

## Table of contents

- Home
- What we offer
- Enrolment and fees
- Reports and plans
- Parenting support
- Policies and guidelines
  - overview
  - fee\_policy.2020
  - vale\_park\_rest\_and\_sleep\_procedure
  - vale\_park\_philosophy\_statement
  - vale\_park\_curriculum
  - vale\_park\_literacy
  - vale-park-preschool-sun-protection
  - vale\_park\_priority\_of\_access\_procedure
  - medical\_conditions\_policy\_version\_4.0\_september\_2019
  - vale\_park\_hot\_weather\_policy
  - vale\_park\_healthy\_eating
  - vale\_park\_health\_and\_wellbeing
  - vale\_park\_family\_participation\_and\_governing\_council
  - vale\_park\_excursions
  - vale\_park\_environmental\_sustainability
  - vale-park-preschool-emergency-management
  - vale\_park\_drop-off\_and\_pick-up\_procedure
  - vale-park-preschool-concerns-complaints
  - changing\_clothes\_procedure\_2019\_0
  - vale\_park\_behaviour\_guidance\_code
  - vale\_park\_attendance
  - vale\_park\_assessment\_and\_reporting
  - nutrition\_and\_food\_policy\_version\_4.0\_september\_2019

## Home

Children are curious, independent, capable and competent learners. They question and investigate their world while they develop their learning identity. Our learning environment allows your child to learn with others and to embrace different cultures, values and interests. We think it's important to develop partnerships with families and the wider community.

Find out more about our goals and our focus in our philosophy statement (PDF 67KB) ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale\\_park\\_philosophy\\_statement.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale_park_philosophy_statement.pdf)) and view this short video of how our children have reflected on the Vale Park Preschool Kurna Acknowledgement ([https://www.preschools.sa.gov.au/sites/default/files/vale\\_park\\_kurna\\_acknowledgement.mp4](https://www.preschools.sa.gov.au/sites/default/files/vale_park_kurna_acknowledgement.mp4)).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See [volunteering in schools, preschools and children's centres](https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres) (<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 ensure the smooth running of the preschool. Read through [what a governing council does](https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does) (<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

## Acknowledgement of Country

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

## Contact us

**Preschool director:** Ms Vicki Angel

**Phone:** (08) 8261 0228

**Fax:** (08) 8266 6017

**Email:** [dl.4672.leaders@schools.sa.edu.au](mailto:dl.4672.leaders@schools.sa.edu.au)

**Street address:** Cnr Ascot Ave & Tonkin St Vale Park SA 5081

**Postal address:** Cnr Ascot Ave & Tonkin St Vale Park SA 5081

## 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.

##### Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.00am to 3.30pm	8.00am to 3.30pm	–	–	–

##### Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.00am to 3.30pm	8.00am to 3.30pm	–

#### Fees

The parent contribution is \$160 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/vale-park-pre-school/getting-started/enrolment-and-fees>) for more information.

## Vale Park Pre School parent handbook

[www.preschools.sa.gov.au/vale-park-pre-school](http://www.preschools.sa.gov.au/vale-park-pre-school)

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### What to bring

Children need to bring these items each day:

- bag that is easy for your child to open, close and carry
- Vale Park Preschool hat or broad-brimmed hat without chin straps, in terms 1, 3 and 4
- drink bottle with water only
- lunch box with a healthy lunch
- snacks for morning and afternoon tea, such as fresh fruit, vegetables or dried fruit
- spare clothes in case of accidents or getting wet while playing.

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

You can buy short-sleeved t-shirts with the Vale Park Preschool logo from us.

Some children may want a familiar item from home when starting preschool. If you feel that your child would benefit from bringing in something from home please speak with an educator.

### What not to bring

Children should not bring these things:

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

### Additional information

Please read our drop-off and pick-up procedure (PDF 92KB)

(  
[https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale\\_park\\_drop-off\\_and\\_pick-up\\_procedure.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale_park_drop-off_and_pick-up_procedure.pdf)).

### Curriculum

Our curriculum focuses on the development of the whole child. We help children to be independent, curious, confident, reflective and caring so that they can develop academically, intellectually, socially and emotionally.

Education is an continuous process of learning that is based in the child's own knowledge and interests. By focusing on children, we design learning environments and experiences that give children the chance to explore and learn deeply.

Each step of the learning program is adapted to the goals of the children and families of our preschool. Our weekly program is displayed on the whiteboard in the parent area, and our newsletters give an overview of the learning for the term.

Find out more about our curriculum (PDF 83KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale\\_park\\_curriculum.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale_park_curriculum.pdf)).

### STEM

We focus on Science, Technology, Engineering and Maths (STEM). Children are naturally curious about the world and we use STEM teaching to help them engage with what is already happening. We encourage children to solve problems from real-world projects using critical thinking, collaboration and creativity.

We want to develop partnerships to extend STEM learning for our children. If you are interested in working in partnership with us, please speak with us.

Find out more about our STEM approach (PDF 83KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale\\_park\\_curriculum.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale_park_curriculum.pdf)).

### Playgroup

Playgroup is available for children older than 2 years 9 months who will be attending Vale Park Preschool the following year. Playgroup is a chance for children and their parents to get to know the preschool environment, meet other children and make new friendships.

Parents must come to playgroup and supervise their child at all times. It is run by an educator and parent volunteers.

Please fill in a registration of interest form

(<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>), the same form as the preschool registration of interest form, if you want to join.

### Session times

Friday 9.00am to 10.30am

### Cost

This program costs \$40 per term.

### What to bring

- bag that is easy for your child to open, close and carry
- hat
- drink bottle with water only
- fruit or vegetable snack
- spare clothes in case of accidents or getting wet while playing.

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

### What not to bring

Do not bring food containing eggs or nuts (some children have allergies that can be dangerous).

### Transition into preschool

Children can come to transition sessions in term 4 of the year before they start preschool. Transition visits allow your child to meet educators and familiarise themselves with the environment and routines, without their parents or caregivers.

## **Cost**

This program costs \$40, which includes a hat.

## **What to bring**

- bag that is easy for your child to open, close and carry
- hat
- drink bottle with water only
- fruit or vegetable snack
- spare clothes in case of accidents or getting wet while playing.

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

## **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 (<http://preschools-sa.govcms.gov.au/vale-park-pre-school#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll contact you by phone in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by coming to the preschool and completing a letter of offer form.

## **Before your child starts**

During the enrolment process you can come to an information session where you can find out more about us and ask questions.

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

## **Fees**

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

The parent contribution is \$160 per term (<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>). An invoice is provided each term.

We offer other programs that may have additional costs.

## **When to pay**

We will invoice you in the first week of each term via your child's communication pocket.

Payments are due by week 4 of term.

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

You can pay by cash or cheque at the kindy. Please put the money or cheque in a sealed envelope with your child's name on the front. Give the envelope to a staff member.

EFT information

You can pay by direct deposit.

BSB: 105068

Account number: 272178440

Please put your child's name in the notes 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>).

## Plans and reports

### National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard. See our assessment and rating report for more detail.



**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:** Vale Park Preschool

**Rating issued:** December 2015

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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 145KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale\\_park\\_quality\\_improvement\\_plan.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale_park_quality_improvement_plan.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 93KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale\\_park\\_context\\_statement.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/vale_park_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/4672\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/4672_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.

# Vale Park Preschool Quality Improvement Plan 2020

## Goal 1:

To strengthen children's oral language and communication skills.

### Challenge of Practice:

When educator's intentionally plan for language development and provide opportunities for children to express themselves in a range of contexts and for a range of purposes, children will convey and construct messages with purpose and confidence building on home/family and community literacies.

### Actions:

To critically reflect on how visuals are used to support children's receptive and expressive language. To engage in professional learning.

To collaboratively reflect on children's communication skills and use the Yakker Tracker Communication Profile to track, monitor and plan for children's literacy learning.

To create a Home Borrowing library which has dual language books which supports families to read familiar preschool books in their home language to their children.

To increase educator understanding of children's communication profile using the Additional Language or Dialect Questionnaire with families of children with ESL.

## Goal 2:

To strengthen children's capacity, confidence and dispositions to use numerical/quantification language and demonstrate their understanding through play.

### Challenge of Practice:

When educators engage in critical reflection collaboratively and intentionally plan for quantification learning, children will use quantification /number language to communicate their thinking during play.

### Actions:

Educators to evaluate the effectiveness of learning opportunities, environments and tools, and plan for all children's learning .

To work in partnership with families to increase their understanding of and ability to support their child's quantification learning.

Educators to seek feedback about children's dispositional learning of children using the RRR , and use this data (analyse and reflect on) to plan for children's dispositional learning.

Educators will model quantification language and concepts during play experiences and provide a numerical rich learning environment.

## Goal 3:

To critically reflect on our current pedagogy to embed Indigenous perspectives in authentic ways.

### Challenge of Practice:

When educators work in partnership with children and families to increase our understanding of local Aboriginal and Torres Strait Islander cultures and histories, together we can develop authentic ways to embed Indigenous perspectives.

### Actions:

To increase educator awareness of, understanding about and commitment to create an authentic acknowledgement. To engage in professional learning and collaborative reflection. To use resources to provide an Aboriginal perspective throughout the programme.

To seek family and child perspectives, and document our learning together.

To increase child and family awareness and understanding of the local Kurna people's culture and history, and in partnership create an Acknowledgement of Country.



# Vale Park Preschool

## Fees and Payments Policy

Fees are charged for all children attending Vale Park Preschool to assist with materials and service expenses. Vale Park Preschool is administered by the South Australian Government Department for Education (DfE). Fees, fundraising and donations are fundamental to our preschool budget.

### **Rationale**

It is necessary that additional funds are raised in addition to DfE funds to cover costs and obtain equipment for the children attending the preschool. Fees are therefore necessary for all children attending Vale Park Preschool to assist with materials and service expenses.

### **Fee Policy Aims**

The purpose of this policy is to:

- Provide a structure to allow fees to be paid.
- Allow flexibility in the payment of these fees.
- Raise funds to cover the expenses required to run the preschool and provide equipment and services for the children attending the preschool.

### **Fee Strategies**

- Education fees are GST free.
- Fee notices will be issued in the first week of each term and placed in each child's pocket.
- It is expected that fees will be paid in the first three weeks of term or in regular weekly minimum payments until paid in full. (Agreed to/decided in discussion with Director).
- Families are invited to discuss with the Director any financial difficulty, with fee reduction being at the discretion of the Director (recognising that s/he may be privy to confidential information).
- Reminder fee notices will be issued for unpaid fees after week three.
- Fees per child per term are as follows:

Sessional preschool:	\$160
Exceptional Circumstances	\$130
Early Entry:	\$40
Transition:	\$30
- Receipts will be issued for all cash and internet payments.
- Payments can be made in two ways:
  1. Placing money/cheque in envelope labelled with child's name and handed to a staff member who will record the payment and place it in the blue box.
  2. By paying electronically: (EFT) using the centre's BSB Number (105 068) and Account Number (272178440).

The child's surname and first name needs to be entered as 'Reference'.

- Incursions/Excursions:  
Sometimes there will be an incursion or excursion to support the children's learning and this will require an additional fee payment. Families will be notified about this through newsletters and notices. The fee may be paid with fees or separately.

### **Responsibilities**

- Parents will be made aware of this policy upon enrolment of their child at the preschool.
- Fees will be reviewed annually in term 4.
- Fees are determined by the Governing Council and are comparable to other local preschools.

## Fees and Payments Policy (cont)

This policy will be shared with all new staff and families, and available on the website and in the

preschool policies folder.

This policy has been developed in consultation with the Governing Council, staff and families of the centre.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

The Governing Council endorsed this policy on:

Date of next policy review: 2020

.....  
Chairperson

.....  
Director

## Rest and Sleep Procedure

*This procedure is consistent with the requirements of the:*

- **Education and Care Services National Law and Regulations**
- **DECD Safe sleeping for infants and children Procedure July 2017**
- **Safe infant sleeping standards policy directive (SA Health)**
- **Red Nose**
- **Kidsafe SA safe sleeping recommendations**

Sleep, rest and relaxation are explicitly addressed in Quality Area 2 under Children's Health and Safety

2.1.2 'Each child's comfort is provided for and there are appropriate opportunities to meet each child's need for sleep, rest and relaxation.'

The environment at Vale Park Preschool is set up to provide time, space and place for children to remove or retreat away from the business of the day.

Children might need to have a break or a rest, and may rest or relax in different ways. Rest and relaxation are important for health and well-being, and learning to relax our minds and bodies is an important life skill.

### Children of all ages

- A quiet place will be designated for rest and sleep, away from interactive groups. The space will allow for a calm play experience.
- Children are to sleep and rest with their face uncovered.
- If a child goes to sleep the family will be contacted by phone informing them of this situation, and advice will be sought about how families would like the preschool to manage this situation.
- When a child requires sleep, a firm, clean mattress will be provided. Families will be asked to clean the sheets and return them to the Preschool.
- The sleep and rest environment and equipment will be safe and regularly checked for hazards. This includes all equipment complying with the Australian Standards.
- Supervision, planning and the placement of educators across our service will ensure educators are able to adequately supervise sleeping and resting children.
- Educators will closely monitor sleeping and resting children and our sleep rest environments. This involves checking/inspecting sleeping children at regular intervals, and ensuring that we are always within sight and hearing distance of sleeping and resting children so that we can assess a child's breathing and the colour of their skin.
- Educators will consider the risk for each individual child, and tailor sleep and rest to reflect the levels of risk identified for children at our service. Factors considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

### Babies and Toddlers attending Playgroup

- Vale Park Preschool provides a playgroup for children the year before they attend preschool for one and half hours per week.
- Younger sibling can attend the playgroup under the direct supervision of their family.
- A pram is not recommended for use because it is not a safe place for sleep. Therefore, a portable cot is available for sleeping babies and toddlers if a child requires a sleep.
- All sleeping babies and toddlers are checked at **10 minute intervals** by their family.
- Babies are placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, will be re-positioned onto their back when they roll onto their front or side.

- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice will need to be **confirmed in writing to the Coordinator of the playgroup, by the child's medical practitioner.**
- Babies over four months of age can generally turn over in a cot. When a baby is placed to sleep, families are to check that the bedding is tucked in secure and is not loose. Babies of this age may be placed in a **safe baby sleeping bag** (i.e. with fitted neck and arm holes, but **no hood**). At no time should a baby's face or head be covered (i.e. with linen). To prevent a baby from wriggling down under bed linen, the family **will position their feet at the bottom of the cot.**
- If a baby is wrapped when sleeping, consideration will be given to the baby's stage of development. Families will leave their arms free once the startle reflex disappears at around three months of age, and discontinue the use of a wrap when the baby can roll from back to tummy to back again (usually four to six months of age). Lightweight wraps such as cotton or muslin as per the Red Nose Safe Wrapping Information Brochure will be used.
- If families choose to use a dummy, the dummy must comply with the Australian mandatory standard AS 2432:1991, have no unsafe decorations and never tied around an infant's neck. If a dummy falls out of a baby's mouth during sleep, it will not be re-inserted.
- As per the **DECD Safe sleeping for infants and children procedure July 2017** Prams, pushers, bouncinettes and rockers are not used unsupervised or as a sleeping environment for children.
- As per the **DECD Safe sleeping for infants and children procedure July 2017** all cots including portable will comply with the Australian Standards (AS/NZS 2172 / AS/NZS 2195).
- Cots will be kept away from hanging cords, mobiles, electrical appliances and curtains. Beds and cots must have an unobstructed gap, end-to-end and side-to-side, to enable free movement by the family.

#### Procedure Review

- This sleep and rest procedure will be reviewed on a regular basis to ensure our practices are consistent with safe sleep recommendations. We refer to the **DECD safe sleeping checklist for infants and young children** as a guide for reviewing our practices to maintain the highest level of safety and well being of every child who attends our service.

Procedure created date      September 2018

Procedure review              September 2021

## **Educational Philosophy**

The foundation for lifelong learning is established in the early years of a child's life. We value children as curious, independent, capable and competent learners who question and investigate their world while developing their learning identity.

Our learning environment enables children to co-construct their learning through involvement in authentic experiences embracing culture, values and interests.

The planning cycle informs the emerging curriculum through regular collaborative reflection and analysis of children's engagement, interests, dispositions and abilities. Family and the child input is sought and valued as part of this process.

The curriculum is implemented through intentional teaching moments and play based experiences in conjunction with an Inquiry Approach. The Early Years Learning Framework guides our practice into which we incorporate the Keeping Safe: Child Protection Curriculum, Indicators of Preschool Literacy/Numeracy as well as Science, Technology, Engineering and Mathematics (STEM).

We seek to facilitate an environment where children:

- Feel a strong sense of self and cultural identity.
- Are valued, confident and feel a sense of belonging.
- Develop positive and respectful relationships with their peers, educators and the environment.
- Take responsibility for their health, physical and emotional wellbeing and the natural world.
- Develop a range of skills and processes necessary for life including inquiry, investigation, critical thinking, persistence and resilience which includes risk taking.
- Communicate in multiple ways for a range of purposes.

As educators at Vale Park Preschool we:

- Respect and respond to children in a caring, positive and thoughtful manner.
- Provide a challenging and inclusive environment.
- Work in partnerships with families, the community and relevant professionals to share knowledge and engage in collaborative decision making.
- Regularly reflect on our practise and participate in ongoing Professional Training and Development.
- Work collaboratively embracing each other's knowledge, skills and strengths.
- Are open to new ideas and challenges.
- Have high expectations for ourselves and the children.

### **Vision statement**

Children are curious, independent, capable and competent learners who investigate their world. Authentic relationships combined with a high quality learning environment enables children to deeply engage in play based experiences strengthening their dispositions for learning which extend their understanding of themselves and their world.

### **Mission Statement**

Educators at Vale Park Preschool are committed to enhancing children's understanding of the world around them and their sense of self and learning identity, so that they can become fulfilled and reflective individuals, and active compassionate citizens.

Our curriculum incorporates the diverse cultural knowledge of our families, local communities and Aboriginal and Torrens Strait Islander People.

## CURRICULUM

The curriculum focuses on the development of the whole child; their academic, intellectual, social and emotional development by supporting them to be independent, curious, confident, reflective and caring learners.

By listening to, observing and documenting individual and group involvement, educators design learning environments that foster rich opportunities to deepen exploration and learning. Education is an ongoing process of learning, building on the child's current skills, knowledge and interests.

Children and families are supported and encouraged to be involved in the decision making process for their child's learning in partnership with educators and other professionals involved with the child.

The preschool uses a planning cycle for learning that involves educators collaboratively discussing observations and samples of children's learning. Educators then plan experiences that are relevant and meaningful to that child. By following children's interests and ideas, educators are able to maximise opportunities for children to develop their knowledge, dispositions, skills and abilities. This information along with family and child goals informs the next step of the learning program. The weekly program is displayed on the whiteboard in the parent area. The first newsletter of each term provides an overview of the terms learning.

The Early Years Learning Framework for Australia is the document used to inform our planning. It is a framework that allows us to support, stimulate, and structure children's learning in order to bring about a progression of development appropriate to individual children's needs and abilities. The framework is designed to promote key areas of learning for an integrated approach.

The Learning Outcomes include:

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

## **INQUIRY**

Children are continually learning about their world through exploring, testing and evaluating experiences, objects and interactions with living things and people. Inquiry develops children's sense of agency, enabling them to make choices and decisions that influence events and to have an impact on one's world (EYLF p.45).

Inquiry is a process of discovery driven by curiosity and enthusiasm. At Vale Park Preschool, the curriculum is scaffolded around inquiry questions that are co-constructed by educators listening and responding to children's voice. Unique opportunities for children to work together and inquire into specific concepts is provided during small and large group experiences. Specific small group projects are also facilitated during free play.

Children attending Vale Park Preschool engage in meaningful inquiry learning through hands-on experiences that support and develop reflection, problem solving and critical thinking skills daily.

## **STEM**

Children are naturally curious about the world around them and therefore we use this curiosity to focus more deeply on science, technology, engineering, and maths (STEM) and to strengthen the dispositions and habits for learning.

By using a STEM lens educators capitalise on the science, technology, engineering and maths learning in what is already happening – with focus on asking insightful questions/wonderings to engage and motivate the children to investigate and learn more. Educators carefully select resources that enable children to explore STEM concepts through active participation in authentic experiences.

There is an increased focus on developing the children's communication and thinking skills (through them sharing their ideas and thoughts), their reasoning, critical thinking and problem solving with other children and adults.

Children and educators learn from and with each other. Children are also supported to use technology as a tool to extend their learning and as a way of expressing their thoughts and testing their theories.

A STEM approach to education presents children with real-world projects and challenges, encouraging children to solve problems and present their ideas. These projects and challenges promote the real life application of 21<sup>st</sup> century skills, such as critical-thinking and reasoning, collaboration, and creativity, necessary for learning now and in the future. STEM also provides opportunities for children to apply their literacy and numeracy skills in meaningful ways. These experiences inspire children's reasoning and learning over a long period of time.

Vale Park Preschool seeks to develop partnerships with families, businesses and the community to extend learning opportunities for children in creative and unique ways. If you are or know of someone who would like to work in a STEM partnership with us, please speak with an educator.

### **REGGIO EMILIA APPROACH**

The Reggio Emilia principles influence our curriculum and we embrace a capable and confident view of the image of the child. The curriculum within this approach is co-constructed between educators, children and families.

Children's voice is central to our image of the child therefore educators listen and respond to the hundred languages of children and use these observations and dialogue to deepen the exploration and learning. From this dialogue, the environment, experiences and inquiry questions are established.

Educators strive to establish and maintain trusting relationships with children, where they encourage children to develop skills in problem solving, hypothesising, questioning, critical reflection and collaboration.

The Reggio Emilia approach values the indoor and outdoor environments as the third teacher. Both environments are therefore setup to enable individual children and groups of children to engage in experiences together. Open-ended experiences enabling children to follow their creative interests and use a wide variety of materials, tools and equipment are always available. Natural items, objects and plants are used in the indoor environment creating a natural link between the indoors and outdoors.

### **EDUCATION FOR SUSTAINABILITY**

Our aim is to build on the children's existing skills and knowledge of sustainable practices, through embedding values and behaviours that lead to a sustainable lifestyle. We do this with children by modelling and explicitly teaching sustainable practices such as; re-using materials, purchasing recycled products, using a separated bin system that correlates with the council bins, learning with children about small creatures, plants and the natural environment, using rainwater for sandpit play and plant watering where possible, having worm farms and a composting system for food scraps, and growing fruit, vegetables and locally native plants in the outdoor environment.

Families are encouraged to be involved through the donation of recyclable pieces of wood, plastic, paper, cardboard and other miscellaneous objects. We also encourage families to support our sustainable practices and make links between preschool and home.

### **KEEPING SAFE: CHILD PROTECTION CURRICULUM**

At Vale Park Preschool we implement the Keeping Safe: Child Protection Curriculum. As we are a Department of Education and Child Development preschool, we are under obligation to implement this curriculum as a legal requirement under the Children's Protection Act (1993) and the Child Protection Policy (1998).

The specific aim of the curriculum is to help children learn to recognise abuse and develop ways of protecting themselves from abuse. Its wider focus covers rights, responsibilities, relationships and ethical behaviour. We implement the curriculum that has been designed for The Early Years Band: Ages 3 – 5, by using age appropriate language and resources. We also use intentional teaching approaches combined with teachable moments that may occur during play.

The curriculum has two major themes which form the basis of all teaching and learning in child protection:

Theme 1: We all have a right to be safe

Theme 2: We can help ourselves to be safe by talking to people we trust

The curriculum is broken down into four Focus Areas:

Focus Area 1: The right to be safe

Focus Area 2: Relationships

Focus Area 3: Recognising and reporting abuse

Focus Area 4: Protective strategies

Prior to commencing any Focus Areas throughout the year, we inform families via our newsletters. We communicate information about the Theme and Focus Area and provide ways in which families can support this learning and knowledge at home. If you have concerns or questions about this curriculum at any stage in the preschool year, please don't hesitate to speak with us.

## **INDICATORS OF PRESCHOOL LITERACY AND NUMERACY**

DECD preschools are required to use the Indicators of Preschool Numeracy and Literacy to inform their planning and teaching of numeracy and literacy. Information collected using the indicators is included in the Statement of Learning for each child.

### **Numeracy Indicators**

- I Explore and Understand My Place and Space in the World
- I Quantify My World
- I Analyse, Read and Organise the Data in My World
- I Measure and Compare My World

### **Literacy Indicators**

- I Use Language to Connect With My World
- I Understand the Language of My World
- I Represent My World Symbolically
- I Engage With Texts and Make Meaning



## Vale Park Preschool

# Sun Protection Policy

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

## Rationale

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

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health.

## Objectives

This Sun Protection policy has been developed to:

- encourage children and educators to use a combination of sun protection measures whenever UV Index levels above 3 or when educators feel it is appropriate.
- work towards a safe outdoor environment that provides shade for children and educators at appropriate times
- ensure all children and educators have some UV radiation exposure for vitamin D
- assist children to be responsible for their own sun protection
- ensure families and new educators are informed of the sites Sun Protection policy.

## Legislation

This policy relates to the following National Law and Regulations:

- *Education and Care Services National Law Act 2010:*
  - Section 167 – Protection from harm and hazards
- *Education and Care Services National Regulations 2011:*
  - Regulation 100 – Risk assessment must be conducted before excursion

- Regulation 113– Outdoor space–natural environment
- Regulation 114– Outdoor space–shade
- Regulation 168: Policies and procedures (2)(a)(ii)– sun protection

## National Quality Standards

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

There are also links to:

Quality area 1: Educational program and practice

Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Leadership and service management

## Procedures

Educators are encouraged to access the daily sun protection times to assist with the implementation of this policy.

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

### 1. Clothing

#### Quality area 2: Children's health and safety

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

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

### 2. Sunscreen

#### Quality area 2: Children's health and safety

- SPF 30 or higher, broad spectrum and water resistant sunscreen is available for staff and children's use
- families are required to apply sunscreen prior to arrival
- sunscreen is applied at lunch time
- children, are encouraged to apply their own sunscreen under the supervision of educators
- families with specific sunscreen concerns will provide sunscreen for their child to wear.

### 3. Hats

#### Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative. Hats must not have any cords that go around the neck.

### 4. Shade

#### Quality area 2: Children's health and safety

#### Quality area 3: Physical environment

- a shade audit is conducted when the environment is altered or when necessary
- management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area
- the availability of shade is considered when planning excursions and all other outdoor activities
- outdoor activities are scheduled outside the peak UV radiation times or in the shade where possible.
- children are encouraged to use available areas of shade when outside
- children who do not have appropriate hats or outdoor clothing are asked to play indoors.

### 5. Enrolment and information for families

#### Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the site's Sun Protection policy
- asked to provide a suitable hat for their child or wear the preschool hat and apply sunscreen before arriving at preschool
- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. shirts with collars and elbow length sleeves, longer style dresses and shorts)
- required to give permission for their child to apply their own sunscreen while at preschool
- families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the centre.

### 6. Staff WHS and role modelling

#### Quality area 5: Relationships with children

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

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

### 7. Education

#### Quality area 1: Educational program and practice

#### Quality area 5: Relationships with children

#### Quality area 6: Collaborative partnerships with families and communities

- sun protection and vitamin D are incorporated into the learning and development program
- the Sun Protection policy is reinforced through staff and children's activities and displays
- staff and families are provided with information on sun protection and vitamin D through, family newsletters, noticeboards and the sites website.

### 8. Policy review

#### Quality area 7: Leadership and service management

Governing Council, families and educators monitor and review the effectiveness of the Sun Protection policy and revise the policy when required (at least once every three years).

Date of next policy review: September 2023 . . . . .



# **VALE PARK PRESCHOOL**

## **Priority of Access Policy**

**National Quality Standard 6.1 Regulation 168 (2) (k)**  
**Key related regulations 160, 161, 162, 177**

### **PURPOSE**

The Vale Park Preschool Priority of Access Policy will inform parents/guardians of the criteria that will be used to prioritise enrolments in the event that the site has reached enrolment capacity.

Enrolments will be determined in accordance with the Preschool Enrolment Policy of the Department of Education and Child Development (DECD) and National Quality Framework (NQF) Regulation (staff/child ratio).

### **SCOPE**

Families are entitled to enrol in any DECD preschool service across South Australia; however, where the demand for preschool places exceeds the NQF Regulation (number of places available) at this site then the priority of access policy will apply to guide equity in allocating preschool places.

### **OBJECTIVES**

Parents / guardians who register intent to enrol at the Preschool will have their application for enrolment assessed by the site leader, Governing Council and / or Regional Office staff as outlined in Policy Details. Where a place cannot be offered parents / guardians will be provided with the names and contact details of alternate local preschools.

### **PROCEDURE DETAILS**

Enrolments will be assessed using the following criteria: -

**Criteria 1: To be used if demand exceeds NQF Regulation**  
**(Note: The Regional Office has agreed to ensure that at least one option is available to all families living in the region.)**

Children residing in the immediate local area, known as the catchment area will have first priority.

Our site's catchment area is defined by North East Road, OG Road, Payneham Road and Stephen Terrace.

**Criteria 2: To be applied if demand exceeds NQF Regulation but not all places are filled through criteria one.**

Children who have a primary carer residing in the catchment area and/or have a sibling who previously attended the Preschool will have second priority.

**Criteria 3: To be applied if demand exceeds capacity but not all places are filled through criteria one and two.**

Children who have a sibling attending Vale Park Primary School will have third priority.

**Criteria 4: To be applied if demand exceeds capacity but not all places are filled through criteria one, two and three.**

Children who meet one or more of the following indicators;

- 3.1 A child at risk of serious abuse or neglect
- 3.2 Identifies as Aboriginal or Torres Strait Islander
- 3.3 Child under the Guardianship of the Minister
- 3.4 Children in families which include a disabled person
- 3.5 Children in socially isolated families

**Criteria 5: To be applied if demand exceeds capacity but not all places are filled through criteria one, two, three and four.**

Children who live closest to the Preschool will be contacted in order of their date of Registration.

\*It is up to the discretion of Governing Council lead by the Director to respond to individual cases of merit.

#### **4. ROLES AND RESPONSIBILITIES**

<b>Who</b>	<b>Roles and Responsibilities</b>
Site Leader or delegate	<ul style="list-style-type: none"><li>• Ensures that all enrolling parents / guardians are made aware of the Preschool Priority of Access Policy.</li><li>• Ensures that all staff dealing with enrolment enquiries are aware of and understand the enrolment procedure.</li><li>• Liaises with neighbouring centres to establish geographic boundaries.</li><li>• Notifies the Regional Office and neighbouring centres when the centre is close to enrolment capacity.</li><li>• Advises parents / guardians of alternate</li></ul>

	local preschools if a place cannot be offered at this site.
Governing Council	<ul style="list-style-type: none"> <li>• Ratifies the Preschool Priority of Access Policy.</li> <li>• Ratifies the priority catchment area.</li> </ul>
Regional Office Staff	<ul style="list-style-type: none"> <li>• Ensure access to preschool for all eligible children living in the region</li> <li>• Endorse the Priority of Access Policy.</li> <li>• Approve priority catchment area in conjunction with those set by surrounding preschools.</li> <li>• Coordinate an annual process to identify enrolment pressures and consider strategies to alleviate pressures and disseminate to site leaders.</li> </ul>

## 5. 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.

## 6. ASSOCIATED DOCUMENTS

Department of Education and Child Development (DECD) Enrolment Policy and Guidelines

This policy was ratified by Governing Council on:

Date: .....

Chairperson: .....

Director:.....



# Vale Park Preschool

## Medical Conditions and Medication Management Procedure

Vale Park Preschool promotes the health, safety and wellbeing of all children enrolled in its Preschool program. The Preschool aims to keep everyone safe and in particular children with medical conditions. Reasonable steps will be taken to manage medical conditions and precaution will be taken to protect children from harm and hazards.

### Medical Conditions:

#### Parents will:

- Provide a current **ACSIA Action Plan** for the child that has been signed by the relevant health care professional.
- Collaborate with staff to develop a risk minimisation Plan.
- Communicate any changes to the **ACSIA Action Plan** and **Risk Minimisation Plan** for their child verbally and in writing as soon as it is known.
- Provide medication that is within its expiry date, in its original packaging and with a legible pharmacy label whenever the child is at preschool.

#### Educators will:

- Follow the Medications Administration Flowchart.
- Be aware of children's individual health care requirements and **ACSIA Action Plans** and inform all educators including volunteers at the service in relation to management.
- Develop an individual Risk Minimisation Plan in consultation with parents.
- Follow the child's individual **ACSIA Action Plan** in the event of an incident relating to the child's specific health care need, allergy or relevant medical condition.
- Monitor the child after medication was administered and complete the **Medication Advice Form** and get the parent to sign the form. Parents to keep the original and the copy goes in the child's file.
- Ensure that the risks relating to the child's specific health care need, allergy or relevant medical conditions are assessed and minimised.
- Ensure that practices and procedures in relation to consumption and service of food are developed and implemented.

Parents will be notified of any known allergens that pose a risk to a child and strategies for minimising the risk are developed and implemented.

### Administration of Medication:

In the event that a child requires medication at specific times throughout the day:

#### Parents will:

- Provide a completed and legible **Medication Agreement Form** and/or an Agreement completed by a health professional.
- Provide medication that is within its expiry date, in its original packaging and with a legible pharmacy label.

#### Educators will:

- Check the **Medication schedule** to find out what level of Medication Agreement is required.
- Identify the child and check that all sections of the Medication Agreement Form are filled in correctly (for each medication).
- Check that the child has had the medication before and it is not the first time being administered. (medication that requires administration 3x a day can be done out of preschool hours)

- Check that the medication supplied is in its original pharmacy container and has a legible pharmacy label with:
  - Child's name
  - Name of medication
  - Date of dispensing
  - Strength of medication
  - Dose (how much to be given)
  - When the dose should be given (to be taken as required/directed cannot be administered)
  - other administration instructions (with food)
  - Expiry date (or dispensed within the last 6 months)
- Follow the **Medication Administration Flowchart**
- Ensure that 2 staff members are present to supervise and administer the medication.
- Follow the **Medication Rights Checklist** and initial in **the Medication Log** that it has been followed.
- Document the medication in the **Medication Log** (for each child and medication) Both educators must print their name and initial to confirm details documented are correct.
- Fill in the **Medication Advice Form**, even if the medication was not administered. notified the parent. (a copy of the form must be given to the parent and a copy retained in the child's file)

This procedure will be shared with all educators and families and will be in the Preschool policies/procedures folder.

This procedure has been developed in consultation with the Governing Council, educators and families of the centre.

This procedure will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

The Governing Council endorsed this procedure on:  
10<sup>th</sup> September 2019

.....  
Chairperson

.....  
Director



# Vale Park Preschool

## **Hot Weather Policy**

At Vale Park Preschool we aim to keep everyone safe and in particular during periods of hot weather. Reasonable steps will be taken to identify and manage risks, and reasonable precaution will be taken to protect children from harm and hazards.

The preschool will:

- Provide a comfortable and safe environment for all children.
- Provide cooling to maintain a comfortable temperature for all children.
- Seek sun protection advice from the Cancer Council of SA.
- Recognise that the risk of heat stress is a factor of both air temperature and relative humidity levels.

### **Strategies to reduce the risk of heat illness will include:**

- Shade: During periods of hot weather, activities will be conducted in shaded areas.
- Drinks: Drinking water will be accessible at all times.  
Children will be reminded to have a drink.  
Children will be encouraged to bring a drink bottle.
- Families: Families will be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and a type that is 'Sun Safe'.
- Lunch: Families are encouraged to pack food in insulated containers with a freezer brick or frozen water.

The following measures will apply on days when the UV radiation levels are high and when educators feel conditions warrant it:

- Modified outdoor activities will be offered to children in the morning. These will be located in shaded areas.
- There will be no outdoor activities offered in the afternoon and children will remain indoors.
- Children will eat their snack indoors.

Vale Park Preschool recognises the risk of heat related injury that parents may experience when they deliver and collect children. Therefore, families are encouraged to use the veranda and come into the air-conditioned building.

Educators and Governing Council will monitor, evaluate and review the effectiveness of the sites Hot Weather Policy.

This policy will be shared with all new educators and families, and available on the website and in the preschool policies folder.

This policy has been developed in consultation with the Governing Council, educators and families of the centre.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.



# Vale Park Preschool

## **Nutrition and food**

At Vale Park Preschool we promote nutritional eating habits in a supportive environment for all children. Children learn eating habits from their parents and other people who care for them. The habits learnt during childhood tend to continue into adulthood.

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

- Short term – Maximises growth, development and activity whilst minimising illness.
- Long term – Minimises the risk of diet related diseases.
- Proper nutrition contributes to good health and wellbeing and is vital for positive engagement in learning
- activities.

Therefore:

- Educators at this preschool model and encourage healthy eating behaviours.
- Food and drink are consumed in a safe, supportive environment for all children.
- Parents/caregivers are encouraged to supply healthy foods in line with the Rite Bite Strategy.
- Parents are informed of specific restrictions when children with severe allergies attend to ensure the safety of all children.

## **Fruit and vegetable (morning and afternoon)**

Families are asked to supply fruit and vegetables for snack time to:

- Provide children with essential minerals and vitamins.
- Encourage a taste for healthy foods.
- Encourage healthy food and drink choices.
- Ensure healthy food choices are promoted and are culturally sensitive and inclusive.

## **Lunch time**

Families are asked to provide healthy food for their child to eat. A list of food suggestions is provided in this booklet. Families are contacted if lunch is not provided and dry biscuits/bread are given to the child. Lunches are stored inside but are not refrigerated; therefore cool packs are required and are to be supplied by families. Educators are unable to reheat food. If children require warm food, families need to pack it in a thermos already heated.

## **Drinks**

Children are encouraged to bring a named drink bottle; however filtered water and cups are provided when needed.

## **Special occasions and birthday guidelines**

Birthdays are a special time and we celebrate them by singing Happy Birthday to the children. Cakes and other items are not to be brought to preschool.

## **Nutrition and food policy (allergies)**

A number of children have severe, life threatening food allergies. At times specific food is eliminated from the preschool to ensure the safety of all children.

**We currently have children who have been diagnosed as being at risk of ANAPHYLAXIS enrolled at this preschool. Please DO NOT bring any:**

- **NUTS or PRODUCTS CONTAINING NUTS**
- **EGGS or EGG Products.**

## **Safe Practices for Handling and Storing Food**

Every morning the children place their lunches in the Lunch Trolley/Basket by the kitchen. Children's lunches are not refrigerated. Parents are to supply an insulated lunch box or container with a cool pack or freezer block if required. If lunches require heating they should come pre-heated in a flask. Children's lunches are stored in the kitchen.



Children's morning and afternoon healthy fruit and vegetable snack is packed in two separate containers and kept in the child's bag.



When the weather forecast is 35 degrees or more, two baskets labelled **Morning Healthy Snack** and **Afternoon Healthy Snack** are provided for the children to place their snacks in in the children's locker area. Place snacks in the baskets in the morning. Baskets will be brought inside and stored in the kitchen.

No perishable foods should be packed for snacks (eg yoghurts and cheeses) unless you have provided materials to keep them at an appropriate temperature for eating later.

## **Food to bring**

When your child attends preschool they will need:

- 2 fruit or vegetable snacks (am and pm). Place the food in two separate containers labelled snack 1 & 2 and leave in their bags.
- 1 named lunch box/cooler bag (with ice brick to keep cool) to be placed inside in the lunch trolley located near the kitchen. (If food requires heating it must be placed in a named thermos flask as we are not permitted to reheat food on the premises due to safety regulations).
- A named drink bottle which is placed in the drink trolley inside the Preschool door.
- A named preschool bag clearly labelled on the outside.

**We currently have children who have been diagnosed as being at risk of ANAPHALAXIS enrolled at this preschool. Please DO NOT bring any:**

- **NUTS or PRODUCTS CONTAINING NUTS**
- **EGGS or EGG Products.**

## **Healthy choices for lunch**

- Healthy sandwiches, rolls, wraps and Pitas
- Fresh salad and vegetables
- Cheese slices or cubes
- Yoghurt
- Plain Milk
- Dried Fruit
- Dry crackers or crisp breads
- Pasta or rice
- Salad
- Potato salad
- Rice cakes or corn thins
- Pikelets or pancakes
- Savoury scrolls
- Crumpets
- Weetbix
- Fruit buns or muffins (No icing)
- Breakfast cereals
- Left over dinners
- Baked beans or spaghetti
- Tinned tuna or salmon
- Chicken pieces
- Hummus and vegetables sticks.

## **Food not to bring for lunch**

- Nuts and products containing nuts
- Muesli bars, yoghurt bars, nut bars
- Sweet biscuits
- Lollies
- Cakes e.g.. Chocolate, cream etc.
- Chips and crisps
- Donuts
- Fruit rollups
- Cordial
- Soft drinks
- Sport drinks.

## HEALTH AND WELLBEING

At Vale Park Preschool we are committed to providing a positive learning environment for educators, children, families, volunteers and visitors. This is achieved through the effective management of illness and injury, which includes:

### HEALTH EXAMINATIONS

Child and Youth Health Checks are performed during the preschool year and include hearing and vision testing. Children must be at least 4 years and 3 months of age to have a Child and Youth Health Check. Information/booking notices will be put in each child's pocket prior to checks inviting you to participate.

### MEDICATION

Wherever possible, medications should be administered by the parent. Medication will only be administered if a 'Management Plan' or an 'Administration of Medication Form' is developed and signed by the treating doctor and parent approval is given via the signed proformas. These forms must be signed by the child's Doctor and include the details of the dosage and the name of the medication. The medication must be supplied in its original packaging and not exceed the use-by date.

*At no time will medicines of any type be administered without the above authorisation. It is important for parents to keep educator's updated and informed of any changes to their child's health and/or medications.*

Medication should not be left in the child's bag.

-

Before medication is administered to a child, the educator will verify the correct dosage with another educator. After giving the medication, the educator will complete the necessary details on the 'Request to Administer Medication' form.

### ILLNESS AND INJURY

Precautions against the spreading of colds, viral infections and contagious diseases are necessary at preschool.

Therefore, we ask that children showing signs of being unwell such as a high temperature are kept at home.

Children who have had ***vomiting or diarrhoea must be kept at home for 24 hours after the last episode.***

Children often say that they are well enough to come to preschool but in these instances it is up to the parent to judge the suitability of the child's attendance.

If an outbreak of an infectious disease occurs parents will be notified via a note in the child's

communication

pocket or by email. Should a child become unwell at preschool, parents or a nominated contact person will be phoned and asked to take the child home.

Any minor injury will be treated, recorded by educators (including the date, time, place, observation of incident, and educator signature) and reported to parents. A small dot will be placed next to your child's name on the sign in sheet. This signals the need to speak to an educator. The incident will be discussed with the parent/caregivers.

### **NOTIFYING FAMILIES OF CASES OF INFECTION**

Please notify the preschool immediately should your child contract an infectious disease. An educator will notify all families via a notice in their pocket or by email and a notice will be put on the whiteboard.

### **IMMUNISATION**

Parents are asked to provide current immunisation information when enrolling.

## **FAMILY PARTICIPATION**

Families are invited to volunteer their time and skills at preschool in many ways, including:

- Engaging with children and discussing their play, reading to children, playing board games and participating in curriculum experiences such as construction and creative making experiences.
- Sharing your skills, knowledge, experience or expertise with the children. This could also include being involved in gardening, playing a musical instrument etc.
- Sharing your cultural heritage, festivals and special occasions.
- Joining the Governing Council.
- Assisting with fundraising.
- Attending parent meetings and special nights.
- Providing resources relevant to the curriculum.
- Assisting with the end of term cleaning.
- Helping with the weekly laundering of smocks and dress-up clothing.
- Attending a “working bee”, on which parents are invited to assist the centre with certain tasks.

## **ASSISTING WITH END OF TERM CLEANING**

All parents are encouraged to help with the cleaning, maintenance of the environment and equipment by assisting with general cleaning. At the end of each term a list of jobs is compiled, and we ask for parental participation twice a year. It is important that all children learn in a safe and clean environment.

## **GOVERNING COUNCIL**

The Governing Council body consists of parents who meet twice a term to assist in the smooth running of the preschool. If you are interested in joining the Governing Council and would like to become more involved in the running of the preschool, speak with an educator or join us for one of our meetings which are advertised.

The Governing Council meet with educators to:

- Develop, monitor and discuss site improvement plans.
- Develop and monitor strategic directions of the preschool.
- Allocate finances so that the directions and outcomes for the centre are achieved.
- Parents often develop social networks as a result of being on Governing Council and being involved in social and fundraising events within the preschool’s community.



# Vale Park Preschool

## Excursions Policy and Procedures

### **Policy Statement**

Excursions are an integral part of the program at Vale Park Preschool and will be arranged to enrich the learning experiences of the children. A risk assessment will be undertaken prior to and when planning the excursion and parent permission will be sought. All excursions will be organised and comply with the Department of Education and Children's Development Camps and Excursions Policy and National Quality Standards Requirements.

### **Procedures and Actions**

- A risk assessment will be conducted using the National Quality Standards Risk Management Plan and in accordance with regulation 101 before an authorisation is sought under regulation 102.
- A risk assessment is not required under regulation 100 for ongoing excursions if:
  - ~ the excursion is a regular outing; and
  - ~ a risk assessment has been conducted for the excursion.
- A risk assessment for an excursion must:
  - ~ identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion; and
  - ~ specify how the identified risks will be managed and minimised.
- The excursion must be appropriate for the children attending and provide learning outcomes for each child.
- Families will be informed before the excursion about the destination, travel arrangements, times of departure and return, snack and lunch arrangements, staffing and volunteers, child/adult ratios and any instructions or special items children are required to bring.
- On excursions there will be a ratio of one staff member to every eleven children or part thereof. There will be a maximum of five children to one adult at all times.
- In determining the child/adult ratio for each outing, the following will also be considered:
  - ~ age and abilities of the children;
  - ~ the destination and length of the excursion; and
  - mode of transport.
- Excursions require a consent form signed by the parents. A child will not be taken on an excursion unless written authorisation has been provided. This authorisation must state:
  - ~ child's name;
  - ~ reason the child is to be taken outside the premises;
  - ~ date;
  - ~ description of the excursion;
  - ~ method of transport and route if applicable;
  - ~ proposed activity to be undertaken by the child during the excursion;
  - ~ period/ time the child will be away from the premises;
  - ~ anticipated number of children likely to be attending the excursion;
  - ~ anticipated ratio of educators attending the excursion to the anticipated number of children attending;
  - ~ anticipated number of staff members and other adults who will accompany and supervise the children;
  - ~ a risk assessment has been prepared and is available at the service.
- If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12-month period.
- Family participation is essential to maintain a high adult/child ratio. Preference is given to families who have a Criminal History Check and RAN Training to ensure the safety and wellbeing of all children.

- Children may be taken on walking excursions to the school when parents have signed the authority contained in the Enrolment Package.
- Planning for children with additional needs may reflect the need for additional adult help.
- All excursions must be paid for before the excursion.

#### **During the Excursion**

- When on an excursion, educators will take and have accessible a first aid kit, a list of all children on the excursion, list of emergency telephone numbers and a mobile phone.
- Should a child require medication while on the excursion, the usual service procedures regarding medication will be followed.
- Overall head counts of children checked against the attendance record:
  - Before departing the service
  - On arrival at the excursion point
  - Before departing the excursion point
  - On return to the service

#### **After the Excursion**

The staff team will review and evaluate the excursion.

This policy will be shared with all new staff and families, and is available on the website and in the preschool policies folder.

This policy has been developed in consultation with the Governing Council, staff and families of the centre.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

The Governing Council endorsed this policy on:

Date: June 2018

## **EDUCATION FOR SUSTAINABILITY**

Our aim is to build on the children's existing skills and knowledge of sustainable practices, through embedding values and behaviours that lead to a sustainable lifestyle. We do this with children by modelling and explicitly teaching sustainable practices such as; re-using materials, purchasing recycled products, using a separated bin system that correlates with the council bins, learning with children about small creatures, plants and the natural environment, using rainwater for sandpit play and plant watering where possible, having worm farms and a composting system for food scraps, and growing fruit, vegetables and locally native plants in the outdoor environment.

Families are encouraged to be involved through the donation of recyclable pieces of wood, plastic, paper, cardboard and other miscellaneous objects. We also encourage families to support our sustainable practices and make links between preschool and home.

### **Can You Help Us To Be A Sustainable Preschool?**

We would appreciate your help in collecting the following items from your home, family and friends, walks in the environment and work/business environments. The children creatively use these items and turn them into something "new and magical". We may also use the different items for sorting and comparing.

#### **Ideas for Recycled Materials for Children to Use:**

-

- Ribbon/Lace
- Boxes all shapes and sizes
- Alfoil and Gladwrap cylinders
- Clean toilet rolls
- Off cuts of fabric
- Wrapping paper and cards
- Buttons
- Cotton reels
- Plastic yoghurt tubs
- Cardboard of different shapes and sizes
- Paper of different shapes and sizes
- Old keys
- Shells
- Gum nuts, pine cones, seed pods etc.
- Flowers dried or natural
- Rocks
- Natural materials
- Bottle tops
- Milk and juice lids
- Wood for hammering

- Wool
- Small ceramic or clay tiles
- Carpet and lino squares
- Interesting pieces of plastic
- Corks
- PVC pipe
- Or any natural materials that would otherwise be thrown away

**Please no egg cartons due to allergies**

# Emergency Management Plan

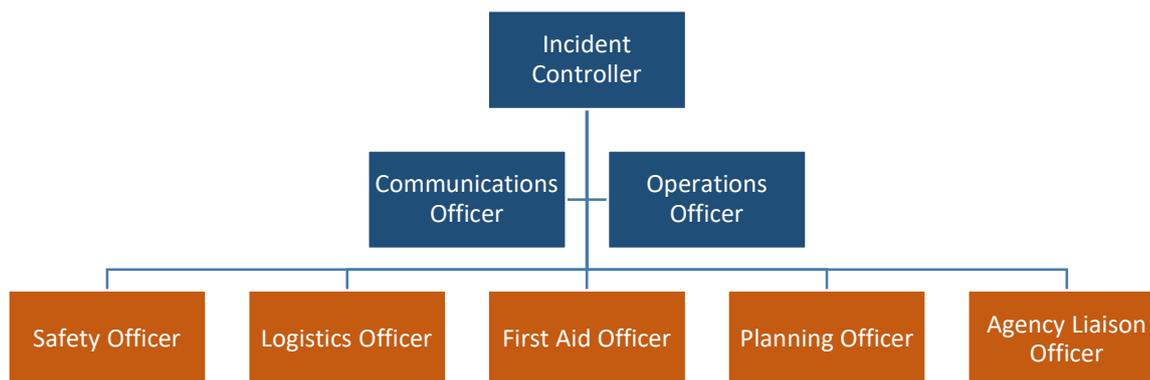
Vale Park Preschool 2020



# 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 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

Role	Responsibilities	
	Following enactment of initial emergency response	Post emergency
Incident Controller	Provides leadership, directs and coordinates resources to ensure the safety of occupants at the site	Collates relevant information from various members of the IRG. Provides input to facilitate review of the actions taken and recommendations to amend plans
Communications Officer	Oversees the implementation of the relevant action plans. Responsible for managing, supervising and monitoring ongoing operations.	Assesses damage to property and to restore facilities and services.
Operations Officer	Manages and monitors all communications with internal and external agencies e.g. Education central office, emergency services or parents/caregivers	Issues communiques for staff, students, parents/caregivers and the community. Attends to queries relating to the incident.
Safety Officer	Works closely with other members to ensure work, health and safety of occupants at the site during the incident.	Reviews the safety of the site and its facilities. Makes recommendations to mitigate resultant risks.
Logistics Officer	Manages the logistical needs, including equipment, services and manpower to facilitate the operations.	Reviews the status of the emergency equipment and services. Makes recommendations to reinstate them.
First Aid Officer	Administers first aid to occupants. Documents occurrences of illnesses and injuries requiring treatment.	Reviews the status of the first aid equipment. Makes recommendations to reinstate them.
Planning Officer	Collects and evaluates information related to the incident and resources. Formulates strategies to mitigate identified risks for development for implementation by the Incident Controller.	Liaises with the Incident Controller and Operations Officer to review the incident and risk identified during the emergency. Make recommendations to enhance the plan.
Agency Liaison Officer	Assists the Communications Officer with liaison with internal and external agencies.	Assists the Communications Officer in the issuance of communiques and to attend to queries related to the incident.



## Site profile

<b>Site Name</b>	Vale Park Preschool
<b>Address</b>	Cnr Ascot Avenue and Tonkin Street Vale Park
<b>Telephone</b>	82610228
<b>Email</b>	dl.4672_leaders@schools.sa.edu.au
<b>Hours of operation</b>	8:00am - 3:30pm

## Staff/student information

<b>Number of current enrolments</b>	88
<b>Number of staff</b>	9
<b>Proportion of staff disability/health factors (%)</b>	0
<b>Proportion of student with disability/special education needs (%)</b>	0



# Tones used for activation of emergency procedures

## Shelter in place

<b>Alarm tone/alert method used</b>	Whistle
<b>Duration/pattern of alarm tone</b>	Short Continuous

## Lockdown

<b>Alarm tone/alert method used</b>	Whistle
<b>Duration/pattern of alarm tone</b>	Short Continuous

## Onsite evacuation

<b>Alarm tone/alert method used</b>	Whistle
<b>Duration/pattern of alarm tone</b>	Long Continuous

## Offsite evacuation

<b>Alarm tone/alert method used</b>	Whistle
<b>Duration/pattern of alarm tone</b>	Long Continuous
<b>Method used to inform wardens and building occupants when evacuation is to an alternative location</b>	Long Continuous Whistle

# Student collection protocol

<b>Student attendance record</b>	Confirmed process in place	Yes
<b>Student collection during emergency</b>	Confirmed process in place	Yes



## **COMMUNICATION**

We value and highly encourage communication between educators and families. At the beginning and end of the day is time to engage with educators to share information about your child and their family.

## **SIGNING IN AND OUT**

It is important for parents/carers to sign children in and out of preschool each day. This is a written record of children's attendance and who brought them and picked them up. Only adults listed as being an emergency contact can pick a child up at the end of the day. We require parent/caregiver permission in order for anyone not listed on the child's enrolment form to pick them up after preschool. Additionally, this adult will be asked to show identification upon pickup.

Children are also encouraged to sign in each day on the children's sign in sheet.

## **PICKING UP YOUR CHILD**

Children may be picked up from preschool between 3.15pm and 3.30pm. If you pick up your child prior to 3.00pm, notify an educator. When you arrive, speak to an educator and let them know you are taking your child early. Collect your child's belongings and sign your child out.

If you are picking up your child at the end of the day (3.10pm-3.30pm), please wait inside the preschool, as all children will be gathered together in the front room engaged in a learning experience. Educators will dismiss children from 3.15pm in order to avoid continual disruptions caused by children leaving during the session.

## **WHEN YOUR CHILD IS RELUCTANT FOR YOU TO LEAVE**

Children may be a little anxious or upset when you drop them off for the first time or after the holidays. Please speak with an educator so that we can assist and support you and your child. It is important that we are aware of how you are both feeling and the best strategies to support your child.

It is important to:

- Try to remain calm.
- Be clear, truthful and consistent, e.g. 'I'll start you off with this painting and then I have to go.'  
Then do just that - go. Don't wait until they finish, leave once they have started.
- Always say goodbye and tell them when you will be back.
- Always follow through with what you have said.
- Ensure that you are at the centre on time to pick up your child, as some children may become anxious when they see other children leaving with their parents.
- Make positive comments about their success.

Remember, educators are here to help you and your child. We will reassure your child and assist them in managing their feelings during this transition time. If they don't settle, we will contact you, and if you are worried you can always phone to check on their progress.

## **ABSENCES**

The early years are important time in a child's life; they shape how a child learns and how they develop. Therefore, regular attendance at preschool is important in giving children the best possible start in life. Regular preschool attendance supports children to learn about themselves and the world they live in. Attendance builds on and extends children's current knowledge and skills. It also allows children to develop and maintain friendships.

If your child is going to be absent, call the preschool and inform an educator. If your child is unwell, please contact the preschool. It is important that we communicate any infectious illnesses to other families. We appreciate prior notice for all absences, particularly for those longer than a week. For more information about injury or illness please see the Illness and Injury section of this booklet.



# Vale Park Preschool

## **Concerns and Complaints Policy**

Vale Park Preschool is committed to ensuring the delivery of high quality education and care to our children and families. The Preschool staff will work in partnership with families to resolve any concerns and complaints they may have about their child/preschool.

### **Purpose**

The purpose of this document is to provide clear and transparent information to parents, the community and staff about how concerns and complaints will be managed and resolutions found.

This policy should be viewed with the DfE Complaint Management Policy and Complaint Management Procedure

### **Guiding Principles**

The following principles will be followed:

- The safety and educational wellbeing of children is the first priority.
- Children, parents, employees and volunteers have the right to be treated with respect and courtesy.
- Educators, Parents and children have the right to raise concerns and complaints about preschool experiences and be supported to do so.
- Wherever possible, complaints should be resolved locally.
- Information about how, where and to whom complaints can be made are accessible.
- Complaints will be considered in a confidential, timely and impartial manner and in accordance with due process and principles of natural justice.
- The rights and responsibilities of all parties will be considered and balanced in finding a mutually acceptable outcome to complaints.
- Complaints will be used to drive site improvements.

### **Information for Parents, Staff and Community**

Information is provided to parents on induction, found in the Parent Policy folder on the parent sign in area and on the website.

### **Process**

#### Step 1: Talk to the Preschool

If a concern or complaint relates to an issue concerning the preschool, parents/or the person making the complaint should talk to the Director as soon as possible. They should contact the Preschool and organise a mutually convenient time to meet or have a telephone conversation. All complaints, decisions and actions taken to address the complaint will be documented in the Complaints Register and reported annually if appropriate.

#### Step 2:

If the concern or complaint remains unresolved after working together with the Preschool you may choose to seek support from our complaints resolution services.

Customer Feedback Unit (CFU)

Phone: 08 82263443

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

#### Step 3: Other ways to resolve your issue

If the concern or complaint remains unsolved, you may choose to seek independent advice and review by an external agency.

Ombudsman SA

Phone: 08 82268699

Toll free: 1800 182 150 (outside Metro SA only)

## **Concerns and Complaints Procedure cont.**

This policy will be shared with all new staff and families, and is available on the website and in the preschool policies folder.

This policy has been developed in consultation with the Governing Council, staff and families of the centre.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

The Governing Council endorsed this policy on:

May, 2020

.....  
Chair

.....  
Director



# Vale Park Preschool

## Changing Clothes Procedure

At Vale Park Preschool we do not like children to be wearing clothes that are unnecessarily wet or soiled. It is neither comfortable nor hygienic for the child.

Sometimes children need to have their clothes changed whilst at the Preschool. This procedure provides guidance for educators when changing all children's clothes.

### Educators will:

- Reassure and comfort the child and the child's dignity will be maintained at all times. It is important to respect their privacy. The safety and welfare of the child is paramount.
- Will inform another staff member that they are helping the child to change their clothes.
- Ensure they remain visible when they support the child to change their clothes.
- Support the child to collect their spare clothes from their bag and bringing them to the bathroom. If the child has no spare clothes, preschool spare clothes will be used.
- Support the child in the process of changing their clothes and putting the wet/soiled clothes into a plastic bag and into the child's preschool bag to take home
- Use the facilities in the change room (change table and sink) if required.
- Record the name, time, date and reason the child was changed in the Changing Clothes Book (kept in the change area on window sill).
- Place a copy of the Changing Clothes form in the family's communication pocket. A dot will be placed on the sign in/out sheet. Advise other staff of the incident.
- Inform parent of the incident and ask them to return any preschool clothes after washing.
- Supply new underwear if a child requires at a small cost. (A notice will be placed in the family's communication pocket) if this occurs.
- Discuss any concerns with the family and support the family to support the child.

### Parents will:

- Be made aware of this Procedure at the parent information session and this information will be mentioned in the Parent Information Booklet.
- Bring at least one change of clothes (stored in their bag) with them to preschool.
- Be informed of the incident and return any preschool clothes after they have been washed.

This Procedure will be shared with all new staff and families, and available in Preschool Policies/Procedure Folder.

## Changing Clothes Procedure

This Procedure has been developed in consultation with the Governing Council, staff and families of the centre.

This Procedure will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the Preschool.

The Governing Council endorsed this Procedure on:

Date: 10<sup>th</sup> September, 2019

.....  
Chairperson

.....  
Director



# Vale Park Preschool

## Site Behaviour Code

**National Quality Standard 5.1, 5.2, Regulation (2) (j), Related Key Regulations: 155,156.**

Guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe learning environment. They provide consistency and clarity around acceptable behaviour.

We aim to encourage and develop in children empathy and understanding, self-respect, self-discipline and self-control, to care for each other, our belongings / equipment and environment.

### **As a team of educators we believe:**

- Our expectations of behaviour are based on care and respect.
- Children learn from people in their environment and learning is ongoing.
- All children, parents and educators have the right to feel safe and secure.
- A safe environment provides optimal learning outcomes for children.
- Children learn best when they belong, experience success and have a positive sense of self.
- Children have the right to express their feelings and to be supported to develop positive behaviours that underpin the development of the relationships with their peers and educators.
- Effective communication and learning occurs when families and educators work together to develop common goals, understandings for a child's wellbeing, learning and development.
- Consultation with families is highly valued and their individual perspectives are encouraged and respected.
- Children's individual, and contextual needs are crucial to successful learning.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistently.

### **Educators promote positive behaviour and interactions by:**

- Planning for an enriched learning environment that promotes a sense of belonging, being and becoming through play and provides successful learning.
- Ensuring that expectations are developmentally appropriate and understood by all children and educators.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning opportunities for the further development of resilience, agency, cooperation, collaboration, risk taking, conflict resolution, independence, leadership and respect for others.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour both verbally and non-verbally.
- Involving children in their learning by developing expectations and consequences.
- Intentional teaching of positive interactions and play skills.
- Using 'teachable moments, interests and strengths in conjunction with explicit programming to develop children's social, emotional and protective behaviour skills.
- Encouraging open two-way communication with families to ensure that each child's rights are met by valuing children as individuals within the family and cultural context.
- Encouraging children to be proactive when faced with challenging situations.
- Encouraging and supporting children to self-regulate their emotions when required.

## **Site Behaviour Code (cont.)**

### **Educators will respond to challenging behaviours by:**

- Involving children in the formulation of safe and respectful ways of interacting through Risk Benefit Assessments with children.
- Reminding children of expectations and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Offering choices.
- Using Restorative Justice Practices that support children to empathise with others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing, learning and development.
- Observing and assessing individual children's learning and development and reflecting on and reviewing our planned program and how the learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Individually assessing each scenario as they arise to minimise the risk of injury or harm to those involved. Children may need to be redirected from the incident and require reflective time.

This policy will be shared with all new staff and families, is available on the preschool's website and in the preschool policies folder. Children will be involved in discussions about appropriate behaviour.

This policy has been developed in consultation with the Governing Council, staff and families of the Preschool.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

The Governing Council endorsed this policy on:

Date: May 2018

Chairperson

Director

## **Attendance**

The early years are important time in a child's life; they shape how a child learns and how they develop. Therefore regular attendance at preschool is important in giving children the best possible start in life. Regular preschool attendance supports children to learn about themselves and the world they live in. Attendance builds on and extends children's current knowledge and skills. It also allows children to develop and maintain friendships.

If your child is going to be absent, call the preschool and inform an educator. If your child is unwell, please contact the preschool. It is important that we communicate any infectious illnesses to other families. We appreciate prior notice for all absences, particularly for those longer than a week. For more information about injury or illness please see the Illness and Injury section of this booklet.

## **ASSESSMENT AND REPORTING**

We acknowledge that parents are the children's primary influence and as such we endeavour to work in partnership with families by communicating regularly. We communicate with parents about their child's wellbeing in a variety of ways:

- Collecting and sharing ongoing learning and observations of children during the child's year at preschool, focusing on children's social, emotional, physical and spiritual wellbeing.
- Conversing with families about children's progress and achievements. Informal conversations regularly occur through the terms and more formal parent teacher interviews are held in Term 1.
- Written information is also provided to families on children's participation, interests, abilities and knowledge. Families are strongly encouraged to provide feedback/comments and goals for future learning.
- A final Statement of Learning is written at the end of term 4.



# Vale Park Preschool

## **Nutrition and Food Policy**

At Vale Park Preschool we promote nutritional eating habits in a safe and supportive environment for all children attending preschool. Children learn eating habits from their parents and other people who care for them. These habits learnt during childhood tend to continue into adulthood.

### **Rationale**

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

- Short term: Maximises growth, development and activity whilst minimising illness.
- Long term: Minimises the risk of diet related diseases.
- Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

- Educators model and encourage healthy eating behaviours.
- Food and drink are consumed in a safe, supportive environment for all children.
- Parents and care givers are encouraged to supply healthy foods (a list is provided to support your choice of food) in line with the Rite Bite Strategy.
- Parents are informed of specific restrictions when children attend with severe allergies to ensure the safety of all children.

This food policy has been established after consultation with educators and parents within the preschool community. It is based on the Dietary Guidelines for Children and Adolescents in Australia (NHMRC 2003) and the DfE 'Rite Bite Strategy'.

### **Curriculum**

Our preschool's food and nutrition curriculum:

- Is consistent with the Australian Dietary Guidelines for Children and Adolescents in Australia, and the Australian Guide to Healthy Eating.
- Includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.
- Includes opportunities for children to develop practical food skills like preparing, growing and cooking healthy food.
- Integrates nutrition and education across the curriculum, incidentally and in planned programs.
- Is part of the Early Years Learning Framework and National Quality Standards.

### **The Learning Environment**

Children at our preschool:

- Have fresh, clean filtered tap water available at all times and are encouraged to drink water regularly throughout the day.
- Are encouraged to bring their own named drink bottle.
- Are encouraged to eat nutritious food at each meal time.
- Eat in a positive, appropriate, social environment with educators who model healthy eating behaviours.
- Use the Preschool and Vale Park Primary School garden to learn about and experience growing, harvesting and preparing nutritious foods.

## **Nutrition and Food Policy cont.**

### Our preschool

- Understands and promotes the importance of breakfast for children.
- Teaches the importance of healthy meals and snacks as part of the curriculum.
- Is a breastfeeding friendly site.
- Displays nutrition information and promotional materials about healthy eating and provides information updates in newsletters.

### **Food Supply**

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

#### **SNACK TIME** (morning)

**Families are asked to supply fruit and vegetables at Snack time to:**

- Nourish children with important minerals and vitamins.
- Encourage a taste for healthy foods.
- Promote healthy food choices which are culturally sensitive and inclusive.

#### **LUNCH TIME**

**Families are asked to bring healthy food to eat.** Please see the attached list for suggestions on healthy choices and unsuitable foods.

- Parents will be contacted if lunch is not provided.
- Lunches will be stored inside but are not refrigerated. Cool packs are supplied by families.
- Educators are unable to reheat food.

#### DRINKS

Water is provided, however we appreciate children bringing a named water bottle. Cups will be provided when needed.

### **SPECIAL OCCASSIONS AND BIRTHDAY GUIDELINES**

The Preschool will ensure a healthy food supply for preschool activities, celebrations and events, strictly limiting availability of high fat, high sugar, or processed foods like chips, pastries, cakes, lollies and crisps to no more than once a term, in accordance with the Healthy Eating Guidelines.

### **Food Safety**

#### Our preschool:

- Promotes and teaches food safety to children during food learning/cooking activities.
- Encourages educators to access training as appropriate to the Healthy Eating Guidelines.
- Provides and promotes adequate hand washing facilities for everyone.

### **Food-related Health Support Planning**

#### Our preschool:

Liaises with families to ensure suitable food is available for children with health support plans that are related to food issues.

### **Working with Families, Health Services and Industry**

#### Our preschool:

- Invites parents and care givers to be involved in the review of this Food and Nutrition Policy.
- Invites health professionals to be involved in food and nutrition activities with the children and families when appropriate.
- Promotes the alignment of fundraising with the Australian Dietary Guidelines for Children and Adolescents in Australia.

This policy will be shared with all new educators and families, and available on the website and in the preschool policies folder.

This policy has been developed in consultation with the Governing Council, educators and families of the centre.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

The Governing Council endorsed this policy on:

October 2019

.....  
Chairperson

.....  
Director



# Vale Park Preschool

## **Nutrition and Food Policy (ALLERGIES)**

At Vale Park Preschool we promote nutritional eating habits in a supportive environment for all children attending preschool.

Children can have severe, life threatening food allergies. Specific food may be eliminated from the Preschool to ensure the safety of all children.

### **NO NUTS OR NUT PRODUCTS are to be brought to preschool.**

We have children attending preschool who have severe, life threatening reactions to these products

We encourage children to eat healthy food and develop healthy eating habits. Children are supported to only eat the food provided by their families and not to share food. Children are educated about allergies and the importance of eating their own food.

To ensure the safety of all our children, our requirements are outlined below.

#### **Food Supply**

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

##### **SNACK TIME** (morning)

Families are asked to supply **fruit and vegetables** at Snack time.

##### **LUNCH TIME**

**Families are asked to bring healthy food to eat.**

They may bring milk products but **nut products are not allowed.**

Please see attached form for healthy options for lunch.

#### **Food Safety**

Educators and children will wash their hands before and after eating, using appropriate hygiene practices.

This policy will be shared with all new educators and families, and available on the website and in the Preschool Policies folder.

This policy has been developed in consultation with the Governing Council, educators and families of the centre.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance for the centre.

The Governing Council endorsed this policy on:

September 2019

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Chairperson

.....  
Director