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## Home



Find out more about our goals and our focus in our philosophy statement (PDF 367KB)  
([https://www.preschools.sa.gov.au/sites/default/files/yorke town\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/default/files/yorke town_philosophy.pdf)).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschool and children's centres

(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. Read through what a governing council does

(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

## Acknowledgement of Country

We acknowledge this land we meet on today is the traditional land of the Narungga people.

We respect your spiritual relationship with the land and acknowledge you as the custodians of the Yorke Peninsula region.

We acknowledge that your culture, heritage and beliefs are as integral to you as Narungga people today as they were to your ancestors.

We welcome you to the Yorketown Community Children's Centre.

## Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See our bushfire action plan (PDF 132KB) ([https://www.preschools.sa.gov.au/sites/default/files/yorke town\\_bushfire\\_action\\_plan.pdf](https://www.preschools.sa.gov.au/sites/default/files/yorke town_bushfire_action_plan.pdf)) and the bushfire page on the Department for Education's website (<https://www.education.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) for general information.

## Contact us

**Preschool director:** Mrs Louise Taheny

**Phone:** (08) 8852 1780

**Fax:** (08) 8852 1513

**Email:** [dl.6647.leaders@schools.sa.edu.au](mailto:dl.6647.leaders@schools.sa.edu.au)

**Street address:** 27A Stansbury Road Yorketown SA 5576

**Postal address:** PO Box 32 Yorketown SA 5576

## 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.

Monday	Tuesday	Wednesday	Thursday	Friday
–	8.45am to 2.45pm	8.45am to 2.45pm	8.45am to 2.45pm (odd weeks)	–

We are an integrated centre. Our preschool and rural care children share spaces throughout the day. We eat, play and enjoy fun experiences together.

### Fees

The parent contribution is \$280 per year. See our enrolment and fees page (<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr/getting-started/enrolment-and-fees>) for more information.

### What to bring

Your child needs to bring these items each day:

- bag
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack
- packed lunch.

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

We supply all children with a hat which stays at the centre.

### What not to bring

Children should not bring these things:

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



## **Additional information**

Your child may be eligible to travel on the Yorke town Area School bus service when they turn 4 years old. You will need approval from the school bus service before use. Contact us (<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr#contact-us>) for a form.

Please read our drop-off and pick-up procedure (PDF 380KB) ([https://www.preschools.sa.gov.au/sites/default/files/yorke town\\_drop-off\\_and\\_pick-up.pdf](https://www.preschools.sa.gov.au/sites/default/files/yorke town_drop-off_and_pick-up.pdf)).

## **Pre-entry program**

We offer a pre-entry program before your child starts full-time preschool. Your child can learn about preschool life in a safe, nurturing environment.

### **Times**

Four sessions of 2.5 hours in term 4 (<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>) only.

### **Cost**

\$25 per term.

## **Additional information**

Our pre-entry program runs for 3 to 4 weeks and depends upon our capacity. Please contact us (<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr#contact-us>) to discuss your child's enrolment.

## **Rural care program**

Children from 6 weeks to 12 years can attend our rural care program on a permanent or casual contract. Your child will have a safe and welcoming introduction to our activities.

## Times

Weekdays, all year. Your child can attend half or full day sessions.

Morning

Monday	Tuesday	Wednesday	Thursday	Friday
8.00am to 1.00pm	8.00am to 1.00pm	8.00am to 1.00pm	8.00am to 1.00pm	8.00am to 1.00pm

Afternoon

Monday	Tuesday	Wednesday	Thursday	Friday
1.00pm to 6.00pm	1.00pm to 6.00pm	1.00pm to 6.00pm	1.00pm to 6.00pm	1.00pm to 6.00pm

## Cost

Please refer to our current schedule

([https://www.preschools.sa.gov.au/sites/default/files/yorke town\\_fee\\_schedule.pdf](https://www.preschools.sa.gov.au/sites/default/files/yorke town_fee_schedule.pdf)) or contact us  
(<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr#contact-us>) for our rural care bookings.

## What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (provided by us)
- change of clothes
- drink bottle containing water
- healthy snack (piece of fruit)
- packed lunch
- nappies and wipes (if needed)
- bedding (if sleeping at care).

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

## When to pay

Rural care invoices will be emailed to you. Payment is due at the end of each fortnight.

## **How to pay**

Rural care fees are paid via BPAY. Please follow the instructions on your invoice.

## **Holidays**

All rural care services close for 10 days over the Christmas/New Year period.

## **Playgroup**

Yorke town playgroup meets at our centre. Children birth to six years of age can attend with their parents or caregivers. You and your child can enjoy fun activities while you meet other families.

## **Times**

Mondays 10.00am to 11.30am during school terms  
(<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

## **Cost**

Gold coin donation.

## **What to bring**

Piece of fruit to share.

## **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/yorke town-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 3 about an orientation session. This will be a 1-hour session where you can ask questions.

Before they start preschool your child can come to pre-entry transition visits (<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr/getting-started/what-we-offer#yorke townprograms>). These will be in term 4 and are a chance for your child to meet our staff and other children.

Contact us (<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr#contact-us>) to discuss your child's enrolment or register for our pre-entry pack.

## **Fees**

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

The parent contribution is \$280 per year. You can choose to pay the total amount at the beginning of the year or pay 4 instalments of \$70 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost. (<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr/getting-started/what-we-offer#yorke townprograms>)

## **When to pay**

We issue a yearly invoice via email. Payments are due in week 3 of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Please contact us (<https://www.preschools.sa.gov.au/yorke town-community-childrens-ctr#contact-us>) if you have difficulty paying.

## **How to pay**

EFT information

Our preferred payment is via EFT or direct deposit online.

BSB: 105063

Account number: 257200040

Account name: Yorke town Community Children's Centre

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:** Exceeding NQS

### Quality Area Ratings

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

**Rating for:** Yorke town Community Children's Centre

**Rating issued:** June 2016

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### Quality improvement plan

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

Quality improvement plan (PDF 100KB)

([https://www.preschools.sa.gov.au/sites/default/files/yorke town\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/yorke town_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 119KB)

([https://www.preschools.sa.gov.au/sites/default/files/yorke town\\_site\\_context\\_statement.pdf](https://www.preschools.sa.gov.au/sites/default/files/yorke town_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/6647\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/6647_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.

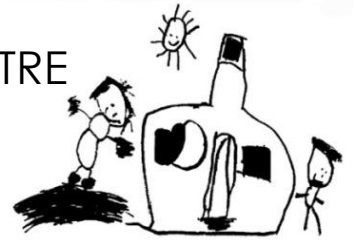
Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

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.



## **EVACUATION AND INVACUATION POILICY**

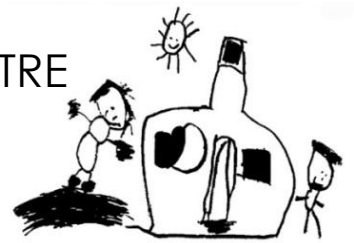
### Links to the National Quality Standard

- 1.1.3, All aspects of the program and routines, are organised in ways that ensure each child's involvement and engagement in learning is maximised.
- 2.1.2, Effective illness and injury management and hygiene practices are consistently promoted, embedded and implemented in every day program.
- 2.2.2, Plans to effectively manage incidents and emergencies are developed and reviewed in consultation with relevant authorities. Strategies are regularly practised and effectively implemented.
- 7.1.2, Systems are in place to manage and ensure effective management and operation of a quality service and contributes to continuous service improvement.

Policy Revised: October 2018

Approved by Governing Council: 30/10/18

Due for Review:



## **Evacuation and Invacuation Policy**

Children and educators practice Evacuation and Invacuation on a termly basis so that we are prepared for any emergency such as fire, flood, snakes, strangers or any other threat.

We are considered a safe place for any impending fire threatening Yorketown.

### **Evacuation**

- 5 second continuous whistle will be blown to alert educators and children
- Educators and children move to the back gate
- Preschool, rural care and visitor rolls are checked
- Ring 000 if required
- Director or nominated supervisor will contact families if necessary

### **Invacuation**

- 5 short whistles will be blown to alert children and educators to come indoors
- Preschool, rural care and visitor rolls are checked
- Ring 000 if required
- Secure windows and doors if necessary
- Stay in lock down mode until given the all clear
- Director or nominated supervisor will contact families if necessary

### **Contact Numbers**

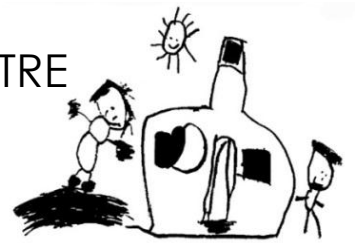
**Fire/Ambulance: 000**  
**Police: Yorketown: 88521100**  
**Edithburgh: 88526024**  
**DECD: 88212555**

### **In the event of a medical emergency**

- Check any remaining hazards
- Remove person from danger if safe to do so
- Send a runner for help
- Apply First Aid
- Ring 000

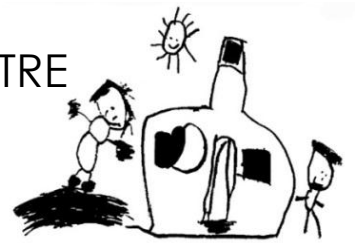
**Poison Information: 131126**

**Complete incident report within 24 hours of emergency.**



## **In the event of fire**

- Remove children and educators from the immediate danger.  
Children 0-18 months to be evacuated by placing in the emergency cot and wheeling them to the evacuation area.
- If it is only a small fire use extinguisher.
- Blow whistle to alert educators and children. Educators check all areas of building, pick up first aid kit, evacuation bag, individual children's medication, roll books and visitors sign in information.
- Contact 000 from a safe distance

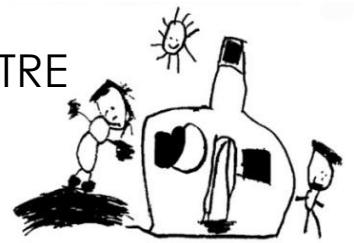


## **HEALTHY FOOD POLICY**

### Links to the National Quality Standard

- 5.2.1, Each child's health and physical activity is supported and promoted

Policy Revised: October 2018  
Approved by Governing Council:  
Due for Review: May 14<sup>th</sup> 2019



## **Healthy Food Policy**

Early childhood is the time that lifelong, healthy eating habits are formed. This helps maximise growth, development and activity whilst minimising illness and the risk of long term ill health.

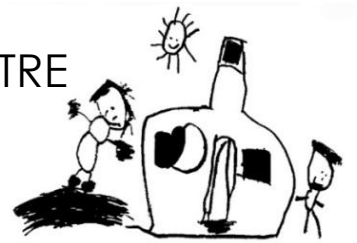
Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.

## **Nut and Egg free**

Due to the increased number of children with allergies and the fact that some of our babies have not yet eaten solid food, we have a nut and egg free, including traces of nuts and eggs policy.

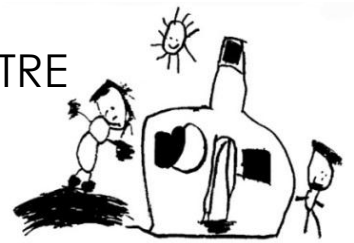
## **Educators:**

- Provide nutrition information consistent with the Australian Dietary Guidelines for Children and Adolescents in Australia and the Australian Guide to Healthy Eating.
- Include experiences which provide children with knowledge and attitudes to make positive healthy food choices and learn about the variety of foods available for good health
- Provide experiences which help children develop practical food preparation and cooking skills
- Integrate nutrition across the curriculum where possible
- Ensure children have access to their own drink bottle and are encouraged to drink regularly throughout the day
- Sit with children to eat in a positive social environment and model healthy eating behaviours
- Understand and promote the importance of breakfast with children and families
- Provide information for families on healthy food and allergy awareness and encourage food and drink choices from the Right Bite Strategy
- Observe the 2-4 hour rule in relation to food storage as recommended by SA Health. All children's food is refrigerated.



## **Food Supply:**

- Our centre is always nut and egg free including and traces of nuts and eggs.
- Snack time includes fruit and vegetables which provide important minerals and vitamins, encourage a taste for healthy foods and encourages chewing which promotes oral muscle development.
- Families providing lunches are encouraged to follow the above guidelines
- Birthday Guidelines. Educators have agreed that if families want to provide food to celebrate a birthday the best option is a plate of fresh fruit.
- Families sending milk bottles must have them named and dated.
- Carrots are a choking hazard for young children
- The centre provides whole long life milk for OSHC children. Weetabix, bread, crackers, vegemite and honey are available too. All of these foods provided by the Centre are checked for being nut and egg free.



## **Food Safety Practices:**

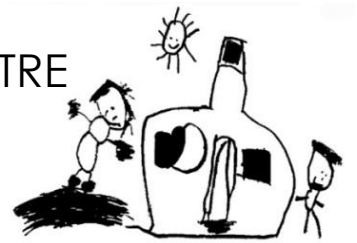
- Educators acknowledge the importance of handwashing with soap and then drying completely to reduce the numbers of food-borne illnesses at the centre
- Anyone using this centre is required to wash their hands before and after handling food, before mealtimes with children, before feeding an infant a bottle, after disposing of food waste, after nose blowing, after toileting and after changing a nappy or assisting a child with toileting, and after disposing of the nappy in the bin.
- Food and milk to be heated for infants will be stored in the fridge and heated using the food and milk warmer. Partially used bottles of milk will be refrigerated and discarded if not used within one hour.
- Bottles will not be used to settle a baby in a cot.
- Toddlers food is to be warmed in the oven
- Food handling surfaces are clearly marked and cleaned regularly
- Chopping boards are washed with hot water and detergent, rinsed and stored in the freezer

## **Sources**

Food standards Australia New Zealand Act 2001

<http://www.foodstandards.gov.au/>





## **WATER SAFETY PROCEDURE**

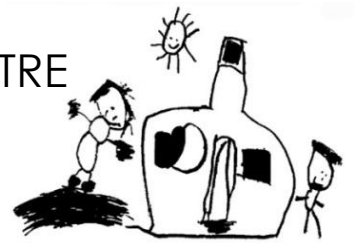
### Links to the National Quality Standard

- 2.2.1, At all times, reasonable precautions and adequate supervision ensure children are protected from harm and any hazards reflect best practice at all times.

Policy Revised: February 2018

Approved by Governing Council: 14/03/2018

Due for Review:



## Water Safety Procedure

NQS Children's Health and Safety, QA2 Safety, 2.2.1 Supervision

"At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazards."

Experiences with water are an integral part of our early childhood curriculum. Children need opportunities to develop their understanding of the natural environment. Water experiences may include but are not limited to, the use of sprinklers, running water from a hose and water in water play trough.

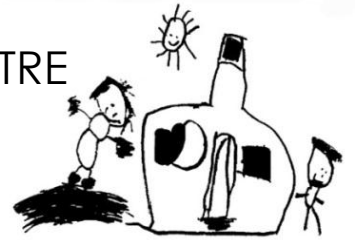
### **Educators Responsibilities:**

- Children are **never to be left unsupervised** when having access to any water hazards
- Where a water trough is used for water play by children, the trough will be emptied immediately after use and stored so that it cannot collect water when not in use. Water trough **must not** be filled deeper than 10cm (4 inches)
- When children are taken on a beach excursion, educators are to conduct a risk assessment in accordance with the requirements of Regulation 100 and 101 of the *Education and Child Care Services National Regulations 2011*.
- Children will have safe independent access to clean, cool drinking water at all times.

Drowning and near drowning is an obvious hazard associated with water. Care and supervision applies to:

- Nappy storage buckets
- Any water containers
- Poor drainage that allows water to pool in an area

Sitting behind and to be read in conjunction with this policy is the DECD Preschool Water Safety Procedure.



## **SUSTAINABILITY POLICY**

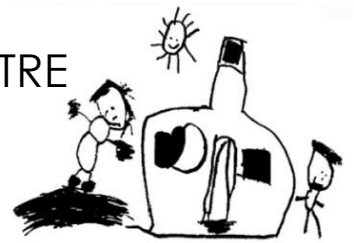
### Links to the National Quality Standard

- 3.2.2, The service cares for the environment and support children to become actively involved in being environmentally responsible and promoting sustainability in the wider community.
- 6.2.3, The service establishes and maintains effective relationships and actively engages with their community (sort 'n' save shed)

Policy Revised: September 2018

Approved by Governing Council: 30/10/18

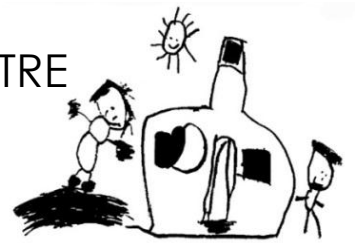
Due for Review:



## **Sustainability Policy**

Educators aim to:

- Develop children's understanding of and respect for the natural environment and the interdependence between people, plants, animals and the land
- Work together with children to show respect, care and appreciation of the natural environment
- Ensure our learning environment is safe, clean and well maintained
- Promote children's awareness of the natural environment through daily practice
- Incorporate healthy lifestyles and promote healthy eating as part of our daily practice and planned curriculum experiences
- Promote the understanding of concepts such as reduce, reuse, and recycle and that it will become part of everyday curriculum practice to build lifelong attitudes towards sustainable practice.
- Ensure that every day routines incorporate recycling, gardening, composting, energy and water conservation
- Encourage families and children to engage in practice to appreciate the wonder of our natural world whilst protecting the planet for future generations.



## **Safe Sleeping Procedure**

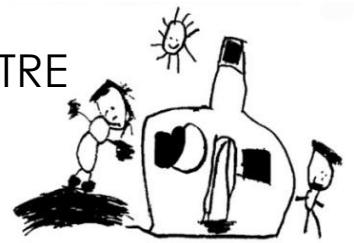
### Links to the National Quality Standard

- 2.1.1, Each Child's wellbeing and comfort is provided for, including a range of appropriate opportunities for individuals and groups to meet each child's needs for sleep, rest and relaxation.

Policy Revised: February 2018

Approved by Governing Council: 14/03/18

Due for Review:



## **Safe Sleeping Procedure**

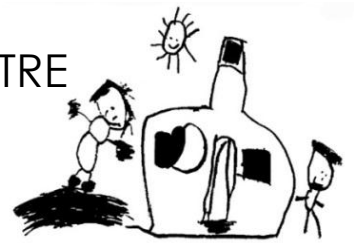
According to National Regulations 81, YCCC must take reasonable steps to ensure that children's needs for sleep and rest are met, having regard to each child's age, development and needs.

From National Quality Standards, QA2 Children's Health and Safety, 2.1.1 Wellbeing and Comfort, "Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation."

"Sleep and rest practices are consistent with contemporary views about children's health, safety and welfare and that meets children's individual needs."

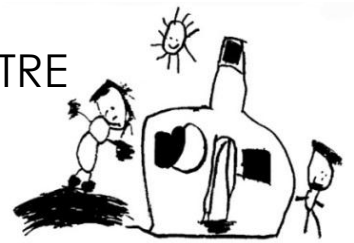
## **Communicating with families**

- Rural Care families fill out a sleep form as part of their enrolment package and discuss children's sleep requirements.
- Educators record times of children's sleeps and their 10 minute observations. This is documented in their communication book for younger children and verbalised with families for older children.
- Educators communicate with each other at shift changeovers to ensure consistency of practice.



## Environment

- Educator's provide a relaxing and comfortable sleep environment for all children within sight and hearing whilst sleeping.
- No child will sleep in a pram.
- Comforters and/or security toys may be brought in for sleep/rest periods; however, they must not impact on the safety of children sleeping. Dummies must not be attached to clothing.
- No child will be left alone to go to sleep with a bottle.
- All children will be placed on their back when first being settled. If an older child turns on to their side or stomach during sleep, then allow them to find their own sleeping position.
- All children will sleep with their face uncovered.
- To prevent a baby/toddler from wriggling down under bed linen, they must be placed with their feet closest to the bottom end of the cot.
- Light bedding is the preferred option, which must be tucked in to prevent the baby from pulling bed linen over their head.
- Sleeping bags with fitted neck and arm holes are an alternative to bed linen and encourage a baby to rest on their back.
- If a preschool or school age care child requests a rest then there is a designated area for the child to be inactive and clam, away from the main group of children. They will rest with their face uncovered and light bedding is the preferred option. Sleeping mats will be provided for this purpose.

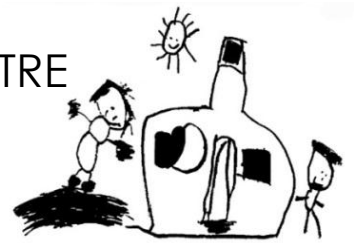


- A child who is unwell will be placed on their back to rest. If a child turns on their side or stomach during sleep, then allow them to find their own sleeping position. Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has a high temperature, has vomited or received a minor trauma to the head.
- Students or volunteers will not be left unsupervised when settling children.
- Educators will not sleep or rest in the same area as children.
- A baby monitor will be turned on at all times while children are sleeping. Staff check the sleep environment every 10 minutes to observe the sleeping position and to ensure the child's face is not covered.
- No child will be let any longer than 30 minutes in their cot before falling asleep, unless alternative sleep routine has been discussed with the family.
- Educators will monitor the temperature of the sleep room as the security of each cot and the environment to ensure everything is safe.

## **Knowledge**

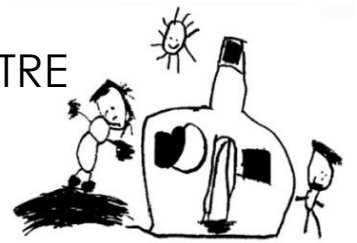
- Educators will ensure their knowledge and understanding of recommendations from "SIDS and Kids" is current and applicable.
- If a family's beliefs and practices are in conflict with "SIDS and Kids" then YCCC will not endorse and alternative practice unless the service is provide with written advice from a medical practitioner.





**Cots/Prams/Strollers** – The following is referenced to “SIDS and Kids” (2005c)

- All new and second hand cots in sold in Australia must meet the Australian Standards for Cots and be labelled AS2172 and AS2195 for Porta Cots.
- Educators will ensure that all cots are placed in an area that is a safe distance from windows, curtains, electrical appliances and hanging cords or strings.
- Educators will not place an extra mattress or padding under or over the manufacture's cot mattress.
- Educators should assess whether older babies or toddlers have the ability to climb over the sides of a cot as this presents a safety risk.
- Cot mattresses should be in good condition, clean, firm, flat and must fit the cot base with no more than a 25mm gap between the mattress and the sides of the cot.
- All prams/strollers must meet Australian Standard AS 2088.
- Children must be strapped in, not left unsupervised and children must not sleep in prams.
- A 5-point restraint (defined as: straps over each shoulder, a waist belt and a crotch strap between the legs that all meet and are secured) is recommended and should replace existing restraints.
- Educators must not overload the handles of prams/strollers with bags as this may force the pram/stroller to flip backwards.
- Prams/strollers must not be used to restrain children as part of behaviour guidance procedures.



## Hygiene Practices

- Each child has their own bed linen which is washed after 7 uses.
- If a child is unwell their linen is washed immediately.
- Mattresses are disinfected every day.
- Cot blankets are washed termly or as necessary

All educators have current DECD HLTA/D004 First Aid Training.

Sitting behind to be read in conjunction with our policy are:

- DECD Safe Sleeping for infants and young children
- Gowrie Safe Sleeping Practices in early years education and care settings.

# **BUSHFIRE ACTION PLAN (BAP)**

## **GENERAL INFORMATION**

### **PREPARING the **Yorketown Community Children's Centre** FOR A BUSHFIRE.**

- The Bushfire Action Plan will be reviewed early in term 4 each year by educators and presented to the Governing Council for endorsement at the first meeting in term 4.
- The director/nominated supervisor will ensure that emergency bushfire drills are carried out by students and educators in Term 4 and Term 1 of each year.
- The Director will provide all educators and regular visitors with pre fire season updates during Term 4 each year and instructions about any changes to the contents and requirements of the site Bushfire Action Plan.
- The Director or nominated supervisor has been allocated roles and responsibilities at the various stages of the BAP. Details of individual roles and responsibilities are included in later sections of the BAP.
- Using the Centre radio while power is connected, and battery operated radio in the Safe Refuge Kit if not connected, educators will monitor local **ABC RADIO 891am** for CFS bushfire information warning messages on days of high bush fire danger and pass on relevant messages to the Director/nominated supervisor
- All grasses within 20metres of buildings around the site kept trimmed below 10cm in height
- All shrubs within 20metres of buildings are trimmed underneath to height of 30cm.
- A site representative will inspect the site during Term 3 of each year. Maintenance will be carried out as required.
- Tall trees within 20metres of buildings have been trimmed of branches up to a height of 2metres from the base of the tree.
- The gutters and roof gullies of buildings are under or near over hanging trees are regularly cleaned and free of vegetation.
- High gutters and roof gullies are included in the preventative maintenance schedule for the site.
- A safe refuge kit of 'Emergency Supplies' has been assembled in a single container and is stored with medical supplies.

The kit will contain:

- A copy of the BAP and educator's roles and responsibilities
- Student contact information
- Important telephone numbers
- Local map
- Battery powered radio
- Spare batteries
- Torch
- First aid kit, including additional burn dressings
- Gas siren (air horns) and spare canisters
- Mobile phone
- Drinking water
- Sweet/nibbles
- Blankets and towels
- Duct tape
- Plastic sheeting etc

Student and visitor rolls should be referred to in the event of a bushfire. The safe refuge kit is checked and contents updated annually.

### **THE SAFE REFUGE**

The main building (the church) at Yorketown Community Children's Centre is the nominated bushfire safe refuge for this site

The safe refuge has been clearly identified and signed.

- Laminated posters have been placed on main sliding door.
- Students are reminded of the location during bushfire drills.
- Articles in the Family information book and site newsletters reinforced the location of the safe refuge.
- The safe refuge is a building of solid construction. All open spaces in the façade and roof have been sealed to prevent entry by embers and ash during a bushfire.
- The site has been assessed as being in an area of low fire danger.
- Students and educators practise using the safe refuge in the event of a bushfire during emergency bushfire drills carried out each term.
- The Director/nominated supervisor determines the timing of the Invacuation after consultation with the educators

- A gravity fed rain water tank provides drinking water in the main building. Cups are available in the kitchen cupboard.

Student rolls and educator/visitor registers are readily available. An educator will record:

- Those present **when** the safe refuge takes place.
- Those who have left the site **before** the Invacuation.
- Those who leave the site **after** the bushfire emergency has passed.

In order to ensure a safe and orderly operation, a decision to move all persons into the site safe refuge will be made when any of the following agreed 'triggers' are reached.

- CFS information and warning messages broadcast on the local ABC radio indicate a fire is moving towards Yorketown.
- The local emergency services advise that a bushfire is likely to impact on the site.
- We are advised that a bushfire is burning in the local area (see PROCEDURE IF FIRE IS REPORTED IN LOCAL DISTRICT).
- There is a confirmed sighting of nearby smoke or flame.

### **PROCEDURE FOR A TOTAL FIRE BAN DAY**

- The fire danger season extends from November to April. During this time the CFS may declare a total fire ban day.
- The Director/nominated supervisor will check the CFS website [www.cfs.com.au](http://www.cfs.com.au), or observe the sign placed outside Yorketown Council Office to check whether a day of total fire ban has been declared. The Director/Nominated Supervisor will inform visitors, educators and students present that a day of total fire bans has been declared.
- During the morning, students will be reminded of site bushfire emergency procedures and drills and referred to laminated bush fire emergency posters displayed in the Centre (main entrance).
- The educators will monitor ABC radio for CFS information and warning messages.
- Student excursions away from the site will be cancelled for the day and rescheduled.
- Offsite meetings for all educators will be cancelled.

## **PROCEDURE IF A FIRE IS REPORTED IN LOCAL DISTRICT**

- The local district is defined as a 10km radius around Yorketown. Educators present will be called together to put into place the pre-determined bushfire emergency procedures.
- Using the emergency whistle as a warning all persons on site will **invacuate** within the safe refuge. An educator will maintain a visual check of the surrounding areas.
- Educators will carefully monitor **ABC radio 891am** for CFS information and warning messages.
- The site telephone system does not operate when the electricity supply is cut off.
- The Centre's mobiles must be kept fully charged
- The battery powered radio will be prepared (in safe refuge kit)
- The Director/nominated supervisor will use Centres mobile phones to phone family or emergency contacts of children and request that they collect their children following CFS recommendations if safe to do so.
- The Director/nominated supervisor will advise the District Office that a bushfire has been reported in the local district.
- The Director/nominated supervisor will liaise with local CFS to obtain the latest information and advice about likely effect of the bushfire on the site.
- The Director/nominated supervisor will identify and list all students and educators who live in the area reported to be affected by the bushfire.
- The Director/nominated supervisor will assess if it is safe to release students from the site at normal dismissal time.
- If specific local roads are impacted upon or threatened by the bushfire, they will make arrangements to supervise the affected students until Emergency Services report that the situation is safe to release them from the site.

### **The Director/nominated supervisor will prepare the safe refuge.**

- Raise all vinyl blinds around the veranda, place flammable items such as easels and painting paper inside, pack away play equipment where embers could be caught.
- Close all blinds and windows, prepare wet towels and drinking water, ready fire extinguishers.
- Assemble children's personal belongings and bring them inside.
- **Monitor ABC radio 891am** for fire updates.
- Ensure BAP and signage is prepared and used.
- The Director/nominated supervisor will turn on sprinkler and irrigation systems hourly to dampen surroundings.

## **PROCEDURE IF A BUSHFIRE IS IN IMMEDIATE VICINITY OR IMPACTING ON SITE**

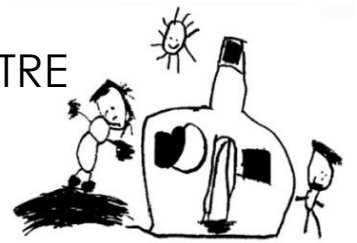
- The 'triggers' for Invacuation in the Safe Refuge have been detailed above. All educators, students, visitors and families have been invacuated into the main building (the Church)
- The Director/nominated supervisor will turn on the grounds irrigation systems ensuring children are safely in the safe refuge and determining that the task can be undertaken without placing themselves in undue danger.
- The Director/nominated supervisor will put into action the communication tree to notify parents that children and educators have invacuated and are moving into the safe refuge.
- Educators will close all doors and windows and turn off air conditioners as the fire front approaches.
- Director/nominated supervisor will ensure all persons on the site are accounted for and in safe refuge.
- Director/nominated supervisor will advise the District Office of the Invacuation into the safe refuge and provide information about:
  - The 'trigger' that has been reached and likely to impact on site.
  - The number of site students, educators and registered visitors taking shelter.
  - The number off 'off site' students and educators present.
  - The number of community members present
  - Emergency services assistance immediately available.
- All persons sheltering in the safe refuge will prepare for arrival and passage of the fire front. The Director/nominated supervisor will ensure all persons are located away from windows and unnecessary movement is limited.
- Provide regular updates at an appropriate level to students and adults
  - Describe the situation that can be safely observed outside the building to all persons in the safe refuge.
- Assist all students and adults to remain clam.
  - Outline possible plans of action after the front has passed with the children.
- The Director/nominated supervisor will attempt to extinguish spots of fire inside or impacting the safe refuge as necessary.
- It is not expected that they will undertake major firefighting activities.
- They are not expected to put themselves in any dangerous situations.
- All educators will undertake their assigned roles and responsibilities.

### **RECOVERY AFTER THE FIRE FRONT HAS PASSED**

- The Director/nominated supervisor will ensure no one leaves the safe refuge until the situation outside has been assessed as safe by the members of the Emergency Services.
- The Director/nominated supervisor will make an assessment of the need for, and if necessary, begin preparations to care for students for an extended period of time.
- Nominated educators will remain on duty until all students are collected from the site by their families.
- Snacks, drinking water, blankets, games, books etc are available to meet children's immediate and extended needs of students waiting to be collected by their families.
- Any injuries are treated using first aid procedures.
- The Director/nominated supervisor will extinguish small fires in or near the safe refuge once the immediate safety of children has been ensured and there is no risk of personal injury.
- The Director/nominated supervisor will liaise with Emergency Services on site as soon as possible
- The Director/Nominated Supervisor will refer media enquiries to the District Director.
- All educators will begin to reunite families at a safe location when the situation has been declared safe and vehicles can safely access the site.
- The Director/nominated supervisor will record names of children and person collecting them as they leave.
- All educators undertake their assigned roles and responsibilities.
- The Director, educators, staff and students (where appropriate) will undertake a debrief of the bushfire emergency situation and the procedures undertaken at an appropriate time shortly after the incident.
- The Director/nominated supervisor will seek support for students and educators from counsellors and social workers when appropriate.
- The Director/nominated supervisor will arrange to have firefighting systems checked and readied for use again.
- The fire warden will replenish the emergency supplies package.
- The Director/nominated supervisor will arrange an assessment of the site buildings once the area is declared safe.



- The Director/nominated supervisor will complete the relevant DECD report, available from [www.crisis.sa.edu.au](http://www.crisis.sa.edu.au)



## **BEHAVIOUR GUIDANCE POLICY**

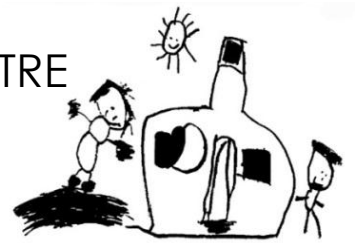
### Links to the National Quality Standard

- 1.2.1, Educators deliberate, purposeful and thoughtful in their decisions and actions to maximise each child's learning and development.
- 1.3.1, Families are consistently informed about the program and their child's progress and are involved in decision-making around their care and development.
- 2.2.1, At all times, reasonable precautions and adequate supervision ensure children are protected from harm and any hazard and reflect best practice at all times.
- 5.1.1, Consistently responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included and develop the children's sense of belonging and security.
- 5.1.2, The rights and dignity of every child are consistently supported and promoted at all times.
- 5.2.2, Each child is consistently supported and encouraged to regulate their own behaviour, communicate effectively to regulate their own behaviour, communicate effectively to resolve conflict and to respond appropriately to the behaviour of others.
- 6.1.2, The expertise, culture, values and beliefs of families is actively sought, valued and respected and families share in decision making about their child's learning and wellbeing.

Policy Revised: September 2018

Approved by Governing Council: 30/10/18

Due for Review:

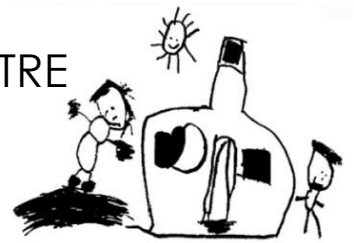


## **Behaviour Guidance Policy**

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

As educators we understand that:

- All children have the right to feel secure and to learn and develop in a psychologically and physically safe environment
- Children have the 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 wellbeing, learning and development
- The consideration of children's individual and contextual needs is crucial to successful learning and the development of positive behaviours
- Family consultation is valued and their individual perspectives are 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.



A child's behaviour may be affected by:

- Age and development
- General health and wellbeing
- The layout and organisation of the learning environment, including the physical settings, the weather, time of day, time of year
- Relationships with other children and adults
- Factors such as relationships, family considerations, home life, school or peer group experiences, media and traumatic events

As a team, educators promote positive behaviour and interactions by:

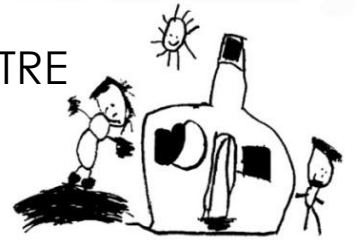
- Planning for and providing an environment which promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits are discussed with children, are reasonable and understood by all children and educators
- Providing an enriching and engaging curriculum that enables each child to experience success, a sense of wellbeing and provides opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrating 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, persistence, entry and exit skills when playing, appropriate risk-taking, conflict resolution, independence, leadership
- 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 where possible
- Encouraging open two-way communication with families to ensure that children's needs are met.

Educators respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these during regular discussions
- 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 wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned curriculum 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
- Use information on trauma based behaviour to guide our actions.



## **Use of Bus Policy and Procedure**

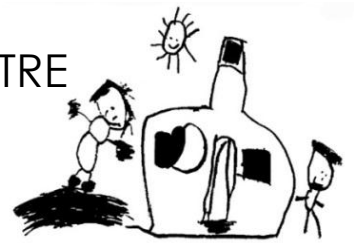
### Links to the National Quality Standard

- 2.2.1, At all times, reasonable precautions and adequate supervision ensure children are protected from harm and any hazard and reflect the best practice at all time.
- 7.1.2, Systems are in place to manage risk and ensure effective management and operation of quality service and contribute to continuous service improvement.

Policy Revised: February 2018

Approved by Governing Council: 14/03/18

Due for Review:



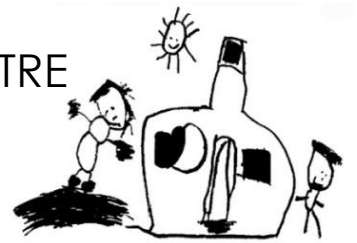
## **Use of Bus Policy and Procedures**

In accordance with the Department of Education and Child Development (DECD) School Transport Policy, School Principals must approve non-entitled students to travel on existing school uses under certain conditions. DECD has no responsibility to provide transport for Preschool children. However preschool ages children are permitted to travel on departmentally provided school buses subject to the following conditions:

- Individual approval is given in writing by the School Principal controlling the bus.
- There is available room on the bus. Permission may be withdrawn if the bus becomes overcrowded with school students eligible for bus travel.
- The bus is not involved in any additional travel.
- The child is considered by the School Principal in consultation with the Preschool Director to be mature enough to travel safely on the bus without causing difficulties for the driver.
- The preschool child is met at set down points.

## **Families requesting the use of a DECD organised bus from Yorketown Area School (YAS) require the following information and procedures to be adhered to:**

- An "Approval to use bus service" form is returned to and approved by YAS.
- A "Bus confirmation form" is returned to YCCC.
- Upon arrival of the buses to YCCC a preschool educator will escort children into the Centre.
- Upon end of the day departure, a preschool educator will accompany children on the "pick up" bus and travel to YAS with those children. That educator will ensure children are placed on the correct buses as per their bag tag provided by YCCC. The educator will ensure the bus driver knows they are on the bus and their seat belts are fastened.



- The child's bus route is identified on their bag tag, along with child and family details and driver's name.
- Families are encouraged to find a buddy on the bus, preferably Year 4 and above
- YCCC educators will assume children are on the bus morning and night and must be notified if there is a change to this in a timely manner.
- Should the bus not run for any reason (eg: days of catastrophic bushfire danger) every effort is made by the school to contact the families by phone.
- Bus arrangements and Policy and Procedures are reviewed annually in agreement with YAS and bus drivers.

**Sourced: DECD School Transport Policy.**



### **CONTRIBUTION/FEES**

PRESCHOOL: \$70per term/ \$280 per year

PRE-ENTRY: \$25

#### **RURAL CARE:**

<b>NON- SCHOOL AGED CHILDREN</b>	<b>SESSION TYPE</b>	<b>TIME PERIOD</b>	<b>FEE</b>
	Morning	8:00am-1:00pm	\$41.00
	Afternoon	1:00pm-6:00pm	\$41.00
	Day	8:00am-6:00pm	\$82.00
	Before Preschool Session	8:00am-9:00am	\$8.20
	After Preschool Session	3:00pm-6:00pm	\$24.60
Casual care will be charged at either half-day or full-day rate			

<b>SCHOOL AGED CHILDREN</b>	<b>SESSION TYPE</b>	<b>TIME PERIOD</b>	<b>FEE</b>
	Before school care	8:00am-9:00am	\$6.50
	After school care	3:00pm-6:00pm	\$19.50
	Vacation care morning	8:00am-1:00pm	\$32.50
	Vacation care afternoon	1:00pm-6:00pm	\$32.50
	Vacation care day	8:00am-6:00pm	\$65.00

#### **TERMS:**

- Out of school hours care and vacation care fees are applicable for children attending school. Children who have completed preschool and are enrolled to start school in Term 1, pay vacation care fees for January of that year.
- A late collection fee will be charged where a child is collected from the service after closing time and there has been no contact from the parent/guardian. The fee is \$10.00 for every 10 minutes or part thereof, as determined by the site leader.
- Families eligible for a child care subsidy (CCS) are allocated 42 absence days from the Australian Government for each child per financial year. These absences can be used for any reason. Absences will be charged for booked care on public holiday closures, during school holidays and school pupil-free days.
- The program offers 10 days per calendar year where a family can elect to be charged at a reduced rate of 50% of the standard session fee. This fee is eligible for CCS. Families can elect to use these 10 days for family holidays, appointments and for public holidays. A 'notification of changes form' must be completed to request the reduced fee. Note: These absences are not in addition to the 42 absence days allocated by the Australian Government.
- All rural care services close for 10 days over the Christmas/New Year period. During this time no fees will be charged, including public holidays falling at the beginning or end of the closure period.
- To change or cancel booked care, 14 days' notice is required. If the correct notice is not given, the full fee will be charged in lieu of notice.

## **PROGRAMMING, ASSESSMENT AND REPORTING:**

Educators use the Early Years Learning Framework or 'Belonging, Being, Becoming' document as a guideline for programming, assessment and reporting.

### **EYLF 5 OUTCOMES:**

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

Children's learning is assessed using observations, learning stories, anecdotes, photographs, and educator discussion in regard to specific areas of development.

Our reporting procedures consist of:

- A sharing folder containing work samples and end of term assessment comments, available for children and families to access and look through while at the Centre, and will be sent home at the end of each term.
- A statement of learning is provided to families and sent to the school at the completion of your child's year of Preschool.

Family chats are organised in Terms 1 & 3 for Preschool families and educators endeavour to talk to families on a daily basis.

## **Communication**

- Information is shared via noticeboards at the Centre, communication books, Facebook, texts, newsletters (2 per term) and sharing folders.
- When you drop your child to care if there is anything that you think an educator needs to know please do not hesitate to tell us, eg your child had a bad night's sleep as this may impact on their day. Communication books are also provided as another way to communicate with educators. Please read and return them each day as a way of ensuring continuity of care for your child.
- Each family will be given a message bag. Please check this each day for newsletters/notifications etc
- Please join our Facebook page Yorktown Community Children's Centre to see information regarding the Centre

## Curriculum

Our curriculum is based on the Early Years Learning Framework (EYLF) with the major tenets of *Being, Belonging and Becoming*, underpinning all that we do. Values from this framework and the National Quality Standards Framework are integral to our educational programs, including:

- The rights of the child
- Children are seen as capable and competent learners
- Equity, inclusion, diversity and valuing of Aboriginal and Torres Straight Islanders cultures
- Respectful relationships and partnerships with families
- High expectations for children and educators
- Reflective practice supports changes within the service

**ON ARRIVAL:**

We ask that children with their family assistance:

1. Greet the other children and educators.
2. Place their drink bottle in the appropriate place and fruit in the fruit bowl (Preschool Children).
3. Place their lunch in the fridge in the main room
4. Put their bags in their named locker. The Rural care children with nappies, go in the change room on their named hook.
5. Ensure that your child/children are settled at a learning experience before leaving encouraging capable and competent children to take responsibility for their own belonging and to become accustomed to daily routines i.e.: unpacking etc.

**DEPARTURE:**

We say goodbye to the Preschool children from the mat. Educators will sight the parent/caregiver before allowing children to leave. If someone other than the regular person is collecting the child, please let the educators know. Please include the names of all those who will be given consent to pick up your child on the enrolment form.

## **Illness/medication**

- Please do not send Children who are unwell to care.
- If your child has anything that is contagious please inform the Centre straight away as we have a duty of care to inform all of our other families (confidentiality is paramount)
- If your child needs medicine throughout the day you are welcome to drop by and do so. We can administer antibiotic with a doctor's authority permission slip. We can give you the form to be completed by the GP or Pharmacist. Medication must be labelled with the appropriate label from the Pharmacy.
- If your child requires teething gel or eczema cream, a medical authority needs to be signed and filled out by the doctor.

## **Parent involvement**

We value the involvement and participation of families and community members in the provision of our service. There are many ways that families can provide support.

Family members are invited to visit the Centre at any time to observe or assist in the program with experiences such as....

- Skill sharing- joining in with children's experiences, programming and excursions
- Music- songs
- Story- telling, reading books, using puppets
- Cultural knowledge- pictures, languages and cooking
- Gardening
- Support with 'fix-it' tasks
- Sharing hobbies and collections

You may also choose to be involved in the following ways:

- Governing Council- assisting with ideas and information links
- Fundraising- Social ventures and gathering materials we use like wood, boxes etc.

## **Philosophy**

‘Children are encouraged to develop to their full potential within a safe, caring and supportive environment, that recognises families as the child’s first teacher and acknowledges the strong links between children, their culture and their community’.

YCCC provides a supportive, caring and inclusive environment which includes a play-based pedagogy with consistent and safe behavioural expectations. Through play, educators support children to develop their independence, confidence and resilience. Educators develop positive, trusting relationships which establish secure attachment with children and families.



**CHILDREN WITH ADDITIONAL NEEDS:**

Children requiring specific support for participation in the program have the opportunity to access additional support. The Director, teacher and support worker are responsible for writing an individual learning program and addressing the areas of need. A Psychologist, Social Worker, Special Educator and Speech Pathologist are available through Community Health Connection. Families are welcome to raise any queries about their children with the Director or vice versa, and an application for additional support can be completed with family permission.

**COMMUNITY LINKS:**

Yorke town Community Children's Centre is integrated with the wider Yorke town Community with links through organisations such as:

<b>CHILD AND YOUTH HEALTH</b> Preschool children are developmentally screened by the local Child and Youth Health staff. Details will be provided to you closer to the event we also like to advertise and encourage you attending at their parenting workshops.	1300 364 100 1300 733 606 88532 060
<b>PLAYGROUP</b> Playgroup meets at the Centre on Monday's 10:00am-11:30am.	88521 780
<b>LEARNING TOGETHER AT HOME</b> Provides home visits to support families who require additional support for their children	Anna Phasey- 0428 101 530
<b>ACTIVE KIDS</b> Assists children to develop physical skills. It is held in the Yorke town Area School Gym on Friday's from 9:00am-9:45am. For children 0-5 years old	88521 233
<b>BOUNCE AND RHYME</b> This is a music group for preschool age children run by the librarian at Yorke town Community Library	88521 233
<b>OTHER SERVICES</b> <b>Parenting Helpline:</b> 1300 364 100 <b>Youth Helpline:</b> 1300 13 17 19 <b>Health Direct:</b> 1800 022 222 <b>Breast Feeding Hotline:</b> 1800 686 268 <b>Kid safe:</b> 8161 6318 <b>Child Abuse Report line:</b> 131 478	

**Poisons Information: 13 11 26**

**Crisis Care: 13 16 11**

**Health link: 1800 003 307**

### **TRANSITION TO SCHOOL:**

The main feeder schools of this Centre are Yorketown Area School and St Columba's memorial school. All Department education schools have a single intake policy as of 2015 (Children must be 5 **before** the 1<sup>st</sup> of May). Eligible Children will only start school at the beginning of term one.

**Yorketown Area School** transition programs involve visits prior to starting school. More details available by reading the YAS enrolment policy or by contacting the school on 88521 233. Preschool Educators will negotiate a transition program with YAS.

**St Columba's Memorial School** transition program involves 4 visits in the last term prior to starting school. More details are available by reading the policy, or by contacting the school on 88521 461.

Other schools transitioning children from the Centre include **Stansbury Primary School (88524 286)** and **Warooka Schools (88545 034)**