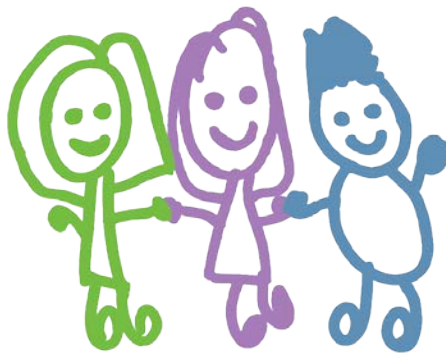


Welcome to



Salisbury Downs Preschool Centre

12 Donegal Street, Salisbury Downs SA 5108

email: dl.2639.leaders@schools.sa.edu.au

ph: 8258 4532

<https://www.preschools.sa.gov.au/salisbury-downs-preschool-centre>



Government of South Australia
Department for Education

National Quality Standard rating

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

Overall Rating: Exceeding NQS

Quality Area Ratings:

1	Exceeding NQS	▼
2	Exceeding NQS	▼
3	Exceeding NQS	▼
4	Exceeding NQS	▼
5	Exceeding NQS	▼
6	Exceeding NQS	▼
7	Exceeding NQS	▼

Rating for:

Salisbury Downs Preschool Centre

Rating issued: January 2017

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Preschool

EVERY DAY

Counts



Welcome to Country

Acknowledgement of Kurna country

We would like to acknowledge that this land is the traditional lands for Kurna people and that we respect their spiritual relationship with the country.

We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

Our aim is that

Educators, parents and community work together

to

Provide a welcoming, safe and stimulating learning environment

in which

Every child and their family are respected and valued

to achieve

Optimal learning outcomes

to benefit

Each child and his/her future.

This booklet has been prepared to provide you with helpful information about the preschool.

Term Dates 2019

Term 1 ~ Tuesday 29th January – Friday 12th April

Term 2 ~ Monday 29th April – Friday 5th July

Term 3 ~ Monday 22nd July – Friday 27th September

Term 4 ~ Monday 14th October – Friday 13th December

Permanent Educators:	Elizabeth Burton	- Director
	Melissa Todd	- Teacher
	Lynn Watmore	- Early Childhood Worker

Fees \$100.00 per term (\$10.00 per week)

Preschool Session Times

Group 1	Mon and Wed	8.45am – 3.30pm
	Fri alternate odd weeks	8.45am – 11.45am
Group 2	Tue and Thur	8.45am – 3.30pm
	Fri alternate even weeks	8.45am – 11.45am

Enrolment Policy

Children are currently entitled to attend 30 hours per fortnight for 4 terms in the year prior to beginning school. Early entry at preschool for children with additional needs should be discussed with the Director. Children who turn 4 before or on 30th April will begin in that year. Children who turn 4 from 1st of May onwards will begin the following year.

Things to bring to preschool: - all must be named and taken home each day

- A named hat (refer to SunSmart Policy page 19)
- A named case or bag
- A plastic **Bottle of Water** for your child to drink.
Children can drink from their water bottle at any time. Please bring **only water**.
Research has shown that water is the best thirst-quencher and 'Brain Food'.
- Healthy food for the day for lunch and two snack times – (refer to Nutrition and Healthy Food Policy pages 17 and 18)
- A change of clothes, underwear and socks (named)

Friday is Fruit Sharing Day. Place fruit in the bowls on the sign in table. Fruit will be cut up by an educator or a parent. Please see an educator if you can help.

Newsletters, Notices, Invoices, Receipts and Communication

All preschool children have a pocket with their first name on it where communication from the preschool is placed. This includes receipts for fees, newsletters, excursion forms and accident notes. Please check communication pockets and notice boards daily to stay informed with information and coming events. Daily communication is on the sign in table at the main entrance, the plasma screen and the floor books.

Arrival/Collection

When your child arrives or departs, you need to sign the daily attendance sheet which is on the sign in table inside near the main entrance. Please sign and write the time of arrival and departure. Please notify an educator of any changes to people who regularly collect your child. If collecting your child early please inform an educator. Encourage your child to greet and farewell educators. You need to be over 16 years of age to collect a child from preschool.

Birthday Celebrations

Children's birthdays are celebrated at preschool with a special birthday song and a playdough cake. In line with our Nutrition and Healthy Food Policy please do **NOT** send along cakes or treats to preschool.

Absences

Please let an educator know if your child is sick/absent by prior discussion or a telephone call on the day.

Lost Property

All lost items are placed in the lost property boxes under the sign in table. Unclaimed items are donated to charity at the end of each term.

Washing

If you could help by doing a small bag of washing consisting of paint smocks and tea towels please add your name to the washing roster on the sign in table. Washing is sent home on a Thursday or Friday.

Emergency Procedure Plan

The emergency procedure plans are placed by all external doors. All children are involved in termly evacuations and invacuations.

This includes:

- * The sound of 3 whistle blows
- * STOP, LOOK, LISTEN
- * Gathering in safe designated places

In cases where the preschool building and outdoors are unsafe for people, we will gather at the Salisbury Downs Primary School, 39 Paramount Road, Salisbury Downs. Phone 8258 7560.

Fees/Money

Fees are needed to pay for ongoing essential costs eg. telephone, electricity, water, gas and curriculum resources. An invoice will be issued when your child starts preschool and at the beginning of each term. There are 3 options for payment;

1. **Cash** - Please put money for fees or other payments in an envelope and write your child's name, amount of money and what the payment is for (eg. fees, raffle etc) on the envelope. Put the envelope in the locked moneybox on the shelf opposite the fridge. Envelopes are next to the moneybox. Receipts for money will be issued and placed in your child's communication pocket.
2. **BSB 065 122** Account number **00905716**, Direct payment into our Commonwealth account.
3. **Centrelink** via '**Centrepay**' please ask an educator for the form you need to sign.

Governing Council

A council is elected each year at the Annual General Meeting but new members are welcome to attend at any time throughout the year. We encourage parents to attend Governing Council meetings so that they can be a part of helping to run the preschool.

Governing Council works with educators to ensure the smooth operation of the preschool. Parents/Caregivers from the preschool are welcome to join the Governing Council. Meetings are held twice a term to talk about what is happening at preschool and to give input and approve the Budget, Annual Report, the Quality Improvement Plan and other business. The Council decides what resources to buy, discusses what the children are learning, plans family events, participates in fundraising and makes new friends. We aim to develop local links with the community, school, library and local childcare.

Meetings are usually held on Fridays in the third and eighth week of each term 12.00-1.30 pm.

Please speak to an educator if you would like to become a member or attend a meeting. Dates of meetings will be included in the newsletter.

Preschool - School Transition

Parents are responsible for enrolling their child at the school of their choice in the year before the child starts.

PHILOSOPHY

Our philosophy has been guided by the Code of Ethics as well as Belonging, Being and Becoming: the Early Years Learning Framework for Australia (EYLF).

CHILDREN

We believe children;

- need to feel safe and protected, have fun and enjoy their learning.
- are capable, competent, engaged, resourceful learners who need to be active participants in their own learning.
- need to be respected and valued as individuals, regardless of gender, culture and social context.
- learn through play based experiences and collaboration with others.
- can develop a positive self esteem and wellbeing through supportive and respectful relationships with educators and the environment.
- have their own strengths, skills, abilities, interests and prior knowledge.

Therefore we will;

- develop positive, trusting, respectful relationships with all children.
- implement a play-based and child-centred program based on EYLF, with opportunities for collaborative and cooperative learning.
- focus on positive dispositions for learning.
- promote each child's confidence and wellbeing through a range of experiences and opportunities that build upon their individual abilities and interests.
- encourage each child to be successful learners and to reach their highest potential.
- recognise, acknowledge and extend on children's prior knowledge.

FAMILIES

We believe;

- a child's family is their first and most influential educators.
- family involvement is integral to a high quality program.
- there should be a strong partnership between families and educators based on trust, respect and collaboration.
- families come from a diverse range of cultures with differing values and beliefs which need to be respected and honoured.

Therefore we will;

- develop positive, supportive, respectful relationships with all families.
- ensure we maintain a high level of communication with families through a variety of methods.
- work in partnership with families to achieve high quality learning outcomes.
- support and welcome each family's interest in the preschool and encourage their involvement.
- acknowledge, respect and value the diversity and individual beliefs and cultural backgrounds of each family, including Australia's Aboriginal and Torres Strait Islanders.

EDUCATORS

We believe all educators;

- need to be enthusiastic and display a high level of commitment to education.
 - have unique abilities, interests and personal qualities that are valued.
 - should continually strive to extend their knowledge.
 - should display ethical, courteous and professional behaviour and maintain confidentiality.
 - should be positive role models for the children and families.
 - should contribute to a shared vision for the service.
- are entitled to a safe and secure working environment in order to develop and maintain a positive wellbeing.

Therefore we will;

- promote educator health and wellbeing through developing positive relationships and open communication with each other.
- provide opportunities and encourage all educators to collaborate and share in decision making and to have their voice heard.
- encourage all educators to reflect on their practice through individual performance development and to attend ongoing professional development based on individual and site needs.
- utilise strategies such as modelling, demonstrating, questioning, explaining and problem solving to extend children's thinking and learning.
- abide by the Code of Ethics.

PROGRAM**We believe;**

- the environment should be safe, secure, nurturing, aesthetically pleasing and welcoming to all families and educators.
- there should be a focus on nature play
- the program should be engaging and inclusive of all children, utilising a holistic approach catering for the whole child.
- the program should cater for transitions, including from home to preschool and from preschool to school.
- the program needs to be fun, flexible, challenging, open-ended, play based, child-centred and cater for all learning styles, with high expectations for all children.
- children's creativity and individuality should be valued, respected and supported.

Therefore we will;

- assess and monitor children's progress and plan an appropriate program based on each child's needs.
- provide rich, meaningful, inquiry-based experiences which encourage each child to explore, discover and experiment including in the natural environment.
- provide individual support for each child to achieve learning outcomes at their own level.
- provide opportunities to develop an appreciation and respect for the natural environment and promote children's understanding about their responsibilities to care for the environment, through the promotion of sustainable practices.
- be responsive and plan opportunities for intentional teaching and knowledge building through individual work, small and large group experiences and everyday routines.

COMMUNITY**We believe;**

- we should be advocates for our profession and share our knowledge and experience with the community.
- we are a central link to information and support services within the wider community.
- in the importance of developing and nurturing relationships with community organisations, support agencies, councils, local childcare centres and schools.

Therefore we will;

- operate within the guidelines set down by governing and professional bodies.
- participate in community events.
- utilise local services when needed or appropriate.
- provide families with information about community services and resources and refer where appropriate.

Parental Participation

We value parent/caregiver involvement and encourage you to participate in any way you feel comfortable. We acknowledge that parents may like to be involved. There are many ways you can participate. Just tell an educator you have some time and would like to stay.

- Spend a short time reading a story, playing a game or helping with an activity.
- Share your culture and skills with an educator and the children. Tell us if you play a musical instrument, paint, draw, etc. or would like to help us celebrate a special cultural event.
- Make a time to cook with a small group of children.
- See an educator if you can help prepare teaching materials eg. preparing collage materials, cutting up paper. This can be done at home.
- Help during the end of term clean up.
- Come early and help educators at the end of the session.
- Attend family events and excursions.
- Attend Governing Council meetings.
- Help by doing some gardening or sweeping the paths.

Being involved helps you to understand the types of learning your child is participating in at preschool, and children show great pride when their parents are involved.

HEALTH AND SAFETY

Footwear/Clothing

Children need to wear **suitable** safe footwear/clothing for active and messy play such as hopping, jumping, climbing, sand play, water play and painting. Thongs are not appropriate.

Sickness

Please **do not** bring your child to preschool when he/she is unwell. Please ring the preschool if your child is unable to attend.

Infectious Disease Health Requirements

German Measles	To be kept home until fully recovered or 5 days from the onset of rash.
Measles	Children should be kept home for at least 5 days from the appearance of the rash or until medical certificate of recovery is produced.
Conjunctivitis	Stay at home until the infection has been treated and there is no discharge from the eye.
Infective Hepatitis	Stay at home until a medical certificate of recovery is obtained.
Mumps	Stay at home for 10 days from the onset of symptoms.
Impetigo (School Sores)	Children should be kept home from preschool until effective medical treatment has been carried out. A dressing should cover any sore on exposed surface.
Chicken Pox	Children are contagious 2 days prior to rash appearing and should be excluded until last appearing spot has crusted over (must be dried up). This usually takes about 7 days from the spots appearing.
Head Lice	From time to time head lice occur. The condition is purely of nuisance value and is easily treated. Children may return to preschool the <u>day after</u> appropriate treatment has commenced. Children suspected of having head lice will be sent home.

Medication

If children need medication to be administered by an educator, even if only once, a signed form from the child's Doctor is required. Medication must be in the original container, labelled with the child's name, dosage and instructions for administration. All medication must be handed to an educator at the beginning of each session and not left in the child's bag. Asthma puffers need to be accompanied by a Health Care Plan and provided on enrolment.

We are committed to providing and maintaining a safe and healthy environment for educators, children, families, volunteers and visitors. This is achieved through an effective approach to the management of occupational health, safety and welfare, which includes the administration of medication to children.

On enrolment families are asked to identify any known medical conditions. Medical information, action plans and health care plans are completed before the child commences preschool and arrangements are negotiated with the Director.

The following guidelines have been established for the administration of medication.

Wherever possible medication should be administered by the parent.

Medication will not be administered unless the following procedures are undertaken:

- A management plan is developed and signed by the treating doctor
- Parent/guardian approval via the 'medication record' form.

It is the parent's responsibility to advise the preschool of any change to the child's dosage/medication via a doctor's letter or management plan signed by the doctor.

All medication must be prescribed by the doctor and has the original label detailing the child's name, required dose and storage requirements (medication will be kept in the medication box on the shelf in the kitchen or in the fridge – whichever is appropriate).

Medication should be given directly to an educator and not left in the child's bag.

Before administering medication, the educator will:

- Verify the correct dosage, used by date and time with a second educator.
- This second person also needs to witness the administration of the medication.
- After giving the medication the educator will complete the details on the 'medication record' form and get the witness to sign as well.

Ambulance

In the event of an emergency an ambulance will be called for the protection of your child.

C&YH (Child and Youth Health)

Each child will have a health check (which includes hearing & vision) at the preschool. An educator will inform parents individually when it is their child's turn. Please inform us if your child has already had their health check.

Mandatory (Child Abuse) Reporting

As teachers and care-providers of children, we are legally obliged to report any suspected non-accidental injury or incidence of child abuse. Please see an educator if you have any concerns.

Child abuse report line ph: 13 14 78

Hygiene Practices/Universal Precautions

This preschool has policies and procedures for the safe handling of bodily fluids, to prevent infection from diseases that include HIV and Hepatitis.

Standard hygiene procedures such as hand washing are adhered to by educators at all times, and taught to the children. Children are encouraged to be as independent as possible with personal hygiene and First Aid.

All educators are trained in First Aid.

Information on Toilet Training

“Should my child be toilet trained before starting Preschool?”

In general the answer is yes. Information from paediatricians informs us that children are usually day time trained by the age of 3 years and 6 months. This includes being able to wipe their own bottoms with verbal encouragement and assistance to fold the paper if necessary. This may however vary if an emotional or medical condition or developmental delay is present. In such cases professional support to toilet train can be sought to formulate a plan of action to ensure a process or support is in place at preschool. **‘Children and students who are incontinent at preschool require a Health Support Plan based on a Continence Care Plan from a health professional.’** (DfE Personal care support planning 2007).

In some cases parents have identified that their child ‘is too busy’ and forgets or does not care that they soil their pants. In cases where this has not been resolved before a child starts preschool we are able to set up a plan at preschool with the parents/carers to support the child to take responsibility for their body functions.

It is important to understand that to physically assist a child to toilet and/or change their pants it takes two educators off the floor, as an observer is required to meet our duty of care to children and educators. This can result in a significant loss of teaching and learning time over the preschool day. It is therefore important that where possible we work together to achieve the best outcomes for all children.

At Preschool educators:

- Will support children to be aware of the need to toilet regularly with reminders to go to the toilet before lunch and snack times i.e. 3 times a day.
- Encourage children to be independent in changing their clothes when they wet themselves and assist when necessary.
- Will talk children through the process of bottom wiping independently.
- **Are unable to satisfactorily change a child who has soiled their clothes beyond a small accident as we have no wash facilities for children. Parents or a nominated contact person will be called to collect a child requiring washing and/or replacement of clothes.**
- Will follow through with toileting plans developed by parents/caregivers and educators.

We ask that parents/caregivers:

- Ensure that your child goes to the toilet before arriving at the preschool in the morning.
- Teach your child to toilet independently including wiping their own bottom.
- Do not send your child in pull ups (unless this is part of an agreed toileting plan).
- Dress your child in easy to manage clothes so that they are able to toilet themselves quickly and generally without help.
- Provide extra underwear in your child’s bag as well as two full changes of clothes.
- Make a time to speak to educators if you notice a change in your child’s toileting habits i.e. starting to wet pants due to an emotional experience.
- Meet with educators to develop a plan of action if
 - a) Your child forgets or chooses not to go to the toilet.
 - b) Your child requires support to toilet due to an existing emotional, developmental or medical condition.

Assessment and Curriculum

- Our assessment for learning is always changing to meet child/preschool/parent and Department needs. Educators attend ongoing training and development.
- Our curriculum is based on Belonging, Being and Becoming: the Early Years Learning Framework for Australia (EYLF). We have high expectations for all children to achieve their personal best.
- Our curriculum is flexible and based on children's needs and interests as well as EYLF and Numeracy and Literacy indicators. Please look at our program displayed on the notice board and feel free to make suggestions if there is anything you would like to include.
- As we view each child's development individually all children achieve outcomes at different rates.
- Curriculum information and photos of activities and events are displayed in the floor books.
- Individual observations are recorded on every child.
- We take photos of your child that demonstrate their development and interests. They are placed in your child's portfolio. Please look regularly at your child's work and photos in their portfolio.
- We encourage the borrowing of Literacy Kits to help develop and extend children's skills.
- We divide into small groups to cater for children's needs and do appropriate activities in each group.
- After your child's second term you will be given the opportunity to meet with an educator to discuss your child's progress and their *Statement of Learning*. This will be updated at the end of the year and given to families when your child leaves to go to school. A copy is also forwarded to your child's school. However, we are very approachable, so if you have any concerns about your child please feel free to speak to an educator at any time.
- If a child goes to a new centre information is transferred as required.
- Specialist services are available through DfE i.e. speech, psychology, social work, special education.

Belonging, Being and Becoming: the Early Years Learning Framework

A Vision for Children's Learning –

All children experience learning that is engaging and builds success for life.

The Early Years Learning Framework for Australia is the curriculum document used by educators who work with children from birth to 5 years. It encompasses the Principles, Practices and Learning Outcomes.

The following five Principles reflect theories and research concerning children's learning. The Principles focus on assisting all children to make progress in relation to the Learning Outcomes. The following Practices aim to promote children's learning.

The Principles are:

Secure, respectful and reciprocal relationships
Partnerships
High expectations and equity
Respect for diversity
Ongoing learning and reflective practice

The Practices are:

Holistic approaches
Responsiveness to children
Learning through play
Intentional teaching
Learning environments
Cultural competence
Continuity of learning and transitions
Assessment for learning

The framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the following five

Learning Outcomes:

Outcome 1: Children have a strong sense of identity
Outcome 2: Children are connected with and contribute to their world
Outcome 3: Children have a strong sense of wellbeing
Outcome 4: Children are confident and involved learners
Outcome 5: Children are effective communicators

The Program

The program is based on the Early Years Learning Framework (EYLF), planned on a regular basis and displayed on the notice board. A regular newsletter provides further information about the curriculum. Observations of children's learning and interests are documented by educators. These provide a basis for future programming. The observations are discussed and decisions made about appropriate learning experiences that will develop and consolidate or extend children's knowledge, skills and interests.

Educators are required to use and report on the Literacy and Numeracy Indicators to inform their planning and teaching, to monitor children's literacy and numeracy development, and to inform the *Statement of Learning* for discussion with and reporting to families. The information will also be used to support the transition of children from preschool to school.

Numeracy:

I explore and understand my place and space in the world
I quantify my world
I analyse, read and organise the data in my world
I measure and compare my world

Literacy:

I use language to connect with my world
I understand the language of my world
I represent my world symbolically
I engage with texts and make meaning

Children's Work Portfolios

These are a record of each child's time at preschool. They contain samples of paintings, drawings, writing, photos and observations. These are used as a basis at different times throughout the year to demonstrate and discuss children's learning with families. The portfolios are taken home when your child leaves preschool.

Reporting to Parents

This will happen in many ways and may include:

- Informal conversations with families
- Displays of children's work
- Sharing a child's portfolio
- Formal conversations between educators and parents
- *A Statement of Learning* for each child at the end of their second term and when they leave for school. This is shared with parents, signed and a copy sent to the child's school.

Educators will make a time to talk with parents/caregivers if they have any concerns about their child's learning. If you would like to discuss any aspect of your child's learning or development, you are encouraged to speak with an educator.

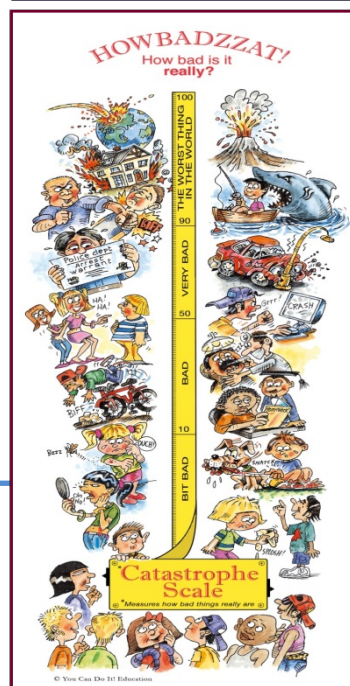
You Can Do It! Education

At Salisbury Downs Preschool we have a commitment to You Can Do It! Education. You Can Do It! have developed a series of educational products that look at achieving success and social-emotional wellbeing for all children, by teaching them about the 5 Foundations of successful learning.

Confidence
Persistence
Organisation
Getting Along
Emotional Resilience

You Can Do It! looks at children attaining positive habits of the mind. A positive habit of the mind leads to success and fulfilment of one's potential. To help children understand and develop the Foundations they will be introduced to our puppets Connie Confidence, Pete Persistence, Oscar Organisation, Gabby Get Along and Ricky Resilience.

Please speak to one of our educators for more information.



Positive Habits of the Mind

Accepting Myself - Not thinking badly about myself when I make a mistake.

Taking Risks - Thinking that "It's good to try something new even though I might not be able to do it."

Being Independent - Thinking that "I will do my class work and speak up in class even if my classmates think I'm stupid or what I have to say is stupid."

Believing 'I Can Do It' - Thinking that "I'm more likely to be successful than I am to fail."

Giving Effort - Thinking that "The harder I try, the more successful I will be."

Working Tough - Thinking that "In order to be successful in the future, I sometimes have to do things that are not easy or fun in the present."

Setting Goals - Thinking that "Setting a goal can help me be more successful at a task."

Planning my Time - Thinking about how long it will take me to do my work and planning enough time to get it done.

Being Tolerant of Others - Not making overall judgments of people's character based on their differences or behaviour.

Thinking First - Thinking about different ways I can react, the consequences of each, and the impact of my actions on another person's feelings.

Playing by the Rules - Thinking that "By following important school and home rules, I will live in a better world."

Social Responsibility - Thinking that "It is good to help others and make things cleaner and safer."



Behaviour Management Policy

An important outcome of a quality preschool program is that children develop as happy, responsible and confident individuals learning to work together cooperatively as members of a group. To be able to develop these skills, children need to learn that within society there are behaviours that are acceptable and behaviours that are not acceptable. We have created a preschool agreement with the children around keeping ourselves and our friends safe.

We believe;

- All children are individuals and the strategies used for guiding behaviour reflect this.
- Everybody has the opportunity to express their feelings.
- Children learn best when they experience success, have positive self esteem and have developed trusting relationships with educators.
- Educators and families share the responsibility for modelling appropriate behaviours.
- We consider that children learn through a positive, safe, secure setting that encourages and values play and is free from harassment.
- Families and educators need to work together to develop consistent expectations.
- Behaviour expectations need to be explicit and take into account children's background, age, culture and stage of development.

Behaviours we encourage;

We believe that social skills are of vital importance to children's development and need to be explicitly taught using appropriate body language, tone of voice, facial expressions and language.

- Respecting and caring for materials and equipment
- Respecting and accepting others and helping each other
- Positive interactions
- Being cooperative
- Sharing and turn taking
- Listening behaviours (eg. giving eye contact)
- Being polite
- Valuing people's opinions
- Participating in activities
- Using appropriate social language and actions
- Safe play
- Development of problem solving skills
- Recognition of the natural and logical consequences of behaviour

Behaviours which are unacceptable or inappropriate include;

Refusal to follow directions/disruptive behaviours

Physical behaviours causing distress to another individual

- | | |
|--------------------------|-------------------------------------|
| • Hitting | • Pushing |
| • Punching | • Kicking |
| • Throwing objects | • Breaking objects |
| • Biting | • Spitting |
| • Snatching | • Damage to equipment and furniture |
| • Inappropriate touching | |

Acts which cause emotional distress to another individual

- | | |
|-------------------------------|---|
| • Putting other children down | • Verbal abuse, including swearing |
| • Threats | • Racial taunts |
| • Bullying | • Yelling and screaming (directed at an individual) |

Acts which interfere unduly with the preschool routines

- Deliberate disruption of group or resetting times

Dealing with unacceptable behaviours

When dealing with unacceptable behaviours it is important to remember that;

- All children are individuals and will have different levels of understanding and experience.
- Educators and families need to work together to provide a safe environment and to share the responsibility for encouraging and modelling appropriate behaviours in a variety of situations.
- All educators must be consistent in their approach to each individual child.
- At times children do feel angry, frustrated and upset and need help to express their feelings appropriately.
- Children learn best when they experience success in a positive way – it is better to acknowledge and encourage the positive behaviour that is acceptable than to focus on the negative.
- Children should be involved in regular discussions about our preschool agreement and helped to understand why we need it.
- Educators and families need to be explicit about expectations for behaviour in various situations and about the consequences of behaviour.

When unacceptable behaviour occurs generally educators will;

- Redirect the child towards acceptable, constructive activities/experiences and provide encouragement, support and/or praise.
- Provide 1:1 support for children who require it.
- Talk with the child about the reasons why the behaviour is unacceptable and discuss alternative good choices.

or

- Ignore the behaviour if it is being done only to seek attention, as long as it is not unsafe.

If the unacceptable behaviour(s) are extreme the educator will remove the other children from the area and supervise the child to maintain everyone's safety.

The educator will talk with the child's parents/caregivers so that educators and parents/caregivers can discuss together strategies to minimise behaviours and encourage positive interactions. Behaviour plans will be written where appropriate.

With this policy statement educators want to ensure that our preschool is a place where children feel safe, secure and respected. A place where children, educators and families work together to maximise children's learning potential. A place which is fun and exciting and allows children to enjoy themselves, take risks and learn through play.

Nutrition and Healthy Food Policy

Rationale

Educators at this preschool aim to promote nutritional, healthy 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 three ways:

1. Short term: Maximises growth, development, activity level 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 the preschool learning environment.

Therefore:

- Educators will model healthy eating behaviours.
- Food and drink are consumed in a safe, supportive environment.
- Families are encouraged to supply healthy foods and given individual support where appropriate.
- Educators will encourage children to be independent and make healthy, informed choices.

Curriculum

Our preschool's food and nutrition curriculum:

- Is consistent with the *Australian Dietary Guidelines for Children and Adolescents in Australia*, and the *Rite Bite strategy*.
- 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 around growing, preparing and cooking healthy food.
- Integrates nutrition across the curriculum and relates to the Early Years Learning Framework and the National Quality Standards.

The Learning environment

Children at our preschool:

- Have tap water available at all times and are encouraged to drink water regularly through the day.
- Are encouraged to bring their own named drink bottle.
- Eat in a positive, appropriate, social environment with educators who model healthy eating behaviours.
- Use the preschool garden and sustainability practices to learn about and experience growing, harvesting and preparing nutritious foods.

Our preschool:

- Understands and promotes the importance of breakfast and regular meals for children.
- Teaches the importance of healthy meals and snacks as part of the curriculum.
- Is a breastfeeding friendly site.

Food supply

Our preschool:

Has the following guidelines for families for food brought from home:

FOODS RECOMMENDED INCLUDE:

- | | |
|----------------------------------|--|
| • any fresh fruit and vegetables | cheese |
| • wholemeal crackers | savoury wholemeal sandwiches and wraps |
| • dried fruit | small yoghurt |

FOODS NOT RECOMMENDED INCLUDE:

- | | |
|---------------------------------|--|
| • Custard | cakes and sweet biscuits |
| • Lollies | rollups |
| • muesli bars | chips |
| • jelly and jam | processed fruit in syrup/juice |
| • fairy/sprinkle bread | take away foods eg. McDonalds, KFC, Hungry Jacks |
| • cold chicken nuggets and pies | |

Please only send water for your child to drink, **NO** milk drinks, including 'Up and Go' or 'Yakult',
NO cordial or fruit juice. .

The preschool has a commitment to providing a safe environment for all children including those with **severe allergies**. For this reason from time to time, certain foods may be banned.

Currently ALL NUT products, including peanut paste and Nutella are NOT allowed.

Please do not send birthday cakes. Children's birthdays are celebrated at preschool with a special birthday song and a play dough cake.

Fruit sharing day is Friday. Please **ONLY** send fruit on Fridays.

Food safety

Our preschool:

- Promotes and teaches food safety to children during food learning/cooking activities.
- Encourages educators to access training as appropriate to the Healthy Eating Guidelines.
- Provides adequate hand washing facilities and encourages hand washing before eating.
- Is aware that during hot weather some foods i.e. meat and dairy, are unsafe to eat unless refrigerated, and suggest avoid supplying this type of snack during hot weather. Please make sure food is kept cold with a frozen cold pack or frozen bottle of water as the fridge is not big enough for everybody's lunches.
- Does not heat food for children as we consider this an unsafe practice.

Food-related health support planning

Our preschool:

- Liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues, allergies and dietary requirements.

Working with families, health services & industry

Our preschool:

- Has consulted with Governing Council, educators and families within the preschool community in the review of our Nutrition and Healthy Food Policy.
- Invites health professionals to participate in food and nutrition experiences with children.
- 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 Australian Dietary Guidelines for Children and Adolescents in Australia* and the *Rite Bite strategy*.
- Supports individual families with nutrition and health concerns.

SunSmart policy

This policy applies to all centre events on and off-site.

Please note: D.f.E. and SunSmart guidelines require sun protection to be used during terms 1, 3 and 4 (1 August until 30 April) and whenever UV radiation levels reach 3 or above at other times.

Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health. Sensible sun protection when the UV is 3 and above does not put people at risk of vitamin D deficiency.

Objectives

This SunSmart policy has been developed to:

- encourage children and educators to use a combination of sun protection measures whenever UV Index levels reach 3 and above.
- work towards a safe outdoor environment that provides shade for children and educators at appropriate times.
- ensure all children and educators have some UV radiation exposure for vitamin D.
- assist children to be responsible for their own sun protection.
- ensure families and new educators are informed of the Centre's SunSmart policy.

Legislation

This policy relates to the following National Law and Regulations:

- *Education and Care Services National Law Act 2010:*
 - Section 167 – Protection from harm and hazards
- *Education and Care Services National Regulations 2011:*
 - Regulation 100 – Risk assessment must be conducted before excursion
 - Regulation 113 – Outdoor space–natural environment
 - Regulation 114 – Outdoor space–shade
 - Regulation 168: Policies and procedures (2)(a)(ii)–sun protection

National Quality Standards

All of the following SunSmart procedures link to: Quality area 2: Children's health and safety.

There are also links to:

Quality area 1: Educational program and practice

Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Governance and Leadership

Procedures

Educators are encouraged to access daily sun protection times via the SunSmart app or www.myuv.com.au to assist with implementing this policy.

We use a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4 (1 August until 30 April) and whenever UV radiation levels reach 3 and above at other times.

1. Clothing

Quality area 2: Children's health and safety

When outside, children are required to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with collars and elbow length sleeves, and longer style shorts and skirts are best.

If a child is wearing a singlet top or dress, they need to wear a t-shirt/shirt over the top before going outdoors.

2. Sunscreen

Quality area 2: Children's health and safety

- SPF 30 or higher, broad spectrum and water resistant sunscreen is available for educators and children's use.
- sunscreen is applied 20 minutes before going outdoors and reapplied 2 hourly, if remaining outdoors.
- children are encouraged to apply their own sunscreen under the supervision of educators.

3. Hats

Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.

4. Shade

Quality area 2: Children's health and safety

Quality area 3: Physical environment

- a shade audit is conducted regularly to determine the current availability and quality of shade.
- management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area.
- the availability of shade is considered when planning excursions and all outdoor activities.
- outdoor activities are scheduled outside the peak UV radiation times or in the shade where possible.
- children are encouraged to use available areas of shade when outside.
- children who do not have appropriate hats or outdoor clothing will be required to stay inside.

5. Enrolment and information for families

Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the centre's SunSmart policy.
- asked to apply sunscreen before coming to preschool.
- asked to provide a suitable hat for their child.

- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible.
- required to give permission for educators to assist their child to apply centre provided sunscreen.
- encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the centre.

6. Educator WHS and role modelling

Quality area 5: Relationships with children

As part of WHS UV risk controls and role modelling, when the UV radiation is 3 and above, educators:

- wear sun protective hats and clothing when outside.
- apply SPF 30 or higher broad spectrum, water resistant sunscreen.
- seek shade whenever possible.

7. Education

Quality area 1: Educational program and practice

Quality area 5: Relationships with children

Quality area 6: Collaborative

partnerships with families and communities

- sun protection is incorporated into the learning and development program.
- the SunSmart policy is reinforced through educator and children's activities and displays.
- Educators and families are provided with information on sun protection through family newsletters, noticeboards and the centre's website.

8. Policy review

Quality area 7: Governance and Leadership

Management and educators monitor and review the effectiveness of the SunSmart policy and revise the policy when required (at least once every three years).

Inclement Weather Policy

At Salisbury Downs Preschool we will ensure that:

- All employees will take reasonable care to protect their own health and safety and that of others in the workplace.
- The Director has a duty of care to behave in a manner that ensures no foreseeable harm befalls the individual in their care.

We will meet the objectives of the Children's Services Act 1985

7 - Objects,

(2) In dealing with children under this Act, the Minister shall regard the interests of the children as the paramount consideration.

and the requirements of the National Quality Standards 2:3:2

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

Salisbury Downs Preschool is a SunSmart Centre. This policy will be in conjunction with our Sun Safe policy approved by the Cancer Council.

We recognise that children are at a greater risk of suffering from heat than adults and that a child's ability to respond to environmental heat and acclimatise to heat is due to physiological differences.

Shade: In periods of hot weather children will be restricted to shaded areas, under the verandah or the sandpit. They will not be permitted to play on the grassed areas that don't provide shade. Lots of water activities will be provided to keep children cool. In extreme heat or windy conditions children will be kept in the inside air conditioned environment.

Drinks: Children are encouraged to bring their own drink bottle and drink when needed. Educators will regularly encourage all children to drink. Educators will provide water to children who need it.

Clothing: Parents are encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and of a type that is sun safe.

Lunch: Parents are encouraged to pack food in insulated containers with a freezer brick or frozen water. The fridge is available for lunches if required.

Educators will check the temperature of equipment put outside in the morning and remove it in the afternoon if hot.

Parents and caregivers delivering and picking up children are permitted to come into the building to wait or to wait under the verandah.

In the event of a power cut when no cooling is available families will be contacted and the children sent home if it is deemed that a risk is posed to their health by keeping them here.

Children or adults who are viewed to be suffering from heat stress will be given appropriate First Aid and a parent or emergency contact will be contacted.

We have evaporative and refrigerated air conditioning to maximise comfort for children and adults.

In the event of high winds children will be kept inside due to our large gum trees.

This policy will be reviewed bi-annually.

Environmental Sustainability Policy

There can be few more pressing and critical goals for the future of humankind than to ensure steady improvement in the quality of life for this and future generations, in a way that respects our common heritage - the planet we live on.

(United Nations Decade for Education for Sustainable Development 2005-2014)

Aim:

For children, educators, families and the community to learn to live interdependently with the environment.

Goals:

- For educators and children to work together to learn about and promote the sustainable use of resources and to develop and implement sustainable practices.
- To foster positive attitudes and respect and care for the living and non-living environment.
- To take an active role in caring for our environment and contribute to a sustainable future whereby sustainable practices are embedded in our service operations.
- For children to be supported to become environmentally responsible and show respect for the environment.

Procedures used to achieve these goals:

- Implement a holistic, hands-on, open ended curriculum which explores ideas and practices for environmental sustainability and help children understand the interdependence between people and the environment.
- Collaboration between educators, families and children to identify environmental strategies for implementation.
- Engage in experiences that support the preschool to become more environmentally sustainable as part of our daily routine (e.g. recycling, gardening, energy and water conservation and waste reduction).
- Plan opportunities for children to connect with nature and the natural world, including excursions.
- Connect children to nature through art, collage and play and provide opportunities for children to experience the natural environment through natural materials like wood, stone, sand, recycled materials, loose parts and plants including native vegetation.
- Provide information to families on sustainable practices that are in place at the preschool and encourage implementation of these practices in the home environment.
- Educators will undertake professional development which focuses on aspects of sustainability.
- Acknowledge and celebrate environmental awareness events including National Tree Day, National Recycling Week, Walk to School Day and Clean Up Australia Day.
- Facilitate collaborative partnerships with local community groups and organisations, government agencies and private companies, such as our local Council, NAWMA, KESAB, NRM Education, Climbing Tree and Nature Play SA.
- Involve children in nature walks, education about plants and gardening.
- Engage children in learning about the food cycle by growing, harvesting, and cooking food.
- Reduce the amount of plastic and disposable equipment that is purchased and select materials and resources that are made of natural materials and fibres.
- Role model energy and water conservation practices of turning off lights, air-conditioning and other electronic appliances and machines when a room is not in use, emptying water play containers onto gardens and utilising rain water.
- Include recycling as part of everyday practice. Recycling containers will be provided. The concepts of 'reduce, reuse and recycle' will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- Use a worm farm and composting bin to reduce food waste. Children will be encouraged to place food scraps into separate containers for use in the worm farm or compost. Educators will discuss with children and families about which foods worms can eat and which foods can be composted.
- Use colour-coded bins to assist with waste reduction and recycling, including a Diabetes SA blue bin to collect donated items for charity.
- Explore and discuss the lifecycles of plants, insects and animals with children.
- Discuss and explore with children the ways different cultures engage with the environment including Aboriginal and Torres Strait Islander customs.
- Provide resources that discuss and promote aspects of sustainability.

Headlice Policy

Headlice have been around for thousands of years. As with any insect they learn to adapt to their environment in order to survive. We are never going to be completely rid of them, but we can make managing them easier.

This policy outlines the roles and responsibilities of the Salisbury Downs Preschool's community in our efforts to control head lice.

A few facts about headlice:

- They do not jump... they do not have knees! Their legs are designed for climbing.
- They do not swim.
- They do not fly, because they don't have wings.
- Head lice need human blood to survive... they feed 3 to 4 times a day.
- Headlice do not live on your pets.
- Headlice can only live for hours off a human host.
- Headlice aren't choosy.... They don't care if hair is short or long, blonde, brown, just washed or washed last week. As long as they are warm and have blood they are happy.

The usual way a person gets headlice is from direct head to head contact with another person. With children this can occur when they are playing, hugging or working closely together.

There are two common methods for treating headlice.

Chemical – using a pediculicide (insecticide) to kill the lice and nits. Please note: pregnant women, people with sensitive skin and the parents of children less than 12 months of age should consult a medical practitioner before applying pediculicides.

Non chemical wet combing – this technique is used as a detection and removal method. It involves using conditioner to smother and stun the lice so that their removal is easier.

The Department of Human Services supports using a comb to remove headlice and their eggs in conjunction with using a chemical treatment, (unless the manufacturer states that conditioner and shampoo not be used after a chemical treatment).

The Department for Education (DfE) has a policy that if evidence of headlice is found, the parent/caregiver will be called and requested to pick their child up from the preschool. The parent/caregiver should treat the child as soon as possible. Once a correct and careful treatment of the hair is conducted by the parent/caregiver, so that there are no longer any live headlice or eggs present in the hair, the child can return to preschool.

In cases where a child has recurring headlice problems, the preschool may request the child obtain clearance from a Medical Practitioner before they return to preschool.

Evidence shows that we cannot eradicate headlice, but we can reduce the number of cases if all community members work together. In our preschool community there is a commitment to do this in the following ways:

- All families will check household members for live lice at home.
- Where a case of headlice is detected an educator will encourage immediate treatment and the child may return to preschool the day after treatment has commenced and all lice and eggs have been removed.
- If a child is suspected of having headlice at preschool, an educator will check the child in a sensitive, discreet and appropriate manner.
- The director or nominee will contact the family to ask that a child be checked and treated if necessary.
- Parents/Caregivers will notify the preschool if their child has headlice and advise when appropriate treatment has commenced.
- Preschool educators will provide information about headlice management to families upon request.
- A preschool educator will notify all parents/caregivers if there is a reported case of headlice.
- We will respect the privacy, dignity and confidentiality of all families in our community.

Responsibilities

- It is the responsibility of the parent/caregiver to check their child for headlice and to treat for headlice if they are present. The preschool may request a note from a Medical Practitioner stating the child has been effectively treated before the child returns to preschool.

Parent Complaints Policy - Raising and Resolving Concerns.

1. CONTEXT

Good relationships between home and preschool give your children a better chance of success. This policy provides information about avenues of communication, which strengthens the partnership between parents/caregivers and the preschool. It acknowledges the importance of the relationship between parents/caregivers and preschool educators.

Your concerns may relate to - the type or quality of the service
- the behaviour and decisions of educators
- a policy procedure or practice

2. PROCEDURE FOR RAISING CONCERNS

Matters regarding children, parent or educator relationships should be raised directly with the preschool through the director or educators. There may be times when you feel for a variety of reasons that you are unable to speak to the person involved. If this is the case, let the director know. Where possible it is best if you speak directly to the person concerned.

The usual procedure to be followed:

- 2.1 Make an appointment to talk to the person who knows about the situation. It will always help the situation if you are calm and honest in your approach. **You should NOT approach children directly.**
- 2.2 Your concern deserves time in order to be resolved. Let the person know about your concern with a note or telephone call. This means they will be prepared and have all the necessary information. A time can be set up which suits you both. If together, you are not able to sort out the problem, let the person know that you intend to speak to the director, providing information which will enable the meeting to be as useful as possible.
- 2.3 If at the end of this meeting the problem is still not resolved you may contact the Educational Director at the regional office on 8314 4119. The Educational Director will need to be sure that attempts have been made to sort out the issues using the process described above.

Parents may contact the Parent Complaint Unit Hotline on 1800 677 435 to seek advice or to discuss a concern or complaint. They will review complaints that have not been resolved at the preschool or the regional office.

3. RIGHTS and RESPONSIBILITIES.

When raising a concern or complaint with an educator, parents can expect to:

- be treated with respect, courtesy and consideration
- have the complaint dealt with in a confidential and timely manner
- have access to appropriate and easily understandable information regarding the complaint resolution process
- have the complaint considered impartially and in accordance with due process and principles of natural justice
- be kept informed of the process and outcomes of their complaint.

We request that when making a complaint parents will:

- treat other parties with respect, courtesy and maintain confidentiality
- raise the concern or complaint as soon as possible after the issue has arisen
- provide complete and factual information about the concern or complaint
- ask for assistance or further information as needed
- act in good faith to achieve an outcome acceptable to all parties
- have realistic and reasonable expectations about what course of action is required to resolve the concern or complaint.

Security of Children Policy

The Department for Education and all educators who work with children have a duty of care to ensure the safety and wellbeing of all children entrusted to them. Educators at Salisbury Downs Preschool have undertaken training in Child Protection, Mandatory Notification, First Aid as well as other Department for Education initiatives which involve and promote the safety of children.

In order to meet our duty of care requirements the educators at Salisbury Downs Preschool have initiated the following procedures in regard to the giving of information about children attending the preschool and the collection of children from the preschool.

- Children should be collected from the preschool by the legal custodial parent(s), or legal guardians.
- Children may be collected from preschool by another adult only if the legal custodial parent(s) or guardian of that child has informed an educator of the arrangement.
- The legal custodian parent(s) or guardian will need to ensure that the details of the person collecting the child is completed on the 'authorised to collect section' of the enrolment form.
- Consent will be deemed to have been given for another adult to collect a child if a parent or guardian has given authorisation by note or verbally to an educator.
- In the case of an emergency, verbal consent via the telephone will be deemed to have been given when the educator is sure of the identity of the caller. Verbal consent will be entered in the preschool diary by the educator receiving the call.
- Children must not be released into the care of a minor under 16 years of age.

Details concerning the phone number, address, enrolment details or attendance at preschool of any child must not be given out unless the parent(s) or legal guardian has given permission.

In the case of the Department of Family and Youth Services (F&YS) requesting information, it must be given. In these cases it is essential that the identity of the caller be established before the information is given out.

COMMUNITY SERVICES

The following services are offered to families of preschool children:

DfE (Department for Education)

26-34 Wilkinson Rd, Para Hills 5096

ph: 8314 4000

* Psychology

* Social work

* Speech pathology

* Behavioural support

* Bilingual support

* Family day care

Salisbury West Community Health

(next to Hollywood Plaza) offer
a wide range of health and support services

ph: 8222 8222

SA Dental Service Community Dental Clinic

Hollywood Blvd, Salisbury Downs
opposite Hollywood Plaza

ph: 8250 9254

Child and Youth Health

Northern Office
Clinics at Salisbury & Elizabeth

ph: 1300 733 606

Morella Community House

eg. Sports, crafts, bilingual

ph: 8406 8484

Libraries

Len Beadell (Salisbury)
Salisbury West, Hollywood Plaza

ph: 8406 8283

ph: 8258 2788

Our Main Feeder School

Salisbury Downs Primary School
39 Paramount Road,
Salisbury Downs 5108

ph: 8258 7560

There's Nothing In My Bag Today

Today I did my Maths and science
I toasted bread
I halved and quartered, counted, measured
Used my eyes and ears and head
I added and subtracted on the way
I used the magnet blocks and memory tray
I learnt about a rainbow and how to weigh
So please don't say
'Anything in your bag today?'

You see, I'm sharing as I play
I learn to listen and speak clearly when I talk
To wait my turn and, when inside, to walk
To put my thoughts into a phrase
To guide a crayon through a maze
To find my name and write it down
To do it with a smile and not a frown
To put my pasting brush away so please don't say
'What! Nothing in your bag today?'

I've learnt about a snail and a worm
Remembered how to take my turn
Helped my friend when he was stuck
Learnt that water runs off a duck
Looked at words from left to right
Agreed to differ, not to fight
So please don't say
'Did you only play today?'

Yes, I played the whole day through
I played to learn the things I do
I seek a problem, find a clue
And work out for myself just what to do
My teachers set the scene and stay nearby
To help me when I really try
They are there to pose the problems
And to help me think
I hope they'll keep me floating
And never let me sink
And this is in my head and not in my bag
It makes me sad to hear you say
'Haven't you done anything today?'

When you attend your meetings
And do your work today
I will remember not to say to you
'What! Nothing in your bag? What did you do?'

