At Craigmore Kindergarten, all children have the right to the magic of childhood - to run and jump in sunshine, to sing, to dance, to laugh, to spend time with others, to make friends, to explore, to be curious, and to embrace learning and any excitement and challenges it brings. And amongst all of these things, all children have the right to feel loved and to have fun as they live, learn, and grow.
Welcome to Craigmore Kindergarten

This booklet is designed to introduce you to your child’s kindergarten. Please do not hesitate to talk to the staff if you have any queries.

Staff Team:

Director: Sue Allmond
Teachers: Leonie Harper
          Sue Cummings
Early Childhood Workers: Jackie Spence
                          Kim Norton
                          Lyn Barber
Support / Early Intervention: Jennifer Jennings

From time to time you may also see others at the Centre. They may include relief teachers, additional Early Childhood Workers, Preschool Support Workers, parent helpers, volunteers and work experience students and special services staff.

Services Offered:

Sessional Kindergarten/Preschool: 2 Full Days and an alternating Half Day Session

Children are entitled to attend up to 15 hours of kindergarten sessions per week for four terms before starting school. From the beginning of 2014 all DECD (Department for Education and Child Development) preschools and schools will be following a same first day policy also known as single intake. This means that children who have their 4th birthday on or before the 30th April will start preschool in January of the same year. Birthdays from the 1st May and after will start January of the following year. If you child attends an independent school with more than one intake your allocated time at kindy may be affected. Please confirm your child’s starting date for school with the school you have chosen.

At Craigmore the children will access their allocated sessions by attending 30 hours of kindy over a fortnightly cycle. There will be 2 groups.

Group One: 2 x Full Days – Monday & Thursday and
           1 x Half Day Wednesday Odd Weeks (1,3,5,7,9 & in T1, Wk11)

Group Two: 2 x Full Days – Tuesday & Friday and
           1 x Half Day Wednesday Even Weeks (2,4,6,8,10)

Full Day Sessions: 8.45 a.m - 3.30 p.m.
Wednesday Half Day Session: 8.45 a.m. -11.45 a.m.

Pre-Entry / Transition Visits:
Pre-entry is a non-funded session, which means that the kindergarten does not receive any funding from the Department for Education and Child Development to support this program. With the introduction of 15 Hours for preschoolers it has meant we are no longer able to offer this service. However, the staff at Craigmore Kindergarten value this program and want to do their
best to make this service available to children in some form. We have decided to introduce Transition Visits. This will be 1-2 allocated Wednesday morning sessions for our families and children prior to starting the next term. This will allow time to become familiar with the staff, routine and expectations before beginning full-time kindy.

The first visit will be Stay & Play – Parents and Child stay for the session. This visit will include the information session.

The second visit will be for the children, with the idea that parents leave and come back at the end of session.

Dates will be confirmed with each group.

**Special Services Support** may be organised through DECD as required. If you have a concern about your child, please approach a staff member to talk about what help we can help you access. At times, staff may identify a child who has a particular need, such as speech and language difficulties, and may approach you about seeking support from the DECD support services, which can include:

- Bilingual Support
- Speech Pathology
- Psychologist
- Social Worker
- Special Educator
- Aboriginal Community Worker

**Funding and Fees.** Craigmore Kindergarten is a Department for Education and Child Development (DECD) site and as such is partially funded by the State Government, and partly by fees and fundraising. Government funding is limited and so our fees are essential to assist with the payment of the cleaner, telephone, electricity, gas and water bills, grounds maintenance and consumable materials such as tissues, toilet paper, paint, textas, paper etc.

Fees may be paid termly or by regular negotiated instalments. You will receive an account at the beginning of each term. When paying any money at kindergarten, please place it in a sealed envelope with your child’s name, the amount and what it is for, and put it in the cash box on the wall opposite the kitchen bench. A receipt will then be issued by the Treasurer.

- Pre-entry/Transition Visits **$10** (including a sun safe kindy hat)
- Sessional Kindergarten (15hr Wk) **$95.00 per term**
  (This works out to $9.50 a week for 40 weeks of the year or 0.63¢ an hour!)
  Even less with the **$85 Early Bird Discount** (if paid within required time)

If you would prefer to pay for the full year, the discounted fee of $360 applies.

Late Collection of Children – A late fee of $10 per 15 minutes or part there of will be charged at the Director’s discretion.

**N.B.** Preschools are not included in the School Card Scheme. We also can not offer Child Care Rebate/Subsidy as a Child Care Centre is able to.

**PRESCHOOL PROGRAM:**

Our Curriculum places great emphasis on play and conversation as the main ways young children learn and develop. Play is a process through which children learn life skills and make sense of the world around them. Through concrete experiences and active involvement at kindergarten children are able to grow and develop.

At Craigmore, we use the new National curriculum called, The Early Years Learning Framework for Australia – Belonging, Being & Becoming in line with the National Quality Framework.
The Belonging, Being & Becoming Framework has 5 Learning Outcomes. These are:

- 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; and
- Children are Effective Communicators.

Our focus is on fostering a positive self-concept, communication and social skills, as these are all critical life skills and lay the foundations for successful learning experiences at kindergarten and then at school.

When programming we consider the needs and interests of each child and develop our curriculum accordingly. This information is obtained through staff observations as well as through staff interacting with children as they play.

Each child will have a folder of their own in which they will be encouraged to put some of their work, as an ongoing record of their development. Please share your child’s folder with them regularly. In doing so it will promote your child’s self esteem, showing them that you value what they do at kindergarten. Staff will also monitor and assess what children are doing, recognising children’s achievements, strengths and areas that need strengthening and acknowledging their individuality and differences and will include information in the folder.

Children will receive a mid-year report at the end of their 2nd term and we will also provide families and the school with a written summative report for children as they make their transition to school.

You are welcome to informally discuss your child’s participation and progress with staff but if you would like more detailed information please make a time to talk to the Director or teacher.

HELPING YOUR CHILD TO BE SUCCESSFUL

**Attendance Patterns.** “Set the pattern now for your child’s future”. It is important that children attend kindergarten regularly. If your child is absent due to illness or other reasons please let us know.

**What to Bring to Kindy**

- ✔ A Kindy Bag
- ✔ A Legionnaire, Bucket (5cm rim) or broad-brimmed hat
- ✔ 2 x Snacks (one for the morning and one for the afternoon)
- ✔ Lunch – Refrigerator Space is an issue so please – only one SMALL container. Insulated lunch boxes will be kept in the kitchen but not inside the fridge. NO drink bottles
- ✔ A Change of Clothes, including socks and underwear (ALL NAMED)
Independence. It is important for children’s development and confidence to be able to do some things independently as this gives your child a sense of success. It would be beneficial if your child could:

- Hang up their own bag
- Remember to bring their hat each day
- Open their drink/snack containers
- Go to the toilet and then wash hands
- Put on own socks/shoes
- Recognise their own belongings

Routine. At Kindy we have a routine for the day, it can obviously vary at times, however we try to keep it the same as much as possible. This helps children to feel safe and gives them a sense of belonging in the kindy environment.

Writing their name. To help your child to write their name, please teach them to use a capital letter for the initial letter, and lower case for remainder of name. Encourage them to start their name on the top left hand corner of the page.

GENERAL INFORMATION

Notice Pockets. Each child has a named notice pocket for newsletters, notes, receipts, etc. Your child’s name is at the top of the pocket (Names on Notice Pockets are ordered by First Name, alphabetically.) Please check your notice pocket each day to ensure you are kept up to date.

Birthdays. We sing to your child on their birthday, and they receive a “birthday certificate”. Due to the needs of the children at this centre, such as allergies, we ask that you do not send a birthday cake to share. We will accept lollipops or similar (individually packaged) to hand out at the end of the session, so please check with a staff member for numbers of children if you are wanting to do this on your child’s birthday. (If you do not want us to acknowledge your child’s birthday, please let us know).

Clothing. Please dress your child in casual, comfortable clothing. Getting dirty is often part of kindy life and while smocks are provided they are not always 100% effective. All clothing and belongings should be clearly named, particularly hats, shoes, socks, jumpers and bags. Please put a spare set of clothes in your child’s bag in case of accidents or they get wet during water play etc.

Shoes. When choosing shoes please keep in mind children will be using climbing equipment and running around the kindy yard. Shoes such as rain boots, clogs and thongs often fall off or create tripping hazards. Preferably, choose an enclosed shoe or sandals with a heel strap.

Lost Property. Any articles of clothing, lunch boxes, drink bottles etc. that have been misplaced may be in our lost property box. Please check the lost property box regularly. At the end of each term any unclaimed items will be donated to charity.

Bringing Toys to Kindergarten. We are a well resourced kindergarten and our experience has been that it is best for children NOT to bring toys from home as they often get broken or lost. If your child has received a “special gift” you can organize with a staff member to share this at group time.
Dogs are not allowed into the kindy garden. Some children become quite upset if dogs are brought into the kindy even if they are leashed, and other children may have allergies to hair or fur. We ask that you leave your dog outside tied to the fence away from the gate where children enter and depart or in the car.

Children’s Library. The Playford Mobile Library visits the centre once a fortnight. Children will be able to borrow up to 2 books per visit and will need to return them before borrowing more. Children need to have a named bag to put the books in. Library bags are available to buy from the kindy. If you would like to be part of this service please see a staff member for a registration form.

Group One Mobile Library Visits - Monday
Group Two Mobile Library Visits - Friday

Parent Information Library. A selection of pamphlets, books, and flyers are also available for you to take/borrow. If you require information on a specific topic, please ask the staff.

Arrival & Collection of Children

If you are early please stay with your child until the session begins.
The staff need the time at the beginning of the sessions to prepare activities and therefore are not available to care for your child until the session starts. You are welcome to play with your child outside and under the verandah if you arrive early. At 8:45 when the door is opened, please enter and bring your child into the building. We encourage you to stay and share an activity with your child.

Please sign your child in and out of the kindy daily, including the times of drop off and pick up.
(Sign in/out folders are on the kitchen counter. Names in folders are ordered by First Name, alphabetically).

If you or your regular carer will not be collecting your child, please write in the Sign In/Out book in space provided upon arrival or phone us during the session.

Eg.

<table>
<thead>
<tr>
<th>NAME</th>
<th>PARENT/ CARER SIGN IN</th>
<th>PARENT/ CARER SIGN OUT</th>
<th>WHO IS PICKING YOU UP TODAY?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TUESDAY 8.45-3.30</td>
<td>TUESDAY 8.45-3.30</td>
<td></td>
</tr>
<tr>
<td>Jane Doe</td>
<td>M. Doe</td>
<td>M. Doe</td>
<td>Mum</td>
</tr>
<tr>
<td>Time In/Out</td>
<td>8.45</td>
<td>3.30</td>
<td></td>
</tr>
<tr>
<td>John Doe</td>
<td>D. Doe</td>
<td>J. Doe</td>
<td>Aunty Jo</td>
</tr>
<tr>
<td>Time In/Out</td>
<td>9.00</td>
<td>3.00</td>
<td></td>
</tr>
</tbody>
</table>

Please Note: An adult must drop off and collect your child unless the Staff have been notified. Children will NOT be released to older siblings unless staff have had prior notification.
Remember we want your child to be safe.

It is also important that you keep your child’s records current by informing us of any changes to any of your contact information including your child’s emergency contacts and anybody who you have given permission to collect your child.
PARENT INVOLVEMENT

We would like to invite you to come in and join us at kindy at any time. You are always welcome to stay and enjoy the session with your child, be a part of our program or there are always endless jobs to be done.

Good relationships between the Preschool and the community give our children a greater chance of success. At Craigmore Kindergarten your input ideas/feedback are encouraged and valued and we hope that you will celebrate successes and share your concerns about what happens at Preschool.

To ensure your ideas/concerns are handled in an effective way, we have developed clear grievance procedures. Please arrange a time to talk with the most relevant person i.e. teacher or director to discuss any issues. If you feel issues require further follow-up, further procedures are in place.

We welcome your contributions at Craigmore Kindergarten. Any ideas or suggestions can be written down and placed in the wooden fee box. We value your opinion.

CRAIGMORE KINDERGARTEN
GOVERNING COUNCIL

The Governing Council is made up of volunteer parents and friends of the kindergarten. All parents are invited to attend Governing Council Meetings, to offer suggestions and opinions about your kindergarten. The Governing Council, in partnership with the staff, is responsible for the maintenance of the Centre, financial planning and management, fundraising, organizing events, consultation and decision making. The council meets twice a term and works within the framework of DECD (Department for Education and Child Development) policies and procedures.

We want to hear your ideas and suggestions.
Craigmore Kindergarten’s

Parent Contributions Collection Policy

Link to National Quality Standards

<table>
<thead>
<tr>
<th>7.3</th>
<th>Administrative systems enable the effective management of a quality service.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.3.2</td>
<td>Administrative systems are established and maintained to ensure the effective operation of the service.</td>
</tr>
<tr>
<td>7.3.5</td>
<td>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</td>
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</tbody>
</table>

Rationale:
As a locally managed site, we are run by a Governing Council of parents and staff. We also receive grants to assist us in meeting our operating costs from ECD (Department for Education and Child Development). These costs include – maintenance, telephone, gas, electricity, water, security. However, there are many other costs associated with running a preschool – Curriculum materials (portfolio folder, photography, photocopying, textas, pencils, crayons); Art materials (play dough, paint, paper, collage materials, glue, clay, adhesive tapes, staplers, hole punches, smocks), postage, photocopying, printing/computers, and meeting Occupational, Health, Safety and Welfare regulations.

These costs need to be supported by the preschool through fundraising and the charging of a fee for children to attend preschool.

The Parent Contribution Fee:

The Preschool Parent Contribution fee is set by the Governing Council and is reviewed yearly.

Did you know at Craigmore Kindergarten the cost of your child’s Preschool Education is just $0.63¢ an hour!

Fee Charges:
- Transition: $10 for visits (including a sun safe kindy hat)
- Sessional Kindergarten (15hr Wk) $95.00 per term
  Early Bird Discount (if paid within required time) $85 per term
- Full Year Fee (including discount) $360

Late Collection of Children – A late fee of $10 per 15 minutes or part there of will be charged at the Director’s discretion.

Elected Part-Time Attendance – If you elect for your child to attend less than the allocated sessions they are entitled to you will still be required to pay the full terms fees as they are still taking up a full time position.

Late Enrolments – Full term fees apply if your child is enrolled in the first half of the term. Half price fees if they are enrolled in the second half of the term.
Policy for Collection of Parent Contributions:

1. An account will be issued to all parents at the start of each term. The account will clearly state
   - the preschool’s ABN number
   - the child’s name
   - the due date for payment
   - the amount due and any past due amounts
   *(All fees are due by the end of Wk 4 of each term)*

2. When parent contributions are not received by the due date:
   - The Early Bird Discount no longer applies and the full fee of $95 will need to be paid.
   - A friendly reminder letter will be distributed with a due date of 2 weeks (Week 6 of Term).
     It is then up to the parents/caregivers to approach the Director to discuss flexible
     arrangements if needed.
   - If fees are still not paid after this 2 week time frame, a formal letter requesting payment in
     full will be given, with a final time frame of 2 weeks (Week 8 of Term) to pay.

3. If parent contributions have not been paid in full for the first term in which a child attends
   sessional preschool, parents will be requested to pay either a weekly or daily fee for the
   remainder of the child’s term(s) at preschool. This will be enforced at the Director’s discretion.

4. The Governing Council will be kept informed of the percentage of parent contributions being
   received by the due date and of any late payments or bad debts.

Timelines:
   - At the start of each term, an account will be issued for that terms fees and any past due fees
   - The due date will be a period of 4 weeks i.e. end of Week 4 of the term
   - After Week 4 of the term the process as outlined above will be followed through by the
     Director.
   - In the event of fees remaining unpaid at the end of the term, that child’s position may be
     given to another child on our waiting list. This will be enforced at the Director’s discretion.

Signed: ……………………………………………………. Governing Council Chairperson

Signed: ……………………………………………………. Director                     Date: 30.11.2012

Policy Review Date: 30th November 2013
Preschool Priority of Access Guidelines
Northern Adelaide Region

PRINCIPLES
The Preschool Priority of Access Guidelines will endeavour:-

- To provide all eligible children equal access to a Preschool Program
- To provide transparency and consistency about the process of enrolments across the Northern Adelaide Region

PURPOSE
The Preschool Priority of Access Guidelines outlines the enrolment process and the criteria that will be used to prioritise requests for enrolment in the event that the demand for preschool exceeds the site’s physical capacity.

SCOPE
Enrolments will be determined in accordance with the Preschool Enrolment Policy of the Department for Education and Child Development (DECD). Families are entitled to enrol in any DECD preschool service across South Australia; however where the demand for preschool places exceeds the capacity (number of places available) at that site, then the priority of access guidelines will apply to guide equity in allocating preschool places.

OBJECTIVES
Parents / guardians who register intent to enrol at the preschool will have their application for enrolment assessed by the site leader as outlined in Procedure Details. Where a place cannot be offered parents / guardians will be provided with the names of alternate local preschools or referred to Regional Early Childhood Consultants who are aware of local vacancies.

PROCEDURE DETAILS
Enrolments will be assessed using the following criteria:-

Priority 1:

- Children living in the immediate local area, known as the priority catchment area.

[Each site has a copy of the geographical boundaries to define the catchment area for the site by street names / map]

1b If there are insufficient places to accommodate all children then the following criteria will be applied to finalise the selection process of children who will be offered a place at the service.

- A child at risk of serious abuse or neglect
- Identifies as Aboriginal or Torres Strait Islander
- Child Under the Guardianship of the Minister
- A child or parent with a disability
- Children in socially isolated families
- Families without access to transport

Version 5, August 2012. Review Date Term 1, 2013
• Children in families with culturally and linguistically diverse backgrounds

Priority 2:
• Children who are currently attending other DECD funded programs at the centre e.g. occasional care, long day care.
• Children who are attending child care in the catchment area
• Children who are enrolled to attend a co-located school
• Children who have older siblings currently attending the co-located school
• Siblings have previously attended the preschool

Note: To be applied if all families in the catchment area have been accommodated and the site still has vacancies.

If there are insufficient places to accommodate all children that fall in the priority 2 category then the criteria outlined in 1b should be applied to finalise the selection process of children who will be offered a place at the service.

**ROLES AND RESPONSIBILITIES**

<table>
<thead>
<tr>
<th>Who</th>
<th>Roles and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Leader or delegate</td>
<td>• Ensures that all enrolling parents / guardians are made aware of the Preschool Priority of Access Guidelines.</td>
</tr>
<tr>
<td></td>
<td>• Ensures that all staff dealing with enrolment enquiries are aware of and understand the enrolment procedure.</td>
</tr>
<tr>
<td></td>
<td>• Liaises with neighbouring centres to establish geographic boundaries.</td>
</tr>
<tr>
<td></td>
<td>• Notifies the Regional Office and neighbouring centres when the centre is close to enrolment capacity.</td>
</tr>
<tr>
<td></td>
<td>• Advises parents / guardians of 3 alternate local preschools if a place cannot be offered at this site.</td>
</tr>
<tr>
<td></td>
<td>• If no vacancies can be found, then contact the site Early Childhood Consultant.</td>
</tr>
<tr>
<td></td>
<td>• Ratifies the priority catchment area.</td>
</tr>
<tr>
<td>Regional Office Staff</td>
<td>• Ensure equity of access to preschool for eligible children living in the region</td>
</tr>
<tr>
<td></td>
<td>• Endorse the Priority of Access Guidelines.</td>
</tr>
<tr>
<td></td>
<td>• Approve priority catchment area in conjunction with those set by surrounding preschools.</td>
</tr>
<tr>
<td></td>
<td>• Coordinate an annual process to identify enrolment pressures and consider strategies to alleviate pressures and disseminate to site leaders.</td>
</tr>
</tbody>
</table>

Version 5, August 2012. Review Date Term 1, 2013
MONITORING, EVALUATION AND REVIEW

These guidelines are to be published on the preschool website and needs to be minuted by the Governing Council. These guidelines are subject to regular review by the Governing Council, Regional colleagues and Regional Office Staff.

ASSOCIATED DOCUMENTS

Department for Education and Child Development (DECD) Enrolment Policy

DECD funded Special Program specific criteria continue to apply, e.g. Speech and Language Programs.

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**Link to National Quality Standards**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.</td>
</tr>
<tr>
<td>4.1.1</td>
<td>Educator-to-child ratios and qualification requirements are maintained at all times.</td>
</tr>
<tr>
<td>7.3</td>
<td>Administrative systems enable the effective management of a quality service.</td>
</tr>
<tr>
<td>7.3.5</td>
<td>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</td>
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Signed: …………………………………………………….  Governing Council Chairperson

Signed: …………………………………………………….  Director                     Date: 30.11.12

Policy Review Date: 30th November 2013
Craigmore Kindergarten’s
Food Supply & Nutrition Policy

Link to National Quality Standards

| 2.1 | Each child’s health is promoted. |
| 2.1.1 | Each child’s health needs are supported. |
| 2.2 | Healthy eating and physical activity are embedded in the program for children. |
| 2.2.1 | Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate. |

Rationale
Staff at this preschool aim to promote safe, healthy eating habits in line with the Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools \(^1\) incorporating the Eat Well SA DECS Healthy Eating Guidelines (2004).*

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in four ways:
1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.
   Therefore:
   - staff at this preschool model and encourage healthy eating behaviours
   - food and drink are consumed in a safe, supportive environment for all children
   - parents and caregivers are encouraged to supply healthy foods that fit within the Right Bite strategy for their children at preschool.
4. Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.

This food policy has been established after consultation with staff and parents within the preschool community.

Curriculum
Our preschool’s food and nutrition curriculum:
- is consistent with the Dietary Guidelines for Children and Adolescents in Australia, and the Australian Guide to Healthy Eating
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- is part of the Early Years Learning Framework and NQS.

The Learning environment
Children at our preschool:
- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site.
Food supply

Our preschool:
- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool activities and events in line with the *Right Bite* strategy
- displays nutrition information and promotional materials about healthy eating
- has the following guidelines for families for **food brought from home** or provided by staff within preschool time:

  **Food and drinks provided to children:**
  - parents and carers are encouraged to provide healthy food and drink choices in line with the *Right Bite* strategy and which are also acceptable in accordance with our Allergy Aware Food Policy.
  - staff will ensure that food provided to children by the preschool is in line with the *Right Bite* strategy.

  **Foods unsuitable for kindy:**
  - include packaged foods, cakes, sweets, All Nut Products.
  - cordials and sweetened fruit juices are not recommended.

Food safety

Our preschool:
- promotes and teaches food safety to children during food learning/cooking activities.
- encourages staff to access training as appropriate to the *Right Bite* Strategy
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff.

Food-related health support planning

Our preschool:
- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

Working with families, health services & industry

Our preschool:
- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy
- provides information to families and caregivers about the *Right Bite* Strategy through a variety of ways including:
  - newsletters
  - policy development/review
  - information on enrolment
  - pamphlet/poster displays
- promotes the alignment of fundraising with the *Right Bite* strategy.

Note: If your preschool has a child with a serious **food allergy** (eg. nuts), a separate policy for the duration of that child’s involvement with the preschool should be developed and communicated to parents and staff.

The staff at Craigmore Kindergarten thank you in advance for your support of this policy.

Signed: ......................................................... Governing Council Chairperson

Signed: ......................................................... Director Date: 30.11.2012

Policy Review Date: 30th November 2014
Craigmore Kindergarten’s
Allergy Aware Food Policy

Link to National Quality Standards

2.1 Each child’s health is promoted.
2.1.1 Each child’s health needs are supported.
2.2 Healthy eating and physical activity are embedded in the program for children.
2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate.

Rationale:
We have children enrolled at kindy with severe allergic reactions. Therefore it has become necessary to implement a NO NUTS AT KINDY POLICY to reduce the risk of harm to children and make our preschool a safe environment. Please take the time to read this policy carefully.

The aim of this policy is to promote awareness amongst children and parents/caregivers about allergic reactions suffered by some children after coming into contact with these products. The policy aims to alert parents to the potential severity of ANAPHYLACTIC reactions and provide information on how parents can help prevent such reactions by only providing fresh fruit, fresh vegetables, or plain cheese, meat or sandwiches so as to avoid a possible fatal reaction. For this reason, the policy must be adhered to at all times within the kindy grounds. If food is brought into the centre that is unsuitable it will not be eaten but packed safely to take back home.

The duty of care of the Director, Staff and Community is to ensure the safety of all children whilst attending preschool; therefore we need to provide an environment that will prevent the risk of exposure to nuts and other allergens. In the event that accidental exposure may occur, the preschool has an emergency procedure in place.

Information on Allergies
Many children have allergies and if exposed react in the following ways; hives, swollen eyes, wheezing and symptoms of asthma, itching especially around the mouth, swelling tongue, flushed face, cramping and symptoms of asthma, itching especially around the mouth, swelling tongue, flushed face, cramping and nausea, vomiting, diarrhoea, and loss of consciousness. A few reactions are life threatening, some children are severely allergic to foods such as peanut butter and products that may contain traces of nuts. Even tiny amounts could be fatal within minutes. Children who have severe allergies to such food substances are exposed to a health risk not only when peanut products are consumed in their environment but from residue left on fingers, toys and other surfaces this is called cross contamination. These children are termed “ANAPHYLACTIC” — i.e. suffer from ANAPHYLAXIS.

What is anaphylaxis?
Anaphylaxis is the most severe form of an allergic reaction that can result in death. An anaphylactic reaction (or full body shock) can occur within seconds of exposure to an allergen or it may occur as a delayed reaction several hours after the initial exposure. Anaphylaxis is a critical medical emergency that requires immediate treatment with adrenalin by injection to prevent permanent injury or loss of life (Adrenalin opens up the airways and blood vessels in the body).

Taking into consideration foods that may contain nuts and using the Right Bite Healthy Food & Drink Supply Strategy for all South Australian Schools and Preschools we have compiled the following lists of foods that children attending Craigmore Kindergarten can/can not bring.
Items Children CAN NOT bring:
- Biscuits
- Cakes,
- Tubs of Yoghurt,
- Custard,
- Health bars,
- Spreads (such as peanut butter or nutella),
- Muesli bars,
- Fruit bars,
- Lollies,
- Chips,
- Crackers (all varieties),
- Bread with nuts.

(many of these items have nuts or traces of nuts in them.)

Here are some suggestions of what you can bring for snack time:
- ANY Fruit or Vegetable–raw or cooked
- Puréed fruit
- Dried fruit (eg. apricots, apple etc)
- Cold meats (eh ham, fritz, salami, kabana etc)
- Sandwiches (eg. cheese, fritz, ham, jam, vegemite or salad etc)
- Sultanas (check the packet for traces of nuts)
- Gherkins
- Pickled onions
- Olives
- Raw broccoli/cauliflower
- Rice Cakes/Corn Cakes/Rice Wheels
- Home made stewed fruit
- Hard boiled eggs
- Jelly
- Cheese
- Pop corn (dry popped, not coloured)
- Squeezie or Tube Yoghurts

PLEASE NOTE: Water is provided on site for all children to access during all sessions. However, in accordance with government guidelines, please supply only water when bringing a drink bottle.

** In the case of an excursion disposable fruit boxes/pop tops and a nut-free treat is allowed.

Signed: ……………………………………………………. Governing Council Chairperson

Signed: ……………………………………………………………. Director                     Date: 30.11.2012

Policy Review Date: 30th November 2014
Craigmore Kindergarten’s
Behaviour Guidance Code

Link to National Quality Standards

<table>
<thead>
<tr>
<th>5.2</th>
<th>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.2.2</td>
<td>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</td>
</tr>
<tr>
<td>5.2.3</td>
<td>The dignity and rights of every child are maintained at all times.</td>
</tr>
</tbody>
</table>

Rationale:
We believe that everyone has the right to feel safe all of the time (staff and children). We accept that children feel angry, frustrated and upset at times, and need help to express those feelings appropriately. In each kindergarten day there may be conflicts or problems for children to deal with. We encourage children to articulate ‘Stop! I don’t like it when…..because it makes me feel ……..’ and then, if necessary, approach teachers/adults for assistance. When a child approaches you with a problem, it is important to them and needs to be solved. We believe that behaviour changes more quickly when handled in a positive way. Staff and parents need to share responsibility, be consistent at all times, create a safe and secure environment for children, and model appropriate behaviours.

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

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

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

Children need help to learn the difference between Appropriate Behaviour, which is OK, and Inappropriate Behaviour, which is unacceptable.

Some Problems:
1. Can be solved by a child or group of children
2. Need adult support to help a child or group of children to solve the problem
3. Need to be solved by an adult

Solving a Problem:
1. For children/staff to articulate “Stop! I don’t like it when…”, “it makes me feel…”, and then if the problem doesn’t stop, for children to seek an adult for support.
2. Talk with the child to identify the problem and/or redirect their play by offering choices
3. Listen to “both sides”
4. Ask the children about their feelings concerning the problem
5. Give the children the language to say how they felt i.e. ‘Kayla felt hurt when you poked your tongue out at her.
6. Decide together on an appropriate solution (it may be necessary to record this)
7. Monitor.

Sometimes children will avoid dealing with a problem. They may need to be supported to solve a problem and let others know what they do and do not like.

If a problem continues, after using the problem solving process children will then be given the opportunity for some quiet time and supported to reflect on their behaviour before returning to play.
**Quiet Time**

Quiet time is for: repeatedly ignoring instructions or previously decided solutions to a problem and for unsafe behaviour.

Steps involved in “Quiet Time” are:

1. Tell the child the reason for their being in Quiet Time
2. If child is protesting/disputing, then the staff member will state that “quiet time begins when you are calm”. Avoid giving eye contact or entering into further dialogue with the child until they have calmed down.
3. When the child is calm, talk with the child about their behaviour. “It is not OK to… At Kindy we…”.
4. Catch the child behaving appropriately soon after Quiet Time is over, and reinforce with a positive comment/encouragement.

Quiet time will be supported by staff only and not volunteers or students.

**CRAIGMORE KINDERGARTEN**

**EXPECTATIONS FOR BEHAVIOUR / GUIDELINES TO KEEP US SAFE.**

- We let an adult know if someone is hurt.
- We work and play safely together.
- We remember and use our manners.
- We share and take turns.
- We all pack up together.
- We look after our kindy equipment.
- We sit down while we eat and drink.
- Hurting is not OK
- We say “Stop I don’t like it…”, when things happen that we don’t like and if it doesn't stop we ask an adult to help.
- We keep sticks and stones on the ground.
- We walk inside and on all paths and paved areas outside.
- We wait for a teacher to go outside & wear our hat.
- We stay away from fences, gates and sheds unless accompanied by a staff member.
- We keep sand near the ground.

Signed: ……………………………………………………. Governing Council Chairperson

Signed: ……………………………………………………. Director                     Date: 30.11.2012

Policy Review Date: 30th November 2013
Craigmore Kindergarten’s
UV Radiation, Sun Protection & Heat Stress Policy

**Link to National Quality Standards**

| 2.3 | Each child is protected. |
| 2.3.2 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury. |

**Rationale:**
Craigmore Kindergarten is committed to providing and maintaining a safe and healthy work environment for its staff, children and visitors.

This policy aims to ensure that all children and staff attending the Centre are protected (as much as practicable) from skin damage and heat stress caused by the sun and its radiation. As part of this policy staff, visitors and children will wear a hat outside all year round.

The staff and Governing Council of the Centre with the help of The Cancer Council South Australia “Sun Smart Advice for Early Childhood Centres” booklet and Department for Education and Child Development policies have formulated this policy.

**DIRECTOR RESPONSIBILITIES**
The director will ensure that:

- The Governing Council will endeavour to maintain the number of shelters and trees providing shade, ensuring they provide adequate shade and are in good repair.
- The Governing Council will make sure Centre air conditioning and fans are maintained.

**STAFF RESPONSIBILITIES**

*Each employee is legally responsible for their own health and safety and must avoid adversely affecting the health and safety of any other person.*

Staff will be positive role models who practice skin protection behaviour. This means that staff will:

- On hot days, from the beginning of September to the end of April, in relation to extreme heat and/or UV levels, outdoor activities will be restricted to shaded areas or inside play only.
- When the temperature reaches 35°C and above children will only play inside.
- Staff are to be given the opportunity to have a break from outside duties on hot days to relieve heat stress. The onus is on the staff member to request a break.
- Staff will incorporate sun and skin awareness activities into teaching programs.
- During Term 1 & 4 and when the UV radiation levels are high, staff will supply and assist children to apply 30+ sunscreen at lunch time.
- Staff will promote sun smart behaviour.
- Children who do not have their hats with them when the UV level is over 3 will play under verandah area protected from the sun. **“No hat today, no outside play”** policy. This policy is in effect all year.
- Be encouraged to wear sunscreen and appropriate clothing for outdoor activities. 30+ sunscreen will be supplied by the Centre for the staff to use.
- Be expected to use and direct children to shaded areas in all possible instances.
- Wear hats all year round when outside.
- Provide drinking water and encourage all children to keep up fluid levels, including making sure they maintain their own fluid intake.
PARENT’S RESPONSIBILITIES

On enrolment of their child, parents will be asked to meet the following requirements:

- Become familiar with this policy
- Provide a hat that has the child’s name clearly labelled on it for their child’s use at kindergarten – *(broad brimmed, bucket style with a 5 cm+ brim or legionnaire style hats)* N.B. These are the only acceptable hats all year round. Caps are not suitable protection and do not substitute for a hat and are not allowed to be worn. Beanies and hoods are not acceptable either as they don’t provide proper protection.
- Use SPF 30+ broad spectrum sunscreen on their child at the beginning of each session and be aware of what the sunscreen is made of so as to keep to the not nuts policy at kindy. (please check to make sure the sunscreen has not been made with nut oils, e.g. “Hamilton Sunscreen” brand has no nut oils/traces in it).
- Think about clothing suitable for greater sun protection for their child - shirts/tops with collars and sleeves are also recommended.
- To wear a sun safe hat outside if helping at the centre/on excursions.

The centre will not supply hats for borrowing, however a small number of emergency hats will be available at parent request & are to be returned at the end of the session.

This policy will operate throughout the year to reinforce the sun protection behaviour, and to acknowledge that damaging UV rays are present all year round.

REVIEW AND EVALUATION

Evaluation of the effectiveness of this policy and associated procedures will occur through analysis of accident and incident reports, staff meetings, during annual hazard checks and annual review of the policy.

Signed: ……………………………………………………. Governing Council Chairperson

Signed: ……………………………………………………. Director Date: 30.11.2012

Policy Review Date: 30th November 2014
Craigmore Kindergarten’s Sick Children Policy

Link to National Quality Standards

2.1 Each child’s health is promoted.
2.1.1 Each child’s health needs are supported.
2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.

Craigmore Kindergarten’s Staff expect parent/carers to consider the comfort of their child and not send children to kindergarten when they have relatively mild conditions such as:

- ‘Green runny noses’ (green mucus is infectious so please don’t send your child to kindy if they have a green runny nose).
- Influenza and influenza like illnesses
- Earache
- Bladder infections
- Gastro-enteritis (vomiting, diarrhoea – particularly within the last 24 hours)
- Skin conditions requiring application of cream during session time
- When your child is on a course of antibiotics
- Conjunctivitis
- Head lice (until treated)
- And headache

If your child develops any of the above during session time, a staff member will contact you or an emergency contact and request the collection of the child.

For long term conditions requiring medication please discuss the child’s needs with the Director as medication forms need to be completed and verified by the child’s Doctor.

Staff have the responsibility to the child, other children and Staff, to request the exclusion of a child who we suspect is not well enough to attend kindergarten. Staff will make this decision based on information written within this Policy and ECD Policies and medical advice if necessary.

Infectious Disease Policy - Please let staff at the centre know if your child has a diagnosed infectious disease. Ask doctor for exclusion period or ring the Centre.

Medication - No medication will be given at all, including pain relievers, other than for long term conditions where a medication plan is provided by a doctor.

Asthma – Staff are trained in Asthma First Aid, however if your child has Asthma - a signed declaration by a Doctor (please see staff regarding this form) is needed for staff to administer asthma medication.

In order to attend kindy, children diagnosed with Asthma must have: a care plan, reliever medication and a suitable spacer – all of which is to be either kept on site or handed to staff upon arrival each session.

Exclusion from Kindergarten activities - If your child requires exclusion from a particular activity/area i.e. sandpit play, it is up to you to inform your child not to access that area, as staff are unable to constantly monitor or remind your child.

Signed: ……………………………………………………. Governing Council Chairperson

Signed: ……………………………………………………. Director Date: 30.11.2012

Policy Review Date: 30th November 2013
Craigmore Kindergarten’s
Parent Concerns & Complaints Procedure

### Link to National Quality Standards

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.3</td>
<td>Administrative systems enable the effective management of a quality service.</td>
</tr>
<tr>
<td>7.3.2</td>
<td>Administrative systems are established and maintained to ensure the effective operation of the service.</td>
</tr>
<tr>
<td>7.3.4</td>
<td>Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner.</td>
</tr>
<tr>
<td>7.3.5</td>
<td>Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.</td>
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</tbody>
</table>

At Craigmore Kindergarten we believe parents are partners in the education of children. Regular two-way communication between parents/carers and the preschool is essential in helping children achieve their potential.

Our preschool is committed to ensuring that anyone with parental responsibilities for a young person can raise a concern or complaint, with confidence that it will be heard and responded to in an appropriate and timely fashion.

### GUIDING PRINCIPLES

Safety of children is always the first priority. Our procedures are underpinned by the following principles:

1. All persons in the Craigmore Kindergarten community including children, parents, staff and volunteers have the right to be treated with respect and courtesy in accordance with the preschool’s values.
2. Parents have the right to raise concerns and make enquiries or complaints about any aspect of preschool life.
3. Information about how, where and to whom complaints can be made should be visible and accessible through preschool procedures.
4. Complaints will be acknowledged and addressed promptly within specified timelines.
5. Individual complaints will be assessed objectively and without bias using principles of natural justice.
6. The rights and responsibilities of all parties will be considered and balanced in attempting to find a mutually acceptable outcome to complaints.
7. The confidentiality of all parties will be maintained wherever possible.

#### Step 1: Talk to us

If your concern or complaint relates to an issue concerning your child’s education or experiences you should talk to the teacher as soon as possible.

You may prefer to organise a mutually convenient time to meet the teacher rather than discuss the issue via a telephone conversation. You are welcome to bring a support person with you, if you wish. The role of the support person is to provide advice and support during the process and not to answer questions on behalf of any of the parties or interfere with the discussion.

Our staff will, following a direct complaint:

- Listen to the complaint
- Record what you say
- Identify actions to resolve the concern
- Let you know what will or has been done
- Get back to you to see how things are going
- If appropriate, refer the matter to the preschool director

If your concern has not been resolved following discussions with the staff member, you should contact the preschool director.
The preschool director will:
- acknowledge receipt of the complaint as soon as reasonably possible (within 5 school days)
- listen to the you
- provide support to you if necessary while the complaint is being considered
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly
- consider relevant legislation, DECD policy and guidelines, preschool procedures
- inform you if there is a delay in the process
- ensure your complaint and the outcome is documented
- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing including the right to refer the matter to the Northern Adelaide Regional office.

**Please note:**
Interpreters and Aboriginal Education Coordinators are available to assist parents in communicating with us. Please contact the 82568111 for assistance.

**Step 2: Contact our local DECD Regional Office**

If the complaint is about the director of the preschool or you are not satisfied with the outcome you may contact our local DECD Northern Adelaide Regional Office.

Northern Adelaide Regional Office
Level 1 Elizabeth House,
50 Elizabeth Way
Elizabeth SA 5112
(08) 8256 8111

The Regional Office will:
- provide written acknowledgement of receipt of your complaint within five working days,
- clarify and record the nature of the complaint, including what expectations you have in relation to outcomes
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly
- refer, where appropriate, any complaint that has not been raised at the preschool level back to the preschool
- inform you if there is a delay in the process
- ensure your complaint and the outcome is documented
- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing.

**Step 3: Contact the Parent Complaint Unit**

If your complaint remains unresolved after working together with our preschool, regional personnel and Regional Director, you should submit, in writing, your complaint to:

Manager, Parent Complaint Unit
Level 6 / 31 Flinders Street
ADELAIDE SA 5000
Ph: 1800 677 435
Or by email to decd.parentcomplaint@sa.gov.au

You should include information about the complaint, including why it remains unresolved and an outline of what actions have been taken to resolve the complaint. You should also outline what you think a reasonable solution would be.

The Parent Complaint Unit, on behalf of the Chief Executive, will:
- acknowledge receipt of the complaint
- assess and make a recommendation to the Head of Schools or the Head of Child Development that:
  1. a review is not warranted and that you should be advised that no further action is considered necessary and that the complaint is now concluded; or
  2. a review is necessary; or
  3. the complaint should be referred to an external agency for investigation or review.

The Head of Schools or the Head of Child Development will review the advice and decide that the complaint (in full or in part):
- can be resolved (all parties agree on an appropriate response)
- should be dismissed (complaint is either unsubstantiated, vexatious, outside of reasonable expectations in relation to confidentiality, cooperation, courtesy and respect or is orientated towards conflict)
- remains unresolved and that an independent review by an external agency is required

**Please Note:**

Any written or verbal complaints that contain personal abuse, inflammatory statements, and comments of a threatening nature or intended to intimidate will not be addressed and the parent will be advised accordingly.

Parents can call the Parent Complaint Unit hotline at any stage on 1800 677 435 for information, advice and support.

In some circumstances it may be appropriate that a concern or complaint is escalated directly to Parent Complaint Unit. In these instances the parent will be advised of where the matter will be referred to and why.

Parents can also contact the Education and Early Childhood Services Registration and Standards Board of South Australia (EECSB) Ph: 1800 882 413 or the State Ombudsman: www.ombudsman.sa.gov.au for information, advice, support and in circumstances where the complaint remains unresolved.

**Requesting your identity to remain confidential**

Parents may request that their identity remain confidential when making a complaint. In this situation, every effort will be made to keep the parent’s identity confidential but this may limit options for negotiating a resolution. (For example, an apology is unlikely to be forthcoming if the identity of the complainant is not known.) These circumstances also raise issues in relation to procedural fairness for those who have a complaint made about them as they have a right to know the particulars of the complaint.

While every effort will be made to comply with a request to keep the parent’s identity confidential, Freedom of Information requirements may result in a parent’s identity becoming known.

**Anonymous complaints**

Craigmore Kindergarten will assess every complaint that is made. The extent to which an anonymous complaint can be investigated will be limited, as preschool staff cannot liaise with the parent about the complaint. Anonymous complaints also raise issues in relation to natural justice for those who have a complaint made about them as they have a right to know the particulars of the complaint.

The Director will determine upon receipt of an anonymous complaint to what extent the complaint will be investigated. Where the complaint is in relation to a Director, the Assistant Regional Director will make the determination and for Regional Directors, the Head of Schools or the Head of Child Development will make the final decision.
Approaches that may be used to resolve a parent complaint

Our preschool may take one of the following approaches to resolve a parent’s concern or complaint:
- an acknowledgement that the complaint is valid and is worthy of investigation (overall or in part)
- identification of areas of agreement between the parties involved
- opportunities for all the parties involved to express their concerns, explain their point of view and clarify any misunderstandings
- acknowledgement that the situation could have been better handled (this does not constitute an admission of negligence)
- an opportunity for an apology
- recognition that the situation presents an opportunity for changes or alternate arrangements to be made to resolve the complaint
- discussion with the parties about the steps that will be taken to ensure that the event complained about will not reoccur
- an undertaking to review school policy, procedures or practices.

Additional Information

These procedures apply to parent concerns and complaints in relation to Craigmore Kindergarten. These procedures do not apply to matters where there are legislated requirements or existing policies and processes of appeal, such as:
- Concerns and allegations of misconduct by staff, volunteers and service providers (criminal matters, child protection, corruption, etc)
- Employee disputes and grievances. (Employees should refer to HR17 Complaints resolution for employees 2000 for these types of complaints.)
- Complaints or appeals relating to student suspension and expulsion
- Duty of care or mandatory reporting responsibilities
- Occupational Health, Safety and Welfare related issues
- Health support planning.

These procedures will be reviewed every two years.

For more information


Signed: …………………………………………………….    Governing Council Chairperson
Signed: …………………………………………………….    Director                     Date: 12.2.2012
Signed: …………………………………………………….    David O’Brien
                      Assistant Regional Director

Policy Review Date: 30th January 2014
Craigmore Kindergarten’s Emergency Procedure:

**Link to National Quality Standards**

<table>
<thead>
<tr>
<th>2.3</th>
<th>Each child is protected.</th>
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<tbody>
<tr>
<td>2.3.3</td>
<td>Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</td>
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</table>

**NAME OF CENTRE:** Craigmore Kindergarten  
**CENTRE NUMBER:** 2608  
**ADDRESS:** 2 Carinya Street, Craigmore 5114  
**TELEPHONE:** 82550575  
**FAX:** 82876681

**EVACUATION OF BUILDING** (in case of an internal incident)

1. **WARNING SIGNAL** – 3 LOUD WHISTLE BLOWS INSIDE AND OUTSIDE. Firstly sounded by staff member who identifies the emergency, both inside and outside to alert all staff and children (whistles located on door of equipment storeroom, kitchen by fire blanket, outside on black trolley in first aid kit)

2. **STAY CALM**

3. **OUTSIDE E.C.W.:**
   - Search outside grounds and help children to the muster point

4. **OUTSIDE TEACHER/S:**
   - Go with children to the muster point

5. **INSIDE STAFF MEMBER/S:**
   - Phone EMERGENCY SERVICES TELEPHONE 000
   - Collect the “Emergency Gate Key” (located in the office on the wall between the alarm box and key safe).
   - Search the inside of the building as you help children to the muster point.
   - Collect: ROLL BOOK, VISITORS BOOK AND CONTRACTORS BOOK (kept on the kitchen bench).
   - Search inside of building and help children to the muster point

6. **OTHER EMPLOYEES:** Assist children to muster point

**MUSTER POINT**

OUTSIDE – top gate near letter box (Carinya Street).  
If this muster point is not safe, the staff member who identified the emergency directs children/staff to an alternative safe muster point (Double Gate onto Currawong Street).

**TEACHER / DIRECTOR TAKES ACTION TO MOVE/NOT TO MOVE**

- Clearance from Fire Warden is required to re-enter building.
- The first responsibility of staff is the safety of children – use fire extinguishers only if safe to do so.
INVACUATION OF BUILDING  (in case of an external incident)

1. WARNING SIGNAL -  
   An outside teacher will place their badge on their hat and give their hat to the closest child/ren to take inside to safely alert the inside staff.

2. STAY CALM

3. OUTSIDE STAFF

INITIATOR OF WARNING:
   • Begins to send children inside with cue “Let’s go into the singing room”. Notify other outside staff member/s. Check grounds for children.

OTHER OUTSIDE STAFF:
   • Assist with moving children inside with same cue

4. INSIDE E.C.W.: (Morning Session Only)
   • Check inside of building for children, lock doors and close the roller shutters. If applicable ring EMERGENCY SERVICES Telephone 000. If only the police is needed, ring 131 444 OR press the “Emergency Button” (located alongside the left hand door frame of the office door).

5. *INSIDE TEACHER / DIRECTOR:
   • Collect the Roll Book, Visitors Book and Contractors Book and go to the muster point with the children

   *Note: In afternoon sessions the teachers/director also takes ECW roles. The outside teacher locks up and the inside teacher phones Emergency.

6. OTHER EMPLOYEES:
   • Assist children to the muster point

MUSTER POINT

INSIDE – Singing room: room number 10 on centre plans

Signed: ……………………………………………… Governing Council Chairperson

Signed: ……………………………………………… Director  Date: 30.11.2012

Policy Review Date: 30th November, 2013
Craigmore Kindergarten’s
Attendance Improvement Policy / Plan

Link to National Quality Standards

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Aim:
To facilitate and encourage regular attendance at Preschool as a grounding for children to develop and continue good attendance patterns once they begin school.

Regular attendance at preschool:

- Seems to set the pattern for regular attendance at school and consequently future success at school
- Helps children develop and maintain friendships and positive social skills with other children and adults
- Helps children settle and feel more secure at preschool
- Enables children to have greater involvement in and control of their learning
- Means learning is more consistent as children do not have to ‘catch up’ on specific learning activities
- Enables children to be involved in and learn from planned and unplanned activities

Strategies:

- On enrolment and in the preschool handbook we remind parents/caregivers that although attending preschool is not compulsory, we recommend and encourage regular attendance.
- We ask parents/caregivers to inform us if and when their child is going to be absent.
- We inform parents that the first two weeks of any term are crucial for good attendance by children because of the data collection which determines our staffing entitlement.
- We ask parents/caregivers to notify us if their child has a communicable disease and that they are aware of exclusion times and that we inform other parents/caregivers.
- A daily roll is kept to record absences and sign in/out sheets are maintained.
- Staff and Governing Council will positively promote the preschool and will make positive connections with families.
- To work with other agencies to provide support for children requiring early entry, speech therapy, preschool support, bi-lingual support and extended transition to school
- Encourage parents/caregivers to become involved through supporting staff and children during a session or by joining the Governing Council or assisting with particular activities
- Developing good information / communication sharing processes to keep parents/caregivers informed of their child’s progress, the fortnightly program and the various activities we undertake.

Signed: ..........................  Governing Council Chairperson

Signed: ..........................  Director  Date: 30.11.2012

Policy Review Date: 30th November, 2013
Craigmore Kindergarten’s
Decision-Making Policy

Link to National Quality Standards

| 7.1 | Effective leadership promotes a positive organisational culture and builds a professional learning community. |
| 7.1.1 | Appropriate governance arrangements are in place to manage the service. |
| 7.3 | Administrative systems enable the effective management of a quality service. |
| 7.3.5 | Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly. |

HOW ARE DECISIONS MADE?

There are three ways we make decisions. They are democratic, consultative and autocratic.

1. Democratic Decision-Making:

The preferred form of decision making is democratic, where decisions are reached following discussions with staff, members of the Governing Council and/or the general parent community. Where possible, consensus is reached on an issue. For the purpose of this policy, consensus is taken to mean either:

- 'Agree with the proposal or policy and will implement it'
- OR
- 'I can live with the proposal or policy and will implement it'

The process of democratic decision making involves:

- A proposal is put forward
- General discussion re pros and cons takes place
- A formal motion is put forward and seconded
- Time allowed for discussion re pros and cons of the motion
- Vote is taken and a majority vote confirms acceptance of the motion (NB - a tied vote means the motion has not been passed)
- The motion and the name of the person putting forward the motion and the name of the seconder must be recorded in the minutes of the meeting.
- The method of voting must be clear and decided before a vote is taken (show of hands/secret ballot etc). Where the staff vote is going to be counted separately from the Governing Council, this must be made clear at the beginning of the process and votes are to be counted separately. Two people are to count the votes.

Examples of democratic decision making issues include:
- Fundraising - types of, organisation of etc
- Major/minor redevelopment of building/grounds
- Finance concerns such as setting of fees, developing the budget
- Acceptance of any policies
- Formation of committees for specific purposes
- Employment of Contract Services (cleaning, grounds etc)

2. Consultative Decision-Making

Occasionally and usually for expediency, a decision may be made by the Director following consultation with staff.

Examples of consultative decision-making include:
- General purchases of equipment and supplies
• Minor maintenance jobs
• Curriculum issues
• Placing of children in sessional kindy times

The Governing Council will be informed of decisions made which necessarily required a shift in normal policy or practice.

3. Autocratic Decision-Making

If it becomes obvious that either:

(a) A decision has been made which contravenes The Education Act, The Children's Services Act or ECD policies and practices including curriculum and program initiatives OR
(b) A decision must be made, but cannot be made due to individual or section of kindy interests conflicting, the Director will make an autocratic decision, or veto the original decision made.

WHO MAKES DECISIONS?

Any member of the preschool community may directly access the centre's decision making procedures. However, major decisions are ratified by the Governing Council.

WHERE ARE DECISIONS MADE?

• Governing Council Meetings, Staff Meetings, Specific Purpose Committee Meetings are all avenues by which one may directly access the centre’s decision making.
• Governing Council is elected at the AGM. Members of Governing Council have an input into matters such as general policy making, resource provision and general preschool developments.
• Staff Meetings - All staff are members of this committee, which meets regularly.
• Specific Purpose Committee meetings (fundraising, special events etc). Members are elected/formed for a particular purpose, usually for a short term. The committees report to Governing Council.

PROCEDURE FOR PUTTING A PROPOSAL FOR CHANGE OR OFFERING SUGGESTIONS.

Staff members may propose change/make suggestions through staff meetings.

Parents/Caregivers who wish to propose a change to policy/make suggestions may do so formally:
• To the Director
• Through a Staff Member
• To a Governing Council Member

It is preferable to put suggestions/concerns in writing to ensure they are communicated accurately.

Signed: ......................................................... Governing Council Chairperson

Signed: ............................................................... Director Date: 30.11.2012

Policy Review Date: 30th November, 2013
Craigmore Kindergarten’s
Assessment & Reporting Policy Statement

Introduction

All staff at Craigmore Kindergarten implement appropriate Assessment and Reporting practices that ensure continuity of learning, development and transition of all children.

Staff at Craigmore Kindergarten use ECD policies, the Early Years Learning Framework, ECD Strategic Directions and other documents to make decisions about children’s learning and development and the monitoring, assessment and reporting strategies to be used.

Definitions

Assessment is: the process of observing, recording and otherwise documenting the work children do and how they do it and their development of various skills and learning.

Reporting is: the communication with others of the knowledge gained from assessing children’s learning and development.

Early Childhood Educators assess children’s learning and development through observations of and interactions with children and discussions with parents/caregivers. Early Childhood Educators use their own knowledge and experience and professional judgement when observing children.

Implementation of Assessment and Reporting Procedures:
At Craigmore Kindergarten staff recognise and value the importance of play in the development of each child. All observations of and discussions about the learning of children is based on the knowledge, skills and development acquired through play.

Assessment involves:
- Preschool staff
- Support staff
- The parents/caregivers
- The child
- Specialist staff

Assessment occurs when the child is:
- Playing alone
- Playing with peers
- Interacting with an Early Childhood Educator
- Interacting with another adult
- At the preschool
- In another setting
- With specialist/support staff
Assessment practices used at Craigmore Kindergarten:
- Dated observations
- Anecdotal notes
- Dated and annotated samples of children’s work
- Conversations/surveys with children/parents
- Checklists
- Photos
- Specific tests conducted by specialist staff/centre staff

Reporting involves:
- Director
- Teacher
- Early Childhood Worker
- Support staff
- Parents/Caregivers
- The child
- Specialist staff

The forms of reporting may include:
- Summative Report – mid year and on transition to school
- Profile folder – continuous throughout the year
- Small Group work
- Chats/interviews with parents/caregivers – when required/requested
- Visual Displays
- Photos
- The Fortnightly Program is displayed in the Parent Corner.
- Checklists

At Craigmore Kindergarten we recognise and value the importance of parents and families as the child’s first educators and we encourage family involvement and input into the education of their child.

Signed: …………………………………………………….  Governing Council Chairperson

Signed: …………………………………………………….  Director                     Date: 30.11.2012

Policy Review Date: 30th November, 2013