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Home



We provide your child with a safe, nurturing environment and promote positive learning experiences. We encourage each child to be creative and take initiative as independent learners. We believe your child can learn how to make the world more sustainable by being accountable, a good role model and finding where they belong.

Find out more about our goals and our focus in our philosophy statement (PDF 52KB)
(https://www.preschools.sa.gov.au/sites/default/files/willsden_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 Amanda Nunn

Phone: (08) 8642 2761

Fax: (08) 8642 6076

Email: dl.6674.leaders@schools.sa.edu.au

Street address: 41 View Street Port Augusta SA 5700

Postal address: 41 View Street Port Augusta SA 5700

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.

Aboriginal children can access preschool at 3 years old and are entitled to 12 hours per week on Monday and Tuesday.

Four-year-old children are entitled to 15 hours a week which includes the Wednesday as part of the Universal Access to Early Childhood Education program (<https://www.education.gov.au/universal-access-early-childhood-education>).

4 year olds

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 2.45pm	8.45am to 2.45pm	9.00am to 12.00pm	–	–

Fees

The parent contribution is \$50 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/willsden-childhood-services-centre/getting-started/enrolment-and-fees-0>) for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- healthy snack
- packed lunch
- piece of fruit to share for morning tea.

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.

Occasional care

Occasional care is for children under school age who aren't in any other early childhood education and care programs, such as preschool, childcare or family day care. It promotes young children's development by giving them access to high-quality early childhood education.

It may help parents to take part in a range of activities including non-work and casual work commitments.

Priority of access

The education department has a priority of access policy (<https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/childcare-and-preschool/occasional-care>) to decide who can get into occasional care. This might mean that some families get more sessions than others.

Talk to us about enrolling in occasional care.

Times

Children generally can go to 1 session a week.

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 12.00pm or 12.00pm to 3.00pm	9.00am to 12.00pm or 12.00pm to 3.00pm	–	–	–

This program costs \$5 per session and \$2.50 for siblings.

If you have an Australian Government Pensioner Concession or Health Care Card, the cost is \$1.50 per session and 75 cents for siblings.

What to bring

Children need to bring these items:

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

Playgroup

Our playgroup is open to 4-year-old children. All families are welcome to attend. You are responsible for your own child but our playgroup coordinators are happy to assist where necessary.

Times

Playgroup is offered from 9.45am to 11.45am on Thursdays during term.

Cost

This program is free.

What to bring

Please bring a hat.

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 enrolment registration form (Word 283KB). 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. 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

Before they start preschool your child can come to a pre-entry transition visit. There will be 1 session the term before starting preschool which can be negotiated with the director. We will contact you about orientation visits.

Fees

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

The parent contribution is \$200 per year. You can choose to pay the total amount at the beginning of the year or pay 4 instalments of \$50 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost. This includes the occasional care program

When to pay

An invoice will be given to families. Payments are made to the kindy via the fees box located on the office door. A receipt will be given after the payment has been processed.

Payments are due in week 4 of every term.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front and place it in the payments box on the office door.

Immunisations

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

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Willsden Childhood Services Centre

Rating issued: December 2017

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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 465KB)

(https://www.preschools.sa.gov.au/sites/default/files/willsden_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 25KB)

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

Annual report

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

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/6674_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.



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GOVERNANCE & MANAGEMENT OF SERVICE, INCLUDING CONFIDENTIALITY.

Willsden Childhood Services Centre is a government funded/operated kindergarten. We are part of the Department for Education and as such adhere to government policy regarding preschool operations and functions.

Parents serving on the Governing Council ensure the preschool continues to operate in a safe and efficient manner. Members are elected annually at the Annual General Meeting. Meetings are held (usually) twice per term, usually during the day.

The Governing Council, in partnership with preschool staff, is responsible for:

- The financial management of the preschool - this involves budgeting, maintenance and upgrade of equipment, fundraising.
- Informing the parent body of all related issues, to enable discussion and endorsement.
- Assisting with the implementation of the program within the preschool.
- Maintaining accurate records. For further detail regarding the roles and responsibilities of the Governing Council please refer to our Governing Council Constitution, which is available from the Director.

ALL PARENTS ARE ELIGIBLE TO BECOME MEMBERS OF THEIR PRESCHOOL GOVERNING COUNCIL AND MAY JOIN AT ANYTIME THROUGHOUT THE YEAR.

CONFIDENTIALITY:

Parent Information – addresses, phone numbers, medical information and other enrolment data – is only given upon verbal or written consent from the party concerned. Preschool staff respects confidentiality of all matters pertaining to the child and family. All enrolment forms and information pertaining to your family/child(ren) is kept securely. Once your child has left the service this information is archived, securely, according to government protocols and regulations.

Publication:2016

Review date: 2018

Approved by Governing Council:

Chairperson

December 2016



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Dealing with Infectious Diseases Policy

Policy: The centre will plan for and respond effectively to minimise children's exposure to infectious diseases.

Background: Ensuring the health and safety of children, and staff, and supporting children's ongoing wellbeing, is a core focus of the delivery of our preschool. Educators need to be aware of the likelihood of young children being exposed to an infectious illness whilst in care. Maintaining hygiene practices within the service and teaching young children about health and hygiene will assist in the prevention of infectious diseases. Providing families with timely and current information will further support this process.

Relevant Legislation:

- Education and Care Services National Regulations 2011
- Education and Care Services National Law Act 2010

Links to National Quality Standard

- QA2: Children's Health and Safety
- 2.1 Each child's health is promoted
- 2.1.3 Effective hygiene practices are promoted and implemented
- 2.1.4 Steps are taken to control the spread of infectious diseases and the manage illness and injuries, in accordance with recognised guidelines

Goals:

- Children's exposure to infectious diseases will be minimised by:
- our service following all recommended guidelines from relevant authorities regarding the prevention of infectious diseases;
- promotion of practices that reduce the transmission of infection;
- the exclusion of sick children and staff;
- service support for child immunisation; and
- implementation of effective hand washing procedures.

Approved Provider will:

- ensure that all information regarding the prevention of infectious diseases is sourced from a recognised health authority, such as: *Staying Healthy in Child Care - Preventing Infectious Diseases in Child Care* (4th edition),
- implement the recommendations from *Staying Healthy in Child Care - Preventing Infectious Diseases in Child Care* to prevent the spread of infectious diseases at the service;
- ensure that children are reasonably protected from harm by working with the Nominated Supervisor and Educators on developing, implementing and reviewing policy that will guide health and safety procedures within the service; and

- collect, maintain, and store appropriately the required enrolment documents and enrolment information of children in the service.

Nominated Supervisor will:

- Develop procedures for:
 - maintaining a hygienic environment;
 - providing families with relevant infectious diseases, health and hygiene information;
 - guiding children's understanding of health and hygiene throughout the daily program;
 - ensuring staff are aware of relevant immunisation guidelines for children and themselves; and
 - maintaining relevant records regarding the current status of the immunisation of staff and children at the service, as well as any relevant medical conditions of children at the service.
- Develop an enrolment procedure that captures all required information regarding the children's immunisation status, and any medical conditions.
- Provide relevant sourced materials to families about:
 - the current Immunisation Schedule for children;
 - exclusion guidelines for children that are not immunised or have not yet received all of their immunisations in the event of an infectious illness at the service, upon induction at the service;
 - advice and information regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected/present in the service; and
 - providing information on illnesses (as soon as practicable after the occurrence of an infectious disease).
- Provide information to families as soon as practicable of the occurrence of an infectious disease that describe the:
 - nature of illness;
 - incubation period; and
 - infectious and exclusion periods.
- This information will be sourced from a reliable source such as, *Staying Healthy in Childcare - Preventing Infectious Diseases in Child Care* (4th Edition), National Health and Medical Research Council (2006).
- Ensuring that an "Incident, Injury, Trauma and Illness" record is completed as soon as practicable or no later than 24 hours of the illness occurring;
- Ensure that all educators are aware of individual children's circumstances i.e. read children's record card before children commence preschool;
- Maintaining confidentiality with regards to children's individual medical circumstances, by putting procedures in place to safeguard children and families personal information;
- Provide regular reminders to families to keep information in children's enrolment records up to date (immunisation), ensuring that this occurs as required
- Advising staff of the recommended immunisations for people working with children as per the *Immunisation Handbook - 9th Edition* (2008);
- Maintaining current records of staff immunisation status and ensuring educators familiarity with written procedures for exclusion of educators as well as children in the event of an infectious illness;
- Providing opportunities for educators to source relevant up to date information on the prevention of infectious diseases, and maintaining health and hygiene from trusted sources;
- Ensuring opportunities for educators and families to be involved in the review of the policies and procedures regarding children's health and safety; and
- Inform and implement the advice of the health department, or local health unit regarding Infectious Diseases as required.

Educators will:

- Ensure that any children that are suspected of having an infectious illness are responded to and their health and emotional needs supported at all times;
- Implement appropriate health and safety procedures, when tending to ill children;
- Ensure that families are aware of the need to collect their children as soon as practicable to ensure the child's comfort;
- Advise families that they will need to alert the service if their child is diagnosed with an Infectious Illness;
- Maintain their own immunisation status, and advise the Approved Provider/Nominated Supervisor of any updates to their immunisation status;
- Provide varied opportunities for children to engage in hygiene practices, including routine opportunities, and intentional practice;
- Take into consideration the grouping of children to reduce the risk of acquiring an infectious illness when planning the routines/program of the day;
- Implement the services health and hygiene policy including:
 - hand washing - washing and drying thoroughly, and remembering to include babies when hand washing
 - routine and daily cleaning of the service;
 - Nappy changing procedures;
 - wearing gloves (particularly when in direct contact with bodily fluids); and
 - proper handling and preparation of food.
- Provide opportunities for staff, children and families to have access to health professionals by organising visits/guest speakers to attend the service to ensure that practices in place at the service are correct; and
- Maintain currency with regard to Health and Safety by attending appropriate professional development opportunities.

Families will:

- Advise the service of their child's immunisation status, and provide written documentation of this for the service to copy and keep with the child's enrolment records;
- Advise the service when their child's immunisation/medical condition is updated and provide this information to the service to ensure that enrolment records are up to date; and
- Have the opportunity to provide input into the review and effectiveness of policies and procedures of the service via various methods.

Evaluation

Infection control is effectively managed at the service to ensure children remain healthy and transmission of infectious diseases are minimised.

Publication: 2016

Review date: 2018

Approved by Governing Council:

Chairperson

December 2016



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Healthy Food Supply and Nutrition Policy

Rationale

Willsden Childhood Services Centre promotes safe, healthy eating habits in line with the Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools and relates to the DECD wellbeing strategy.

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

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

- staff at this preschool model and encourage healthy eating behaviours
- food and drink are consumed in a safe, supportive environment for all children
- parents and caregivers are encouraged to supply healthy foods that fit within the Right Bite strategy for their children at preschool.

This food policy has been established after consultation with staff and parents within the preschool community.

Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the 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 and cooking healthy food
- integrates nutrition across the Early Years Learning Framework for Australia where possible, relating to the Developmental learning outcome: 'Children have a strong sense of wellbeing'.

The Learning environment

Children at our preschool:

- have fresh, filtered tap water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times
- eat in a positive, social environment with staff who model healthy eating behaviours

- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:

- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site

Food supply

Our preschool:

- Provides children with healthy snacks twice a day and a meal for lunch.
- provide children with important minerals and vitamins
- encourage a taste for healthy foods.

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- encourages staff to access training as appropriate to the Right Bite Strategy
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff.

Working with families, health services & industry

Our preschool:

Provides information to families and caregivers about the Right Bite Strategy through a variety of ways including:

- newsletters
- policy development/review
- information on enrolment
- pamphlet/poster displays
- promotes the alignment of fundraising with the Right Bite strategy.

In order to protect all children we ask that foods do not contain nuts.

Publication: 2016

Review date: 2018

Approved by Governing Council:

Chairperson

December 2016

Toileting and nappy change procedure

- 1.Place paper on the change table
- 2.Always wear gloves when changing nappies
- 3.Remove the child's nappy and any clothes which are soiled
- 4.Place soiled clothes in plastic bag, seal and place back in child's bag
- 5.Clean the child's bottom
- 6.Remove the paper towel and put in a lidded bin
- 7.Remove gloves and put in the bin
- 8.Dress the child
- 9.Wash and dry child's hands.
- 10.Wash your hands
- 11.Document in nappy changing folder

Clean the change table with detergent and warm water at the end of the day.

IF A SURFACE IE.FLOOR, WALL OR TOILET SEAT REQUIRES CLEANING, USE A PAPER TOWEL INITIALLY THEN A DISPOSABLE CLOTH. USE IN CONJUNCTION WITH WARM WATER AND DETERGENT. ONCE CLEAN ENSURE SURFACE IS LEFT DRY.

Every child who is in nappies need to be changed regularly.

Children will be changed after fruit time in the morning.

Children will be changed before 12pm

Children will be changed at 1.30pm

Children will be changed before 3pm



Philosophy statement

As educators at Willsden Childhood Services Centre we believe our philosophy for both the preschool program and Occasional Care is as follows-

FOR THE CHILDREN

- We will provide a safe, secure and nurturing environment which will allow children to learn in a positive manner.
- We will promote positive learning through play.
- We will allow children to be creative, use their initiative and to be independent in their learning.
- We will involve the children in the programming/curriculum which will extend on their interests and knowledge. They will have valuable input and will have the opportunity to take risks.

FOR THE FAMILIES

- We welcome all families, friends and extended families into our centre.
- We will be open with communication through verbal and non-verbal methods.
- We will nurture the family and the whole child.
- We will collaborate with families for future planning and learning.
- We will communicate and plan for children's needs and interests.
- We will encourage families to be involved in their children's learning by inviting them into the centre to celebrate, support and engage with their child.

FOR THE EDUCATORS

- We will create a learning environment through play.
- We will provide a safe and secure learning environment that meets the National Quality Standards.
- We will work together as a team to create a positive learning environment that engages children.
- We will provide the opportunity for staff to attend professional learning which will enhance the learning program for children.
- We will work closely with the Port Augusta/Quorn Partnership to ensure the strategic directions are met.

FOR THE COMMUNITY

- We will invite and engage agencies within the community to share/engage/teach.
- We will encourage children to develop a sense of social responsibility not only in the centre but the wider community.
- We will respect different cultures within our centre and community and be sensitive to their needs and beliefs.



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Sun Smart Policy

Willsden Childhood Services Centre recognises the importance of protecting the skin as a major strategy in the fight against skin cancer. We are particularly fortunate to have a play area that has great shade provision. Our hot weather policy is that the children are to stay inside if the temperature that day is 36 degrees or over.

Aims

Willsden Childhood Services Centre Sun smart Policy aims to promote among children, staff and parents:

- Positive attitudes towards skin protection.
- Lifestyle practises which can help reduce the incidence of skin cancer and related deaths.
- Personal responsibility for and decision making about skin protection.
- To maintain the safety and health of children in relation to the danger of exposure to the sun.
- To maintain and increase the knowledge regarding sun exposure dangers
- To prevent sunburn and over- exposure to Ultra Violet Radiation.

Plan/Actions:

All members of the Willsden Childhood services Centre, (children, staff and parents) will be encouraged to use the following skin protection strategies.

Sun protection measures are used for terms one and four.

1. No hat, No Play in term one and four
2. Wear appropriate clothing which protects the skin.
 - Wear hats at all times whilst outdoors, style must cover neck, ears, and most of their face.
 - Hats must not have cords, if so the cord needs to be removed. Hat style must be legionnaire or bucket.
 - Children and staff are encouraged to wear shirts/ tops that cover shoulders.
 - Encourage families to apply SPF 30 or higher, broad spectrum, water resistant sunscreen prior to children leaving home each day.
4. During Term 2 and Term 3 children will not be expected to wear a hat.
5. If a child does not have a hat they are expected to play in the shaded areas.

Implementation

- Staff will update information regarding danger of sun exposure through staff enrolment. Newsletters and notice boards.
- Educators to avoid children playing in direct sun by setting up activities in shaded areas.
- Educators/ staff to role model sun protective behaviours at all times: wearing a hat, covered shoulders, sunglasses and sunscreen.
- To check the UV Rating go to the website <http://www.bom.gov.au/weather/uv> or to find out what the UV level is in real time go to www.arpana.gov.au/uvindex/realtimes/aus_rt.htm

- Ask students if they want to apply sunscreen. If, for medical or other reasons a family requests not to let their child put sun screen on then the centre will obtain this in writing.
- Educators/ staff to structure outdoor play activities prior to 10:30am on days where temperatures are over 36 degrees.
- Educators/ staff to encourage children to play in shaded areas.
- Staff will explain to children regarding the need to use hats, sunscreen etc.
- Children who need to avoid outdoor play due to medical reasons will have indoor play organised for them.

Learning about skin protection

- Staff will model appropriate Sun smart strategies at all times.
- Information regarding sun protection will regularly be a newsletter item.
- Skin cancer prevention will be a part of our learning curriculum.
- Information and resources will be kept up to date through contact with the Cancer Council.

This policy is in line with the ACECQA regulations (NQS 2.3 regulation 168 (2) a, ii and related key regulation 114 and DECD policy.

Created: January 2016

Review date: January 2018

Approved by Governing Council:

Chairperson

December 2016



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Education for Sustainability

Being - Children experience the awe and wonder of nature. Children gain an understanding of their local environment and how ecosystems function. Being responsible for our actions (positive and negative) and developing behaviours that are sustainable is part of everyone's learning.

Belonging – Humans are a part of the environment and belong in our environment. Relationships are the foundation to our community shifting towards more sustainable lifestyles. Children are a part of a learning community that values our environment, natural resources and being sustainable.

Becoming – Children are increasingly becoming role models within their community for sustainable practices and behaviours. Children bring a sustainability mind set when facing future challenges and opportunities. Children identify as responsible global citizens.

Education for Sustainability has strong links to the National Quality Standards.

An Education for Sustainability approach has strong links to the National Quality Standards (NQS). The NQS talks about sustainability in a physical environment (QA3) but Education for Sustainability really covers all quality areas. For example, sustainability requires leadership (QA7); relationships with and engaging families and children (QA 1, 5 and 6); educators developing knowledge and skills around sustainability (QA4) and promoting a healthy world (QA2).

Our community has contributed to our nature play development, and we welcome your input into embedding sustainable practices in our Centre and homes.

OUR PRACTICE

***NATURE KINDY & Nature Play**

When children spend time exploring nature, whether in a local park, creek, backyard or within the kindy outdoor area, they gain a multitude of physical, cognitive and social benefits: as children observe, reflect, record, and share nature's patterns and rhythms, they are participating in a process that promotes scientific and ecological awareness, problem solving and creativity. (Deb Matthews Hensley, 1999, Early childhood consultant) Nature Kindy supports the new DECD focus on "Results Plus" supporting learning dispositions and the development of Executive Functions and thinking skills. Time spent in nature can be categorised into two components: structured and unstructured. **Structured time** is characterised by a set way to do things, such as monitoring, projects and field trips.

Unstructured time, often referred to as nature play, is self-guided and fosters imaginative and creative interactions. Both elements are important for a child's development and as a means of understanding and appreciating nature. An understanding and appreciation of nature is critical in helping us develop a meaningful connection and desire to protect it. There is also research evidence about the positive benefits being in Nature has on wellbeing and mental health.

We welcome Parents as Volunteers when our new Nature areas at Kindy are fully established.

ENGAGING WITH NATURE We support authentic learning in a real world context, sparking curiosity, enquiry and engagement. We notice, observe, identify & learn about our local mini-beasts / insects/snails, birds, lizards, plants and trees. We use natural loose parts such as sticks, pebbles, leaves, mud for sensory, imaginative and symbolic play. We play in all weathers with appropriate clothing. We observe the weather and document changes through tools such as rain gauges, through art, and science experiments. We support literacy and numeracy development by interacting with nature. Ask us how!

***BIODIVERSITY** In our new re-development we will have indigenous plants to support native Hills butterflies and caterpillars.

***ENERGY** At kindy we consciously try to save energy by not using lights on sunny days, turning off appliances, & using minimum heating and cooling settings for comfort. We encourage appropriate clothing and active play in cold weather. We use rechargeable batteries. We encourage positive attitudes to walking.

FOOD GARDEN We plant vegetables and herbs seasonally so that children can learn where healthy everyday food comes from, (not packaged in a supermarket). Children learn to care for the crops organically, experience food using all their senses, and eventually harvest, cook and eat their produce. We save and plant from seeds as well as seedlings. Hand watering with rainwater, weeding, and waiting for crop maturity develops Executive Function of delayed gratification as well as patience. Food not only sustains us but is an important part of culture and social sharing. We cook recipes from different cultures. Numeracy and literacy skills are developed in the garden too. Would you like to share your gardening or cooking skills with us? **WASTE** is something we try not to do. We reduce landfill by composting our food scraps and vegetation. We reuse paper for faxes, drawing, composting, and recycle paper towels. We reuse boxes and all sorts of interesting bits for our making table and woodwork bench. We welcome most containers but NO cigarette packets, match boxes, medicine bottles or toilet rolls please. Clean splinter free softwoods, bottle tops, wool, ribbon, etc. are always welcome for woodwork and craft if you would like to collect for us.

Children are taught about the recycle symbol and we sort rubbish into appropriate bins.

CULTURE We endeavour to develop a centre culture of caring for our world both locally and globally. As staff we model sustainable practices and connect children's interests to critical thinking and ethical decisions about behaviours which affect our environment and relationships. We support children to construct knowledge, skills, concepts and understandings about sustainability

COMMUNITY we hope to spread the message of sustainable practices into the wider community. We hope to inspire our families to think about sustainable lifestyles and to commit to small steps towards sustainable practices.

RELATIONSHIPS with families and community members are key to sustaining our centre as a vibrant and ongoing concern into the future. Relationships support the Management and Governance as well as the values and philosophy sustaining our service.

We value parent involvement at many levels. Please be involved!

Publication :2016

Review date:2018

Approved by Governing Council:

Chairperson

December 2016