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Home



Find out more about our goals and our focus in our philosophy statement (PDF 147KB)
(https://www.preschools.sa.gov.au/sites/default/files/twowells_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>) and have a chat to us about how you can get involved.

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

Acknowledgement of Country

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

Contact us

Preschool director: Ms Narelle Palmer

Phone: (08) 8520 2358

Fax: (08) 8520 2387

Email: dl.2676.leaders@schools.sa.edu.au

Street address: 27A Gawler Road Two Wells SA 5501

Postal address: c/- Two Wells Post Office Two Wells SA 5501

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 can attend Monday to Wednesday, or Wednesday to Friday.

Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.00pm	8.30am to 3.00pm	8.30am to 12.30pm even weeks	—	—

Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
—	—	8.30am to 12.30pm odd weeks	8.30am to 3.00pm	8.30am to 3.00pm

Fees

The parent contribution is \$110 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/two-wells-community-childrens-ctr/getting-started/enrolment-and-fees>) page for more information.

What to bring

Children need to bring these items each day:

- bag
- broad-brimmed hat
- change of clothes
- drink bottle containing water
- healthy snack
- packed lunch (if not part of the cooked lunch program)
- medication prescribed by a doctor (if required).

Your child should wear suitable shoes (no thongs).

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

What not to bring

Children should not bring these things:

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

Additional information

Please read our arrival and departure procedure (PDF 187KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/twowells_arrival-and-departure.pdf).

Cooked lunch

Preschool children may eat lunch prepared by the childcare cook.

Cost:

- \$87.50 per term (5 lunches per fortnight)
- \$70 per term (2 lunches per week)
- \$35 per term (1 lunch per week).

This must be paid in advance at the beginning of each term. There is no refund if your child doesn't come to preschool.

If your child attends both before and after preschool care

(<https://www.preschools.sa.gov.au/two-wells-community-childrens-ctr/getting-started/what-we-offer#beforeafter>), they are entitled to a free childcare lunch on the day they attend.

Childcare

Childcare is available for babies and children from 6 weeks to 6 years old.

Times

Full day session

Monday	Tuesday	Wednesday	Thursday	Friday
7.00am to 6.00pm	7.00am to 6.00pm	7.00am to 6.00pm	7.00am to 6.00pm	7.00am to 6.00pm

Morning session

Monday	Tuesday	Wednesday	Thursday	Friday
7.00am to 12.30pm	7.00am to 12.30pm	7.00am to 12.30pm	7.00am to 12.30pm	7.00am to 12.30pm

Afternoon session

Monday	Tuesday	Wednesday	Thursday	Friday
12.30pm to 6.00pm	12.30pm to 6.00pm	12.30pm to 6.00pm	12.30pm to 6.00pm	12.30pm to 6.00pm

We are closed public holidays and the 2 week Christmas/New Year period (dates will be confirmed each July).

Cost

- Full day – \$95
- Morning session – \$52 (includes lunch)
- Afternoon session – \$42

Childcare fees are due each week.

Check your eligibility for the Australian government's childcare subsidy
(<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>).

What to bring

Children need to bring these items:

- bag
- broad-brimmed hat
- 2 complete changes of clothes
- drink bottle containing water only
- medication prescribed by a doctor (if required).

If needed, younger children also need to bring these items each day:

- bottles of milk or formula pre-measured and clearly labelled
- soothers or special comfort toys
- disposable nappies to last their session (at least 6 for full day care).

Your child should wear suitable shoes (no thongs).

All meals are provided, please do not pack any food or drink (water is okay).

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

Additional information

Our qualified staff are trained in first aid, asthma and anaphylaxis care.

Please speak with us if you require care for a baby under 3 months old.

Complete our notification of changes form (PDF 13KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/twowells_notification_of_changes_form.pdf) for any changes to your care bookings, contact details and holiday advice.

Before and after preschool care

Your child can attend before and after preschool care.

Times

Before preschool care

Monday	Tuesday	Wednesday	Thursday	Friday
7.00am to 8.45am	7.00am to 8.45am	7.00am to 8.45am	7.00am to 8.45am	7.00am to 8.45am

After preschool care

Monday	Tuesday	Wednesday	Thursday	Friday
3.00pm to 6.00pm	3.00pm to 6.00pm	3.00pm to 6.00pm	3.00pm to 6.00pm	3.00pm to 6.00pm

Cost

- Before preschool care – \$15
- After preschool care – \$20.

What to bring

Children need to bring these items:

- bag
- broad-brimmed hat
- change of clothes
- drink bottle containing water.

Additional information

If your child attends both before and after preschool care, they are entitled to a cooked childcare lunch.

Care for school children is available if you have a child attending our child care or before and after preschool care.

Vacation care is available at Two Wells Primary School (<http://www.twowellsp.s.sa.edu.au/>) with Happy Haven.

Playgroup

Children from birth to 5 years old are welcome to attend our playgroup. You and your child can meet other families and spend time learning together.

Times

Tuesday, 9am to 11am but you can arrive after 9am.

Cost

Gold coin donation per child, plus a Playgroup SA (<https://www.playgroupsa.com.au/>) membership.

Please make sure you have a membership by your 3rd playgroup visit.

What to bring

Please bring:

- broad-brimmed hat
- change of clothes and nappies if required
- drink bottle containing water
- piece of fruit to share.

All adults and children are required to wear a hat and sun safe clothing when outside.

Additional information

Playgroup is held in the Two Wells Uniting Church (34 Gawler Road, Two Wells).

Speak to our playgroup co-ordinator, Tegan, for more information.

Child and youth health (CYH)

A CYH nurse visits us on the 2nd Friday of the month.

Times

Call 1300 733 606 to make an appointment.

Cost

This service is free.

What to bring

Your child's blue book (<http://www.cyh.com/SubContent.aspx?p=469>).

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 (<https://www.preschools.sa.gov.au/two-wells-community-childrens-ctr#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

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

Before your child starts

We will contact you in term 4 about an orientation session. This will be a 2-hour session where you can ask questions.

Before they start preschool your child can come to a 2-hour pre-entry transition visit. This will be in term 4 and will be a chance for your child to meet the staff and other children.

Fees

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

The parent contribution is \$440 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$110 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have additional costs (<https://www.preschools.sa.gov.au/two-wells-community-childrens-ctr/getting-started/what-we-offer#twowellsprograms>), such as childcare.

When to pay

We will invoice you via your child's note pocket.

Preschool payments are due each term. Childcare payments are due each week.

Please contact us if you are having difficulty paying.

How to pay

Cash, cheque or EFTPOS

You can pay by cash, cheque or EFTPOS. Please put the cash or cheque in a sealed envelope with your child's name on the front, and put the envelope in the payments box located in front of the administration desk (near the photocopier). Go to our administration desk to pay by EFTPOS.

EFT information

You can pay by direct deposit.

BSB: 065502

Account number: 10200285

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>).

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Two Wells Community Children's Centre

Rating issued: September 2017

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Quality improvement plan

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

Quality improvement plan (PDF 75KB)

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

Site context statement

A summary of our:

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

Site context statement (PDF 73KB)

(https://www.preschools.sa.gov.au/sites/default/files/twowells_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/2676_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.

Two Wells Community Children's Centre



Philosophy Statement

At the Two Wells Community Children's Centre we believe that children's rights are of the utmost importance, and we will ensure that their needs and interests are foremost in our minds. We believe that children are competent and resourceful learners who are capable of constructing their own knowledge of the world around them. We will facilitate this learning by building strong, respectful relationships with all children, families and the wider community.

We aim to provide a caring, safe, inclusive, play based environment in which families, children's and staff's cultural beliefs and practices are embedded.

Our service will reflect the following:

In relation to children:

- We believe that children need a challenging, safe, friendly and secure environment in which to learn, creating a sense of belonging.
- Children will be valued, cared for, and respected as responsible capable learners.
- We will create opportunities for positive interactions, to encourage children to reach their full potential.
- Children's wellbeing and the rights of the child are paramount. They will be respected as individuals and treated fairly and equitably.
- We will provide children with the opportunity to have fun, have success with learning and be able to express themselves verbally, non-verbally, physically and creatively.
- We believe all children need to be supported in their emerging development and have trusting, meaningful relationships with their educators. We will assist in building independence, autonomy for learning and contributing members to the wider community, creating a sense of agency.
- We will provide children with the opportunity to engage in caring & respectful relationships with others.

In relation to families:

- We will have open and ongoing communication between parents/educators and children, based around strong trusting relationships.
- All families will be treated respectfully, inclusively and sensitively to meet their complex needs, and information will be kept confidential.
- We will ensure that families are made to feel welcome at all times, inclusive of cultural diversity, religion, appearance and beliefs.
- We will communicate with families on a regular basis, about their child's day, development and general wellbeing.
- We will encourage families to be involved in our centre in all aspects including curriculum programming, activities and experiences, governance and decision making, by asking for their participation and feedback.
- We will advocate and support parents/families in their parenting role where possible, by providing them with advice, information and general knowledge about children and their development.

- We will encourage the sharing of information, in a two way relationship/partnership to ensure we care for their child in a manner that suits their values, needs and expectations.

In relation to the program:

We will provide a program that:

- Is responsive to children/families/staff. It is evaluated, extended and is centered around the Early Years Learning Framework, My Time Our Place, principles, practices, themes and learning outcomes providing a holistic teaching and learning approach.
- Is engaging, educational, and play based. It will be reflective and responsive to individual children's needs and interests.
- We will display a documented room program and records are kept for each child in the form of observations, learning stories, photos, work samples etc.
- Will cater for developing skills, and challenge children to reach their full potential, through play, spontaneous interactions and intentional teaching, and dispositions for life long learning.
- Is parent friendly, and easy to interpret and regularly seeks parent/family/community input and participation.
- Will provide a variety of resources, activities, experiences and learning opportunities, that positively promotes children's choices, and creates a sense of exploration, curiosity, discovery, imagination and inquiry.
- Values our outdoor and indoors areas, in which we provide natural and loose parts play.
- Will promote peer and educator relationships through primary educator caregiving.
- Allows children to have quiet and active play times in an individual, small group and large group context.
- Provides opportunities for cultural competence through diversity, multiculturalism, inclusivity and appreciation of the Indigenous cultures of Australia.

In relation to the community:

We will

- Participate with other community groups and services to develop networks for families, and build that sense of community spirit and dignity for all.
- Provide support to the community and be responsive to local needs, where possible.
- Develop partnerships with the community.
- Network with other centres.

In relation to professional development:

We will commit to:

- Continually improve, learn and further develop and extend skills and knowledge both personally, professionally and as a staff team.
- Engage in professional training, learning, development and be open to changes required to strive for continuous improvement for the benefit of all.
- Keep up to date with all current Laws, regulations, standards, teaching and learning methodologies as set out by the Department of Education Child Development, ACECQA and current research.

In relation to staff's role as caregivers/ educators:

We will

- Ensure that children at TWCCC are at the core in all that we do, and are made to feel safe, secure and valued for who they are.
- Endeavour to give the very best at all times and provide the highest quality education and care for the children of TWCCC.
- Believe in our staff as the most valuable resources in order to promote the highest quality care and education for our centre. We will value their individual skills and knowledge and maintain a safe and respectful working environment at all times.
- Ensure that children are supervised at all times.
- Develop relationships with families, to ensure open communication and the needs/interests of children are met.
- Be approachable to families at all times.
- Provide a nurturing, safe environment with lots of fun and positive learning experiences, where staff engage with children and have sustained conversations and follow children's play and interests with vigour and enthusiasm.
- Help children and families to extend themselves in all areas of development.

Governing Council Member's Signature: _____

Director's Signature: _____

Two Wells Community Children's Centre's Common Seal

Date Reviewed: 28th Feb 2018

Next Review Due: March 2019

Sources: **Early Years Learning Framework, 2009**
National Quality Regulations and Standards, 2012
Code of Ethics DECD
Rights of the Child
Families, Children and Educators at Two Wells CCC



Policy 2.32

Anaphylaxis, Allergy, and Asthma care Policy

Two Wells Community Children's Centre is committed to ensuring that children in our care are provided with the best possible care.

Every reasonable step will be taken to ensure that children with Asthma, an allergy or anaphylaxis reaction, are not exposed to such allergens while in the centre.

Two Wells Community Children's Centre will take the following action to reduce this risk.

1. Obtain medical information

This information will be required from the parent on enrolment. The parent will need to provide the ASCIA action plan for allergic reaction/anaphylaxis and asthma Care plan, which has been completed by a registered doctor or medical practitioner and it will include the following information.

- Clear identification of the child – photo must be present
- Documentation about the allergic triggers
- Documentation of the first aid response including the medication required
- Identification and contact details of the doctor/medical practitioner who signed the document.
- Every child with an allergy will have an allergy/anaphylaxis management plan Or Asthma Care plan, which is done in conjunction with the staff of Two wells Community Children's centre and the enrolling child's family.
- Parents will be responsible for providing the action plan and medication and ensuring that the medication provided is not out of date. Staff will check expiry dates every 3 months.
- Staff will ensure that the plan is reviewed regularly, and always at the time of transition. Eg – from room to room.
- Caregivers will be reminded on an annual basis of this policy to ensure ongoing compliance.
- On enrolment all parents, which have discussed and identified that their child has an allergy or anaphylaxis reaction, will be given a copy of this policy to ensure they are provided will all the necessary information, on how the centre will address the issues, and reduce the chances of their child being exposed to the allergen.
- Parents and caregivers will be asked to have any plans updated yearly by a registered doctor or medical practitioner.
- It is a parent/carer responsibility to ensure medication is within date. Parents must check the child's medication kept at the centre to be aware of the expiry date and to replace when necessary. If a staff member notices the expiry date is coming up they will inform the parents.
- TWCCC staff will all be made aware that under no circumstances to administer out of date medication. If no medication is available staff will call 000 for an ambulance.

For any child showing signs of an asthma attack, who has not been diagnosed with asthma. An ambulance MUST be called to ensure the child is receiving the correct medical care. Followed by starting the emergency Asthma Care management plan



(please note the ambulance cost is the responsibility of the family)

2. Education of educators

Recognition of the risk and understanding the steps that can be taken to minimise anaphylaxis by all those responsible for the care of children in the centre, are the basis of prevention.

3. Practical strategies to avoid exposure to know triggers

Avoidance of specific triggers is the basis of anaphylaxis prevention. Appropriate avoidance measures are critically focused on education of children, staff and parents.

TWCCC is a nut aware/allergy aware centre. There is a sign on the door to remind caregivers each day, with a notice that indicates if we currently have any children in the centre with an anaphylaxis reaction.

For children with allergies to other products, when this allergen is identified, it will be removed where possible from the centres environment. E.g. – egg carton removed if egg allergy.

When the allergen is environmental, e.g. bee stings – educators will have a “Bum Bag” that will contain the children’s action plan and the Epi-pen/Ana-pen.

Children with an anaphylaxis reaction will not be excluded from any activities that are undertaken within the centres environment, unless directed by the parent, or unless it is going to have a detrimental effect on the child’s health.

4. Age appropriate education of children with severe allergies.

Two Wells Community children’s Centre recognises the importance of parents, as having the responsibility of teaching children about allergies, the centre recognises that it has a responsibility to ensure a safe environment of all children in care.

5. Food Policy measures

Two Wells Community Children’s Centre will ensure that the following measures take place

- There will be no trading or sharing of food, food utensils or food containers
- Children with severe allergies will only eat food prepared under strict conditions within the kitchen environment, by a cook or staff member with a very clear understanding of the steps that need to be undertaken to ensure the safety of the child.
- Items for the children’s use e.g. – bottles, cups etc, will be clearly labelled.
- Food preparation personnel will be instructed about the measures to prevent cross contamination during the handling, preparation and serving of food.

Refer to the Food Safety Policy and Healthy Eating and Nutrition Policy for more information on general safety measures undertaken within the centres environment.

6. Storage of medication

Asthma medication will be clearly labelled and placed into the medication bag in the store room/kindy cupboard. If used, spacers are to be cleaned after each use.



Exceptions to consent

Two Wells Community Children's Centre is committed to ensuring all children in the centre are cared for in a manner that is safe to all users. TWCCC acknowledges that it must gain consent from the parent/guardian before it is permitted to give medication. TWCCC acknowledges that consent does not need to be obtained from the parent/guardian, if it is deemed to be an emergency. In this case the parent/guardian will be informed as soon as possible that emergency medication has been administered to their child. TWCCC will ensure that the medication record is completed for the parent to fill out and sign as soon as possible after the administration of medication has taken place.

Policy information sourced from

1. ASCIA Guidelines for Prevention of food anaphylactic reactions in schools, Preschools and Child care.
2. Education and Care Services National Regulation 2012
3. Allergy and anaphylaxis aware – checklist for education and children's services.
4. Managing Anaphylaxis in child care settings
5. Australasian society of clinical immunology and allergy – www.allergy.org.au

This policy is done in accordance with Education and Care Services National Regulations. The regulations relating to this policy include:

- Regulation 90 – Medical condition Policy
- Regulation 91 – Medical conditions policy to be provided to parents
- Regulation 94 – Authorisation requirements – Anaphylaxis or Asthma emergency
- Regulation 136 – First Aid Qualification
- 173 – Prescribed information to be displayed

In accordance with regulation the first aid code ending in 004 – First Aid for Centres incorporates Asthma and Anaphylaxis training.

Governing Council Member's Signature:

Director's Signature:

Two Wells Community Children's Centre's Common Seal

Date Reviewed: March 2018

Next Review Due: March 2020

TWCCC Director and Governing Council

Asthma care plan for education and care services

CONFIDENTIAL: Staff are trained in asthma first aid (see overleaf) and can provide routine asthma medication as authorised in this care plan by the treating doctor. Please advise staff in writing of any changes to this plan.

To be completed by the treating doctor and parent/guardian, for supervising staff and emergency medical personnel.

PLEASE PRINT CLEARLY

Student's name

Date of birth

Photo of student (optional)

Plan date
____/____/201____

Review date
____/____/201____

Managing an asthma attack

Staff are trained in asthma first aid (see overleaf). Please write down anything different this student might need if they have an asthma attack:

Daily asthma management

This student's usual asthma signs

- ☐ Cough
- ☐ Wheeze
- ☐ Difficulty breathing
- ☐ Other (please describe)

Frequency and severity

- ☐ Daily/most days
- ☐ Frequently (more than 5 x per year)
- ☐ Occasionally (less than 5 x per year)
- ☐ Other (please describe)

Known triggers for this student's asthma (eg exercise*, colds/flu, smoke) — please detail:

Does this student usually tell an adult if s/he is having trouble breathing?

☐ Yes☐ No

Does this student need help to take asthma medication?

☐ Yes☐ No

Does this student use a mask with a spacer?

☐ Yes☐ No

*Does this student need a blue reliever puffer medication before exercise?

☐ Yes☐ No

Medication plan

If this student needs asthma medication, please detail below and make sure the medication and spacer/mask are supplied to staff.

Name of medication and colour	Dose/number of puffs	Time required

Doctor

Name of doctor

Address

Phone

Signature

Date

Parent/Guardian

I have read, understood and agreed with this care plan and any attachments listed. I approve the release of this information to staff and emergency medical personnel. I will notify the staff in writing if there are any changes to these instructions. I understand staff will seek emergency medical help as needed and that I am responsible for payment of any emergency medical costs.

Signature

Date

Name

Emergency contact information

Contact name

Phone

Mobile

Email

Asthma First Aid

1 Sit the person upright

- Be calm and reassuring
- Do not leave them alone



2 Give 4 separate puffs of blue/grey reliever puffer

- Shake puffer
- Put 1 puff into spacer
- Take 4 breaths from spacer

Repeat until 4 puffs have been taken

Remember: Shake, 1 puff, 4 breaths

OR give 2 separate doses of a Bricanyl inhaler (age 6 & over) or a Symbicort inhaler (over 12)



3 Wait 4 minutes

- If there is no improvement, give 4 more separate puffs of blue/grey reliever as above

OR give 1 more dose of Bricanyl or Symbicort inhaler



4 If there is still no improvement call emergency assistance - Dial Triple Zero (000)

- Say 'ambulance' and that someone is having an asthma attack
- Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives

OR give 1 dose of a Bricanyl or Symbicort every 4 minutes - up to 3 more doses of Symbicort



Call emergency assistance immediately - Dial Triple Zero (000)

- If the person is not breathing
- If the person's asthma suddenly becomes worse or is not improving
- If the person is having an asthma attack and a reliever is not available
- If you are not sure if it's asthma
- If the person is known to have Anaphylaxis - follow their Anaphylaxis Action Plan, then give Asthma First Aid

Blue/grey reliever medication is unlikely to harm, even if the person does not have asthma



Asthma Australia

Contact your local Asthma Foundation

1800 ASTHMA Helpline (1800 278 462) asthmaaustralia.org.au

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Translating and
Interpreting Service
131 450

Arrival and Departure

PLEASE SIGN THE ATTENDANCE SHEET including time of arrival and again on departure. This is a requirement of the Department of Family and Community Services and failure to sign in and out will result in the withdrawal of Child Care Benefit.

On arrival

We ask you to bring your child to a staff member so that they can be greeted. Please say "Goodbye" to your child even if this is difficult for you. It is important that your child knows that you are leaving and that you will return.

We are here to help you should you need help at separation time so please:

- Sign your child in on the Attendance Sheet, and fill in the Information Board in childcare.
- Help your child to place their belongings in their locker.
- Leave a labelled hat and change of clothes, and nappies if required.
- Hand any medication with pharmaceutical instructions to a staff member and sign the necessary forms.
- Make sure that all doors and gates are closed securely when entering or leaving.

On leaving

- We ask you to sign your child out, read the Information Board/Nappy Chart/Baby book about your child's day.
- Help your child collect their day's work and their belongings and any medication.
- Take your child to farewell a staff member.
- If you are unable to collect your child by the close of your session PLEASE telephone the Centre, and arrange for someone else to collect your child, as a late collection fee will apply.

Security and Collection of Children

The safety of children in our Centre is of paramount importance to parents, children and staff. Only parents and authorised persons nominated on the enrolment form may collect your child, unless you have advised the staff beforehand, preferably in writing. A personal door code will be arranged for each family to gain access through the front door. Please do not share this number as this will undermine the security of all children.

CHILDREN WILL NOT BE RELEASED TO UNAUTHORISED PEOPLE.

If the staff is unclear about an unfamiliar person collecting a child, the parent will be phoned and identification such as a driver's licence will be requested. If at any time a Family Court order is made, the Director must be advised immediately and be provided with a copy of any such order. No information will be given to persons over the telephone if staff cannot establish their identity.

Late Collection

The Centre closes strictly at 6.00pm.

Parents must advise the Centre if they are going to be late and should arrange for an authorised person to collect them. If the child/ren has not been collected and the parent has not contacted the Centre 10 minutes before the end of the booked session, staff will contact the parent, and if unavailable, the emergency contacts.

If no one can be contacted and the child/ren have not been collected 15 minutes after closing time the Crisis Response and Child Abuse Service (CRACAS) will be asked to take responsibility for the child/ren. A significant LATE FEE will be charged according to the Fee Policy for each child.



Policy 2.1

Access to the Centre

The Two Wells Community Children's Centre will provide equal and inclusive access to all families. We will ensure the safety of children who attend the centre and protect the custodial rights of parents/guardians.

Members of the community, professionals and students will be provided access to the centre where it enhances the quality of the program, protects the welfare and rights of the children and staff, and/or provides training and experience to members of the children's services field.

Our centre offers a variety of service provisions for the Two Wells and surrounding community.

Childcare - We provide education and care for children aged 6 weeks to 6 years.

Kindergarten – We provide a DECD kindergarten program for children aged 3.10 years to 6 years. (exact age is determined by the child's DOB in line with the DECD preschool enrolment policy) indigenous children are eligible to start from 3 years of age but not exceed 2 years of preschool attendance prior to school (12 hours pw in their first year and 15 hours pw in the last year). All preschools and schools from 2017 are zoned. Families must reside within this zone. On occasions the preschool can accept enrolments outside of the zone if the site capacity has not been reached.

Before and After School Care: This service is only available for school aged children up to 12 years of age who have a younger sibling enrolled in the childcare service. Once the last child in the family transitions to school, alternative before and after school care arrangements must be made for the children by the family. School aged children can access the centre during school holidays so long as they have a younger sibling enrolled in the service. (we do encourage families to consider the Virginia, Two Wells, Angle Vale or the Trinity Gawler River Vacation care program that provides an excellent holiday care program)

Enrolments

Each enrolling family must complete an Enrolment form and Fee Agreement. For kindergarten families you will first fill out a waiting list form, and once an offer has been made you will be given the full enrolment form. On enrolment, parents will be given an enrolment package containing these forms, along with:

- Asthma/ Medication forms.
- Parent Induction and Child Information forms.
- A Parent Handbook is included which advises about centre information and policies, including:

- Priority of Access guidelines (DECD) which state that a child will be given a place according to these priorities:
 - Child at risk of abuse or neglect OR family in crisis.
 - Children in Aboriginal or Torres Strait Islander families.
 - Children under the Guardianship of the Minister
 - Children with disabilities or non English speaking backgrounds.
 - Family with recognized work or work-related commitments.
 - Family with greatest need for child care support.

If a place is not immediately available to the family, they will be put onto a waiting list.

Once entered onto the waiting list it is desirable for the family to contact the centre on a regular basis to confirm their continued wish to remain on the waiting list. When a place becomes available the Assistant Director will contact the family and the enrolment will proceed.

Enrolment forms will be updated when necessary to ensure information is current and correct, but parents should advise the centre when any of their details change. Enrolment information will be kept in a confidential file. Access to this information is available to the caregiver, Director, Assistant Director, parents and commonwealth officers.

Exclusion of children from the service will only occur after all other avenues of communication and support have been exhausted, and when:

- Professional advice confirms a child is in psychological danger as a result of an unusually prolonged inability to settle into care away from the parent/guardian.
- A child puts staff or one or more children at risk through inappropriate or dangerous behaviour.
- Or significant property destruction caused by the child.

Authorisation for Collecting Children

The names and contact numbers of all persons authorised to collect children from the centre must be included on the enrolment form. Any changes to these authorities must be advised in writing, over the phone, or verbally to the centre by the custodial parent as soon as possible.

If the custodial parent arranges for an authorised person to collect their children from the centre, they must contact the centre to advise of this arrangement and confirm who will be collecting the child.

If someone other than the custodial parents arrives to collect the children, and the centre has not been notified, the Director/Assistant Director or senior staff member will contact the custodial parent to obtain their authorisation. Wherever possible, prior notification should be provided by the parent. The child will not be released until the custodial parents' authorisation has been obtained. If the authorised person is not known to the centre, the custodial parent will be asked to provide a description of the person concerned, and the person will be required to provide photographic proof of their identity. This information (Drivers ID) is recorded on the sign in logs.

Late Collection

Parents and guardians who are unavoidably detained and are unable to collect their child at the negotiated collection time, must telephone the centre to advise of their lateness and expected time of arrival.

Childcare – Collection times for childcare are BY 12.30pm and 6pm If a parent /guardian is unable to collect their child prior to closing time they should arrange for another responsible

adult to collect their child and advise the centre, in writing if possible, of this arrangement. Authorisation policy will apply (see above).

If the parent or guardian has not either arrived to collect their child or contacted the centre

5 minutes before the end of the session, the centre will attempt to contact the parent/guardian. If this is not successful, the emergency contacts listed on the child's enrolment form will be contacted to arrange for the child's immediate collection.

If no one can be contacted and the child has not been collected **15 minutes** after the centre's normal closing time, the child will be referred to Crisis Care (Phone:131611) in consultation with the Local Police. A notice to this effect will be placed on the centre's entrance with the relevant telephone contact numbers. If the parent arrives before Crisis Care personnel, the latter will be cancelled. *In such circumstances all local solutions will be explored in the first instance to ensure the safety and well being of the child.*

If this reoccurs the following procedure will be followed:

Parents will be asked to sign a Late Collection form each time.

First Late Collection: Fee and verbal warning

Second Late Collection: Fee and written warning from the Director

Third Late Collection with the Calendar year: Fee and letter from Governing Council **cancelling care at the centre.**

Kindergarten: Kindergarten collection times are 3pm and 12.30pm on Wednesdays. At the end of the kindy session if a child has not been collected a member of staff will phone the parents immediately. If the child is not collected within 10 minutes of the session ending time the child will be transitioned to the childcare service where parents will be charged the total before and after kindy care session amount + a \$20 late fee (the additional \$20 late fee can be waived at the directors discretion, however the full before and after kindy care fee will always apply to cover additional staffing costs in the childcare centre). A member of staff will continue to make contact with the parents.

If the parents cannot be contacted, kindy staff will try contacting emergency or authorized collection persons listed on the child's enrolment form, to collect the child. It is the responsibility of families to provide up to date contact details for authorized persons.

Family Contact

Staff will communicate with parents/guardians in a positive and supportive manner that encourages the parents/child relationship. Information with regard to family issues and personal lives will be handled confidentially. Every effort will be made to treat both parents/guardians equally. Without legal documentation, staff cannot act as though one parent is more fit than another to the legal rights of their child.

Parents/guardians will have access to qualified staff or the Director/Assistant Director to enable them to discuss any concerns they may have at any reasonable time regarding their child. This may be spontaneous, by telephone or by appointment. Staff will not discuss information of a confidential nature regarding any other child or family within the centre.

Parents/guardians may visit the centre at any reasonable time whilst their children are in care. However they are requested to give due consideration to the time of day, in relation to the centres program; for example rest times would be inconvenient and could disturb other children.

Parents/guardians may bring other relatives to visit at convenient times that have been arranged with the Director/Assistant Director.

Where the child attending the centre is not living with both parents and where a dispute arises in relation to responsibility of the child the following will apply:

- Parental responsibility remains with both parents jointly and individually except where it is altered by a parenting order. In the absence of a parenting order the child will be released to either parent, if both parents are on the enrolment form.
- A parenting order may determine where the child will reside, which parent will have contact with the child and how the contact will happen, which parent has maintenance liabilities for the children and where there are specific aspects of parental responsibility given to one parent.
- Where a non-enrolling parent cites a parenting order giving them lawful access to the children, the parenting order needs to be produced for inspection by the director.
- The enrolling parent, if required, will be telephoned to check the existence of the parenting order and to be informed about the situation.
- Where human life is at risk, any part of the above may not be able to be complied with. In such cases the police will be informed immediately.

Code of Conduct Towards Staff

It is expected that all families will interact respectfully with all staff. We endeavour to build a culture of mutual respect for the benefit of all.

Abuse (physical, emotional and verbal) and bullying, in any form (eg raised voices, intimidating behaviours, excessive/aggressive tones or threatening words) will not be tolerated. We pride ourselves in providing a high level of quality care and education and strong relationships and staff deserve to be treated in such ways. If parents, visitors or older children are seen to be bullying or abusive towards any staff member a formal complaint will be sent to the Governing Council and will be dealt with accordingly.

This type of behaviour can lead to exclusion from the Two Wells Community Children's Centre service.

Visitors, Students and Volunteers

Visitors may be invited into the centre as part of the children's program and may include:

- Members of the fire brigade, police department, medical or nursing profession
- Community people with a skill, talent, or experience from which the children will gain experience or enjoyment.

All visitors to the centre will be required to sign in at the Front Desk.

The centre will offer student placement to:

- High school students who wish to gain work experience as part of their school program, provided that the school has initiated the placement and the students are studying early childhood or family studies.
- Students attending early childhood or child care training at college or university, or high school students who desire a work experience placement.

All placements will need to be negotiated through the Director/Assistant Director. Students will be provided with clear guidelines in relation to their responsibilities and code of conduct whilst at the centre.

Volunteers may be accepted for work experience where there is evidence of a genuine interest in the work involved. Potential volunteers will be interviewed by the Director/Assistant Director to determine their suitability. Volunteers need to be able to articulate their intent and purpose behind their visits. All volunteers will be given clear guidelines in relation to their responsibilities and code of conduct while at the centre. They may be required to undertake a formal police check if they are going to work with children for a prolonged length of time.

Volunteers and students are supplementary to the staff requirements and will not be used to replace absent staff unless they are on the centre payroll.

All other visitors to the centre must make an appointment with the Director/Assistant Director.

Any unwelcome visitors to the centre will be calmly asked to leave. Refusal to leave will necessitate the Director/Assistant Director or senior staff member calling the local police for their removal. Staff will not try and physically remove any unwelcome visitors.

Professional access to the centre will be at the discretion of the Director/Assistant Director or Governing Council. If involving the children, the parent's written consent will be required. The only exception to this would be if the child was at risk.

**Governing Council
Member's
Signature:**

**Director's
Signature:**

Two Wells Community Children's Centre's Common Seal

**Date
Reviewed:** 20th June 2017

**Next
Review
Due:** June 2018

Sources: Policies to Go By
Department of Family & Community Services
DECD policy and procedure.
DECD enrolment
<http://www.decd.sa.gov.au/childrensservices/pages/policies/NQFpolicies/>
DECD Volunteers Policy, Public Sector Code of Conduct



Two Wells Community Children's Centre

Attendance Action Plan

It is no secret that “children who attend early childhood educational programs show better performance and progress in their early school years in both intellectual and social domains.” (Australian Institute of Health and Welfare, 2011:60)

At Two Wells Community Children's Centre we value the importance of children attending our educational programs to their full potential. This means that children enrolled in the preschool program have 15 hours a week access and potential attendance in high quality educational programs.

Is regular attendance important? Yes, from the very first day! If children and students miss the basic skills in the early years of schooling they often experience learning difficulties later on. It has been shown that irregular attendance in the early school years can lead to poor patterns of attendance in primary and then secondary years.

Must I notify the preschool if my child has been away? Yes. On your child's return, a note should be supplied to cover the days missed. You are also encouraged to contact the preschool if your child will be away. If your child has seen a medical practitioner (eg doctor, dentist) a note or certificate from the practitioner will help explain the absence.

Should I notify the preschool or school if my child refuses to go?

Yes. You should immediately contact the preschool or school to seek assistance.

What assistance is available?

There are many staff members who can assist you if attendance is an issue for your child. You can discuss your concerns with your child's teacher or preschool director.

DID YOU KNOW ...?

- Missing one day a week of school from reception to year 10 means missing two years and one term of schooling.
- There is a direct correlation between attendance and achievement.
- Frequent absences make it difficult for teachers who have to continually re-teach information and skills.
- Being half an hour late to school each day from reception to year 10 equals missing one year and one-and-a-half terms of schooling.
- Patterns of attendance/absence are set up in the early years of schooling and preschool.

- Being absent five days a term from reception to year 10 adds up to more than one year of missed schooling.
- Girls are absent more often than boys.
- Poor attendance makes it difficult for students to form positive relationships with their peers.
- Indigenous students are absent twice as much as non-indigenous students.
- Research shows that students who are often absent from school are likely to earn less than their peers as adults

We aim to achieve high attendance rates for all children attending the centre.

Our action plan

- ***Promote families phoning, texting or using Flexibuzz app.to inform the service for any days their child will be absent.***
- ***If a child has been absent for 2 or more days without notice from the family, we will give a courtesy call to the family.***
- ***Plan school visits/special events on the shorter days to encourage attendance.***
- ***Highlight absences on sign in sheets to make staff and families more aware. Enter absences on EYS.***
- ***Record attendance patterns on assessments.***

Action Plan reviewed: April 2018

Signed _____

Next review: April 2020

Signed _____

References:

Australian Institute of Health and Welfare. (2011). Headline Indicators for children's health, development and wellbeing 2011.

DECD <http://www.decd.sa.gov.au/speced2/pages/attendance/attendance/>



Policy 3.1

Behaviour Guidance for all Children

(combines 3.1 and 3.1b Behaviour Guidance for Kindy/School Children)

Two Wells Community Children's Centre is strongly committed to providing a positive learning and caring environment for young children; in which to learn and develop self-esteem, confidence and a sense of belonging.

Every effort will be made to ensure that all interactions within our Centre are respectful, genuine, and caring.

Staff will strive to have the appropriate knowledge to deal with behavioural issues, and behavioural expectations will be developmentally appropriate.

Staff will also endeavour to provide a room and outdoor environment that is uncluttered and tidy, with the room and outside area laid out to allow staff to provide a high level of supervision and still remaining inviting and engaging for all children.

Positive adult behaviour will promote a warm and friendly environment for both children and adults. Staff will always role model appropriate, acceptable behaviour by building on each child's strengths and achievements, to understand the limits of young children's abilities to wait, share, express feelings, and to cope with tiredness and disappointment.

Children will be included in the Centre's behavioural expectations and will be informed of the consequences. Behavioural expectations will be discussed with the children during group and individual times as required.

Such consequences will never include physical, verbal or emotional punishment or any punishment that humiliates or devalues a child. Such consequences will not result in a child being excluded from the main group.

In extreme cases the child may be withdrawn from the situation, and be required to 'think' about safe and/or appropriate behaviour. This will be supervised by staff, and in extreme circumstances the child may be withdrawn from the room. Restraint is only to be used when safety issues are involved.



If conflicts arise, children will be offered the opportunity to modify these behaviours. For example:

Step 1: Behaviour

What is the behaviour that requires modification?

- *kicking*

Step 2: Reaction

What is the reaction or modification of behaviour required?

- *To stop the child from kicking.*

Step 3: Explanation

How is the behaviour explained to the child?

- *Explain to the child that their actions are unacceptable, in words that the child can understand. For example: "Johnny kicking another child is wrong, doing this makes them feel sad and hurt...."*
- *Ask the child what feelings they were having that made them behave inappropriately "Its ok to be mad, it's not ok to be mean"*

Step 4: Redirection

Redirect the child to appropriate behaviour or activity, such as kicking balls outside.

Step 5: Behaviour Logs

Logs are to be filled out for behaviour that harms another child or staff member, or for example, throwing furniture, damaging property

Step 6: Behaviour Management Strategy

After redirection has been tried, staff will attempt or consider a:

Behaviour Management Strategy

- Be aware of all children's behaviour and patterns of behaviour, so that a strategy can be attempted.
- The norms of behaviour are very different for a 2 year old as opposed to a 5 year old. Remember the age of the children and ask yourself:
 - "Am I asking too much of this child?"
 - "Am I asking enough of this child?"
 - "Am I being consistent with the child?"
 - "Why is the child behaving like this?" look deeper into what may be happening in the child's life



- **Techniques to Guide Behaviour**

- **Give choices** to the child to allow positive behaviour avenues for the child. To help relieve the frustration of a perception of “no choices”.
- **Forced Choice** To make sure the child does the behaviour we want; limit the choices given to the child to only two. An example of a forced choice is, "You have two choices; either sit quietly and draw or move to another activity table."
- **Breakdown the requests** into smaller requests to allow the child to understand and be able to cooperate.
- **Start Requests:** Instead of telling the child what to stop doing, tell the child what to start doing. For example, instead of “stop throwing that train, try "Please, hand me that train."
- **Redirection of play:** Redirect the child to appropriate behaviour or activity, such as kicking balls outside
- **Strategies to selectively ignore some behaviour:** At all times ensure that children and staff are safe. Then consider that if by ignoring their behaviour the child will modify their behaviour to meet with a more positive response from those around them.
- **Stop and drop:** Immediately stop the activity where incident is happening and talk with the child to work through the issues and feelings
- **Remove all other children** from the immediate area of the unsafe child or with another staff member safely remove the unsafe child from the area.
- **Split the children** into smaller groups across the building with appropriately allocated staff.
- Regularly handover to another staff member when supporting a child with behaviour issues, so that all staff can have a break.
- **Introduce a quiet time**, play a DVD for 10 mins to change the dynamics of the behaviour.

Staff Situation Evaluation

- Have you had a balance of inside and outside play today?
- How long has the child been in care for today?
- How long have these activities been out for?
- When was the last changeover of activities?
- Have you asked the children what they might like to be doing?
- Is the supervision adequate?
- Are the activities and experiences age appropriate?
- What may be going on in the child's life?

If working through the Behaviour Management Strategy has not modified the child's behaviour then the staff of the Centre will move to step 7.



Step 7: Call the Child's Guardians

The child's guardians will be called, and asked to collect their child from the Centre. Staff will be non-judgmental when discussing a child's behavioural problems with parents, and confidentiality will be maintained. Relevant agencies and/or professional advice will be sought where necessary.

At no time will physical punishment be used in the Centre.
It is the BEHAVIOUR THAT IS REJECTED, NOT THE CHILD.

Restraining a child is only to be implemented when the safety of the child, staff or other children is at risk.

If parents discipline their own child while in the Centre, no form of corporal punishment or unacceptable language will be tolerated. If this does occur, a staff member will remind the parent of this Behaviour Guidance Policy. The incident will also be reported to the Director.

Under NO circumstances, should a parent/siblings/visitors discipline other children.

Step 8: For Ongoing Significant Behaviours (behaviours ongoing over a period of time)

For children who regularly display significant, unsafe (when children or staff are at risk), disruptive behaviour and staff have seen through all of the above strategies and recommendations a Behaviour Care Plan will be put in place. This will take place within a meeting time in conjunction with a staff member, parents and any additional specialists or services involved with the child at the time.

A Behaviour Care Plan will be introduced at this time. Behaviour Care Log's will be presented as evidence of the ongoing disruptive behaviour.

Bullying

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group. Conflict or fights between equals, and single incidents are not defined as bullying. All bullying and single incidents are treated on an individual basis and, in ongoing or more challenging situations, an individually tailored behaviour care plan and a behaviour log may be required. These plans will be conducted in a meeting with a staff member, parent and any services or specialists currently involved with the child.

Governing Council Member's Signature: _____

Director's Signature: _____

Two Wells Community Children's Centre's Common Seal

Date Reviewed: August 2017

Next Review Due: August 2019



Sources:

Supporting and Managing Children's Behaviour, an early childhood resource. ISBN 0 7308 7715 9 http://www.decs.sa.gov.au/speced/files/links/link_61315.pdf

Guiding Children's Behaviour in Positive Ways Factsheet 6.
<http://www.ncac.gov.au/factsheets/factsheet6%20.pdf>

National Quality Framework Resource Kit 2011

Guidelines for Education and Care Services

DECD

Celebrations (including Birthdays)

Celebrations are an important part of our communities, families and therefore children's lives. They promote a sense of belonging and positive self esteem, and can be celebrated in a variety of ways.

Food is often a focus of cultural and family celebrations and has enormous learning potential, but the Centre will always promote nutritious food and a healthy diet (see our Nutrition Policy on our website).

Therefore, birthdays will be celebrated within Child Care a cake for afternoon tea, and in Kindy with birthday stickers and certificates, by singing the birthday song and wearing the birthday hat at group time, and being made to feel special on their special day.

Mandatory Reporting

Our Centre is committed to the prevention of child abuse and neglect. You are encouraged to come and talk to the Director about any concerns you may have as the needs and care of young children is paramount. A confidential report may be made to the Child Abuse Hotline on 13 14 78.

All of the staff at the Centre and all members of the governing Council are mandated notifiers and are obliged by law to report any suspicions of child abuse and or neglect. Our staff undergo Police Checks on appointment and train children in Protective Behaviours.

Communication

The whiteboards in the Entry Foyer will be used for general information. Regular newsletters, accounts and other information will be distributed to all families via the children's individual 'Pockets' located in the entry foyer.

If you have any concerns with or about any aspect of the Centre or you would like to talk about your child's participation or development, you are encouraged to make a time for a chat with the Director or other senior staff.

You are also able to write to the Governing Council, preferably through the Director. We also like to hear about things that we do well or your suggestions about how we could do better, by placing comments, grievances and suggestions in the money slot at the front office.

We treat all information regarding children and their families with the utmost confidentiality. Personal information of staff and families is not given out to any one without prior consent. (Please refer to our Confidentiality Policy).

Programming -What Will Your Child Do At The Centre?

Children will grow and learn best in a safe and caring environment. Staff will use the routines, planned experiences and child-initiated play to aid learning experiences. Staff will meet regularly to discuss and plan for each individual child and for their group.

Children's records are regularly updated for each child in childcare and staff will welcome the opportunity to share these with the child's parents.

In Preschool, files are held for each child and a portfolio is completed in the child's last term at Preschool.

Routines include times for group and individual play, eating, sleeping, toileting and cleaning up.

We believe that children learn and develop skills best through play, and staff will continually support and challenge children through interactions of the highest quality.

The National Early Years Learning Framework (EYLF) - Belonging, Being, Becoming provides us with the opportunity to provide seamless lifelong learning. Each room has a program on display for families and we eagerly seek parent contributions. You will also be given a regular curriculum newsletter.

Emergency and Accident Procedures

Our Centre has a detailed Policy, which sets out procedures in the event of an accident or emergency.

Evacuation procedures are displayed in prominent places throughout the Centre.

Fire drills are practised on a regular basis when children will be quickly gathered together and walked a designated, safe area.

It is important that telephone numbers of parents and emergency contacts are kept up-to-date.



Policy 4.4

Role of the Governing Council

The Two Wells Community Children's Centre will provide a quality early childhood service and will operate according to all legal requirements. It will make every effort to reflect the context of the community and will encourage participation in all areas of the operation of the service. The Governing Council will ensure that decisions are made in a fair and just manner and in the best interests of the service.

The Governing Council will ensure that the organisation is properly constituted and that the requirements of the Associations' Constitution are met.

Council members will be familiar with the rules, which contain;

- Broad organisational goals
- Requirements relating to membership, management structure, meeting auditing, common seal, alteration of rules, dissolution.
- The formal roles of the chairperson, secretary and treasurer.

The rules will not contain policy details or other information that may require updating or changing regularly.

Members will be elected at an AGM in accordance with the Association's Constitution. It is desirable that at least half of the outgoing council will be re-elected to ensure continuity of management.

All new members of the Council will be oriented into their roles and responsibilities as a council member. Returning council members will provide new members with ongoing support and encouragement.

The members of the governing council of TWCCC, when elected, represent both the Preschool and Childcare services within the centre. Whilst it is documented as 2 governing councils, it is acknowledged that these councils are made up of the same members, meet at the same time, and share common minutes. When decisions are made within the governing council it will be clarified both verbally and through the minutes if the decision relates to an individual service or both.

The Governing Council will ensure that all relevant guidelines, Acts and Regulations are adhered to in the management of the service.

The Governing Council, as the licensee, is responsible to the Department of Education and Child Development for ensuring that the nominee is meeting the conditions of the licence. These include the design of the premises, minimum numbers of staff and their qualifications, numbers of children in care within various age groups etc.

Parents and staff will be kept informed about the Governing Council's membership, when the meetings are being held, and any decisions that have been made. They will provide staff with the opportunities for input into the management of the service.

The Governing Council will ensure that the Philosophy Statement reflects the needs and values of those people for whom the centre exists, ie children, parents, staff and the community. Evaluating the statements, at least annually, will do this. The Governing Council will also ensure the operation of the centre is consistent with the Philosophy Statement.

Policies and procedures will be regularly reviewed to ensure they meet current needs. The Governing Council will strictly follow adopted policies and procedures and reflect the DECD policies and procedures guidelines.

Decisions about the overall management of the Centre will be made at Governing Council meetings and in accordance with the Association's Constitution. The best interest of the service will always take priority in determining decisions.



Governing Council members who discover a conflict of interest in determining an outcome for the service should announce this at the Council meeting and withdraw from further discussions or decision-making in relation to that issue.

A process of appeal will be included in the parent, staff and council handbook, should anyone wish to question the decisions of the council.

Responsibility for the day-to-day management of the service is delegated to the Director and Assistant Director. Any matters that the Directors are not confident in resolving or determine to be of a significant nature will be brought to the attention of the Council for discussion as soon as possible. Where urgent decisions need to be made at short notice, an executive decision may be made by phoning or emailing a quorum of members from the Governing Council including at least one executive member, and in accordance with the Association's Constitution.

The Director and the Assistant Director will be members of the Governing Council. At these meetings the Directors will each present a progress report, including any concerns or different aspects of care, and providing information to assist the Council in its decision making tasks.

Communication between the Governing Council and staff in relation to their work or the operation of the service will be via the Directors and/or staff representative. Council members will only have direct contact with other staff members while at the Centre.

Council members will have due regard for the harmonious operation of the Centre when requesting access to the centre's resources, records etc for the purpose of fulfilling their responsibilities. All requests for access will be made through the Directors who will determine a mutually convenient time.

Confidentiality will be maintained at all levels by all Governing Council members.

Governing Council meetings will be held in accordance with the association's Constitution. All members of the association are welcome to attend open meetings. The minutes of meetings are available to members of the association.

Council members will be asked to identify any areas where they may need training or resources to enhance their skills and participation in Council tasks. The Council may consider making an annual allowance in the Centre's budget provisions for Council training.

All Governing Council members should be aware of the Grievance Policy and, should conflict arise, the grievance procedure should be set in place and all steps adhered to. Where parties cannot resolve issues they will stand down. Member's grievances must not be left unresolved for longer than 2 months.

Governing Council Member's Signature: _____

Director's Signature: _____

Two Wells Community Children's Centre's Common Seal

Date Reviewed: June 2018

Next Review Due: June 2020

Sources: Policies to Go By for Child Care Centres / Morton, Sandy. <http://www.pscwa.org.au/>



Network SA website : <http://www.networksa.org.au/free-resources/governance>

<https://myintranet.learnlink.sa.edu.au/results?query=Governing+Council&collection=DECD-Intranet&f.Document+Type%7CH=guideline>

Illness, Immunisation and Head Lice

If a child is sick and unable to attend Preschool or Child Care parents are asked to telephone the Centre and inform them about their child's illness.

Parents are encouraged to immunise their child against all diseases appropriate to their age. A record of the child's current immunisation status will be kept at the Centre.

All parents will be notified of any outbreaks of infectious diseases in accordance with the National Health and Medical Research Council Exclusion Guidelines, and may choose to keep their child away if they are not immunised.

Childcare Benefit will be withdrawn by Centrelink if a child is not immunised within one month of turning four. These guidelines are as follows on the next page.

If head lice are detected in your child's hair, they will need to be removed from care until they have been treated with a head lice specific treatment. (Available from chemists and we also stock an organic shampoo and preventative Melaleuca oil spray available for you to purchase)

The children may return to the centre the next day after the treatment has been fully completed. Upon return to the centre the child will be checked by qualified staff to ensure that there are no live lice or live eggs remaining in the child's hair. Refer to our Head lice Policy 2.9 as follows for further information.



Policy 2.5

Children's Health, Illness, and Medication Policy

Our staff are alert to the health and welfare of each individual child.

Our qualified staff have Applied First Aid Training, Asthma, and Anaphylaxis Training, all of which are continuously updated. If you are in doubt about your child's health status, and if they should attend care, please phone the centre to discuss the situation with a staff member.

Please ensure that contact details for you and your emergency contacts are kept up-to-date, please check with staff at any time if you are unsure.

Parents will be asked to collect their child when they are unwell.

Unwell children should be kept at home and not brought into the Centre.

Medication (please see the attached flow chart)

NO MEDICATION (including prescription, over the counter and homeopathic medications including alternative therapies, vitamins, minerals and supplements) will be administered by staff without a doctors, pharmacist, dentist, and/or nurse practitioner authorisation.

Medication may only be administered when:

- A. For the **short term** **MAXIMUM 24 HOURS (within a 4 week period)** for all prescription and non-prescription medications. For example, nappy rash cream**, teething gel, antibiotics, homeopathic remedies. **This medication will be administered by staff once the following 3 dot points are complete.**
 1. With **written authorisation from the parent (Interim 24hr Parental Authorised Medication), outlining how and when** it is to be administered.
 2. If this is non-prescription medication the application/dose **instructions must match the directions on the medication packaging.**
 3. Parents must also fill out the MEDICATION ADMINISTRATION LOG
- B. For **continued or ongoing** arrangements (more than 24 hours), staff will administer medication:
 - When a **Medication Authority signed by an authorised medical person** (doctor, pharmacist, dentist, ophthalmologist, nurse practitioner) is provided **or** a letter from an authorised medical person outlining, medication name, the form (tablet, liquid), dose, and time to administer.
 - All MEDICATION for ongoing conditions require a prescribed (pharmacy) label on the medication

- Parents must also fill out Medication Administration Log this information must match the instructions on the prescription of medical authority.

Please Note: Paracetamol or Ibuprofen (Pain relief medication) will not be administered without a Medication Authority

c. In the case of an anaphylactic reaction EPI PEN may be administered to the child as per the ASCIA Anaphylaxis or Allergy Plan or a letter from the authorised medical practitioner. (please refer to separate Anaphylaxis policy)

****Some creams (eg nappy creams), contain chemicals such as cortisone and may not be recommended for long term use without medical authorisation. Doctors can access the Medication Authority form free through the Chess website or you can take one from the centre.**

All medication must be handed to a qualified staff member and the Medication Administration Form filled out, and signed off by the parent.

At home you can provide the most appropriate loving and supportive care and if necessary get them medical attention. Other children and staff are spared the possibility of cross infection, which makes for a healthier worksite for all concerned.

Parents will be asked to collect their child when they are unwell.

Where medication for treatment of long term conditions (diabetes, anaphylaxis, eczema, febrile convulsions or a diagnosis) needs to be administered at the Centre, the service will require a Medication Management Plan to be completed by the child's doctor or specialist dealing with the complaint and this will include the symptoms, correct dosage as prescribed and how the condition is managed. All Medication Action Plans will need to be updated annually, or as changes are made by specialists.

All medication kept at the centre for chronic medical conditions for example, anaphylaxis or asthma will be checked regularly for expiration. A child cannot attend the centre if their medication is not current.

Illness

The exclusion from the Centre of children with a communicable disease is at times necessary to maintain a healthy environment for the other children and staff in our care.

If the child/staff member has two loose bowel actions and/or vomiting episodes in the day whilst at the Centre, their parents/caregivers/emergency contacts will be asked to collect them as soon as possible.

If a child and or staff member has had diarrhoea and/or has vomited, the Centre policy is that they do not attend the Centre for 24 hours since the last bout of diarrhoea or vomiting.

The Centre maintains the right for staff to use their discretion when deciding if a child needs to be sent home if more than two loose bowel actions or vomiting has occurred in the preceding 24 hours. If a staff member believes that a child is ill, they will consult with

another staff member and together with this second opinion, decide if the child needs to be sent home.

Staff will contact the Public Health Unit on 1300232272 when infectious communicable diseases occur, as stated in the 'Staying Healthy' manual. (Page 176 and a copy of the illness in the red folder in admin filing).

Allergies and Injuries

If your child has an allergy, it should be noted on the enrolment form so all staff in contact with the child is aware of this. The centre cook will work in partnership with families of children with allergies and pass on relevant information to staff and families. Staff will be offered training for any relevant medical conditions.

If a child has a severe (Anaphylactic) allergy, their photo and appropriate information will be written underneath will be displayed at the service.

Any child's Action Plan for a first aid response to anaphylaxis or asthma will be closely adhered to.

If a child is injured, becomes seriously ill or experiences their first asthma or anaphylactic attack while at the centre, staff will administer First Aid whilst awaiting the arrival of the parent or ambulance.

If a child in the centre is anaphylactic it is a national regulation that we need to have a sign in the foyer stating for example "we have a child with anaphylaxis attending this service".

Asthma

In the case of a child appearing to have asthma related breathing difficulties and does not have an asthma care plan, staff will call an ambulance, staff will administer our sites Asthma puffer and make immediate contact with the parents. We will follow the Asthma SA guidelines of

1 Puff X 4 breaths, repeated four times

Please note the cost of the ambulance is at the family's expense

Body Temperatures

With recommendations from Network SA, Women's & Children's Hospital, and Red Cross First Aid, **staff will now not be assessing a child's 'wellness' just by their body temperature**, as all children's normal body temperatures can function at varying degrees. All qualified staff have First Aid Training and have undergone significant Childcare training, and spent enormous amounts of time with all children individually and gain a considerable understanding of all children's 'normal' behaviour.

From this training and experience, and by using the **temperature range of 36.7c – 37.4c as a guide**, staff will determine whether a child is well enough to remain at the centre.

The unwell child's temperature will be taken and recorded at regular intervals, so that all staff are aware of the history.

If a child's temperature is above the temperature range guide as specified above, the following procedure will take place:

Staff will attempt to lower a child's temperature by stripping the child down to light clothing, removing their shoes, offer water and allow them to rest while continuously observing them. Their temperature will be taken again after ten minutes.

If it is determined that a child is too unwell after following these steps, and the temperature remains above 37.4 staff will contact the parent/guardian to collect their child. If the parent/guardian cannot be contacted or if they are more than 20 minutes away from the centre and the child's condition deteriorates, staff may deem it to be a serious health concern and will not hesitate to call an ambulance. All parents are asked for their consent for this on their child's enrolment form.

If the child's temperature continues to go down, staff will contact the parent and discuss whether the child should stay or go home, which will still depend on the child's ability to enjoy their day at care.

**Governing Council Member's
Signature:**

Director's Signature:

Two Wells Community Children's Centre's Common Seal

Date Reviewed: Sept 27th 2016

Next Review Due: August 2018

Sources:

Policies to Go By Women's & Children's
Hospital

DECD – www.chess.sa.edu.au

Network SA Red Cross First Aid

Asthma SA foundation

Staying Healthy in Childcare Edition 5



Policy 2.9

Head Lice

The Two Wells Community Children's Centre is dedicated to providing a healthy environment for all children in our care. On the detection of head lice (pediculosis capitis) we will ensure that all is done to combat spread of infestation while maintaining the dignity of all the children/families involved.

Upon detection of head lice the parents of the children concerned will be contacted, and a note will be displayed on the door informing parents that a case has been reported and treatment methods displayed.

The child will need to be removed from care until they have been treated with a head lice specific treatment. (Available from chemists and we also stock an organic shampoo and preventative Melaleuca oil spray available for you to purchase)

For the treatment to be effective please follow all directions on the packaging, and consider the following;

- Check every member of the family. Look for tiny white eggs (nits) on hair shafts, near the scalp, especially at the nape of the neck and behind the ears.
- Head lice are small yellow/white insects without wings.
- If detected, use an effective head lice treatment. Always treat again 7-20 days after the first treatment to kill any eggs that may have survived and hatched.
- Use a fine tooth comb to remove eggs.
- Wash clothes, bed linen, towels in HOT water and detergent. Soak combs, brushes etc, in hot water for at least 10 minutes.
- Vacuum carpets, pillows, mattresses, furniture and the child's car seat.

To prevent head lice:

- Avoid direct head to head contact with people
- Don't share brushes, combs, ribbons, hats, helmets, hair ties etc.
- Discourage children from playing with each other's hair
- Keep long hair tied back or plaited
- Hair should be checked weekly.

The children may return to the centre the next day after the treatment has been fully completed.

Upon return to the centre the child will be checked by qualified staff to ensure that there are no live lice or live eggs remaining in the child's hair.

The centre understands that dead eggs and empty cases may remain on the hair stem, they are dead eggs if easily removed with gentle pulling.



All children who are in care and staff working on the day will be checked to ensure no one has been infested.

Only qualified staff will check the children's hair for lice and this will be done in a discrete way in a non-traffic area, once permission for this has been obtained.

Information and pamphlets regarding treatment and head lice in general is available from the Director/ Assistant Director of the centre.

Governing Council Member's Signature:

Director's Signature:

Two Wells Community Children's Centre's Common Seal

Date Reviewed:	November 2015
Next Review Due:	November 2017
Sources:	Women's and Children's Hospital, 2007 Child and Youth Health NADS

Infections and Disease

Details about specific contagious illness will be displayed on notice boards if any child in the Centre contracts such a disease.

Disease	Incubation Period	Period of Exclusion from Centre
Thrush		Need not be excluded if spots are covered
Tinea		Not excluded if lesions are on a part of the body that can be covered
Vomiting		The Centre reserves the right to exclude a child that has vomited once. Vomiting can lead to the spread of infection and dehydration.
Whooping Cough		Exclude 4 weeks, or Medical Certificate of recovery produced.
Hand, Foot and Mouth Disease		Exclude until symptoms disappear.
Chicken Pox	14 - 21 Days	Exclude 7 days after appearance of lesions.
Diarrhoea		It can be contagious. The centre reserves the right to ask that a child be removed immediately after 2 consecutive diarrhoea motions. Exclude for 24 hours after return of normal bowel motion.
High temperature		The Centre will not accept children with a high temperature – it is usually an indication that something is wrong. A child may convulse when the temperature is above 39°C.
Head Lice		Excluded until effective treatment has been given and hair is free from nits and eggs.
Impetigo (Sores)		Excluded until sores are healed, unless they are in a position that can be kept covered or until Medical Certificate of recovery is produced.
Infectious Hepatitis	14 - 60 days	Excluded until production of Medical Certificate.
Measles	10 - 14 days	Excluded at least 7 days from appearance of rash.
Meningococcus		Excluded until Medical Certificate of recovery is produced
Mumps	14 – 21 days	Excluded at least 7 days from appearance of rash.
Rubella German Measles		Excluded at least 7 days from appearance of rash.
Scabies		Excluded until Medical Certificate of recovery.
Intreptococal		Excluded until appropriate treatment and Medical Certificate of recovery is given.



Policy 2.31

Hot Weather Policy

At Two Wells Community Children's Centre we are aware that in the summer months 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"

We endeavour to provide an environment that is safe for all children and staff.

Some of the strategies used to reduce the risk of heat illness in young children, are;

Shade	Activities conducted in periods of hot weather are to be undertaken in shaded areas.
Drinks	Children are to be frequently offered water or fluids. Drinking water is to be accessible to children at all times.
Clothing	Parents are to be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and of a type that is sun safe.
Lunch	Parents are to be encouraged to pack food in insulated containers with a freezer brick or frozen water. Sites are to provide a cool place to store food.

We will also follow the guidelines scripted in the sun smart and safe clothing policy.

The Childcare and Kindy rooms have refrigerated air-conditioning which is climate controlled to stay between 20 – 24 degrees.

In the case of a blackout in the summer months please refer to our Power Failure Policy.

Governing Council Member's Signature:

Director's Signature:

Two Wells Community Children's Centre's Common Seal

Date Reviewed: October 2017

Next Review Due: October 2019

Child and Youth Health –

Babies in Hot Weather

www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&np=305&id=1605

Cancer Council SA –

SunSmart Early Childhood
Program

www.cancersa.org.au/asp/SunSmart_program_policy_resources.aspx

Sports Medicine Australia –

Hot Weather Guidelines

www.smartplay.com.au/ImageLibraryAssets/Resources/National/policy-guidelines-2008-hot-weather-guidelines-nat.pdf

Sports Medicine Australia –

Beat the Heat Brochure

www.smartplay.com.au/ImageLibraryAssets/Resources/National/policy-guidelines-2008-beat-the-heat-brochure-nat.pdf

DECS OHS&W – Heat Stress

Procedure

www.decs.sa.gov.au/docs/documents/1/HeatStressProcedure.pdf

DECS OHS&W – UV

Radiation/Sun Protection

Procedure

www.decs.sa.gov.au/docs/documents/1/UvRadiationProcedure.pdf

Early Childhood Education and

Care - National Quality

Standards

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

Bushfires Strategy www.crisis.sa.edu.au/pages/welcome/bushfires/

Nutrition and Dental Care

We believe that good nutrition is vital for the wellbeing of children and they will be offered food according to their individual needs and timetable.

The Centre has been accredited through the “Start Right, Eat Right” programme, and the centre’s qualified cook provides nutritious snacks and lunches, and water and milk (at afternoon snack) for all childcare children. Preschoolers may access cooked lunches on their days of attendance.

Due to the risk to children with severe and potentially fatal allergies to nuts and nut products, our centre is a “NUT FREE” centre. No nuts, Nutella or products containing nuts are to be brought to the centre.

We ask that parents of preschool children

- provide healthy, nutritious snacks and lunches,
- provide water in named containers.
- include an icepack in lunchboxes when the weather is warm,

Water is available throughout the day for all children.

Cooking is an important part of our program and will occur regularly in our centre.

Please refer to the Nutrition Policy (2.15) for more details.

SA Dental Service is available for all children up to the age of 18. Some fees may apply. Ring Evanston Clinic 8522 3575 or refer to the Adelaide phone book for other sites.



Policy 2.15

Nutrition

Good nutrition is vitally important to young children, and encourages the establishment of life long healthy eating habits. It helps them to grow, develop and maintain healthy bodies. Our Centre contributes to the development of good eating habits by providing a variety of foods for children to taste and enjoy. These foods often become the basis for lifetime food choices.

Goal

To provide children with food and drink that is safe, varied, nutritious and culturally diverse.

Food Provided By the Centre

- Food provided is consistent with the daily dietary guidelines set out in the Start Right Eat Right program. (This government program is no longer running however we value these guidelines and continue to follow this program)
- When possible we source produce from our vegetable gardens.
- Menus aim to provide at least 50% of the recommended daily dietary intake for key nutrients for children. Our centre has a weekly menu which is reviewed regularly.
- Food provided will be diverse and include seasonal and locally available fresh produce.
- Food provided is developmentally appropriate for children and encourages independent eating.
- Filtered tap water is the main drink and is available at all times to support good dental hygiene.
- Food provided takes into account special dietary needs e.g. vegetarian meals are planned once a week.
- Children with allergies/food intolerances will be catered for.
- Guidelines on feeding children up to 12 months of age are available.
- Food linked with a high risk of choking is minimised. In regards to hard fruit and vegetables such as apple or carrot it is now appropriate to very finely slice them to serve to children under 4 years of age. Celery is finely diced and cooked; grapes are cut into halves. Children 4 years of age and older are able to have larger chunks of hard fruits and vegetables, but it is still very important that they are seated and supervised.
- Food will be prepared and stored hygienically.
- Childcare Staff will receive training in nutrition, food safety and food handling.
- Ready to eat food is not touched with bare hands. Gloves or tongs are used.
- Parents of children on special diets are asked to provide details of any special food needs . We will display a photograph of children with dietary requirements.
- We do not have birthday cakes brought into the centre (home made **OR** store brought), in order to prevent issues for children with high allergy needs and to address concerns around food hygiene. Special occasions will be acknowledged and celebrated in other ways; for example singing "Happy Birthday", giving of stickers.
- A meal from another culture is offered at least once a week.



Goal

To provide children with food and drink that is safe, varied, nutritious and culturally diverse.

Food Brought from home in the Preschool / Kindergarten

- All families are asked to familiarise themselves with the Nutrition policy upon enrolment.
- Filtered tap water will be the main drink and will be available at all times.
- Parents will be advised when their child is not eating well, or of any concerns e.g. insufficient food brought.
- Children should sit down to eat. Our Staff will supervise children at snack time and during mealtimes.
- Encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- 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
- Display **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:
 - Educators children about healthy eating. This includes the basic traffic light system which is used in SA schools and preschools
 - 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.

Two Wells Community Children's Centre is a Nut Free Centre

So, nuts, peanut paste, Nutella or bars containing nuts are not to be brought into the Centre.

Children and staff will wash their hands before handling food or eating meals and snacks.

- Children will be discouraged from handling other children's food and utensils or sharing foods.
- Parents are to supply freezer blocks in their child's lunch box.
- Food will always be available in case of an emergency, or if children are hungry between meals and snacks at educators discretion.
- Food awareness activities will be chosen from a variety of cultures particularly reflecting those cultures in our own community and will be included in the program.
- Foodstuffs are to be used sensitively for play purposes, or at the discretion of the Director.

Goal: *To provide a safe, supportive and social environment in which children can enjoy eating.*

- Mealtimes will be treated as a social occasion. In childcare, staff members will sit with the children and interact with them to encourage good eating habits and an appreciation of a variety of foods. Children will be encouraged to be independent and to help themselves.
- The importance of good healthy food will be discussed with children as part of their daily program.



- The provision or denial of food will never be used as a form of punishment or reward under any circumstances.
- Children will be encouraged to try new foods, but will never be forced to eat. Their food likes and dislikes and the families' religious and cultural beliefs will always be respected.

Goal: *To communicate effectively with parents, carers and families about their child's food and nutrition.*

- The weekly menu is clearly displayed in the foyer and in the Childcare room, outlining the food and drinks to be provided daily, including snacks.
- Families receive information about the Centre's Food and Nutrition Policy at the time of enrolment in the enrolment package.
- Parents and /or guardians are asked to provide details of any special diet in relation to their child.
- Families that use the Centre are advised of their children's food intake each day that they are in the Centre, or as requested by families.
- Details of foods and serves eaten are provided to parents as appropriate (daily for parents of babies and younger children).
- Nutrition information is accessible to families, in appropriate languages where possible.
- Families have access to menus as displayed in the foyer.
- Good communication with the Cook will be maintained on new and important food matters.

Goal: *To teach children about food and nutrition, guided by the Rite Bite food and Nutrition Policy.*

- Food will be used as a learning experience, and at times the children will take part in activities involving its preparation. Food will be one resource used to introduce children to other cultures, and parent participation is welcomed.
- Learning about food will be incorporated into many areas of the Curriculum *such as Early Years Learning Framework: outcome 3.*
- Teaching children about food and nutrition makes an important contribution to lifetime food habits, to learning and to a healthy society.

Meeting Other Dietary Considerations

Goal: *The special needs of children with food allergies, food sensitivities, medical diets or diets favoured by religious beliefs will be catered for in consultation with parents and the appropriate medical professionals.*

If a child has special dietary needs:

- At the time of enrolment, families can discuss with the Director and Centre Cook, the options for dietary support.
- All efforts will be made to accommodate the special dietary needs of each child – to ensure his/her optimum health and wellbeing.
- The parent needs to ensure they have filled out the enrolment form allergy/ dietary section.
- Parents will be asked at enrolment to provide the Medical/Allergy Plan in the case of Anaphylaxis management that needs to be signed off by a medical practitioner.

The Centre will work with families to best accommodate the child's dietary needs.

- A First Aid Action Plan detailing the food sensitivity and any emergency procedures which



need to be adopted if the sensitive food is eaten will be drawn up.

- The child's photo and allergy will be displayed in the kitchen and in the childcare and preschool room for easy identification.
- The Centre will review the plan and its relevance, in consultation with parents/carers, twice yearly and if the child's needs change.
- Parents and Staff can be directed to obtain further information about the management of a food allergy/sensitivity.

Infant Feeding

- The Centre supports and promotes breastfeeding.
- We will follow the recommended procedures for storing, thawing and warming of breast milk and infant formula. (These guidelines are in the Staying Healthy in Childcare Guidelines and we have a separate policy outlining this area)
- We will follow the recommended schedule for introducing solids in the *Start right Eat Right and/or Right Bite Food and Nutrition Policy*.
- We will follow the lists of fluids allowed for babies and children.
- Our Centre encourages communication with parents with regards to feeding and solids progression as per the *Start right Eat Right and/or Right Bite Food and Nutrition Policy*
- Other services using the Centre's facilities such as Playgroup and OHSC will be expected to comply with the intent of this policy.

Governing Council Member's Signature: _____

Director's Signature: _____

Two Wells Community Children's Centre's Common Seal

Date Reviewed: July 2017

Next Review Due: July 2019

Sources: Staying Healthy in Childcare (4th Edition)
http://www.nhmrc.gov.au/files_nhmrc/file/publications/synopses/ch43.pdf
Start Right Eat Right
<http://www.health.sa.gov.au/pehs/startrighteatright.htm>
Right Bite Food and Nutrition Policy, DECD
Go for 2 & 5
SA Child Care Nutrition Partnership
Queensland Health Service: Your Child Care Centre's Food and Nutrition Policy
<http://www.health.qld.gov.au/healthieryou/allaboutfood.asp>

Enrolling and Settling In

We encourage all families wishing to enrol their child to arrange for an induction with the Director who will then show you around the centre and explain all functions, routines and policies. You will have the opportunity to ask any questions and you are invited to spend time with your child in the Centre and meet the staff before your child starts childcare or preschool.

It will help your child and the staff if you share your child's special routines, comforters, food, preferences etc. when enrolling.

You must inform the Director when enrolling about any medical conditions, allergies and the appropriate management strategies.

It is often an emotional strain for children and parents to adjust to a new environment and even if things appear to be going well, your child may feel uncertain and also very tired for the first few days or weeks at the Centre. It may help your child to settle in if you can stay for awhile, even if the time spent with us initially is short – although we understand this may not always be possible.



4.15

Preschool to School Transition Policy TWCCC and TWPS

Rationale

Successful transition from preschool to school is vital to each young child's social, emotional and intellectual development throughout their schooling and beyond.

In this way our policy endeavours to reduce anxiety for both families and children; recognising each child's strengths and abilities as a means of becoming engaged, imaginative, positive and successful learners in their own right and as a group member.

We recognise that each child's culture, development, socio economic and family backgrounds forms the basis of how they as individuals become successful learners in their own unique ways.

Principles

Transition is **intentionally planned** so that children can be supported and their **wellbeing enhanced** through early **engagement** in the school setting through both formal and informal experiences.

School and local prior-to-school- educators **work together** and with families to **support ongoing learning and development**.

Build on the EYLF using the Australian Curriculum to intentionally plan for, **and create active learning environments**.

Formal transition visits from preschool to school will occur in term 4 with children participating in three visits over three weeks on a day they would normally attend preschool.

Admission

If your child turns five before May 1st, they will start school on the first day of term 1 in that year. If your child turns five on or after May 1st, they will start school on the first day of term 1 the following year.

Families not attending the local preschool at the Two Wells Community Children's Centre are able to enrol their child at any time during their preschool year but preferably before the end of term 3 to ensure access to formal transition visits in term 4, prior to commencing the following school year.

Guidelines:

1. Preschool and school staff meet in **Term 1** of the school year to plan experiences/visits for preschool students at the school and for new receptions to visit the preschool. The school will also invite where practicable, preschool students to participate in significant events/celebrations such as Reconciliation Book, Book Week parade, Harmony Day etc. The Preschool will make this information available to families.



2. Early **Term 3** the Preschool Director and school Principal and/or Deputy Principal will meet to discuss enrolling students, including any additional needs during formal transition visits and beyond.
3. **Transition packs** are made available to the Preschool by the end of **Week 6 Term 3** for distribution to families. The Transition Pack contains important information about the school as well as an enrolment form which needs to be filled out and returned to the school at the **Preschool Induction Meeting** for families. A **Family Map** is also included for discussion during the **Week 5 Term 4 Formal Preschool Transition visit**. As per DECD policy, the following documentation needs to be sighted by the school when you return your child's enrolment form:
 - Proof of residence e.g. a bill with your address on it.
 - Proof of birthdate e.g. a birth certificate or the 'blue' book.
 - Custody Order (if applicable to your child)
 - Health Care Plan (if applicable to your child)
 - Both biological parents are required to give permission for their child to enrol at a DECD school. Please contact the school if you have any concerns about this
4. **Week 2 Term 4 Preschool Induction Meetings** held at the school for families of enrolling students. This is an opportunity to hear from the Principal, meet teaching staff and tour the school. Children are welcome to attend.
5. **Week 5 Term 4 Formal Preschool Transition visit 8.50am – 11.05am**
Preschool children arrive at their classroom (details in Transition Pack letter) at 8.50am and are collected at 11.05am. If your child is returning to the preschool after their visit, they will be collected by preschool staff. Children need to bring a small bag with a hat, a water bottle (no juice please), a piece of fruit to share and recess. Parents/caregivers are asked to stay until they have met with school staff and shared/discussed their Family Map. Children may buy from the canteen at recess.
6. **Week 6 Term 4 Formal Preschool Transition Visit 8.50am-12.30pm** (as above but extended timeframe)
7. **Week 7 Term 4 Formal Preschool Transition Visit 8.50am-2.00pm**
Children will also require a packed lunch on this visit as they are staying until 2pm. Children are able to order lunch from the school canteen. This can be done in the classroom upon arrival at school.

During the formal visits children will become more familiar with the following:

- School boundaries
- School and class routines
- Working in a classroom environment
- School values and classroom expectations
- Class teachers, specialist teachers and other school staff.

Reviewed May 2018 Review: 2020

Director's Signature: _____

Chairperson's Signature: _____

Sourced from the Transition to School Building on Practice to Include Contemporary Thinking 2017



Government of South Australia
Department for Education and
Child Development



Policy 4.11

The Use of Social Media

The intention of this policy is to establish a culture of transparency, trust and integrity in social media activities and to encourage the integration of social media into our teaching and learning environments.

Social media (sometimes referred to as 'social networking') are online services and tools used for publishing, sharing and discussing information. Social media can improve both communication with parents/carers and learning and development for children and young people.

This policy applies to all staff and volunteers working within the centre who use a social media platform in their professional capacity. It has been developed to assist staff members to use social media to:

- Engage internally with staff or within the wider community as a communications tool
- Showcase children learning
- Integrate with, and facilitate teaching and learning
- Administer social media platforms in an authorised capacity, or make contributions in a professional or personal capacity on education-related issues

TWCCC has built a social media presence as a CLOSED Facebook page. We find that this can be a very effective tool for communication and relationship building with our community/stakeholders. TWCCC has set rules and guidelines about its use and monitors its content. Permission needs to be given by page administrators for people to gain access. Only once approved can they see the content or respond. The membership of the group is limited to CURRENT, IMMEDIATE family members/guardians of children in care. This is reviewed at the end of every year. We recognise that not everyone uses social media, and will continue to use other mechanisms for important information such as newsletters.

Staff members must ensure approval has been granted for social media activity from the Director/Assistant Director.

Social media administrators/user's should:

- Be familiar with the social networks and how they function
- Have an understanding of the code of conduct and ethical/professional behaviours of the organisation
- Consider duty of care, privacy, confidentiality and sensitive content
- Have the authority to respond to feedback and inquiries
- Know when to ask for advice from others (eg. About content of response, how to respond or legal/ethical advice)
- Know when to escalate the matter to the Director for response
- Be confident in uploading or linking to files
- Know how to link to other online content (eg. Web pages, videos, images)

Ideas of what might be posted on this page include:

- Events – share events happening at TWCCC or broader community that are relevant to families.
- Articles/reports – that are relevant to families
- Children's projects/activities
- Information for parents – reminders about events and activities, ask for feedback, call for volunteers, share information from other sources that may be of interest to families.

Vulnerable children and people need special consideration and can be defined as those whose circumstances place them at increased risk of harm when using social media. This may include children under court orders where contact between a child and another person, including a family member may be unlawful, eg. Children under the Guardianship of the Minister, children subject to a Witness Protection Order; children subject to a Family Court Order.

Only photographs with children in groups are to be used. Photos of single students should be avoided.

Speak positively to and about children and their families/carers in online environments. Be respectful and professional in your duty of care and when communicating and referring to children, parents/carers and their families.

If you are authorised to comment as a Two Wells Community Children's Centre representative, you must not:

- post or respond to material that is offensive, obscene, defamatory, threatening, harassing, bullying, discriminatory, hateful, racist, sexist, infringes copyright, constitutes a contempt of court, breaches a Court suppression order, or is otherwise unlawful
- use or disclose any confidential or secure information
- Make any comment or post any material that might otherwise cause damage to the Two Wells Community Children's Centre's reputation or bring it into disrepute.

Personal use of social media

The Two Wells Community Children's Centre recognises that staff may wish to use social media in their personal life. This policy does not intend to discourage nor unduly limit your personal expression or online activities.

However, you should recognise the potential for damage to be caused (either directly or indirectly) to the Two Wells Community Children's Centre in certain circumstances via your personal use of social media as an early childhood professional and when you can be identified as a Two Wells Community Children's Centre employee.

Staff in education and care settings are expected to model responsible and respectful conduct to the children and families with whom they work. Staff need to consider the



electronic social environments they utilise as part of this community and employer expectation.

The internet does not provide the privacy or control assumed by many users. Staff must appreciate that no matter what protections they place around access to their personal sites, their digital postings are still at risk of reaching an unintended audience and being used in ways that could complicate or threaten their employment.

Staff should be aware of the following expectations in considering their use of social networking sites:

- They have considered the information and images of them available on their sites and are confident that these represent them in a light acceptable to their role in working with children and young people.
- They do not have children or young people in their education community as 'friends' on their personal/private sites. Staff should think carefully about the parents/carer's associated with the Centre that they choose to make connections with on social media.
- Comments on their site about their workplace, work colleagues or children, if published, would not cause hurt or embarrassment to others, risk claims of libel, or harm the reputation of the workplace, their colleagues or children.

Educator's and other staff can be held accountable for their actions outside of business hours.

Staff Team Messenger Applications

As part of our ongoing communication for educators and staff, we have 3 online conversation groups. You are invited to join these groups by either of the services Directors once, you have settled into your role at the centre.

The Scope of these groups:

These 3 online conversation groups are broken into three areas, kindy, childcare and whole site. Depending on which service you work will depend on which group you are joined to. All employees are joined to the whole site group conversation.

The Purpose of these groups:

The purpose of these groups is to create greater capacity for communication and consultation with and between employees. Examples of topics may include but not limited to: Routine changes, centre events, notification of staffing changes, forgotten jobs, reminders, professional articles, wellbeing quotes, consultation questions etc.

Information about children can be shared if it is something that **all educators** should be informed of: for example: allergy updates or changes, diet changes, important medical info. Just the child's first name will be referenced. (A good way of looking at it is, could this be a safety issue if not everyone knew about it? If yes, you should share it.) The educator who receives the information from the parent/carer is responsible for documenting this in the day diary and informing the centre cook where applicable. This conversation group does not eliminate the use of the day diary. The day diary is the preferred method of informing educators of any changes. The conversation group should be used as a last resort. Directors will manage the group members.

This will ensure all educators are given the same updated information on children immediately.



PLEASE TAKE NOTE: information must be factual, respectful, professional, and non-judgemental. All online written information can never be removed and all online written information on social media can be subpoenaed to court proceedings.

Compliance

Depending on the circumstances, non-compliance with this policy may constitute

- a breach of employment or contractual obligations,
- misconduct,
- sexual harassment,
- discrimination,
- bullying,
- Or some other contravention of the law.

Those who fail to comply with this policy may face disciplinary action and, in serious cases, termination of their employment or engagement.

Parents/Carers/Families

Need to be made aware that: if at any time, they take photos of any children other than their own at TWCCC, they must not post it on any social media platforms without the permission of the other child/children's parents/carers.

Governing Council Member's Signature: _____

Director's Signature: _____

Two Wells Community Children's Centre's Common Seal

Date Reviewed: June 2018

Next Review Due: June 2020

Sources: Department of Justice Social Media Policy for Employees, April 2011
<http://www.justice.vic.gov.au/wps/wcm/connect/justlib/DOJ+Internet/Home/About+Us/Our+Values+and+Behaviours/Social+Media+Policy/>
[Wikipedia http://en.wikipedia.org/wiki/Social media](http://en.wikipedia.org/wiki/Social_media)
DECD Social Media Guideline 2015
DECD Social Media Policy 2015

Sun Smart & Safe Clothing

As part of our Sun Smart Policy, children and staff are required to wear a broad brimmed hat and sunscreen whilst outside throughout the year, this is relaxed between the months of April and September.

The Centre will provide Sunscreen, which will be applied as required by staff in childcare. Parents of children attending Preschool are asked to apply sunscreen prior to coming to sessions. Staff will reapply if your child is attending a full day. Please provide your own sunscreen if your child has sensitive skin.

We encourage play in shady areas, especially between the hours of 11.00am and 3.00pm.

Children who forget their hats will only play in shaded areas.

In Preschool, children who do not have a hat may borrow a centre hat which will be washed at the end of the day. A note will be sent to the parent, asking that a hat be provided.

We also ask that your child wear clothing that protects their shoulders and necks , or they will be asked to play in the shaded areas.

2.19 TWCCC Skin Protection Policy

Sun protection is used on and between 1st August to 30th April, and whenever UV levels are 3 and above at other times.

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

Rationale

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

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health. Sensible sun protection when UV is 3 and above does not put people at risk of vitamin D deficiency.

Objectives

This Skin Protection policy has been developed to:

- encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- work towards a safe outdoor environment that provides shade for children and staff at appropriate times
- assist children to be responsible for their own sun protection
- ensure families and new staff are informed of the centre's Skin Protection policy.

Legislation

This policy relates to the following National Law and Regulations:

- **Education and Care Services National Law Act 2010**
 - Section 167 – Protection from harm and hazards
- **Education and Care Services National Regulations 2011**
 - Regulation 100 – Risk assessment must be conducted before excursion
 - Regulation 113 – Outdoor space–natural environment
 - Regulation 114 – Outdoor space–shade
 - Regulation 168: Policies and procedures (2)(a)(ii)–sun protection.

National Quality Standards

All of the following SunSmart procedures link to:

- **Quality area 2: Children's health and safety.**

There are also links to:

- **Quality area 1: Educational program and practice**
- **Quality area 3: Physical environment**
- **Quality area 5: Relationships with children**
- **Quality area 6: Collaborative partnerships with families and communities**
- **Quality area 7: Governance and leadership.**

Procedures

Staff are encouraged to access the daily sun protection times on the SunSmart app, or at bom.gov.au/uv/index.shtml to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities **on and between the 1st August until 30th April** and whenever UV radiation levels reach 3 and above at other times.

Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

1. Clothing

Quality area 2: Children's health and safety

When outside, children are required to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with collars and elbow length sleeves, and knee length or longer style shorts and skirts are best. If a child is wearing a singlet top or dress (with thin straps) they need to wear a t-shirt/shirt over the top before going outdoors.

2. Sunscreen

Quality area 2: Children's health and safety

SPF 30+ broad spectrum, water resistant sunscreen is available for staff and children's use, as well as a sensitive option. *If your child requires specialized sunscreen it is the responsibility of the family to provide this to the Centre.*

Sunscreen will be applied at least twenty minutes before going outdoors and reapplied every two hours if remaining outdoors. *Families are encouraged to apply before coming to the centre.*

With parental consent, children with naturally very dark skin are not required to wear sunscreen to help with vitamin D requirements.

Children, once old enough, are encouraged to apply their own sunscreen under the supervision of staff.

3. Hats

Quality area 2: Children's health and safety

All children are required to wear hats that protect their face, neck and ears, i.e. legionnaire, broad brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.

Suitable hats are available for purchase at the front desk.

Children will not share hats while at the Centre, decreasing the risk of spreading head lice.

- Children who do not have appropriate hats or outdoor clothing (in times where needed) may be asked to play inside. The Centre does have some spare hats that can be given out at staff's discretion (note: This will not be done on a regular basis) If a child does not have a hat, a note will be put in the child's pocket to remind parents of the necessity of a hat.
- We encourage families to bring a hat to the Centre every day. However, in the months of May, June and July (when the UV is below 3) Children/staff may choose to wear a beanie, hoodie or no hat if they choose..

4.. Shade

Quality area 2: Children's health and safety

Quality area 3: Physical environment

- A shade audit is conducted regularly to determine the current availability and quality of shade.
- Management ensures there is a sufficient number of shelters and trees providing shade in the outdoor area.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- Children are encouraged to use available areas of shade when outside.

5. Babies

Quality area 2: Children's health and safety

Our SunSmart practices consider the special needs of infants. All babies under twelve months are not exposed to the direct sun when UV radiation levels are 3 and above.

Infants should be protected by using shade, clothing and hats. Sunscreen should be applied to small areas of exposed skin not protected by clothing or hats.

7. Enrolment and information for families

Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the centre's Skin Protection policy
- asked to provide a suitable *named* hat for their child on day's their child attends
- asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. covering the shoulders, chest, upper arms and legs)
- asked to provide SPF 30 or higher, broad spectrum, water resistant sunscreen for their child (if cannot use the Centre's)
- required to give permission for staff to apply sunscreen to their child
- families and visitors are encouraged to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the centre.

8. Staff WHS and role modelling

Quality area 5: Relationships with children

Staff will check the daily UV in the months of May, June and July each morning in order to adhere to determine if skin protection strategies are required.

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

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

9. Education

Quality area 1: Educational program and practice

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

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

10. Policy review

Quality area 7: Governance and leadership

Management and staff monitor and review the effectiveness of the Skin Protection policy and revise the policy when required (at least once every two years).

Reviewed: July 2018

Date of next policy review: July 2020

Governing Council member's signature: _____

Director's Signature: _____

Services for Families

Child and Youth Health Services **Ph: 1300 733 606 for appointments**

2nd and 4th Friday of each month

Drop in 9.00am to 10.00am

10.00am to 12noon – Appointment only

Healthlink (also known as Community Health) **Ph: 1800 003 307**

9am to 4.30pm Monday to Friday

Gawler Branch: 21 Hutchinson Road Gawler Ph: 8521 2080

Parent Help Line **Ph: 1300 364 100 (Cost of a local call)**

24 hour phone counseling service for parents

Child Adolescent and Mental Health Services

1800 003 307 (Free Call) Assessment and counseling for emotional and behavioral problems in children aged 0-18 years.

Two Wells Police Station

Ph: 85202309 – if unattended you will be transferred to Elizabeth Police Station

Two Wells Medical Centre

Ph: 85202411

Heritage Medical Centre

Ph: 85202 220

Schools

Two Wells Primary School

Ph: 85202 277

Special Services

Access to Special Needs services (DECS and Inclusive Directions etc) is available through the Centre in the forms of speech pathology, psychology, behaviour guidance and other services in response to your child's needs.

We can also refer you to community health specialists if required.