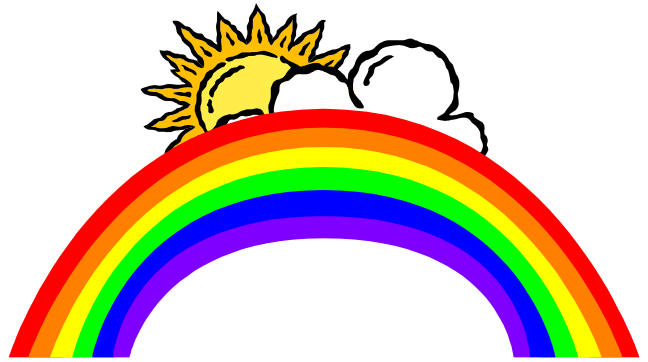


ILUKA PRESCHOOL INC.

This Project is partly funded by NSW Education and Communities

46 Micalo Street, ILUKA NSW 2466

Ph. 02 6646 6677



ABN 97 598 232 068

Email: ilukapre@outlook.com

Visit us: www.ilukapreschool.org.au

Welcome to our Preschool

Please read this information carefully to assist you in settling your child into our preschool, and to answer any questions that you may have. The centres policy manual is available in the sign in area.

Opening Hours: 8.00am to 4.00pm (Staff)

Preschool hours: 8.00am to 3.30pm (Children)

Monday to Friday

AGES: Children of 3 years to 6 years

NUMBERS: 25 Children per day



For Quick Reference
(please remove this page and put on your noticeboard)

Iluka Preschool
46 Micalo Street
Iluka NSW 2466

Phone: 02 66 466 677
Mobile: 0498 466 677
Email: ilukapre@outlook.com.au

Director/Teacher

The Nominated Supervisor: Fiona Harris Monday to Thursday (alternate Friday)

Your child's Educators are:

Director/Nominated Supervisor:

Fiona Harris Monday to Thursday (alternate Friday)

Educational Leader:

Michelle Call Monday to Thursday (alternate Friday)

Educators:

Connie Yeh Monday to Friday

Rebecca Baker Monday, Tuesday, Thursday, Friday

Alarah Castles Monday to Friday

Casuals:

Rachel Gillies

Kim McIlwain

Administration:

Skye Poore

Cleaners:

Lisa and Sue

Preschool hours

Monday to Friday: 8.00am to 4.00pm

Office/Accounts enquiries

Wednesday 9.00am to 3.00pm

Management Committee Meetings: A suitable time for the committee members
Fridays once per month or as needed.

Annual General Meeting: Will be held around the Months of April/May.

Meet the Staff



Fiona Harris – Director/Nominated Supervisor

Hello my name is Fiona (Fee). I am the Director/teacher at Iluka Preschool. In education and wellbeing for children, their families and their community I am passionate in embedding the best opportunities to embrace learning for all. Through the sense of curiosity and sharing each other's expertise I value a safe and stimulating environment where all are accepted and welcomed to learn from each other.

My experience includes over thirty years in various roles across the education and community services sector for preschool and school age children. My qualifications include a Bachelor of Education (Early Childhood), Diploma in Early Childhood, Certificate IV in Community Services, Certificate IV TAE and Bush Kindy leadership.

I acknowledge and respect the Yaegl people of this land and promise to care for country.

I look forward to getting to know you and enjoying our learning together.

Warm regards, Fee



Michelle Call – Educational Leader

My name is Michelle and I am the Educational Leader and Early Childhood Teacher at Iluka Preschool.

I am passionate about early learning and believe that the first five years in a child's life are the most important and set them up for ongoing success with learning and development. My teaching philosophy is based on a belief that relationships are fundamental and that children learn best in an environment where they feel safe, secure and supported. These relationships are just as important with our families and wider community as well. I also believe that the early years should be a time of fun for children, filled with happiness and play, and that children learn best when involved in play that interests them. I love my role as an early childhood teacher and the opportunities it gives me to support families and children during this important stage of their lives.



Shih-yu (Connie) Yeh - Educator

Hi, my name is Shih-yu Yeh but in Australia I'm also known as Connie. I'm a Taiwanese Australian 😊, so I can speak in both English, Mandarin and Taiwanese languages. I have a certificate 3 in early childhood education. My three young children, Kayla, Meesha and Byron attend primary school in Maclean.

I love working with young children and enjoy helping them learn through play. I really value the new learning experiences we have each day with our little friends at preschool.



Rebecca Baker - Educator

Hi, my name is Rebecca (Bec for short).

I'm a local to the area having lived in Woombah most my life, & here's a fun little fact about me; I actually attended here at Iluka Preschool when I was little! And I've always enjoyed being part of this wonderful little community we have here in the Clarence Valley.

I have my Certificate III in Childcare, & have always maintained a passion for educating & encouraging young children to develop socially, emotionally, & intellectually. It's an extremely rewarding job to be part of children's development & to be part of the process of getting them ready for the next stage - school!

I always strive to be a positive influence & set a good example for children, as I have two children of my own, & being a mum has really highlighted & reinforced the importance of leading by example.



Alarah Castes - Educator

Hi my name is Alarah, I moved to the Clarence Valley from Newcastle in 2020. I finished my Certificate III in 2020 and have been working in early childhood setting for 5 years.

I am very passionate about working with children and their families to support the best opportunities in education and care for children. I enjoy providing fun and leaning experiences in stimulating environments.

I look forward to getting to know you and your children.



Rachel Gillies - Educator

Hi my name is Rachel, also known as Rach. I have just relocated to the beautiful Clarence Valley and am fortunate enough to work and live in Iluka. I have over many years experience in early childhood education.

My passions for educations revolve around growing, being creative and helping children achieve their developmental milestones. I value playful and sustainable environments for the children to thrive in. I've enjoyed getting to know all your beautiful children and will enjoy the journey together to work in partnership with you.



Skye Poore - Administrator

Hello, my name is Skye, I'm Ava and Mya's mum.

I am the administrator and work Wednesday's 9am to 3pm. If you have any questions please pop in or stop and say hi!

I've been in Iluka for over 13 years and my older children also attended this preschool. It's always a pleasure to come in and see all the children and listening to them enjoying their day here!

This Preschool is closed for school holidays, public holidays and local public holidays.





Iluka Pre-School was formed by a Community Committee in 1986.

- ❖ Pre School was held at the Community Hall until in 1991 new premises were completed in Micalo Street. The community raised \$50,000 to build the new school.
- ❖ Without the determined effort of those people from previous committees the Iluka Pre School would not be a reality today.

Today the Iluka Pre School is still a community run organization employing dedicated and motivated staff to provide quality education and care to preschool age children.

Each year a group of parents has the responsibility of forming both a Management Committee and Fundraising Committee, responsible for the overall management of the Centre and the raising of money respectively.

The Iluka Pre School comes under the direction of the NSW Department of Education. Their main function is being to regulate the standard of care and safety in preschools and to determine the level of funding.

Today the Iluka preschool continues to grow in strength and we now open 5 days a week. We have made some amazing changes to our preschool in the last twelve years we now have a cubby house, vegetable garden, stage, new cover on our bike track and new murals, extension onto our veranda and the painting of the inside and outside of our premises, a new shed and now changing our entry to have a more warm and inviting entry into our preschool we have also made many changes inside.

Your interest and involvement in the preschool will ensure the continuing high standard of education and care available to our Community.



I acknowledge the Yaegl people the traditional custodians of the land on which we work and live and recognise their continuing connection to land, water and community. I pay respect to Elders past and present and emerging.

Welcome to Iluka Community Preschool a wonderful coastal community of families, children and educators who share an understanding of the importance of the early childhood years and where we come together to learn and play.

In respect to each child, family and educators we believe and value:

- ❖ *children are unique, valued, powerful and capable human beings that have the right to quality environments and learning*
- ❖ *each person and their families values, culture, beliefs, abilities and language should be accepted and reflected in our preschool environment*
- ❖ *ensure our everyday practice is reflected in our critical reflection and evidence based practice that education is transformative. To be able to share the children's journey of self-discovery and change through reflection & meaningful authentic experiences*
- ❖ *that play is essential in the lives of young children, that it should be fun exciting, spontaneous, hands on, stimulating, relaxing, comforting and challenging. By recognizing the importance of early childhood in celebrating children's play discoveries and learning.*
- ❖ *giving children the time to play uninterrupted to experiment, discover, explore, create, investigate, practice theories, solve problems and express ideas with the support of other children and the educators*
- ❖ *children should be encouraged and supported to make their own decisions and choices and seek to actively develop positive problem solving skills and building resilience*
- ❖ *it is essential to everyone's wellbeing and development in nurturing and protecting our most precious gift, our children and natural environment on Yaegl country*
- ❖ *build a community that values children, respects their rights by being involved in the local community through engagement eg excursion, incursions*
- ❖ *developing respectful relationships with families through open and meaningful communication to share the nurturing and education of their children. We encourage and welcome each family to participate in the preschool supporting and welcoming their interest and involvement*
- ❖ *our natural outdoor environment which provides opportunities for children to connect with nature take measured risk with their play, feel the grass, sun on their faces and experience the natural rhythms of the season*
- ❖ *promoting social justice, equity and the rights of children, families, staff and management*



Welcome to our Preschool

What to bring

Each day please bring for your child:

- Enough food in their lunch box for the two lunches (wholesome food)
- A complete change of spare clothes
- A suitably sized case or bag to hold belongings
- A hat with a 3cm brim all the way round
- Suitable footwear

Please make sure your child's name is clearly labelled on all items.

What to do when you arrive

Children must be accompanied into the preschool by an adult (someone over the age of 18 years).

To establish a good routine, we ask you to help your child with the following:

8.00am

- ❖ Arrive with your child
- ❖ Sign your child in on the ipad
- ❖ Check the sign in counter for any messages

- ❖ Support your child to develop their independence skills: by the children putting their lunch in the fridge, drink bottles on the table, washing their hands/drying them and their bags in their locker.
- ❖ Apply sunscreen or insect repellent
- ❖ Allow your child to enter into free play or a morning activity or take your child to an educator
- ❖ It is important that you remember to sign your child in and out each day

Settling your Child into the Centre

Children all react differently settling into a new environment and being away from their families, and we encourage you to remain with your child for as long as you feel is necessary to ensure your child's wellbeing. It is normal for a child to be hesitant the first few times they are left in a new situation.

A nice way to introduce your child is to bring them in for visits prior to beginning to familiarise themselves with the new environment and to meet the staff.

A comfort toy or item belonging to you for your child to look after is a good settling technique.

It is important to say goodbye to your child when you are leaving even if your child becomes upset, to establish trust that you will not disappear and to reassure them of your return. Be sure to let the staff know of your intention to leave, so they can support your child, through the separation process.

Our front gate has become a special place to say goodbye for a loving farewell routine for your child.

Please telephone the centre during the day for reassurance that your child has settled. Be aware some children settle quickly and others take longer. The staff will assess your child's emotional needs and discuss this with you. Regular attendance helps a child to settle.

Dropping Off and Collecting Children

Our primary concern is the welfare and safety of your child. We therefore request that you follow the appropriate guidelines.

Arriving at the Centre

We request that children be taken to a staff member upon arrival. There are 2 staff on duty at all times. And that you sign in your child.

Authorised Persons

The preschools primary concern is for the safety and welfare of your child and will therefore only release your child into the care of the custodial parents or authorised persons identified on your child's enrolment form. Any changes to these authorities must be advised in writing to the Preschool as soon as possible. If you have arranged for someone else to collect your child, you must inform a staff member. You will appreciate that the preschool cannot release your child to a stranger or non-custodial parent unless previously agreed in writing. You must ensure your child's collection from the preschool is reliably organised, as uncertainties and irregularities can cause anxiety for your child and the Preschool. In a custody situation we require a Court Order if one parent is to have no rights to collect the child.

What to do when you collect your child

3.30pm

- ❖ Arrive to collect your child
- ❖ Your child will wait inside or outside with staff until you arrive and then they will come to greet you
- ❖ Collect your child's belongings from their locker
- ❖ Check the communication for any new messages
- ❖ Sign your child out on the iPad
- ❖ Children must be collected promptly at the end of each session at 3.30pm. Once you have signed your child out, you are responsible for their supervision – staff require this time for tidying up and to meet for reflective programming.

As you depart, please keep in mind that your child will be tired from a long day of play and fun.

Late Collections

If you are unavoidably detained and unable to collect your child at the agreed time you must telephone the centre and advise of your expected time of arrival.

A late fee of \$20 per 15 minute block will be imposed for lateness. Of course, if there is a reasonable excuse and you telephone before 3.30pm or a real emergency has occurred then the late fee won't be incurred.

If you have not contacted the centre and your child has not been collected 15 minutes after the agreed collection time the preschool will attempt to telephone you, or if this is not successful the emergency contact people listed on your child's enrolment form, to arrange for their immediate collection. If no one can be contacted and your child has not been collect 45 minutes after the centre's normal closing time the Department of Community Services and the local Police Station will be contacted and asked to take responsibility for your child.



Families

We welcome families to have input into the running of the centre and are always looking for ways to improve the service that we offer you. If something is worrying you, others may also be feeling the same way. Unless we receive the feedback we are unable to fix any problems that may arise. We strive to provide excellence in education and care and maintain the high standard that families have the right to expect.

You may be asked for feedback during Re-Licensing or when the Centre is going through the Accreditation process this could be through evaluations etc.

During the year the centre organises some informal social functions for families and staff so you can get to know other families at the centre. You are encouraged to attend these functions or find out a little more about the centre and to establish friendships with other families that your child will meet at the centre.

Parents/families are our biggest support. Their encouragement and assistance, in whatever way, is invaluable. We are happy for people to come into the centre and share their knowledge and skills with the children. If you would like to read, cook, sing or dance with children come along and join the fun. If your family is from a different culture we would love to learn about it.

You can be involved by explaining your child's personality, stages of development and likes and dislikes to the educators. Even though a parent's life is very busy, we would appreciate a few minutes every morning and evening as you bring and collect your child to talk about how he/she is progressing. Tell the educators the little things they need to

know e.g. changes in sleeping patterns and development you observe, the cold your child appears to be contracting or how an activity was enjoyed.

To give the children the best opportunity for development, educators and parents work hand-in-hand. We want children to gain the best that is possible from our centre, so please do keep in touch and discuss your joy, problems, concerns and feeling with the staff.

Parent Information Session

We may conduct a number of Parent Information Sessions throughout the year. The two common ones are:

- ❖ Orientation Information Session is held to give parents an opportunity to meet with the teachers and learn more about our Preschool.
- ❖ School Readiness Information Session/Meetings are held in approximately 3rd Term of the year and provides parents a better understanding of whether they think their child is ready for school or not.

Parent Resource Library

We have a small but effective Parent Library located in the Family/Staff room and up from the lockers. Parents will find take home brochures about nutrition, immunisation, health etc. Book/CD's/Videos are also available for loan which cover similar topics and include information which will help parents and children prepare for school life.

Parent Involvement

The role of the parent

Iluka is a community run preschool that cannot exist without parental involvement. Parents are asked to consider that, when enrolling your child in Iluka you are also committing your time and energy to running our preschool. It is vital that parents fulfil their obligations throughout the year so staff can focus on providing a safe and stimulating environment for the enjoyment and education of the children. Parent and Community involvement with shared energy is what keeps Iluka Preschool sailing.

Enrolment

Should you wish to enrol your child you will need to know the following enrolment protocol and procedures.

You will be asked to complete an enrolment form either paper copy or online containing information regarding your child's health, development, custody arrangements and emergency contacts. You will need to name all persons who may collect your child from the Centre. These persons **must be over 18 years of age**. It is your responsibility to ensure your nominated people are responsible and available when required.

The details required on the enrolment form are needed by our staff to help them take the best possible education and care of your child. It is also a Licensing Requirement. All information is strictly confidential. You are required to fully disclose any medical or health concerns relating to your child. If any of the details on the enrolment form change, you are asked to advise the Director immediately.

Families now need to be aware that we cannot enrol any child who is not fully vaccinated under the new Vaccination Regulations

At the time of enrolment you will be asked to pay a non-refundable \$35.00 Registration/Membership fee and \$25.00 per term Parent Involvement Bond.

Priority of Access

The Commonwealth Government has set specific priorities of access to education and care services.

The Commonwealth Government requires the centre to provide access to the service according to the following priority of access. This means that when the centre is full those families who are third priority may be asked to alter their care arrangement to allow a family with higher priority to access the service.

- *Children who are at risk of harm*
- *Aboriginal and Torres Strait Islander children*
- *Children from low income families*
- *Children from a language background other than English*
- *Children with disabilities*
- *Children in their year before school (with highest priority given to children closest to school entry)*

Current Fees

Our fees are reviewed on an annual or need basis.








The Government has granted parents "Start Strong Fee Relief".

Families with children who are at least 3 years old on or before 31 July 2023, and who are accessing a preschool program in a community preschool setting may save up to \$4,200 in 2023. This fee relief is provided through the NSW Government's Start Strong Affordable Preschool initiative.

To enable our service to provide high quality early education and care for children we need to ensure we are financially viable at all times. Prompt payment of fees allows us to plan with certainty. We have a commitment to ensuring our fees are as affordable as possible and that all families have access to any subsidies that are available to reduce these fees. Our service will advocate with governments for all children's right to access early education and care regardless of their family's financial situation.

Goals – What are we going to do?

Our service's financial health and access to our service will be maximised by:

-  *ensuring families are aware of all fees and fee payment requirements upon enrolment;*
-  *keeping fee increases to a minimum;*
-  *following the appropriate priority of access requirements;*
-  *following all legal requirements required by our access to government funding;*
-  *managing fee collection to avoid bad debts;*
-  *families are notified as far ahead as possible and no less than 14 days of any changes to fees or the ways fees will be collected;*
-  *ensuring we issue fee invoice/statements on a regular basis every term.*

Strategies – How will it be done?

Priority of Access

Fees

The Approved Provider will:

- *Ensure vacant places are filled under the appropriate priority of access policy for the service type. For NSW state funded community based preschools the Priority of /access Guidelines are defined by NSW State Government funding agreements. In no particular order, these are: Children who are at risk of harm, Aboriginal and Torres Strait Islander children, Children from low income families, children from culturally and linguistically diverse backgrounds, children*

with disabilities, children in their year before school (with highest priority given to children closest to school entry. (See Priority of Access Policy)

- *Ensure adequate records of attendance are kept for each child as required;*
- *Comply with Australian Government or NSW Government funding agreements as required;*
- *Ensure the service remains financially viable and can meet its debts and other obligations as they fall due;*
- *Review fees twice annually in line with CPI and market forces;*
- *Issue statements for all children in respect of whom fee reductions are provided to provide families with a complete record of the RCR and/or other fee reductions that have been provided by the service at least every three months;*
- *Only collect and disclose personal information about children and families to DEEWR/ the Family Assistance Office (FAO)/ the Department of Education and Communities where the disclosure is legally required.*
- *The Approved Provider reserves the right to alter any number of days a child is enrolled due to the inability to pay the fees.*
- *The fees are*
 - *The NSW Government is now offering Fee relief in Community and Mobile Preschools for all children to participate in 600 hours of quality preschool education in the year or two years before school no matter where they live or what their circumstances are.*
 - *Our fees are \$15 a day for Equity Children and \$35 a day for Non Equity children for the 600 hours of education and care (2 days)*
 - *If families want a 3rd or 4th day the same charges apply \$15 a day for Equity children and \$35 a day for Non Equity*
 - *The NSW government is offering families with children who are at least 3 years old on or before 31st July 2023 and who are accessing a preschool program in a community preschool setting may save up to \$4,220.00 in 2024.*
- *A yearly Registration/Membership Incorporation fee of \$35.00 which is paid upon enrolling your child.*
- *A bond of two weeks daily fee's is to be paid in advance at registration if you have not opted into our service. No bond will be required if you have opted into our service. If your child attends 2 services you will need to choose which service to receive the fee relief from..*
- *Parental Involvement Bond of \$100 per year. If families come in and do 2 hours/term the \$25 will be refunded at the end of term. If families are unable to do 2 hours/term there will be no refund and it will go to maintenance at our centre*

The Nominated Supervisor will:

- *Ensure all families are made aware of service fees and available subsidies on enrolment.*
- *Ensure statements of fees are given to all families no less than every three months (every term).*

- Join in advocacy actions designed to reduce the cost of early education and care fees for families wherever possible.

Families will:

- *Record the arrival and departure times of their child or children attending care.*

Payment of fees

Our centre's operation is dependent on maintaining fees. Please read the following information carefully. Bonds will be applied to families who choose not to opt into the Start Strong Fee Relief. Fees must be paid for two weeks in advance. Parents pay for a place therefore payment is required whether your child attends or not. Fees are payable when your child is sick and when on leave. The Centre does not charge for Public Holidays/School Holidays.

You are asked to pay your fees promptly to ensure the viability of the service.

When paying fees:

- Bank Deposit into our account at Banana Coast Credit Union

The account BSB and account number are on the fee invoice, please use your child's name as a reference.

Fee accounts will be on your Owna app or emailed. Details on individual family's accounts and all completed forms are confidential and may only be accessed by the family concerned and those centre staff who need to access the information.

Anyone experiencing difficulties in meeting their fee payments can speak to the Director or Administrator who can make mutually agreeable repayment arrangements. If your fees are more than two weeks overdue and you have not made arrangements to pay or have not kept to arrangements made, your child's place will be cancelled.

If you wish to withdraw your child from the Centre you are asked to provide two weeks written/verbal notice or pay fees due in lieu of this notice.

Please inform the Director if your child is going to be away for longer than one week.

The Nominated Supervisor will:

- *Ensure families are aware of electronic bank transfers.*
- *Implement an overdue fee process with any families whose fees are not paid.*
- *Each Terms Fees are payable in full in 14 days from receiving the invoices;*



- *A Payment Contract must be negotiated and a part payment made by the end of week 2 if Fees are not paid in full within the same time period. All families are eligible to negotiate a payment contract;*
- *In Term 4 all families with children who must attend school the following year must have all payment contracts completed by week 9.*
- *Your child may be removed from enrolment, should your fees not be paid for by the due date or you default on a regular payment contract. This will place your child at the bottom of any waiting list should you wish to re-enrol.*

Families will:

- *Ensure all fees are kept two weeks in advance at all times.*

Late Fees

The Approved Provider will:

- *Levy a late fee for families who arrive after the service closing time. This fee is set at \$20 every 15 minutes.*
- *If any past fees are outstanding from the previous term or from any previous years, beginning a new term, re-enrolment or enrolling any of your family's children will not be permitted until all fees, including any debt collection and /or legal fees, are paid.*
- *Re-enrolment with a history of payment default has strict conditions once the debt is cleared;*
 -  *Fees for the current term are payable only in advance no later than the first day of enrolment.*
 -  *Only cash or bank cheque will be accepted.*

The Nominated Supervisor will:

- *Ensure families are made aware of late fee on enrolment;*
- *Organise for separate invoicing of late fees to be paid within 14 days.*

Public Holidays

- *Families do not pay for any day which falls on a public holiday*

- *If the preschool is unable to operate due to natural disasters eg. fire, flood etc ... you will not be charged fees.*

Absences

- *If your child is absent fees are still due. **Your place is only held for two weeks unless the Nominated Supervisor is informed of the absence.***

Withdrawal from Iluka Preschool

Nominated Supervisor will:

- *Provide all families with a statement of outstanding fees on receipt of notification or withdrawal of a child from the service.*

Families will:

- *Provide 2 weeks notice of withdrawal from service. If a child does not attend during this 2 week notice period fees will be charged. **Failure to provide notice will incur a two week fee penalty. If you have paid fees in advance of two weeks, you will be able to receive a bond refund if no other money is outstanding.***

EVALUATION

Families pay fees on time and collect children on time. Fees are kept as low as possible whilst ensurieng the service's financial health.

Our service's financial health and access to our service will be maximised by ensuring families are aware of all fees and fee payment requirements upon enrolment.

Grievance Procedures

Please let us know if you are unhappy with any aspect of the service we provide for you and your child.

Should you have any queries, concerns or grievances please do not hesitate to speak to our staff, as we remain committed to ensuring that you obtain a fair and efficient resolution to your concerns. All staff involved in Grievances handling treat all information as confidential. This means that the name or identity of the person complaining and any private information will only be given to the relevant people.

When making a grievance please ensure that you follow the following steps:

Lodgement of grievance is taken by relevant staff member. This will be passed on to the Director.

Staff will have the ability and authority to discuss and resolve the matter directly with the parent as quickly as possible.

If the complainant is not happy with the staff member that initially took the complaint, they are able to speak directly with the Director.

Staff will be required to inform the complainant that the service is committed to early resolution of a complaint. They are given regular reports and follow up of the resolution.

Staff will need to record their decisions and actions. If the complaint is not resolved, staff will need to provide information to the Director.

Please complete the grievance form if you have a complaint or concern. You may discuss your problem with the relevant staff member or with the Director.

We welcome feedback and concerns to be raised and look at it as an opportunity to improve our practices.

Centre Routines

The activities that happen at the centre are built around the daily routines. Children need routines to help them to settle and feel comfortable in the centre. Please discuss your child's routines with their caregiver.

Routine are built around the regular events of the day i.e. arrival, snacks/drinks, toileting/nappy change, main meals, washing, dressing, and departure and taking into account the developmental needs of individual children, children's attendance patterns, climate and physical environment, the numbers and ages of the children within a given

group, children with special needs, new children entering the group and parents/carers expectations.

A copy of the routine is located near the sign in area.



Our Education & Care Program

Our staff will be supportive, encouraging and communicate with the children in a friendly, positive, courteous manner to establish a warm and caring relationship with each child in their care.

Programming

Our Program is based on the Early Years Learning Framework. Both the Framework and the Guide are designed to engage educators in critical thinking, reflection and inquiry. They recognise that there is not one right way to provide for children's learning. They provide a range of ways to think about children's learning.

Learning outcomes-

- ❖ 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

Principles-

- ❖ Secure, Respectful and reciprocal relationships
- ❖ Partnerships with families
- ❖ High expectations and equity
- ❖ Respect for Diversity
- ❖ Ongoing learning and reflective practice

Practice-

- ❖ Holistic approaches
- ❖ Responsiveness to children
- ❖ Learning through play
- ❖ Intentional teaching
- ❖ Learning environments
- ❖ Cultural competence
- ❖ Continuity of learning and transitions
- ❖ Assessment for learning

We would like to acknowledge the Early Years Learning Framework Materials produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

Children's Program

Children who attend our Preschool participate in a range of activities that have been planned to meet their developmental needs.

The staff are responsible for creating an atmosphere and environment which is responsive to the physical, emotional, intellectual, social and special needs of each individual child and to the group as a whole and reflects the philosophy and goals of the service.

The program is child centred, and takes a “hands on” approach, with staff acting as Facilitator's who will create an environment and experiences which are stimulating, safe, nurturing and fun. The program will include indoor/ outdoor learning experiences, quiet and active times, individual, small group and large group interests, children's special needs and be flexible enough to allow for the spontaneous and the unexpected.

The program is developed as a result of family input, child input or observations made by the staff during the time the child or children are at the centre. Children are encouraged in a positive and supportive manner to explore their environment and try new experiences.

You will find your child's program is displayed outside at the sign in area, though their journals, the talking books and daily programs . We invite you to have input into program development especially in relation to multicultural issues, music and storytelling. Any suggestions discuss with your child's teachers.

Group Times – Language group times include stories and discussions, experiments, phonic activities. Music and Movement group times include singing, use of percussion instruments and movement games.

Programming to Meet Individual Children's Interests and Needs

Our program is based on the principle the children will learn in an environment that is stimulating with experiences that will able the child to grow physically, intellectually and socially. Through a balance of structured play, exploratory learning and group participating children develop and are given the opportunity to meet their full potential. Children in the Centre will experience:

- ✓ Quality and meaningful interactions with staff
- ✓ Guided group activities which develop a sense of care and respect of others as well as a healthy self-image
- ✓ Programs that are culturally appropriate
- ✓ Programs that foster self-reliance and self-esteem in a positive environment to safely develop the social behaviours which lead to independence and self- control
- ✓ Guidance in a positive way
- ✓ A value of all children as individuals
- ✓ Programs will accommodate diverse abilities and ensure that children are treated without bias regardless of ability, gender, religion and culture. In valuing and treating children as individuals, it is important for education and care programs to take into account of any support services available e.g. ethnic workers, aboriginal support, speech pathologist, early childhood intervention and other therapists.

Children's Journals

Each child who attends the centre will have an individual journal. Which is a story about their journey through preschool. The journal consists of the following: Parent Information, Children's Observation, Children's sample works, Photos, learning stories, me sheet, NQS family information, philosophy and EYLF explanation for families.

Opening a well done journal is like opening a treasure chest. Some items will bring a laugh or a smile & some will spark memories and some items will inspire young learners to try new tasks or retry old tasks. Please remember Journals are a work in progress that will go with you when your children leave the service.

Nutrition

GO, GROW, GLOW

Talking food with kids
The way you talk about foods can help shape children's attitudes towards food. Avoid using the words good or bad, & don't talk about diets around children. Use words & ideas that they can understand such as Go, Grow, Glow idea that we have used. To encourage kids to try new foods - talk about sensory qualities ... tastes, sweetness or crunch.
To stop over eating - talk about their stomach ... is it grumbling or is it full?

Go foods give our muscles fuel and energy to go, go go. They come from bread, grains and cereals food group and include bread, rice, wrap, rolls, crackers, cereal, popcorn, pikelets and rice paper rolls

Grow foods give us calcium protein and iron to help us grow healthy muscles, bones and teeth. They come from the meats/meat alternatives and dairy food groups. Some examples include lentils, legumes, hummus, chicken, red meat, nuts and seeds, fish, eggs, tofu, cheese, yogurt and milk. They also help us to stay full.

Glow foods keep our immune system strong and help us glow from the inside out. They come from fruit and vegetable food group and you should aim to eat a range of rainbow colours everyday.





Under the Centre Based and Mobile Child Care Services Regulations (No 2) 1996 and its amendments and supporting documents, we must ensure that the food and drink provided to the children in our care is consistent with the Recommended Daily Intakes of the Health Department's Dietary Guide. Therefore, we must insist that food items high in sugar, salt and fat are not included with things you provide for your child. This means that items such as packaged cakes, pastries, biscuits, "health food" bars, muesli bars, fruit roll ups, chocolates, lollies, soft drinks, cordials, pies, chips not be brought to Preschool but should be kept as treats for other times. Processed and packaged foods are typically high in one or all of sugar, salt and fats.

All packaged foods have nutritional information on the package, including the amount of sugars, salts and fats expressed as grams per 100 grams, which easily converts to a percentage. An example is given below. Note that this food is low in fat (1.7%) but is high in sugar (31.3%).

Here are some **HEALTHY LUNCHBOX IDEAS:**

When packing lunches, always think, **FRESH IS BEST!** this will help you to remember that all children need lots of fresh fruit & vegetables, rather than packaged and processed foods.

Sandwiches - there are many different types of bread on the market, pita bread, pocket bread, bagels, lavash, so why not try something different to add variety to your child's lunchbox. Wholemeal bread is recommended.

Fillings- spreads are quick and easy, but be sure not to include sugary ones like jams, honey and hazelnut spreads, as teeth need to be cleaned after eating these. Vegemite, Promite, peanut butter are all good **once** a day, (they are high in salt) and can be made more interesting by adding other fresh fillings, like sprouts, tomato and cheese. Some good combinations are: egg, lettuce and mayo cheese, grated carrot and sultanas, avocado, cheese and lettuce, avocado, sprouts and chicken, ham and cheese, baked beans, spaghetti, cucumber and cheese.

Lunch box Fillers - it's often hard to think up new healthy snacks that can be easily added to the lunchbox. If you have any ideas, please bring them in for all to share. Fresh fruit and raw or cooked cold vegetables are always the best. Here are a few other ideas to get you started:

Custard and fruit, jelly made with fruit juice and fruit, tinned fruit in natural juice fruit salad, popcorn (no salt), carrot sticks, sultanas, prunes, dried apricots, cream cheese spread onto crispbread- add a little gherkin, Sausages and cheese or vegemite, celery with peanut butter, leftovers - vegetables or rice/pasta, chicken, hard boiled eggs. Make your own dip with sour cream and a packet of soup or a jar of corn relish.

Straight from the supermarket for busy people - try yoghurt, fresh fruit or vegetables, a hand full of breakfast cereal (but not sugary ones like fruit rings), some dip, or hummus and water crackers, dried fruits, rice crackers, rice cakes. **Fresh, homemade is always best!!!**

An important reminder: A lunchbox may seem healthy with fresh food, but still be high in salt. Try to avoid this - for example, A ham & mayo sandwich, vegemite on crackers, cheddar cheese, – every item is very high in salt, and salt needs to be limited if you want to maintain a balanced diet. A better combination would be to remove the processed cheese and have yoghurt or block cheese, have tomato & avocado on the crackers, and add an apple and a banana.

Toilet Training

It is important that we work in partnership with parents in meeting children's toilet training needs. Consistency and continuity is important for children learning to use the toilet. Please communicate with the teacher so they can follow the routines you have in place for toilet training.

What should your child wear?

It is important that children are in comfortable clothes that do not restrict their enjoyment or participation at the centre.

Please dress your child suitable for play activities in clothes that you do not mind getting grubby with paint, mud, sand or glue. We do provide aprons but clothes still get stained. Children need to have a pair of shoes, and a hat clearly marked with their name.

You will also need to provide an extra set of clothes in your child's bag to change into should the need arise. We recommend that at least two pairs of underwear are included. We have spare clothes available. If your child goes home in centre clothing we ask that you wash and return them to the centre.

Your child's bag and all personal items should be clearly labelled with your child's name. This helps to minimise loss of items. If your child is accidentally sent home with something that does not belong to him or her, we ask you to return it the next day.

Personal Toys

We understand that many children would like to bring toys to the centre however, "sharing" these with other children can be difficult concept for a child to grasp. We believe it is better therefore to leave personal toys at home.

Please let your child bring along a security toy only (i.e rug, teddy etc). Ensure these toys are clearly labelled with the child's name. No other toys are to be brought into the centre. Great distress is caused to children by their own toys being lost, broken or played by other children.

Sometimes children accidentally put toys into their bags and take them home. Please bring these toys back and give them to the staff. It is very expensive to have to keep replacing lost items.

Special Events

We consider that special events which happen during the year provide an excellent learning and socialising opportunity for the children.

Programs will reflect the cultural differences of all families using the service. The Centre will celebrate special events with the children that reflect the cultural heritage and ethnic origins of the children attending the service. The following events are celebrated at the Centre each year:

- ❖ Special person's day (i.e.) Mother's Day, Father's Day, Birthdays etc
- ❖ Christmas
- ❖ Easter

The centre understands that some parents may wish their child to not participate in some celebrations and therefore notice will be given in the monthly newsletter of forthcoming celebrations, so that parents may choose whether their child will participate.

Birthdays

Birthdays are a very important event for the young child and we help share this with music, games and a simple ceremony. Please provide a cake for their occasion and join us for the celebration.

Our seasonal festivals are times when families and friends are invited to share with the children a simple ceremony, song, stories or games. A lovely sense of community is felt during our festivals and we look forward to sharing them with you.

Parents and families members are welcome to join us at 2.30pm and to stay for games.

Supervision

The centre will maintain high levels of supervision of children at all times.

Staff will position themselves where they can see all the children under their supervision, listen carefully to what is happening and know the children individually so they can anticipate their needs. Staff will join in the children's play and encourage them to try new experiences.

Staff will judge when children need an adult to facilitate play or will join in a child's request. Children will be regularly reminded of safety procedures for all play equipment. Children will be encouraged to try new challenges as appropriate.

Guiding Children's Behaviour

Learning appropriate behaviour is part of your child's social development. Our staff aim to help children to be responsible for their own behaviour and to develop and understanding of what is appropriate in different situations.

You are encouraged to discuss your child's behaviour with the qualified staff to ensure consistent behaviour expectations between home and the Centre. Limits to children's behaviour will always be clearly expressed in positive terms and reinforced consistently in a peaceful manner. The staff will focus on positive behaviour, providing praise and encouragement where appropriate. Wherever possible problems will be prevented before they arise by using methods such as diversion and providing enough equipment for all.

Limits

We find the following limits necessary to protect the safety and well-being of every child and ask parents to reinforce these with their child:

- ❖ Respect for other people and their property
- ❖ Leaving the room only under adult supervision or knowledge
- ❖ Walking only inside
- ❖ Children are discouraged from throwing sand and toys.
- ❖ At no time will a child receive any form of corporal punishment eg smacked or be placed in a room alone, made immobile, frightened or humiliated in any way, nor will food or drink be withheld as a form of punishment.
- ❖ If children consistently display unacceptable behaviour the senior staff will ensure:
- ❖ The expectations of the child's behaviour are realistic and appropriate to their developmental level
- ❖ The child understands the limits

- ❖ There is no conflict between centre and home expectations
- ❖ The child's needs are being met
- ❖ The child has no reasons which may cause the unacceptable behaviour eg. Dietary problems, poor hearing, poor coordination, communication difficulties, illness or emotional stress
- ❖ The child is not copying observed behaviour
- ❖ Consequences of the behaviour do not encourage it to persist.
- ❖ Strategies are consistently followed by all educators the development of most children, usually caused by lack of verbal communication skills.
- ❖ These behaviours will be dealt with using the same positive behaviour guiding strategies that staff use to deal with other unacceptable behaviours.
- ❖ Members of staff are always available to discuss such issues with you and will work with you to address any persistent behaviour problems.
- ❖ (See our Behaviour Management Policy located in the room near the sign in desk for additional information).

Health and Safety

Hygiene

In group care situations, one of the most consistent problems is to control the spread of infections among the children and staff.

The application of universal hygiene procedures will be followed at the Centre at all times to control the spread of infection within the centre. Staff role model a high level of personal hygiene at all times and place emphasis on the children learning and understanding why hygiene is important. Hand washing is central to this system and children will be introduced to washing their hands before clean tasks (i.e meals) and after all dirty tasks (i.e after using the toilet) as soon as they are developmentally ready. (Please refer to the Health and Safety Policy in the policy manual near the sign in desk).

Immunisation

Immunisation of children who attend the centre will help to limit the spread of infection. We encourage parents to immunise their children against all diseases appropriate to the child's age.

A record of your child's current immunisation status will be kept at the centre. Children who are not immunised will not be able to attend our service from January 2018. Children who are not fully immunised (eg. on a catchup schedule) will be excluded in times of outbreaks following the National Health and Medical Research council guidelines.

Exclusion

As a protection for all children and staff, the following exclusion policy applies to all children enrolled at the centre.

Children with infectious diseases will be excluded from the centre in accordance with the National Health & Medical research council exclusion guidelines. A medical certificate is required after contracting measles, meningococcal, mumps, chicken pox, whooping cough, diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before your child can be readmitted to the centre.

Unwell Children at the Centre

The centre is not able to care for children who are ill. The following policy has been developed to protect your child and the other children attending the centre.

It is important that the Director be notified if your child has been unwell or received an injury since last attending the Centre.

In the case of your child becoming ill at the centre, every effort will be made to contact you to ask you to take the child home. Paracetamol will not be given without medical practitioner authority. The Director has the prerogative to call an ambulance, or doctor if urgent medical attention is required. Every effort will be made to contact you or your nominated emergency contact people as soon as possible. All medical and ambulance costs are the parent's responsibility. (See Medical, First Aid and Health & Hygiene policy for more information near the sign in desk).

Management of Unwell Children

While it is our aim to assist parents as much as we can with the care of their children, the responsibility of parenting remains with the parents 24 hours a day. A sick child will always require comfort of their families within their own home environment.

Children and staff in education and care settings are at an increased risk of cross infection. Therefore it is essential that an unwell child are quickly and appropriately cared for.

We recognise that on occasions a child may be mildly unwell for only a short period of time. Finding alternative arrangements for your child's care can be stressful for parents and often unnecessary if a child has only been ill for short period of time.

Therefore, parents and staff shall work together in identifying the caring for unwell children and recognising when they are fit to return to the centre.

The following guidelines should be used to identify if a child is unwell:

If the child is fretful or listless, crying readily but not comforted easily, crying constantly as a result of discomfort from sickness, reacting badly to medications. In need of one to one care, uninterested in playing, abnormally quiet or inactive, uninterested in food, irritable when disturbed, hot to touch, looking tired or flushed, feeling cold or pale, vomiting, having 2 or more cases of diarrhoea, have a rash and sleep in at unusual times.

In any of the above scenarios, the family will be contacted and required to take their child home immediately. The centre does not have the staff resources to care for children properly in these conditions.

If the child is unwell and unable to participate in activities staff will:

Take the child's temperature using the thermometer. If the child's temp Exceeds 37.5 degrees then the next steps are to be taken:

- ❖ Inform the Director and the families of the child.
- ❖ If parents cannot be contacted, then contact the emergency contacts and the child's doctor if need be.
- ❖ Separate the unwell child from other children, until the child is taken home by family
- ❖ Monitor and record the child's temperature every 10 minutes and stay with the child

Staff will take steps to cool the child i.e. remove excess clothing, wipe down with a cool cloth.

DO NOT LEAVE MEDICATIONS OR LOTIONS IN YOUR CHILD'S BAG.

Keep your Child at Home If they have:

- ❖ *A high temperature or fever the day prior to attending care*
- ❖ *Conjunctivitis – the eye is red and inflamed with yellow pus discharge*
- ❖ *Bronchitis – this starts with a slight cough and a temperature*

- ❖ *A rash – any skin irritation you cannot identify and has not been diagnosed by a doctor. If your child has an allergy reaction to insect bites, please tell a staff member.*
- ❖ *Diarrhoea – watery bowel movements usually with a bad odour. Keep your child at home for 24 hours after the last unusual bowel movement*
- ❖ *Impetigo – starts with small spots that crust over and form blisters*
- ❖ *Vomiting – for 12 hours after that child has vomited*
- ❖ *A severe cold – sneezing or runny nose (especially if a thick green mucus is coming from the nose)*
- ❖ *No obvious symptoms eg tired, pale, irritable, lethargic, seems unwell*
- ❖ *Any contagious disease that is still contagious – Measles, mumps, head lice*
- ❖ *An infection for which the doctor has placed an antibiotics – the child should not be brought until he/she has had medication for at least 48 hours*
- ❖ *Cries constantly as a result of discomfort from pain or illness*
- ❖ *A need for one to one care – for whatever reason*
- ❖ *Foot, mouth and hand disease*
- ❖ *Thrush*

Asthma/Anaphylactic Medication

Each child will have a management plan, which is to be updated every twelve months to ensure that medication is appropriate and is accordance to their status. This includes details of their routine, extra medications and the actions, which need to be taken in any case where the child's symptoms have increased.

Parental consent for asthma/anaphylactic treatment must cover administration for any extra medications required to be given in the case of increased symptoms.

If child's asthma/anaphylactic symptoms progress whilst at the centre, parents will be contacted and/or child will be sent home or an ambulance.



DAILY ROUTINE

8.00 am	Arrive & Unpack Bags – Parents sign in & assist children. Outside/Inside Play a variety of gross motor activities, climbing, craft, building, sand & water play, cooking and gardening, painting etc
10-10.30am	Transition to Group for lunch at tables or on mats. Group songs/stories/etc We offer transitional lunches Between 9.45 and 12.00pm child can eat when they are hungry at the tables
11.00am	Outside/Inside Play with a variety of activities
12.30pm	Start to pack up veranda, place play items in front of one half of sliding door do not cover both doors. Start to pack up some of the outside play. (Please we need communication between staff who is doing what)
1-1.30pm	Transition to Last Lunch- Children to help pack away Obstacle course Transition time - singing songs, following directions, games to go to bathroom LUNCH – at tables or on mats/picnic
1.30pm	Quiet activity time relaxation reading books, puzzles on mat
2.00pm	Inside small group activities
2.45pm	Tidying up time
3.00pm	Small group activities music or games
3.30pm	HOME TIME – Parent/Carer pick children up at 3.30pm

Play is Learning - Educators work with you in order to get to know your child well. We will create a learning program that builds on your child's interests and abilities and keep you in touch with your child's progress.

AND HAVING FUN

These times are guides we are very flexible and change when needed

Policies

The preschool has developed and implemented a number of other policies to ensure that a quality efficient and safe centre is maintained.

A complete copy of all our policies is kept on the shelf near the lockers. Please see staff if you wish to borrow a copy of any of the policies. Changes and suggestion are always welcomed when they help to provide a quality service. These can be made in writing to the management committee via the fees box or made personally at any general meeting or inform to staff and or committee members at any time.

As you come and go from Preschool, **PLEASE** ensure **ALL GATES** are **CLOSED** correctly and that you abide by the **NO SMOKING** policy.

Thank you for taking the time to read our Family handbook. Our staff are very approachable so please speak with them if you have any further questions.