



WAIKERIE CHILDREN'S CENTRE INC.

16 Marks Terrace, Waikerie
Ph. 85 412692 Fax 85 413126

www.waikeriecc.sa.edu.au

General information





Waikerie Children's Centre
16 Marks Tce
Waikerie SA 5330
Ph: 8541 2692 Fax: 8541 3126

Contents

Staffing	3
Enrolling and settling in.....	4
Programming – what will my child do at the centre?	4
Celebrations	6
Parent complaint policy and procedure.....	6
Mandatory reporting	8
Providing feedback to parents.....	9
Policies.....	11

Staffing



The Centre's most valuable resource is the staff team who have a range of qualifications and experience in working with you children. Staff are responsible for supporting the development of the whole child within the framework of the family and the community.

The required adult/child ratio will always be maintained.

Ongoing professional development for staff is actively encouraged, so regular relievers are employed whenever possible to provide continuity and stability for children, staff and families.

Site Role	Name
Director	Christina Ziegler
Assistant Director	Lisa Fechner
Preschool Teachers	Gilda Carter
	Corrin Bald
	Alison Wurst
Early Childhood educators	Joan Rogers
	Alicia Raggatt
	Amanda Tregenza
	Lynn Cronin
	Michelle Rankin
	Rachael Taylor
	Kay Brooke
	Sandra Hodson
	Rie Uchida
	Carole Walker
	Jessie Dolphin
	Bev Miller
Relievers	Bec, Wendy-Anne, Shelley, Kylie, Elysha, Ellah, Cody
Project Officer	Rhiannon Seres
Administration Officer	Kym Bannister
Finance Officer	Dona Karunaratne
Cook	Belinda Gay

Staff list at August 2020. Current staff team photos are displayed in the reception area.

Enrolling and settling in

We encourage all families wishing to enrol their child to visit the Centre. The Director or Staff member will show you around 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 care or pre-school.

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

The Centre must be informed when enrolling your child about any medical conditions, allergies, asthma, etc 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 for the first few days or weeks at the Centre and also very tired. It may help your child to settle in, if you can stay for a while, even if the time spend with us initially is short – although we understand this may not always be possible.

A settling pamphlet is available from the centre.



Programming – what will my child do at the centre?

Children will grow and learn best in a safe and caring environment. Staff will use the routines, planned activities and child initiated play as learning experiences. Staff will meet regularly to discuss and plan for each individual child and for their group. Developmental records are regularly updated for each child and staff will welcome the opportunity to share these with the child's parent/s.

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

Planned activities will include times for problem solving, creative and imaginative play, music, stories, physical activities etc.

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.

Young children are active learners who construct their own understanding and knowledge of the world. Play is an essential aspect of learning for young children and planning for play is a central component for the staff at our centre so that the curriculum we provide supports and extends children's Learning and development. We endeavour to do this by seeking initial information from parents and observing children at play, which in turn informs our teaching practice.

Our curriculum is based on our knowledge of children's developments as well as our curriculum document "EYLF" (Early Years Learning Framework)".

Every term we provide a termly overview for parents that is given to parents before the term starts. This agenda highlights the concepts that we will be focussing on every week and allows you the opportunity to talk about these concepts at home as a continuation of your child's learning. A weekly plan to ensure that the program reflects children's current interests, needs, and skill

acquisitions is also displayed in each main room.

We are committed to providing an environment that provides children with:

- Interactions which promote learning, caring relationships and a positive self-concept,
- Time for active exploration and manipulation of the environment,
- New and exciting challenges which foster children's development, with a variety of high quality materials and resources,
- An opportunity to choose and take control of their own learning,
- Continuity of experiences and flexible routines.

Intentional Teaching Groups for Children

During your child's time at preschool your child may be included in one or more intentional Teaching Groups. This smaller learning environment (3-5 children) enables staff to target specific areas and skill development for each individual child according to their specific need. These needs have been identified by staff through observations and or recommended by a Physiotherapist or Occupational Therapist or a Speech Pathologist. Records and observations are evaluated and a programme is developed based on your children's needs. Observation sheets and examples of work are dated and pasted into your child's Profile Book and reflect the development and progress throughout the preschool year. Your child may also be included in a group in a leadership role and to act as a role model for others.

Our records have shown that these small group situations have benefited each child in a positive way. Their skills, language and focus develop, as well as their ability to engage in more challenges and remain on task. Their self-confidence and self-esteem is enhanced and they are more willing to accept and select further challenges in their learning. If you have any queries or concerns and require more information, please do not hesitate and speak to a staff member.

Fine Motor Groups:

This group targets the child's ability to track and transfer visual information, while following instructions. They are taught the correct pencil grip and practice a variety of tracking and pre-literacy strokes to develop penmanship and control. Colours, shape recognition, patterning and recognising both literacy and numeracy are targeted. Cutting, threading and pasting are practiced in conjunction with spatial awareness, positional concepts and counting correspondingly. A wide variety of tools and tasks are used and these tasks usually focus on the child's interests.

Language groups:

These small groups focus on all areas of concepts, promote both receptive and expressive language and encourage effective communication skills. Children are exposed to stories, verbs, pronouns, ancillary words and sentence structure. Memory, sequencing events and classifying are also addressed. Children are given step by step instructions and learn to follow 3-4 Information Carrying Words and are encouraged to problem solve.

Speech groups:

Speech sessions follow a sequence of steps. These groups or 1:1 individual sessions focus on the child being able to discriminate and hear a specific sound. The next step is to practice the sound in isolation (by itself) before using words and conversations. Speech progress is monitored by the DFE or Community Health Speech Pathologists while they are still in childcare. Children achieve greater success when supported by their parents and encouraged to practice their program both at home and while in preschool.

Co ordination and Motor Planning Group (CAMPING)

This group concentrates mainly on gross motor skills such as balance, co ordination, upper and core body strength and flexibility. Movement and body planning and body awareness is targeted through fun physical tasks, games and exercise. This is conducted outside using the equipment that helps children plan and develop movement and strengths. Listening and following instructions and sensory activities are also included. Children may be selected for the CAMPING Group based on the observations from the In Sync daily exercises or therapists/specialists.

Wellbeing/ Identity Group

Children are included in small groups to listen and share information about stories relating to their feelings and begin associating these with situations and events in their own lives and relationships. Children are encouraged to develop empathy for others and to understand a wider range of emotions and virtues. They develop an understanding of their own social and emotional wellbeing and to contribute to the group and take on leadership roles. Subjects include rules, leadership, sharing, friendships, virtues and their own support network. They develop their own interdependence, resilience, problem solve and develop respect for their own ideas while appreciating differences in others.

Heavy Work Program in Childcare

In 2020 we are promoting a 20 minute heavy work program for children that focuses on developing their core strength, muscle memory, safe risk taking with links to helping them organise and calm their brains. The benefits to children are to develop their energy and awareness levels through proprioception (heavy work) activities.

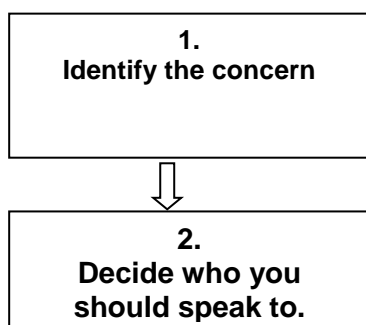
Celebrations



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 Nutrition and Healthy Food Policy March 2012).

Parent complaint policy and procedure

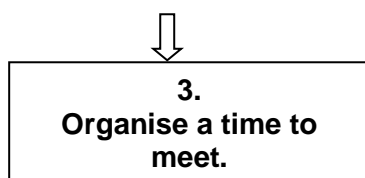
At Waikerie Children's Centre we promote open communication. We hope that you feel that you are able to approach us about any area of concern. Good relationships between home and the centre give our children a better chance of success. We also hope that you raise issues as soon as they arise rather than letting them build up. Below is the process that is followed for addressing grievances, also parents can be referred to the brochure "Parent guide to raising concern or complaint".



Your concern may be about:

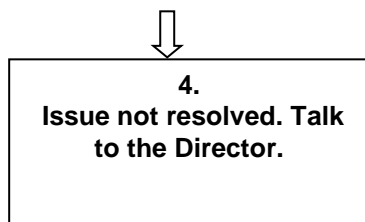
- Your child's behaviour
- centre policies
- Your child's progress and development
- Another parent or child
- Another centre related issue.
- Facilities

The usual procedures to be followed:



In the first instance talk to the person who knows about the situation

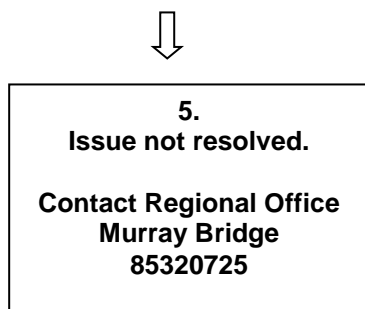
- Your child's educator
- The Director
- A Governing Councillor or the Chairperson



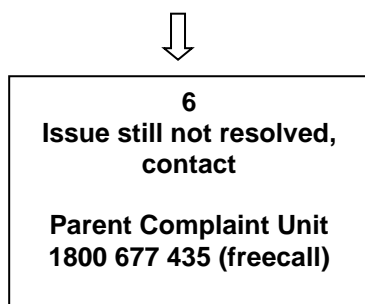
It always helps the situation if you are calm, controlled, cooperative and honest in your approach. If your behaviour does not meet these expectations you may be asked to come back at a more suitable time when you are able to discuss the issue rationally.

You should not approach other children directly.

There are times, when for a variety of reasons, you may feel that you are unable to talk to the person described as the first point of call. If this is the case, let the Director know. Where possible it is best to speak directly with the person concerned.



Your concern deserves time in order to be resolved. Let the person know about your concern with a note or telephone call. This means that they will be prepared and have all the necessary information. A time can then be made that suits you both. If, together, you are not able to sort out the problem, let the person know that you intend to speak to someone else.



Arrange a time to speak to the Director providing information that will make the meeting as useful as possible. It may be useful to document your concerns. Confidentiality will be maintained and we will document your concerns for record keeping procedures.

Mediators are available in some communities to assist in the resolution for some concerns, such as counsellors or social workers.

Advocates- support may be enlisted in specific areas about particular concerns, such as students with disabilities.

Support people may be enlisted to assist in the resolution of concerns or to debrief with the person or attend a meeting with another person.

CONFIDENTIALITY STATEMENT

It is important that your concerns are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is important to do this wisely.

When discussing the matter in the child's hearing, it is important that the child understands that you have confidence that the issue will be resolved confidentially, at the Centre level. Criticism of the Centre or staff does not support the child's education as it can undermine trust and confidence.

Similarly, staff will keep concerns that have been raised confidential and will not discuss the issue/s in front of children.

ROLES AND EXPECTATIONS

PARENTS/CHILDREN CAN EXPECT:

Safe learning environment
A balanced curriculum
Information about all aspects of children's education
Information about Centre policies and procedures
Opportunities to put their point of view and express opinions and concern
To be treated fairly and equitably
Opportunities to be involved and to participate in activities in the Centre
Clear accessible communication channels

THE CENTRE EXPECTS

Support for Centre policies and procedures such as Behaviour Management, Sun Safe and Health Policies.

Parents to treat staff with respect and listen to their point of view

Concerns will be raised at the Centre through the agreed people mentioned within this document.

If at the end of these meetings the problem is still not able to be resolved, you may contact the Regional Office in Murray Bridge. The Regional Office will need to know that attempts have been made to sort out the issue first using the process described above.

If you still feel the issue has not been resolved, contact the Parent Complaint Unit (1800 677 435) where support, advice and a review will be undertaken.

SOURCED FROM:

Raising and Resolving Concerns Brochure 2017

Parent Complaint Unit 2012

Waikerie Children's Centre Governing Council 2005, 2012

Education and Care Services Regulation 168(o)

Mandatory reporting

The staff at the Centre are mandated notifiers and are obliged by law to report any suspicions of child abuse and or neglect.

Child Protection

Our centre is committed to the safety and wellbeing of all children and young people accessing our service. We support the rights of the child and will act without hesitation to ensure a child safe environment is maintained at all times. We also support the rights and wellbeing of our staff and volunteers and encourage their active participation in building and maintaining a secure environment for all participants.

It is a requirement by law for all Staff to report any suspected cases of child abuse.

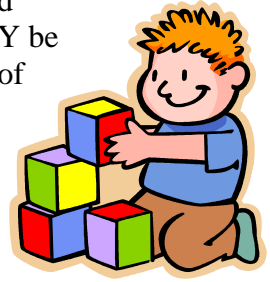
Concerns about a child or a young person that involves

- Physical injury
- Ongoing neglect
- Ongoing emotional abuse such as recurring exposure to domestic violence.
- Sexual abuse
- A child in the care of Families SA

Any staff member noticing suspicious marks or bruises on a child must notify the Department of Family and Community Services and Indigenous Affairs (FACSIA) if there are reasonable grounds that a child has been or is being abused or neglected. Child Abuse Report Line 131478.

Any staff member or person concerned for a child's safety is mandated to report their suspicions where documentation has occurred or has not occurred.

Confidentiality will be respected at all times. Throughout all phases of the child protection process, confidentiality will be maintained and the matter will ONLY be discussed with other professionals who are responsible for ensuring the safety of all children.



The decision to report any suspected cases of child abuse or neglect will be seen as a fundamental professional responsibility of any person employed at the Centre.

The fundamental professional responsibility of a caregiver to contact the Department of Family and Community Services and Indigenous Affairs (FACSIA) will take priority over the client / worker relationship considerations.

The Centre's main responsibility in this area is to ensure the safety of each and every child and support the children's right to feel safe and secure in their environment.

Providing feedback to parents

Assessment and monitoring is done by:

Recording and Observations: On commencement of a child's time at the centre we will gather information on their current levels of understanding and ability through observations, checklists and information from the family. Each child is regularly observed and notes taken in order to monitor progress and note interests and needs. This helps us make our curriculum meaningful and responsive to your child and to provide individualised programming that meets your child's needs.

Profile Books: We make a collection of work that your child does each term. This is not necessarily 'best' work, but samples. Samples may include photographs, pieces of work or learning snapshots. Profile books are kept at the centre and may be accessed by families at anytime. The completed portfolio will have a selection of work completed during the year and will be presented to the child when they leave the centre at a graduation ceremony usually at preschool.

Exit Summative Reports: At the end of your child's time in an area of the centre (babies or preschool) we will make an extensive report on your child's progress, interests and needs which focus on the Early Years Learning Framework Outcomes. This is valuable information for you and for your child's school if you are leaving the centre. Your signature on the report allows us to pass a copy on to the appropriate school or new site. A copy is kept at the centre and one is given to you.

We encourage and welcome your feedback about your child at any time. We are also happy to report to you informally at anytime. Please make an appointment to discuss issues with a member of staff.

Concerns about children's progress and individual needs.

Staff: Staff may observe that a child may benefit from intervention or assistance in an area of development (eg speech and language, motor skills, behaviour). The Director (or teacher as delegated) will discuss issues concerning your child and a recommendation for referral to DFE special support services, RCHS or other agencies for additional assessment or assistance may be suggested.

Parents: Parents who are concerned about any aspect of their child's development are welcome to make an appointment to discuss their concerns or to arrange referral for assessment and/ or assistance. Please be aware that staff will always come and talk to you about any concerns that we may have about your child.

Information about children: Information on children's needs and progress will be shared with all staff who are working with the child so that their work is effective. This information sharing is managed by the Director so that it is provided according to privacy and confidentiality requirements.

What did you do today?

Quite often we hear children say that they have been doing nothing at the centre when asked by their parents. Try these questions next time "tell me what was the best thing you did today? Tell me 3 great things you did today?, What songs or games did you play today?, What did you make in the thinking time today?"- some of the questions will help children to remember more specifically a situation to recall.

Other ways to find out what your child is doing at the centre is to look at the program board on each of the rooms or read the articles in the newsletter. The program is designed with your child's interests, needs and development and features activities that will help to strengthen and further development their skill.

Another way is to look through their profile book- sit down and ask your child to tell you what they have been doing and how they made their creation.

Use the focus board ideas that are listed on your agenda and ask your child what did you at the centre that had that specific concept. Eg What circle things did you make at kindy/childcare?



How do we report to you on the progress of your child during their time at the centre?

We are required by the Department For Education (DFE) and National Quality Standards to assess and report on children's development using the Early Years Learning Framework as a guide.

The following is a list of ways that we gather and share information with you and your child on their development and their time at the centre..

- * Work samples
- * 1:1 teaching sessions with your child
- * Speech/Language groups
- * Parent interviews
- * Sharing of resources & ideas for home
- * Governing Council reports
- * Newsletters
- * Phone text service

- * Enrolment data
- * Observations and notes taken regularly
- * Child Profile Books
- * Photos and displays
- * Group time observations
- * Informal conversations
- * Formal conversations/interviews
- * Referrals for further support
- * Direct questioning
- * Staff meetings

Policies

These policies are available in the Reception/Administration Area in a **RED FOLDER** for parents and visitors to read and they include (but are not limited to):

General Policies

Confidentiality
Environmental Protection
Priority of Access
Equal Opportunity
Occupational Health, Safety and Welfare
Volunteers
Grievance
Attendance

Management Policies

Access to the Centre
Accepting Referred Children
Authorisation to collect children
Enrolments
Family Contact
Fees and Fee Agreement
Financial Management
Grievances – Committee
 Parents
 Staff
Late Collection
Records
Visitors

Health and Safety Policies

Child Abuse and Neglect
Emergency and Accident
Environment
Exclusion Health and Hygiene
HIV, Aids and Hepatitis
Immunisation
Management of Unwell Children
Medication
Safety
Bullying
SunSmart
Contained Water
Hot weather Policy

Children's Program Policies

Children's Program
Equipment
Excursions
Guiding Children's Behaviour
Biting
Sleeping
Footwear