



2024

Information

Booklet

We acknowledge the Traditional Owners of this Land and waterways, the Wollithiga and Yorta Yorta Peoples, and pay our respects to Elders past and present who have raised children, taught them about the world around them and given them the gift of culture and language.

www.moamapreschool.com.au



Dear 2024 Families,

We would like to welcome you and your family to the Moama & District Preschool Centre and trust that as we enter this partnership with your family, you will enjoy a friendly, positive, and memorable preschool experience.

Our amazing Preschool has been operating in the Moama community since 1976 & we are extremely excited that our 2024 families are the first families to join us in our journey into our brand-new state of the art Centre. We are also excited to announce that in 2024 we will have the pleasure of running six Preschool groups. Three of these groups are prior to school groups, two young four-year-old groups & one 3-year-old group. In the not-so-distant future we hope for all rooms to be utilized at all times.

Our new Centre consists of four playrooms and two outdoor playgrounds designed for age groups these will be called Junior playground and Prior to school playground. We have a spectacular foyer area where families will meet our Office Manager and Director on arrival and then walk along the corridors to be seated outside their child's classrooms. We are forever grateful to some past and continuing Committee members who have worked persistently over many years to ensure we have been fortunate enough to gain this much needed new space for the children of Moama and district and we are thankful to the Murray River Council for their support throughout this journey. We are positive families will be thrilled with the state-of-the-art design in our new Centre, and we trust we can all grow together as we transition to a new era.

We are excited to share our knowledge with families about children's growth, development, and play, and we encourage families to share their knowledge and reflections with us too. Did you know we consider that families are the children's primarily learners and we are excited to work in partnerships in 2024?

The prior to school groups (Kangaroo, Frogs and Platypus') have curriculum goals focused towards helping the children become ready for school and involve school transitions along with visits from various school's foundation teachers. Our Early Childhood Teachers will be writing Transition to School Statements to your child's school, and we work together to ensure your child has the best start to the formal education years as possible. It is important to remember the overall goals of the group and individual's needs, interests, strength, and development of each child as we work towards a play based and strength-based approach that reflect individual children's developmental needs and strengths.

All families will be given information with regards to a Parent Information Night we have planned to explain preschool life a little further. This will be held on February 12th, 2024, in conjunction with the Centre's Annual General Meeting and we encourage all to attend.

We look forward to a fantastic 2024 preschool year.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how our service operates.

On the following page is a visual image of our philosophy that is currently under review. We will be asking families for feedback for this in 2024.

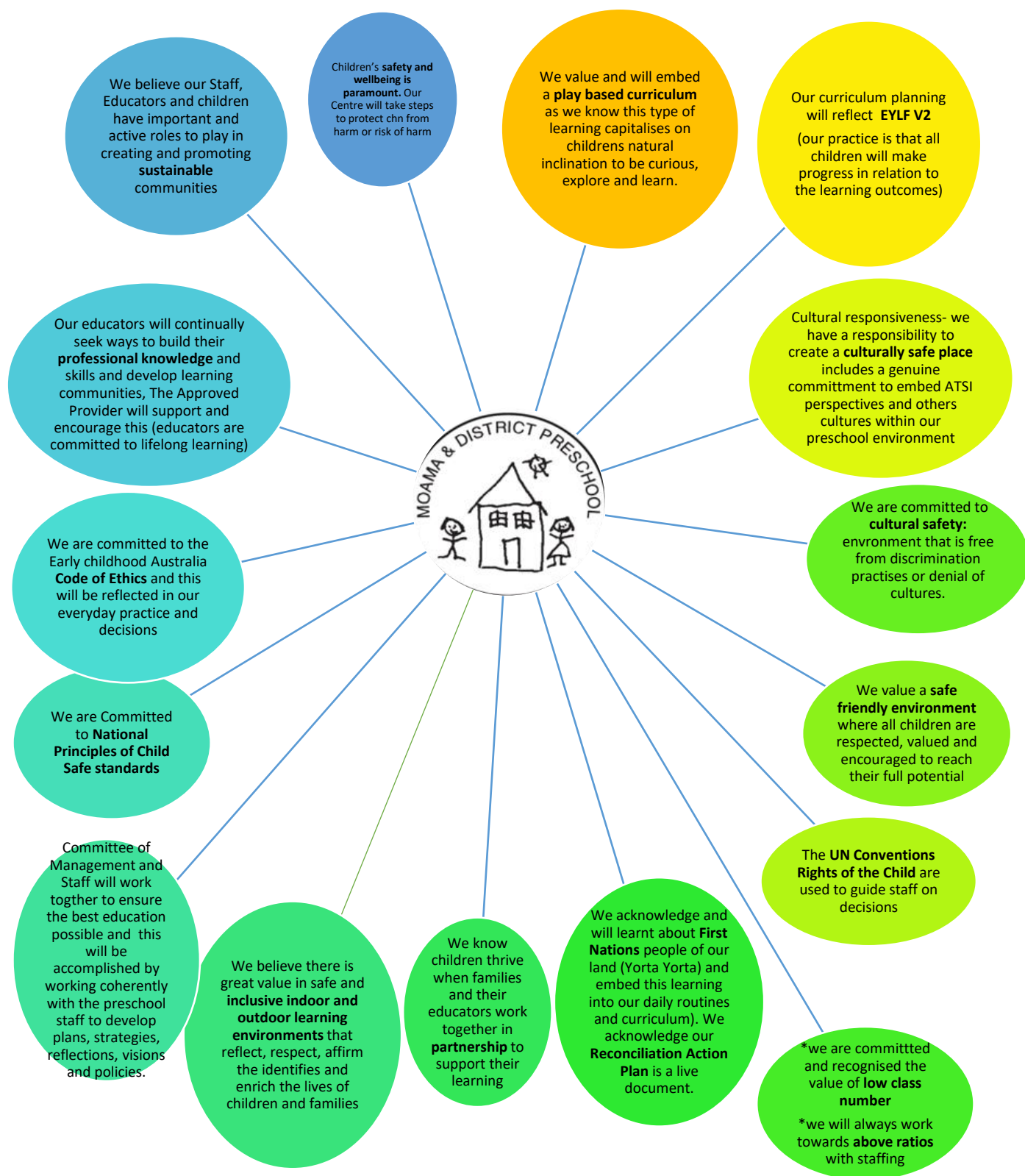
Thank you for choosing our Preschool in 2024,

King Regards

Narelle Blachford

Director/Nominated Supervisor

Since 1999



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Centre Information

Our Service caters for children aged 3-5 years. We are open from 8.00am to 4.30pm Monday to Friday, [40 weeks of the year].

SERVICE TYPE: Community Based, Not-for-profit Preschool

We have six preschool groups that will start in 2024:



1

Room

3-Year-Old Preschool – **Tadpoles** – Monday & Wednesday 8.15am – 3.45pm.

2

Room

Young 4's Preschool – **Puggles** – Tuesday & Friday 8.15am-3.45pm.

Young 4's Preschool – **Joeys** – Monday & Wednesday 8.45am-2.45pm & Thursday 8.45am-11.45am

3

Room

Prior to School – **Frogs** – Monday & Thursday 8.30am – 4.00pm.

Prior to School – **Platypus** – Tuesday & Friday – 9.00am – 3.00pm & Wednesday 9.00am -12.00pm

4

Room

Prior to School – **Kangaroos** – Tuesday & Wednesday 8.30am -4.00pm.

Contact Information

Phone: Line 1 - 54 821 224 Line 2 – 54 80 0328

Email: Office Manager; admin@moamapreschool.com.au

Director: narelledirector@moamapreschool.com.au

Website: <https://moamapreschool.com.au/>

Facebook: Moama & District Preschool

Management Structure

Approved Provider: [Committee Of Management](#) – (Annual General Meeting date – February 12th, 2024, at 7pm)

Director/Nominated Supervisor: [Narelle Blachford](#)

Second in Charge to the Director: [Jacinta Shanahan](#)

Educational Leader: [Jacinta Shanahan](#)

TERM DATES 2024

Please note the following is our whole Centre's term dates. These will also be included on the OWNA app calendar for families to refer to too. Note the Centre will be open for 40 weeks, on average each term consists of 10 weeks but does vary.

TERM	START	FINISH
1	Term one: Friday 2 nd Feb Pre-attendance interviews 5 th /6 th Feb Sessions start: Wed 7 th /8 th /9 th Feb	Thursday 28 th March
2	<u>CENTRE CLOSURE DAY</u> -Monday 15 th April for staff to attend First Aid & Anaphylaxis training Children start - Tuesday 16 th April	Friday 28 th June
3	Monday 15 th July	Friday 20 th Sept
4	Monday 7 th October	Wednesday 18 th December 19 th & 20 th Clean up days no children in attendance

Public Holidays/Centre Closure Days 2024 –

Labor Day: Monday 11 th March	CENTRE CLOSURE – Staff First Aid & Anaphylaxis Training Monday 15 th April Note first day of term 2
Anzac Day: Thursday 25 th April	King's Birthday: Monday 10 th June
Melbourne Cup Race Day: Tuesday 5 th November	Statewide Orientation Day Tuesday 10 th December



Regulations and Standards must be adhered to for NSW Preschools

Our Centre has regular compliance visits from a Compliance Officer from the NSW Department of Early Childhood Education to ensure we are operating to a high standard.

The NSW Department of Education is our Funding body. Each quarter they provide preschools with funding based on their Start Strong Preschool funding tool that inputs the year prior's August Census numbers to allocate monies. The money varies across Centre's in NSW as determined on the SEIFA (Socio Economic Indexes for Areas) rating and information entered by the Preschool in the Annual Census (enrolment and attendance numbers) the August before the preschool year. Preschools are funded differently than Long Day Care Centre's.

Our Regulatory body also ensures our Early childhood teachers maintain their teaching registration and all other staff are appropriately qualified and have NSW Working with Children checks, along with the correct required qualified staff for children in attendance.

We want our families to be aware that NSW Community Preschools are highly regulated in operations and delivery of preschool programs. This includes

National Quality Framework

Australia's system for regulating early learning and school age care including legislation and National Quality standards, sector profiles and data, and approved learning frameworks.

Our Service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the Australian Early Years Learning Framework V2 (EYLF V2) We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement. Additional information about the NQF can be found at [ACECQA/nqf/about](https://www.acecqa.gov.au/nqf/about)

"Early Years Learning framework V2" This is V2.0 of Australia's National Early Years Learning Framework. The aim of Belonging, Being and Becoming: The Early Years Framework for Australia is to support early childhood providers, teachers, and educators to extend and enrich children's learning from birth to 5 years and through the transition to school. The Early Years Learning Framework (the Framework) draws on robust Australian and international evidence that confirms early childhood is a vital period in children's continuing learning, development, and wellbeing. It has been developed with considerable input from the early childhood sector, including children and families, approved providers and educators, other professionals, peak bodies, early childhood researchers, as well as the Australian and state and territory governments and the Australian Children's Education and Care Quality Authority.

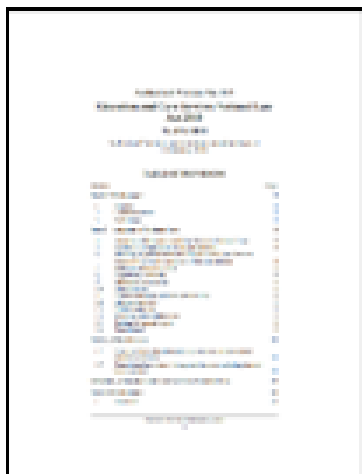
BELONGING,
BEING &
BECOMING



The Early Years Learning
Framework for Australia
V2.0, 2022

National Law and Regulations

*Education and Care Services Law Act 2010



Education and Care
National Law



The National Law and National Regulations outline the legal obligations of Approved Providers, Nominated Supervisors, and educators and explain the powers and functions of the state and territory regulatory authorities and ACECQA

*Education and Care Services National Regulations 2011



Education and Care
National Regulations



National Quality Standards



Guide to the National
Quality Framework



The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia. The NQS includes 7 quality areas that are important outcomes for children. Services are assessed and rated by their regulatory authority against the NQS and given a rating for each of the 7 quality areas and an overall rating based on these results.

Fees and Provision of a Fee Statement

The NSW Government is providing fee relief to families through the [Start Strong Affordable Preschool](#) initiative as part of the Early Years Commitment, this began in 2023. Fee relief does not mean no fees is charged; it is instead an amount applied against what the fee would be charged for individual services. Each Preschool has different expenditures hence all circumstances for fees that would be charged will be different.

How the fee relief works:

- The funding for your child's fee relief will be provided to our service, directly from the NSW Government, and we will pass this fee relief on to you as a reduction to your fees.
- You cannot receive fee relief at more than one early childhood education service.

Fees for 2024 Preschool

Summary of Weekly fee amounts payable under the Affordable Preschool Program

Category/Days attended	Weekly Fees – Children claiming the NSW Government Fee Relief at Moama & District Preschool Centre Inc.	Weekly Fees – Children <u>NOT</u> claiming Fee Relief (not signing and returning the declaration)
Prior to school classes and young 4's– 15 hours per week attendance	Weekly rate: \$0 once fee relief applied	Weekly rate: \$105.50 per week
Three-year-old group preschool – 15 hours per week	Weekly rate: \$0 once fee relief is applied	Weekly rate: \$105.50
Equity child 3yo (HCC/ATSI), young's 4's and prior to school – 15 hours per week attendance	Weekly rate: \$0 once fee relief applied	Weekly rate: \$84.40 per week

Please see our amazing Office Manager Julie if your family has questions around the fees.

Essential information regarding your child's 2024 Start Strong fee relief from the NSW Government

The fee relief will be evenly allocated to you across the calendar year.

If your child will be attending another service that offers fee relief (another community preschool or a long day care service), you will need to choose which service you would like to receive fee relief from.

If your child is at least 3 years old on, or before, 31 July 2024, you must:

1. Complete the declaration form from the NSW Department of Education
2. Return the form to us as soon as possible.

It's important that you complete the form so that we know whether our service should apply fee relief to your child's Statement Invoices when issued each term for 2024. The statement invoices will be issued four weeks prior to the start of each term by our Office Manager.

Included in the Enrolment pack is the form "Fee relief declaration – Start Strong NSW Government Community Preschool please make sure you sign and return this to ensure you are not charged fees.

NSW Department of Education



Preschool fee relief in community and mobile preschools

Fee relief funding at eligible community and mobile preschools reduces fees by up to \$4,220 per year.

It is available to children in the year (or in some services 2 years) before they start school through the 2024 Start Strong for Community Preschools program.

The fee relief will be passed on to you by your community or mobile preschool service as a reduction to your fees.

Services will let you know a fee relief reduction has been made to your fees, such as via a regular invoice, statement from the service, or other means.

You will still need to pay any remaining fees and/or levies after the fee relief has been applied.

How is my fee relief calculated?

Fee relief funding is scaled by hours of enrolment to encourage 600 hours per year of early childhood education for children in preschools.

If your child attends a community or mobile preschool, the fee relief will be calculated based on the number of hours your child is enrolled (up to 600 hours per year), as outlined in the table on the next page.

education.nsw.gov.au/early-childhood-education


It is important that you complete the form so that we know whether our service should apply fee relief to your child's Statement Invoices when issues for 2024. The statement invoices will be issued four weeks prior to the start of each term by our Office Manager.

In family's enrolment pack is the form "Fee relief declaration – Start Strong NSW Government Community Preschool please make sure you sign and returned to ensure this allocated against the services fee. At the time of printing the NSW Department of Early Childhood Education has not released our funding allocation. At this stage when forecasting our budget, the fees charged will be \$0 if families sign the declaration and our Centres receives the fee relief. Each term we will send you a statement via email. Please check these.

Absences

We encourage families to notify the Service as soon as possible if your child will be absent for any day via OWNA app.

Fees in arrears

See provision of fees – Fee payment policy on OWNA QA7

If you are experiencing financial hardship, please speak to the Nominated Supervisor or Director. We may be able to organise a payment plan before your fees go into arrears.

Transitioning into Moama & District Preschool

It is important to us that children feel safe settling into preschool life. As part of this, we have found that at the beginning of the year we shorten sessions hours as this helps the children emotionally and staff are available to start form positive relationships with the children when the children are feeling comfortable.

Families will need to note that to achieve this groups we have transition times (shorter sessions) at the beginning of Term 1 to enable educators to develop positive relationships with the children and for the children to become familiar with the room, educators, and their peers. The information about this is included in a separate handout and helps reinforce a positive start to preschool life. We recommend entering this information into your own calendars.

We want to remind families the importance of dropping your child off to preschool at the Session start time. This is a time when educators are prepared for everyone to enter. Room doors are closed and locked 15 minutes after the session begins for safety reasons. If families are late arriving this then interrupts the interactions/experiences offered to others and safety and supervision. We hope you can understand that being at preschool means you are part of a group, and if everyone dwindle in one after the other once the door is closed it can become difficult for your child parting as they miss out on the important social aspect to start the day, but also for educators effectively supervising the children who do arrive on time. Additionally, as most groups will start sessions outside this means an educator needs to leave a large yard area which in turn again affects the safety of children. Unfortunately, at times some families will need to wait until educators supervising confirm this is safe to do so. Preschool is a great time to start preparing for school and we hope families can take this into consideration and practice being on time.

Pre-attendance interviews

All groups planned “pre-attendance” (face to face) interviews by the teacher. There will be NO sessions on this day, as we realize the importance of this is the best start of preschool life. Your preschooler is invited to attend and play with the assistant educator whilst a parent/carer shares and exchanges information with the teacher. As we have not been able to hold an orientation day due to the new building, it would be a great idea to plan to bring your child along.

This is an important opportunity for your Early childhood teacher to be able to go over enrolment forms with families (as all information must be provided prior to children beginning), we will discuss goals for

the year and other essential information. This is a fantastic opportunity for families and educators to begin their partnership in providing the best education for children. If this date does not suit, please tell us as we must meet with your preschool teacher before your child begins.

When does my child's preschool group start in 2024?

*Frog group starts Thursday 8th February

Face to face interviews is being held Monday 5th February 2024

Please check your transition calendar in enrolment pack

*Kangaroos starts Wednesday 7th February

Face to face interviews on Tuesday 6th February 2024

please check your transition calendar in enrolment pack

*Platypus group starts Wednesday 7th February

Face to face interviews on Tuesday 6th February 2024

please check your transition calendar in enrolment pack

*Joey group starts Wednesday 7th February shortened session –

please check your transition calendar in enrolment pack

Face to face Interviews on Monday 5th February 2024

*Puggles group starts Friday 9th February shortened session

please check your transition calendar in Enrolment pack

Face to face Interviews on Tuesday 6th February 2024

*Tadpole group starts Wednesday 7th February shortened session

please check your transition calendar in Enrolment pack

Face to face Interviews on Monday 5th February 2024

Our Commitment to Child Safety

Our Service is committed to ensuring the safety and wellbeing of children is always maintained whilst being educated and cared for by educators and staff at Moama & District Preschool. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm, and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and child protection training.

Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to child in addition to holding a validated Working with Children Check.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor (Narelle Blachford) if you have any concerns.

Phone: 54 821 224 or email narelledirector@moamapreschool.com.au

Code of Conduct (Staff)

The Code of Conduct establishes the standards for all employees of our Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity, and responsibility. Please see our Policy called Code of Conduct (Staff) on OWNA.

Code of Conduct (Families)

The Code of Conduct establishes the standards for all families.

In summary our Families will:

- Respect confidentiality always.
- Give feedback in relation to Educators' professional conduct to the Approved Provider / Nominated Supervisor or appropriate delegate as necessary.
- Act in a professional manner whenever they are involved in the programs provided by the Service.
- Communicate to the Nominated Supervisor, Educator other staff member any individual requests regarding the Code of Conduct.

Please see our Policy called Code of Conduct (Families) on OWNA.

Our Early childhood teachers, educators, and staff

Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.

We create an environment that promotes and enables children's participation and is welcoming, culturally safe and inclusive for all children and their families.

Our educators are continually evaluating how our curriculum meets the educational needs of our children and reflecting on ways to improve children's learning and development and are supported by a team of highly qualified professionals. Our educational leader and early childhood teachers guide our educators in providing quality, research-based educational programs. In 2023 we conducted a huge review of our Educational Program & Practice policy and our Relationships with children's policy section.

Our educators consider children's learning styles, abilities, interests, linguistic and cultural diversity, and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Checks and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved Level 2 First Aid, Emergency Asthma and Anaphylaxis qualifications. As a further commitment to Child Safety educators undertake Child Protection and Child Safe Training.

For further details on the qualifications of the educators, please see our Nominated Supervisor/Director.

Educator to child ratios (NSW) –

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children. Ratios are calculated across the service (not by individual rooms). This provides us with flexibility to respond to children's interests and needs at various times during the day. We work hard to ensure we are offering above the benchmark educator to child ratios.

AGE OF CHILDREN:

36 months up to and including preschool age

EDUCATOR TO CHILD RATIOS:

1:10

Early Years Learning Framework (EYLF V2)

The Early Years Learning Framework (EYLF) was developed to ensure all children in early childhood education and care settings across Australia, experience quality teaching and learning through play-based, holistic learning. The EYLF is made up of learning outcomes, principles, and practices which educators use in their documentation of children's learning and in their reflection and planning. Fundamental to the EYLF is a view of children's lives as characterised by *belonging, being and becoming*.

From before birth children are connected to family, community, culture, and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

BELONGING

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

BECOMING

Children's identities, knowledge, understandings, capacities, skills, and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

The framework conveys the highest expectations for children's learning from birth to five years and through transitions to school. The expectations are communicated through the five overall learning outcomes.



VISION		
BELONGING, BEING AND BECOMING		
PRINCIPLES	PRACTICES	LEARNING OUTCOMES
<ul style="list-style-type: none">• Secure, respectful and reciprocal relationships• Partnerships• Respect for diversity• Aboriginal and Torres Strait Islander perspectives• Equity, inclusion and high expectations• Sustainability• Critical reflection and ongoing professional learning• Collaborative leadership and teamwork	<ul style="list-style-type: none">• Holistic, integrated and interconnected approaches• Responsiveness to children• Play-based learning and intentionality• Learning environments• Cultural responsiveness• Continuity of learning and transitions• Assessment and evaluation for learning, development and wellbeing	<ul style="list-style-type: none">• Children have a strong sense of identity• Children are connected with and contribute to their world• Children have a strong sense of wellbeing• Children are confident and involved learners• Children are effective communicators

Educational Curriculum

We aim to enhance children's learning, development, and wellbeing through the pedagogical practices of educators in a positive learning environment through which the five learning Outcomes from the Early Years Learning Framework (EYLF) are supported and promoted. Educators will gather and interpret information about children as individuals to inform the preparation of the environment, and implement experiences that are engaging and meaningful, supporting children's holistic development.

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities, and interests. Our educational program is delivered through an intentional, play-based pedagogy aligned to the Early Years Learning Framework (EYLF). Our program continues to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities, and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests, and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as educators have any areas of concern about your child's development, we will inform you and share our observations and advise of follow up assistance e.g. speech therapy. We understand this may be a sensitive topic and it is always your decision to follow up intervention. Educators are willing to discuss any aspect of learning and development with parents and support discussions with allied health professionals.

Goals for your child at our Preschool Centre

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being."

Maria Montessori

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9).

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and are related to your child's development age & Preschool group they are a part of.

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families, children's first, and most influential educators.

Documentation of Learning

Educators observe children and facilitate their learning to provide each child with a personal and confidential observations in a portfolio format by documenting their learning throughout the year.

Our Service uses a variety of documentation to demonstrate learning which may include:

- your child's profile.
- goals from families and educators
- observations- learning stories, captioned photos
- objectives for further development
- work samples- drawings, photos, recorded video
- checklists and transition statements.

Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of their day at our centre. Everybody has a preferred time and method of communication. Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's progress. You are encouraged to talk to your child's ECT (Early Childhood Teacher) to arrange to meet your child's educator at a mutually convenient time or you are welcome to send an email however knowing your child's ECT will not be able to read this straight away or whilst in session. Another method is via the OWNA app.

Our Service uses OWNA software program to be able to share observations of your child. Staff/teams also share weekly group reflections on this too, which we would encourage families to read regularly to ensure you are not missing out on important information.

We have many types of communication we use for families, including:

- Newsletters
- Phone calls
- Emails
- Letters
- Face to face
- Mid-year interviews
- Formal meetings

Enrolment Information

Prior to your child commencing at our Service, you'll be required to complete a confidential enrolment form on OWNA software. Please see information in Enrolment pack.

To do this you will receive a link via your email that you will click and fill in all required details.

Enrolment Form

If you require assistance completing the confidential enrolment form, please contact our Nominated Supervisor or Office Manager for assistance.

We will already have a copy of your child's birth certificate, and immunisation history statement from the Australian Immunisation Register, as this was part of the initial application stage. If further immunisations are received, we need a copy of the updated AIR as part of regulations.

Please note, the names written on the enrolment form must match the names on your child's birth certificate to meet legal requirements.

Family law and access

Our Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service.
- provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service.
- provide consent for the transportation of your child by an ambulance service.
- provide consent to go on an excursion.

Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the Office Manager, Child's ECT (or Responsible Person) of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee.
- family changes (parenting orders)
- emergency contact information details etc.

Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or Epi-pen), and permission to access medical treatment and transport in case of an emergency. Parents must also provide the name, address and contact details of any person authorised to authorise our service to transport your child or arrange transportation for your child. This may be for authorisation for your child to go on an excursion and/or for your child to be transported by our service.

Excursions/ Incursions

Excursions are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion or incursion in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our planning for excursions. We provide parents with

information about the excursion in advance and require written authorisation for each child to participate on an excursion or regular outing.

Photographs

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions for sharing with our parent community through OWNA app. We do not share photographs to social media as we believe this contradicts Privacy Laws & a child's right to confidentiality. Photographs and video may also be used as part of our observation and programming process.

Medical conditions – e.g., Allergies, Asthma, Diabetes, Hay fever or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

It is a Regulation and policy that we must have a Medical Management Plan (ASCIA Asthma/Anaphylaxis Action Plan) to be completed by your General Practitioner or Paediatrician to assist in managing your child's needs. This must be provided prior to your child's commencement at the Service, along with your child's medication that is clearly labelled on the container with a pharmacy prescription that has the date, amount to administered and method of administration, this will also need to be signed in the long-term medication form and left at the Centre.

Additionally, in consultation with your child's ECT, you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff, this also must be completed prior to the child attending. Any prescribed medication that your child may require must be provided each day they attend our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/ Action Plan every 12 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy) (ASCIA).

If your child is diagnosed with a medical condition throughout the year, please arrange a time to meet with your child's Teacher. Time is then taken to prepare & fill out forms to enable your child to return to Preschool as soon as possible.

Diagnosis of disability or condition that requires support.

We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care. This is why we need to be informed prior to enrolment, if needed we can organise Individual Learning Plan and funding for support staff (Higher Learning Needs Funding).

We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we would like your consent to contact services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning at our centre.

Our Service may be able to apply for additional support through the Inclusion Support Program (ISP) to assist your child's access. Please note for this to occur we require documentation to support the application.

Late Collection Fees

Please be aware our centre requires children to be collected at end of session. In accordance with National Regulations a late fee is incurred for children collected after 15 minutes of being late.

The fee is \$15 per child for every 15 minutes or part thereof and will be added to your next account. The late fee is strictly adhered to, as two staff members are required to remain at the Service until all completed at end of session tasks & are time limited.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within 15 minutes of session ending will call Emergency contacts, then the Police or other authorities to take responsibility of your child.

Service Policies and Procedures

You will find a copy of our Service policies and procedures on our OWNA app. We expect our staff and families to always adhere to our policies and procedures to ensure we maintain compliance and abide by the National Law and National Regulations.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to the needs of our families and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

Orientation-Preparing for your child's first day

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend our Service in the company of a family member before they start their first day with us. You will receive an information in your enrolment pack. This gives you and your child the opportunity to gain an understanding of our program / curriculum, meet their peers, the lay out of the room, where to put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. On this day children are given a Transition Book to help with feeling positive about our Preschool.

If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to the Service.

Arrival and Departure

Each day, you must sign your child in upon arrival and sign out upon departure and note the date and times. We are required by legislation to always maintain our attendance record. This record may be used in the event of an emergency or evacuation situation at the Service.

This is done on the OWNA app. On your own device (Exact time child attends) or Preschool iPad.

Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, an authority to collect Notification must be provided in writing to the ECT / Office manager or Nominated Supervisor. Our staff may ask to view photo identification of the adult collecting your child from care to confirm their identity.

The first day/week

The first day in a new service is a big step for you and your child. Please do not be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos, and open communication.

Settling In

This is as individual as your child. Please support your child to carry their own bag into preschool and find their name on a locker space. Then support your child to unpack their bag eg warmers months if group is going outside to put sun smart hat on, take out water bottle to place on trolley and food to go to the fridge. Once you have signed your child in on the preschool iPad or your own device (this is a must), please help your child to wash their hands before play (it may be indoors or outdoors). Choose a play experience with your preschooler. Please note some children are happy to be left to do their jobs, others require their family or drop off person to help them settle. This routine will take some time to learn.

A new situation can be a little frightening. He/she may settle into the Preschool more easily if you stay for a brief time and you both become involved in an activity. When the time comes for you to leave, your child may be upset. Do not worry, call an educator, say goodbye, and leave quickly. Most children do not stay upset for too long but will find it harder if you stay longer and especially if they see you are also upset. If you are worried a quick call to the Preschool is always welcomed.

Remember to always say goodbye and tell your child that you will be back. Do not be tempted to "sneak off" as your child may become even more distressed if they realize you are gone. Children really do need to hear the word "bye" or "see you later" to assist in settling. In a short time, your children will settle happily into Preschool and begin to enjoy their day.

Your child may have periods of distress, even after attending Preschool for a while, this is natural. Sometimes it may be better to leave your child and return early to spend time at the Centre. Please make sure you approach an educator before saying goodbye and also if you intend on returning earlier as educators will need to make sure the room is not overcrowded with adults.

At times we may need to employ additional casual staff, so please introduce yourself and your child and say hello.

Saying goodbye

What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day. Arriving at exact session times (not late) helps your child too.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the educator, who is reassuring your child about their day and when you will return. Rest assured; we'll contact you if your child becomes distressed.

What you need to bring

BACKPACK

For independence, we work towards all children being able to recognise and open their own bag. You can help by allowing them to be involved in selecting their bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled. This will also need to hold spare clothes, snack & lunch boxes, hats, artwork etc.

SPARE CLOTHING

Every now and then, accidents occur (not just toileting ones), and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes every day which can stay in your child's bag just in case!

WATER BOTTLE

A labelled water bottle is required every day for water. Children can refill their water bottle, when necessary, throughout the day. We provide spare water and cups, but a child's own water bottle is a great start to school readiness.

SUN HAT

A protective sun hat (either broad brimmed or legionnaire hat) must be worn every day when playing outside for protection against the sun when the UV index is above 3. Please make sure to include it in your child's bag every day regardless of the weather conditions.

3-hour session - MORNING TEA / AFTERNOON TEA

- Snack time: Examples such as a piece of fruit or raw vegetable, cheese or dried fruit, fruit salad for at snack time. We do encourage within our curriculum an emphasis on Munch and Move NSW.
- We cannot emphasize enough that this is fruit and vegetable snack time, and we are teaching the children (just as school does when they have similar breaks) the importance of having a snack as opposed to the same amount they would eat at lunchtime. Please pack this in a separate container.

- A large labelled full water bottle with water to be placed on the water trolley for children to drink as required. Please remember all children are different. Educators will encourage children throughout the day to have many drinks for their water bottles. Educators are also very happy to refill these once they are empty.

Full day session - MORNING TEA / AFTERNOON TEA AND LUNCH

As stated above and.

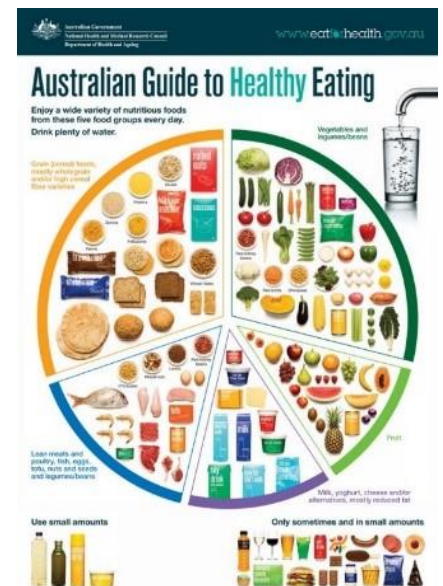
- **LUNCH** that is simple and nutritious. Fresh is often best, fills the tummy and helps your child feel full! Moama & District Preschool Inc. recognizes the importance of healthy eating for the growth, development and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This nutrition policy affirms our commitment to the promotion and education of healthy choices for optimum nutrition.

We all know that healthy foods will boost your child's energy levels and keep their little minds alert & their bellies happy, for this reason we remind families that food that encourages children's healthy eating habits & assists them to be healthy, happy and enjoy each day are a better choice for the longer days at attend our Centre.

The best morning, lunch, and afternoon foods we all know are based on fruits, vegetables, dairy, wholegrains, lean meats, and alternatives. When children eat well, their tummies are happy, and they can concentrate for longer. By packing a healthy preschool lunch box, you will assist in helping your child to learn, play well and be happy at preschool. We also ask families to consider NUDE FOOD lunchboxes please to help with sustainability.

- A **small pillow** that is taken home each day. In term four, no pillow is required for our Prior to School classes - Kangaroos, Platypus, and Frogs your child's Early childhood teacher will remind you of this at that time.

Please take some time to look at the below website created by the Cancer council to give you lots of ideas for what to pop in a healthy lunch box and allows you to choose from a huge range of healthy items and gives you the recipes to help you create something yummy, healthy, and nutritious from the foods your child likes.
<https://healthylunchbox.com.au/builder/>



Anaphylaxis at Preschool (Severe reactions to foods)

This Centre works towards a safe environment for any children to have an anaphylaxis diagnosis with regards to food items at Preschool, however we cannot guarantee we are totally free. It is the Preschools policy to eliminate or reduce any risk or danger of this from children.

More information will be provided to families about this, if needed and if we do not want nuts to come to preschool in lunchboxes.

- . Children's health also incorporates healthy eating, keeping children safe, physical activity (strong emphasis on Munch and Move NSW) and emotional wellbeing.

Examples or great alternatives for lunch boxes:

Dried fruit, plain popcorn, fresh dips and crackers or vegetable sticks, sandwiches, wraps, rolls with any ham/cheese/salad – jam- honey –vegemite, most yogurts. Tinned fruit or fresh, tinned fish, homemade products, leftovers such as pasta, nachos, quiche, soups etc.

The list is endless; however, we appreciate that it can be difficult for some, so do not hesitate to ask staff for ideas and suggestions or to check some of the items in your child's lunch box.

We also have a section in the newsletter each fortnight that will have some healthy food ideas for lunch boxes & welcome any families if they would like to share recipes with us to share with families.

- Please let us know what is in homemade items so we can ensure healthy eating & share recipes

Nude food- what does this mean?

We would like to recommend packing snack containers and lunch containers to encourage the children to make informed decisions about their food and its effect on their bodies and the environment. We want to teach the children that packing nude food is better for a healthy body and healthy planet.

What does this mean? Packing food and containers that can be washed and reused as an alternative to wrappers, glad wrap and packaging which becomes rubbish or waste. This is an important message that aligns with our preschool's philosophy.

Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable, and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop, and jump as well as being easy for the child to take off and put on by themselves. Joggers and sandals are appropriate shoes to wear.

Thongs, slippers, and gumboots are not suitable, and we prefer that these are NOT worn to the Service. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

Toys

The Service has an abundance of toys, and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the day.

Behaviour Guidance

We encourage children to engage in cooperative and pro-social behaviour. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow a Behaviour Guidance Policy that extends across the whole Service giving consistency of expectation in all rooms. We use a positive approach to guiding children's behaviour to help them develop a respect for others, for property and respect for self. If you require further information on this policy, please ask educators and refer to our Policy manual.

Wellbeing

Wellbeing is more than just feeling happy, it is about our overall health- physical, social, emotional, and mental. We provide opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music, and relaxation.

Toileting

Toileting routines are incorporated into our routine, both at designated times and throughout the day to meet children's individual needs. Educators will communicate with parents to develop continuity between our Service and home regarding their child's toileting practices. We will develop a toileting plan in consultation with parents to develop a consistent approach to toileting for those children that require support. Educators must be responsive to special requirements related to culture, religion, or privacy.

Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play. (See Physical Activity Policy)

Physical play provides children with the opportunity to:

- develop strong bones and muscles
- improve strength and balance
- develop Flexibility and coordination
- develop Fundamental Movement Skills
- develop spatial awareness
- develop mathematical concepts
- be confident as they learn to control their bodies and understand their limits

- learn to cooperate and share with others
- promote healthy growth and development

Sleep and Rest

Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide mats for the three-year-old group and young's 4's children and play soft music in the background for those that may sleep. Please feel free to discuss your child's rest or sleep needs with educators. Each day we provide information about the times your child rested or slept. All families on full days we need to ensure your child brings their own pillow.

All children in the Tadpole, Joeys and Puggles group will be provided a mat.

The prior to school groups will have alternative ways of relaxing to suit their developmental needs.

Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure, and teaching.

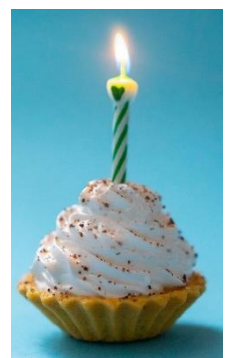
To empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about 7 Rs of sustainable practice, encouraging them to participate. We aim to provide children with the skills and knowledge required to become environmentally responsible.

Birthdays

We recognize birthdays are a special time for children.

We love to sing happy birthday to the children and if they want, they get to wear a birthday hat, or for some groups a cape. If you like you can provide cupcakes for the group to enjoy a mini celebration.

If you are unsure of the cupcakes you are going to purchase for your child's birthday celebration, please always check with your child's educator first to ensure we do not have any anaphylactic child/ren at our Centre. We would suggest you think about your child's birthday at preschool in advance and find 'safe' cupcakes to bring along if you choose to purchase (considering allergies/anaphylaxis etc.)



We ask only for cupcakes as the children can then blow out candles on one cake and this lessens the risk of spreading germs etc.

We also understand and value all cultures, hence it is not an expectation that all families celebrate birthdays.

Other treats such as Lollie's and balloons are asked not to be bought along for staff to hand out to children.

If you wish to distribute invitations for a party, please remember some children's feelings may be hurt if they are given out in front of the whole group. It is best done privately away from the Centre or by giving to staff to hand to parents at the end of the session.

Sun Safety

We work in compliance with the *Anti-Cancer Council NSW* to ensure children's health and safety is always maintained. We use a combination of sun protection measures whenever the UV Index Levels reach 3 and above. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences, and we conduct regular risk assessments to ensure the play space and equipment is safe for children.



Children and educators must wear hats and appropriate clothing, including footwear when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF30 or higher broad-spectrum water resistant), which is reapplied according to the manufacturer's recommendations. We ask that children come to the Service with sunscreen already applied so they can participate in outdoor play immediately and not have to wait the 20 minutes after application. Consent to apply sunscreen is included in our enrolment form. We ask families that come and play that they role model sun safety also.

Parent/Guardian Participation and Feedback

Our Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills and experiences that the children and the program will benefit from and providing feedback.

You can be involved in our committee. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, Newsletters, Day Reflections, and pride ourselves on strong verbal communication. We seek input from families on all aspects of the Service including child's goals, observations, and program.



If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a *Dealing with Grievances Policy* that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available on OWNA & the office.

Family involvement

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

Your home Culture

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language, and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.



Recyclable items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

Special events

Our Service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations, and information sessions.

Suggestions

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know.

If you have any concerns, please see your child's educator or the Nominated Supervisor. We have a grievance procedure if you would like to formally raise any concerns.

Community Information

We have a community notice board at the entry to our Service and attached to our Newsletter. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this on a regular basis.

Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices. All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Each group will be involved in a Hand Hygiene inclusion in term one to support this.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.



When should I **not** send my child to the Centre?

Please monitor your child's health and do not bring your child to the Service if they are suffering from any illness or infectious disease. We ask that families are vigilant and not send children to the service even if they have the mildest of symptoms of COVID-19.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators, and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying Healthy in Childcare*. Our procedures for *Sick Children* and the *Control of Infectious Diseases* are available for all families to view.

Our Service is a busy and demanding day for the bodies and minds of our children. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child within a 30-minute time frame where possible. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an Injury, Incident, Trauma, and Illness *Record* completed by the educator on OWNA which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been

vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, the service may require a medical clearance certificate may be required before your child returns.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

Recommended exclusion periods- Poster Staying Healthy: Preventing Infectious diseases in early childhood education and care services

CONDITION	EXCLUSION
Hand, foot, and mouth disease	Until all blisters have dried
HIB	Exclude until medical certificate of recovery is received
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness
Herpes- Cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible
Influenzas and flu-like illnesses	Exclude until well
Measles	Exclude for at least 4 days after onset of rash
Meningitis (Bacterial)	Exclude until well
Meningococcal Infection	Exclude until adequate carrier eradication therapy has been completed
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)
Pertussis (Whooping Cough)	Exclude the child for 5 days after starting antibiotic treatment
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash
Salmonella	Exclude until diarrhoea ceases
Streptococcal Infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received
Worms (intestinal)	Exclude if diarrhoea present

If your child is unimmunised according to our records, then they will be excluded until the threat has passed and upon advice of the Public Health Unit

Immunisation

The Public Health Act 2010 requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) for their child prior to enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age. In NSW children must be vaccinated. (See Office Manager for more information)

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

We are legally required to notify the Public Health Unit of any cases of vaccine preventable diseases occurring at our Service. For an up-to-date immunisation schedule, please refer to your enrolment pack.

Medication

If your child requires medication whilst at our Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage.

If you are unsure, please phone us before attending.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.

Incidents, injury, illness, or trauma

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift always we provide education and care to children. First Aid kits are located throughout the Service.

In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma and Illness Record* will be completed on OWNA you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Nominated Supervisor / Responsible Person or child's ECT will contact you immediately. If we cannot contact a

parent or guardian, we will attempt to contact an authorised nominee for consent. Where you or your authorised nominee cannot be contacted, we may call an ambulance. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance.

Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

Safety in our Service

Emergency and evacuation procedures

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills this done include lockdowns too. These may occur at any given time throughout the day and week to ensure all children know what to do in case of an emergency. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months. There is a full list of Risk Assessments on the OWNA app.

Educators have completed training on how to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

Drop off and pick up time



Early childhood education and care services are busy places especially during the morning drop off and afternoon pickup. We ask that parents be extremely mindful of danger when arriving and departing from our Service.

- Please always hold your child's hand in the carpark area
- Be alert of reversing drivers in the car park as it is very difficult to see small children.
- Never leave a child or infant in the car unattended – we are obliged to call police if we observe this.
- Never leave the front entry door/gate open or let others in.
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.
- Drive slowly in car park. Note car park is NOT for leaving car to take children to or collect from nearby school as we have limited spaces and groups at many different times.

Preschool t-shirts, jumpers and sun smart hats

In the enrolment packs and early in the year we send home an order form for Preschool windcheaters and t-shirts that have the Preschool logo. These are NOT compulsory and are an optional item parents may wish to purchase. Many parents use these as an informal uniform to save clothing from being stained or damaged. These prices vary yearly.



Sustainable clothes swap shop

We do have a 2nd hand clothes rack in the Preschool office your more than welcome to purchase with a small gold coin donation. These come and go throughout the year. Please see Julie our Office Manager for more information



Workplace Health and Safety

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family, and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our Service to adhere to our policies regarding Workplace Health and Safety.

Each morning, our educators conduct prior to session daily safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area.

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general work health and safety issues, please contact the Nominated Supervisor immediately.

Privacy and Confidentiality

We are committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained.

To plan curriculum programs for your child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent unless we are required to do so by law. (This may include Child Information Sharing Scheme or Family Violence Information Sharing Schemes in NSW)

We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Our *Privacy and Confidentiality Policy* is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our *Dealing with Grievances Policy*.

Our Service is required to keep and maintain detailed records about children, parents, and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping is available in our *Record Keeping and Retention Policy*.

Regulatory Authority

Our Service is regulated by the national body for early education and care – the Australian Children's Education and Care Quality Authority (ACECQA) as well as the state licensing department in NSW. To contact our Regulatory Authority, please refer to the contact details below:

NEW SOUTH WALES

Early Childhood Education Directorate

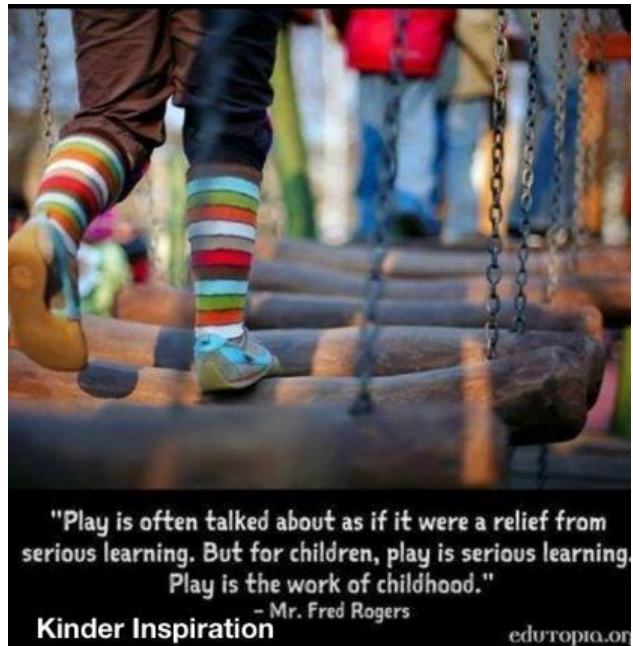
NSW Department of Education

phone: 1800 619 113

Locked Bag 5107 PARRAMATTA NSW 2124

www.education.nsw.gov.au/ email: ececd@det.nsw.edu.au

Play is powerful.



"Play is often talked about as if it were a relief from serious learning. But for children, play is serious learning. Play is the work of childhood."

- Mr. Fred Rogers

Kinder Inspiration

edutopia.org

"Children learn
as they play. Most
importantly,
in play children
learn how to
learn."

O. Fred Donaldson

LearningStationMusic.com