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Home



We value the contribution of families. We acknowledge and respect indigenous people's connection to the land.

Our outdoor spaces will help your child learn about the environment and develop emotional, personal and educational life skills.

Find out more about our goals and our focus in our philosophy statement (PDF 64KB).
(https://www.preschools.sa.gov.au/sites/default/files/lady_george_kindergarten_philosophy_0.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

I acknowledge Aboriginal and Torres Strait Islander people as the Traditional Owners of this country throughout Australia, and their connection to land and community. I pay my respect to them and their cultures, and to the Elders both past and present.

Contact us

Preschool director: Mr Brett Gent

Phone: (08) 8271 6343

Fax: (08) 8373 5734

Email: dl.4689.leaders@schools.sa.edu.au

Street address: 27A Highgate Street Highgate SA 5063

Postal address: 27A Highgate Street Highgate SA 5063

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.

Karra

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.00pm	8.30am to 3.00pm 8.30am to 3.00pm	–	–	8.30 to 3pm (weeks 1 and 3 then, week 5 - 3.30pm finish)

Mirnu

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 3.00pm	8.30am to 3.00pm	8.30am to 3.00pm (Weeks 2, and 4, then week 6 - 3.30pm finish)

Fees

The parent contribution is \$250 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/the-lady-george-kindergarten/getting-started/enrolment-and-fees>) for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- healthy snack
- packed lunch.

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

What not to bring

Children should not bring these things:

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

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.

First round offers are made to families within the catchment area (<https://www.preschools.sa.gov.au/lady-george-kindergarten#location>). Second round offers are made to families who have siblings at the local public schools. All remaining offers are made to families who are beginning at the local public schools in the following year.

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

Before your child starts

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

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

Fees

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

The parent contribution is \$1020 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$255 each term (<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

When to pay

We will invoice you via email by the end of week 1 each term.

Payments are due in week 5 of each term.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box near the kitchen. Ask us if you need help.

EFT information

You can pay by direct deposit.

BSB: 633000

Account number: 167848050

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

Immunisations

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

Reports and plans

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 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: The Lady George Kindergarten

Rating issued: June 2017

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

Quality improvement plan

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

Quality improvement plan (PDF 240KB)

(https://www.preschools.sa.gov.au/sites/default/files/lady_george_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 127KB)

(<https://www.preschools.sa.gov.au/sites/default/files/preschool-context-statement-2020.pdf?v=1593581266>)

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/4689_AnnualReport.pdf)

Parenting support

Giving your child a strong start in the early years

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

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

Parenting resources

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

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

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

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

Positive Parenting program (<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart) (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

Keeping Safe: Child Protection Curriculum

Parent/carer information



What is child protection?

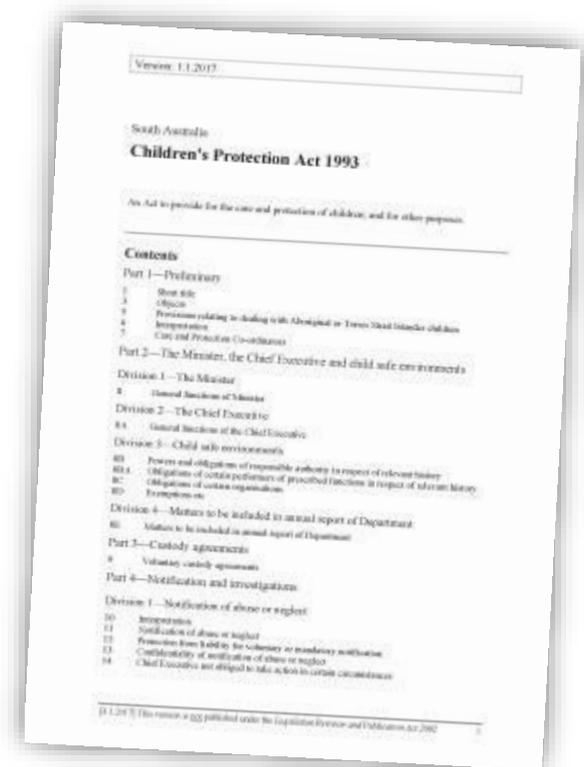
Children and young people have a right to:

- be treated with respect and to be protected from harm
- feel and be safe in their interactions with adults and other children and young people
- understand, as early as possible, what is meant by ‘feeling and being safe’, and
- receive the support of counsellors or designated staff in their education or care setting whose role includes advocacy for their safety and wellbeing.

From Department for Education *Child Protection in Schools, Early Childhood Education and Care services Policy* (2015)

Why do we teach children about child protection?

- Skills to help keep themselves safe
- Duty of care
- Being proactive rather than reactive
- Child protection is everyone's responsibility
- Schools have a responsibility under the *Children's Protection Act 1993* and various Department for Education policies



Child safety

- All people employed by the Department for Education must have training in mandatory notification, called ***Responding to Abuse and Neglect – Education and care***. When people report child abuse it is a confidential exchange of information with the Department for Child Protection.
- Schools, preschools and child-care centres have the responsibility to protect children and keep them safe under the Department for Education ***Child Protection in Schools, Early Childhood Education and Care services Policy (2015)*** to ensure that effective abuse prevention programs are implemented in schools and other education settings.

Child safety

Some of the ways we contribute to children's safety are through:

- screening the people who want to work with children and young people
- providing staff and volunteers with expected standards of behaviour towards children and young people
- providing supervision of children in the class, in the yard, and on school excursions and camps
- implementing site policies to ensure that children are treated in a just way and to respond to racial, sexual, verbal and physical harassment

Child safety

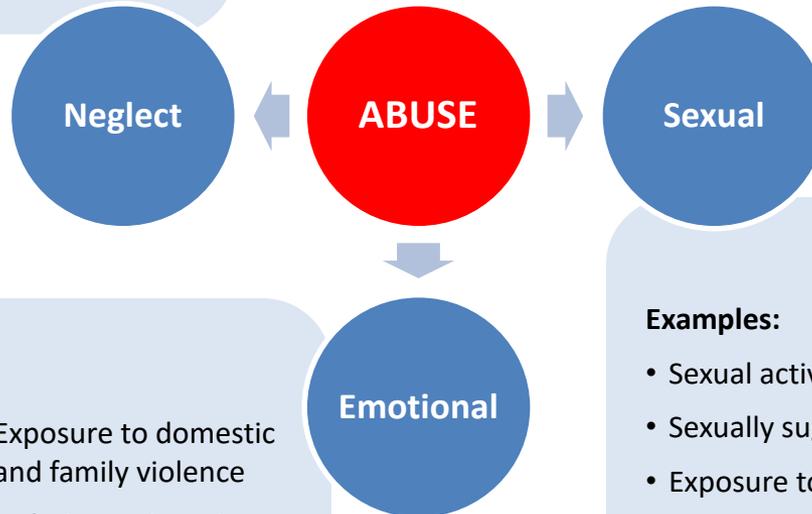
(continued)

- educating about living safely and being healthy in Australia. This includes road safety, water safety, sun protection, hygiene and healthy eating
- providing education about the dangers of drugs and alcohol
- involving students in making decisions about their school and class
- teaching children how to develop positive relationships and providing opportunities to build self esteem
- teaching the **Keeping Safe: Child Protection Curriculum.**

What is child abuse?

Examples:

- Inadequate supervision
- Failure to provide basic needs for proper growth & development
- Failure to seek needed or recommended medical or dental care



Examples:

- Hitting, biting, punching, kicking...
- Administering alcohol or other drugs
- Shaking (particularly young babies)
- Female genital mutilation

Examples:

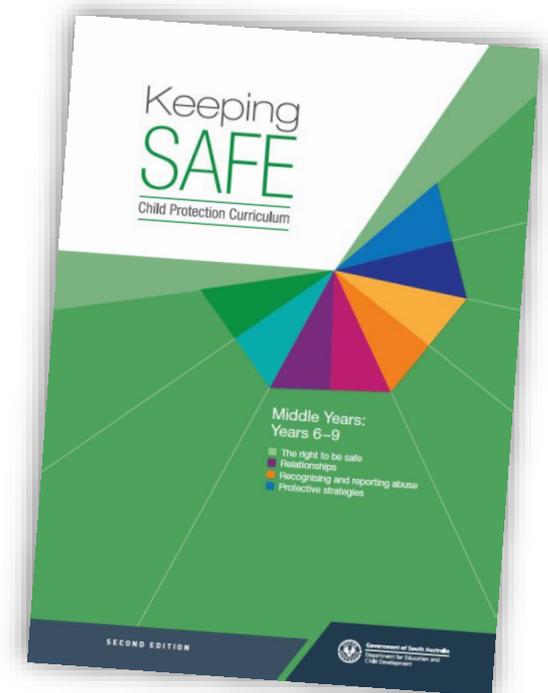
- Any behaviour that destroys self-worth or self-confidence
- Rejecting or withholding affection
- Exposure to domestic and family violence
- Isolation or ignoring

Examples:

- Sexual activity or touching
- Sexually suggestive comments
- Exposure to pornographic material or sexual acts

What is the Keeping Safe: Child Protection Curriculum?

- Child safety curriculum for children and young people
- Age appropriate activities Age 3 to Year 12
- Developed by child protection experts
- Evidence based
- Highly regarded nationally and internationally



Keeping Safe: Child Protection Curriculum

There are 5 main documents divided into year level groups:

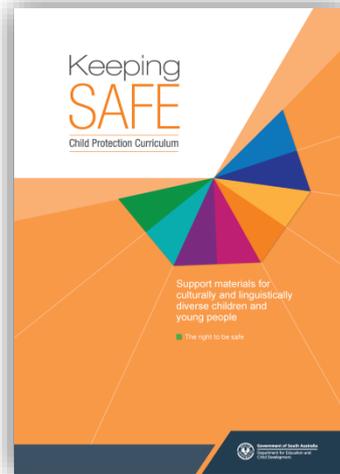
- Early Years: Ages 3–5
- Early Years: Years R-2
- Primary Years: Years 3-5
- Middle Years: Years 6-9
- Senior Years: Years 10-12



Keeping Safe: Child Protection Curriculum

There are 3 support materials for:

- Aboriginal children and young people
- Culturally and linguistically diverse children and young people
- Children and young people with disability and additional needs



Keeping Safe: Child Protection Curriculum

Aims

Themes

Focus Areas

The KS:CPC teaches all children from a young age, in an age appropriate way, to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

Teachers that deliver the curriculum must complete a full day training course.

Keeping Safe: Child Protection Curriculum

Aims

Themes

Focus Areas

The KS:CPC is predicated on two main themes which are presented through topics and activities of increasing complexity:



Keeping Safe: Child Protection Curriculum

Aims

Themes

Focus Areas

There are four Focus Areas, which are examined in growing complexity in accordance with the age of the learners:



The right to be safe



Relationships



Recognising and reporting abuse



Protective strategies

The right to be safe

From Age 3 to Year 12 the following topics/concepts are covered in age appropriate ways:

Feelings

Being safe

Warning signs

Risk-taking and emergencies

Psychological pressure and manipulation

Relationships

From Age 3 to Year 12 the following topics/concepts are covered in age appropriate ways:

Rights and responsibilities

Identity and relationships

Power in relationships

Trust and networks

Recognising and reporting abuse

From Age 3 to Year 12 the following topics/concepts are covered in age appropriate ways:

Privacy and the body

Touching

Recognising abuse

Secrets

Cyber safety

Domestic and family violence

Protective strategies

From Age 3 to Year 12 the following topics/concepts are covered in age appropriate ways:

Strategies for keeping safe

Persistence

Network review and community support

Information and permission

- Parents/carers can seek information about the child protection curriculum from their child's school, preschool or childcare centre and are encouraged to ask questions.
- Schools and preschools are not required to seek permission from parents/carers for their children to participate in the curriculum under Section 82 of the ***Education Act (1972)***.

Sensitive topics

- The KS:CPC provides teachers with explicit strategies for covering sensitive topics whilst catering for children's language, culture, family backgrounds and disabilities.
- Parents/carers are encouraged to provide staff with any relevant information that could assist them with the delivery of the curriculum to their child.

Working together

To maximise child protection strategies staff, parents/carers and the local community are encouraged to work together to ensure that all children and young people are safe and understand how to stay safe.



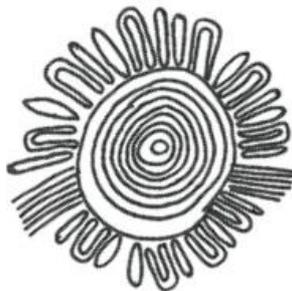
You can help your child by:

- actively listening
- talking together
- encouraging the development of respectful relationships
- supporting and monitoring their trusted networks
- monitoring safe online use
- supporting them to practise problem solving strategies
- monitoring changes in behaviour
- reinforcing that it is OK to say 'no'
- encouraging them to tell a trusted person if something happens or they feel unsafe
- reinforcing the importance of persistence if no body listens – to keep telling until someone takes action and they feel safe
- being informed about the KS:CPC

Where can I find more information?

- Speak to your child's classroom or home group teacher
- Speak with someone from the school's leadership team
- Fact sheets, concept summaries and additional information is available on the KS:CPC website: <http://tiny.cc/KSCPC-ParentCarerInfo>.





PRESCHOOL CONTEXT STATEMENT

Updated:2021

Centre number: 4689

Centre name: The Lady George Kindergarten

1. General information

Preschool Director: Brett Gent

Postal address: 27a Highgate St. Highgate 5063

Location address: 27a Highgate St, Highgate , 5063

DECD Region: Eastern Adelaide Region

Partnership of Greenhill Road South

Geographical location – road distance from GPO (km) 5km

Telephone number: 8271 6343

Fax number: 8373 5734

Preschool website address: www.ladygeorkgn.sa.edu.au/

Preschool e-mail address: the.ladygeorge810@schools.sa.edu.au

Enrolment/Attendance

The centre has a capacity of 30 children each session.
Total site capacity is 60. Funding is provided for 55 children.
A number of the children attending share their pre school time with other early childhood services in the area.

Co-located/stand alone: Stand alone centre. The site is a short walk from the Highgate Primary school and almost opposite the St Johns' Lutheran School which has an Early Learning Centre attached.

Programs operating at the preschool

- Sessional Kindergarten for eligible children
- Bilingual Support
- Preschool Support for eligible children

Sessional Kindergarten – eligible children can access either the Karra or Mirnu

KARRA SESSIONS Monday and Tuesday 8.30am to 3.00pm and Fridays
Weeks 1, 3 and 5 each Ter.

MIRNU SESSIONS Wednesday and Thursday 8.30am to 3.00pm and Fridays
Weeks 2, 4 and 6 each Term.

FEES are set by the Governing Council and are reviewed annually. Currently fees are \$255 / term or \$1020 Per year. Parents have an option of paying for the whole year or term by term using Direct Debit, cheque or cash. All money is receipted by the Banking Treasurer.

2. Key Centre Policies

The Core business of The Lady George Kindergarten is to plan and provide high quality learning experiences for children in their preschool year. This is supported by quality teaching and by working in partnership with families to meet the needs of each child.

A number of policies have been developed and are available for public view in the centre including

- *Safety and Evacuation Plans
- Behaviour Code
- *Skin Protection
- Health Policy
- *Child Protection
- *Healthy Eating Guidelines
- Grievance Procedures
- *Toileting Policy

These and a number of other policies can be viewed on our website.

3. Curriculum

Framework used:

Our program is based on the the Early Years Learning Framework - Belonging, Being and Becoming, Keeping Safe Child Protection curriculum and the Literacy and Numeracy Indicators.

Specific curriculum approaches

- Emergent Curriculum is play based
- We have an emphasis on child led learning
- Joint programmes/special curriculum projects

4. Centre Based Staff

Staff Profile: The centre is staffed by a full time Director , two 0.7 teachers who work 3.5 days / week and a 0.5 Early Childhood Worker (ECW1). Universal access money is used to fund the teaching staff and .1 for an ECW. The Governing Council approved a budget that self funds and ECW .2 to allow for 3 staff members working on the floor with children at any one time. We also have Pre School and Bilingual support as needed

Performance Management Program

All staff engage in regular performance development processes.

Access to special support staff is available to families in line with DfE guidelines

5. Centre Facilities

Buildings and grounds

The kindergarten building is a low ceiling open plan building on a suburban block in Highgate. The centre is of average size and has a capacity of 30 children. The newly renovated bathroom has 2 children's and one adult toilet. The small adjoining area is used for children's lockers. A large verandah with blinds extends the play area. The building is air conditioned and heated and uses environmentally friendly lighting. The outdoor play area is shaded by 3 large oak trees, has a dedicated gross motor / climbing area with natural soft fall. The large sand pit area is covered by a solid pergola for all weather use and includes a 'cubby' area, bridge, water play, trickling creek fed from a rainwater tank and is surrounded by plants. Vegetable garden beds and general garden areas are also incorporated in the grounds. New playground has been developed and incorporates new equipment, sensory areas and climbing structures.

Capacity (per session)

Centre capacity is set at 30 children / session as per DECD regulations. Staffing regulations of 1:11 means that funding is for a total of 55 families. Monday / Tuesday group is staffed for a capacity of 28 and Wednesday / Thursday group is staffed for 27 children.

Centre Ownership

The Centre is owned by DfE and is on Unley Council land

Access for children and staff with disabilities

Wheelchair access

6. Local Community

General characteristics:

The cultural context of the centre includes families from a wide range of cultural backgrounds. The majority of parents are in professional employment with a high proportion of both parents in the workforce.

Schools to which children generally transfer from this preschool

The majority of children access the Highgate Junior Primary school and Unley Primary school. Both schools are in very close proximity to the centre. The Highgate Primary school is zoned and a number of families attending the centre place their children on the school waiting list. Children also attend a number of other local schools including Glen Osmond, Linden Park and local private schools.

A number of children share time with local childcare centres Hawthorn Childcarecentre, Precious cargo and Hyde Park nursery to name a few.

Local Government
Unley Council

7. Further Comments

Rated Exceeding across all seven areas in the National Quality Framework for 2017.

Partnership arrangements with local preschools, schools and highschools.

Links with the Early Learning team at Highgate School are maintained with a strong Transition Program in place. Early Years staff from both sites work closely together in planned transition programs and shared pedagogy Partnership of Greenhill South Leaders meet twice each term.

District professional groups are maintained with local pre schools – There is a strong Directors group which meets twice each term and work closely together.

Teachers group meets termly for planned PD.



Pirku. Purruna. Kangkarrinithi.

The Lady George Kindergarten

Skin Protection and Hot Weather Policy

Skin Protection

Australia has the highest incidence of skin cancer in the world with two out of every three people developing some form of skin cancer before they are 70.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Sun exposure in the first ten years of life determines, to a substantial degree, the likelihood of skin cancer developing later in life.

Cancer Council SA advises people protect their skin at times when the ultraviolet (UV) radiation level is 3 and above—this is when it is strong enough to cause damage to unprotected skin. For much of South Australia, UV radiation levels are 3 and above from 1st August to 30th April—it is during these months that sun protection is necessary.

In line with Cancer Council SA's recommendations and this Centre's SunSmart status, this skin protection policy be in place from 1st August until 30 April, and when UV radiation levels are 3 and above at other times. Staff are encouraged to access the daily sun protection times via the SunSmart app, www.myuv.com.au or the Bureau of Meteorology website, www.bom.gov.au.

It is important to balance sun protection with safe sun exposure for the production of vitamin D for bone growth and development.

Hot Weather

Children are susceptible to heat illness and measures are put in place to reduce the incidence of heat related illness.

This policy is in line with ACECQA regulations (NQS) and DfE policy.

Aims

The aims of The Lady George Kindergarten Skin Protection and Hot Weather Policy are to promote among children, staff and parents:

- Positive attitudes towards skin protection.
- Lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths.
- Personal responsibility for and decision making about skin protection.

- Awareness of the need for environmental changes in our centre to reduce the level of sun exposure when the UV radiation level is 3 and above.

Implementation

This policy is for implementation from 1st August to 30 April, and whenever the ultraviolet radiation levels are 3 and above at other times. The purpose of the policy is to ensure that all members of our Early Childhood Service are protected from skin damage caused by the harmful rays of the sun.

It is an expectation that all staff, students, parents and visitors of The Lady George Kindergarten will use the following skin protection and hot weather strategies for all outdoor activities including excursions:

- 1 The children's lunch, rest time and indoor activities will be held during peak UV radiation times, to minimise exposure to UV radiation.**
- 2** Whenever possible, all outdoor activities will be scheduled outside of peak UV times OR in the shaded areas of the service. **Use the shade of trees, pergolas, umbrellas and tents whenever outdoors.**
 - 2.1 The play equipment area is to be a priority for shade structure planning
 - 2.2 The further provision of shade areas is a priority for the service.
- 3 Wear appropriate clothing which protects the skin.**
 - 3.1 Children, staff and parents will be expected to wear a broad brimmed hat, legionnaire style hat, or a bucket hat (bucket hat must have a deep crown and minimum 5 cm brim for children under 5 years of age and 6cms for older children and adults) whenever they are involved in outside activities. Children not wearing an appropriate hat or clothing will be expected to play in the shade. A 'Lady George Kindergarten' Sun smart hat is given to all children upon enrolment.
 - 3.2 Children will be encouraged to wear shirts with collars and at least elbow length sleeves and longer style shorts/skirts. Rash tops or T-Shirts are required for outdoor water activities.
 - 3.3 Parents are expected to provide children with adequately cool clothing that is layered and can be adjusted with temperature gains to minimise heat illness.
 - 3.4 Children are encouraged to wear loose fitting, wraparound sunglasses that meet the Australian Standard AS/ NZS 1067:1.2016 (sunglasses: lens category 2-4 and cover as much of the eyes as possible).
- 4 Staff and Parent to appropriately store foods and fluids during hotter days and make appropriate decisions about outdoor play.**
 - 4.1 Children are to be offered water or fluids frequently and they have access at all times to clean cool water to refill personal drink bottles.
 - 4.2 Parents are expected to provide lunch that can be cooled by a freezer brick and the site will store it in a cool dry area. Parents are also expected to make appropriate decisions about foods sent to kindergarten for lunch and snacks in hot weather.

- 3.6 Staff are to ensure their own health and safety during times of high temperature.
- 3.7 The kindergarten provides a safe and comfortable environment for all children at all times that ensures adequate heating and cooling is provided for the children
- 4 **Apply a broad-spectrum, water resistant sunscreen with an SPF of 30 or higher to clean, dry skin, 20 minutes before going outdoors. Sunscreen should be reapplied every two hours if outdoors for a prolonged period of time or more frequently if involved in water activities or perspiring.**
- 4.1 Adequate time must be allowed for correct application of sunscreen on children before they go outdoors.
- 4.2 Parents are encouraged to supply sunscreen for their children if their child is sensitive to the bulk sun screen offered through the centre.
- 4.3 Sunscreen will be applied *by parents / carers before the children arrive at kindergarten so as children can participate in morning outdoor learning activities, and again before they go outdoors in the afternoon, by the staff when the UV is 3 and above.*
- 5 **Reinforcing the SunSmart message in all service activities and in general service procedures is an important strategy in the adoption of skin protection behaviours.**
- 5.1 Staff believe it is important to promote among the children, parents and staff a personal responsibility for and decision making about skin protection and health during hot weather.
- 5.2 For WH&S and role modelling staff will wear sunsmart hats, clothing and sunglasses and apply SPF 30+ broad spectrum, water resistant sunscreen when outside and seek shade where possible. Parents and visitors are encouraged to use the full range of sun protection measures when participating in outdoor excursions.
- 5.3 Skin cancer prevention will be included in appropriate teaching activities.
- 5.4 Staff will be encouraged to keep up to date with new information and resources from Cancer Council SA.
- 5.5 Information about the centre's SunSmart Policy will be given to all new staff, students and families. Parents are provided with information on sun protection through newsletter, emails, noticeboards and the centre's website.
- 6 The Lady George Kindergarten Skin Protection policy' will be evaluated on a three yearly basis.
- 6.1 Policy issues will be discussed at staff and parent meetings.

For more information please don't hesitate to contact:

Cancer Council Helpline 13 11 20

Or visit our website on: www.sunsmart.org.au

Sign – Director




Sign - Chairperson

Updated: December 2020

Review: December 2023



The Lady George Kindergarten

2020 annual report to the community

The Lady George Kindergarten Number: 4689

Partnership: Greenhill South

Preschool director:

Mr Brett Gent

Signature

Governing council chair:

Anne-Marie Packer

Date of endorsement:

1 February 2021



Government
of South Australia
Department for Education

Context and highlights

The Lady George began the year with some staffing changes. Sonia decided to move on, giving an opportunity for Simone and Tammy to step up to a .7 position, covering my administration days and further strengthening our focus of staffing and the continuity of learning. The concept of a lead teacher meant that Tammy lead Karra and Simone led Mirnu. This quickly proved to be a valuable way of teaching and learning. There were 27 children in Karra and 28 in Mirnu, keeping the model from last year, allowing for higher educator ratios as we strive for a world class education.

Early in Term 1, we went on an excursion to the zoo. This was led by the children as we established early on that animals were going to be a powerful curriculum driver. Garden Girl began her curriculum connecting children to our gardens, Garden Girl visits twice a Term all year. Term 2 saw us enjoy excursions from Garden Girl, Alex, from Nature Education centre sharing wonderful animals and Professor Planet who visited us online to build on our sustainability focus. We went to the Fisher street park, enjoyed mud week and kept warm by the fire. Term 3 saw us straight to the Botanic gardens on the bus for a tour of all things dinosaur from Professor Flint, again led by the children with their interests in animals and in particular Dinosaurs. We visited Highgate and learnt life skills from Life education. In Term 4 we went to the Museum and we were the first school to visit since February. Professor Flint again showed us the fossils and share his knowledge of all the Australian Dinosaurs. Of course, at the end of each Term we enjoyed Wheels week and our Family nights were a huge success.

Lady George Kindy was the first site in South Australia to switch to the new Education Management system (EMS) with SWIFT, high speed internet fibre straight to the Kindy, doubling our internet speed. The Kindy also received a \$20K grant which was spent on our yard, supporting local trades, with a trapeze, log circle (fire pit) new pumps, an updated mud kitchen, and totem poles created by Marra Dreaming, local Indigenous artists. This was recognized by the Education Department and we enjoyed a visit from The Premier Steven Marshall and Education Minister John Gardner to tour the yard and share our story. The media was there and we made the news on all networks that evening. It was announced that all Preschools will receive a further \$30K to continue upgrading our Kindy. Some small works occurred over the holidays with more to begin early in Term 1. The Kindy also won a community grant from the Unley council to continue our Mural near our bush tucker garden. Our community at Lady George is special.

Governing council report

This year presented a number of challenges to The Lady George Kindergarten (TLGK) community, but also gave us the opportunity to see first-hand the incredible resilience and dedication of Brett and his team of educators.

The highly skilled education team continued to deliver successful learning outcomes for the children, while prioritizing the health and wellbeing of staff, children and families during the COVID pandemic.

As a highly reputable kindergarten in the community, TLGK sets the benchmark across the preschool sector as a place of belonging, inclusivity and community. This year, for the first time, TLGK had an overwhelming interest in attendance, which is a true reflection of the high quality education team, who are committed to supporting and developing children's curiosity and learning.

Brett and his team successfully collaborated with parents, the Department of Education, financing support personnel and other external community contacts to ensure the needs of the children were met first and foremost.

This year, the Council continued to ensure TLGK sinking fund remained favorable to support future capital expenditure by next year's incoming Governing Council.

There have been many achievements throughout the year, including two successful family nights, working bees, and if the children weren't already spoiled for facilities, a new trapeze, fire pit circle, new pumps, mud kitchen and a jumping platform. We recognize and appreciate that in order to run a successful kindy, Brett and his team put significant time in the planning and coordination, and this falls outside of your paid working hours. All of the parents feel reassured that our children are now ready and willing to start school in 2021, with confidence and capability.

As Chairperson and on behalf of TLGK Governing Council, we thank Brett and all of the wonderful staff for their ongoing passion, flexibility and resilience, particularly during a challenging year.

Anne-Marie Packer
Chairperson, The Lady George Kindergarten Governing Council

Improvement planning - review and evaluate

This year a revised approach to quality improvement meant that the inquiry focused on literacy, in particular communication. With the support of the LET and our observations and reflections, our goal - all children will develop as effective communicators with our challenge of practice being, if all educators model appropriate language and encourage children to express themselves through multimodal ways of communication for a range of purposes, then we will see and hear children develop as effective communicators. Our partnership work with LDAR helped to further enhance our PQIP as we looked at comprehension to gather the data we wanted to see growth across the whole cohort, as well as, the focus children. Our learning and continued focus on comprehension at The Lady George kindergarten will continue into 2021 as part of The Departments Literacy strategies, our goal of world class education and Greenhill South's priorities.

At Lady George, our philosophy celebrates children as powerful, capable and competent 21st century Learners, with a strong connections to the first nation people's we acknowledge and draw on for inspiration and learning. As 21st Century Learners, Michael Fullan describes the dispositions children need to develop as confident communicators, who are freely creative, holistic citizens and protectors of the planet, are strong in character, who can collaborate in teams and are critical thinkers and problems solvers. These are the skills and dispositions children need to thrive, these are the dispositions The Lady George Kindergarten strive to embed each day within our curriculum. All young Australians should become successful learners, confident and creative individuals and active and informed citizens (Early Years Learning Framework p.5).

The Educators at Lady George have looked deeply at Intentional teaching and its value within our pedagogy, philosophy and context. This inquiry has helped Educators view Intentional teaching as something that has a place within our curriculum which takes the form of our small and large groups and the value we place on time, space and play. Educators see intentional teaching just as the Early years framework views it; Intentional teaching involves educators being deliberate, purposeful and thoughtful in their decisions and actions. Intentional teaching is the opposite of teaching rote or continuing with traditions simply because things have always been done this way (Early Years Learning Framework p.17)

Our goal – all children will be effective communicators, was heavily influenced by the Learning Design and Reflection work undertaken this year, and this inquiry showed that documentation is key to the success of a data rich assessment. Closure days, further shaped our strengths statements as we reflected on the powerful learning and documentation in 2020.

Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2017	55	52	56	57
2018	55	55	55	55
2019	55	53	51	50
2020	55	N/A	54	55

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.

Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.

Term 2 2020 data may not be available for all preschools.

Enrolment comment

Lady George Kindergarten experienced above capacity enrolment interest in 2019 for 2020 which meant that the Governing Council needed to ensure our Enrolment policy reflected the local community needs. By the beginning of 2020 Lady George had 55 Enrolments, with nearly 50 from the local catchment area, meaning families who had siblings at the local school, had limited enrolment opportunities this time. In the middle of the year 3 children left for a mid year intake at a local private school or the need for full time care, but were quickly filled with new local families moving into the area. The Karra group had 27 children enrolled and Mirnu 28.

In Term3 families had to provide evidence of Immunization to ensure that their enrolment could continue for 2020. Families quickly responded and enrolments remained unchanged. Unlike previous years, enrolments for this year meant that support services were not needed.

Registration of interest forms for 2021 showed that next year capacity issues around local enrolments will not be experienced and while enrolment interest remained steady, by the end of Term4, The Lady George Kindergarten were at capacity with 55 enrolments.

Attendance

	Term 1	Term 2	Term 3	Term 4
2017 centre	92.7%	94.7%	95.5%	94.3%
2018 centre	98.2%	92.3%	92.3%	95.0%
2019 centre	90.9%	97.2%	94.1%	97.0%
2020 centre	95.5%	N/A	92.1%	90%
2017 state	90.5%	88.2%	85.9%	87.2%
2018 state	90.7%	88.3%	87.0%	87.2%
2019 state	90.3%	87.4%	85.8%	86.4%
2020 state	89.3%	82.0%	84.8%	85.9%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

Attendance comment

Attendance at Lady George has always been above the state's average and 2020 was no different. It was anticipated by the end of Term 1 that in Term 2, attendance was going to be well under 50%, but as the schools were opened, the majority of children returned. The 8 or so that stayed home, slowly came back and by week 4 we were at full capacity. With changes to our operational hours in 2021, attendance, particularly on a Friday may not be as strong as Lady George's typical strong daily attendance.

Destination schools

Feeder Schools (Site number - Name)	2017	2018	2019	2020
1063 - Highgate School	89.0%	96.0%	88.2%	73.6%
447 - Unley Primary School	3.0%	0.0%	7.8%	17.0%

NOTE: The data is collected in Term3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term3 2020 collection.

Destination schools comment

With changes to our catchment area in late 2019, more families in The Lady George catchment were also in Unley Primary schools zone. This meant that the typical children transitioning into Highgate and Unley schools, shifted with around 74% going to Highgate (down 15%) and 17% moving to Unley, this is up 10% compared to 2019. This trend will continue into 2021 and beyond. By the middle of Term 3, as we began to plan for orientation, schools destinations settled with the remaining children at Lady George to attend Glen Osmond, Colonel Light Gardens schools and St Joseph's, Mercedes, Scotch and Seymore Colleges.

Client opinion summary

In 2020 The Lady George 25/ 55 responses this year gave the kindy a better lens to find gaps within our practice.

Questions 1 - 9 focused on the quality of teaching and learning with over 90% of respondents agreeing or strong agreeing with our teaching and learning practices. Feedback was around more need to highlight children's learning and expectations.

Questions 10-22 gain information on support services. This year, The Lady George began the year with no diagnosed support needs. During the year we supported many families to seek OT or other professionals to support their child's learning with great success, the report highlighted the need for a more active approach to support service options in the local area.

Questions 24-36 focused on relationships and communication with 20% of respondents feeling like they needed more progress reporting on their child's learning.

The last of the questions shifted focus on to leadership and decision making, overall families agreed or strong agreed that there was effective leadership within the site, this also was reflected within the perspective survey staff completed in Term 3. More focus on sharing educational programs and making improvement visible will be a goal for 2021.

Parent comments;

Wonderful teachers, supporting staff and director.

My child has trouble with separation in the morning. Lady George have really helped us both in terms of support and encouragement.

Learning opportunities tailored to children's interests and drivers

I am not clear what expectations are around 'learning' beyond behavioral expectations and social competency

Whilst Kindy provides a diverse range of activities and experiences for children, greater focus could be geared towards academic development - particularly numeracy & literacy. Greater education in these areas will provide a stronger academic foundation for school.

The Lady George Kindy excels with their communications.

I think Lady George is a lovely environment and that the focus on play-based learning is really important.

They focus on social development which is great.

Relevant history screening

This year 3 staff had to be screened under the new Working with Children Check (WWCC). This was funded by the site with a quick turn around from application to approval. Two volunteers worked with us and already had their screening done because of study or other jobs.

Financial statement

Funding Source	Amount
Grants: State	\$426,276
Grants: Commonwealth	\$0
Parent Contributions	\$54,375
Other	\$20,000

2020 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2020 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable).*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Numeracy and Literacy Funding was used to release staff for Professional Development in line with our PQIP and LDAR work this year. Funding was used on our focus on Comprehension and number work in small groups with extra time allocated for documentation and reflection.	For the staff, professional knowledge, application and reflection gave stronger documentation in children's folders and our floor book.
Improved ECD and parenting outcomes (children's centres only)	Not Applicable	Not Applicable
Inclusive Education Support Program	Not Applicable	Not Applicable
Improved outcomes for non-English speaking children who received bilingual support	Not Applicable	Not Applicable

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

Criteria 2 (second round offers)

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

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

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

Spaces are left available for families who move to the local area over holiday breaks. **Up to five spaces is recommended and will be allocated as per criteria 1.**

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

1. The child has siblings enrolled in a local school and who attended The Lady George Kindergarten. (Local school is defined as Highgate or Unley Primary).
2. Special consideration placement. This is defined by Children who have siblings enrolled in and/or attending the local school defined as Highgate and Unley Primary. If capacity issues arise from this, then, the date the 'registration of interest' form was received will determine the order of offers.
3. The family currently attends programs at the service
4. The distance of the child's residence from the preschool
5. Transportation needs

Criteria 3 (third round offers)

Will only be made if capacity is not met and there are capacity issues in surrounding preschools.

This will be determined by the date of registration and at the discretion of the Director with support from the Early Childhood Leader and Education Director.

Spaces MUST be left available for families who move to the local area over holiday breaks.

Up to five spaces is recommended. Please see Criteria 1.

ROLES AND RESPONSIBILITIES

.Who	Roles and Responsibilities
Site Leader or delegate	<ul style="list-style-type: none">• Ensures that all enrolling parents / guardians are made aware of the Preschool Priority of Access Policy.• Ensures that all staff dealing with enrolment enquiries are aware of and understand the enrolment procedure.• Liaises with neighbouring centres to establish geographic boundaries.• Notifies the Regional Office and neighbouring centres when the centre is close to enrolment capacity.• Advises parents / guardians of alternate local preschools if a place cannot be offered at this site .
Governing Council	<ul style="list-style-type: none">• Ratifies the Preschool Priority of Access Policy.• Ratifies the priority catchment area.

Regional Office Staff

- Ensure access to preschool for all eligible children living in the region
 - Endorse the Priority of Access Policy.
 - Approve priority catchment area in conjunction with those set by surrounding preschools.
 - Coordinate an annual process to identify enrolment pressures and consider strategies to alleviate pressures and disseminate to site leaders.
-

MONITORING, EVALUATION AND REVIEW

This policy which is published on our website has been ratified by the Governing Council and is subject to regular review by the Governing Council and Regional Office Staff.

ASSOCIATED DOCUMENTS

Department for Education (DfE) Enrolment Policy

Felixstow 1 Preschool Enrolment Timeline and Process

Review Date: August 2019

Updated: August 2019

Signed:

Director



Chair



Staff





Pirku. Purruna. Kangkarrintheta

Preschool Water Safety Procedure

PROCEDURE DETAIL

- Children must be supervised at all times when having access to any water hazards.
- Where a water vessel is used for water play by children, the vessel is to be emptied immediately after use and stored in a manner that prevents the vessel filling with water when not in use.
- Ensure that effective barriers are in place to prevent access by children to any area adjacent to a water hazard (eg. Ponds, water vessels)
- When children are taken on an excursion to swim or where there is a significant water hazard, educators are to conduct a risk assessment in accordance with the requirements of Regulation 100 and 101 of the *Education and Care Services National Regulations 2011*.
- Children are to have safe independent access to clean and cool drinking water at all times.

Objectives

Children need opportunities to develop their understanding of the natural environment. Experiences with water encourage active exploration and discovery of the environment **and provides children with sensory input/ stimulation that calms and slows our engines down.**

Sensory stimulation derived from interacting with natural environments, such as water, allows children to learn with all of their senses. These senses include seeing, hearing, touching and smelling. It is well known that physical activity is beneficial for children in many ways. In a recent review of literature concerning children outdoors, Munoz examines research linking time spent outdoors to increased physical activity, healthy development and overall wellbeing.

Knowledge of potential hazards associated with water will assist educators to provide a safe, stimulating environment for preschool children.

ROLES AND RESPONSIBILITIES

Preschool Director	Implementation of the Preschool Water Safety Procedure
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MONITORING, EVALUATION AND REVIEW

The Preschool Water Safety Procedure will be monitored, evaluated and reviewed by staff and Preschool Governing Council.

REFERENCES

Kidsafe NSW - Water Safety, DECD
 Preschool Water Safety Procedure

Reviewed: August 2017

SCHOOL *ENVIRONMENT MANAGEMENT PLAN (SEMP)

**includes environmental, social/ cultural and economic dimensions*

This page is required for the AuSSI-SA Online SEMP Data Base at semp.sustainableschools.sa.edu.au

Pre School: THE LADY GEORGE KINDERGARTEN

<p>Vision What will our school *environment be like in 3-5 years? How will we be more sustainable?</p>	<p>Our vision is for the site to demonstrate embedded sustainable practices as a core part of our curriculum development. We aim to show ongoing reductions in waste, increased awareness of effective waste management processes and environmentally sustainable practices</p>	
<p>Rationale (why the school wants to become more sustainable)</p>	<p>To provide children with the opportunity to learn and become involved in improvement practices in environmental sustainability and understand their practices can have a real and lasting impact on their environment</p>	
<p>Context (the unique aspects of the schools that need to be considered in planning for improvement)</p>	<ul style="list-style-type: none"> • Our site has a strong commitment to educating children and parents in reducing waste to landfill through practice in both home and site. • We aim to support children’s awareness of natural resources and their responsibility in managing them for the wellbeing of our environment, both local and globally (eg: water, power, food as well as understanding of environments that support living organisms (eg: forest, sea, beach, air) • Natural Play spaces are a feature of our site to support children’s engagement with natural materials and an appreciation of them within our environment 	
<p>Principles</p>	<p>Principle To completely wipe out waste</p>	<p>Agreed Definition We aim to put waste bin out once a term, through thinking about all types of waste we make throughout the day.</p>
<p>Links with other school plans and policies e.g. Site Improvement Plan</p>	<ul style="list-style-type: none"> • QIP with specific focus in QA 3, QA 1 and QA 6 • Links to children’s wellbeing to be added to our 2017 QIP • Philosophy Statement reviewed and updated in 2016 with GC and staff and children to include sustainability and our commitment to environmental sustainability • Children’s Value statement 	
<p>Leadership team (working group) The leadership team is ideally representative of the broader school community (students, staff, parents, community members) and reports to school governance bodies.</p>	<p>Staff, Children, parents and GC members, Unley Council, KESAB, Nature Education Centre and local businesses.</p>	
<p>Core Indicators Used The results of using the Core Indicators are not required for the Data Base. The Data Base can be used to document</p>	<p>We have used the Core Indicators to develop whole school plans for Education for Sustainability. Yes</p>	

improvement plans.						
Audits and AuSSI-SA SEMP database Indicate when you have undertaken Audits and entered the data on the database	Audit	Yes ✓	Date undertaken	Data Base Entry	Yes ✓	Date entered
	Energy	✓	2013	Energy		
	Waste	✓	ongoing	Waste		
	Water	✓	ongoing	Water		
	Biodiversity	✓	ongoing	Biodiversity		
	Air Quality			Air Quality		
	Transport			Transport		
Action plans	Attach all action plans					

What we are already doing.

<p style="text-align: center;">Energy</p> <ul style="list-style-type: none"> • Energy Audit completed 4 years ago • Monitor Air conditioner temperature and use. 	<p style="text-align: center;">Water</p> <ul style="list-style-type: none"> • Currently 2 rain water tanks • Limiting free flow of water 	<p style="text-align: center;">Waste</p> <ul style="list-style-type: none"> • Involvement with WOW in 2015 • Nude Food • The centre recycles soft plastic packaging from children's snacks / lunch – reduction of waste to landfill. 	<p style="text-align: center;">Social/ Cultural</p> <ul style="list-style-type: none"> • Involve children and families with soft plastics recycling • Change stationery/ consumables to recycled
<p>What we will be doing next</p> <ul style="list-style-type: none"> • Review energy audit through local council • Embed Energy saving practices in our learning program with children • Research solar power grants 	<p>What we will be doing next</p> <ul style="list-style-type: none"> • Review better use of tanks through plumbing to various play areas • Children's Involvement in planning sustainable water use at kindergarten • Hand pumps for all water play areas 	<p>What we will be doing next</p> <ul style="list-style-type: none"> • Continue working with WOW - reduction to landfill project to reduce the amount of landfill from our site • Embed Recycling program at site • Continue NUDE FOOD expectations of children and families to reduce packaging • Children responsible for recycling food scraps, all recycling including soft plastics. • Collecting data relating to nude food, waste and our own achievements. 	<p>What we will be doing next</p> <ul style="list-style-type: none"> • Support families understanding of sustainable practices and their benefits through education and children's learning • Researching suitable consumable replacements

<p>Biodiversity</p> <ul style="list-style-type: none"> • Bug hotel installed 	<p>Air Quality</p>	<p>Transport</p>	<p>Economic</p> <ul style="list-style-type: none"> • Large amount of squeeze yoghurts which are expensive
<p>What we will be doing next</p> <ul style="list-style-type: none"> • Planting more indigenous plants around the yard • Develop a vertical garden • Continue to monitor lawn area, use and impact. • Set up lizard rockery area 	<p>What we will be doing next</p> <ul style="list-style-type: none"> • Researching how we can investigate air quality in our local area. • 	<p>What we will be doing next</p> <ul style="list-style-type: none"> • Collect data relating to transport. • Encourage children to explore alternative transport options (eg: Walking / riding to preschool, the shops, local community activities). 	<p>What we will be doing next</p> <ul style="list-style-type: none"> • Educating families about cost to environment.

SCHOOL ENVIRONMENT* MANAGEMENT PLAN (SEMP)

**includes environmental, social/ cultural and economic dimensions*

Action Plan (required for AuSSI-SA Online SEMP Data Base)

WHAT ARE WE DOING – ENERGY, WASTE, SOCIAL/CULTURAL, BIODIVERSITY, FOOD GARDENS , ACTIVE LIFESTYLES

<p>Education IN the environment</p> <p><i>NQS 3.2.1 Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments</i></p>	<p>Education FOR the environment</p> <p><i>NQS 3.3.1 Sustainable practices are embedded in service operations</i></p>	<p>Education ABOUT the environment</p> <p><i>NQS 3.3.2 Children are supported to become environmentally responsible and show respect for the environment</i></p>
<ul style="list-style-type: none"> *A range of play areas are provided to engage children - sand play, mud kitchen, swings, garden, open spaces for running *Areas for quiet reflection and relaxation are provided * A variety of natural materials are provide for children to engage in – sand, soil, garden areas, stones, sticks, logs ... * garden areas for children to engage with senses (smelling, touch, feel , visual) * garden and natural areas are designed to encourage habitats for microorganisms (logs, digging in soil areas, gardens ...) and birds (trees, flowers and bird feeding station) * dedicated Bug Houses *Worm towers *Composting bins *Soft plastics bin *Hand water pumps available for mud kitchen and sand pit. 	<ul style="list-style-type: none"> *Reduction in waste to landfill project – children recycling soft plastic packaging *compost bins *Rainwater tanks, Water buckets for sand / mud kitchen play, *water saving taps and toilets in children’s and adults bathrooms *Auto valve hoses Vegetable, herb and flower gardens *Scented garden * TO BE EXPLORED Sky lights under verandah to reduce outdoor lighting *Staff and parent involvement in sustainability and waste workshops and conferences *Books and resources for children to be sourced *Nude Food practices re enforced *involvement in Fern Street Community Garden 	<ul style="list-style-type: none"> *Urrbrae NEC visit term 1 *Garden Girl all year *NEC borrowing of resources and creatures *Cooking and tasting local produce, as well as culturally diverse foods *Intentional teaching <ul style="list-style-type: none"> - Waste Reduction, - Recycle, Reduce, Reuse, - Water Conservation - All life is to be respected – people, animals, insects * Wellbeing and relaxation practices are embedded in our program

SCHOOL/SITE ENVIRONMENT* MANAGEMENT PLAN (SEMP)

**can include environmental, social and cultural dimensions*

Whole school/site planning for Education for Sustainability

(add further pages as needed annually)

Element	Sub-element	Focus Core Indicator(s) and strategies	Stage (Committing)	Completed? Yes/No/ partially
Culture	Vision and Values	There is evidence of commitment to the vision and values through all areas of preschool life. Children, staff, families and community members have demonstrated and communicated our sustainability vision and values in everyday practices i.e. 'walking the talk'.		
	Interconnectedness	Our preschool places equal value on social, economic and environmental factors when making decisions. Staff, families and community members have reviewed our policy documents e.g. purchasing to ensure that decisions are made considering all sustainability factors.		
	Whole school/site approach	There is whole-preschool commitment to achieving the sustainability vision. Children, staff, families and community members have demonstrated that our actions within and beyond the preschool consistently reflect our vision and values of sustainability.		
Learning	Curriculum	The whole preschool community is committed to an integrated curriculum that achieves EfS outcomes. Children, staff, families and community members have implemented a whole preschool system which connects learning to preschool and community initiatives, achieving sustainability outcomes.		
	Learning environment	Our preschool commits to using diverse environments to take actions for sustainability. Children, staff, families and community members have implemented a section in the EfS policy describing how we take actions for sustainability in real world and authentic contexts.		
	Pedagogy	Sustainability outcomes are achieved with children. Children, staff, families and community members have recorded and reported sustainability and educational outcomes in all learning areas e.g. reports to families.		
Managing	Leadership	Everyone has a role and is nurtured as a leader in EfS Children, staff, families and community members have: provided support (time and/or money) and training for ongoing, new and emerging leaders		

	Governance	Governance structures support and develop EfS. Staff, families and community members have developed an EfS policy, outlining partners, practices, procedures and expectations.		
	Planning and management	Sustainability data informs an ongoing cycle of planning, review and management action. Children, staff, families and community members have committed to ongoing planning and review to continue reducing the preschool's ecological impact.		
Community	Community connections	Community connections are supported, renewed and extended to achieve sustainability outcomes. Children, staff, families and community members have contributed to and led initiatives achieving sustainability outcomes within and beyond the preschool.		
	Building capacity	The whole community commits to increase its capacity to live more sustainably Children, staff, families and community members have been involved in and influenced by sustainability practices and outcomes.		
	Developing partnerships	Partnerships are formalised and integrated into the vision for sustainability. Staff, families and community members have documented agreements with partners in the EfS policy.		
Understanding	Learning and Change	Questioning and reform underpins change towards sustainability. Children, staff, families and community members have encouraged change towards sustainable patterns of living through a cycle of continuous reflection and improvement.		
	Learning for sustainability	There is commitment to ongoing learning and application of sustainability. Children, staff, families and community members have participated in learning opportunities and applying ideas and strategies to enhance sustainability.		
	A sustainability inquiry	Inquiry processes are collaboratively developed and implemented across our preschool. Children, staff, families and community members have developed inquiry questions together and used results to improve sustainability learning and practices.		

Estimated EfS Indicator stage	Starting	Challenging	Committing	Transforming
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SCHOOL/SITE ENVIRONMENT* MANAGEMENT PLAN (SEMP)
**includes environmental, social/ cultural and economic dimensions*
Action Plan (Planning the Inquiry?)

Theme/ Topic: Goals:		Target/s: (numerical - if applicable)			
Inquiry question(s)(?):					
Action identified	Location	Strategies to achieve action	Who	Timeframe	Completed
Learning + curriculum		Big idea (core ideas in a topic worth exploring in depth e.g. adaptation, equity): Inquiry questions:	How many classes?		
Auditing					
Evaluation of goal achievement (How will we know if we have succeeded?)					



Pirku. Purruna. Kangkarrinhi.

The Lady George Kindergarten

[Skin Protection and Hot Weather Policy](#)

Skin Protection

Australia has the highest incidence of skin cancer in the world with two out of every three people developing some form of skin cancer before they are 70.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Sun exposure in the first ten years of life determines, to a substantial degree, the likelihood of skin cancer developing later in life.

Cancer Council SA advises people protect their skin at times when the ultraviolet (UV) radiation level is 3 and above—this is when it is strong enough to cause damage to unprotected skin. For much of South Australia, UV radiation levels are 3 and above everyday from August to May—it is during these months that sun protection is necessary.

Cancer Council SA recommends that a skin protection policy be in place from 1 September until 30 April when UV radiation levels are 3 and above. It is highly recommended that UV radiation levels are monitored, particularly during May and August as they still may be 3 or above depending on your location. Cancer Council SA also recommends that particular care should be taken during these months between 10.00 am – 3.00 pm, when the UV radiation levels are at their highest.

It is important to balance sun protection with safe sun exposure for the production of vitamin D for bone growth and development. During May to August, at times when the UV radiation level is below 3, sun protection for most people is not necessary.

Hot Weather

Children are susceptible to heat illness and measures are put in place to reduce the incidence of heat related illness.

This policy is in line with ACECQA regulations (NQS) and DfE policy.

Aims

The aims of The Lady George Kindergarten Skin Protection and Hot Weather Policy are to promote among children, staff and parents:

- Positive attitudes towards skin protection.
- Lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths.
- Personal responsibility for and decision making about skin protection.
- Awareness of the need for environmental changes in our centre to reduce the level of sun exposure when the UV radiation level is 3 and above.

Implementation

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

The purpose of the policy is to ensure that all members of our Early Childhood Service are protected from skin damage caused by the harmful rays of the sun.

It is an expectation that all staff, students and parents of The Lady George Kindergarten will use the following skin protection and hot weather strategies:

- 1 The children's lunch, rest time and indoor activities will be held during peak UV radiation times, to minimise exposure to UV radiation.
 - 1.1 Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. Extra care should be taken between 10.00 am and 3.00 pm when UV radiation levels are highest.
 - 1.2 Whenever possible, all outdoor activities will be scheduled before 10.00 am and after 3.00 pm **OR** in the shaded areas of the service.
2. Use the shade of trees, pergolas, umbrellas and tents whenever outdoors.
 - 2.1 The play equipment area is to be a priority for shade structure planning
 - 2.2 The further provision of shade areas is a priority for the service.
- 3 Wear appropriate clothing which protects the skin and make appropriate decisions on days of hot weather.
 - 3.1 Children, staff and parents will be expected to wear a broad brimmed hat, legionnaire style hat, or a bucket hat (bucket hat must have a deep crown and minimum 5 cm brim for children under 5 years of age and 6cms for older children and adults) whenever they are involved in outside activities. Children not wearing an appropriate hat will be expected to play in the shade. A 'Lady George Kindergarten' Sun smart hat is given to all children upon enrolment.

- 3.2 Children will be encouraged to wear shirts with collars and at least elbow length sleeves and longer style shorts/skirts.
- 3.3 Parents are expected to provide children with adequately cool clothing that is layered and can be adjusted with temperature gains to minimise heat illness.
- 3.4 Children are to be offered water or fluids frequently and they have access at all times to clean cool water to refill personal drink bottles.
- 3.5 Parents are expected to provide lunch that can be cooled by a freezer brick and the site will store it in a cool dry area. Parents are also expected to make appropriate decisions about foods sent to kindergarten for lunch and snacks in hot weather.
- 3.6 Staff are to ensure their own health and safety during times of high temperature.
- 3.7 The kindergarten provides a safe and comfortable environment for all children at all times that ensures adequate heating and cooling is provided for the children
- 4 Apply a broad-spectrum, water resistant sunscreen with an SPF of 30+ to clean, dry skin, 15—20 minutes before going outdoors for lunch or activities. Sunscreen should be reapplied every two hours if outdoors for a prolonged period of time or more frequently if involved in water activities or perspiring.
 - 4.1 Adequate time must be allowed for correct application of sunscreen on children before they go outdoors.
 - 4.2 Parents are encouraged to supply sunscreen for their children if their child is sensitive to the bulk sun screen offered through the centre.
 - 4.3 Sunscreen will be applied *by parents / carers before the children arrive at kindergarten so as children can participate in morning outdoor learning activities, and again before they go outdoors in the afternoon, by the staff, at times between 10.00 am and 3.00 pm or when the UV is 3 and above.*
- 5 Reinforcing the SunSmart message in all service activities and in general service procedures is an important strategy in the adoption of skin protection behaviours.
 - 5.1 Staff believe it is important to promote among the children, parents and staff a personal responsibility for and decision making about skin protection and health during hot weather.
 - 5.2 Staff will be encouraged to role model appropriate SunSmart strategies.
 - 5.3 Skin cancer prevention will be included in appropriate teaching activities.
 - 5.4 Staff will be encouraged to keep up to date with new information and resources from Cancer Council SA.
 - 5.5 Information about the centre's SunSmart Policy will be given to all new staff, students and families.
- 6 The Lady George Kindergarten Skin Protection policy' will be evaluated on a two yearly basis.
 - 6.1 Policy issues will be discussed at staff and parent meetings.

For more information please don't hesitate to contact:

Cancer Council Helpline 13 11 20

Or visit our website on: www.sunsmart.org.au

Updated: February 2018

Date for next review: February 2019

SIGNED.

Director:

Chair:

Staff:



Incident, Injury, Trauma and Illness Policy

Aim

The service and all educators can effectively respond to and manage accidents, illness and emergencies which occur at the service to ensure the safety and wellbeing of children, staff and visitors.

Related Policies

Death of a Child Policy
Emergency Service Contact Policy
Emergency Management and Evacuation Policy
Enrolment Policy
Food Nutrition and Beverage Policy
Health, Hygiene and Safe Food Policy
Infectious Diseases Policy
Medical Conditions Policy

Implementation

This policy, and related policies and procedures at the service will be followed by nominated supervisors and staff members of, and volunteers at, the service in the event that a child -

- (a) is injured; or
- (b) becomes ill; or
- (c) suffers a trauma.

The approved provider of the service will ensure that a parent of a child is notified as soon as practicably possible and without undue delay. Parents will be notified no later than 24 hours after the involvement of their child in the above mentioned experiences.

The service will also ensure that an Incident, Injury, Trauma and Illness Record is completed in full and without delay. [See below.](#)

First aid kits will be readily available where children are present at the service and during excursions. First aid kits must be suitably equipped and easily recognised with regard to the design of the service.

The Centre mobile phone must be available at all times for staff to contact families in emergencies.

Reviewed: August 2017

First Aid Kit Guidelines

Any First Aid kit at the service must -

- Not be locked.
- Not contain paracetamol.
- The service will provide First Aid facilities that are adequate for the immediate treatment of injuries that arise at the place of work.
- The service must ensure first aid facilities include a First Aid kit appropriate for the number of employees on each site and work environment.
- Be in a place that takes an employee no longer than two minutes to reach their nearest first aid kit, including time required to access secure areas.
- Constructed of resistant material, be dustproof and of sufficient size to adequately store the required contents
- Be capable of being sealed and preferably be fitted with a carrying handle as well as have internal compartments.
- The service will ensure that First Aid kits are maintained in proper condition and the contents are replenished as necessary – **ECW1 to maintain in each term**
- First Aid kits will be regularly checked using the First Aid Checklist to ensure the contents are as listed and have not deteriorated or expired.-**ECW 1 to maintain each term**

- First aid kits should have a white cross on a green background with the words 'First Aid' prominently displayed on the outside.
- First Aid kits should be located at points convenient to the work force and where there is a risk of injury occurring.
- Display emergency telephone numbers **prominently near phones.**
- Consideration should be given to preventative measures such as sunscreen protection and portable water if working outdoors. **See Sun Protection Policy.**
- First Aid kits must be taken on excursions and be attended by First Aid qualified educators.
- **Our First Aid delegated individual responsible for maintaining all First Aid kits at the service is: Name : Sharon Pensa Role ECW 1**

Number of First Aid Kits Responsible For In the Service: 2

This individual is responsible for using the First Aid Checklist and ensuring each Kit has the required quantities at all times.

- Our back-up First Aid delegated individual responsible for maintaining all First Aid kits when the person listed above is away is:

Name _____ Role

Number of First Aid Kits Responsible For In the Service

This individual is responsible for using the First Aid Checklist and ensuring each Kit has the required quantities at all times.

Updated:

Signed:

First Aid Kit Checklist

Depending on the number staff members at the service, determine which kit is applicable using the table below.

State Regulations			
	Kit A	Kit B	Kit C
NSW	25-100 staff	1-25 staff	1-10 staff
VIC	Medium - Large workplace	Small - Medium workplace	Small workplace
QLD	30 - 100 employees	1 - 30 employees	1 - 10 staff
SA	30 - 100 employees	1 - 30 employees	1 - 10 staff
WA / TAS / NT / ACT	25 - 100 employees	1 - 25 employees	1 - 10 staff

First Aid Checklist				
Product Name	A Kit Qty	B Kit Qty	C Kit Qty	QUANTITY AND EXPIRY DATE MET Yes / No
Additional Modules				
Burns Module	1	1	N/A	
Minor Wound Module	1	1	N/A	
Eye Wound Module	1	1	1	
Sprain Module	1	1	1	
Serious Wound Module	1	1	1	
Full Contents of Each First Aid Kit				
Amputated Part Bags Ass. Sizes X 3	2	1	1	
Wound Closure Strips 3 X 75mm PK5	4	3	2	
Calico Triangular Bandages 110 X 110cm	9	6	3	

Zinc Oxide Tape 2.5 X 5m	1	1	1	
Conforming Bandage 10cm X 1.5m	3	2	1	
Conforming Bandage 5cm X 1.5m	3	2	1	
Conforming Bandage 7.5cm X 1.5m	4	2	1	
Conforming Bandage Heavy weight 10cm X 1.5m	1	1	1	
Vinyl Gloves large with powder (1 pair packed in zip bag)	15	13	6	
Eye Pads 5.5 X 7.7cm	5	2	2	
Non Adherent Pad 7.5 x 10cm	5	4	2	
Non Adherent Pad 5 x 7.5cm X 50	1	1	N/A	
Safety Pins Assorted X 12	9	7	4	
Fabric Dressing Strip 7.5cm X 1m	1	1	1	
Fabric Knuckle	10	1	1	
Plastic Plaster 72 X 19mm X 50	2	2	1	
Thermal Blanket 130 X 210cm	1	1	1	
Hypoallergenic Microporous Tape 1.25 X 5m (wrapped roll)	2	2	2	
Splinter Probe Disposable 37mm	10	10	2	
Face Shield Disposable	1	1	1	
Gauze Swab 3pcs White 7.5 X 7.5cm	7	6	3	
Sodium Chloride 15ml 0.9%	18	10	4	
Antiseptic Wipes (Cetrimide)	14	8	4	
Combine Dressing 10 X 10cm	3	2	1	
Wound Dressing No. 15 18 X 18cm	10	6	3	
First Aid Booklet	1	1	1	
Burnaid Burn Dressing 10 X10cm	1	1	N/A	
Burn Gel Sachets 3.5g	4	4	2	
Eye Spears Pk 2	1	1	1	
Film Dressing with Pad 10cm x 12cm	2	2	N/A	
Film Dressing with Pad 6cm x 7cm	4	3	2	
Forceps Stainless Steel Fine 13cm	1	1	1	
Hanger	1	1	1	

	large	large	small	
Plastic Container Rectangle 750ml	6	6	3	
Plastic Container Rectangle 1000ml	3	2	1	
Antiseptic Cream Sachet	7	6	2	
Scissors Stainless Steel 13cm Sharp/Blunt	2	1	1	

Incident, injury, trauma and illness record. (turn over for illness)

Child Details:

Child's name:

Group: Bluegum—Wattle

What happened?

Structures involved:

Location:

Time:

Date:

Details of first aider:

Name:

Sign:

Time:

Date:

Nature of injury sustained:

R side L side L side R side

Circle:

Abrasion

Cut

Bite

Rash

Break

Sprain

Bruise

Swelling

Burn

Other:

Concussion

Action taken:

Parental acknowledgment:

I
incident/ Injury.

have been notified of my child's

Signature:

Date:

Illness

Child Details:

Child's name: _____ Group: Bluegum—Wattle

Circumstances surrounding child becoming ill, include symptoms.

Time of illness: _____ Date: _____

Action taken.

Details of first aider:

Name: _____ Sign: _____

Time: _____ Date: _____

Details of action taken, include first aid administration of medication

Medical personal contacted: Y/ N Who?

Notifications—include all attempts.

Parents/ guardian: _____ Time: _____ Date: _____

2.

3.

4.

5.

Regulatory Authority: _____ Time: _____ Date: _____

Additional Notes:

Parental acknowledgment: I _____ have
been notified of my child's illness.

Signature: _____ Date: _____

- Nude food and whole foods that produce little or no waste are naturally nutritional and healthy

With these factors in mind, we advise parents of the following guidelines for healthy and safe food intake:

We are aware of children and allergies at this kindergarten – please **DO NOT send your child with nuts of any kind OR nut products**

- Eggs will be allowed within the site if there are no new enrolments that indicate an egg allergy. This will be reviewed at the beginning of each term and when enrolments are being processed.
- Only send popcorn or carrot sticks if you know this is appropriate for your child.
- Children come to each session with a healthy, nutritious snack- eg: fruit, vegetable, cheese or a sandwich (see suggestions attached)
- Cakes, sweet biscuits, chocolates, chips, lollies, fruit bars, muesli bars, flavoured, savoury biscuits are not permitted at snack time.
- Children and staff will wash their hands prior to handling food.
- Children are encouraged to be independent in managing their own food. You can help them by providing food in containers that are easy to open, or loosening and then finger-tightening tight lids.
- Children are seated when eating, and are supervised by staff.
- Children bring a drink bottle containing water each day, and are encouraged by staff to take regular drink breaks. Fresh drinking water is available at all times for children to refill their personal drink bottle.
- Water is the only beverage allowed at kindy.

Food Packaging

The Lady George Kindergarten promotes 'Nude Food', or foods that have natural wrappers or skins that are not manufactured.

We ask that you send foods that are not pre-packaged or wrapped in alfoil, glad wrap, plastic, cellophane etc.

In an effort to achieve 'Zero Waste' at preschool, we will work closely with families and children to manage what waste we make.

All food scraps will be composted at kindy or through the local council.

Celebrations

Celebrations are an important part of all our lives. We believe celebrations are important for children to participate in and experience.

Your child's special day (i.e. Birthday) will be acknowledged with staff and children at group time with singing and a wooden cake with real candles. A photo will be put in the child's learning portfolio.

Please do not send Birthday Cake or food items to share.

Food Safety

Staff at this preschool:

- Teach, promote and encourage food safety to children during food learning and cooking activities
- Provide adequate hand washing facilities and opportunities for children and staff.
- Promote, model and encourage correct hand washing procedures with children and staff.
- Where possible, provide recipes to families when cooking
- Encourage staff to access appropriate / relevant Professional development as appropriate to healthy eating guidelines.

PLEASE REMEMBER, WE ARE AN ALLERGY AWARE CENTRE - PLEASE DO NOT SEND ANY NUTS WITH YOUR CHILD, DUE TO THE HEIGHTENED RISK OF ALLERGY TO THESE FOODS.

Snack time

Some suggestions are:

- Fruit – fresh, dried, tinned
- Cheese
- Savoury sandwiches
- Salad vegetables – prepared to suit your child's needs
- Dry Biscuits – cream cheese, vegemite, cheese
- Yoghurt

Lunch time

Please remember to pack a separate nutritious lunch for your child.

Some suggestions include:

- Fresh sandwiches or wraps with savoury fillings
- Dry biscuits and savoury toppings
- Salads – vegetable and fruit
- Cheese
- Culturally appropriate meals as determined by Director
- Some homemade meals from home that do not need to be re heated may include pizza, fried rice, noodle dishes, cooked meat.

If you are sending food that may spoil (eg. meat sandwiches, cheese or yoghurt), please pack their lunch in a cooler pack.

The kindy does not have facilities for refrigerating foods so please choose food items carefully.

Foods That We DO NOT recommend:

- Cakes
- Sweet biscuits
- Chocolate
- Lollies
- Muesli Bars
- Fruit Roll ups
- Chips
- Squeezy yoghurts – these are NOT developmentally appropriate for typically developed children as they enter into preschool.
- Drinks other than water (Cordial, Fruit Juices)
- NO NUTS or nut products.

This policy will be shared with all new staff and families and is available to view in the Preschool Policies Folder (and on the website).

New enrolling families will be asked to confirm they have read and understand this Policy by signing the Information and Consents Form at the time of enrolment.

Review Date: March 2017

Updated: June 2018

Signed.
Director.
Chairperson.

The Lady George Kindergarten Philosophy

We're from Lady George Kindy.

Hello and Ninna Marni.

We're kind. We play. We care.

We're working to be fair.

Here at Lady George Kindy.

We're from Lady George Kindy.



Pirku Purruna Kangkarrintheni

We support children and families to be 21st Century learners and global citizens; who engage with their world as active participants and view themselves as fair and compassionate individuals who will positively contribute to their community, themselves and the planet.

As educators we provide high quality care and education that honours the competent child as a powerful learner.

We help children to view play and learning as an exciting, powerful, personal lifelong journey of wonder and inquiry.

We aim to engage the community of families to build a positive, trusting and collaborative partnership. We value and reflect the voice of the child, families and wider community because we all drive our own learning.

We provide a learning environment where children, families and educators can play, move and learn together; a space that is rich in outdoor learning and encourages a connection to the land.

We acknowledge and respect Indigenous people's connection to this land we play on.

We will provide time and space where children have the freedom to play and develop necessary life skills such as confidence, resilience, persistence, compassion, commitment, problem solving and cooperation.