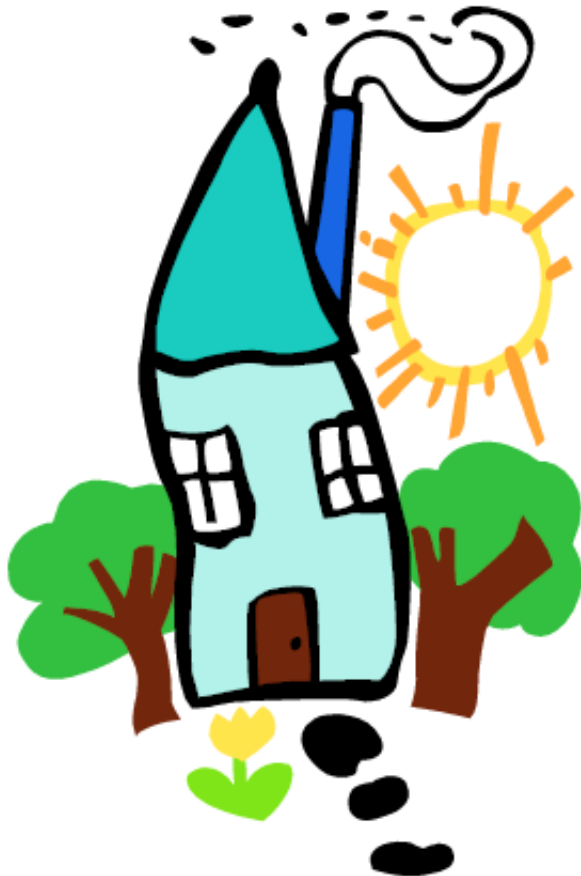


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## Home



Find out more about our goals and our focus in our philosophy statement (PDF 72KB)  
([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark_philosophy.pdf)).

## 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 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)

(<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 Maura O'Donnell

**Phone:** (08) 8381 5546

**Fax:** (08) 8322 8764

**Email:** [dl.3686.leaders@schools.sa.edu.au](mailto:dl.3686.leaders@schools.sa.edu.au)

**Street address:** 8 Hessing Crescent Trott Park SA 5158

**Postal address:** 8 Hessing Crescent Trott Park SA 5158

## 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. They attend 5 full days per fortnight.

Monday and Wednesday group

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 2.45pm	–	8.30am to 2.45pm	–	8.30am to 1.30pm odd weeks

Tuesday and Thursday group

Monday	Tuesday	Wednesday	Thursday	Friday
–	8.30am to 2.45pm	–	8.30am to 2.45pm	8.30am to 1.30pm even weeks

## **Fees**

The parent contribution from Term 1 2021 is \$110 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/trott-park-kindergarten/getting-started/enrolment-and-fees>) page for more information.

## **What to bring**

Children need to bring these items each day:

- bag they can easily open
- wide-brimmed or legionnaire hat (you can buy a kindy hat for \$5)
- change of clothes
- drink bottle containing water only
- healthy snack such as fruit, vegetable sticks, cheese, yoghurt or sandwich (stays in your child's bag)
- healthy lunch in a lunch box (help your child to put this in a blue crate on arrival)
- roll-on sunblock (kept in your child's lunch box).

Please put sunblock on your child before they arrive at kindy. We will help them to re-apply at lunchtime.

Write your child's name on all their belongings. Their lunch box and kindy bag should have their name on the outside.

## **What not to bring**

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food (roll ups, muesli bars, lollies, chocolate, chips)
- sugary drinks (juice, fizzy drinks)
- toys from home.

## **Additional information**

On Fridays, your child will participate in Japanese and science activities. See our daily routine (PDF 119KB) ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark\\_daily\\_routine.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark_daily_routine.pdf)) for an overview of your child's kindy day.

We appreciate your help with our weekly washing. We will let you know when it is your turn.

Your child's birthday will be celebrated with singing, candles and a sticker. We do not celebrate with cakes or other food treats.

Please read our drop-off and pick-up procedure (PDF 31KB) ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark\\_drop-off-and-pick-up.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark_drop-off-and-pick-up.pdf)).



## **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. If you don't live in our catchment area (<https://www.preschools.sa.gov.au/trott-park-kindergarten#location>) 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

In term 4, we will invite you to an information evening where you can meet us and other parents. You will learn about our Kindergarten program, pre-entry transition visits, and you will have the opportunity to ask questions.

Transition visits are in term 4.

## Fees

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

The parent contribution for Term 1 2021 - \$110 per term (<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Sometimes we go on excursions that have an additional cost. This will be on your invoice.

You receive a \$20 discount if you assist with lunch care sessions. Speak to us for more information. All parents who wish to take up this option or who wish to volunteer at Kindy will need to complete the on line volunteers training which includes Responding to Child Abuse and Neglect and attend a Volunteer Induction Session early in Term 1.

## **When to pay**

Invoices are emailed to families the week prior to the start of each Kindergarten term.

Payments are due by Friday, week 3 of each term

(<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Please contact us if you are having difficulty paying.

## **How to pay**

EFT information

We prefer that you pay by direct deposit.

BSB: 105184

Account number: 606163240

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.



**Overall Rating:** Exceeding NQS

#### Quality Area Ratings

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

**Rating for:** Trott Park Kindergarten

**Rating issued:** May 2016

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### Quality improvement plan

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

Quality improvement plan (PDF 289KB)

(  
[https://www.preschools.sa.gov.au/sites/default/files/trott\\_park\\_kindergarten\\_quality\\_improvement\\_plan.pdf](https://www.preschools.sa.gov.au/sites/default/files/trott_park_kindergarten_quality_improvement_plan.pdf)  
f)

## 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 221KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark\\_site\\_context\\_statement.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/trottpark_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/3686\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/3686_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.

# Emergency Management Plan

TROTT PARK KINDERGARTEN

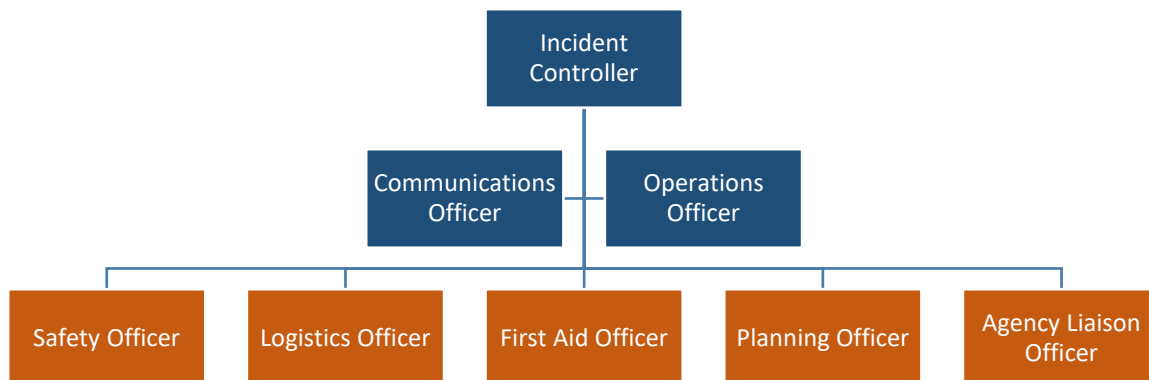


**Government of South Australia**  
Department for Education

# 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
Operations 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.
Communications 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 facilities 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>	Trott Park Kindergarten
<b>Address</b>	8 Hessing Crescent Trott Park SA 5158
<b>Telephone</b>	08 83815546
<b>Email</b>	<a href="mailto:dl.3686.leaders@schools.sa.edu.au">dl.3686.leaders@schools.sa.edu.au</a>
<b>Hours of operation</b>	Monday – Friday 8.15am to 4.15pm

## Staff/student information

<b>Number of current enrolments</b>	57
<b>Number of staff</b>	8
<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>	3 sharp blasts of whistle, break, then repeat until all alerted

## Lockdown

<b>Alarm tone/alert method used</b>	Drum
<b>Duration/pattern of alarm tone</b>	Continual loud banging of drum and shout danger, until all alerted

## Onsite evacuation

<b>Alarm tone/alert method used</b>	Whistle
<b>Duration/pattern of alarm tone</b>	3 sharp blasts of whistle, break, then repeat until all alerted

## Offsite evacuation

<b>Alarm tone/alert method used</b>	Whistle
<b>Duration/pattern of alarm tone</b>	3 sharp blasts of whistle, break, then repeat until all alerted
<b>Method used to inform wardens and building occupants when evacuation is to an alternative location</b>	Voice command, directing all staff/children to gate (meeting point), instructions are given regarding our procedure to walk to the nearby neighbourhood centre

# Student collection protocol

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



## Water Safety in Education and Care Settings

During 2016-17, 76% of toddler (children aged 0-4 years) drownings were from falls into water

### Childhood drowning – the issue

- The most common factor for childhood drowning is lack of active supervision
- A child can drown silently in as little as 5cm of water, in less than 20 seconds
- For every 1 child who drowns, 10 others are rescued from a near drowning incident.

### Why young children are most at risk of drowning

- They love to play with water and are naturally drawn to it
- They do not understand the danger
- They are top heavy (their head is large in comparison to their body) and they have a tendency to fall.

### Water hazards

A water hazard is anything that can hold 5cm of water and fit a child's nose and mouth. There are a number of water hazards in children's learning environments, including:

- Sinks, basins, fish tanks/bowls, baths
- Swimming pools, portable pools, spas
- Water courses, ponds, sandpits, clam shells
- Water troughs, containers and buckets used for play, animal drinking containers
- Pooling water.

### Managing water hazards

Each site must have a policy in place that outlines how they will manage water safety, including during water-based activities based on a completed risk assessment. Risk assessments are required to be completed that identify and assess risks associated with any water hazards and water-based activities. Risk assessments should include matters such as:

1. **Active supervision** - Children must be actively supervised at all times when there is a risk of access to any water hazard. Active supervision includes:
  - Direct and constant monitoring of children – within arm's length (within 1 – 2 metres)
  - Careful intentional positioning
  - Scanning and moving around the area
  - Listening closely for sounds or the absence of noise
  - Observing play and anticipating behaviour
  - Higher adult/child ratios, noting family day care standards apply for swimming activities.
2. **Eliminating hazards** – water must be emptied immediately after use and stored in a manner that prevents the vessel filling with water when not in use. All aspects of the environment must be designed to ensure adequate drainage of water to avoid pooling.
3. **Restricting access** – compliant fencing or barrier.

## **Swimming pools, portable pools and spas**

Swimming pools, portable pools and spas must be fully fenced with a self-closing, self-latching gate compliant with AS 1926.1 Swimming Pool Safety Part 1 – Safety barriers for swimming pools.

The fence must be an effective barrier to young children and must:

- be permanent
- not provide access for young children to crawl under or to climb over by using foot and hand holds
- be a minimum of 1.2 metres high
- be at least 1.8 metres high, if used as a boundary fence.

Gates to the pool area must:

- Only swing outward from the pool area
- Be fitted with a child proof self-latching device that is out of reach of small children (generally 1.5 metres above ground level)
- Be self-closing and latching from any position
- Never be propped open or prevented from latching.

It is important that regular checks are made to the area surrounding the pool to ensure that:

- the fence is in good repair and there are no loose panels or gaps
- there are no items around the perimeter of the fence that effectively reduces the fence height and enables children to climb onto the fence
- the gate self closes and latches automatically from any position.

It is necessary to contact your local council about obtaining approval for the pool and ensuring the safety features are in place. FDC educators must obtain a pool safety compliance certificate from an independent certifier every two years.

### **What is a portable pool?**

Portable swimming pools take several forms and include inflatable pools, pools incorporating a canvas or flexible plastic liner attached to a frame, and hard plastic pools such as wading pools. Depths vary from less than 150mm to over one metre. Portable pools may also be advertised as wading pools, paddling pools, inflatable pools and kiddie pools.

### **Water courses and ponds**

- Water courses must be designed so that the depth of the water, at any point, is less than 300mm.
- Where a pond (or any other water collection area) has, or has the potential to, pool water at a depth greater than 300mm, then the area is to be fenced with swimming pool fencing compliant with AS 1926.1:2007.
- Appropriate controls must be implemented to ensure pond water does not become stagnant – refer OLE Standard (link below)
- A sub-surface bubbler is preferred to remove the need for hoses and portable equipment.
- Water courses are, where possible, to be directed into areas that have suitable drainage systems to avoid pooling such as sand and garden areas. Fish ponds and water features should have a rigid barrier over the water to prevent children from falling in.

### **Water troughs, buckets and other water receptacles**

Water receptacles must be emptied immediately after use and stored upside down and out of children's reach. Access to laundry and kitchen areas must be restricted when unattended by adults.

### **For more information**

- [Is your swimming pool kid safe? What you need to know about swimming pool fencing](#)
- Department for Education [Outdoor Learning Environments Standard](#)
- [Physical Environment in Family Day Care Standard](#)



## **Water Safety Policy**

At Trott Park Kindergarten, we believe children need opportunities to develop their understanding of the natural environment. Experiences with water encourage active exploration and discovery of the environment. Knowledge of potential hazards associated with water will assist educators to provide a safe, stimulating environment for preschool children. Drowning and near drowning is an obvious hazard associated with water (more than 100 children drown in Australia each year). While swimming pools are an obvious hazard, other drowning hazards for young children include nappy storage buckets, animal water containers, ponds and poor drainage which allows water to pool etc.

### **Education and Care Services National Regulation 2011:**

Regulation 168 (2) (a)

Related key regulation: 101 (2) (b)

### **Links to the National Quality Standards:**

National Quality Standard 2.3

### **Water Safety Guidelines:**

- Children must be adequately supervised at all times when having access to any water hazards, such as the water trough.
- Where a water vessel is used for water play by children, the vessel is to be emptied immediately after use and stored in a manner that prevents the vessel filling with water when not in use.
- When children are taken on an excursion to swim or where there is a significant water hazard, educators are to conduct a risk assessment in accordance with our Excursions Policy (please refer to the Excursions Policy for risk assessment form).
- Children are to have safe independent access to clean and cool drinking water at all times.

### **Educator Responsibilities:**

At Trott Park Kindergarten, we are responsible for managing water hazards by:

- Ensuring wading/paddling pools or water play troughs are emptied after each use and stored to prevent the collection of water.
- Ensuring fish / frog ponds and water features that are not able to be adequately supervised at all times and/or pose an unacceptable risk to children are guarded or effective barriers are in place.
- When on excursions, ensuring effective barriers are in place to prevent access by

any child to any area that opens directly into a fenced pool area. Or if at the beach, ensuring that the adult to child ratio does not exceed 1:4.

***In the event of an incident, injury, or 'near-miss', please refer to our policies for Reporting and/or Administering First Aid.***

**Resources:**

DECD Swimming and Aquatic Website: [www.decd.sa.gov/swimmingandaquatics/](http://www.decd.sa.gov/swimmingandaquatics/)

Kidsafe NSW: [www.kidsafensw.org](http://www.kidsafensw.org)

This policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021





## Sustainability Policy

### **Background:**

Our world is not as it once was and we have a responsibility to help restore it, to allow the Earth to be a safe place for current and future generations. If we can assist by using sustainable practices in our daily routines, as well as developing a love of nature in ourselves and our children, we will go a long way towards achieving this outcome.

### **Policy Aim:**

To promote sustainable practices within all members of our preschool community ie children, parents, Governing Council, cleaners & gardeners

### Link to the National Quality Standard:

Quality Area 3, Element 3.2.3 The service cares for the environment and supports children to become environmentally responsible.

### Link to National Regulations:

Regulation 113 outdoor spaces... allow children to explore and experience the natural environment

### Link to the Early Years Learning Framework:

Outcome 2, Key component 4: Children become socially responsible and show respect for the environment

Practice 5: Learning environments "foster hope, wonder and knowledge about the natural world"

### **Through these practices our goals are that**

- Educators and children at Trott Park Kindergarten work together to learn about and promote the sustainable use of resources and develop and implement sustainable practices
- All kindergarten community members take an active role in caring for our environment and contribute to a sustainable future whereby sustainable practices are embedded in our service operations
- Children are supported to become environmentally responsible, learn to show respect for the environment and are given opportunities to wonder about and discover their natural world

As Educators we will provide learning opportunities that

- Foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.
- provide spaces that promote the development of life skills, such as growing and preparing food, waste reduction and recycling
- Engage with the local community, eg community garden group, council officers

**PROCEDURES USED TO ACHIEVE THESE GOALS**

Whilst recognising the interconnectedness of sustainable practices, we will embed the following procedures in our daily routines:

**Reducing Waste Procedures**

**1. Purchasing and packaging**

The kindergarten purchases a significant amount of material each year including educational resources and art materials

When making purchasing decisions the following will be considered

- Need for the item - consider the rationale for having the item, how it can be sourced, can it be borrowed
- Recycled content of item and its potential for recycling or end use disposability
- Bulk buying of items to minimise cost & packaging
- In catalogues look for "greener options" symbol
- Sharing of resources with other centres
- Community involvement - families are encouraged to, where possible donate resources eg boxes for construction,
- Consider purchasing recycled paper eg newsprint

**2. Recycling**

- explicit teaching for children occurs on a regular basis of the use of the recycle paper bins
- A range of recycled materials and resources are collected & used on a daily basis eg boxes for construction; pipes or plastic bowls in the sandpit; telephones or keyboards for dramatic play

**3. Organics**

- Green bins are used to collect green waste
- Vegetable garden has been established to promote food production, importance of composting ??

**4. Waste minimisation**

- Families have access to newsletters and other communications via electronic media eg email.

## **5. Conservation of energy**

- Water conservation through installation of rain water tanks, timer taps in bathroom areas, promotion of half / full flush in the toilets, limit the supply of water in sandpit play, activities that promote recycling water, water plants in the cooler part of the day to maximise absorption
- Energy efficiency - Turning off lights, fans & heaters when not in use. All electrical appliances should be turned off at power point when not being used.

## **6. Intentional teaching**

- Topics may include the importance of life cycles (wanderer butterflies) worms, mini beasts & frogs in our environment.

## **7. Ongoing reflective practice**

- As new research or practices become known, look into feasibility of transitioning into centre routines, eg paper towel recycling into organics bin.

This Policy has been developed by diploma student educator Lizzie, and kindergarten staff

## **References:**

Australian Children's Education and Care Quality Authority, 2018. *Quality Area 3 - Physical Environment*, <https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-3-physical-environment>

Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments 2009, *Belonging, Being, Becoming: The Early Years Learning Framework for Australia*, Commonwealth of Australia, Canberra.

New South Wales Government, NSW legislation 2018. *Education and Care Services National Regulations*.  
<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/full>

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Sun Smart Policy

Education and Care Services National Regulation 2011:  
Regulation 168 (2) (a) (ii)  
Related key Regulations: 114

Links to the National Quality Standards: National Quality Standard 2.3

### **Rationale**

Australia has the highest incidence of skin cancer in the world, with 2 out of 3 people developing some form of skin cancer in their lifetime. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Sun exposure in the first ten years of life determines, to a substantial degree, the likelihood of skin cancer developing later in life. Cancer Council SA recommends that a skin protection policy be in place from 1 September until 30 April when UV radiation levels are at 3 and above.

### **Aims**

The aims of Trott Park Kindergarten sun smart policy are to promote among children, staff and parents:

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

### **Implementation**

This policy is for implementation from 1 September to 30 April. Outside of this time care will be taken when the ultra violet radiation level is 3 (moderate) and above. It is an expectation that all staff, children and parents of Trott Park Kindergarten will use the following skin protection strategies:

- Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. Whenever possible plan outdoor activities before 10am or after 3pm or in the shaded areas of the kindy.
- Plan for and provide play experiences in the shade of trees, pergolas, umbrellas and tents whenever outdoors.
- Wear appropriate clothing which protects the skin:
  - children, staff and parents will be expected to wear a broad brimmed hat, legionnaire's style hat or a bucket hat (with a deep crown and minimum 5cm brim for children and 6cm brim for adults). Children not

wearing an appropriate hat will be expected to play in the shade under the verandah or wear a spare kindy hat when available.

- Children will be encouraged to wear shirts with collars and at sleeves and longer style shorts/skirts. Tank tops and spaghetti strap tops are not recommended.
- Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. Whenever possible plan outdoor activities before 10am or after 3pm or in the shaded areas of the kindy.
- Plan for and provide play experiences in the shade of trees, pergolas, umbrellas and tents whenever outdoors.
- A broad spectrum sun cream, water resistant sunscreen with an SPF of 30+ will be applied by parents prior to Kindergarten each day.
- Parent will be encouraged to supply sunscreen for their children, preferably in a named roll on container. Bulk sunscreen packs will be available at Kindergarten for children without their own sunscreen.
- Sunscreen will be reapplied at part of the lunch time routine, allowing adequate time before afternoon outdoor play. (parents to provide a named roll on sunblock in their child's lunch box/bag).
- Staff will model appropriate Sun Smart strategies in all service activities.
- Sun smart strategies and skin cancer prevention will be included in developmentally appropriate teaching and learning experiences.
- Information about the centre's Sun Smart Policy will be given to all new parents, staff and families.

This policy has been developed in conjunction with Trott Park Governing Council

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Photograph Policy

Trott Park Kindergarten believes children have the right to be protected from the misuse of photographic and video images whilst at our kindy. To ensure the privacy of children and families is respected, our kindy will only use photographs of children to support their learning and record individual developmental progress.

### National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.2	<b>Safety</b>	Each child is protected
2.2.1	<b>Supervision</b>	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

Quality Area 5: Relationships with children		
5.1.2	<b>Dignity and rights of the child</b>	The dignity and rights of every child are maintained

Quality Area 6: Collaborative partnerships with families and communities		
6.1.2	<b>Parent views are respected</b>	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.

### Education and Care Kindergartens National Regulations

Children (Education and Care Kindergartens) National Law NSW	
<b>181</b>	Confidentiality of records kept by approved provider
<b>181-184</b>	Confidentiality and storage of records

### PURPOSE

We aim to ensure the privacy of children and families are respected and maintained at times when Educators, staff and students take photographs.



## SCOPE

This policy applies to children, families, staff, management and visitors of the kindergarten

## IMPLEMENTATION

The displaying of photos provides children and families with a sense of belonging. Photographs allow children to see themselves at play, are a topic of conversation for children and parents, allow families to see their child at play and convey the message to children that what they are doing is important. It is fundamental to respect the rights of all children and families to privacy.

To ensure we are maintaining children's safety and respecting their right to privacy we will see that:

- Every child in our care is protected from the exploitation of photographic and video images of themselves taken whilst they attend the Kindergarten.
- That photographs taken by Educators support the children's learning and record children's individual progress.
- Photographs recorded at the Kindergarten as part of a normal day are taken using a digital camera and are only taken by members of the staff team.
- Additional photographs or images will be taken of children as part of the work of the Kindergarten and may be taken by an outside photographer or other parents. For example: during an end-of-year production or any other events the Kindergarten may have. In the case of outside agencies taking photographs for marketing purposes, the Kindergarten will seek written parental permission from families that they agree for their child to be included. Should a parent prefer their child not to take part then any images taken will be deleted. Individual children will not be included if written permission is not given by the child's family.
- Photographs/videos are taken to:
  - Support the learning of each child's individual record
  - Illustrate work on display around the Kindergarten's environment
- Parent's use of cameras/videos at the Kindergarten. Families will be invited to record their child's inclusion in group events and celebrations through the use of photographs or video on the understanding that they will not publish any material on the Internet as the Kindergarten has no control over these images once they are in the public domain.



- We will ensure that the children of parents/carers who do not wish their child to be photographed or videoed are provided with other activities. At no time are staff permitted to bring in a camera from home or use their mobile phones.
- If families would prefer that their child is not photographed they are required to put this in writing to the Nominated Supervisor who will inform the relevant Educators.
- Photos will be given to children and families of the Kindergarten. If parents/guardians prefer that photos including their child not be given out it is their responsibility to inform the Nominated Supervisor of the Kindergarten in writing or on the enrolment form.
- If Educators, students or volunteers are requested to use photographs or to take photos for assignments, family's permission in writing will be obtained before any photos are taken.
- Photos are used in each child's portfolios and may contain other children. Please ensure that if you do not want your child in these photos that you inform the Nominated Supervisor of the Kindergarten in writing or on the enrolment form.
- Video of the children will be taken occasionally for the children to be able to watch themselves at play. This video may be made available to all families. If you do not want your child to be in these videos please ensure that you put this in writing for the Nominated Supervisor or on the enrolment form.
- Individuals visiting the kindergarten are not permitted to take photographs of the children without written permission from the child's parents.

#### Source

- Education and Care Kindergartens National Regulation
- National Quality Standards
- Child Protection Act 1998  
<http://www.community.nsw.gov.au/kts/legislation>
- Early Childhood Education and Care  
<http://www.dec.nsw.gov.au/what-we-offer/regulation-and-accreditation/early-childhood-education-care/ec-extra-newsletter/march-2017/kid-s-photos-and-social-media>
- Revised National Quality Standards





**Government of South Australia**  
Department for Education



This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Participation of Volunteers and Students Policy

At Trott Park Kindergarten, we encourage the participation of volunteers and students. We believe that everyone benefits from the participation of volunteers and students with the intrinsic satisfaction that comes from volunteering and having opportunities to share and gain new skills. The work undertaken by volunteers and students complements the work of paid employees and is greatly appreciated.

### Education and Care Services National Regulation 2011:

Regulation 168 (2) (i)

Related Key Regulations: 149, 77, 85, 90, 97, 145, 156, 170, 171

### Links to the National Quality Standards:

National Quality Standard 4.2

### Volunteer Engagement:

Volunteers must not be asked to perform tasks:

- They are untrained, unqualified, or too inexperienced to undertake
- Which puts themselves, staff, children, or young people in a potentially vulnerable or unsafe situation
- Where there is a conflict of interest.

### DCSI Screening Check.

- Volunteers and students who will be working with children on a regular basis will require a criminal history screening check. Parents whose child attends the service are no longer mandated to have DCSI screening. Volunteers on a one-off basis will not require a criminal history screening check. For more information please see DECD Criminal History and Screening Policy Guidelines
- All volunteers including parents are required to participate in a volunteer training session which includes RAN training.

Site Leaders have the right to:

- Require a volunteer to withdraw from volunteering programs at any time if concerns exist about their suitability to be working with children
- Exclude a person (parent, caregiver or otherwise) from the school grounds if their behaviour threatens the well being of staff, parents or children.
- Sites should contact the Department for Education Legislation and Legal Services Unit for further advice on this matter, telephone 8226 1555.

### **Orientation and Induction**

All volunteers and students will participate in an orientation and induction process. This includes completing a Volunteering Induction and Orientation checklist. During this process, the volunteer or student will be familiarised on the following topics:

#### **Child Protection**

The *Children's Protection Act, 1993* requires Department for Education staff and volunteers to notify the Department of Child Protection, through the Child Abuse Report Line (131 478) if they suspect on reasonable grounds that a child has been or is being abused or neglected. This responsibility is part of the broad duty of care that staff and volunteers have towards the safety and wellbeing of children and young people.

An information session, which explains child protection responsibilities for volunteers, is available for downloading from the DFE child protection website. Site leaders are responsible for ensuring that volunteers access this information session. Volunteers must also receive the printed handbook that accompanies the session.

The South Australian Association of School Parents Clubs (telephone: 1800 724 640) also provide information sessions for volunteers. These sessions are an abridged version of what is presented to staff.

#### **Duty of Care to students**

In order to understand their duty of care obligations in relation to students, volunteers should be aware of site:

- behaviour management and harassment policies
- requirements regarding supervision and confidentiality (both on the site and within the community)
- training specific to their area of work
- expectations regarding personal conduct and interaction with children and young people.

#### **Public Sector Code of Ethics**

All volunteers must abide by the Code of Ethics for the South Australian Public Sector and be made aware of their obligations

#### **Occupational Health, Safety and Wellbeing**

The principles and practices as prescribed in the Occupational Health, Safety and Welfare Act, 1986 apply to volunteers. All volunteers must be made aware of DECD and site Occupational Health, Safety and Welfare (OHSW) policies and procedures (including health, hygiene and safe food practices, incident, injury, trauma and illness and medical conditions).

- **Confidentiality and privacy**

During the course of their volunteering, some volunteers may be given access to private and confidential information. Volunteers must be made aware of their responsibilities in relation to confidentiality, privacy and cultural sensitivity.

• **Reimbursement of out of pocket expenses**

Volunteers must be made aware of the types of out of pocket expenses that will be reimbursed and the procedure for requesting reimbursement of out-of-pocket expenses. Any out of pocket expenditure, should be approved by the site financial delegates PRIOR to purchase.

• **Use of Government equipment and services**

Volunteers must be made aware of their responsibilities in relation to using Government equipment and services (including the use of electronic mail, the internet and information technology Security).

• **Training**

Volunteers benefit from training and development activities. Training may be required to assist volunteers to perform their volunteer duties, provide them with information in relation to a program they will be involved in delivering or to meet legislative obligations. Volunteers should be made aware of any training requirements and/or opportunities available to them.

• **Complaint management**

DFE is committed to ensuring that each working environment is inclusive and free from intimidation, bullying and harassment. Volunteers must be made aware that they are able to raise concerns about issues in the workplace or tasks that have been allocated to them, and of the support available to them to do so, within the site's complaint management

An Induction folder is available to all volunteers. The folder includes all the sites policies and procedures.

Supervision:

Site Leaders are responsible for ensuring the Volunteers are appropriately supervised. Volunteers must not be left alone in the office or in either inside or outside in the kindergarten setting. They must not be involved in duties associated with toileting, First Aid or changing of clothes.

Acknowledge and Recognition

This can be done by formal (Volunteer day) and informal (Newsletter) strategies that are regular and on going.

Volunteer Records:

Sites must maintain accurate volunteer management records. The following information must be recorded:

- full contact details for the volunteer (full name, address, date of birth and emergency contact information). This information should be kept in an accessible place and separate from other confidential information in relation to the volunteer.
- selection/screening process documentation
- criminal history screening certificate
- volunteer position role description
- confirmation that the volunteer has accessed the child protection information session and received the accompanying handbook

- a record for each day on which the volunteer is participating at the site (the date and hours of participation) Volunteers need to sign in the visitors book.
- rolls kept of the students working with the volunteer

#### Insurance:

The Commissioner for Public Employment's - 'Standard 1 Volunteers in Government Agencies Appendix 1 - Insurance arrangements' sets out the conditions under which volunteers are insured whilst undertaking volunteering tasks for DFE.

The Government's self-insurance arrangements uniform cover is available to volunteers who assist the department. The cover extends to persons who carry out volunteer duties at the direction of the site leader or governance body.

Volunteers are not employees and, therefore, must not use Workers Compensation forms to report accidents or make claims.

A claim made by a volunteer for out-of-pocket medical expenses must be submitted, in writing, as soon as possible to the principal or preschool director for forwarding to:

The Legislation and Legal Services Unit:  
31 Flinders Street, Adelaide 5000  
Postal: GPO Box 1152 ADELAIDE SA 5001  
Internal DECD Courier: R11/13

The claim must be accompanied by the following documents:

- receipts, statements, etc., from Medicare, private insurer or other initial claim source
- a copy of the department's Accident/Injury Report (ED155)
- a report from the principal or director setting out the circumstances of the injury and confirming that the claimant was a volunteer engaged in accordance with the management arrangements.
- Director will report on the IRMS system .

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Complaint/Grievance Procedure Policy

Education and Care Services National Regulation 2011:

Regulation 168 (2) (0)

Related key regulation: 173 (2) (b) 176 (2) (b)

Links to the National Quality Standards:

National Quality Standard 7.3

A complaint may be made by a parent if they think that the preschool has, for example:

- Did something wrong
- Failed to do something it should have done
- Acted unfairly or impolitely.

Your concern or complaint may be about

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

We recognise that all families are unique with varied lifestyles. We respect each other as per our Site Behaviour code.

We aim to accommodate your needs within the guidelines of quality education and care.

If you have any concerns we ask you to follow the procedure below.

Parent/Caregiver



Make a time to meet the educator involved as soon as possible



A third party person may be invited



The time, date and outcome of meeting should be documented and a copy given to all parties including the educators line manager i.e. for teachers and ECW's the site leader and for the site leader the District ARD. If the issue is resolved a follow up 2<sup>nd</sup> meeting should be arranged to review the outcome.

**If not resolved**



**Issue Not Resolved** - 3rd meeting involving specific line manager and third party

If the issue continues to be unresolved Parents are encouraged to seek help via the

Department for Education's Parent Complaints Policy. **The centre operates under the policies and procedures of the Department for Education. Please visit their web site to look at the range of policies and procedures which govern our program and operation**

<https://www.education.sa.gov.au/doc/raising-complaint-decd>

**The parent's complaints procedure is available on this link. Remember your first point of discussion, if you have a complaint or concern, should be directly with the Kindergarten site leader. We are happy to discuss any issues.**

**The following principles should encourage positive outcomes when parents and staff have queries or concerns.**

- ❖ Courtesy between parents and Educators helps build good relationships and encourage positive outcomes.
- ❖ Educators, parents and children should feel safe and secure in the kindergarten environment, without fear of harassment in any form.
- ❖ Parents have a right to discuss their child's progress with educators and to raise concerns. They should be encouraged to do this at any early stage.
- ❖ Educator's main concern and energy is directed at teaching children and maintaining the educational program.
- ❖ Parents are encouraged to discuss any educational matters/concerns. This may include relationships, behaviour, grounds/facilities or curriculum areas.
- ❖ When a response is unable to be given immediately, a time frame for a response will be negotiated at the time

**The educational team at Trott Park Kindergarten has a commitment to high quality care and education. We encourage families to be involved in all areas of decision making. This guide is aimed to be mutually beneficial for families and the kindergarten.**

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Interactions with Children and Behaviour Policy

### VISION:

At Trott Park Kindergarten all children will become confident learners through partnerships with families and educators within a supportive, safe and secure learning environment.

### BELIEFS:

At Trott Park Kindergarten:

- ❖ Children learn best through an *inquiry* and *play-based* curriculum, that is *child* initiated.
- ❖ A positive sense of wellbeing is crucial in order to engage in learning and this sense of wellbeing will help children to respect themselves, others and the environment.
- ❖ Educators act as facilitators and form trusting relationships with all children.
- ❖ Family involvement in their child's education is very important, as they are the first and most influential teacher.
- ❖ The culture and values of all families is acknowledged and respected.
- ❖ Communication between home and kindergarten is important in maintaining positive relationships.

At Trott Park Kindergarten we believe that all children need to feel safe and secure in order to learn. Secure, respectful and reciprocal relationships are one of the basic principles of *Belonging, Being and Becoming*. The Early Years Learning framework

Education and Care Services National Regulation 2011:

Regulation 168 (2) (j)

Related Key Regulations: 155, 156

Links to the National Quality Standards:

National Quality Standard 5.1, 5.2

Reflect, Respect, Relate Resource:

The Trott Park Kindergarten Behaviour Code has been created to provide a safe, secure and supportive environment in which children are successful in learning appropriate behaviours.

This Policy has been developed by the Trott Park Governing Council

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021





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Date\_Term 1 2019    Review Date\_Term 1 2021



## Incident, Injury, Trauma, and Illness Policy

It is a requirement upon employment within the Department for Education that all educators have First Aid qualifications. This also applies to students. There must be one person on site at all times with the nationally recognised *Apply First Aid*, *Anaphylaxis Emergency Management*, and *Asthma Emergency Management*, qualifications. If other educators do not require the *Apply First Aid* qualification, they must still at least hold the DECD providing first aid in care and education qualification.

### Education and Care Services National Regulation 2011:

Regulation 168 (2) (b)

Related key regulation: 85,86,87,176

### Links to the National Quality Standards:

National Quality Standard 2.1

### Serious Critical Incident Reporting Procedure:

The following are categorised by extremely severity/seriousness are as follows

- Death of child/young person from any cause
- Serious physical harm of child/young person from any cause (assault or accident)
- Serious incident involving a child/young person under the Guardianship of the Minister
- Serious allegation of sexual abuse/assault between children and young people occurring at the site or when a duty of care applies, (for example on an excursion)
- Serious threats to safety of site - environmental or human (for example serious lock down circumstances, fire, serious infectious disease, weapons or firearms)
- Allegation of child sex related crime against an employee/ volunteer /service provider

- Serious neglect of duty of care by employee – for example failing to provide medication, child lost on excursion, held in locked room
- Attempted or completed suicide at site
- Criminal charges against an employee/volunteer/service provider
- Incident considered of acute sensitivity

### **Serious Incident Reporting Procedure:**

#### **Site Leaders:**

1. Immediately notifies:

- Emergency Services
- Line Manager (Educational Director)
- Parent or Caregivers.

2. Submits an IRMS critical incident report to school Care within 24 hours.

**Please refer to the attached process flow charts attached to this policy.**

### **Critical Incident Reporting Procedure:**

If a critical incident, injury or illness occurs, qualified staff will evacuate, invacuate, call emergency services, and or administer the appropriate first aid as necessary (please refer to appropriate policies for guidelines and further information). This incident must also be recorded by the Director or another staff member that has access to the IRMS system. The following matters must be reported on IRMS as a matter of urgency (within 24 hours).

-Injury or trauma to, or illness of, a child for which medical attention was sought, or sought reasonably to have been sought

-Attendance of emergency services at the education and care services premises was sought, or ought reasonably to have been sought

-The death of a child while being educated and cared for by the service, or following an incident while being cared for by the service

-A child was missing or not able to be accounted for

-A child was taken or removed from the service in a manner that contravenes the *Regulations*

-A child was mistakenly locked in or out of the premises

-An incident that requires the service to close or reduce the number of children attending

-A circumstance that posed a significant risk to the health, safety or wellbeing of a child.

If you do not have access to IRMS, you must contact your regional office with details within 24 hours.

**IMPORTANT:** Do not contact the regulatory authority directly regarding the matters listed. All matters that require reporting will be managed from Department for Education corporate office.

**Calling Emergency Services (Police, Fire, Ambulance):**

DIAL 000. For critical injuries or illnesses, an ambulance must be called **before** the parents or staff emergency contacts are contacted. This is to ensure the child or staff member is in the best possible position to receive professional medical attention as soon as possible. Parental permission of an ambulance is not required.

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Hot Weather Policy

This policy recognises that children are at greater risk of suffering from heat illness than adults. A child's ability to respond to environmental heat and acclimatise to heat is due to physiological differences.

"Children sweat less and get less evaporative cooling than adults. In warm and hot weather they have greater difficulty getting rid of heat; they look flushed, and feel hotter and more stressed than adults."

Source "Sports Medicine Australia"

Crucial to this policy is:

- All employees, including leaders, must take reasonable care to protect their own health and safety and that of others in the preschool.
- All employees ensure strategies are in place to reduce the risk of heat illness or burn injuries.

At Trott Park Kindergarten we aim to keep everyone safe at all times and, in particular, during periods of hot weather. Reasonable steps will be taken to identify and manage risks, and every 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 heating and cooling to maintain a comfortable temperature for all children.
- Seek sun protection advice from the Cancer Council of South Australia.
- Recognise the risk of heat stress is a factor of both air temperature and relative humidity levels.
- During hot weather, check all surfaces in the preschool ensuring children are not at risk of contact burn injuries.

Strategies to reduce the risk of heat illness will include:

- Shade: During periods of hot weather activities will be conducted indoors
- Drinks: Children will be required to bring a drink bottle containing water and children will be reminded to drink regularly. Staff will top up children's water bottles from the PuraTap as necessary.
- Clothing: Parents are encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and in clothing that fits with our Sun Protection Policy.
- Lunch: Parents are encouraged to pack food in insulated containers with a freezer brick or frozen water. Named items may also be placed in the kitchen fridge.

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.

As our preschool has effective cooling we do not have an Early Dismissal Clause. However, in the event of a malfunction in the air-conditioning on site during hot weather days (in excess of 36 degrees), parents/caregivers will be immediately contacted and requested to collect their children.

Parents/caregivers are always welcome to make personal decisions around their children's attendance during extreme hot weather.

For additional information please refer also to our Sun Protection Policy.

References

- Sports Medicine Australia [www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email-version.pdf](http://www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email-version.pdf)
- <https://www.sa.gov.au/topics/education-and-learning/health-wellbeing-and-special-needs/hot-weather-policy>
- National Quality Standards - Standard 2.3.2 Children's Health and Safety
- Cancer Council of SA, refer to: [www.cancersa.org.au/aspx/sunsmart.aspx](http://www.cancersa.org.au/aspx/sunsmart.aspx)

This policy has been developed in consultation with the Trott Park Governing Council

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Governance and Management of the Centre, including confidentiality of records

### What is Site Governance?

Governance refers to the systems and processes by which strategic directions, policy and the future vision of a school/preschool are decided, monitored, reviewed and reported against to continually enhance the performance of a school/preschool and the achievement of its students.

Site Governance is founded on a Legal Framework including the Education Act 1972, the Children's Services Act and the Administrative Instructions and Guidelines.

Site Governance at Trott Park Kindergarten is the joint responsibility of the governing council and the preschool director. Governance also involves accountability to both the local community and the Minister.

In addition, Trott Park Kindergarten as an individual part of a public education system are bound by system policies and processes. The preschool director is held accountable for these.

Education and Care Services National Regulation 2011:  
Regulation 168 (2) (L)

Links to the National Quality Standards:  
National Quality Standard 7.3

The decisions of a governing council must:

- represent the views of the local community about the priorities and educational needs of the students/children in those communities;
- support the preschool director to carry out their accountability to the Chief Executive.

Site Governance is the partnership between the Trott Park Kindergarten's local community as represented on its Governing Council, and the site leader (preschool director or school principal) working together to develop the future directions for the site. Jointly they monitor and report progress to continually enhance the performance of Trott Park Kindergarten and the achievement of its students.

In order to assist Governing Council members and potential members, Department for Education has developed guidelines that provide advice on the structure, membership, roles and functions of Councils and their committees, meeting procedure, constitutions and support available. Further information can be accessed at <https://www.education.sa.gov.au/governing-council-and-childrens-centre-governance-structures>

Site Governance occurs at the planning, monitoring and reporting levels, and is achieved through a partnership between the governing council and the site staff.

All governing councils operate with a signed [constitution](#) and behave in line with the [code of practice](#).

Both the constitution and code of practice are available to all new members of the governing council at the first meeting of each year.

#### Role of Governing Council:

Governance in schools and preschools is the responsibility of the governing council whose role is directed by the [constitution](#) and [code of practice](#). In this model of governance:

The cooperative role of governing council and school staff is emphasised.

Management and governance are clearly separated.

The focus is on improving student learning outcomes.

The broad directions are set and monitored by the governing council.

The site leader and staff are responsible for reporting.

Joint areas of accountability are minimised.

#### Governing Councils:

Set Broad Direction (In conjunction with the site leader) The governing council identifies and incorporates, where possible, student, parent and community input and values into the broad direction of the school. The principal/preschool director brings the staff perspective to these undertakings. The broad direction may include a future vision, a statement of purpose and a set of values that clearly focus on improving student learning.

Develop Broad Directional Policy : The governing council develops broad policy statements that facilitate the achievement of the school vision and broad direction.

Initiate and Approve Recommendations and Strategies: All recommendations must conform with government policy, industrial agreements, DECD policy and direction and site decision making structures.

Principals work with parents, staff and students to develop recommendations and strategies to achieve the broad site directions jointly set with the governing council. These strategies will include but are not restricted to:

A Quality Improvement Plan that is developed in consultation with the staff and community. This plan must incorporate state and federal requirements as well as local priorities that will achieve the broad direction set by the governing council.



The allocation of resources to best achieve the objectives of the Site Quality Improvement Plan . Resource allocation must take into account risk management, sustainability and industrial and [accountability](#) requirements. The budget recommendation will be developed with the Finance Officer and staff and must be directed towards the Site Learning Plan. Draft budgets and the final recommendation will be presented to the governing council by the Treasurer. The governing council has final responsibility for budget approval.

Through decision making structures within the preschool, the directors will engage the staff and parents in the development of the Site Quality Improvement Plan. Resources that make up the annual budget and resource planning strategies are made through the governing council. These plans are presented to the governing council for comment and approval.

Monitor Progress: The governing council monitors the site budget and progress towards the broad directions set and the targets of the Site Quality Improvement Plan. This is done at each governing council meeting where the principal and treasurer provide information and data as a part of their reports against the plans, priorities and budget. A summary of these forms the basis of the Annual Report.

#### Report Progress

#### Management and Leadership

Site management and educational leadership is the responsibility of the principal and staff. It is not a part of the governance role involving the governing council and wider community.

If individual community members have an issue with a staff member they should attempt to resolve the matter directly with the staff member at an early stage. If this is not successful then the matter should be referred to the principal.

If individual community members are concerned with management decisions or have an issue with the principal they must discuss these with the principal and if not satisfied with the result then refer the matter to the District Director.

#### Records Management Services

#### Roles and Responsibilities:

Everyone working for the Department for Education, responsible for creating and maintaining records of the activities of their Agency.

Department for Education has the primary responsibility for keeping full and accurate records of its business activities and ensures that as a Government department it has adequate records management procedures, guidelines and systems in place to capture official records for accountability and evidence of business

- the first phase is ensuring that records are created, received and captured for accountability purposes

- the second phase ensures that records are managed throughout their life cycle, such as filing in departmental files, tracking of records through a document management system

- during the third phase records must be disposed of in accordance with legislation

Preschool Directors: the implementation of and adherence to the departmental records management policy and practices throughout the Agency the allocation of appropriate resources to achieve adequate records management the coordination and implementation of training to all personnel identifying and maintaining recordkeeping systems, keeping in mind the Agency's recordkeeping requirements, the nature of its records and ensuring their integrity over time establishing and maintaining public access determinations for records in the custody of State Records establishing and maintaining security access delegations the establishment of risk management strategies and disaster recovery plans for business-critical systems and records establishing and maintaining an ongoing disposal program in their business areas the identification and provision of adequate storage facilities for business records, both physical and electronic, temporary and permanent value setting a good example to personnel and raising awareness of records management practices

Staff practicing adequate records management of official records including the creation, maintenance, disposal, access and capture into corporate record keeping systems appropriate management of the Agency's records in their custody complying with departmental policies, procedures, standards and guidelines for records management being aware that the records that they create in the course of business are the property of the Department for Education and Child Development

Records Management Services ensuring the Department for Education meets all legislative, regulatory and business requirements relating to the management of records

establishment of a records management governance framework within which all staff can operate effectively and efficiently provision of advice through awareness and education of staff across the department appropriate management of DECD corporate files and associated systems

For further information on your roles and responsibilities refer to [DECD Records Management Reference Guide: Roles and Responsibilities](#).

The Records Management Services team aims to provide a friendly and efficient records management service to all sites.

Our key responsibilities include:

- providing effective file and records management advice to Head Office, Regional Offices, Schools and Preschools
- ensuring consistency and integrity of data in the computerised records management system
- creation and management of departmental files
- overseeing storage and access to documents
- continually developing and improving records management services
- developing and maintaining records management policies and procedures
- ensuring adherence to the State Records Act 1997 and regulations such as General Disposal Schedules and Agency Records Disposal Schedules when archiving agency records maintaining the DECD Disposal Schedule Inquiry

System (DSIS) and Records Management Services website increasing awareness of and providing training in records management practices

In addition to the services above we also provide the following for Schools, Preschools and Regional Offices:

- advice and assistance on archiving
- setting up thesaurus/file titling structures
- advice on effectively managing your agency's records

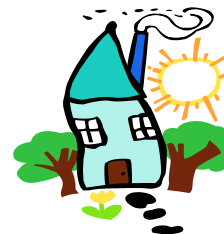
**Resources:**

Please see the DSIS website for more information.

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## **Food Supply and Nutrition Policy**

### **Healthy Food Supply and Nutrition Policy of: Trott Park Kindergarten**

#### **Education and Care Services National Regulation 2011:**

Regulation 168 (2) (a) (i)

Related Key regulation 77, 78, 79, 80

Note: Reg 79 and 80 doesn't apply to food and beverages provided by a parent.

#### **Links to the National Quality Standards:**

National Quality Standard 2.2 Rationale

This preschool 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 Department for Education 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:

- educators 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 curriculum where possible
- is part of the Early Years Learning Framework and the National Quality Standards

### **The Learning environment**

Children at our preschool:

- have fresh, clean 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:

- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool **activities and events** in line with the *Right Bite* strategy
- displays **nutrition information** and promotional materials about healthy eating

**has the following guidelines for families for food brought from home or provided by staff within preschool time**

### **Fruit Time:**

Parents and carers are encouraged to supply fruit and vegetables at fruit time to:

- provide children with important minerals and vitamins
- encourage a taste for healthy foods
- encourage chewing which promotes oral muscle development

### **Lunch Time:**

Parents and carers are encouraged to supply foods based on the Green Category in the Right Bite Guide to Healthy Food and Drink Supply including:

- breads, cereals, rice, pasta and noodles
- vegetables and legumes
- washed fresh fruit, canned fruit in fruit juice, dried fruits
- dairy foods – reduced or low fat yoghurt and cheese
- lean chicken, beef, lamb, pork, canned tuna and salmon, eggs
- water

### **Foods unsuitable for kindy:**

Parents and carers are encouraged not to supply foods based on the Amber and Red Categories in the Right Bite Guide to Healthy Food and Drink Supply including:

- cakes muffins and sweet biscuits
- chips, lollies and chocolate
- breakfast bars, fruit bars and cereal bars
- oil popped popcorn

Many of these foods have a high salt, sugar, fat and kilojoule content per serve. It is recommended that snack foods contain less than:

- 600kj per serve
- 3 grams of fat per serve
- 200mg of sodium per serve

**We are a nut and egg free kindy. Products containing peanut butter and peanuts, Nutella, and all other nuts and eggs are not to be provided for children's snacks. Please read labels carefully. Products with the warning "may contain traces of nuts" are not to be eaten at kindy and will be sent home.**

**Food and drinks provided to children:**

- parents and carers are encouraged to provide healthy food and drink choices in line with the ***Right Bite*** strategy
- staff will ensure that food provided to children by the preschool is in line with the ***Right Bite*** strategy.

**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.

**Food-related health support planning**

Our preschool:

- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.
- Detailed risk assessments are undertaken for any child in attendance who suffers a food allergy or intolerance.
- All educators/staff are kept informed of food related health issues for children, including information provided to relief staff

**Working with families, health services & industry**

Our preschool:

- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy through the Governing Council
- 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.

Further information can be found at:

<https://www.education.sa.gov.au/teaching/projects-and-programs/eat-well-sa/developing-healthy-food-policies-schools-and-preschools>

This policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Excursions & Incursions Policy

At Trott Park Kindergarten we acknowledge the importance of excursions for the emotional, social and cognitive development of children. Therefore, we will regularly during the year, organise and participate in excursions and on site activities provided by external visitors. Excursions and visitors are planned each term for children's fun and education. Visitors and excursions may include nature villages, dentists, musicians and bands, police, performers, entertainers, library and other community groups, etc. Input is welcomed from families and Governing Council members.

### Education and Care Services National Regulation 2011:

Regulation 168 (2) (g)

Related key regulation: 100,101,102

### Links to the National Quality Standards:

National Quality Standard 2.3

When selecting an excursion, the staff will ensure that it is an educational experience that links with the sites curriculum and the guidelines of the Early Years Learning Framework, while following the safety procedures outlined in the National Quality Framework and the Department for Education 'Camps and Excursions: Guidelines for Schools and Preschools' which is available online at <http://www.decd.sa.gov.au/childrensservices/pages/policies/NQFpolicies/>

*Duty of care is the overall responsibility of the Director or teacher, and covers the organisation, the safety and the supervision of the children.*

### **Risk assessment:**

A risk assessment needs to be completed prior to all excursions. These Risk assessments must be available to families. They must include identify and assess risks that the excursion may pose to the safety, health and wellbeing of any child on the excursion.



### **Short Walk:**

Parents are asked to sign a permission form for short walks on enrolment. During the school year children might leave the kindergarten to participate in planned educational programs that involved short walks of the local area. This may include walking in a 1km radius of the kindergarten through local streets and to parks and local schools. All short walking excursions are planned and supervised by teachers/ Early childhood workers and you will be informed of any event through the Parent whiteboard on the Verandah. Please note that any excursion that is further than the 1km radius or requires your child to be transported by any means of transport, a separate permission note will be given.

### **General Information:**

**Smoking:** at no time should a staff member, parent or carer smoke in the presence of children.

**Supervision:** a ratio of a 1 adult to each 5 children. The Director or the teacher may delegate the task of supervising children to a parent, but not the responsibility, therefore the Director or teacher needs to be confident that supervising parents are clearly informed about all aspects of the excursion and their roles while away from the centre. Staff expectations of the parents must be realistic.

**Transport:** If a bus will be used. At least 1 car must follow when appropriate, e.g. going a long distance for kindergarten, to allow for flexibility in the case of an emergency. All passengers must have a seat and wear seat belts if fitted. Children can be seated 3 children to a seat if occupants are under the age of 14 years. Children may be transported to the excursion by their families, but must not transport other children.

Where a volunteer assists with transport of children or students, site leaders must ensure that the volunteer has a current drivers licence, insurance (including compulsory third party bodily injury) and that the vehicle is registered. Site leaders must also be mindful of requirements such as parental consent and ensuring that groups of students rather than individuals travel with a volunteer.

**Hygiene:** Transport and venues must be clean, hygienic and in good repair. Access and toilet facilities suitable for disabled participants if required. Food and fresh water are readily available.

**First Aid:** Prompt first aid must be given when necessary. Staff need to have current Apply First Aid, or Basic Emergency Life Support training. Emergency Asthma Management Training, and Emergency Anaphylaxis Management training. A First Aid kit must be available. Leader must keep a record of



accidents/injuries and first aid measures taken. Leader will carry a mobile phone and a list of emergency contacts.

**Sun Protection:** See Sun Protection Policy.

**Shelter:** Ensure that adequate shelter is available.

**Authorisation:** All parents/caregivers are to be provided with written advanced notice of each excursion that includes:

- Child's name
- Date
- Location and Reason
- Description of the proposed destination
- Method of transport
- Proposed activities.
- The period the children will be away.
- The anticipated number of children
- The anticipated ratio
- That a risk assessment has been prepared and is available at the site.
- Mode of transport

This form needs to be signed by parent or Guardian. A signed form is a legal document and should be kept for 1 month after the excursion. Forms should also restate individual health and custody concerns and emergency contacts.

**Failure to receive consent-** Same day verbal consent by phone *is not* considered acceptable. Consents **must** be signed.

**Counting children and adults:** The procedure should be as follows:

- On leaving the centre
- On arrival at the destination
- On leaving the destination
- On returning to the centre.

**All parents and caregivers leaving the excursion should inform the director or teacher.**

**Staff Preparation Procedure once Excursion has been decided and booked:**

Once an excursion has been decided upon and venue etc booked, the following forms must be completed (see following pages)

Excursion Checklist

Excursion Risk Management Plan

Consent Form for Camp/Excursion

Information Sheet for Parents

All these forms must be completed before the event, and taken on the excursion. After the excursion, these must be archived (please refer to the records keeping policy).

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Enrolment and Orientation Policy

Trott Park Kindergarten is required to follow the Department for Education Pre-School Enrolment Policy. Information about this policy can be found on the website

<https://www.education.sa.gov.au/doc/preschool-enrolment-policy>

If your child turns 4 between 1<sup>st</sup> January and April 30, your child will begin kindergarten in Week 1 of Term 1 the year they turn 4. Children who are born 1<sup>st</sup> May to 31<sup>st</sup> December will commence kindergarten Week 1 Term 1 the following year.

Children attending the kindergarten program can access up to 15 hours per week for the 40 weeks prior to entering formal schooling.

Aboriginal or Torres Strait Islander children and children under the Guardianship of the Minister are eligible to begin kindergarten at 3 years, however are only able to access 12 hours of kindergarten until they turn 4.

### Relevant Legislation:

Regulation: 168 (2)(k)

Related key regulation: 160,161,162, 177

### Links to the National Quality Standards:

National Quality Standard: 6:1, 6:2, 6.2.1, 7:1,

To ensure families have access to their 15 hours, 5 sessions are offered over a fortnight period

### Families may choose to attend either:

**Group A – Monday, Wednesday 8.30 – 2.45pm and alternate odd week Fridays 8.30am – 1.30pm (ie Wk 1,3,5,7,9,11)**

**Group B – Tuesday, Thursday 8.30 – 2.45pm and alternate even week Fridays 8.30am – 1.30pm (ie Wk 2,4,6,8,10)**

If our numbers are high, we are required to implement the 'Priority of Access' policy, set by the Department for Education

(<https://www.education.sa.gov.au/doc/preschool-enrolment-policy>)

### **Enrolment and Orientation Procedure:**

1. When families initiate contact to enrol their child, they are directed to Trott Park Kindergarten's website for enrolment information and asked to make their enquiry via email
2. The Director replies to email enquiries. Visit times are offered and parents are asked to complete the Registration of Interest form, available on the website (Parents must provide evidence of birth date with the Registration of Interest)
3. The Director explains the enrolment policy catchment procedure, including direction to their local kindergarten, where necessary
4. At the beginning of August (term 3) families in the kindy catchment area are offered a place for the following school year. They must return the signed acceptance of offer form within 2 weeks. *(If offers are not confirmed, site educators are to follow up either by phone or email to confirm receipt.)*
5. At the beginning of September, depending on vacancies, offers will go out to families outside of the catchment area - same process as step 4
6. Once the acceptance of offer is received back at the kindergarten the child's place is confirmed
7. At the beginning of Term 4, all parents/caregivers are invited to attend a parent information evening. All educators attend and share information about themselves and the learning at Kindy.
8. At the information evening, parents/caregivers are given dates for play visits and transition visits
9. In term 4, relevant policies and procedures are emailed to families.
10. Families are required to return their child's signed preschool enrolment form, immunisation records, any speech or additional needs, medical plans etc. prior to their first play visit. Children cannot attend visits without this documentation.
11. Extended transition to kindergarten (formerly known as early entry) is available for children under strict criteria, set by the Department for Education. Where there are vacancies early entry is offered to children as per this policy. Further information can be found on the Department for Education website:  
<https://www.education.sa.gov.au/parenting-and-child-care/child-care/starting-preschool>

This Policy has been developed by the Trott Park Governing Council

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Delivery and Collection of Children Policy

A condition of enrolment is that the child is required to participate fully in the education program arranged and approved by the enrolling kindergarten. This means attendance and participation at sessions the child is enrolled in. Regular attendance helps your child/children develop friendships, be successful in their learning and develop routines which are necessary in daily life.

### Education and Care Services National Regulation 2011:

Regulation: 168 (2) (f)

Related key regulation: 99, 158, 160, 176

### Links to the National Quality Standards:

National Quality Standard 2.3

### Procedures

#### 1. Parents/Caregivers are responsible for getting their child/children to and from kindergarten.

- Children need to arrive at kindergarten for their booked sessions at 8:30am and collected promptly at 2:45pm, Monday to Thursday and 8.30am to 1.30pm Friday. Parents and caregivers need to sign their children in and out using the form in the designated area. This must be signed each time upon delivery and collection.

- If you arrive before 8:30am, you are welcome to play in the yard with your child or in the smaller learning inside room. -It you pick your child up before 2.45pm. Please make sure that you say goodbye to an educator after you have signed your child out.

-The child may only be given into the care of

(i) a parent of the child

(ii) an authorised nominee named in the child's enrolment record;

(iii) a person authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises.

- Parents/Caregivers are asked to inform the kindergarten staff by phone if their child will not be attending a session for whatever reason.
- If there is a difficulty with getting your child/children to kindergarten please speak to one of the staff and the parents/caregivers together will explore a solution to the difficulty.
- If you cannot collect your child from kindergarten, please inform staff about who will be collecting your child. Please see the Director to make amendments to the form if needed. If possible, please introduce this person to staff so we are aware of whom they are. If this is not possible, this person will be required to show personal identification such as a drivers licence, and you may be contacted to confirm this collection.

**IF YOUR CHILD IS NOT COLLECTED BY 4.00PM AND YOU OR YOUR EMERGENCY CONTACTS CANNOT BE REACHED, WE WILL CONTACT THE DEPARTMENT OF CHLD PROTECTION (DCP) WHO WILL TAKE RESPONSIBILITY FOR THE WELFARE OF THE CHILD**

2. Kindergarten staff are responsible to work together with families to improve the percentage of children attending each session

- We are required to collect enrolment data using the approved Preschool Enrolment form, and ensure that an accurate attendance record is maintained for each child, every day. This is to fulfil the requirements of the department resource allocation, such as staffing, and national reporting processes. This occurs through entry of data on the online Early Years System (EYS).

Attendance Records include:

- (a) full name of the child attending the service.
- (b) date and time each child arrives
- (c) is signed by one of the following
  - (i) the person who delivers the child or collects the child.
  - (ii) the nominated supervisor or an educator
- Appropriate codes will be used to record absences, and follow up of irregular attendance will occur by working together with families to improve the attendance of their child/children.
- Records of child enrolments are kept by the kindergarten and archived once the child leaves the kindergarten.

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



# Dealing with Medical Conditions Policy

It is the responsibility of the parents/caregivers to inform the kindergarten of any medical conditions during the enrolment interview or when the parent becomes aware of the condition.

Education and Care Services National Regulation 2011:

Regulation 168 (2) (d)

Related Key Regulations: 90, 91, 92, 93, 94, 95, 96, 162, 169

Links to the National Quality Standards:

National Quality Standard 2.1

## **Parent Responsibilities:**

- It is the parent's responsibility to get the appropriate plan completed by Medical Practitioners.
- If Medication is needed to be kept on the premises, Parents are responsible for supplying all MEDICATION including an asthma spacer - these are required to be kept at kindy at ALL TIMES.
- Supply the kindergarten with a copy of the plans which are kept with the children's enrolment forms.

## **Director and educators will:**

- Print the EYS generate list of children with medical needs and allergies and display a copy and have a copy in the roll book.
- Share via email a copy of each child's plan and discuss at staff meetings
- Display photo ID large print plans in the kitchen area in a prominent place
- Duplicate these photo ID plans and place in the roll book for excursions etc.
- Store medication in an open top basket on high designated shelf for easy access.
- Place
- Alert TRT staff, Volunteers and Students to children who have medical needs.
- Regularly check Medication for use by date and inform parents that the medication is out of date.



### **Child becoming ill or injured:**

In the event of a child becoming ill or injured whilst at the centre, staff will make every effort to ensure the child is comforted and made comfortable. The appropriate first aid will be applied as deemed necessary, (by a trained staff member), according to the injury or sickness.

- For children suffering an Asthma attack, allergic reaction, Epileptic episode, or any other medical condition that is known to the staff, they will implement the child's health care plan.
- Staff will follow '**Incident, Injury, Trauma and Illness Policy**'.
- If no further medical assistance is needed then the child may return to play.
- If non - emergency medical assistance is needed or the child needs to be taken home, for monitoring, a staff member will contact parents or caregivers of the child, to explain the situation and request that the child be collected.
- If these persons can not be contacted, then the designated emergency contact person on the child's enrolment form will be contacted.
- At no time will the child be left out of sight of a staff member.
- If no contact can be made with the child's family, and the staff have assessed that the child's health is deteriorating and/or requiring professional medical treatment, they will request an ambulance to transport the child to the nearest hospital. Staff will continue trying to make contact with the child's family to inform them of the situation.
- In the event of a child returning to the centre after an illness, (regardless of the length of time) staff will request that the child be fully recovered and rested thus ensuring the child is not stressed or likely to infect others. Please see '**Dealing with infectious Diseases Policy**'
- Any child that needs medical assistance ON and OFF site will follow the

**'Incident, Injury, Trauma and Illness Policy'.**

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date \_\_\_\_\_ Review Date \_\_\_\_\_





### **Administering Medication Procedures:**

The following guidelines have been established for the administration of medication.

Whenever, possible medication should be administered by a parent. If impossible it's the parent's responsibility to advise the preschool staff of any change to the medication such as the child's dosage/medication along doctor's new letter or medication plan signed by treating doctor.

### **Procedures**

1. Prescribed Medication will be kept in the container with a copy of their medical plan.
2. No over the counter medication will be administered
3. Prescribed Medication will not be administered in any circumstances unless the following procedures are under taken: A Health Support Plan developed and signed by the treating doctor eg asthma and allergy plans.

A doctor's approval via a signed proforma—Medication Authority or letter for administering medication. Approval needs to state the medication name, dose, time and name of the child.

4. All prescribed medication must be in the original, correctly named and labelled container.
5. The treating teacher must get the medication dosage and the child (to make sure it is the correct child) checked by another staff member.

After Medication is administered, the treating teacher completes the Medication log for that child. A medication log is created for all individual children and each type of medication. Both the treating teacher and the checking staff member must sign and date the log.

The Medication logs and Authorisation to administer medication forms are kept in the child's file with their enrolment.

- 6: All copies of Medication Logs are archived in the children's folder after they leave kindy.

All other Children: The logs are kept in the administering medication folder. Please refer to the CHES website - Medication Procedures, if more information is needed.

Important: The kindergarten CAN'T GIVE the first dose of any new medication to a child.

### **Resources:**

[www.chess.sa.edu.au](http://www.chess.sa.edu.au)

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Date\_Term 1 2019    Review Date\_Term 1 2021



# Health, Hygiene and Infection Disease Policy

The spread of infections in the early childhood environment is facilitated by crowding and microbial contamination of the environment, as well as the unhygienic behaviours and greater exposure of young children. Trott Park Kindergarten will minimise children's exposure to infectious diseases by adhering to all recommended guidelines from relevant authorities regarding the prevention of infectious diseases, promoting practices that reduce the transmission of infection, ensuring the exclusion of sick children and educators, supporting child immunisation and implement effective hygiene practices.

## National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.1.1	<b>Wellbeing and comfort</b>	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.2	<b>Health practices and procedures</b>	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	<b>Safety</b>	Each child is protected

## Education and Care Kindergartens National Regulations

Children (Education and Care Kindergartens) National Law NSW	
77	Health, hygiene and safe food practices
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
90	Medical conditions policy
162	Health information to be kept in enrolment record

### Related Policies /Procedures

Nappy Change & Toileting Procedures  
 Sleeping & Rest Requirement Policy  
 Incident, Illness, Accident & Trauma Policy  
 Immunisation Policy  
 Administration of Medication Policy  
 Hand Washing Procedures  
 Sick Children Policy  
 Work Health and Safety Policy  
 Medical Conditions Policy  
 Food preparation Policy



## PURPOSE

Children encounter many other children and adults within the kindergarten environment, which can result in the contracting of infectious illnesses. Trott Park Kindergarten has a duty of care to ensure that children families, educators and visitors of the Kindergarten are provided with a high level of protection during the hours of the Kindergarten's operation. We aim to manage illnesses and prevent the spread of infectious diseases throughout the Kindergarten. Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others within the community, by reducing the spread of disease and illnesses.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Kindergarten.

## IMPLEMENTATION

### INFORMATION TO BE DISPLAYED AT THE KINDERGARTEN

Information	Website	Phone Number
<b>The National Immunisation Program (NIP) Kindergarten</b>	<a href="http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/national-immunisation-program-schedule">http://www.immunise.health.gov.au/internet/immunise/publishing.nsf/Content/national-immunisation-program-schedule</a>	<b>1800 671 811</b>

**Note homeopathic immunisation is not recognised.**

### New Immunisation Requirements

- Parents are required by the South Australian Department for Education to supply a recent (30 days) Immunisation Medicare Statement detailing all immunisations received by their child. This is a requirement for enrolment at all DFE sites
- The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Childhood Immunisation Register (ACIR).
- Children with medical contraindications or natural immunity for certain diseases will continue to be exempt from the requirements.

Refer to the Department for Education Immunisation Policy for more information  
<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>



#### Leadership will ensure:

- That all information regarding the prevention of infectious diseases is sourced from a recognised health authority.
- The implementation of recommendations from Staying Healthy in Child Care – Preventing the spread of Infectious Diseases in the early childhood environment.
- Children are protected from harm by ensuring relevant policies and procedures are followed regarding health and safety within the Kindergarten.
- They collect, maintain, and appropriately store the required enrolment documents and enrolment information of children in the Kindergarten.

#### A Nominated Supervisor/ Responsible person will ensure:

- A hygienic environment is maintained.
- Cleaning charts are completed each day and signed by the Educator.
- Children are directed in their understanding of health and hygiene throughout the daily program and routine.
- Educators and Staff are aware of relevant immunisation guidelines for children and themselves.
- Information is collected on enrolment and maintained regarding each child's immunisation status, and any medical conditions.
- To provide families with relevant sourced materials and information on infectious diseases, health and hygiene including:
  - The current Immunisation Schedule for children
  - Exclusion guidelines in the event of an infectious illness at the Kindergarten for children that are not immunised or have not yet received all their immunisations
  - Advice and information regarding any infectious diseases in general, and information regarding any specific infectious illnesses that are suspected/present in the Kindergarten
- To provide information to families about an infectious disease by displaying and emailing the Infectious Diseases Notification Form and details.
- That an illness record form is completed no later than 24 hours of an illness occurring, remaining up to date and current
- All educators are mindful and preserve confidentiality of individual children's medical circumstances
- Children's enrolment records are updated with regards to immunisation as required, (i.e. as children reach age milestones for immunisation), or at least twice a year
- Advise staff of the recommended immunisations for people working with children
- To retain current records of staff immunisation status and ensure educators are familiar with procedures for exclusion of educators as well as children in the event of an infectious illness
- To provide opportunities for educators to source pertinent up to date information on the prevention of infectious diseases, and maintaining health and hygiene from trusted sources



- To notify and implement the advice of the health department, or local health unit regarding Infectious Diseases as required
- To provide opportunities for staff, children and families to have access to health professionals by organising visits/guest speakers to attend the Kindergarten to confirm best practice.
- Children do not attend the Kindergarten if they are unwell. If a child has been sick they must be well for **24hrs** before returning to the Kindergarten. For example, if a child is absent due to illness or is sent home due to illness they will be unable to attend the next day as a minimum. The Nominated Supervisor may approve the child's return to the Kindergarten, if families provide a doctor's certificate/clearance outlining the child is no longer contagious and in full health.
- To complete the register of illness and/or document incidents of infectious diseases. Some diseases require your state authority to be notified.
- Cloths are colour coded so that a separate cloth is used for floors, bathroom, art and craft and meal surfaces.
- Toys and equipment that are absorbent and hard to clean will be aired in sunlight
- Washable toys and equipment will be washed in **detergent and hot water or the dishwasher** and aired to dry. All toys and equipment that have been cleaned will be recorded on the toy cleaning register.
- All cleaning procedures will be recorded on the **Kindergarten's Cleaning Checklist**.
- Furnishings, fabric tablecloths and pillowcases are to be laundered at the end of each week and hung out to dry. This will be increased to every **Monday, Wednesday and Friday** during winter months or during an outbreak of illness in the Kindergarten.
- Floor surfaces are to be cleaned on a daily basis after each meal and at the end of each day.
- Toilets/bathrooms are to be cleaned in the middle of the day, the end of the day and whenever needed throughout the day using disinfectant **and paper towel**.
- Disposable paper towel and disinfectant are used to clean bodily fluids off beds, floors, bathrooms, etc.
- Pregnant staff do not change nappies or assist in toileting or cleaning up toileting accidents to prevent unexpected cross contamination.

#### Educators will ensure:

- That any child suspected of having an infectious illness are responded to and their health and emotional needs supported at all times.
- To implement appropriate health and safety procedures, when treating ill children.
- Families are aware of the need to gather their children as soon as practicable.
- Advise families that they will need to alert the Kindergarten if their child is diagnosed with an Infectious illness.
- To maintain their own immunisation status, and advise the Approved Provider/Nominated Supervisor of any updates to their immunisation status.
- To provide diverse opportunities for children to participate in hygiene practices, including routine opportunities, and intentional practice.
- To take into consideration the combination of children to decrease the risk of attaining an infectious illness when planning the routines/program of the day.



- To adhere to the Kindergartens health and hygiene policy including:
  - Hand washing
  - Daily cleaning of the Kindergarten
  - Wearing gloves (particularly when in direct contact with bodily fluids)
  - Appropriate handling and preparation of food
- Maintain up to date knowledge with respect to Health and Safety through on going professional development opportunities.
- Children will rest 'head to toe' to avoid cross infection while resting or asleep
- Children are not to share beds at the same time
- Paper Towel and disinfectant is used to clean the beds after each use
- Any toy that is mouthed by a child is to be placed immediately **in the toys basket located on the top shelf in the nappy change area** to be washed with warm soapy water at the end of the day. All washable toys out on display for the children are to be washed on a weekly basis to decrease the risk of cross contamination and recorded with the date and a signature as evidence.
- All play dough is to be made fresh every week. If there is an outbreak of vomiting and/or diarrhoea, or any other contagious communicable disease play dough is to be discarded at the end of each day and a new batch made during this time. Children are to wash their hands before and after using the play dough.
- Mops used for toilet accidents are to be soaked in disinfectant in a bucket in the laundry sink.
- A weekly clean will be carried out on other surfaces that may transmit germs such as doorknobs, low shelving, etc. This will be increased if an outbreak has been recorded in the Kindergarten
- If a child has a toileting accident, the items will be placed in a plastic bag with the child's name on it. The plastic bag will be stored in a sealed container labelled '**soiled/wet clothing**' for parents to take home.

#### Families will:

- Advise the Kindergarten of their child's immunisation status, by providing the child's Immunisation Medicare Statement written documentation of for the Kindergarten to copy and place in the child's file.
- Advise the Kindergarten when their child's immunisation/medical condition is updated to ensure that enrolment records are up to date.
- Provide sufficient spare clothing, particularly if your child is toilet training

#### Source

- Australian Children's Education & Care Quality Authority
- Guide to the Education and Care Kindergartens National Law and the Education and Care Kindergartens National Regulations
- ECA Code of Ethics
- Guide to the National Quality Standard
- Department for Education website <https://www.education.sa.gov.au/>



- Department of Human Resources: National Immunisation Program Schedule NHMRC
- Staying Healthy Preventing infectious diseases in early childhood education and care Kindergartens 5th edition
- Medicare Australia
- Public Health Act 2010 (as amended by Public Health Amendment (Vaccination of Children Attending Child Care Facilities) Act 2013)
- Public Health Regulation 2012
- Revised National Quality Standard

## Review

Policy Reviewed	Modifications	Next Review Date
March 2020	Current Infectious Disease policy updated to meet current standards, best practice and guidelines	March 2021

This Policy has been developed by the Trott Park Governing Council

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2020    Review Date\_Term 1 2021



## Code of Conduct and Ethics Policy

As staff of Trott Park Kindergarten, we are employed by the Department of Education under the Public Sector of the Government of South Australia. As employees, we are bound to and expected to follow the '*Code of Ethics for the South Australian Public Sector*' which took effect on February 1st 2010. The Code of Ethics embodies and builds upon the principles of the Education Act and seeks to advance the objects of the Act in the pursuit of good government in South Australia. The Code is a significant document which directly affects the way each of us conducts ourselves in our work and in our relationships with clients and colleagues.

### Education and Care Services National Regulation 2011:

Regulation 168 (2) (i)

### Links to the National Quality Standards:

National Quality Standard 4.2

Plympton South Kindergarten the following resources are used:

- Code of Ethics for the South Australian Public Sector
- Code of Conduct for South Australian Public Sector Employees
- Code of Ethics for Early Childhood Australia.

It is expected that in order to maintain public confidence in the integrity of the South Australian Public Sector, that employees exhibit the highest standards of professional conduct in undertaking our duties. The Professional Code of Conduct Standards assist in defining what is expected of us in the areas of:

- Professional and courteous behaviour
- Public comment
- Handling official information
- Use of government/public resources
- Outside employment
- Acceptance of gifts and benefits
- Criminal offences
- Reporting unethical behaviour



For detailed information regarding the above, please refer to the *Code of Ethics for the South Australian Public Sector*. A copy of this is available with this policy in the folder located in the office, or online at

<http://www.decd.sa.gov.au/hrstaff/pages/default/CodeOfEthics/?reFlag=1>

And the 'Code of Conduct for South Australian Public Sector Employees'. A copy of this is available with this policy in the induction folder and has been emailed to all staff, or online at [www.opec.sa.gov.au](http://www.opec.sa.gov.au)

This Policy has been developed by the Trott Park Governing Council

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Clothing Policy

Children need protective, comfortable and appropriate clothing and footwear to explore their environment. Clothing needs to protect children from injury and sun exposure whilst promoting self-help abilities. Appropriate footwear will fit a child's foot correctly and ensure comfort. Educators will also dress to prevent injury and sun exposure and will be encouraged to dress in a professional and respectful manner, being positive role models for children.

### National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.2	<b>Safety</b>	Each child is protected
2.2.1	<b>Supervision</b>	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Quality Area 5: Relationships with children		
5.1	<b>Relationships between educators and children</b>	Respectful and equitable relationships are maintained with each child
5.1.1	<b>Positive educator to child interactions</b>	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	<b>Dignity and rights of the child</b>	The dignity and rights of every child are maintained.

### Related Policies

Nappy Change & Toileting Policy

Sleeping and Rest Requirement Policy

Children's belongings Policy

Multi-Cultural Policy

Supervision Policy

Family Communication Policy

Health and Safety Policy

Sun Safety Policy

Respect for Children Policy



## PURPOSE

We aim to ensure the safety and comfort of all children by providing appropriate clothing guidelines for children, parents and staff utilising and working at the Kindergarten.

Children being clothed appropriately enables them to play without risk of sunburn and serious injury caused by inappropriate footwear or clothing. Children are more at ease, reassured, satisfied and less anxious when they are: dressed for warmth during winter or not over-dressed during summer, or wearing safe footwear when climbing outdoor play equipment or participating in sport.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Kindergarten.

## IMPLEMENTATION

Effective clothing strategies, including sun protection clothing, are important factors in ensuring a child feels safe and secure at our Kindergarten.

### Management/Nominated Supervisor will:

- Ensure that a Sun Safety Policy is developed and maintained.
- Ensure that educators are provided with personal protective equipment (e.g. gloves, goggles etc.) to facilitate cleaning and health protection measures.
- Provide information for educators about suitable clothing and footwear expectations for the education and care work environment.
- Provide information for families about suitable clothing and footwear. This information will also be available at the Kindergarten using a variety of communication strategies including newsletters, brochures, websites and posters.
- Ensure educators are aware and abide by the Sun Safety Policy.

### Educators will:

- Consult and communicate with families about the individual needs of children with respect to different values and beliefs associated with clothing and footwear.



- Monitor children's clothing and footwear to ensure compliance with the Sun Protection Policy and to support the safety, comfort and well being of every child.
- Consider clothing and footwear needs associated with excursions or planned learning experiences and communicate clearly with families about the need for extraordinary protective clothing requirements.
- Provide protective clothing, such as aprons, for messy play experiences and painting. Children will be encouraged by educators to wear protective clothing during messy and water play.
- Encourage children to remove shoes and heavy/ excess layers of clothing during rest times and to reflect the room temperature, as recommended practice by Red Nose.
- Take off children's jumpers and jackets with hoods during rest time to ensure children's safety
- Encourage children to utilise their self-help skills where appropriate to put on and remove clothing and shoes to meet their needs. For younger children, educators will use observation and monitoring skills to ensure children's clothing and footwear is appropriate for the environment and weather conditions.
- Monitor the UV rating to ensure children are dressed appropriately for the weather
- Discuss clothing with children
- Model appropriate clothing – for example wearing hats and sun safe clothing
- Convey respect for children and appreciate their individuality.
- Encourage children to make choices in relation to getting dressed and the clothing they wear
- Respect children's privacy and modesty when having children change their clothes or dressing themselves, ensuring that individual needs and preferences are understood and catered for

#### Families will

- Provide spare clothing in children's bags to allow for dirty or soiled clothing and changing weather conditions. This includes a spare set of shoes and socks.
- Dress children appropriately, including footwear and appropriate hat.
- Ensure their Child is clothed in an appropriate manner which will allow them to explore and play freely and not restrict them using equipment while at play.



- Ensure clothing also allows easy access for toileting i.e. elasticised trousers, track pants – rather than buttons, zips, belts etc.
- Not dress their children in good/expensive clothing where there is a chance they will get stained.
- Ensure children are appropriately protected from the sun - please refer to Sun Safety Policy for further directives on hats and clothing.
- Ensure children's clothing accommodates for the weather conditions. i.e. be loose and cool in summer to prevent overheating and warm enough for cold weather – including outdoor play. At all times educators will monitor children to ensure they are appropriately dressed for all weather, play experiences, rest and sleep routines.
- Ensure children have appropriate footwear that enables them to play comfortably and not cause safety concerns. i.e. thongs, clogs or backless shoes have a trip factor and do not allow children to use equipment safely.
- Ensure all clothing and belongings must be clearly labelled with the child's name.
- Be familiar with their child's clothing fabric to minimise allergies and reactions

#### Source

- Australian Children's Education & Care Quality Authority.
- Guide to the Education and Care Kindergartens National Law and the Education and Care Kindergartens National Regulations
- Guide to the National Quality Standard
- Community Child Care Co-Operative
- The NSW Work Health and Safety Act
- Red Nose - <https://rednose.com.au>
- Cancer Council Australia – [www.cancer.org.au](http://www.cancer.org.au)
- Raising Children Network – <http://raisingchildren.net.au>
- Staying Healthy in Child Care 5<sup>th</sup> Edition
- Revised National Quality Standard

This Policy has been developed by the Trott Park Governing Council

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Child Safe Environment Policy

*"We all have the right to be safe" "We can help ourselves to be safe by talking to people we trust"*

The Trott Park Kindergarten Child Safe Environment policy is based on the principle that protecting the safety of children and young people is a fundamental responsibility that can not be compromised by other considerations. Children have a fundamental right to be protected and keep safe while they are in our care. Children who are unsafe are at risk of having their physical health and wellbeing negatively impacted on which, in turn, can negatively affect children's experiences, learning and wellbeing in the present and throughout their future lives. Preventing and intervening in the abuse and neglect of children and young people is a moral and legal obligation, a contribution to breaking cycles of intergenerational abuse, and a contribution to the safety and wellbeing of everyone participating in Department for Education sites/services and of the wider community.

Education and Care Services National Regulation 2011:

Regulation 168 (2) (h)

Related key regulation: 84

Links to the National Quality Standards:

National Quality Standard 2.3 7.1

**Children and young people have a right to:**

- Be treated with respect and to be protected from harm
- Feel and be safe in their interactions with adults and other children and young people
- Understand, as early as possible, what is meant by 'feeling and being safe'
- The support of adults in the kindergarten whose role is includes advocacy for their safety and wellbeing

**At Trott Park Kindergarten, we will ensure that we:**

- Provide safe, respectful and engaging environments where children and young people observe and are taught positive life skills and values
- Recognise when children and young peoples wellbeing or safety is being compromised and follow up on such concerns

- Understand that the needs of children and young people who have been harmed through violence, abuse or neglect may require us to adapt our programs and support accordingly

**At Trott Park Kindergarten, we will do this by:**

- Ensuring that staff, volunteers, and non-teaching staff obtain a DCSI clearance letter prior to commencing at the site
- New staff and volunteers will receive and record an induction process which includes their responsibilities for keeping children safe.
- Staff will participate in 3 yearly Responding to Abuse and Neglect training (or update as required by Department for Education)
- Staff need to discuss with the director any concerns about staff or volunteer who are not working in accordance to the **protective practice guidelines**. Director will follow the '**Managing Allegations of Misconduct in SA Education and care setting**'.
- Teaching all components in the Child Protection Curriculum which will be implemented by trained staff in detail in term 2 of each year and ongoing throughout the year and will complete an online review courses.
- All staff are awareness of the current Child Protection law.
  - South Australia Children's Protection Regulations 2010
  - South Australia Children's Protection Act 1993

**ANY CHILD PROTECTION CONCERNS MUST BE ADDRESSED WITH THE DIRECTOR**

**Resources:**

- Department for Education Child protection in schools, Early Childhood Education and Care Services Policy.
- Department for Education Protective Practices - for Staff in their interactions with children and young children.
- Department for Education Managing allegations of sexual misconduct in SA education and care settings.
- Department for Education Responding to Problem sexual behaviour in children and young people - Guidelines for staff in education and care setting.

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



# Bullying, Discrimination and Harassment Policy

Our Kindergarten is committed to creating a workplace with vision and meaningful direction, adhering to code of conduct and ethical behaviour to ensure a productive work environment free from bullying, discrimination and harassment.

## National Quality Standard (NQS)

Quality Area 4: Staffing Arrangements		
4.2	<b>Professionalism</b>	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	<b>Professional collaboration</b>	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
4.2.2	<b>Professional standards</b>	Professional standards guide practice, interactions and relationships.

## RELATED POLICIES

Code of Conduct Policy  
Staffing Arrangements Policy  
Multi-Cultural Policy  
Privacy and Confidentiality Policy  
Family Communication Policy  
Interactions with Children, Family and Staff Policy  
Work Health and Safety Policy  
Health and Safety Policy  
Respect for Children Policy  
Student and Volunteer Workers Policy  
Cyber Safety Policy

## PURPOSE

We are committed to providing a safe and equitable workplace for all staff and educators. Bullying, discrimination and harassment will not be tolerated under any circumstances. As part of this commitment,





we aim to prevent workplace bullying by adhering to the Early Childhood Code of Ethics, Fair Work requirements and philosophy, ensuring a safe workplace for all staff and Educators employed at the Kindergarten.

## **SCOPE**

This policy applies to staff, management and educators of the Kindergarten.

## **IMPLEMENTATION**

Everyone has a right not be bullied or harassed at work. Workplace bullying occurs when a person or group of people repeatedly behave unreasonably towards a worker or a group of workers, creating a risk to health and safety. Bullying may involve any of the following types of behaviour:

- Aggressive or intimidating conduct
- Belittling or humiliating comments
- Spreading malicious rumours
- Teasing, practical jokes or 'initiation ceremonies'
- Exclusion from work-related events
- Unreasonable work expectations
- Displaying offensive material
- Pressure to behave in an inappropriate manner

Bullying does not include management action carried out in a reasonable manner.

Discrimination occurs when someone is treated less favourably than others because they have a particular characteristic or belong to group within the population, such as age, race or gender.

Harassment involves unwelcome behaviour that intimidates, offends or humiliates a person because of particular characteristics as listed above and including; disability, religion, or sexuality.

There are a number of anti-discrimination, equal employment opportunities, workplace relations, and human rights laws which make it illegal to discriminate or harass a person in the workplace.

Our Kindergarten philosophy, code of conduct and early childhood code of ethics will guide educator interactions and best practice by providing a vision, a purpose and meaningful direction to ensure a safe working environment for all staff.



#### Management and Nominated Supervisor will ensure:

- A thorough induction process for new employees is conducted at the commencement of employment
- They have a comprehensive understanding of the Kindergarten's code of conduct, complaint and grievance policy and the Early Childhood Code of Ethics which will be reviewed annually
- Educators are informed that inappropriate behaviour, including bullying and harassment will not be tolerated
- Educators are aware of the Kindergarten's bullying and harassment procedure
- Inappropriate behaviour is addressed
- Educators are aware of appropriate interactions through professional development and training
- Staff and Educators are aware of their job roles and responsibilities which will be clarified through job descriptions, team meetings, performance appraisals and expectations
- Constructive feedback is provided to staff and Educators
- Communication practices are reviewed frequently to ensure best practice
- All staff and educators are treated equally
- Meetings are documented accurately and appropriately
- An understanding and compliance with discrimination law

#### Educators will:

- Be involved in decision making with a clear understanding of their roles and responsibilities, outlined in each individual job description
- Be encouraged to embrace the uniqueness and diversity of their colleagues
- Respect the skills, strengths and opinions of all educators in order to create team cohesion based on professionalism
- Comply with discrimination law
- Be responsible for their own actions in the workplace
- Raise matters of concern at an early stage to management
- Provide management with specific information regarding the perceived bullying and being prepared to have the complaint made known to the person, to allow for fair management and rectification
- Maintain confidentiality and not discuss or release information relating to a bullying allegations

#### Source

- Australian Children's Education & Care Quality Authority (2014)
- Guide to the Education and Care Kindergartens National Law
- Education and Care Kindergartens National Regulations (2015) ECA Code of Ethics



- Guide to the National Quality Standard
- Fair Work
- Early Childhood Australia [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- Australasian Legal information institute [www.austlii.edu.au](http://www.austlii.edu.au)
- Revised National Quality Standard

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Trott Park Kindergarten Site Behaviour Code

**At Trott Park Kindergarten we believe that everyone has the right to feel safe, valued and respected all of the time. We promote an environment that optimises learning, catering for individual needs, abilities and well being.**

- We believe that children have the right to engage in play and learning in a nurturing, friendly, safe and supportive environment
- We believe behaviour is an individual response to a particular situation or circumstance. The Educators encourage positive behaviours through a variety of strategies
- We believe that the Educators and parents, through their words and actions, should work together to promote and encourage positive behaviours.

All families will have access to the Site Behaviour Code and will be given opportunities to monitor and review it regularly through the Governing Council. The kindergarten utilizes the strategies of Protective Practices.

Links to the National Quality Standards:

National Quality Standard: 1.1.2; 1.3.3; 2.1; 2.2; 2.2.3; 3.2.1; 4.2; 5.1; 6.1; 6.2; 7.1

**The Behaviours we encourage at Trott Park Kindergarten are:**

**Cooperative Behaviours:**

- Respecting and caring for each other, Preschool resources and our environment
- Listening
- Sharing, turn taking
- Helping and supporting others
- Accepting differences
- Understanding
- Positive communication and language (both verbal and non verbal)

### **Ways we Maximize Positive Behaviours at Trott Park Kindergarten include:**

- Positive group entry and exit skills
- Providing a physically safe learning environment by following OHS&W guidelines and ensuring all play equipment is checked and maintained
- Children will be supervised by an educator at all times
- Providing an engaging and well planned learning environment that caters for the needs of all children and supports positive learning for all
- Utilizing Relaxation Techniques e.g. quiet times and quiet places
- Consistent team approach in collaboration with parents
- Regular Training and development for all educators in maximizing positive behaviour
- Information given to parents on maximizing positive behaviour.
- Parent interview times to discuss their child's development and progress
- Explicit role modeling by Educators of positive language and behaviour
- Educators will use positive language in all their interactions with children to promote positive self esteem
- Educators will provide opportunities for children to take risks and experience success
- Educators will value and recognise the individual strengths, skills and interests of each child
- Educators will support each other in all their interactions with children
- Regular evaluation of systems in place will occur

### **The Behaviours which are not acceptable or appropriate at Trott Park Kindergarten:**

- **Any form of Bullying or volatile behaviour including**
  - Physically hurting others
  - Verbally or emotionally hurting others
- Continuous disruption to the program
- Disrespecting kindergarten resources

## **Ways we Minimize Challenging Behaviours at Trott Park Kindergarten:**

- Providing a learning environment and program that is inclusive, safe, supervised and responds to children's individual needs, age and skill levels thus providing for maximum engagement and positive learning outcomes for all children
- Including children and parents in processes involved in setting up Site Behaviour codes
- Ensuring all children are aware of expectations and consequences
- Explicit reinforcement of rules for safe play and appropriate social skills
- Continuous positive reinforcement for positive behaviour
- Targeted intervention for children or groups of children who may be at risk
- Model appropriate verbal and non verbal behaviour and provide opportunities for children to practice
- Explicit teaching using visual props and stories and ongoing intentional teaching.

### **Persistent Unacceptable Behaviour:**

**The steps that will be taken in situations where children are threatened or safety is being compromised or where behaviour is disruptive to learning are:**

- Each child has an Individual Learning Plan
- A child will be reminded of the Behaviour code rules
- Parents will be informed of the behaviour and the strategies set by the educators.
- If behaviour persists the child will be redirected to another activity
- If this is unsuccessful the child will be removed from the group for a short period of time and returned positively to the group, The educator's will endeavor to catch the child interacting appropriately and give positive praise immediately
- The Educators will keep parents informed and work in collaboration with parents to devise and share strategies to assist with their child's individual needs.
- If the situation is ongoing parents will be asked to attend a meeting and a behaviour plan will be written for the child. If the behaviour does not change appropriate support will be sought in consultation with parents from Special Education Services.

### **Consulting and Informing parents**

- Parent information session in the term prior to child starting.
- Individual enrolment time for parents to discuss all aspects of kindergarten and their child.
- Keeping parents and children regularly informed.
- Individual Learning Plan's for all children and interviews with parents to discuss their child.
- Regular verbal interaction with parents.
- Regular emails to parents.

### **How Parents can help support the Site Behaviour Code**

- By respecting and valuing the Kindergarten's Behaviour Code.
- By respecting and valuing the Kindergarten's Statement of Philosophy. (posted in entry area)
- By working in collaboration with the Educators and raising any issues they may have.
- By keeping themselves informed.
- By using the kindergartens grievance procedure.

### **Informing Educators and How Educators can help support the Site Behaviour Code**

- All Educators will go through an Induction process.
- All Educators will respect and value the Kindergarten's Behaviour Code.
- All Educators will respect the Kindergarten's statement of Philosophy.
- Site specific Training and Development will be encouraged.
- Educators will participate in Performance Development Plans and review processes.
- Educators will work as a team and be consistent in their interactions with children
- Educators will be supportive of each other

## Reviewing the Site Behaviour Code

The Site Behaviour Code will be reviewed and ratified by the Governing Council yearly. Should the Centre Educators, Director, Parents or Governing Council have any concerns regarding the policy the issue must be presented to the Governing Council and the review process undertaken.

The Centre operates under the policies and procedures of the Department for Education. Please visit the web site to look at the range of policies and procedures which govern our program and its operation

<http://www.decd.sa.gov.au/policy>. The parent's complaints policy is available on this link also. Remember your first point of discussion, if you have a complaint, should be directly with the Kindergarten. We are happy to discuss any issues. The Centre also has a range of Centre specific policies three of which are given to parents at initial enrolment and a detailed policy book is available in the parent library for your information.

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021





## Administration of First Aid Policy

It is a requirement upon employment within the Department for Education that all educators have a First Aid qualification, this also applies to student teachers.

### National Quality Standard (NQS)

Quality Area 2: Children's Health and Safety		
2.1.1	<b>Wellbeing and comfort</b>	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's needs for sleep, rest and relaxation
2.1.2	<b>Health practices and procedures</b>	Effective illness and injury management and hygiene practices are promoted and implemented.
2.2	<b>Safety</b>	Each child is protected
2.2.1	<b>Supervision</b>	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	<b>Incident and emergency management</b>	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented

### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
12	Meaning of serious incident
85	Incident, injury, trauma and illness policies and procedures
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
88	Infectious diseases
89	First aid kits
97	Emergency and evacuation procedures
161	Authorisations to be kept in enrolment record
162	Health information to be kept in enrolment record

168	Education and care service must have policies and procedures
174	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority

There must be one person on site at all times with the nationally recognised first aid qualification (AU HLTAID004 - PFA in education/care)-. If other staff do not require the Apply First Aid qualification, they must still at least hold the Department of Education Applying First Aid qualification.

### **Qualifications**

At Trott Park Kindergarten, at any one time there will be at least one staff member on duty who will have all the below current and up-to-date qualifications, or a combination of staff who will between them have:

*Apply First Aid*

*Anaphylaxis Emergency Management Training*

*Asthma Emergency Management Training*

### **Critical First Aid Reporting Procedure:**

If a critical injury or illness occurs, qualified staff will administer the appropriate first aid as necessary. For the safety of the staff and others around them, barrier devices will be used to avoid contamination or spread of disease via bodily fluids, such as the use of gloves. If the injury or illness requires further medical attention (such as an ambulance was called, or the child went to the Doctor or hospital after the injury or illness was sustained at the Kindergarten), a ***Incident, Injury, Trauma, and Illness Record*** **MUST** be filled in (copies in named folder in the office). This incident must also be recorded by the staff member on the HR IRMS system. Please see the ***Incident, Injury, Trauma, and Illness Policy***. ***This needs to be reported to Department of Education within 24 hours.***

### **Calling an Ambulance:**

DIAL 000. For critical injuries or illnesses, an ambulance must be called ***before*** the parents or staff emergency contacts are contacted. This is to ensure the child or staff member is in the best possible position to receive professional medical attention as soon as possible. Parental permission for an ambulance is not required.

### **Minor First Aid Reporting Procedure:**

For injuries not requiring further medical attention such as: minor cuts, bruises, bumps, bitten lips, etc, a staff member will administer first aid as necessary. For

the safety of the staff and others around them, barrier devices will be used to avoid contamination or spread of disease via bodily fluids, such as the use of gloves. The incident must then be recorded in the child/adult injury book located in the kitchen and a red note must be given to families via their child's pocket. For more serious first aid incidents such as a bite which breaks skin or a knock to the head a staff member should call the child's parents to alert them to the incident.

**First Aid Kits:**

The kindergarten and St. John's regularly checks and maintains 3 first Aid kits and our Asthma emergency bags. These are located inside in a clearly marked cupboard in the kitchen, on the outside trolley and in the store room in the kindy travel bag.

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## TROTT PARK KINDERGARTEN ACTIVE PLAY POLICY

**Rationale:** Children's early years are a critical time for physical, social, emotional, spiritual & intellectual development. It is also a time when physical activity habits and attitudes can be significantly influenced. (Preschool provides a unique opportunity to encourage children to participate in enjoyable active play in a stimulating, supportive & pleasant environment. Research has shown that one of the best single predictors of regular physical activity patterns in children is adult involvement & support. Early childhood educators can be positive physically active role models, encouraging & nurturing regular participation in physically active play in children from this young age. [Adapted from: 'Physical activity and nutrition outside school hours: Physical activity and nutrition policies'. (2004). Queensland Health])

**Policy aim:** Our Kindergarten believes in the importance of physically active play for children. We aim to provide all children with appropriate, frequent & varied active play opportunities in a safe, supportive environment. Active play experiences we provide will focus on enjoyment, participation & encouragement of positive active play habits, in addition to learning through, with & about active play. This policy is in line with Department for Education guidelines for outdoor learning environments. More information can be found here :

<https://www.education.sa.gov.au/teaching/projects-and-programs/outdoor-learning-environments/resources-creating-outdoor-learning-environments>

### Links to the National Quality Standards:

National Quality Standard: 1.1; 2.1; 3.1; 3.2; 4.1

### **The curriculum:**

- Active play opportunities (indoors, outdoors, structured & free) are part of the routine & available in every session
- Physically active play is integrated as an important part of the play curriculum/program
- Children's varying levels of physical ability, their gender, their cultural needs, their age and their individual needs are catered for when planning physical activities
- Curriculum planning & programming for active play is the co-responsibility of children, staff & families
- All children who attend on Tuesdays access Kindergym for 3 terms (term 1, 3 and 4 in 8 week blocks). All children participate in our kindy gross motor program.
- **Participation & support:**
- Children's enjoyment of active play is encouraged through a broad range of activities including games, walks in the community, movement exploration, obstacle courses and dance.
- Educators facilitate and encourage children to develop a range of physical competencies
- Educators recognise the importance of modeling a positive attitude and participation in active play.
- All active play activities are appropriately supervised by Educators
- All active play opportunities are developmentally appropriate.
- Relaxation techniques are also taught in our curriculum as the children engage in relaxation for 5 to 10 minutes daily.

Signed \_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021



## Acceptance and Refusal of Authorisation Policy

Department for Education preschool services are required to obtain appropriate authorisation from parents or guardians in relation to certain matters. These matters include the administration of medication, transportation of children by an ambulance service, collection of children from the service and excursions (including regular outings). This policy outlines authorisation requirements for preschools and actions to be taken where an authorisation submitted by parents or guardians is incomplete and therefore could lead to refusal to enact the authorisation.

Education and Care Services National Regulation 2011:

Regulation 168 (2) (m)

Related key regulation: 92,93,94,99,102,160,161

Links to the National Quality Standards:

National Quality Standard 7.3

### **Matters that Require Authorisation**

As a minimum, the Education and Care Services National Regulations require parent or guardian authorisation to be provided in matters relating to administration of medication, medical treatment of the child including transportation by an ambulance service, collection of children from the service and excursions (including regular outings). Site leaders are encouraged to consider other situations that arise at the service, which are contextual to that site, and may necessitate seeking an additional authorisation/s. If unsure, if an authorisation is required, services are encouraged to seek the authorisation/s.

### **Authorisation Requirements**

Authorisation documents are required for the following situations and must have details recorded as specified:

#### ***Administration of medication (including self-medication if applicable):***

- The name of the child
- The authorisation to administer medication (including, if applicable, self-administration), signed by a parent or a person named in the child's enrolment record as authorised to consent to administration of medication

- The name of the medication to be administered
- The time and date the medication is to be administered
- The dosage of the medication to be administered
- The manner in which the medication is to be administered
- If the medication is to be administered to the child
- The period of authorisation from and to
- The date the authorisation is signed.

***Medical treatment of the child including transportation by an ambulance service***

*(included and authorised initially as part of the child's enrolment record or as amended at a later date):*

- The name of the child
- Authorisation to seek medical treatment for the child from a registered medical practitioner, hospital or ambulance service and
- Authorisation for the transportation of the child by an ambulance service
- The name, address and telephone number of the child's registered medical practitioner or medical service and if available the child's Medicare number
- The name of the parent or guardian providing authorisation
- The relationship to the child
- The signature of the person providing authorisation
- The date the authorisation is signed.

***Emergency Medical Treatment***

*(included and authorised initially as part of the child's enrolment record or as amended at a later date):*

Preschool educators are able to seek emergency medical assistance for a child as required without seeking further authorisation from a parent or guardian (i.e. medical practitioner, ambulance or hospital) including for those emergencies relating to asthma and anaphylaxis.

***Collection of children***

*(included and authorised initially as part of the child's enrolment record or as amended at a later date):*

- The name of the child
- The name of the parent or the guardian of the child or the authorised nominee on the enrolment form providing authorisation
- The name of the person/s authorised by a parent or authorised nominee named in the child's enrolment record to collect the child from the premises
- The relationship to the child of the persons authorised to collect the child from the premises
- The signature of the person providing authorisation
- The period of authorisation, from and to
- The date the authorisation is signed

## ***Excursions***

*(including regular outings)*

If the excursion is a regular outing, the authorisation is only required to be obtained once in a 12 month period i.e. at the time of enrolment.

- The name of the child
- The date of the excursion (unless the authorisation is for a regular outing, please specify details)
- A description of the proposed destination for the excursion
- The method of transport to be used
- The proposed activities to be undertaken by the child during the excursion
- The period the child will be away from the premises
- The anticipated number of children likely to be attending the excursion
- The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- That a risk assessment has been prepared and is available at the service
- The name of the parent or guardian providing authorisation
- The relationship to the child
- The signature of the person providing authorisation
- The date the authorisation is signed.

## ***Verification of Authorisation***

All authorisation forms received (other than the initial enrolment form) from parents or guardians are to be checked for completion and are to be verified that the authoriser (name and signature) is the nominated parent or guardian on the enrolment form.

If incomplete or inappropriately signed, the authorisation form should be returned to the parent or guardian for correction.

No action with regard to the specific activity requiring authorisation should occur unless the authorisation form has been completed correctly and appropriately signed.

## ***Storage of Authorisation Forms***

All authorisation forms should be filed with the child's enrolment details.

This Policy has been developed by the Trott Park Governing Council

Signed\_\_\_\_\_ (Governing Council Chairperson)

Date\_Term 1 2019    Review Date\_Term 1 2021

## Assessment and Reporting

- We ask you to fill out a Preliminary Profile to tell us about your child
- We allocate a key teacher to smaller groups of children i.e. 16/17 per group and this teacher then becomes the main parent contact in matters related to your child's learning. In addition, all educators collaboratively share information on each child. We do this to ensure all 66 children are being monitored on their learning journey and parents have a person to speak directly with and this ensures quality learning and development for each child.
- We take anecdotal observation notes about your child and what they know, understand and engage in at Kindy.
- We use digital pictures and work samples as assessment tools.
- The educator team will discuss their observations of your child's Development and how they play at Kindy.
  - Each child has a scrapbook and a portfolio which contains work samples, reports and developmental learning check lists.
  - We use some basic skill tick sheets, speech and language screeners etc. to ascertain your child's skill levels. In their first or early in their second term we write an Individualised Learning Plan for your child. This includes what they are good at or interested in, any areas needing strengthening or extending, and what strategies we will put in place to assist them with their learning. Once the plan is in place we invite you to an interview to discuss their progress and input into their learning plan.
  - Mid-way through your child's third term we write how they went with the plans. You are given a copy of this and we keep a copy in their file.
  - In term 4 we write a Statement of Learning report. We report against the Early Years Learning Framework and the Indicators of Preschool Numeracy and Literacy. You will have an opportunity to input into and sign the report. A copy is given to you, a copy goes to school and the original is kept on file at the Kindergarten.
- We are happy to talk to you at any time about your child at a mutually convenient time.



## **FEEDER SCHOOLS**

**Sheidow Park Primary School**

**Sheidow Park Primary School Steiner Stream**

**St. Martin de Porres Primary School**

**Woodend Primary School**

**Hallett Cove East**

**And many other independent schools such as Sunrise Christian School, Prescott College, Woodcroft College etc.**

## PARENT RESPONSIBILITIES:

**PUNCTUALITY:** Please be as punctual as possible. It is important to establish routines in children for life long responsibilities therefore please try to drop your child off on time. Late collection can be stressful and upsetting for children. Continuous late collection will incur a fee. Children should not be left unattended before the session.

**CHANGE OF PERSONAL DETAILS:** Please Notify the Kindergarten immediately.

**CHILD SAFETY:** You must accompany your child into the Kindergarten building every day. If another person is collecting your child please note the name of the person in the diary on the table as you enter. You can play with your child in the first room until the educators open the two blue doors at 8.30am.

**NOTE COLLECTION:** Each child has a pocket where all information is put that is relevant to you and your child. Please ensure you check these pockets daily. We also send information to you via email so please check your emails regularly.

**HEALTH CARE:** Please do not send your child to Kindergarten if they are unwell. It is especially important that you notify educators if your child has an infectious illness. It is very important that you notify us of any medical conditions your child has e.g. Asthma, allergies etc. We need a form completed and signed by your doctor. If you do not notify us we cannot administer medication in an emergency and will have to call an ambulance. If your child is hurt or has an accident at Kindy we will put a red notice in your pocket and the incident is also documented on a sheet in the Kindy accident book.

### HOME BORROWING LITERACY AND NUMERACY KITS:

We have a range of educational kits for you to share at home with your child. These are situated on a hanging frame as you enter the Kindy. Simply write the kit number, your child's name and the date borrowed on the green form and date of return. These kits were expensive to make and we would be grateful if you could ensure they are treated with respect at home.

### PARENT INVOLVEMENT:

Parents help to run the Kindergarten through the Governing Council.

There is an Annual General Meeting each year in February and the council is elected. There are meetings once or twice a term and the date and time is arranged each year with the new Council in order to facilitate maximum participation.

Some of the responsibilities include:

- Management and administration of Centre
- Financial Management of the Centre
- Maintenance and development of grounds and equipment
- Supporting staff in the provision of a quality service

**HOW YOU CAN HELP:** We welcome and enjoy parents being part of our sessions, especially in reading to children, cooking, gardening helping on the computer and playing board games with them, which are things we often get interrupted when doing.

If you have interests you can share with us we would love to know, e.g. cooking, playing an instrument, a sport or hobby or a special interest.

We always need materials for pasting and woodwork, so boxes, material, lids, corks, feathers, gum nuts, cards, wrapping paper, shells, ribbons, leather and so on are welcome. We cannot accept egg cartons as we have a child attending with a severe allergy to eggs.

You may also help with lunch as often as you like. However, the \$20 reduction is only for a once a term assistance.

# KINDY DAILY ROUTINE

## MONDAY TO THURSDAY

This is just a guide to our day and we are led by the children's needs and interests. 8:30am to 2:45pm

8:30am to 8:50am	<b>Free choice inside</b>
8:50am to 10:00am	<b>Free choice inside and outside</b>
10:00am to 11:15am	<b>Big and small group learning and morning snack</b> <i>(including literacy and numeracy learning through story games and songs - both inside and outside).</i> <i>(an educator supervises toilet area to ensure children are accessing the toilet and following hygiene procedures).</i>
11:15am to 12:30pm	<b>Inside/outside free choice</b> <i>(two educators outside and one inside).</i>
12:30pm to 1:15pm	<b>Lunchtime program, gather on mat - Jolly phonics, story, songs, games and relaxation.</b> <i>(educator supervises toileting procedures)</i> <i>(lunch boxes are on tables and children access their drink bottles from their bags and sit where their lunch box is situated. Children wait till all children are seated at their table before eating. An educator or parent supervises each table. When children are finished they apply sunblock and engage in quiet activities such as puzzles or fine motor activities)</i>
1:15pm – 2:20pm	<b>Free choice inside/outside</b> <b><i>(Including Pack up time and repacking our bags).</i></b>
2.20pm to 2:45pm	<b>Gather on mat for group games, story or songs</b>
2:45pm	<b>Home time (please collect your child on time)</b>

# KINDY DAILY ROUTINE

## FRIDAY

This is just a guide to our day and we are led by the children's needs and interests. **8:30am to 1:30pm**

8:30am to 8:50am	<b>Free choice inside</b>
8:50am to 9:45am	<b>Free choice inside and outside</b>
9:45am to 11:00am	<b>Japanese and Science and morning snack</b> <i>(an educator supervises toilet area to ensure children are accessing the toilet and following hygiene procedures).</i>
11:00am to 12:30am	<b>Inside/outside free choice</b> <i>(two educators outside and one inside).</i>
12:30pm to 1:20pm	<b>Lunchtime program, gather on mat Japanese and relaxation.</b> <i>(educator supervises toileting procedures)</i> <i>(lunch boxes are on tables and children access their drink bottles from their bags and sit where their lunch box is situated. Children wait till all children are seated at their table before eating. An educator or parent supervises each table. When children are finished they apply sunblock and engage in quiet activities such as puzzles or fine motor activities and as required a quick run outside.</i>
1:20pm to 1:30pm	<b>Gather on mat (hand out copies of the science experiment and any Japanese for home)</b>
1:30pm	<b>Home time (please collect your child on time)</b>

## **Our Program**

We plan and program and report using a The Early Years Learning Framework and the Indicators of Preschool Numeracy and Literacy.

**Belonging** - Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and is the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging.

**Being** - Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's life.

**Becoming** - Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different circumstances. Becoming reflects this process of significant change that occurs in the early years as young children learn and grow.

The learning outcomes for children from Birth to 5 years

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

This curriculum document supports our quality educational program which offers children a combination of play based learning experiences and intentional teaching which are engaging, enriching and enjoyable and build success for lifelong learning.

Children have opportunities to play on their own, and with other children. We provide a wide range of activities and experiences including blocks, puzzles, books, drawing, sandpit, climbing, swings, painting, construction sets, home corner, pasting and playdough.

We have small and large group times for stories, snack, songs and discussions.

Children are encouraged to develop numeracy and literacy skills through play and group times.

The development thinking skills is another important part of our program, and this also happens throughout the sessions.

Children are able to develop their social skills, through sharing, turn taking, negotiating and playing.

## Our Current Improvement Priorities 2018

Engagement Learner Well Being and Resilience

STEM - including a focus on: Literacy and Numeracy- problem solving/Growth Mind Sets/stretch thinking

Science - critical and creative thinking, hypothesizing and predicating

Visual and Performing Arts - building selfesteem and oral literacy competence and confidence with drama and song concerts each term

Diversity - with a focus on learning Japanese words and songs

## Our Kindergarten Philosophy

We believe in and foster: Respect, Delight of Being, Individuality, Friendship, Optimism and Initiative

The child and their families are central to everything we do. We aim to provide a quality educational program that engages and supports children to construct and challenge their own understandings. Educators work in collaboration to plan, teach and review the curriculum based on their professional knowledge and an in-depth understanding of each child.

### **We provide opportunities for:-**

Learning which promotes creative flexibility in thinking and problem solving

Learning which assists to build on existing knowledge

Learning which fosters oral language development and social abilities

Learning which achieves excellence now and in the future for all children, educators and the kindergarten community to ensure we are equipped to meet the demands of our ever changing world

### **We achieve this by: -**

Providing a nurturing and respectful Early Learning Environment that prepares our children for the joy of self-discovery, lifelong learning and friendship.

### **We believe in:**

Teaching with optimism and encouragement

Learning from our children and the wider kindergarten community

Leading by example and encouraging our site core values

Creating safe environments and meeting national standards

### **Educators demonstrate this by....**

Creating a learning environment which is structured so that it provides for learning at different levels and in a variety of ways to meet the needs of all children.

Planning and assessing individual children's learning in consultation with their parents and setting clear goals for engagement, support and extension

Reflecting and reviewing our individual and site practice and pedagogy and seeking to improve our skills as educators

Having a positive attitude to trying new approaches in teaching and seek to challenge all children in their learning

### **Children show this by...**

Developing a range of life skills, learning skills and dispositions which support them to be independent learners; including emotional resilience, social competence, self-motivation, independence, persistence and resourcefulness

Having a voice in the curriculum so their ideas are fostered and developed in ways which are meaningful to them and which lead to more complex learning

Having the opportunity to take considered risks and learn from their mistakes

### **Parents demonstrate this by...**

Working with educators to form strong beginnings for their children by linking the learning from home to kindy and kindy to home, Supporting children's attempts, celebrating their successes, providing guidance for future learning through encouragement, Communicating openly with educators about children's needs, passions and interests, Collaborating with educators in planning for future learning and improvements