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Home



We believe all children are unique, capable and resourceful learners and should be valued as individuals by their family and the wider community.

We encourage children to use the environment to create experiences that are fun and educational.

We aim to build a strong community of parents and caregivers that is respectful, culturally diverse and engaging.

Find out more about our goals and our focus in our philosophy statement (PDF 135KB)
(https://www.preschools.sa.gov.au/sites/default/files/win_newby_philosophy.pdf).

Governing council

We invite you to join the governing council, which meets twice a term to ensure the smooth running of the preschool. 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 at Win Newby, would like to say thank you to the Barngala people, the first custodians of the land for letting us share your land, we promise to look after it, the animals and the people too.

Contact us

Preschool director: Mrs Candice Clark

Phone: (08) 8645 7959

Fax: (08) 8645 7731

Email: dl.6676.leaders@schools.sa.edu.au

Street address: Ring Street Whyalla Norrie SA 5608

Postal address: PO Box 2303 Whyalla Norrie SA 5608

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.

group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.45pm	8.30am to 3.45pm	–	–	8.30am to 1.30pm week 5 only

group 2

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 3.45pm	8.30am to 3.45pm	8.30am to 1.30pm week 6 only

Fees

The parent contribution is \$75 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/win-newby-kindergarten/getting-started/enrolment-and-fees>) for more information.

What to bring

Your child needs to bring these items each day:

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

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).

Additional information

Please read our drop-off and pick-up procedure (PDF 315KB).

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

Disability support

There is support available for children with disability

(<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool 1 term earlier, in term 4 the year before starting their preschool year, if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 6 hours per week, if places are available.

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

Please contact us if you want more information about early entry.

Enrolling your child

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

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

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/win-newby-kindergarten#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 once you have registered to attend an orientation session. This will be a 1-hour session where you can ask questions and get to know other families and children.

Fees

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

The parent contribution is \$300 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$75 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). There is an early bird discount of \$50 if you pay by the end of week 5 term 1.

When to pay

We will invoice you by via your child's pigeon hole.

Please contact us (<https://www.preschools.sa.gov.au/win-newby-kindergarten#contact-us>) if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. We do not have EFTPOS facilities. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box located on the white cupboard near the children's books.

EFT information

You can pay by direct deposit.

BSB: 105140

Account number: 524251740

Please put your child's full name 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: Meeting NQS

Quality Area Ratings

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

Rating for: Win Newby Kindergarten

Rating issued: August 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 405KB)

(https://www.preschools.sa.gov.au/sites/default/files/win_newby_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 378KB)

(https://www.preschools.sa.gov.au/sites/default/files/win_newby_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/6676_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.

Our Philosophy

At Win Newby we believe all children are capable and competent individuals who all have the right to contribute and achieve success in their own learning.

Therefore, we will.....

- Provide safe, secure environments that fosters a sense of belonging and enables children to establish trusting relationships and be supported to learn*
- Use the environment as the third teacher where staff and children co—construct learning and play experiences where they can explore, discover, inquire, imagine, create, challenge, wonder and take risks together*
- Acknowledge and build on the range of experiences that children already have with literacy and numeracy*

We know that families are children's first educators and we value the importance of working in partnerships with families and our community. We strive to be culturally aware, inclusive and value how diverse our families in our Kindergarten community are.

Therefore, we will.....

- Respect each families' nature, culture and home language*
- Develop multiple strategies to engage families in meaningful ways that underpin everyone's sense of belonging, being and becoming*
- Develop respectful relationships and value the families voice to strengthen the connections between families and our community.*

Sun Protection Policy

Win Newby's Sun Protection policy

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 Sun 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 Kindergarten's Sun Protection policy.

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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

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

We use a combination of sun protection measures for all outdoor activities during terms one, three and four 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 they wear a t-shirt/shirt over the top before going outdoors.

2. Sunscreen

Quality area 2: Children's health and safety

SPF 50, broad spectrum, water resistant sunscreen is available for educators and children's use.

We ask that parents support children in applying sunscreen prior to coming to kindy, or support them in using the kindy sunscreen on arrival. Once 20 minutes have passed children are able to play outdoors.

Sunscreen is then re-applied prior to our lunch time to allow for absorption. Children eat lunch indoors and then are able to commence outdoor play and learning once again.

Children will be encouraged to apply their own sunscreen prior to lunch time, with the full support of educators.

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

If children have allergies to the Kindy sunscreen (Coles SPF 50) then we ask that families supply their own.

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. Kindy hats which are legionnaire hats are available for purchase.

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.
- The Director 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.
- Children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

5. Sunglasses [optional]

Quality area 2: Children's health and safety

Children and staff are encouraged to wear close fitting, wraparound sunglasses that meet the Australian Standard AS/NZS 1067:1.2016 (Sunglasses: lens category 2, 3 or 4) and cover as much of the eye area as possible.

Chairperson – Skye Scarman

Director – Candice Clark

Date – November 2019

6. Enrolment and information for families

Quality area 6: Collaborative partnerships with families and communities

When enrolling their child, families are:

- informed of the Kindergarten's Sun Protection policy
- asked to provide a suitable hat for their child
- 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 they have allergies to the Kindy sunscreen
- required to give permission for staff to support their child to apply sunscreen (form in enrolment pack)
- 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 Kindergarten.

7. Staff WHS and role modelling

Quality area 5: Relationships with children

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 Sun Protection policy is reinforced through educators and children's activities and displays.
- Educators and families are provided with information on sun protection through family newsletters, noticeboards and the kindergarten's website.

10. Policy review

Quality area 7: Governance and leadership

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

Date of next policy review: November 2022

In South Australia the majority of children enrolled in a preschool will reside within the catchment area of the preschool. Acceptance into a particular preschool is subject to the preschool's capacity and available resources. Priority consideration will be given to children residing within the preschool's local catchment area.

A child in care is able to access and enrol at any government preschool (refer to [section 1.3.3](#)).

Applications from local families

If more registrations of interest for a preschool are received from families living in the catchment area than available places, places will be offered based on whether one or more of the following criteria applies:

- the child has siblings currently enrolled in the school or service
- the child has previously been in care
- the child identifies as Aboriginal and/or Torres Strait Islander
- special consideration placement (refer to [section 1.3.6](#)) the family currently attends programs at the service
- the length of time the child has lived in the preschool catchment area
- distance of the child's residence from the preschool (kms by road).

Applications from non-local families

Early childhood leaders in consultation with site leaders will identify available preschool options within the partnership to accommodate all children unplaced after the first round of enrolment offers.

A child who has been unable to be offered a place within their local preschool and is directed by the partnership to a nearby preschool must be prioritised for placement over other non-local families. In circumstances where the preschool has reserved places, a reserved place is to be offered.

If the preschool has places available after enrolling local children, children in care and families referred by the partnership, places may be offered to children living outside of the preschool catchment area.

When more registrations of interest for preschool are received from families living outside of the catchment area than available places, places will be offered based on whether one or more of the following criteria applies:

- the child identifies as Aboriginal and/or Torres Strait Islander
- the child has siblings enrolled in a local school
- the distance of the child's residence from the preschool
- the family currently attends programs at the service
- transportation needs
- special consideration placement (refer to [section 1.3.6](#)).

Hot Weather Policy

Whyalla is known for its extreme heat in the warmer months and precautions need to be taken to ensure children's health and safety are at hand.

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

Source: Sports Medicine Australia.

At Win Newby Kindergarten we have a climate controlled refrigerated air conditioning system that is used in days of extreme heat. Staff adjusts the cooling according to the temperature and heat from the outside environment. Because of this air-conditioning we do not have an early dismissal time, as the indoor temperature is sufficient.

Staff use their discretion when it's outdoor play, especially in days of extreme heat. Children will play in the shaded areas only when the UV rating is Very High (level 8, 9, and 10). When the UV rating is extreme (11+) children play indoors only. No outdoor play will occur. Please refer to our Skin Protection Policy for more information.

Staff will use the weather forecast given by the Bureau of Meteorology mobile phone app on the day of which the weather has been forecast. In the event of loss of power and or breakdown of air-conditioning system parents will be notified and staff will follow the DECD Guidelines for school terms, vacations, closures and celebrations.

Health & Medical Policy

Rational:

Children become ill at various time in their kindy life and some have medical conditions that require management. To allow these children to attend our centre, the following procedures will be followed.

Procedures:

Children with pre-existing illness eg Asthma, Eczema, Allergies, and /or more life threatening illnesses will need a Health Care and Medicine Plan provided by their Doctor. These documents are to be kept for a year before being renewed by the child's family. They will be kept in a confidential folder on a "need to know basis" unless requiring urgent action by staff.

If a child requires medication or creams/lotions a Medical Authority Form must be completed by the child's doctor and returned. All medicines and creams must be in their original container with the Pharmaceutical instruction attached. Staff will check the name of the medication, dosage and the date match the information provided on the Medical Authority form from the doctor.

All medication will be stored correctly and returned daily unless prearranged. When medication or creams are given/applied the staff member will fill in the Medical Log appropriately.

Staff, parents/caregiver and health professionals will develop a support plan if your child has a serious health issue and requires support.

Non prescribed medications eg nappy creams/ lotions will be treated in the same manner and require a Medical Authority Form before they may be used in our Centre.

Headlice Policy

The Head Lice Policy outlines the roles and responsibilities of Win Newby Kindergarten staff and community members in order to control Head Lice. This policy draws on information obtained from the Department of Human Services publication Healthy Heads - Without Headlice and the Department of Education and Child Developments' publication Headlice – the role of preschools and schools in community Head Lice control.

All members of this preschool community will work in a cooperative and collaborative manner to assist families to manage Head Lice effectively.

Evidence shows that we cannot eradicate Head Lice but we can reduce the number of cases if all preschool staff and community members work together in a coordinated manner.

At Win Newby Kindergarten, if staff, suspect that a child has Head Lice they will:

1. Check the child's hair if they are scratching excessively only if parents have given permission to do so. (Permission is included on enrolment)
2. If staff find live Head Lice and or eggs in children's hair, parents are then informed and they are required to take the child home for treatment.
3. The child is not to return to Kindergarten until the following day after treatment, ensuring there are no Head Lice and eggs left in hair.

Parents are to be contacted and approached discretely and in a sensitive manner. Staff will provide more information to parents if they require this.

Staff will inform other parents and the community through letters and a sign on the gate, ensuring full confidentiality is considered.

Parents are also required to contact staff if they find that there child has Head Lice, so that precautionary measures can be taken for the Kindergarten Community.

Grievance Procedure

Definition

A grievance can be defined as

- A complaint
- A protest
- An objection
- A gripe
- An issue
- A conflict

This can be in relation to

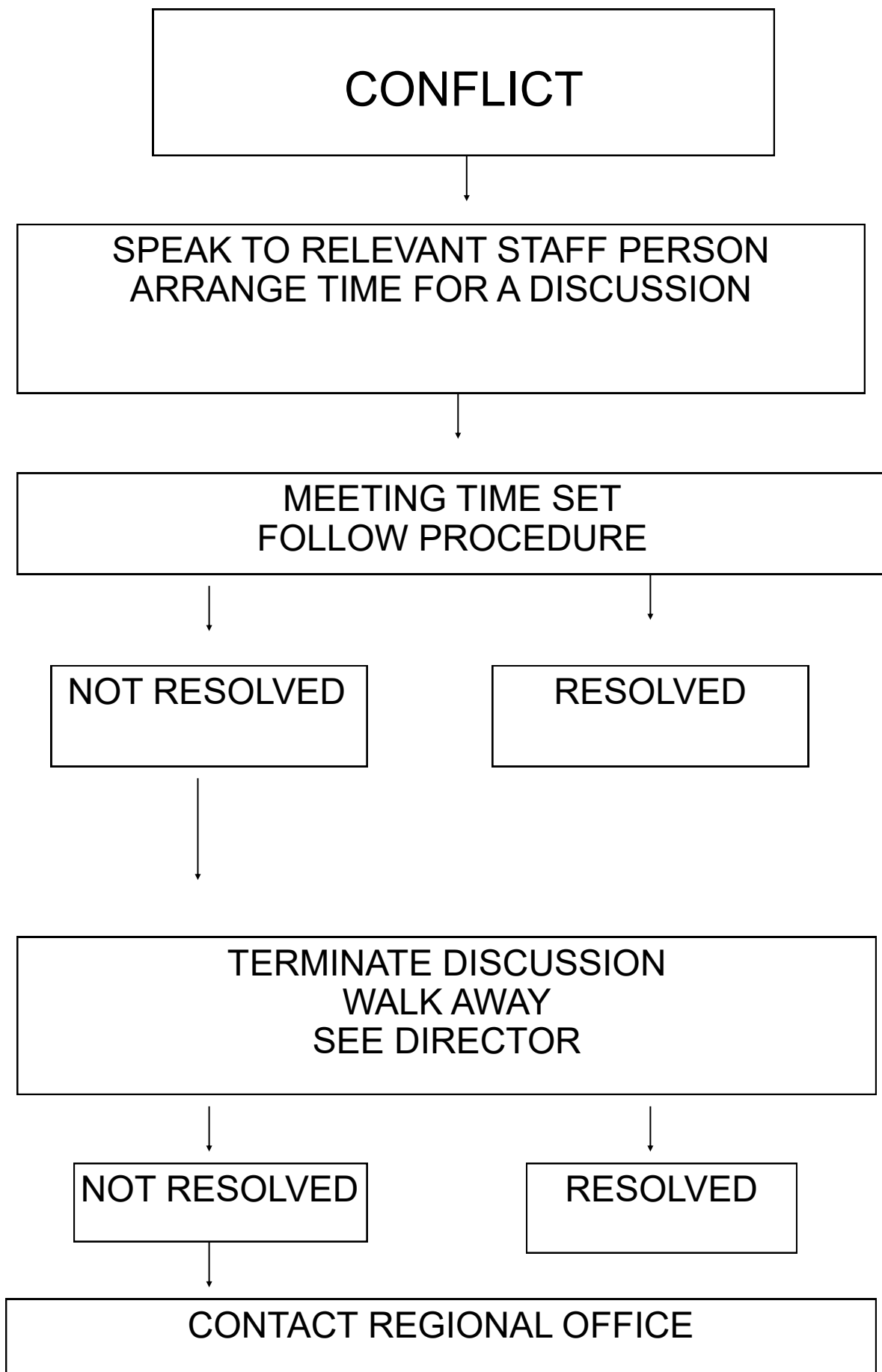
- Something that has happened at the centre
- Something that has happened to your child
- Something that has happened to you at the Centre
- Something that has been said to you at the Centre
- Something that has been said to you outside the Centre that relates to the Centre

GOOD RELATIONSHIPS WITHIN THE CENTRE GIVES CHILDREN A GREATER CHANCE OF SUCCESS. HOWEVER IN THE EVENT OF AN ISSUE, THE FOLLOWING GUIDELINES MAY BE USED.

Grievance Procedure

- Parents are asked to speak to the relevant staff person.
- Let the staff member know what you consider to be unjust or unfair action.
- Allow a reasonable time frame for the issue to be addressed.
- If the grievance is not addressed, arrange a time to speak to the Director.
- If you are still unhappy, please arrange a time to resolve the issue with the Regional Director.

Grievance Resolution Procedure



Food and Nutrition Policy

Background

At Win Newby Kindergarten we believe that adopting healthy eating habits early in life is important to enable children to develop optimally and set themselves up to carry healthy habits into adulthood. Therefore, part of our program includes learning about and encouraging healthy eating and the effects of food/drink on the body. A Food and Nutrition Policy has been developed with the help of staff and the Governing Council, in line with the **Right Bite** Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools.

Rationale

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

1. Short term: Maximises growth, development, activity levels and good health.
2. Long term: Minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities. Therefore:
 - Staff at this preschool model and encourage healthy eating behaviours.
 - Food and drink are consumed in a safe, supportive environment for all children.
 - Parents and caregivers are encouraged to supply healthy food that fit within the **Right Bite** Strategy for their children at preschool.

Curriculum

- Is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating* includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.
- Includes opportunities for children to develop practical food skills like preparing and cooking healthy food.
- Integrates nutrition across the EYLF framework where possible, relating to the developmental outcomes 'Children develop a sense of physical wellbeing'.
- Where possible make connections with Health Services.

The Learning Environment

Children at our preschool:

- Have fresh, filtered tap water, at all times and are encouraged to drink water regularly throughout the day.
- Will eat routinely at scheduled break times.
- Eat in a positive, social environment with staff who model healthy eating behaviours.
- Use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods.

Our Preschool:

- Understands and promotes the importance of breakfast and regular meals for children.
- Teaches the importance of healthy meals and snacks as part of the curriculum.
- Is a breastfeeding friendly site.
- Provides parents with information on nutritious and safe foods to pack for their children and Healthy ideas on enrolment and regularly updates in newsletters.
- Promotes the alignment of fundraising with the right bite strategy.
- Invites parents and carers to be involved in the review of our Food and Nutrition policy through Governing Council.

Snack Time

Parents and carers are encouraged to provide fresh fruit, vegetables, dried fruit, cheese, yogurt or other healthy options for the following reasons:

- To provide children with important vitamins and minerals
- To encourage a taste for healthy foods and promote healthy eating habits
- To avoid children pressuring parents and carers to buy and provide other less healthy foods they may see other children having!
- Foods that encourage chewing which promotes good oral muscle development.

Food and Drinks

- Parents and carers are encouraged to provide healthy food and drink choices.
- Staff will ensure that food provided to children by the preschool is inline with the **Right Bite** strategy

Lunch Time

- Parents and carers are encouraged to pack healthy lunches consisting of a variety of foods from the five food groups. Foods from these groups will help the children meet their nutrition requirements for the day.

Food Safety and Storage

- We promote and teach food safety to children as part of the curriculum.
- We implement for all staff and volunteers, health & hygiene practices and safe practices for handling, preparing & storing of food, to minimise risks to children being educated & cared for by the service.
- Each child's family to provide an appropriate container with 'ice packs' for their child's lunch/snack.
- Children's lunches/ snacks (perishable items) will be placed in the kindergarten fridge if no ice pack has been provided by a child's family and there is available space in the fridge to do so.
- **Re-heating of food items:** We are unable to re-heat children's food brought in from home.
- We encourage staff access to training as appropriate to the **Right Bite** strategy.
- We provide adequate hand washing facilities for everyone.
- We promote and encourage correct hand washing procedures with children and staff.

Food Related Health Support Planning

- When a preschool child has a serious food allergy e.g. (Anaphylaxis) we will liaise with the family to develop a support plan, which will be in place for the duration of that child's involvement with the preschool. Any adjustments in relation to food/drink items will be communicated to the kindergarten community.
- **THIS IS A NUT FREE KINDERGARTEN:** Some of our children can have a life-threatening allergic reaction to nuts and nut products including peanut butter and nut products, muesli bars and other snack items (please read the labels carefully).

Food Guidelines for Birthday Celebrations

- To make birthday celebrations inclusive of all children, we ask that you do not bring birthday treats or cakes to kindy, but save them for home celebrations. This reinforces our healthy eating policy, and does not exclude children who have food allergies. Instead our Birthday Celebrations will include:
- A Birthday Certificate and Sticker
- The staff and children will sing Happy Birthday during a 'mat time' session and share a birthday chat.



Healthy

GREEN and AMBER - Food and Drinks

Fresh fruit whole, Frozen fruit

Fresh vegetables (raw, cooked, mashed, grated) i.e. capsicum, cucumber, mushrooms, snow peas, sprouts, cauliflower, broccoli, tomato, lettuce, cress, baked potato, corn on the cob.

Cheese: cottage cheese, cream cheese, fruit cheese, cheese sticks

Chick peas, Kidney beans, Bean mix, Lentils, Baked beans

Tinned/container fruit in **natural** juice, Dried fruit

Sandwiches, Pita bread, Foccacia, flat bread, mountain bread rolled up with sandwich fillings, raisin/fruit breads

Sushi (check label for reduced salt/fat), Scones, Pikelets, homemade pizza.

Cracker biscuits, saladas, cruskits, vitawheats, saos, rice crackers or snacks and rice cakes

Small container of yoghurt, fruche, custard (reduced sugar).

Hard boiled eggs

Tabouleh, Rice salad, Coleslaw, Potato salad, Pasta (not instant noodles), Couscous

Cold meats: beef, lamb, pork, ham, chicken, fritz, corned beef, fish (tuna, salmon)

Vegetable based dips

Popcorn-air popped, (non-flavoured, no added salt, sugar, fat)

Water

Unacceptable

RED - Food and Drinks

Parents and carers are requested not to provide the following foods and drinks for snack time (and lunch) as they provide little goodness (vitamins and minerals).

Some foods are high in fat, while others are high in sugar and promote tooth decay.

- Sugary sandwich spreads eg chocolate spread, hundreds and thousands, peanut butter
- Potato, corn, rice chips including cornchips, twisties, burger rings, etc (high in fat and salt)
- Muesli bars (high in sugar) and nut products
- Fruit bars Roll ups, fruit straps, fruit metres, etc (high in sugar)
- Chocolates or chocolate products (high in fat and sugar)
- Lollies (high in sugar)
- Soft drink, cordials, flavoured mineral water, flavoured milk (high in sugar)
- Fruit juice, fruit box (high in sugar)
- Biscuits (high in fat and sugar)
- Cakes, buns, muffins, croissants, slices, pastries (high in fat and sugar)
- Wedges, chips, hash browns
- Chewing gum (high in sugar)
- Dunkaroos/Dig Its
- Nut products of any kind

Dropping off & Picking children up from Kindy

Rational

Child safety is of paramount importance to all of us who live and work with children and in our fast, busy lives sometimes shortcuts are taken to lessen time however they may increase the danger to children. Therefore new procedures have been put in place to protect the children.

Procedure

Dropping off

- Parents/caregivers **will not** be able to leave their children before 8.30 am as staff are not on duty.
- All children must be **brought into** the Centre by their parent/caregiver **and signed in**
- Snack and lunch boxes must be placed in the lockers provided.
- To settle their child, parents are encouraged to “play” or read with their child.
- Always let your child know that you are leaving so that they will not look for you later and be upset.
- If parents have difficulty separating from their child, a staff member will assist in the hand over.
- Parents are encouraged to phone the Centre within 1/2 hr if their child is extremely distressed when they leave. Staff will phone the parent/caregiver if their child does not settle.

Picking up

- Parents/caregivers **must be on time** to collect their child. Late parents cause stress as staff try to clean up/set up between sessions or at the end of the day.
- Children will usually be dismissed from the mat area however if you pick up your child early, you must let a staff member know so that there will be no concerns about a missing child.
- While waiting to collect your child, please wait outside and refrain from making lots of noise, as mat time is in progress and it can be distracting from children’s learning.
- Late pick up will cause a fee to be applied unless prior arrangements have been arranged.
- Your child is expected to remain seated in the mat area until they have been verbally dismissed once the staff member has seen the parent/caregiver.
- If you are not able to collect your child ring and let staff know so that they can inform your child. Alternatively you may write the information and the name of the person collecting your child on the sign in sheet.

Other issues

- Please ring if your child will be away **to maintain their place** at kindy.
- If you need to talk to a staff member remember they need to set up or supervise children so if it will take time, arrange a time to talk.
- A “see me” tag will be placed in your child’s parent pocket if staff need to see you.

Only allow your child through the gate when leaving.

BEHAVIOUR GUIDANCE CODE

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

As a staff team we believe:

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

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

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

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well being and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

Chairperson Skye Scarman: _____

Director Candice Clark: _____

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