulty paying.

How to pay

Bank Transfer or Centrepay

Bank transfer details:

BSB: 105089

Account Number: 342071240

Please leave your child's name as the payment reference

Centrepay forms are available from us.

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.

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

Quality improvement plan

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

Quality improvement plan (PDF 933KB)
(
https://www.preschools.sa.gov.au/sites/g/files/net4016/f/sir_thomas_playford_quality_improvement_plan.pdf)

Annual report

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

Annual report (PDF) (<https://www.decd.sa.gov.au/>)

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.

Sir Thomas Playford Kindergarten

Sun Safe 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.*

Sir Thomas Playford kindergarten 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 staff attending the centre 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 wear a hat outside during the months of September through to April.

The staff and Governing Council of the Centre with the help of The Cancer Council south Australia "Sun Smart Advice for Early Childhood Centres" booklet and Department for Education and Child Development policies have formulated this policy.

Director Responsibilities

The director will ensure that:

- The Governing Council will endeavour to maintain the number of shelters and tress providing shade, ensuring they provide adequate shade and are in good repair.
- The Governing Council will make sure Centre air conditioning and fans are maintained.

Staff 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.

Staff will be positive role models who practice skin protection behaviour. This means that staff will:

- On hot days, from the beginning of September to the end of April, in relation to extreme heat and /or UV levels, outdoor activities will be restricted to shaded areas or inside play only.
- When the temperature reaches 35°C and above children will only play inside.
- Staff are given the opportunity to have a break from outside duties on hot days to relieve heat stress. The onus is on the staff member to request a break.
- Incorporate sun and skin awareness activities into teaching programs.
- During Term's 1 and 4 and when the UV radiation levels are high, staff will supply and assist children that attend full day sessions to apply 30+ sunscreen at lunch time.

- Model sun smart behaviour.
- Ensure that children who do not have their hats with them will play under verandah areas protected from the sun, according to the "no hat, no outside play" procedure. This is in effect all year.
- Be encouraged to wear sunscreen and appropriate clothing for outdoor activities. 30+ sunscreen will be supplied by the Centre for the for the staff to use.
- Be expected to use and direct children to shaded areas in all possible instances.
- Wear hats all year round when outside
- Provide drinking water and encourage all children to keep up fluid levels, and maintain their own fluid intake.
- Make bucket style hats available for purchase.

Parent's Responsibilities

On enrolment of their child, parents will be asked to meet the following requirements:

- *Become familiar with this policy*
- *Ensure their child has a hat each day with the child's name clearly labelled on it, for their child's use at Kindergarten (broad brimmed, bucket style with a 5cm brim) N.B. These are the only acceptable hats all year round. Caps are not suitable protection and are not allowed to be worn. Beanies and hoods are not acceptable either as they don't provide proper protection.*
- *Use SPF 30+ broad spectrum sunscreen on their child before they arrive at kindergarten (Please check to make sure the sunscreen has not been made with nut oils, e.g. "Hamilton Sunscreen" brand has no nut oils/traces in it).*
- *Encouraged to dress their children i clothes that provide greater sun protection - shirts/tops with collars and sleeves are recommended.*
- *To wear a broad-brimmed/bucket hat outside when helping at the centre or on excursions. The centre will not supply hats for borrowing, due to the risk of spreading head lice. This policy will operate throughout the year to reinforce sun protection behaviour, and to acknowledge that damaging UV rays are present all year round.*

Review and Evaluation

Evaluation of the effectiveness of this policy and associated procedures will occur through analysis of accident and incident reports, staff meetings, during annual hazard checks and annual reviews of the policy.

Signed:.....Governing Council Chairperson

Signed:.....Director

Date:

Policy Review Date:

Sir Thomas Playford Kindergarten

Hot Weather Policy

Link to National Quality Standards

2.3 *Each child is protected*

2.3.2 *Reasonable steps are taken to identify and manage risks, and every reasonable precaution is taken to protect children from harm and hazards.*

- *The service will provide a comfortable and safe environment for children*
- *Heating and cooling equipment provided to maintain a comfortable temperature for children*
- *Sun protection/advice from the Cancer Council.*

Sir Thomas Playford Kindergarten is committed in providing and maintaining a safe and healthy working and learning environment for staff, children and visitors to the pre-school. To achieve these aims the pre-school has developed these guidelines regarding sun smart practices for hot weather when working outside.

Director Responsibilities

The director will ensure that:

- The Governing Council will endeavour to maintain the number of shelters and trees providing shade, ensuring they provide adequate shade and are in good repair.

Staff 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.

- When the temperature reaches 35°C and above children will play inside.
- Staff are to be given the opportunity to have a break from outside duties' on hot days to relieve heat stress. The onus is on the staff member to request a break.
- Provide drinking water and encourage all children to keep up fluid levels, including making sure they maintain their own fluid intake.
- Be expected to use and direct children to shaded areas in all possible instances.
- Provide a cool place to store the children's snack.

Parents Responsibilities

- Parents are to be encouraged to dress children in clothing that minimises heat gain in layers that can be easily removed during activity and or a type that is sun safe. Refer www.arpansa.gov.au/radiationprotection/factsheets/is_UVProtection.cfm
- Parents are to be encouraged to place the child's lunch in the fridge upon arrival.

Review and Evaluation

Evaluation of the effectiveness of this policy and associated procedures will occur through analysis of accident and incident reports, staff meetings, during annual hazard checks and annual review of the policy.

Signed: _____ Governing Council Chairperson

Signed: _____ Director Date:

Policy Review Date: _____

Sir Thomas Playford Kindergarten

Healthy food supply and nutrition

Link to National Quality Standards

2.1 Each child's health is promoted

2.1.1 Each child's health needs are supported.

2.2 Healthy eating and physical activity are embedded in the program for children.

2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate.

Director Responsibilities

The director will ensure that:

- all parents will receive a copy of this policy and that the policy is accessible to parents in the centre.

Staff Responsibilities

Staff at this preschool aim to promote nutritional eating habits in a safe, supportive environment for all children attending this preschool. We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in these ways:

- Short term: maximises growth, development and activity whilst minimising illness.
- Long term: Minimises the risk of diet related diseases later in life e.g heart disease, strokes, some cancers and diabetes.
- Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.
- Include opportunities for children to develop practical food skills like preparing and cooking healthy food.
- Integrate nutrition across the curriculum where possible.
- Is part of the Early Years Learning Framework and NQS
- Encourage children to bring their own named drink bottle.
- Eat in a positive, appropriate, social environment with staff who model healthy eating behaviours.
- Promote and teaches food safety to children during food learning/cooking activities.
- Encourage staff to access training as appropriate to the *Healthy Eating Guidelines*
- Provides and encourages correct hand washing facilities for everyone.
- Promotes and encourages correct hand washing procedures with children. Washing their hands before and after food.
- Provide a trolley for children's drink bottles.

Parent's Responsibilities

On enrolment of their child, parents will be asked to meet the following requirements:

- Become familiar with this policy.
- To provide a drink bottle clearly named with water. Others liquids can be negotiated with staff if there is a legitimate reason.
- Parents and caregivers are asked to supply fruit and vegetables at fruit time. Fresh fruits, vegetables, slice of cheese and yoghurts are recommended for fruit time.
- For lunch time to provide sufficient food i.e. sandwich and a snack.

Here are some suggestions of what you can bring for lunch time:

- Crisp breads
- Raisin bread
- Rice cakes/corn cakes/rice wheels
- Plain custard
- Fruit salad
- Packs of dried fruit
- Veggie sticks e.g. carrot, celery
- Yoghurt
- Cheese/cheese sticks
- Sandwiches with various meat and savoury fillings
- Pop corn (not sugared or coloured)
- Cold meats i.e. ham/fritz/kabana/salami
- Pureed fruit

Review and Evaluation

Evaluation of the effectiveness of this policy and associated procedures will occur through analysis of accident and incident reports, staff meetings, during annual hazard checks and annual review of the policy.

Signed: _____ Governing Council Chairperson

Signed: _____ Director

Date:

Policy Review Date: _____

Health and wellbeing

Attendance

Government preschools and schools in South Australia are committed to ensuring that children and students maximise their attendance at preschool and schools to gain optimum benefit from education. Ensuring regular attendance at preschool/school is a shared responsibility between parents/caregivers, preschools and schools. Research shows that success in learning is directly proportional to regular attendance and participation in education programs. Positive attendance patterns should be fostered with all children and students by all educators within the department. Preschool staff is responsible for the recording of kindergarten children's attendances/absences according to the Department's requirements.

At this kindergarten, we ask all parents to contact the kindergarten by phone/in person if you know that your child will be away for family reasons or is unwell. A follow-up notice will be placed in your kindy pockets should you forget to advise us of your child's absence. Of course, if your child is unwell common sense must always prevail, and it is always advisable to keep your child home – please just keep us informed!

Health

If your child is unwell prior to arriving it is in the best interests of other children to keep them home until they have fully recovered. Please inform us when your child has an infectious disease or skin infection:

- Chicken pox
- Measles
- Mumps
- School sores
- Head lice
- Conjunctivitis.

Any child who is running a temperature or showing any signs of being unwell must be kept home. Please keep children home for 24 hours after the last episode of any vomiting or diarrhoea to aid your child's recovery and to prevent the spread of infection.

In the event of your child becoming ill or having an accident at kindergarten, we will contact you or your indicated emergency contact person. In an emergency, staff will not hesitate to call an ambulance (at parent cost).

Please notify staff in writing of your child's allergies. Labelled medication for asthma and severe allergies are to be given to staff on arrival. A medication plan must be completed and signed by your doctor before staff can administer these medications. These forms are available from the director if required.

Emergency procedures

Please familiarise yourself with the evacuation plan displayed by every door in case you should be in the kindergarten during an emergency or during a fire drill.

Mandatory reporting

Staff are legally obliged to report any indication or incidence of child abuse that comes to our attention.



Sir Thomas Playford Kindergarten
Chivell Street
PO Box 4096 Elizabeth South, 5112
Phone: 8252 1221 Fax: 8255 8473
dl.2672_leaders@schools.sa.edu.au
Director: Kate Walker



Government of South Australia
Department for Education and
Child Development

Behaviour Code of Conduct

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.

Rationale

Sir Thomas Playford Kindergarten places great value on safety respect and harmony.

The centre supports the education, care and wellbeing of children in the 0-8 age group by working in partnerships with families and partnering agencies.

The Centre recognises the importance of family in the development of children's early lives and as such places importance on working with families in mutually respectful partnerships.

The Code of Conduct has been developed to enhance the relationships between all within the centre.

Overriding considerations to this policy

All adults working with the children are legally bound under the Child Protection Act 19... To respond to abuse and neglect of children.

DOCUMENT CONTROL

Managed by:

Sir Thomas Playford Kindergarten

Approved by:

Governing Council

Date Approved:

8th August 2016

Review Date:

August 2018

Ratified by Governing Council August 2016

1.0 TITLE

Behaviour Code of Conduct

2.0 PURPOSE

To ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

3.0 SCOPE

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- Employees of the Department for Education and Child Development
- Governing Council Members
- All service provider personnel delivering programs or services at the Centre.
- All service provider personnel visiting the Centre.
- Children
- Parents/carers of children
- Volunteers working within the Centre
- All others involved with the Centre

4.0 POLICY DETAILS

Be Respectful

We are respectful of ourselves and other people. We are respectful of the ideas and feelings of others.

We are respectful of the environment, equipment and materials.

Be Safe

We work, learn and play safely to help keep ourselves and others from getting hurt.

Be Cooperative

We solve our problems by talking and listening to each other respectfully to find a solution.

When we cannot solve a problem ourselves, we ask for help.

Be Supportive of Learning

We are open to our learning and the learning of others.

We understand that at times children may display inappropriate behaviour for a variety of reasons. The developmental capabilities of each child will always be considered when determining both expectations for behaviour and consequences of inappropriate behaviour.

All children, parents, staff and others involved in the Centre must use e-mail, electronic devices and the Internet according to our policies. This protects people's privacy and the confidentiality of information.

The following behaviours by children, staff, parents and others involved in the Centre are unacceptable:

- all forms of bullying (physical, verbal, emotional, social or cyber bullying), including comments,
- actions or visual displays that are intentional, hurtful and repetitive
- harassment, including behaviour that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- all forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise
- discrimination against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability.
- actions that put another person at risk of harm, including violent physical acts (with or without a weapon) and threatening someone.

We actively strive to create an environment that supports the health, safety and well-being of the children by:

- having realistic and developmentally appropriate expectations for behaviour
- setting up the environment and materials to encourage appropriate behaviour and reduce potential for inappropriate behaviour
- planning a program based on children's interests and developmental needs
- establishing consistent yet flexible schedules and routines that help children gain trust, security and self control

We create a positive environment for children, parents, staff and others involved in the Centre by:

- developing positive relationships, including making time to talk and listen
- establishing clear, consistent, simple limits
- stating limits in a positive way and periodically reminding people
- providing explanations for limits
- working together to solve problems
- modelling and encouraging appropriate behaviour
- providing adult learning opportunities and programs
- providing family services to assist families to make changes
- providing information for staff re DECD Employee Assistance Programs

We will consistently respond to inappropriate behaviour by children, parents, staff and others involved in the Centre by:

- informing people of expectations.
- reminding people of expectations and limits
- using a respectful approach to explain why a behaviour is inappropriate and what behaviour is expected
- talking only about the behaviour, not labelling the person
- responding sympathetically and acknowledging feelings
- establishing natural, logical consequences
- provision of information regarding additional support services
- facilitate pathways to access additional services as needed.

Depending on the severity and frequency of the behaviour, we will consider further steps such as:

- using behavioural analysis to learn what may be contributing to a child's inappropriate behaviour and how to help reduce or replace the behaviour
- having a formal or informal meeting to discuss concerns and to develop an action plan to encourage appropriate behaviour
- developing a written contract with a staff member, family member, visitor, agency or volunteer that outlines specific expectations and consequences
- giving a written warning that outlines specific concerns and consequences if the behaviour continues
- accessing outside resources for help, such as: Medical, Therapeutic or Advocacy/Cultural Advisory Agencies.
- make a formal complaint if the behaviour involves discrimination or harassment

In extreme cases, we will take additional steps such as:

- initiating disciplinary processes against a staff member
- suspending or withdrawing services because of a child's or family member's inappropriate behaviour
- in the case of a visitor or volunteer not allowing the person to return to the Centre
- contacting the police if the behaviour is illegal such as abuse, assault or threatening another person.
- withdrawing from partnership agreements with agencies.

5.0 MONITORING, EVALUATION AND REVIEW

Oversight :	Director of Sir Thomas Playford Kindergarten
Implementation :	All Educators
Monitoring :	Sir Thomas Playford Kindergarten Educators

References:

Early Childhood Australia Code of Ethics
SA Public Services Code of Ethics
DECD – Practices with Children
Early Years Learning Framework
Manitoba Childcare Safety Charter
United Nations Rights of the Child
United Nations Human Rights
South Australia Equal Opportunities Act
Disability Discrimination Act

Policy Implementation – August, 2016

Policy ratified – August, 2016

Assessment

Reporting

Our staff collect information on each child looking at their skills, abilities, interests and learning style. This is done in various ways, collecting samples of work, observations, photos and discussions with staff and parents. This information is used to write the children's reports. At the end of term 2 your child will receive a formative report and at the end of term 4 they will receive a summative report. When these reports are given to parents you will be given time to talk with staff about the reports any concerns you may have.

Specialised services

In order for all students to be fully supported during their learning and development at kindergarten, we spend time to get to know each child to develop their individual skills interests and knowledge.

During this time if staff are concerned about a child's development we will meet with parents and a referral for further assessment may be completed with parent approval. Specialist support is available in speech pathology, early childhood psychology, social work and disability. Children who have been identified with additional needs through outside agencies may also be referred to the education department support program.

All of our staff members are happy to work with outside agencies to support your child's learning and development. We believe early intervention is essential for the wellbeing of all children.

Drop-off and pick-up policy

Safety

It is essential for safety and administrative reasons that your child is signed in every morning and signed out when you collect your child. It is also important for you to advise us if someone different is going to collect your child. Children remain parent's responsibility until 8:45am.

Arriving and departing kindy

An adult must accompany children inside the Kindergarten, at the beginning of each session. There are a number of tasks that your child will need to do to before you leave including:

- Signing in
- Hang bag on hook
- Placing their snack on the trolley
- Drink bottle in the drink trolley
- Nappies on the trolley (if needed)
- Checking pockets for notices

We actively encourage children to greet staff at the beginning of the session and to say goodbye when they leave. Please be punctual when collecting children, as they can become distressed if other children have gone home ahead of them.

The door will remain closed until 8.30am for AM session and 12pm for PM session to allow staff time to set up equipment and plan for the session.

The door will not be open until 11:25am for the AM session and the 2:55pm for the PM session. This helps children remain focused on their learning. Children will only be given to their parent or adult named on their enrolment form.

Car Park

The car park is for staff only and people holding and displaying a current disability parking permit.

Philosophy

At Sir Thomas Playford Kindergarten we believe in inclusion and differentiation. Our strengths lie in establishing effective relationships with children, families, Allied health and the community. We promote family involvement and a shared sense of community collaborating to create a team around the child. In creating opportunities for children to interact and engage in learning processes, we provide challenging and stimulating experiences that foster belonging and embrace children's individuality. Our curriculum is guided by children's strengths, interests and needs using specialised knowledge and skills to create developmentally appropriate practice. Our program reflects learning and skill development in the Early Years Learning Framework(EYLF) outcomes.

We provide children with a play based curriculum which promotes social inclusion, persistence, confidence, resilience, wellbeing, organisation and special rights. Children are active participants in their own learning. Through observation and engagement in play, Educators will provide a program that is responsive to individual children's ideas, interests, strengths and abilities. Staff accept professional challenges and seek opportunities to extend career knowledge through training and development. Educators actively scaffold children's learning. Curriculum decision making is based on observations of children and contributes to each child's learning and development outcomes; relating to their identity, connection with the community, wellbeing, their confidence as learners and effectiveness as communicators. Children are actively involved in designing their play.

Teaching is intentional to foster appropriate kindy and lifelong expectations such as how to enter and exit play and how to be a friend. Educators encourage and support children's growing independence which helps children to feel secure and respected. Educators support the acquisition of skills for life and learning encouraging children's interests and extending upon experiences. Documentation of learning is ongoing. Lifelong learning outcomes, wellbeing and dispositions are evident in the planning and reflection cycle. Educators provide learning experiences that facilitate thoughtful and challenging conversations with children. Educators make use of spontaneous teachable moments to extend children's understandings. There is a strong focus on wellbeing. Educators are encouraging and enthusiastic towards children's attempts to gain new skills, knowledge and understandings.

Belonging:

In establishing secure, respectful and reciprocal relationships we create partnerships with families and ensure that children feel happy, safe and accepted. Communication is regular, respectful, positive and appropriate. Positive, trusting, appropriate and professional relationships are established and maintained between staff, children, families and other providers (therapists) creating a team around the child. Open communication with families is welcomed and confidentiality is maintained. Educators promote anti-bias, gender equality and child protection advocacy. Family involvement and participation at our service is encouraged and welcomed.

Being:

At Sir Thomas Playford Kindergarten children discover the pleasure of learning and have fun in the process. We celebrate diversity, identity and uniqueness. We believe that respect for diversity creates a welcoming environment for all. Educators foster intellectual stretch and assist children with disabilities and high support needs to optimise their own learning. We create an environment in which every student's needs are provided for. Learning is play based. Pedagogy is focused on each

individual child's strengths, interests and needs. In a culture of inclusion equity is evident with students getting what they need to engage, learn and develop.

Becoming:

We offer a flexible curriculum that supports and challenges children's learning. We provide a sensory integrated play based program that values children's wellbeing and supports active participation.

'Every chance for every child' is what we stand for and encompass in our daily practices and relationships with children and their families.

Ways of learning offer flexibility. In supporting children in creative, challenging environments we build strong foundations vital for optimal learning at Sir Thomas Playford Kindergarten educators embrace best practice, informed by research, data and professional learning opportunities. Engagement in the Berry Street Education Model and the Pyramid Model of practice is a perfect fit with our core business: establishing trusting relationships, vibrant learning environments and inviting experiences; fostering social emotional engagement and resilience. Educators embrace innovation and our work is at all times done with fidelity.