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# Home

We value our local community, natural environment, families, staff and our children. We believe that working together achieves the best learning and development for children.

We teach the children mindfulness and relaxation.

Find out more about our goals and our focus in our philosophy statement (PDF 196KB) (https://www.preschools.sa.gov.au/sites/default/files/stirling_district_kindergarten_philosophy_statement.pdf).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschool and children's centres (https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres) and have a chat to us about how you can get involved.

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

## Acknowledgement of Country

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

## Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (http://www.cfs.sa.gov.au/). See our bushfire action plan (PDF 874KB) (https://www.preschools.sa.gov.au/sites/default/files/stirling_district_kindergarten_emergency_management_plan.pdf)and the bushfire page on the Department for Education's website (https://www.education.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information) for general information.

## Contact us

**Preschool director:** Ms Sue Caldicott

**Phone:** (08) 8339 2384

**Fax:** (08) 8370 1056

**Email:** dl.4661.leaders@schools.sa.edu.au

**Street address:** 11 Avenue Road Stirling SA 5152

**Postal address:** 11 Avenue Road Stirling SA 5152

# 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, which is currently offered as 30 hours over a fortnight, for 2 set groups. Group A attends Mondays and Tuesdays plus Fridays of odd weeks of term. Group B attends Wednesdays and Thursdays plus Fridays of even weeks of term. Children are enrolled in one of these groups in consultation with director or staff.

| Monday | Tuesday | Wednesday | Thursday | Friday |
|---|---|---|---|---|
| 8.30am to 3.00pm | 8.30am to 3.00pm | 8.30am to 3.00pm | 8.30am to 3.00pm | 8.30am to12.30pm |

### Fees

The parent contribution is $300 per term. See our enrolment and fees page (https://www.preschools.sa.gov.au/stirling-district-kindergarten/getting-started/enrolment-and-fees) for more information.

### What to bring

Your child needs to bring these items each day:

- back pack
- broad-brimmed, legionnaire or sun-safe hat (without chin straps) when UV index 3 or above. Kindy hats are available for purchase.
- change of clothes
- drink bottle containing water
- healthy snack packed separately to lunch
- healthy packed lunch
- sunscreen if own brand preferred
- suitable shoes for walking and climbing
- wear clothing suitable for outdoor play every day
- medication e.g. Ventolin/ Epipen etc if needed can remain at kindergarten with a health care plan signed by your GP.

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, packaged foods with high salt, sugar or fat content)
- toys from home.

### Additional information

In terms 2 and 3 we have nature kindy sessions in Belair National Park. Parents drop off and pick up at a designated area of the park. This is usually Joseph Fisher or Pines 1 area. Parents are welcome to attend as a helper.

Please read our drop-off and pick-up procedure (PDF 290KB)
(
https://www.preschools.sa.gov.au/sites/default/files/stirling_district_kindergarten_drop_off_and_pick_up_procedures.pdf).

## Playgroup

Our playgroup is run by Barb or Sally and is available for children aged between 0-5 years old. Play happens both indoors and outside. There is a story and song group time to finish the session. Please take the time to talk to the director and staff about any questions you may have about preschool. A parent or carer must stay and supervise children during playgroup sessions.

### Times

Fridays 9.00am to 10.30am during terms 2 and 3 only.

### Cost

$5 per family

### What to bring

Please bring these items:

- fruit
- hat (children and carers)
- water bottle
- weather appropriate clothing.

### Additional information

Please bring a change mat for any babies or toddlers as we do not have nappy changing facilities.

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

Priority will also be given if:

- you have had other children attend the preschool
- your child has special rights or is from a cultural or linguistically diverse background.

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 4 about a parent orientation session. This will be an evening session where you can meet other parents, learn about our program, procedures and policies, and ask questions.

Children beginning preschool the following year are welcome to attend our pre-entry transition program. These sessions will be in term 4 and are a chance for your child to meet our staff and other children. The fee for this transition program is $60.

## Fees

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

The parent contribution is $1200 per year. You can choose to pay the total amount at the start of the year or pay instalments of $300 each term (https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates). This includes all excursion/bus/program and consumables costs.

We offer other programs that may have additional costs (https://www.preschools.sa.gov.au/stirling-district-kindergarten/getting-started/what-we-offer#stirlingprograms).

### When to pay

We will invoice you by week 2 each term via your parent communication pocket.

Payments are due by week 4 each term.

Please contact us (https://www.preschools.sa.gov.au/stirling-district-kindergarten#contact-us) if you are having difficulty paying.

### How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Cheques are payable to 'Stirling District Kindergarten'. Please put the payment in a sealed envelope with your child's full name and invoice number on the front. Envelopes can be given to staff.

EFT information

You can pay by direct deposit.

BSB: 105079

Account number: 305013140

Please put the invoice number as the reference.

## Immunisations

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

# Reports and plans

## National Quality Standard rating

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

RATED
EXCEEDING
NATIONAL QUALITY STANDARD

**Overall Rating:** Exceeding NQS

### Quality Area Ratings

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

**Rating for:** Stirling District Kindergarten

**Rating issued:** December 2016

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## Quality improvement plan

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

Quality improvement plan (PDF 460KB)
(https://www.preschools.sa.gov.au/sites/default/files/stirling_district_kindergarten_qip.pdf)

## Site context statement

A summary of our:

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

Site context statement (PDF 220KB)
(https://www.preschools.sa.gov.au/sites/default/files/stirling_district_kindergarten_site_context_statement.pdf)

## Annual report

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

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/4661_AnnualReport.pdf)

# Parenting support

## Giving your child a strong start in the early years

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

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

## Parenting resources

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

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

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

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

Positive Parenting program (http://www.triplep-parenting.net.au/au-uken/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.

# Allergy Aware

## “we endeavour to be nut free”

As a health and safety conscious kindergarten, with duty of care to all, we ask that no nuts or item containing nuts (incl. muesli bars, Nutella spread etc.) be brought to kindy as a snack or lunch item. These will be returned in the lunch box to be eaten at home.

Even minute quantities can be life threatening for allergic, anaphylactic children and adults.

PLEASE inform staff if your child has a food or other allergy. This will help us to plan cooking activities as well as to take care of your child’s health.
While protecting confidentiality, families will be informed through the newsletter /signage if a medically advised health care plan of a child or adult with anaphylaxis is engaged. This may mean some modification to practices within the centre need to be made. For example this may include excluding eggs from the centre (including lunches), excluding egg cartons from the making box, excluding cream of tartar from play dough recipes etc. depending on the trigger for the anaphylaxis. We are responsible for the safety of all.

## Independent eating

Children are encouraged to practice independence with eating tasks e.g. Peeling/ eating whole fruit, or opening a lunchbox. Children are taught to sort their scraps for the compost bin or rubbish bin, although we do encourage zero waste.
We encourage the use of bees wax wraps and reusable containers. Unprocessed foods without commercial wrapping support your child’s optimal health & the environment too.

## At Home-healthy eating tips

**Lead by example – model healthy eating.**

Offer a wide range of fruit and vegetables and allow choice. A new food may need to be tasted many times before it becomes accepted. Praise confidence in having a try.

Encourage healthy eating and discuss healthy food choices when shopping, at the dinner table, watching TV commercials etc.

Avoid using food as a reward e.g. for desired behaviour or coming to kindy.

Avoid rewarding children for eating a disliked food.

Allow children to eat to their appetite. Remove uneaten food without comment.

Keep to structured meal time routines.

Emphasise being healthy and energetic rather than ‘slim’ or ‘fat’. Body image issues can start early in both girls and boys.

# Stirling District Kindergarten

# Healthy Eating Policy

## OUR AIM

**Our Kindergarten believes that healthy eating is fundamental to good health throughout life for all people.**

**In the short term healthy eating maximizes growth, development and activity-both physical and cognitive, while minimizing sickness.**

**In the long term, healthy eating minimizes the risk of diseases and health problems later in life such as heart disease, stroke, diabetes, some cancers, obesity and osteoarthritis.**

**The Department for Education Right Bite policy has helped South Australian schools and preschools since 2008 to select healthy food and drinks. Right Bite and Healthy Eating Guidelines are based on the Commonwealth Dietary Guidelines for Children and Adolescents and the Australian Guide to Healthy Eating**

**Our Kindergarten will therefore encourage healthy eating habits in our preschool children. However, there will be occasions when we enjoy special celebrations together with ‘sometimes’ foods.**

**We are a breastfeeding friendly site**

## Staff...

**will follow DfE RIGHT BITE healthy eating guidelines. Right Bite Easy Guide and Right Bite Food Spectrum provide a summary of the Right Bite policy using a coloured spectrum of GREEN, AMBER and RED to classify food and drinks into "every day", "moderate consumption advised" and "sometimes" foods. Staff**

- **Promote safe, supportive, and eco-friendly eating practices**
- **Update their First Aid /Asthma/Epipen skills as required**
- **Promote the social and cultural aspects of eating food**
- **Encourage the drinking of water only. Kindy tap water is filtered**
- **Attend training on healthy eating as required**
- **Teach, Promote & Model knowledge, attitudes and skills for good nutrition through healthy food growing, preparation, cooking and eating choices at kindy**
- **List any food allergies of children in the first aid folder and kitchen, and consult before providing any cooking/eating experience. Endeavour to make these experiences inclusive of all children**
- **Provide information to families and caregivers about the *Right Bite Strategy* through a variety of ways including: newsletters, policy review, information on enrolment, pamphlet/poster displays**
- **Promote the alignment of fundraising with the *Right Bite* strategy**

## Parents...

In support of Department policy, parents are asked to

- please send healthy snacks and a water bottle for their child/ren each day. No juice or sticky fruit straps please. Some healthy snack ideas are: whole or cut up fresh fruit, fresh or cooked vegetables (e.g. tomatoes, capsicum, cucumber, snow peas), dried fruit or cheese. They provide children with important fibre, minerals and vitamins & encourage a taste for healthy foods. Please consider choking hazards when choosing and cutting food.
- Send healthy lunches to kindergarten E.g. sandwich on whole-meal or grainy bread, sushi, chicken, tuna, wholegrain rice or pasta, salad, wraps, dinner leftovers, fruit/vegetables or yoghurt. Some lunch boxes are very large and should not necessarily be filled!
A regular 'dessert' or 'treat' may stop being a 'sometimes food' and become an expectation. potentially developing unhealthy eating habits in the future. Packaged foods in particular are full of empty calories & these sugar filled, fat filled, high salt, preservative and additive filled foods are really not necessary (or beneficial to children's health) if children have eaten a sufficient portion of healthy lunch.
- *Support the promotion of drinking water only, even at lunch time. No Juice or Milk drinks please.*
- ***A named ice pack in the lunch box will help keep food fresh.***

***We do not reheat food.***

- **Please support our healthy eating policy by being positive about it at home. Thank you.**

## Did you know?

- **Australia has the highest number of food advertisements per hour during children's TV viewing time in the world.**

**80% of these 'pester power' ads are for 'junk food'.**

- **Some of the most common food choking hazards for young children are whole grapes and popcorn. Carrots are best cut into 'sticks' rather than 'rounds.'**
- **Children are more likely to eat healthy food they have helped grow and /or prepare.**

**Speak to staff, your GP or Child and Family Health Service nurse if healthy eating for your child is a concern . They may be able to help!**

https://www.eatforhealth.gov.au/eating-well/healthy-eating-throughout-all-life/healthy-eating-infants-children-and-teenagers

https://healthy-kids.com.au/school-canteens/canteen-guidelines/sa-right-bite/

https://healthy-kids.com.au/kids/high-school-2/skipping-breakfast/

# CURRICULUM

## Young Children Learn best through Play

Play is critical for children's learning, growth and development.
Play experiences develop pathways in the brain, build complex language and social skills, develop imagination and enable children to develop executive functions and high level thinking skills.

## BRAIN DEVELOPMENT STARTS EARLY

'The research tells us that the brains of all children appear to thrive best in a nurturing, consistent and social environment, characterized by interventions which both secure the child yet enable him or her to explore and play safely.' Shonkoff and Phillips, 2001: Smith 2001

Brain research identifies that:

- The highest rate of brain development occurs in the early years of a child's life
- Children's early life experiences shape the way their brains develop, in the short term and throughout their life
- The young brain is very 'plastic'. It is continually responding and reacting to everything that the child experiences
- Secure relationships and rich life experiences encourage the child to explore and learn. This continues the brain building process.
- Children's early brain development is the foundation for all learning and development that follows.

*"Recognizing the early years are a period of unique opportunity and vulnerability means that the environments of early childhood should be designed so they facilitate, rather than blunt, the remarkable intrinsic push toward growth that is characteristic of every child…..' The Future of Children*

## The preschool curriculum is designed to

- Connect with children's prior experiences and understandings
- Broaden children's knowledge and skills across the curriculum
- Expose children to a wide range of learning experiences
- Engage children's imagination and curiosity
- Actively encourage independent learning and more complex play
- Support children to deepen their interests and take ownership of their learning
- Reflect and respect children's cultural backgrounds
- Extend children's critical thinking, creativity and problem solving skills
- Develop children's communication skills in talking, listening, expressing, viewing, decoding, drawing and writing

- Develop children's numeracy skills in patterning, measurement, spatial reasoning, analysing data and quantifying
- Support children's overall social development and well being
- Assist children to successfully transition to school

We plan, assess and report on learning using "The Early Years Learning Framework". The stated Learning Outcomes are:

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

**TEACHERS PLAN TO FACILITATE CHILDREN'S LEARNING BY**

Working in partnership with families and other professionals

- Respecting and extending children's ideas and interests
- Asking open ended questions, providing formative feedback and supporting children to test their ideas
- Encouraging children to explore, be independent learners and take risks in their learning
- Providing stimulating learning experiences, indoors and outdoors
- Listening, observing, recording, planning and responding to children's ongoing learning needs
- Being a co-player, modelling play, supporting children to enter and exit play situations
- Teaching by modelling, demonstrating and explaining

Research confirms that the higher the qualifications of staff, the better the outcomes for children. Department for Education Kindergartens employ qualified early childhood teachers and trained Early Childhood Workers.

# COMMUNICATION

Please read the notice board regularly. You will receive newsletters and notes via email. If you are unable to print attachments, hard copies will be available at the centre. You will be invited to join our closed Face Book page during the year your child is enrolled. We share curriculum information through our Floor Books which are in the entrance foyer. Children have an individual learning journal in which educators and children share learning. Please respect privacy and only look at your own child's folder. Please contact teachers if you have any information or concerns you would like to discuss. This can be done in person, by telephone or email. Open lines of communication lead to better learning outcomes for children, who are at the centre of everything we do.

**Drop off and Pick up procedures**

Children are to be dropped off and picked up strictly within session times. Please use the gate on Avenue Road. Please do not take any child other than your own through the gate. Proceed to the rear entrance of the kindergarten under the covered pergola. Children must be signed in and signed out by a caregiver. Sign in sheets are located adjacent to the bag lockers. Staff must be notified when a child is picked up. Children will not be released to a person other than a parent or adult nominated by a parent. Staff must be notified in person, or via phone or email if there are any changes in who is picking up. Please let the director know if there are any access orders in place.

**PARKING**

As with most other schools and kindergartens, parking can be very difficult. If we notice you arrive for pickup within the last 15 mins of the sessions and children's learning is not interrupted, we will say 'Goodbye' to your child so that another parking space is made available. Parking is available on Avenue Rd and in the playground car park. There is no parking available behind the CFS or on kindergarten grounds.

Please!! Under no circumstances park in front of the CFS sheds or office – not even for a minute, as this hinders a quick exit for emergency vehicles

**COVID19 Protocols**

We are guided by Department for Education protocols. Adults please do not enter the kindergarten premises or bring your child to kindergarten if unwell. Please get a Covid19 check as advised by the Health Department and do not enter until you receive a negative result. Adults please socially distance at all times. Please use the QR code sign in or manual sign in sheet when entering the kindergarten through the Avenue Rd gate. Please exit using the laneway gate. There is hand sanitizer for adult use. Children must wash their hands after putting their bags away and before playing. Parents may enter the building but this may change according to changes in the pandemic. We will keep parent up to date with these changes.

# Stirling District Kindergarten

# EMERGENCY MANAGEMENT PLAN

[Click below to insert an image file e.g. .jpeg, .gif, .png of your site photo or logo within this page]

Government of South Australia
Department for Education and Child Development

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# Introduction

In accordance with the principles of the *Work Health and Safety Regulations 2012* under the *Work Health and Safety Act 2012* and Australian Standard, Planning for Emergencies in Facilities AS3745-2010, **each Department for Education and Child Development (DECD) site must have a site Emergency Management Plan in place.**

The purpose of this template document is to ensure a minimum standard of considerations in responding to an emergency or other major incident at a DECD site and should ideally be completed by a member of your Emergency Management Team, Incident Response Group or a suitably qualified or experienced individual.

**Once complete, your site Emergency Management Plan is to be submitted** to the Security and Emergency Management unit at DECD.SecurityIncident@sa.gov.au within DECD Central Office, Adelaide for audit and compliance as per the listed requirements within the Site Reporting Companion and mandated by the *Emergency Management Framework*.

Please note that scope of the internal audit is:

1) to confirm the existence of an approved *Emergency Management Plan* at each site
2) to confirm that all areas of the template have been completed
3) to confirm that *distinctly different notification tones or systems* exist for the various emergency response options to ensure evacuation alerts and shelter in place alerts are not misinterpreted

The Security and Emergency Management unit cannot accurately assess the quality or viability of the specific processes you document for your Incident Response Group, since they must be tailored specifically to your infrastructure, occupancy and staffing.

You are required to undertake a minimum of two (2) emergency simulations per term, which should be used to openly and honestly assess the likely success or failure of your processes. Where necessary, changes should be made to ensure any deficiencies are adequately addressed.

The Security and Emergency Management unit can provide advice to assist you in the development or amendment of your emergency plan.

As the site Emergency Management Plan must be checked for currency at least once per year, the Security and Emergency Management unit will ensure the online availability of any updated versions of this template by 31st May of each year. Note – you will only be required to complete *new* sections of the template, not the whole document.

**Please note that all updated and completed plans are to be submitted prior to 31st July each year.**

**The completion and submission of this template supersedes any pre-existing site emergency templates and any prior displays of emergency contact information must be consistent with the information contained within this document.**

| Non-Site Emergency Contacts | |
|---|---|
| **Emergency (Police, Fire, Ambulance)** | **000** |
| **Police** | **131 444** |
| **Local Police** | **8339 2422`** |
| **Local Fire** | **8391 1866** |
| **CFS Bushfire Information Hotline** | **1300 362 361** |
| **DECD Security and Emergency Hotline** | **1800 000 279** |
| **State Emergency Service (SES)** | **132 500** |
| **SA Power Networks** | **131 366** |
| **Local Hospital – Stirling Hospital** | **8339 0200** |
| **Education Director – Nanette Van ruiten** | **0401 121 429** |
| **DECD Security, Bushfire & Emergency Team** | **8226 2524**<br>**8226 3714** |
| **DECD Media Unit** | **8226 7990** |
| **SafeWork SA** | **1300 365 255** |
| **Environmental Protection Authority** | **8204 2004** |
| **Alcohol & Drug Information Service/Needle Clean Up Hotline** | **1300 131 340** |
| **Poisons Information Centre** | **13 11 26** |
| | |
| | |
| | |

# Site Emergency Contacts

**In the table below, list personnel situated at the site, who may be contacted in the event of an emergency situation impacting upon your site.** Considerations should be given to the inclusion of details for persons/groups likely to be using the site outside of normal business hours, e.g. OSCH, sporting activities, clubs etc.

| Site Role/Position | Name | Contact Number | Out of Hours Contact Number |
|---|---|---|---|
| Site Leader / Principal / Director | Gordon Combes | 8339 2384 | 0408414096 |
| Deputy Site Leader | Angela Neville | 8339 2384 | 0407390978 |
| Fire Warden | Angela Neville | 8339 2384 | 0407390978 |
| WHS Representative | Frankie Mclean | 8339 2384 | 0400571035 |
| Deputy Site Leader | Pip Rust | 8339 2384 | 0408 200 025 |
| | | | |
| | | | |
| | | | |

| Site Role/Position | Name | Contact Number | Out of Hours Contact Number |
|---|---|---|---|
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# Incident Response Group

## Structure

Figure 1 below has been provided as an *example* of an Incident Response Group (IRG) and includes **mandatory roles** of an **Incident Controller**, a **Communications Officer** and an **Operations Officer**. In the case of smaller sites, the Communications Officer and Operations Officer may be the same person or, where necessary, all three roles may be the performed by the same person.

**HELP!** *What is the purpose of the Incident Response Group and how does this differ from an Emergency Management Team?*

**HELP!** *What are the roles, responsibilities and skill requirements of an Incident Response Group?*

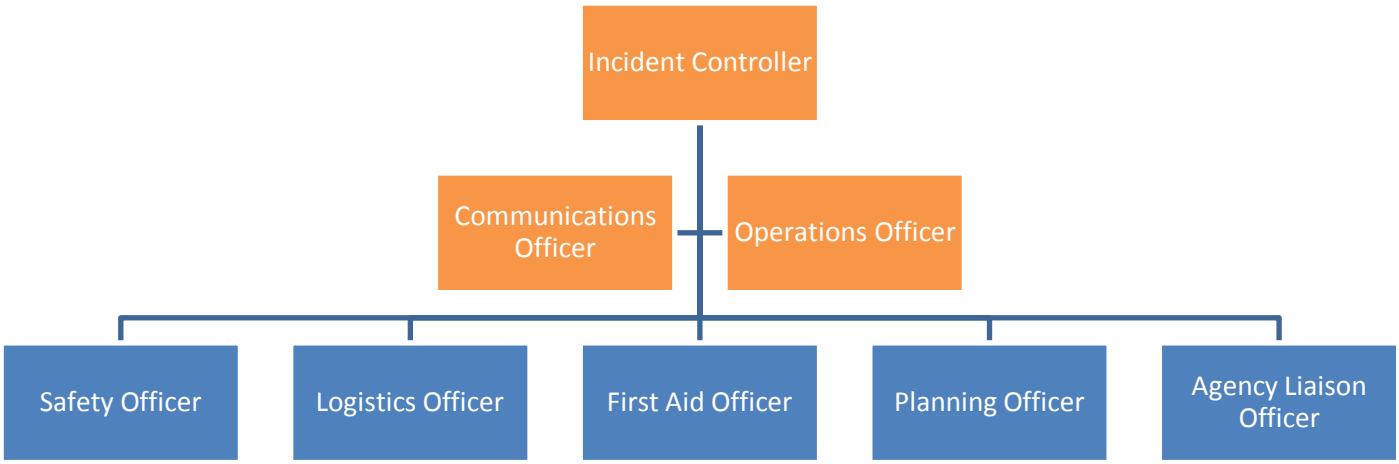


***Figure 1*** *Example of an Incident Response Group structure, including mandatory (yellow) and optional (blue) roles*

**Incident Response Group, Roles and Responsibilities Summary Table**[1]

| Roles | Responsibilities | |
|---|---|---|
| | **During an emergency** | **Post emergency** |
| Incident Controller (IC) | IC provides leadership, directs and coordinate resources to ensure the safety of occupants at the site | IC collates relevant information from various members of IRG and liaises with EMT to organise a debrief session. IC provided inputs to facilitate reviews of the actions taken and recommendations to amend plans. |
| Operations Officer (OO) | OO oversees the implementation of the relevant action plans and is responsible for managing, supervising and monitoring on-going operations. | OO liaises with EMT to assess damaged properties and to restore facilities/services. |

[1] Detailed responsibilities and recommended skillsets, experience, disposition or qualifications (where relevant) are provided in the help sheet.

| Roles | Responsibilities | |
|---|---|---|
| | **During an emergency** | **Post emergency** |
| Communications Officer (CO) | CO manages and monitors all communications with internal and external agencies e.g. DECD Central Office, Emergency Services or Parents. | CO liaises with EMT to issue communiques for the staff, students, parents and the community, and attends to queries related to incident. |
| Safety Officer (SO) | SO works closely with the other members to ensure work health and safety of occupants at the site during the incident | SO liaises with EMT to review the safety of the site and its facilities, and make recommendations to mitigate resultant risks. |
| Logistics Officer (LO) | LO manages the logistical needs, including equipment, services and manpower, to facilitate the operations | LO liaises with EMT to review the status of the emergency equipment and services, and make recommendations to reinstate them. |
| First Aid Officer (FAO) | FAO administers first-aid to occupants and documents occurrence of illnesses and injuries requiring treatment | FAO liaises with EMT to review the status of the first-aid equipment and make recommendations to reinstate them. |
| Planning Officer (PO) | PO collects and evaluates information related to the incident and resources, and formulates strategies to mitigate identified risks for implementation by IC | PO liaises with IC and OO to review the incident and risks identified during the emergency and make recommendations to enhance the plan. |
| Agency Liaison Officer (ALO) | ALO assists CO with liaison with internal and external agencies | ALO assist CO in the liaison with EMT in the issuance of communiques and to attend to queries related to the incident. |

Mandatory role within an Incident Response Group

Optional but recommended role within an Incident Response Group

(NB: Titles may differ but the responsibilities will be as described within above summary table).

## Incident Response Group Contacts

Fill in the names and contacts of the main and alternate persons nominated for the respective roles in your Incident Response Group.

| Incident Controller | |
|---|---|
| **Main:** | Gordon Combes |
| **Contact:** | 83392384 |
| **Alternate:** | Pip Rust |
| **Contact:** | 8339 2384 |

| Operations Officer | |
|---|---|
| **Main:** | Gordon Combes |
| **Contact:** | 8339 2384 |
| **Alternate:** | Pip Rust |
| **Contact:** | 8339 2384 |

| Communications Officer | |
|---|---|
| **Main:** | Gordon Combes |
| **Contact:** | 8339 2384 |
| **Alternate:** | Frankie McLean |
| **Contact:** | 8339 2384 |

| Safety Officer | |
|---|---|
| **Main:** | Angela Neville |
| **Contact:** | 8339 2384 |
| **Alternate:** | Pip Rust |
| **Contact:** | 8339 2384 |

| Logistics Officer | |
|---|---|
| **Main:** | Frankie McLean |
| **Contact:** | 8339 2384 |
| **Alternate:** | Gordon Combes |
| **Contact:** | 8339 2384 |

| First Aid Officer | |
|---|---|
| **Main:** | Sally Monteleone |
| **Contact:** | 8339 2384 |
| **Alternate:** | Frankie McLean |
| **Contact:** | 8339 2394 |

| Planning Officer | |
|---|---|
| **Main:** | Gordon Combes |
| **Contact:** | 8339 2384 |
| **Alternate:** | Frankie McLean |
| **Contact:** | 8339 2384 |

| Agency Liaison Officer | |
|---|---|
| **Main:** | Gordon Combes |
| **Contact:** | 8339 2384 |
| **Alternate:** | Frankie McLean |
| **Contact:** | 8339 2384 |

# Site Profile

| Site Information | | | |
|---|---|---|---|
| **Site Name** | Stirling District kindergarten | | |
| **Address** | 11 Avenue Road Stirling | | |
| **Telephone** | 8339 2384 | | |
| **Fax** | 8370 1056 | **Email** | Gordon.Combes132@schools.sa.edu.au |
| **Time Site Opens** | 8:45am (Staff-7:30am) | | |
| **Time Site Closes** | 3:00pm (Staff- 4:00pm) | | |

| Student/Staff Information | |
|---|---|
| **Number of Current Enrolments** | 88 |
| **Number of Staff** | 8 |
| **Proportion of Staff Disability/Health Factors (%)** | 0% |
| **Proportion of Student Disability/Special Education Needs (%)** | 1% |

| Building Information | | | |
|---|---|---|---|
| **Do you have a Monitored Security Alarm?** | Yes | **Make/ Model** | Other |
| **If "Other" make/model, provide details** | Solution-8 | | |
| **List buildings *NOT* covered by security alarm** | 1. | | |
| 2. | 3. | | |
| 4. | 5. | | |
| **Do you have a separate Fire Alarm System? (If "yes", provide details of make/model)** | Yes | **Make/ Model** | Quell |
| **List buildings *NOT* covered by fire alarm** | 1. | | |
| 2. | 3. | | |
| 4. | 5. | | |
| **Is there an emergency telephone?** | Yes | **Type** | Satellite phone |
| **If "Others", provide details** | Bush fire Line | | |
| **Select method used for alert tone warnings?** | Using object (e.g. whistle) or instrument (e.g. musical triangle) | | |
| **If "Others", provide details** | | | |
| **List on-site hazards (e.g. gas/pool chemicals)** | **Location (e.g. science lab, chemical storage)** | | |
| 1. gas bottles | outside of buuilding next to neighbours fence | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |



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Department for Education and Child Development

| Emergency Power System | | |
|---|---|---|
| **Please provide information below relating to the backup power supply available for use on your site in the event of an emergency (e.g. generator).** Include information such as where to access the supply, what system is connected to the supply and basic operational information.<br>**If not applicable, please type N/A. DO NOT LEAVE BLANK SPACES.** | | |
| **Location** | N/A | |
| **Systems connected** | 1. | 2. |
| | 3. | 4. |
| **Shutoff Instruction** | | |

| Utilities | | |
|---|---|---|
| **Please provide basic information below regarding the main utility supplies connected to your site.** Include information such as how to locate, operate or switch off these utilities in the event of an emergency.<br>**If not applicable, please type N/A. DO NOT LEAVE BLANK SPACES.** | | |
| **Utilities** | **Location of Shutoff Valve/Switch** | **Special Instructions** |
| **Gas (Mains/Bottled)** | Located on gas bottles which are in lock cage on the southern side of the building. | Key to locked cage kept in key cupboard. |
| **Water** | water main tap located outside of Kindergarten office near verandah. | |
| **Electricity** | Main powerboard located near the main front door. | |
| **Sprinkler System** | Located near the mian front door. | |
| **Heating System** | Main room heating run by gas bottles- see above information about gas bottles. | |

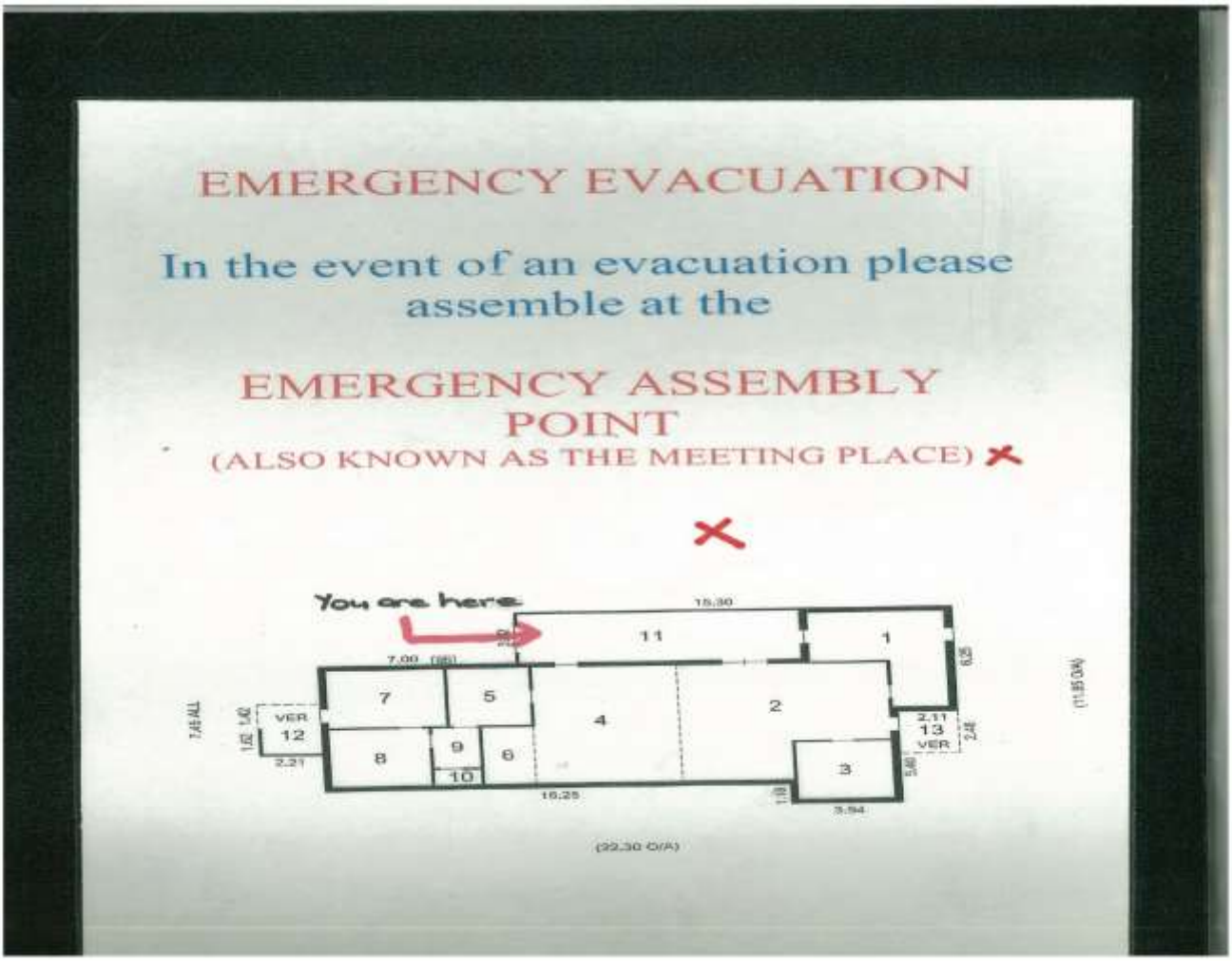
# Site Plans and Area Maps

## Site Map

**It is a requirement that you attach a copy of your site plan and area map within this document**

| | |
|---|---|
| **Please indicate that you have attached a copy of your site plan[2]**<br>**(click below to insert an image file e.g. .jpeg, .gif, .png of your site plan <u>within the page</u>)** | **Yes ☒ No ☐** |

**HELP!** *Are there any guidelines as to what an ideal site plan should look like?*




[2] Please note that all site maps submitted will be accepted in its current format for the purposes of avoiding any delay in submitting a reference map for your site i.e. you will not currently be required to conform to AS3745-2010 at this stage.

| Area Map | |
|---|---|
| **Please indicate that you have attached a copy of your area map**<br>**(click below to insert an image file e.g. .jpeg, .gif, .png of your area map <u>within the page</u>)** | **Yes ☒ No ☐** |

**HELP!** *Are there any guidelines as to what an ideal area map should look like?*

# Emergency Assembly Areas and Alarm Tone Procedures

**IMPORTANT! The alarms raised for each emergency response should be easily distinguishable from each other. For example, an alarm tone and/or duration to direct persons to a Precautionary Building Confinement MUST differ from an alarm tone for an Evacuation response, in order to avoid any confusion.**

## Shelter-In-Place

**HELP!** *What is meant by Shelter in Place?*

| **Shelter in Place Location (specify SAMIS Building number, room number or facility type)** | |
|---|---|
| Room 4 Mainfloor Mat area | |
| **Alarm Tone/Alert Method Used** | **Duration/Pattern of Alarm Tone (where applicable)** |
| Bell (hand) | Long continuous |
| **If "Other", please provide further details** | |
| | |

## Precautionary Building Confinement (PBC)/Lockdown

**HELP!** *What is meant by Precautionary Building Confinement (PBC)/Lockdown?*

| **PBC/Lockdown Location (specify SAMIS Building number, room number or facility type)** | |
|---|---|
| Room 4 Mainfloor Mat area | |
| **Alarm Tone / Alert Method Used** | **Duration/Pattern of Alarm Tone (where applicable)** |
| Bell (hand) | Long continuous |
| **If "Other", please provide further details** | |
| | |

## Evacuation

**HELP!** *What is meant by an Evacuation?*

| On-site / Adjacent Muster Point Location(s) (e.g. oval/car park/courtyard) | |
|---|---|
| **On Site Location A** | Garden area by mian gates |
| **On Site Location B (optional)** | |
| **If there are two locations A & B, please state the protocol used to direct the occupants to either A or B during an emergency.** | |
| | |
| **Alarm Tone/Method Used** | **Duration/Pattern of Alarm Tone** |
| Whistle | Long continuous |
| **If "Other", please provide further details** | |
| | |

## Off-site Back-up Location

**HELP!** *Why do I need an Off-site Back-up Location?*

| Off-site Back-up Location(s) | |
|---|---|
| **Off Site Location A** | Follow instructions of fire warden/guides of the excursion site |
| **Off Site Location B (optional)** | |
| **If there are two locations A & B, please state the protocol used to direct the occupants to either A or B during an emergency.** | |
| | |
| **Alarm Tone/Method Used** | **Duration/Pattern of Alarm Tone** |
| Whistle | Long continuous |
| **If "Other", please provide further details** | |
| | |

# Hazard Identification and Risk Assessment

Hazard identification, risk assessment and control procedures are necessary to prepare you to response effectively to any emergency situations on or around your site, in order to ensure the safety of the site and its occupants.

**Using the table below, click on the check-boxes for the assessed risk associated to each of the potential hazard/emergency situation that we have pre-identified.** For example, if your site is situated in a high risk bushfire location, click on the check-box in the red 'High Risk' column for 'Bushfire'; however, should your site be located within the CBD and be considered at an insignificant risk of a bushfire emergency, then click on the check-box in the corresponding white 'Insignificant Risk' column. **Additional spaces have been made available to include any other additional site specific hazards relevant to your site. Where a potential high risk hazard/emergency situation is identified, the procedures developed to address such an event must be completed in the next section.**

**HELP!** *Why do I need to identify specific risks?*

**HELP!** *Where do I gain more information about assistance with a site risk assessment?*

**HELP!** *Are there any helpful policies or templates?*

| Hazard/Potential Emergency Situation | Insignificant Risk | Low Risk | Medium Risk | High Risk* |
|---|---|---|---|---|
| Armed or violent intruders | ☐ | ☒ | ☐ | ☐ |
| Bushfires | ☐ | ☐ | ☒ | ☐ |
| Bomb Threats | ☐ | ☒ | ☐ | ☐ |
| Cattle escapees | ☒ | ☐ | ☐ | ☐ |
| Chemical leaks | ☒ | ☐ | ☐ | ☐ |
| Earthquakes | ☐ | ☒ | ☐ | ☐ |
| Flooding | ☐ | ☒ | ☐ | ☐ |
| Hazardous Substances (on-site/ close to site) | ☐ | ☒ | ☐ | ☐ |
| Gas leaks | ☐ | ☒ | ☐ | ☐ |
| Internal Fire/Smokes | ☐ | ☒ | ☐ | ☐ |
| Lightning Strikes | ☐ | ☒ | ☐ | ☐ |
| Pandemic/Communicable Diseases | ☐ | ☒ | ☐ | ☐ |
| Road Collisions | ☐ | ☒ | ☐ | ☐ |
| Severe Storms | ☐ | ☒ | ☐ | ☐ |
| Snakes/Pests | ☐ | ☒ | ☐ | ☐ |
| Other hazards | ☐ | ☐ | ☐ | ☐ |
| Other hazards | ☐ | ☐ | ☐ | ☐ |
| Other hazards | ☐ | ☐ | ☐ | ☐ |
| Other hazards | ☐ | ☐ | ☐ | ☐ |
| Other hazards | ☐ | ☐ | ☐ | ☐ |

# High Risk Emergency Procedures

## In the Event of an Emergency

Following your site's risk assessment and hazard identification, emergency procedures *must be* in place for each role within the Incident Response Group. For examples of procedural checklists for the mandatory roles, please refer to Appendices A, B & C. Please note these checklists can be used and adapted as per the requirements of your site(s). **For ALL identified 'high risk' hazards or emergency situations, please state the specific procedures you have in place for each of these events (*EXCEPT* for 'Bushfire' whereby the Bushfire Response Plan in the next section should completed).**

***Example***

| ***Hazard*** | ***Emergency response*** |
|---|---|
| *Flood* | *Off-site evacuation* |
| ***Additional procedures*** | |
| *List additional procedures to complement those developed for your 'Off-site evacuation' procedures as stated in the earlier section 'Emergency Assembly Areas and Alarm Tone Procedures'* | |

| **Hazard** | **Emergency response** |
|---|---|
| | Choose an item. |
| **Additional procedures** | |
| | |

| **Hazard** | **Emergency response** |
|---|---|
| | Choose an item. |
| **Additional procedures** | |
| | |

| Hazard | Emergency response |
|---|---|
| | Choose an item. |
| **Additional procedures** | |
| | |

| Hazard | Emergency response |
|---|---|
| | Choose an item. |
| **Additional procedures** | |
| | |

| Hazard | Emergency response |
|---|---|
| | Choose an item. |
| **Additional procedures** | |
| | |

# Emergency Supplies Plan

In your response to an actual or imminent emergency, the occupants of your site may have to remain on the school grounds for a prolonged period, until the threat has been adequately addressed by the emergency services and then given the clearance to leave the site. Hence, it is important to maintain sufficient stock of emergency supplies for the expected number of occupants of the site during an emergency.

| Drinking Water Supply Plan |
|---|
| Drinking water must be readily available at the site and it must not be reliant on the mains (water or power) for its provision. Otherwise, sufficient drinking water supply (e.g. bottled water) must be maintained at the site at all times. The stock should be checked periodically to ensure that it has not expired. Ideally, there should be about 4 litres of water allocated to each person. However, due to the limitations on the amount of water that you can store on site, **we would recommend at least 1 litre of water be allocated for each person** for the purpose of your site's emergency supplies plan.<br><br>Rainwater tanks used for drinking purposes must incorporate disinfection via an ultraviolet light irradiation system. For further information regarding drinking water, see the DECD intranet at:<br>https://myintranet.learnlink.sa.edu.au/operations-and-management/facilities-and-security/energy,-water-and-waste-management/water |
| **State your site's drinking water supply plan and availability during an emergency situation** |
| Supply of boxes of water and a selection of bottles of water in office area. Building has water available from several points. |

| Food Supply Plan |
|---|
| Your site may store at least a one-day **supply of non-perishable food** (e.g. biscuits, canned food, cereals) that do not require refrigeration, cooking, water or special preparation. Be sure to include a can opener and eating utensils (e.g. paper cups/plates, plastic spoon/fork) in your stock. The stock should be checked periodically to ensure that it has not expired. |
| **State your site's food supply plan and availability during an emergency situation** |
| Food and eating utensils are kept in emergency bag in the office area. |

| Essential Items Supply Plan |
| --- |
| During an emergency, the power and water supply from the mains, as well as internet and mobile/landline connectivity may be affected. Your site may maintain the stock of these basic items to facilitate emergency operations, alleviate the trauma experienced by the occupants and to aid the recovery process after the event. You may add further items to the list by using the spaces provided. |
| **Some of the items that you may want to include are:** |
| • Battery-powered, wind-up or solar powered radio |
| • Waterproof torch |
| • Spare batteries for all devices (especially mobile) |
| • First aid kit with guide book |
| • Toiletries (soap, handwash, alcohol wipes, toilet paper, tissues) |
| • Blankets |
| • Candles with matches |
| • Glow sticks |
| • Whistle (to signal for help) |
| • Dust masks, plastic sheeting and duct tape (for Shelter-In-Place) |
| • Children activities (board games, colouring books, toys) |
| • Safety vests (for identification of key personnel) |
| • Garbage bags and ties |
| • Megaphone |
| *Add other items using space provided* |
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# Student Collection Protocol

## Students Attendance Record

All schools must have a system to record student attendance and be able to account for the presence or absence of all students during an emergency. In addition, processes must exist to ensure students are only released to authorised individuals.

**HELP!** *What are the key features of a system to record students' attendance and nominated persons (or otherwise approved persons) for collection?*

**Provide details of your site's current system to account for students following an emergency response and any methods for corroborating student collection authorities**

In an emergency response we contact parents by facebook private page and txt message all parents informing the procedure on how to collect their child. Timing and details are displayed on the facebook page and through txt message.

## Student Collection During Emergency

Emergencies may occur at any time and often without warning. In such circumstances, it may not be possible for students to be collected by their usual family member or authorised person, or indeed be permitted to make their way home in the usual manner. Sites must ensure that adequate processes are implemented to facilitate urgent changes to usual collection or release arrangements (e.g. SMS authorities permitted with agreed codeword, proactive communication to parents on Total Fire Ban days or during storm events, urgent OSHC arrangements).

**HELP!** *What are the guidelines in developing an effective student collection protocol during an emergency?*

**Detail any specific arrangements to accommodate urgent changes to collection / release authorities during an emergency**

Each child has a list of atleast four emergnecy contacts for emergency procedures if the the first contact is unable to collect. Staff contact the next person on the emergency list to collect the child.

# Bushfire Response Plan - Stirling District Kindergarten

It is a DECD requirement that all R1 and R2 bushfire risk rated sites and sites which have identified 'Bushfire' as a potential high risk hazard/emergency (refer to Section 'Hazard Identification & Risk Assessment), to complete the Bushfire Response Plan.

**Completion of this template within your site's Emergency Management Plan supersedes any previous Bushfire Response Plan updating process or documentation.**

## Bushfire Refuge

The term 'Bushfire Refuge' has been adopted by DECD to reduce confusion with the terminology used by the CFS and is generally a building on-site that can provide short term shelter from a bushfire to the site population only.

The term 'Last Resort Refuge' is identified in each Council for community members as a space or building which could be used as a place of last resort for individuals to go to and remain during the passage of fire through their neighbourhood. A Last Resort Refuge is intended to provide a place of relative safety during a bushfire but does not guarantee the survival of those who assemble there and should only be used when personal Bushfire Survival Plans cannot be implemented or have failed.

**Note: No DECD sites have been identified by the CFS as a Last Resort Refuge**.

Important: It is the responsibility of the site's EMT to determine trigger points and act upon them as per the site's Bushfire Response Plan. It is also useful to include several means to enable the trigger points in case one or some of these failed to function during an emergency Examples include the following:

- A CFS Watch and Act message advising of a fire within 20km radius of the township
- Receipt of a SAFECOM SMS/phone call emergency alert advising of an imminent bushfire threat

**State your site's Trigger Points to prepare for movement to a Bushfire Refuge.**

CFS watch and Update (email and webpage and sms alert from CFS)

**State the alarm tone/method used to prepare for movement to the Bushfire Refuge?**

**Note: The alarm tone MUST be clearly distinguishable from the other emergency alarm tones as noted in the earlier section 'Emergency Assembly Areas and Alarm Tone Procedures'.**

| Alarm Tone/Method Used | Duration/Pattern of Alarm Tone |
|---|---|
| Bell (hand) | Long continuous |

**If "Other" alarm tone or duration, please provide further details**

| **State the location of the Bushfire Refuge.**<br>- **If it is an on-site Bushfire Refuge, please state the SAMIS Building Number and any specific facility used for the refuge (e.g. Building 1 - Library).**<br>- **If it is an off-site Bushfire Refuge, please provide a detailed description and an address of the location (e.g. ABC Caravan Park located at 123 Beach Road SA 5XXX).** |
|---|
| Area 4 in Main Building |

| **List other educational sites or services which utilise your Bushfire Refuge and their key contact details** | | |
|---|---|---|
| **Other Site/Service** | **Contact Role/Name/Mobile** | **Site/Service Land Line** |
| | Name:<br>Role:<br>Mobile: | |
| | Name:<br>Role:<br>Mobile: | |
| | Name:<br>Role:<br>Mobile: | |
| | Name:<br>Role:<br>Mobile: | |
| | Name:<br>Role:<br>Mobile: | |

| **State the location of your off-site evacuation point should your site need to evacuate the Bushfire Refuge** |
|---|
| Theatre next door to the Kindergarten |

| **State the planned method of transport to relocate all persons away from the Bushfire Refuge and to the off-site evacuation point** |
|---|
| Walking distance- 10 metres |

## Drinking Water Contingency Plan

Drinking water must be readily available at the Bushfire Refuge location and it must not be reliant on the mains (water or power) for its provision. Otherwise, sufficient drinking water supply must be stocked at the location during Total Fire Ban days. Ideally, there should be about 4 litres of water allocated to each person. However, we appreciate the limitations to the amount of water that you can store on site; hence, **we would recommend at least 1 litre of water be allocated for each person** for the purpose of your site's Bushfire Response Plan.

Rainwater tanks used for drinking purposes must incorporate disinfection via an ultraviolet light irradiation system. For further information regarding drinking water, see the DECD intranet at:

https://myintranet.learnlink.sa.edu.au/operations-and-management/facilities-and-security/energy,-water-and-waste-management/water

**State your site's drinking water supply plan and availability during a bushfire emergency situation**

Supply of boxes of water and a selection of bottles of water in office area. Building has water available from several points.

## Water for Ablutions/Sanitary Purposes

During an emergency, water and/or power supply from mains may be affected and a site may not have ablution water available; therefore, alternatives should be considered. Sites may consider portable options (i.e. camping toilets or 'kitty litter') for use within the Bushfire Refuge during a bushfire emergency situation.

**State your site's ablution options during a bushfire emergency situation**

Camping Toilets

# Administrative Support Plan

## Scheduled Emergency Drills

Sites must schedule emergency drills (theory or practical) relative to their specific risks. It is expected for schools and preschools to practice emergency procedures on at least two (2) occasions per term. It is important for the sites to validate ALL forms of emergency responses (i.e. Shelter-In-Place, PBC/Lockdown, On-Site Evacuation, Off-Site Evacuation and Bushfire Refuge) on at least one (1) occasion over the calendar year. For R1/R2 bushfire rated sites, they are required to schedule additional (1) Shelter-In-Place and (1) Evacuation prior to the commencement of the Fire Danger Season.

**Please record schedules to be counted for the mandatory number of simulations to be performed by each site for each calendar year (i.e. 8 for non-bushfire rated sites schools and 10 for bushfire rated sites).**

| Emergency Response Type | Simulated Scenario (e.g. flood, fire, bomb threat) | Theory or Practical | Date Scheduled |
|---|---|---|---|
| Evacuation (On Site) | Fire | Practical | 29/2 |
| Precautionary Building Confinement/Lockdown | Threat | Practical | 2/3 |
| Evacuation (On Site) | Fire | Practical | 31/5 |
| Precautionary Building Confinement/Lockdown | Threat | Practical | 3/6 |
| Evacuation (On Site) | Fire | Practical | 24/8 |
| Precautionary Building Confinement/Lockdown | Threat | Practical | 25/8 |
| Evacuation (On Site) | Fire | Practical | 14/11 |
| Precautionary Building Confinement/Lockdown | Threat | Practical | 16/11 |
| Choose a response type | | Choose type | |
| Choose a response type | | Choose type | |

| First Aid Training | | |
|---|---|---|
| List all staff trained in first aid and responding in the event of an emergency situation. | | |
| **Name** | **Mobile Number** | **Location (e.g. room no., floor level)** |
| Gordon Combes | 0408 414 096 | Mainroom |
| Frankie McLean | 0400571035 | Mainroom |
| Sally Monteleone | 0418828930 | Mainroom |
| Barbra Casson-Green | 0407089495 | Mainroom |
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| Emergency Management Skill Register | | | |
|---|---|---|---|
| List all staff who are trained or have experience in Emergency Management. For example, staff who may have qualifications in Emergency Planning or similar courses, or have experience from their volunteer or past work appointments (as an emergency service personnel). | | | |
| **Name** | **Training/Experience (e.g. warden)** | **Mobile Number** | **Location (e.g. room no., floor level)** |
| Angela Neville | Fire Warden | 0407390978 | Main floor |
| | | | |
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| Emergency Management Skill Training Plan | | | |
|---|---|---|---|
| List proposed training or courses for staff who are allocated roles in the Incident Response Group (IRG) as main or alternative appointments. | | | |
| **Name** | **Incident Response Group Appointment** | **Reason for proposed training/course** | **Proposed training/courses** |
| | | | |
| | Choose an item. | | |
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| | Choose an item. | | |
| | Choose an item. | | |

| Persons Requiring Additional Assistance Register | | | | | |
|---|---|---|---|---|---|
| Please complete the below register with occupants that would require assistance in the event of an emergency situation i.e. those with special needs or disabilities. | | | | | |
| **Name** | **Location/Area** | **Condition** | **Type of assistance required during emergency** | **Name of responsible person for provision of assistance** | **Responsible person contact number** |
| | | | | | |
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# Completion Checklist

**Please go through the checklist to ensure completion of the Emergency Management Plan for your site.**

| Section | Completed? | | |
|---|---|---|---|
| Emergency Contact Numbers | Yes ☒ | No ☐ | NA ☐ |
| Incident Response Group. Structure | Yes ☒ | No ☐ | NA ☐ |
| Site Profile | Yes ☒ | No ☐ | NA ☐ |
| Site Plans and Area Maps | Yes ☐ | No ☐ | NA ☒ |
| Emergency Assembly Areas and Alarm Tone Procedures | Yes ☒ | No ☐ | NA ☐ |
| Hazard Identification and Risk Assessment | Yes ☒ | No ☐ | NA ☐ |
| High Risk Emergency Procedures | Yes ☒ | No ☐ | NA ☐ |
| Emergency Supplies Plan | Yes ☒ | No ☐ | NA ☐ |
| Student Collection Protocol | Yes ☒ | No ☐ | NA ☐ |
| Bushfire Response Plan | Yes ☒ | No ☐ | NA ☐ |
| Administrative Support Plan | Yes ☒ | No ☐ | NA ☐ |

**This document is completed by**

| | |
|---|---|
| **Name:** | Gordon Combes |
| **Designation:** | Stirling District Kindergarten |
| **Contact Number:** | 8339 2384 |
| **Email:** | Gordon.Combes132@schools.sa.edu.au |
| **Date of completion:** | 02/11/2016 |

PLEASE SAVE THIS DOCUMENT AS YOUR SITE NAME BEFORE SUBMITTING TO DECD

# Appendix A1 – Incident Controller (Emergency Procedure)

## Emergency Procedure Checklist: Incident Controller

The intention of this checklist is to provide a helpful guide as to the minimum requirements for actions taken in response or in anticipation of an emergency event by the mandatory role of an Incident Controller within an Incident Response Group (IRG). Your site may have additional steps to be followed and these should be listed within the spaces available.

| Actions | Yes | No |
|---|---|---|
| 1. Ascertain the nature of the emergency and determine the appropriate action/alarm to be raised to initiate procedures to be followed (if not already activated) | ☐ | ☐ |
| 2. Establish a Control Centre (for operations and communications) at suitable location, convene the Incident Response Group (IRG), define objectives, assign initial tasks to IRG members (including timelines for action and reporting) and determine next scheduled briefing time | ☐ | ☐ |
| 3. Brief emergency services personnel upon arrival on type, scope and location of the emergency, the status of the evacuation and thereafter act on senior officer's instructions | ☐ | ☐ |
| 4. At the next scheduled briefing, IRG members provides updates on progress of tasks, and new or additional tasks to be assigned as appropriate | ☐ | ☐ |
| 5. Set timelines and further reporting/review of incident status. | ☐ | ☐ |
| 6. If the incident is still 'active', repeat step 4 and 5 above. | ☐ | ☐ |
| 7. If the incident is no longer 'active', organize debrief of incident and final report by IRG members. | ☐ | ☐ |
| 8. Authorise the safe return of occupants when satisfied to do so and after consultation with emergency services. | ☐ | ☐ |
| 9. Stand down IRG | ☐ | ☐ |
| *All other responsibilities as listed below:* | | |
| | ☐ | ☐ |
| | ☐ | ☐ |
| | ☐ | ☐ |
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# Appendix A2 – Incident Controller (Post Emergency Procedure)

## Emergency Post Procedure Checklist: Incident Controller

The intention of this checklist is to provide a helpful guide as to the minimum requirements for post procedure actions to be completed by the mandatory role of an Incident Controller within an Incident Response Group. Your site may have additional steps to be followed or may delegate some of the post procedure actions to another member of the Incident Response Group. Please list additional actions within the spaces available.

| Actions | Yes | No |
|---|---|---|
| 1. Provide relevant information to facilitate entry into IRMS (Incident and Response Management System) | ☐ | ☐ |
| 2. Collates information from various IRG members in preparation for a debrief of the action taken during the emergency by the group | ☐ | ☐ |
| 3. Attend the de-briefing session with IRG and Emergency Management Team (EMT) members to discuss and review the situation, plans, actions taken (or should be taken) :<br>a. Circumstances of the incident;<br>b. Identify the underlying cause of the incident;<br>c. Establish whether the initial management and emergency response was implemented according to plan;<br>d. Review the log of activities recorded and actions taken;<br>e. Review effectiveness and adequacy of actions taken;<br>f. Review the risk associated with the incident;<br>g. Review the plans/actions to mitigate the risk to acceptable level;<br>h. Identify staff or students who may be at risk, for support to aid recovery. | ☐ | ☐ |
| *All other responsibilities as listed below:* | | |
| | ☐ | ☐ |
| | ☐ | ☐ |
| | ☐ | ☐ |
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# Appendix B1 – Operations Officer (Emergency Procedure)

## Emergency Procedure Checklist: Operations Officer

The intention of this checklist is to provide a helpful guide as to the minimum requirements for actions taken in response or in anticipation of an emergency event by the mandatory role of an Operations Officer within an Incident Response Group. Your site may have additional steps to be followed or the Incident Controller may have delegated addition duties during an emergency for this role. These should be listed within the spaces available.

| Actions | Yes | No |
|---|---|---|
| 1. Establish an Operations Area within the Control Centre at site to manage, supervise and monitor the operations. | ☐ | ☐ |
| 2. Have a working mobile telephone and the emergency telephone contact lists | ☐ | ☐ |
| 3. Have site map(s)/area map detailing safest possible exits from the building(s) or away from site | ☐ | ☐ |
| 4. Have a first aid kit and other necessary emergency supplies | ☐ | ☐ |
| 5. Have a list of 'Persons Requiring Additional Assistance Register' for evacuation purposes | ☐ | ☐ |
| 6. Have a list of staff who are First Aid and/or Emergency Management trained | ☐ | ☐ |
| 7. Ensure roll calls completed, occupants been accounted for and all areas evacuated | ☐ | ☐ |
| 8. Ensure utilities (power, water, gas etc.) are shut-off (where necessary or possible) | ☐ | ☐ |
| 9. Ensure availability of emergency power supply (if possible or necessary) | ☐ | ☐ |
| 10. Ensure availability of emergency supplies (drinking water, food and essential items) | ☐ | ☐ |
| 11. Ensure availability of emergency sanitary setup (e.g. kitty litter or camping toilet) | ☐ | ☐ |
| 12. Prepare setup to facilitate student collection protocol | ☐ | ☐ |
| 13. Maintain a log of events, notes and instructions | ☐ | ☐ |
| 14. Manage, supervise and monitor operations | ☐ | ☐ |
| 15. Report on situation, control progress and emerging risks | ☐ | ☐ |
| 16. Ensure safety and report on incidents/accidents | ☐ | ☐ |
| *All other responsibilities as listed below:* | | |
| | ☐ | ☐ |

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# Appendix B2 – Operations Officer (Post Emergency Procedure)

## Emergency Post Procedure Checklist: Operations Officer

The intention of this checklist is to provide a helpful guide as to the minimum requirements for post procedure actions to be completed by the mandatory role of an Operations Officer within an Incident Response Group. Your site may have additional steps to be followed or the Incident Controller may have delegated addition post procedure duties for this role. Please list additional actions within the spaces available.

| Actions | Yes | No |
|---|---|---|
| 1. Review the effectiveness of the emergency management plan and prepare to provide inputs to improve its implementation for future events | ☐ | ☐ |
| 2. Attend de-briefing session with IRG and EMT members to provide inputs on the management, supervision and monitoring of operations during the emergency situation | ☐ | ☐ |
| 3. Liaise with EMT to assess damaged properties and to restore facilities/services | ☐ | ☐ |
| 4. Coordinate with SO (if any) for liaison with EMT to review the safety of the site and its facilities, and make recommendations to mitigate resultant risk | ☐ | ☐ |
| 5. Coordinate with LO (if any) for liaison with EMT to review the status of the emergency equipment and services, and make recommendations to reinstate them | ☐ | ☐ |
| 6. Coordinate with FAO (if any) for liaison with EMT to review the status of the first-aid equipment and make recommendations to reinstate them | ☐ | ☐ |
| *All other responsibilities as listed below:* | | |
| | ☐ | ☐ |
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# Appendix C1 – Communications Officer (Emergency Procedure)

## Emergency Action Plan Procedure Checklist: Communications Officer

The intention of this checklist is to provide a helpful guide as to the minimum requirements for actions taken in response or in anticipation of an emergency event by the mandatory role of a Communications Officer within an Incident Response Group. Your site may have additional steps to be followed or the Incident Controller may have delegated addition duties during an emergency for this role. These should be listed within the spaces available.

| Actions | Yes | No |
|---|---|---|
| 1. Establish a Communications Area within the Control Centre at site to manage and monitor all communications with internal and external agencies | ☐ | ☐ |
| 2. Have a working mobile telephone and the emergency telephone contact lists | ☐ | ☐ |
| 3. Notify the emergency services using their emergency numbers | ☐ | ☐ |
| 4. Notify the DECD (Security, Bushfire and Emergency Management) | ☐ | ☐ |
| 5. Notify relevant parties (e.g. other sites, head office, third parties, parents) | ☐ | ☐ |
| 6. Provide information to emergency services who arrived at the school | ☐ | ☐ |
| 7. Coordinate requests for information from internal or external parties | ☐ | ☐ |
| 8. Coordinate dissemination of information to internal or external parties | ☐ | ☐ |
| 9. Maintain a log of events, communications and instructions | ☐ | ☐ |
| 10. Maintain safety | ☐ | ☐ |
| *All other responsibilities as listed below* | | |
| | ☐ | ☐ |
| | ☐ | ☐ |
| | ☐ | ☐ |
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# Appendix C2 – Communications Officer (Post Emergency Procedure)

## Emergency Action Plan Post Procedure Checklist: Communications Officer

The intention of this checklist is to provide a helpful guide as to the minimum requirements for post procedure actions to be completed by the mandatory role of a Communications Officer within an Incident Response Group. Your site may have additional steps to be followed or the Incident Controller may have delegated addition post procedure duties for this role. Please list additional actions within the spaces available.

| Actions | Yes | No |
|---|---|---|
| 1. Review the effectiveness of the management of information and communications during the emergency situation and prepare to provide inputs to improve its implementation for future events | ☐ | ☐ |
| 2. Attend de-briefing session with IRG and EMT memebers to provide inputs on the management, coordination and monitoring of communication activities during the emergency situation | ☐ | ☐ |
| 3. Coordinate with EMT to issue communiques for the staff, students and parents/caregivers, contractors and the community | ☐ | ☐ |
| 4. Coordinate with EMT to provide inputs or to attend to queries related to the incident | ☐ | ☐ |
| *All other responsibilities as listed below:* | | |
| | ☐ | ☐ |
| | ☐ | ☐ |
| | ☐ | ☐ |
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# Stirling District Kindergarten

# EMERGENCY MANAGEMENT PLAN (abridge)

**HELP!** *What is the Emergency Management Plan (Abridged) version and how do I use it?*

[Click below to insert an image file e.g. .jpeg, .gif, .png of your site photo or logo within this page]

## Non-Site Emergency Contact Numbers

| Emergency (Police, Fire, Ambulance) | 000 |
|---|---|
| Police | 131 444 |
| Local Police | 8339 2422` |
| Local Fire | 8391 1866 |
| CFS Bushfire Information Hotline | 1300 362 361 |
| DECD Security and Emergency Hotline | 1800 000 279 |
| State Emergency Service (SES) | 132 500 |
| SA Power Networks | 131 366 |
| Local Hospital - Stirling Hospital | 8339 0200 |
| Education Director - Nanette Van ruiten | 0401 121 429 |
| DECD Security, Bushfire & Emergency Team | 8226 2524<br>8226 3714 |
| DECD Media Unit | 8226 7990 |
| SafeWork SA | 1300 365 255 |
| Environmental Protection Authority | 8204 2004 |
| Alcohol and Drug Information Service/Needle Clean Up Hotline | 1300 131 340 |
| Poisons Information Centre | 13 11 26 |
| | |
| | |
| | |

# Incident Response Group

Each site will have an Incident Response Group (IRG) organised during an actual or imminent occurrence of an emergency. The group will be responsible for implementing the action plans in response to various situations, in accordance to the Emergency Management Plan. **Figure 1** below shows an *example* of an Incident Response Group and includes **mandatory roles** of an **Incident Controller**, a **Communications Officer** and an **Operations Officer**. In the case of smaller sites, the Communications Officer and Operations Officer may be the same person or, where appropriate, all three roles may be the performed by the same person.

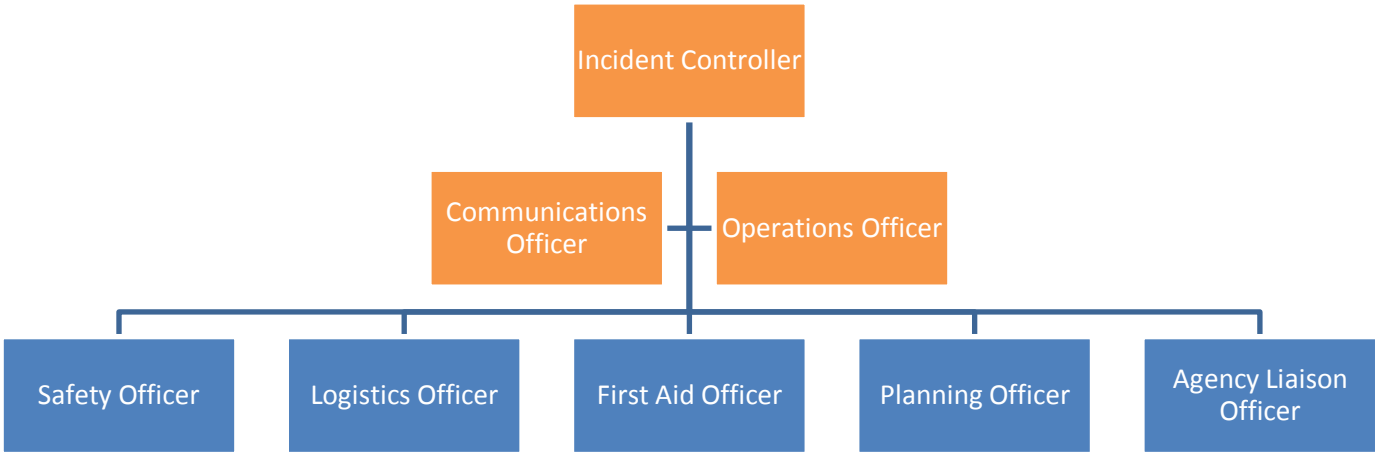


***Figure 1*** *Example of an Incident Response Group, including mandatory (yellow) and optional roles (blue)*

| Summary Table for Incident Response Group - Roles and Responsibilities | | |
|---|---|---|
| **Roles** | **Responsibilities** | |
| | **During an emergency** | **Post emergency** |
| Incident Controller (IC) | IC provides leadership, directs and coordinate resources to ensure the safety of occupants at the site | IC collates relevant information from various members of IRG and liaises with EMT to organise a debrief session. IC provided inputs to facilitate reviews of the actions taken and recommendations to amend plans. |
| Communications Officer (CO) | OO oversees the implementation of the relevant action plans and is responsible for managing, supervising and monitoring on-going operations. | OO liaises with EMT to assess damaged properties and to restore facilities/services. |
| Operations Officer (OO) | CO manages and monitors all communications with internal and external agencies e.g. DECD Central Office, Emergency Services or Parents. | CO liaises with EMT to issue communiques for the staff, students, parents and the community, and attends to queries related to incident. |
| Safety Officer (SO) | SO works closely with the other members to ensure work health and safety of occupants at the site during the incident | SO liaises with EMT to review the safety of the site and its facilities, and make recommendations to mitigate resultant risks. |
| Logistics Officer (LO) | LO manages the logistical needs, including equipment, services and manpower, to facilitate the operations | LO liaises with EMT to review the status of the emergency equipment and services, and make recommendations to reinstate them. |
| First Aid Officer (FAO) | FAO administers first-aid to occupants and documents occurrence of illnesses and injuries requiring treatment | FAO liaises with EMT to review the status of the first-aid equipment and make recommendations to reinstate them. |
| Planning Officer (PO) | PO collects and evaluates information related to the incident and resources, and formulates strategies to mitigate identified risks for implementation by IC | PO liaises with IC and OO to review the incident and risks identified during the emergency and make recommendations to enhance the plan. |
| Agency Liaison Officer (ALO) | ALO assists CO with liaison with internal and external agencies | ALO assist CO in the liaison with EMT in the issuance of communiques and to attend to queries related to the incident. |

# Site Profile

| Site Information | | | |
|---|---|---|---|
| **Site Name** | Stirling District kindergarten | | |
| **Address** | 11 Avenue Road Stirling | | |
| **Telephone** | 8339 2384 | | |
| **Fax** | 8370 1056 | **Email** | Gordon.Combes132@schools.sa.edu.au |
| **Time Site Opens** | 8:45am (Staff-7:30am) | | |
| **Time Site Closes** | 3:00pm (Staff- 4:00pm) | | |

| Student/Staff Information | |
|---|---|
| **Number of Current Enrolments** | 88 |
| **Number of Staff** | 8 |
| **Proportion of Staff Disability/Health Factors (%)** | 0% |
| **Proportion of Student Disability/Special Education Needs (%)** | 1% |

# Emergency Assembly Areas and Alarm Tone Procedures

## Shelter-In-Place

| Shelter in Place Location | |
|---|---|
| Room 4 Mainfloor Mat area | |
| **Alarm Tone/Alert Method Used** | **Duration/Pattern of Alarm Tone** |
| Bell (hand) | Long continuous |
| **If "Other" alarm tone/alert method or duration/pattern of alarm tone, please note following details** | |
| | |

## Precautionary Building Confinement (PBC)/Lockdown

| Precautionary Building Confinement (PBC)/Lockdown Location | |
|---|---|
| Room 4 Mainfloor Mat area | |
| **Alarm Tone / Alert Method Used** | **Duration/Pattern of Alarm Tone** |
| Bell (hand) | Long continuous |
| **If "Other" alarm tone/alert method or duration/pattern of alarm tone, please note following details** | |
| | |

## Evacuation

| On-site / Adjacent Muster Point Location(s) (e.g. oval/car park/courtyard) | |
|---|---|
| **On Site Location A** | Garden area by mian gates |
| **On Site Location B (optional)** | |
| **If there are two locations A & B, please note the following protocol used to direct the occupants to either A or B** | |
| | |
| **Alarm Tone/Method Used** | **Duration/Pattern of Alarm Tone** |
| Whistle | Long continuous |
| **If "Other" alarm tone/alert method or duration/pattern of alarm tone, please note following details** | |
| | |

## Off-site Back-up Location

| Off-site Back-up Location(s) | |
|---|---|
| **Off Site Location A** | Follow instructions of fire warden/guides of the excursion site |
| **Off Site Location B (optional)** | |

| If there are two locations A & B, please note the following protocol used to direct the occupants to either A or B |
|---|
| |

| Alarm Tone/Method Used | Duration/Pattern of Alarm Tone |
|---|---|
| Whistle | Long continuous |

| If "Other" alarm tone/alert method or duration/pattern of alarm tone, please note following details |
|---|
| |

# Bushfire Response Plan - Stirling District Kindergarten

## Bushfire Refuge

The term 'Bushfire Refuge' has been adopted by DECD to reduce confusion with the terminology used by the CFS and is generally a building on-site that can provide short term shelter from a bushfire to the site population only.

The term 'Last Resort Refuge' is identified in each Council for community members as a space or building which could be used as a place of last resort for individuals to go to and remain during the passage of fire through their neighbourhood. A Last Resort Refuge is intended to provide a place of relative safety during a bushfire but does not guarantee the survival of those who assemble there and should only be used when personal Bushfire Survival Plans cannot be implemented or have failed.

**Note: No DECD sites have been identified by the CFS as a Last Resort Refuge**.

**Site's Trigger Points to prepare for movement to a Bushfire Refuge**

CFS watch and Update (email and webpage and sms alert from CFS)

**The alarm tone/method used to prepare for movement to the Bushfire Refuge**

| Alarm Tone/Method Used | Duration/Pattern of Alarm Tone |
|---|---|
| Bell (hand) | Long continuous |

**If "Other" alarm tone/alert method or duration/pattern of alarm tone, please note following details**

**Location of the Bushfire Refuge**

Area 4 in Main Building

**Location of off-site evacuation point should the site need to evacuate the Bushfire Refuge**

Theatre next door to the Kindergarten

**Planned method of transport to relocate all persons away from the Bushfire Refuge and to the off-site evacuation point**

Walking distance- 10 metres

| Drinking Water Contingency Plan |
| --- |
| Drinking water will be available at the Bushfire Refuge location and it is not reliant on the mains (water or power) for its provision. Otherwise, sufficient drinking water supply will stocked at the location during Total Fire Ban days. |
| **Site's drinking water supply plan and availability during a bushfire emergency situation** |
| Supply of boxes of water and a selection of bottles of water in office area. Building has water available from several points. |

| Water for Ablutions/Sanitary Purposes |
| --- |
| During an emergency, water and/or power supply from mains may be affected and a site may not have ablution water available; therefore, alternatives will be available for use within the Bushfire Refuge during a bushfire. |
| **Site's ablution options during a bushfire emergency situation** |
| Camping Toilets |

# Student Collection Protocol

## Student Attendance Record

All schools have systems to record students' attendance and are able to account for the presence or absence of students during an emergency. In addition, there are processes ensure students are only released to authorised individuals.

**Site's system to account for students following an emergency response and any methods for corroborating student collection authorities**

In an emergency response we contact parents by facebook private page and txt message all parents informing the procedure on how to collect their child. Timing and details are displayed on the facebook page and through txt message.

## Student Collection During Emergency

Emergencies may occur at any time and often without warning. In such circumstances, it may not be possible for students to be collected by their usual family member or authorised person, or indeed be permitted to make their way home in the usual manner. Sites have processes implemented to facilitate urgent changes to usual collection or release arrangements

**Site's arrangements to accommodate urgent changes to collection / release authorities during an emergency**

Each child has a list of atleast four emergnecy contacts for emergency procedures if the the first contact is unable to collect. Staff contact the next person on the emergency list to collect the child.

# Stirling District Kindergarten Philosophy Statement

Our community's values, identified by parents and educators, are Courage, Respect, Inclusivity, Curiosity and Kindness

The children were also asked what made our kindy special, and their answers are interpreted through our values.

**Courage**

As educators, we provide a safe and interesting environment for exploration while challenging children to stretch their thinking and take learning risks. We provide new experiences within both structured and unstructured play times, including nature play. We teach children about Executive Function and nurture positive dispositions toward learning.

Parent voice: we encourage children to separate with confidence, to have a go and to be responsible independent learners.

Child voice "you can swing really high." "Even if you are scared of talking to people, say something back to them." "If you hear something and don't know what it is, don't panic." "Try fixing it yourself."

**Respect**

We endeavour to be approachable and available, open and transparent in our work. We respect parents as children's first educators and work in partnership to progress children's learning. We draw links between play and learning in our conversations and pedagogical documentation. We provide positive feedback to parents and children about learning. We respect child voice in developing our curriculum. We teach Ngaitalya (respect) for Kaurna culture. We have a strong emphasis on respecting nature through sustainable practices. We foster a culture of strong relationships, a respectful and cohesive team, encouraging reflective professional learning.

Parent voice: we listen to our children. We communicate respectfully with staff about learning intentions.

Child voice "Don't use all the water". "Save water for the next day." "We help the environment." "We water plants." "We help people." "Look after your toys very well." "Be kind, don't hurt." "be nice."

**Inclusivity**

We aim to provide a welcoming, nurturing and secure environment for all. We endeavour to build a sense of belonging, connecting kindy with home and the wider community. We understand that each child is an individual with rights, and their own unique family life, interests, strengths, learning goals and culture. This is reflected in the way we approach our relationships and teaching. We value diversity and recognise that all of our staff members are passionate, dynamic and professional early childhood educators.

Parent voice: we take an active interest in our children's learning, making connections between home and kindy.

Child voice: "We play with friends every day." "We catch up with everybody." "If people don't have anyone to play with, you can play with them." "We work together and you write both of your names." "Share with each other."

**Curiosity**

All our educators engage children in deep inquiry based learning based on children's wonderings and interests. We vary experiences and provide challenges, incorporating child voice, loose parts and nature play. We explore our local environment and community.

Parent voice: We will talk with children and ask questions to support the learning at kindy. We can share our family skills and experiences by getting involved in the kindy program.

Child voice: "I had the idea of this." "I wonder…"

**Kindness**

We take time to understand and to nurture each child. We model and celebrate acts of kindness and collaboration. We teach reconciliation skills so that children independently and successfully negotiate and share.

Parent voice: We take time to check in on our children's emotions, understand their feelings and help them express these appropriately.

Child voice: "We have animals to care for…we hold chicks." "Be kind." "We show people around kindy." "We are friendly." "Be nice and soft with friends." "Walk slowly and carefully" "Help people, if they are hurt, look after them."