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Home

Murray Bridge
Preschool Kindergarten



Find out more about our goals and our focus in our philosophy statement (PDF 148KB)
(https://www.preschools.sa.gov.au/sites/default/files/murray_bridge_philosophy.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschool and children's centres

(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. Read through what a governing council does

(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

Acknowledgement of Country

We acknowledge the 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: Mrs Shirley Hartman

Phone: (08) 8532 2758

Fax: (08) 8532 6720

Email: dl.6549.leaders@schools.sa.edu.au

Street address: Mannum Road Murray Bridge SA 5253

Postal address: PO Box 229 Murray Bridge SA 5253

Learning and care

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

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

When your child can start preschool

All children are entitled to access at least 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 up to 2 terms earlier 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 3 hours per week in the first term, and up to 6 hours per week in the second term, if places are available.

Access is decided on a case-by-case basis.

Please contact us (<https://www.preschools.sa.gov.au/willow-close-preschool-centre#contact-us>) if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/willow-close-preschool-centre#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

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

Before your child starts

We will contact you in term 4 about an orientation session. This will be a 1-hour session where you can ask questions.

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

Fees

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

The parent contribution is \$140 per term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>) which includes a \$10 fundraising fee.

When to pay

We will invoice you via your child's communication pigeon hole and send by email.

Payments are due by the date on your invoice.

Please contact us (<https://www.preschools.sa.gov.au/willow-close-preschool-centre#contact-us>) if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash at the centre. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the red box on the bench in the kitchen and record your name and amount in the day diary.

EFT information

You can pay by direct deposit.

BSB: 085745

Account number: 207583274

Account name: Willow Close Pre School

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

Preschool session times

Your child can attend preschool for up to 15 hours per week.

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.15pm	8.30am to 3.15pm	8.30am to 3.15pm	8.30am to 3.15pm	9.00am to 12.00pm

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water (we have Pura Tap water available)
- healthy snack (fruit or vegetables)
- healthy lunch.

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

What not to bring

Children should not bring these things:

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

Additional information

Please dress your child in washable play clothes and appropriate footwear (no thongs).

Please apply sunscreen to your child before preschool when the UV rating is 3 or above. We will reapply sunscreen at lunch time. Please read our sun protection policy (PDF 131KB) (https://www.preschools.sa.gov.au/sites/default/files/the_willows_cc_sun_protection.pdf).

Playgroup

Playgroup is an interactive, fun opportunity for children and parents to play and learn together. Playgroups are usually supported by an early childhood professional who will give support, information and advice about children's health, learning and development.

Times

Fridays, 9.30am to 11.30am

Cost

This program costs \$2 per child.

What to bring

- piece of fruit to share
- water bottle
- broad-brimmed, legionnaire or sun-safe hat (without chin straps).

Baby Playgroup

The baby playgroup is for any caregiver with an infant that is wanting to enjoy a coffee and chat in a relaxed and infant safe environment.

Times

Thursdays, 1.30pm to 3pm

Cost

There is no cost involved

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.

Health and wellbeing

Family practitioner

Our family practitioner works alongside vulnerable families and children to help them better understand and respond to their child's needs. They work with parents, our staff and other organisations to help families find relevant services to maintain safe, caring and resilient relationships for child development.

Family practitioners can provide short-term counselling for families to help with:

- domestic violence
- housing
- drug and alcohol problems
- mental health
- follow up and advocacy.

Please contact us if you think you need help from a family practitioner.

Community services

Community health and wellbeing options for South Australian families include:

Child and Family Health Services (CaFHS) (<http://www.cyh.com/Content.aspx?p=361>)

Child and Adolescent Mental Health Services (CAMHS)
(<http://www.wch.sa.gov.au/services/az/divisions/mentalhealth/index.html>)

Disability Services (<https://www.sa.gov.au/topics/care-and-support/disability>) / NDIS
(<https://www.ndis.gov.au/index.html>)

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>)

Women's and Children's Health Network
(
<http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/about+us/our+local+health+networks/womens+and+childrens+health+network>)

Greatstart parenting information
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>)

Community engagement

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: The Willows Children's Centre for Early Childhood Development and Parenting

Rating issued: April 2020

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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 451KB)

(https://www.preschools.sa.gov.au/sites/default/files/willow_cc_qip.pdf)

Site context statement

A summary of our:

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

Site context statement (PDF 75KB)

(https://www.preschools.sa.gov.au/sites/default/files/willow_cc_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/4675_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.



The Willows
Children's Centre
for Early Childhood
Development and Parenting



The Willows Children's Centre Sun Protection and Hot Weather Policy

Skin Protection

Rationale

Australia has one of the highest incidence of skin cancer in the world with two out of every three people being diagnosed with skin cancer before they are 70.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Melanoma is the most common cancer in Australians aged 12-24 years, and sun exposure during childhood and adolescence is a critical factor in determining future skin cancer risk.

UV radiation cannot be seen or felt and differs from infrared radiation that we feel as heat. UV levels are determined by a number of factors including angle of earth to the sun, but are unrelated to temperature and heat. Damage from UV radiation is cumulative and irreversible.

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

In line with the Department for Education and SunSmart guidelines, this sun protection policy is in place from 1st August until 30th April, and whenever UV radiation levels are 3 and above at other times. Staff are encouraged to access the daily sun protection times via the SunSmart app, www.myuv.com.au, or www.bom.gov.au/sa/uv to assist with implementing this policy. Cancer Council SA also recommends that particular care should be taken during the peak UV times of the day.

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

Aims

The aims of The Willows Children's Centre skin protection policy are to promote among children, staff and parents:

- Encourage children and staff to use a combination of sun protection measures whenever UV index levels are 3 and above.
- Work towards a safe outdoor environment that provides shade for children and staff at appropriate times.
- Assist children to be responsible for their own sun protection.
- Ensure families and new staff are informed of the centre's sun protection policy.

Implementation

This policy is for implementation from Terms 1, 3 and 4, and whenever the UV is 3 and above at other times. Outside of this time care should also be taken when the ultraviolet radiation level is 3 and above. The purpose of the policy is to ensure that all members of our Early Childhood Service are protected from skin damage caused by the harmful UV rays of the sun. Babies under 12 months (Playgroup) need special consideration—see strategy 5.

It is an expectation that all staff, students and families will use the following skin protection strategies during the implementation times:

- 1 Take care to protect the skin when the ultraviolet radiation level is 3 and above. Extra care should be taken during the peak UV times of the day
 - 1.1 The children's lunch and rest time will be held indoors on most days, between 10.00 am and 3.00 pm to minimise exposure to UV radiation in the middle of the day. If lunch is eaten outside it will be set up in a shaded area.
 - 1.2 Whenever possible, all outdoor activities will be set up in shaded areas of the service. Educators will move activities throughout the day to ensure they will remain in the shade.
- 2 Use the shade of trees and pergolas whenever outdoors.
 - 2.1 Tree planting will be organised at the service with priority given to any open space grassed area.
 - 2.2 The sandpit and play equipment area (in the outdoor Community space) to be a priority for shade structure planning.
 - 2.3 The further provision of shade areas is a priority for the service especially in the IPP outdoor learning area.
- 3 Wear appropriate clothing which protects the skin.
 - 3.1 Children, staff and families will be expected to wear a broad brimmed hat, legionnaire style hat, or a bucket hat (bucket hat must have a deep crown and minimum 5 cm brim for children under 5 years of age and 6 cms for older children and adults) whenever they are involved in outside activities. Children not wearing an appropriate hat will be expected to play inside (spare hats are available at the Centre).
 - 3.2 Children are required to wear loose fitting clothing that covers as much skin as possible. Shirts with collars and at least elbow length sleeves and longer style shorts/skirts are best. Children wearing singlet tops and dresses are required to wear a t-shirt or shirt over the top before going outdoors.
- 4 Apply a broad-spectrum, water resistant sunscreen with an SPF of 30+ to clean, dry skin, 20 minutes before going outdoors, when the UV is 3 and above. Sunscreen will be reapplied at lunch time if remaining outdoors and more frequently if involved in water activities or perspiring.
 - 4.1 Adequate time must be allowed for correct application of sunscreen on children before they go outdoors.
 - 4.2 Families are reminded to apply sunscreen prior to arriving at preschool. If a particular brand or type of sunscreen is required, families are asked to supply the sunscreen for their children to reapply throughout the day. There will be bulk sunscreen packs available at the service.
- 5 The special needs of babies:
 - 5.1 Babies (under the age of 12 months) will be kept out of the direct sun and always protected by shade, clothing and hats.
 - 5.2 Sunscreen should be applied to small areas of exposed skin not protected by clothing and hats, for infants 6 months and older
- 6 Reinforcing the SunSmart message in all service activities and in general service procedures is an important strategy in the adoption of skin protection behaviours.

Sun Protection Policy	Reviewed March 2019	Review Date March 2021
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- 6.1 Skin cancer prevention will be included in appropriate teaching activities.
 - 6.3 Staff will be encouraged to keep up to date with new information and resources from Cancer Council SA.
 - 6.4 Information about the centre's Sun Protection Policy will be given to all new staff, students and families.
7. Staff WHS and Role Modelling
As part of WHS UV risk controls, staff will wear sun protective hats, clothing and sunglasses, apply SPF 30 or higher, broad spectrum sunscreen, and where possible, seek shade when outdoors.
- 8 The Willows Children's Centre Sun Protection and Hot Weather policy will be evaluated on a two yearly basis.
- 8.1 Policy issues will be discussed at staff and parent meetings.

Hot Weather

While the Adelaide Hills area is somewhat insulated from the extremes of heat, there are occasionally very high temperatures in which outdoor learning activities are restricted.

The kindergarten is air-conditioned, so therefore The Willows Children's Centre will not close during the hot weather.

During periods of extreme heat, educators will modify or exclude outdoor play.



The Willows
Children's Centre
for Early Childhood
Development and Parenting



Our Philosophy

We aim to create a warm, caring and supportive environment where children and adults, including staff and families, feel welcome as an integral part of the Centre.

We aim to provide a high quality teaching and learning environment for all children.

We value each child as an individual with unique needs, strengths and abilities and we respect their differences. We actively include their voice in decision-making about their learning.

We recognise that the children come into the Centre bringing with them a variety of experiences, values and attitudes.

We believe that parents are children's first educators and it is important that we work in partnership with them for the benefit of their child's learning.

We believe that young children learn best through play and that kindergarten is part of the continuum of life-long learning experiences. We value learning both indoors and outdoors and as such plan rich programs for them equally. We strongly believe in children learning in, about and for the environment.

Reviewed March 2018



The Willows
Children's Centre
for Early Childhood
Development and Parenting



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The Willows Children's Centre Parent Complaint Policy

We all expect quality and expert care and teaching for your child in order that they achieve their potential. Working together will give us the best chance of solving a problem that may arise during your child's time in our kindergarten.

We also recognise that at times things may go wrong. If you have a concern or a complaint, we want you to let us know. It's important to learn from mistakes or misunderstandings so that we can improve your child's experience and learning, and also improve processes where possible.

About complaints or concerns

This information may be helpful in explaining what a complaint is:

A complaint may be made by a parent if they think that The Willows Children's Centre has, for example:

- done something wrong
- failed to do something it should have done
- acted unfairly or impolitely.

Your concern or complaint may be about:

- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice.

Sometimes a complaint is about something we have to do because of State or Federal law. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.

The first step in working through a complaint is to talk to the staff member involved, then to the Director if you are still not happy.

In the unlikely event that the matter has not been addressed to your satisfaction, you can contact the DECD Parent Complaint Unit www.decd.sa.gov.au/parentcomplaint or email DECD.parentcomplaint@sa.gov.au. There is a Freecall number 1800 677 435.

Please read the attached *Parent Guide to Raising a Concern or Complaint* brochure. Steps guiding how complaints should be made are explained in the brochure. Use this guide to help you think through what you are concerned about and how to resolve the matter respectfully and effectively.

You are also able to contact the DECD Complaint Unit at any time to talk through your concerns.

Please remember, we want to learn from mistakes or misunderstandings so that we can improve your child's experience and learning.



The Willows
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for Early Childhood
Development and Parenting



NUTRITION, FOOD SAFETY AND HYDRATION POLICY

The Willows Children's Centre is committed to providing a positive and safe environment in which children, families and staff can enjoy a wide variety of foods in a social setting. Through the provision of programmed experiences children will have the opportunity to learn appropriate hygiene practices, as well as learning about the importance of good nutrition and food safety.

We believe that through staff role modelling healthy eating practices, engaging positive conversations, good hygiene practices and presenting food in a safe manner children will develop healthy eating habits which will contribute to their growth and development, healthy skin, hair, gums and teeth, good muscle development, regular bowel, alertness and interest in activities: also promoting a healthy lifestyle and a sense of wellbeing. We encourage and support parents and carers in their role to provide healthy nutrition for their babies and children inclusive of the community socio-economic, culture and spiritual perspectives.

Children

- Will be encouraged to eat safe, nutritional food that has been both sent from home and made at the centre.
- Will have programmed food experiences within the curriculum to reinforce positive nutrition habits and hygiene standards.

Parents

- Will be provided with healthy food ideas and will be able to obtain recipes of food children have made at the centre.

Staff

- Will ensure that safe hygiene and handling procedures are followed.
- At least one staff member has attended "Follow workplace hygiene procedures" from a National Training Provider.

Nutrition, Food Safety and Hydration Policy	Reviewed June 2019	Review Date June 2021
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- Will provide programmed experiences for children to learn about good nutrition, hygiene and food safety.
- Will communicate with families/carers about children's nutrition achievements, concerns, progress and suspected/real food intolerances.
- Staff will receive this policy as part of their induction.

Governing Councils Role

- To provide support for this policy ensuring work place safety for children and staff, visitors, volunteers, secondary and tertiary students.
- Support the positive learning environment at the preschool.

Review

- The policy will be reviewed yearly and updated when necessary according to changing legislation and/or guidelines (particularly in regard to choking). It will be presented to Governing Councils for ratification.
- The policy will be accessible to staff and families on enrolment - a hard copy provided in the enrolment package. The policy is located in the Policy folder in the reception area and a hard copy available on request.
- All families will be notified when the policy has been updated.

DIETARY REQUIREMENTS

Families are required to notify staff of any food allergies, food intolerances and dietary preferences during the enrolment process. If a food allergy exists please follow the 'Food/Medicine Allergy Procedure' in the Policy Folder and supply the kindergarten with an Allergy Care Plan.

NUT FREE ZONE

The Willows Children's Centre is a **Nut Aware Zone**. Nuts and traces of nuts are widely used in processed foods and labels need to be read carefully to ascertain if the foods are nut free. Peanut butter, Nutella, commercially produced muesli bars and nuts are **not** to be provided at Kindergarten due to health and safety reasons i.e anaphylactic /choking. Parents will also be informed if other anaphylactic causing food allergies are present and are to be avoided at kindergarten. The kindergarten will display such notices at the kindergarten.

Nutrition, Food Safety and Hydration Policy	Reviewed June 2019	Review Date June 2021
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HYDRATION

Please **supply** a **water bottle** for your child whilst at Kindergarten. **Water** is the recommended and **only** drink for children at Kindergarten. There is always water available for children, either the filtered water or water container situated outside with cups at kindergarten and staff will refill bottles as necessary.

BIRTHDAY CELEBRATIONS

Birthdays are celebrated at The Willows Children's Centre and are inclusive of everyone. Consequently, parents are asked to refrain from providing cake for their child's Birthday as this reinforces our *Healthy Eating, Hydration and Nutrition policy* and is inclusive of everyone, including those who have food allergies/restrictions. Celebrations include a special time during 'mat-time' in which the child is a focus, a pretend cake with candles for the child to blow out and a Birthday song.

This policy links with the Early Years Learning Framework - Outcome 3 "Children have a strong sense of well-being". Specifically "Children show an increasing awareness of healthy lifestyles & good nutrition" page 32 'Belonging, Being & Becoming'



The Willows
Children's Centre
for Early Childhood
Development and Parenting



HEALTH SUPPORT POLICY

Our Centre is committed to supporting the health and well being of all students. An important part of this commitment is our Health Support Policy. We acknowledge that parents/guardians retain primary responsibility for their child's health care. This includes responsibility for providing accurate, up-to-date, relevant information for staff regarding children's routine and emergency health care needs.

FIRST AID

If a child becomes unexpectedly ill or injured, staff will:

- Administer basic first aid
- Staff will call an ambulance if needed and continue to administer basic first aid
- Inform parent/guardian (or emergency contact).

If children require first aid off site (eg Excursions) staff will:

- Administer basic first aid
- Call an ambulance if needed and continue to administer basic first aid
- Inform parent/guardian (or emergency contact).

FIRST AID GIVEN WILL BE RECORDED IN THE ACCIDENT RECORD BOOK ON BENCH IN KITCHEN, SIGNED BY ONE STAFF MEMBER AND THE PARENT WILL THEN BE ASKED TO SIGN ACKNOWLEDGING THEIR BEING INFORMED.

*All head injuries need to be reported to parent/guardian by phone or written note.

ROUTINE HEALTH AND PERSONAL CARE SUPPORT

Some students may require assistance with their routine or emergency health and personal care needs. Before staff can assist with this, parents/guardians must provide written information from their doctor which outlines specific care needs. Forms for care plans are available from any staff member for a range of health conditions and needs including:

- Asthma
- Diabetes
- Anaphylaxis (severe allergy)
- Medical information (for General health care or those without specific forms)
- General health information (to be completed by a general practitioner, psychiatrist or psychologist).

The purpose of these 'CARE PLAN' forms, is to ensure that The Willows Children's Centre has information from the treating health professional relevant to the child's health, well-being, attendance, learning and care at pre-school.

We can then write a 'Health Support Plan' for the child if deemed necessary by the Centre if any of the following are relevant:

- There are any individual first aid requirements, other than a basic first aid response.

- The child needs additional supervision for health-related safety
- There is a predictable need for additional support with daily living tasks

Health Support Plans are written using the written information from the treating health professional, with discussion between pre-school and the parent/guardian.

It is the responsibility of the parent/guardian to:

- Request these forms
- Ensure all appropriate forms are complete and signed by the doctor
- Sign all appropriate forms as parent/guardian
- Return all forms to a pre-school staff member
- Update all medical information on the appropriate forms as necessary.

ASTHMA

Students with asthma (even if only 'mild' or 'occasional') need an asthma care plan completed and signed by the treating doctor and given to a staff member. Staff are trained to administer reliever medication in the event of asthma attack.

The Willows Children's Centre has reliever medication for use in emergency situations only. Children with asthma must have medication and puffers stored in named medication bag, situated in the Teacher prep room, it must have the pharmacist label, including the child's name, must have a current best before date.

MEDICATION MANAGEMENT

We encourage children to take medication outside kindergarten hours eg 3 times per day can be taken in the morning before kindergarten, afternoon straight after kindergarten and bedtime. If medication needs to be taken at kindergarten:

- Medication must be provided in the original pharmacist container with directions on label
- The child's name must be on the original label
- Medication must be stored in pockets behind the Teacher prep room door or in the fridge.
- Children must have a medication plan filled out by a doctor and the parent/guardian
- A maximum of a week's supply is to be provided at any time (except asthma medication)
- It is the parent/guardian's responsibility to provide the required medication. Staff will fill in the medication log and will notify parents if students fail to take their required medication.
- A medication log will be filled out by the supervising staff member giving the medication, and shown to parent/guardian on departure.

STEPS IN HEALTH SUPPORT PLANNING

STAFF RESPONSIBILITIES

- Check that any child with a medical/ health plan concern on enrolment form receives the appropriate health care plan forms
- Check the HCP forms have the doctor's and parent's signature.
- Follow the HCP/medication plan as necessary
- Ensure that you understand the care required if different from usual First Aid and that appropriate training is done
- Complete the First Aid log each time aid/medication is given and ensure the parent/guardian is shown the log and co-signs it on departure
- All medication is to be stored in named bag situated in the Teacher prep room or in refrigerator

- Read medical folders of children with health needs
- Be familiar with photos of children with health needs which will be placed on the office door

DIRECTOR RESPONSIBILITIES

- Check any health issues on enrolment form
- Ensure that HCP/MP forms are given to parents/guardians and explained
- Ensure NEP students have appropriate HCP/MP as part of the NEP processes.

PARENT/GUARDIAN RESPONSIBILITIES

- Complete the enrolment form with accurate health/medical information.
- Ensure that kindergarten has up-to-date information with parent/guardian emergency contact details and at least two other people for back-up emergency contact
- Request the relevant HCP forms as needed for the child
- Have the HCP forms completed and signed by the treating medical practitioner, sign them as parent/guardian, and return them to kindergarten staff
- Work with the director to complete a Health Care Support Plan for the child if necessary
- Ensure all the medication is given to kindergarten staff member as needed and that a medication plan is completed and signed by the doctor and signed by parent and guardian
- Update the medical information as necessary with the forms completed and signed by the treating medical practitioner

Reviewed June 2019



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CYBER SAFETY AND SECURITY POLICY

“Keeping our children safe in a connected world”

At The Willows Children's Centre, we promote the safe use of Information & Communication Technologies (ICT) to provide a rich learning environment for our children and to engage and communicate with our pre school community.

This policy is intended to support staff and families in the provision of good cyber safety practices. It also covers our requirements to minimise risks to children's safety. This policy is applicable to all DECD staff, volunteers and contractors, children and their parents and the pre school community. It applies to activities related to accessing online services either on pre school premises, at an off-site location and/or out of school hours.

In order to protect the children and respect the wishes of all members of our community, we ask that these security guidelines be followed by all staff, parents and pre school community members when using personal social media such as Facebook, Instagram, Flickr, Twitter and others.

GUIDELINES FOR FAMILIES:

- You are most welcome to photograph or record your child while at preschool or after-hours preschool coordinated events (e.g. their first day of preschool, end of year graduation, disco, family picnics, concerts or excursions).
HOWEVER
If your photographs or video-recordings contain the image of children other than your own these **must not** be uploaded to any websites e.g. Facebook, Instagram or emailed to third parties or reproduced/printed and used outside of your home (note: at times there may be children enrolled whose parents have not granted permission for their child's image to be recorded or published outside of pre school).
- Please do show others the learning experiences documented within your child's Learning Journals, however please **do not** photocopy/scan and share with third parties any photographs containing the image of children other than your own.
- Please **do not** post any details (e.g. dates, times and locations) online of events organised by the pre school (such as excursions, family picnics and morning teas).
- If a parent group wishes to create a closed-group social networking page as a communication tool or to organise outside of pre school social events, the preschool or its staff must not be named and the above dot point applies.

If you require further information or are concerned about any aspects of this policy please speak with the Director.

GUIDELINES FOR PRE SCHOOL STAFF:

- Communicate with families using paper based and electrical media (digital content); this includes children's learning journals, newsletters, displays, emails, website and blog.
- To support the privacy of parental email addresses, all emails will be sent as Bcc (blind copy). Any email contact from other parties will only be with the addresses written permission.
- Staff will provide families with optional information sessions and links to websites.
- Obtain written permission from families before displaying their child's photograph at preschool or using in any advertising brochures, and before publishing in any printed media including The Courier and The Advertiser.
- Personal mobile devices or cameras may not be used to photograph or video children at preschool or pre school events.
- Children will be closely supervised when using all ICT devices.
- Internet sites will be only used for learning related activities and will be thoroughly supervised by staff. Websites will be previewed to ensure the content is age-appropriate and does not contain inappropriate material.

CYBER SAFETY AND THE WILLOWS CHILDREN'S CENTRE WEBSITE:

- Private information which could be used to identify or locate our children will not be accessible on any publicly available website e.g. locations of excursions.
- Images of children will not be posted without written permission.
- Geo-tagging will be removed from all images prior to posting.
- The Willows Children's Centre will not create a social media presence and in particular will not create a Facebook page, instead will maintain a DECD approved website. All content posted to this website will be with the permission of the Director to ensure it meets the requirements of this policy.

DEFINITIONS

‘Children’ denotes all learners enrolled at The Willows Children’s Centre

‘Parent’ refers to natural parents, legal guardians and caregivers

‘Cyber-safety’ refers to the safe use of the Internet and Information & Communication Technologies (ICT) equipment/devices, including mobile phones

‘Geo-tagging’ refers to the process of adding geographical (location) information to various media e.g. photographs

‘Information & Communication Technologies ICT’ refers to the preschool’s computer network, Internet access facilities, computers, and other ICT equipment/devices

‘ICT equipment/devices’ includes, but is not limited to, computers (such as desktops, laptops, PDAs), storage devices (such as USB and flash memory devices, CDs, DVDs, floppy disks, iPods, MP3 players), cameras (such as video and digital cameras and webcams), all types of mobile phones, gaming consoles, video and audio players/receivers (such as portable CD and DVD players), and any other similar technologies

‘Digital content’ refers to video, photographs, audio or written comments or children’s work samples

‘Social media’ (also referred to as ‘social networking’) are online services and tools, accessed through the internet or mobile phones, and used for publishing, sharing and discussing information. The list of social media types is extensive with new and innovative social media sites being developed almost every day. Includes:

- **Social networking** sites (e.g. Facebook, Instagram, MySpace, LinkedIn)
- **Video, audio & photo-sharing** websites (e.g. Flickr, YouTube, iTunes, Vimeo)
- **Blogs** (e.g. WordPress, Blogger)
- **Microblogging Apps** (eg. Twitter, Yammer, Tumblr)
- **Location-based Apps** (also known as Geolocation)
- **Wikis** (eg. Wikipedia, Wikispaces)
- **Online gaming** (e.g. Steam)
- **News aggregation** (e.g. Digg)
- **Forums or message boards**
- **Interactive gaming** (MMPORP’s Massively Multi Player Online Role Playing Games e.g. Runescape or Second Life)

‘Inappropriate material’ means material that deals with matters such as sex, cruelty or violence in a manner that is likely to be injurious to children or incompatible with a preschool environment.

RESOURCES AND DECD POLICIES

This policy has been informed by the DECD document “Cyber-bullying, e-crime and protection of young people” and aims to apply these guidelines in an age-appropriate manner that is relevant to our pre school.

Please note that children enrolled at The Willows Children’s Centre will only be using ICT equipment under direct supervision and do not have individual access privileges.

RELEVANT USEFUL WEBSITES

Office for the Children’s eSafety Commissioner: <https://www.esafety.gov.au/>

Thinkuknow Cyber Safety Program: <https://www.thinkuknow.org.au/>

The Alannah and Madeline Foundation <http://www.amf.org.au/>



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BEHAVIOUR MANAGEMENT POLICY

INTERACTIONS WITH CHILDREN

We believe that everyone has the right to feel safe all of the time and we actively teach this to children through our protective behaviour programme.

Children come to preschool from a variety of social backgrounds. They need time, opportunity and space to learn with other children - how to play, share, take turns and care for others as well as their environment.

We acknowledge that children feel angry, frustrated and upset at times and need help to express feelings appropriately.

We believe children respond and their behaviour changes when it is handled in a positive manner.

Children learn best when they experience success and have positive self-esteem.

Staff and parents need to work in partnership being consistent creating a safe, secure environment for children and model appropriate behaviours.

METHODS WE USE FOR UNSAFE BEHAVIOUR/BULLYING AVOIDANCE

- Discuss safety in the preschool with the children establishing the rules and expectations
- Children to use 'Let's talk about it' approach to encourage problem solving, listening and to be aware of the rights of others. 'USE WORDS'.
- Adults to work alongside children to model appropriate behaviour and discuss consequences of unsafe actions.
- If unsafe or inappropriate behaviour recurs, support the child to engage appropriately.

If unsafe behaviour/bullying is repeated and ongoing we will develop a BEHAVIOUR MANAGEMENT PLAN for that particular behaviour in consultation with parents.

Behaviour management protects children and teaches them responsibility for their own actions. To learn self-control children need opportunities to make their own choices and learn to deal with the consequences in a supportive environment.

Appendix 1

The Willows Children's Centre

BEHAVIOUR GUIDANCE CODE

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development
- That the consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

As a staff team we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults

- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- Interacting positively using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements, and providing choices when possible
- Encouraging open two way communication with families to ensure that each child's rights are met

We will respond to challenging behaviour by:

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- 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 and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active 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
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all time



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ATTENDANCE PROCESSES POLICY

Attendance and participation expectations

Children who are not of compulsory schooling age (6 years), but who have enrolled at a preschool are subject to the same participation requirements as those students of compulsory age. This includes a requirement of the student to regularly attend preschool during agreed times or participate in a meaningful manner in his or her planned education program. Attendance and participation requirements for a particular child of non-compulsory age may be modified to meet his or her specific needs. This will be arranged by negotiation between the preschool, the child and the parents/caregivers.

Data Collection

The preschool will monitor education program participation and record data relating to non attendance by the child to participate in the agreed education program eg I.L.P, N.E.P and Support programs. Education program data is used for legal purposes, student welfare, achievement and site resourcing.

The Preschool will encourage & support regular attendance by

- Regularly talking with families about the importance and value of regular attendance at preschool.
- Informing families of attendance data collection processes (ie. First two weeks of each term) and the impact on site staffing allocations.
- Providing information in newsletters, enrolment packages etc
- Supporting equality of access through the provision of full day and lunch care programs.



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THE WILLOWS CHILDREN'S CENTRE ASSESSMENT AND REPORTING POLICY

Belonging, Being & Becoming (The Early Years Learning Framework), Reflect Respect Relate documents and Literacy and Numeracy Indicators form the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning to attain their Learning Outcomes. Use of these documents indicate and reflect children's current abilities, needs and interests. Information on children is collected via:

- Parent comments including questionnaire at beginning of kindergarten.
- Documented anecdotal observations
- Photographs
- 'Work' samples
- Assessment tools (eg language of problem solving)
- Input from support agencies (ie Adelaide Hills Community Health Service, private and Department of Education Speech Pathologists, Psychologists, Occupational Therapists, Disability S.A., Inclusive Directions, Novita, Child Development Units)

Our programme/planning cycle is fortnightly. The programme/curriculum is reported to parents and community via:

- Curriculum notice board at entrance and curriculum book.
- Newsletters and Emails
- Director's Report – presented at each Governing Council Meeting
- Informal and formal conversations
- Displays around centre including photographs of children's work, children's 'work' samples etc.

Individual children's progress is reported to parents via:

- Informal conversations - a time can always be set aside for formal conversations
- Three way conversations offered to families at the end of first term to establish individual learning goals
- Children's learning journals
- Picture/photographic displays
- One Plans
- A written Summative Report at the end of the child's time at kindergarten

Children with Additional Needs:

All children who have been identified as having additional needs (receiving 8 or more hours of support) have a One Plan that is regularly reviewed with families, centre staff, support workers/agencies and Student Support Services personnel. Children with complex needs and those attending the Inclusive Preschool Programme will have a One Plan that is developed in kindergarten and continues to be part of their support planning during the school years.

Reviewed and revised June 2019



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Food/Medicine Allergy Procedure

When enrolling your child we need to know if they have any allergies.

Firstly, we fill out the Allergy Care Plan and Medication forms. These are to be filled in by the primary care-giver and doctor.

At kindergarten the child's medication is to be kept in the purpose-designed pockets behind the staffroom door. The medications need to be named.

Returned forms are to be stored in the folder named Asthma and Allergy (stored on kitchen bench).

Photograph of the child is to be kept on the allergy board (in office) with the appropriate day time emergency phone number.

While your child is attending kindergarten there are times we will need to administer your child's prescribed medication.

The medication plan form needs to be filled out each time that the medication is to be administered, including:

- Time of day
- Primary care-giver's signature
- Staff signature