WAIKERIE CHILDREN’S CENTRE INC.

16 Marks Terrace, Waikerie
Ph. 85 412692  Fax 85 413126
www.waikeriekgn.sa.edu.au

PARENT HANDBOOK
PHILOSOPHY

Belief Statement
Our Integrated Centre aims to provide care and education for young children and their families. We aim to compliment care and education within the family and support parent/caregivers, staff and our diverse community through a unique environment that allows children to thrive and be involved in their own learning.

Through consultation, we have established our core values to be:
Respect    Excellence    Professionalism    Partnerships    Honesty

PARENTS, CAREGIVERS, FAMILIES
We Believe:
- Parents are the child’s first educators and play a vital role in their child’s development and within our centre.
- Open and on going communication between parents/caregivers and staff is essential to create a partnership with families.
- Parents are individuals and they have the right to be involved and be heard at any level with which they feel comfortable and in a sensitive manner.
- Parent’s skills, identity, culture, knowledge and resources should be valued in the centre’s program.
- The diverse values and attitudes each child brings from their family will be respected.
- Confidentiality, respect and privacy of all individuals will be protected.
- Families will feel welcome at all times.
- We offer all families the opportunity to be involved in the governance and planning of policies and processes that represent the whole of the Centre through a Governing Council elected annually by families.

CHILDREN
We Believe:
- Each child is an individual and should be able to develop at his/her own rate within an inclusive environment that will challenge and extend their thinking.
- Children need and learn through a safe, secure, welcoming, fun, caring and healthy active learning environment.
- Each child has the right to be heard, loved, cared for, accepted and feel safe.
- It is through play that children make sense of their world where they experience a sense of curiosity, wonder, discovery, social constructions and enjoyment.
- Play provides the opportunity for children to explore, experiment and test ideas and use the educator as a facilitator in their journey of self-discovery.
- Children can be risk takers of their own learning and educators will support them.
- Children will thrive through early intervention and additional support in the programs that we offer.
- Children develop confidence and life skills through positive relationships with others.
- Play helps children to develop cognitive, social, emotional, physical and spiritual skills.
STAFF
We Believe:
- The Early Years Learning Framework “Belonging, Being and Becoming” will form the basis of our curriculum and will also be underpinned by a combination of Early Childhood Pedagogies that embrace the holistic nature of our professional practice.
- The Early Childhood Australia “Code of Ethics” underlies our beliefs and thoughts.
- Staff are to be welcoming and sensitive to the needs of parents/caregivers/visitors.
- Staff are to communicate with parents/caregivers and children at all times and be respectful in their acknowledgements.
- Staff are responsible for supporting the holistic development of the whole child within the framework of the family and the community.
- Staff will work as a team, supporting and assisting each other demonstrating a commitment to continuous improvement within the centre.
- Staff will evaluate and reflect on their own practice and be open to their own professional learning and self-improvement that is supported by the centre.
- Staff will actively work towards the goals within the Quality Improvement Plan.
- Staff are responsible for building and maintaining a professional, safe and positive work environment.
- Staff will document information that provides a greater understanding of the child, their interests and their wellbeing and use it to extend the child’s learning journey.
- Staff need to be flexible, have high expectations and be responsive to the individual child and to each other within a positive stimulating learning environment to become successful and confident learners.
- Staff need support, job satisfaction, enjoyment and encouragement alongside opportunities for ongoing professional development.

COMMUNITY
We Believe:
- It is essential to participate with other community groups, agencies and services to share resources and develop networks for families in our community and partnership groups. These collaborative partnerships assist us in developing integrated and sustainable services to support our families and provide them with best opportunities.
- We encompass the wide range of social and cultural diversity of the community we serve and are responsive to its changing needs.
- We encourage respect and take pride in the local and global environment and support good environmental practices in the broader community and within our children’s centre.
- We keep informed of the impact of significant environmental challenges of our region and the impact of these on the community we serve.
- It is essential to recognise the significance of children being born into a culture which is not only influenced by traditional practices, heritage and ancestral knowledge but also by experiences, values and beliefs of individual families and communities.

SOURCED FROM
Waikerie Children’s Centre Governing Council and Staff 2015
Belonging, Being and Becoming- The Early Years Learning Framework for Australia 2009
National Quality Framework (2011)

Updated February 2015, Review due February 2018

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1. SERVICES

The centre is a non-smoking area. This includes all indoor and outdoor play areas, carpark and anywhere that is within sight of children. (Sourced: Smoke Free Policy – November 2009)

PRE-SCHOOL

Pre-school is primarily for 4-5 year olds.

These children are entitled to 4 terms of Pre-School before starting school, usually, consisting of 5 sessions each week.
5 sessions can be accessed from full days or morning and afternoon session.

Session Times are: Monday-Thursday 8.30am to 11.30am
12.15pm to 3.15pm

Lunchtime Care is available on all days.

Enrolment details

If a child turns four before May 1, they will start preschool on the first day of Term One in that year.
If a child turns four on or after May 1, they will start preschool on the first day of Term One the following year.

From 2014, the start date will be the first day of Term One for schools.
If a child turns five before May 1, they will start school on the first day of Term One in that year.
If a child turns five on or after May 1, they will start school on the first day of Term One the following year.

CHILD CARE

Child care is for babies and children from three months to 5 years of age in full time, part time or occasional care. Care for a baby under three months of age will be considered, depending on individual circumstances and negotiations with the Director.

Centre opening times are: Monday to Friday 7.45am to 5.45pm

Session Times are: Monday to Friday 7.45am to 12.45pm
Monday to Friday 12.45pm to 5.45pm

Child Care is open for most of the year except for Public Holidays and the Christmas Period.
Priority of Access Guidelines for childcare services are followed within the centre and will be adhered to when considering individual circumstances.

**SPECIAL SERVICES**

Access to Special Needs services is available through the Centre. Help is available in the forms of speech pathology, psychology, behaviour management and other services in response to your child’s needs. JET is a service for single parents wishing to study or train, financial help is available, please see the director about this if interested.

**Parent Library and resource area**— Our library contains many latest parenting books, DVD’s, and pamphlets which are there as a resource for you to borrow on child development, parenting tips and general information.

**TOY LIBRARY**

The Toy Library is available for you to loan good quality toys and equipment for a small cost. Toy Library operating times are: Tuesday & Saturday 9.30am to 11.00am. Address: Peake Terrace, Next to the Art Gallery.

### 2. FEES

**PRE-SCHOOL FEES AS AT 27/06/16**

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Rate</th>
</tr>
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<tbody>
<tr>
<td>5</td>
<td>$100.00 per term for 5 sessions per week.</td>
</tr>
<tr>
<td>4</td>
<td>$100.00 per term for 4 sessions per week.</td>
</tr>
<tr>
<td>3</td>
<td>$90.00 per term for 3 sessions per week.</td>
</tr>
<tr>
<td>2</td>
<td>$80.00 per term for 2 sessions per week.</td>
</tr>
<tr>
<td>1</td>
<td>$65.00 per term for 1 session per week.</td>
</tr>
</tbody>
</table>

Pre-school fees are essential for the Centre to cover costs for educational resources and consumables. Part payment is an available option. Please see the Director if you need to arrange this option.

**CHILDCARE FEES**

Childcare services that are available to preschool children (CCB assistance available) are:

- $7.00 – hourly session before preschool
- $10.00 - lunchtime care (cooked lunch provided)
- $11.00 – hourly session after preschool (late snack provided)

These services are subject to availability.

Child Care Fees are determined by the Management Committee and submitted to the Commonwealth Department of Family and Community Services. They are for half day or full day sessions. These accounts can be emailed to you directly or you may choose a paper invoice.
As we are a Community Based Centre (ie. non-profit making and government subsidised) the fees collected are to pay staff salaries and to cover operating costs. Therefore it is vital that fees are paid regularly and on time.

Fees can be greatly reduced if you are eligible for Commonwealth Child Care Benefit and if you have your Child Care Rebate paid to the centre.

**To register your child/children for Childcare Benefit (CCB) and Childcare Rebate (CCR) entitlements you will need to ring Department of Human Services - Centrelink on 136150. Let them know you would like to be assessed for Childcare Benefit.**

You will then receive a letter of entitlement for Childcare Benefit. Please bring this letter to the Centre for confirmation of details.

Please see the separate Fee Policy and Fee agreement sheets. These may be obtained by asking the Clerical Officer or Director for a copy. Any parent is welcome to ask for the document even if you do not presently use child care, but are interested to understand how the payment is calculated.

Currently the fees (without assistance) are:

### Under 2’s and Over 2’s

<table>
<thead>
<tr>
<th></th>
<th>Morning session</th>
<th>Afternoon session</th>
<th>Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 2’s</td>
<td>$57.00</td>
<td>$52.00</td>
<td>$95.00</td>
</tr>
<tr>
<td>Over 2’s</td>
<td>Morning session</td>
<td>Afternoon session</td>
<td>Day</td>
</tr>
</tbody>
</table>

*(effective from 27/06/16)*

**Morning sessions** include morning snack and a cooked lunch.  
**Afternoon sessions** include afternoon tea and late snack.  
**Day sessions** include morning snack, a cooked lunch, afternoon tea and late snack.

Our nutrition policy follows the guidelines of the Start Right Eat Right Program, therefore children using the childcare services are not required to bring any food into the centre.

**PROCEDURE FOR OUTSTANDING ACCOUNTS**

If clients are having difficulty paying their account they can meet with the Director to discuss an alternative payment plan. The plan will be documented and signed by both parties.

**Procedure:**

*One week overdue*

- Reminder stamp on accounts

*Two weeks overdue*

- A written reminder will be included with the weekly account, indicating that care could be cancelled if the account is not paid.
**Three weeks overdue**

- If no payment or contact regarding the account is received at the beginning of the 3rd week, a phone call or personal approach is made to the account holder requesting payment, including the offer of a payment plan.
- The family will also be notified that failure to pay will result in the bond being used to offset outstanding fees and the family will need to pay a new bond if wishing to return to the Centre.
- If the bond is used to settle the account in full, offer for care is withdrawn.
3. STAFFING

The Centre’s most valuable resource is the staff team who have a range of qualifications and experience in working with you children. Staff are responsible for supporting the development of the whole child within the framework of the family and the community.

The required adult/child ratio will always be maintained.

Ongoing professional development for staff is actively encouraged, so regular relievers are employed whenever possible to provide continuity and stability for children, staff and families.

<table>
<thead>
<tr>
<th>Site Role</th>
<th>Name</th>
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<tbody>
<tr>
<td>Director</td>
<td>Christina Ziegler</td>
</tr>
<tr>
<td>Preschool Teacher</td>
<td>Gilda Carter</td>
</tr>
<tr>
<td></td>
<td>Corrin Bald</td>
</tr>
<tr>
<td></td>
<td>Shelley Smith</td>
</tr>
<tr>
<td>Preschool Early Childhood Educators</td>
<td>Wendy Neal</td>
</tr>
<tr>
<td></td>
<td>Kay Brooke</td>
</tr>
<tr>
<td>Assistant Directors</td>
<td>Lisa Fechner</td>
</tr>
<tr>
<td>Child Care Services Educators</td>
<td>Joan Rogers</td>
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<tr>
<td></td>
<td>Amanda Tregenza</td>
</tr>
<tr>
<td></td>
<td>Lynn Cronin</td>
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<tr>
<td></td>
<td>Michelle Rankin</td>
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<td></td>
<td>Rachael Taylor</td>
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<td></td>
<td>Hayley Kuchel</td>
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<td></td>
<td>Emma Hart</td>
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<tr>
<td></td>
<td>Rie Uchida</td>
</tr>
<tr>
<td></td>
<td>Carole Walker</td>
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<tr>
<td></td>
<td>Bethany Smith</td>
</tr>
<tr>
<td></td>
<td>Chloe Schober</td>
</tr>
<tr>
<td>Administration Officer</td>
<td>Kym Bannister</td>
</tr>
<tr>
<td>Finance Officer</td>
<td>Dona Karunaratne</td>
</tr>
<tr>
<td>Cook</td>
<td>Maria Trebble</td>
</tr>
</tbody>
</table>

** Staff list affective as at June 1, 2016. Changes to Preschool Staff may occur at the beginning of the year. Current staff team photos are displayed in the reception area.**
4. CENTRE MANAGEMENT

The Centre has a Management Committee of parents from Pre-School and Child Care, together with interested community members and Pre-School and Child Care staff representatives.  
The Centre Management Committee makes decisions about financial management, development of outdoor learning areas and maintenance of the building and grounds. It also has an important role in developing and reviewing Centre philosophy and policies.

To join the Management Committee, interest, enthusiasm and commitment are needed. The Director or any member of the current committee will be happy to give more information to any interested parties.

5. ENROLLING AND SETTLING IN

We encourage all families wishing to enrol their child to visit the Centre. The Director or Staff member will show you around and explain all functions, routines and policies. You will have the opportunity to ask any questions and you are invited to spend time with your child in the Centre and meet the staff before your child starts care or pre-school.

It will help your child and the staff if you share your child’s special routines, comforters, food, preferences etc. when enrolling.

The Centre must be informed when enrolling your child about any medical conditions, allergies, asthma, etc and the appropriate management strategies.

It is often an emotional strain for children and parents to adjust to a new environment and even if things appear to be going well, your child may feel uncertain for the first few days or weeks at the Centre and also very tired. It may help your child to settle in, if you can stay for a while, even if the time spend with us initially is short – although we understand this may not always be possible.

A settling pamphlet is available from the centre.

6. ARRIVAL AND DEPARTURE

On arrival we ask you to bring your child to a staff member in that child’s area so that we can greet you. Please say “Goodbye” to your child even if this is difficult for you. It is important that your child knows that you are leaving and that you will return.

We are here to help you should you need help at separation time.

On arrival at the Centre please:

- Sign and record time of arrival in the attendance register in the childcare & preschool room. Preschool children will also use the interactive smartboard to register their name & a rollbook.
- Help your child to place their belongings in their locker.
Leave a change of clothes and label all clothing.

Hand any medication with pharmaceutical instructions to a staff member and sign the necessary forms.

Make sure that all doors and gates are closed securely when entering or leaving.

On leaving the Centre please:

Help your child collect their day’s work and their belongings and any medication.

Take your child to farewell a staff member

Sign and record time of departure in the attendance register in the childcare room. Preschool children will be farewelved at the end of the session by the teacher.

Signing of the Childcare Attendance Register is required by the Commonwealth Department of Family and Community Services and failure to sign in and out will result in the withdrawal of Child Care Benefit.

If you are going to be late collecting your child PLEASE telephone the Centre. A late collection fee applies at the Director’s discretion.

7. SECURITY AND COLLECTION OF CHILDREN

The safety of children in our Centre is of paramount importance to parents, children and staff. Only parents and authorised persons nominated on the enrolment form may collect your child, unless you have advised the staff beforehand, preferably in writing. Please ring and advise the centre for a once off arrangement so that staff and your child can be advised. If staff are unclear about an unfamiliar person collecting a child, identification such as a driver’s licence will be requested.

CHILDREN WILL NOT BE RELEASED TO UNAUTHORISED PEOPLE

If at any time a Family Court order is made, the Director must be advised immediately and be provided with a copy of any such order. (See policy document). No information will be given to persons over the telephone if our staff cannot establish their identity.

Emergency contact details for each child should be kept up to date to ensure child can be collected and cared for when parent is not available or cannot be contacted.
8. WHAT DO YOU NEED TO BRING?

PRE-SCHOOL

- Named bag
- A complete change of clothes (all labelled);
- **Broad-brimmed Sun-hat with name** – (available for purchase at Centre)
- Food morning and afternoon snack - Fresh fruit, vegetables or healthy alternative preferred. Two snacks are required when children stay all day. **FOODS UNSUITABLE FOR FRUIT TIME:** include packaged and processed foods (including rollups, muesli bars etc), cakes, sweets, flavoured custards or any product containing traces of nut
- It is important to check all processed foods for traces of nuts- if found, do not send to kindy please. Food will be returned home with a label asking you to supply a different snack).
- Child is provided with a cooked lunch if staying for this childcare service.
- Named drink container filled with water only. Drinking fountain is available.
- All personal belongings to be labelled.
- Medication if needed- to be given to staff.

CHILD CARE

- Named pillowcase for child’s bedding. (Beds supplied).
- Named bag.
- **Sufficient nappies** (disposable or cloth) and fasteners to last the stay. (At least 6 for full day care).
- Sufficient plastic pants if cloth nappies used.
- 2 complete changes of clothes.
- Named drink container filled with water only
- Babies own named cup when required.
- Comforters as required.
- **Sun hat** (available for purchase at Centre).
- **All Food is provided with the exception of breast milk / infant formula**
- **No food is to be brought into the childcare rooms**
- Toothbrush and Paste optional.
- **All personal belongings to be labelled.**
- Medication if needed.

Please wear suitable shoes for running and climbing. Crocs, thongs and heels do not support children’s feet and we advise that children do not wear them to the centre. Please refer to the footwear policy – Feb 2010.
BEFORE LEAVING HOME FOR CHILDCARE

✓ Have I packed a named water bottle?
✓ Have I packed a hat? (NO HAT, NO OUTSIDE PLAY)
✓ Have I packed: 2 changes of clothes
  any comfort items
  enough nappies for the day
✓ Is everything named?

Lunches and snacks in childcare are provided and the menu for each day is displayed at the Centre.

ON ARRIVAL AT THE CENTRE:

✓ Is my child/children signed in?
✓ Is there anything the staff need to know?
9. MEDICATION

The Centre does not have facilities to look after sick children and if your child becomes unwell, we will inform you or your emergency contact, and we will isolate your child until he/she is collected.

As a general rule, children and adults who are unwell should not come to the Centre.

We realise from time to time that it will be necessary to give your child medication. Medicine must be brought in the original package with Pharmaceutical Instructions and handed directly to a staff member who will:

- Check that expiry date is current.
- Ensure that the child’s name and correct dosage is clearly marked on the label.
- Place the medicine in the fridge.

In each room there is a medication book. Details of all medication to be given MUST be entered into the book and signed by the parent/guardian/caregiver. This information will be checked by a staff member to ensure all details are clear.

This procedure MUST be repeated on each and every day that medication is to be administered.

Medicine will only be administered by a staff member and will be checked by a second staff member prior to administration.

10. ILLNESS AND IMMUNISATION

If a child is sick and unable to attend Pre-School or Child Care parents are asked to telephone the Centre and inform them about their child’s illness.

Parents are encouraged to immunise their child against all diseases appropriate to their age. A record of the child’s current immunisation status will be kept at the Centre. Children who are not immunised will be excluded from the Centre during outbreaks of some infectious diseases in accordance with the National Health and Medical Research Council Exclusion Guidelines, even if a child is well. These guidelines are as follows on the next page:

QUICK REFERENCE GUIDE TO COMMON INFECTIONS & DISEASE

<table>
<thead>
<tr>
<th>INFECTION/DISEASE</th>
<th>PERIOD OF EXCLUSION FROM CENTRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vomiting</td>
<td>Until there has been no vomiting for 24 hours</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Until there has been no loose bowel motion for 24 hours</td>
</tr>
<tr>
<td>High Temperature</td>
<td>Not accepted at Centre with high temperature</td>
</tr>
<tr>
<td>Headlice</td>
<td>Until effective treatment has been given</td>
</tr>
<tr>
<td>Conjunctivitis (Viral &amp; Bacterial)</td>
<td>Until discharge from eyes has stopped</td>
</tr>
<tr>
<td>Cold Sores</td>
<td>Until sores have dried</td>
</tr>
<tr>
<td>Hand, Foot &amp; Mouth</td>
<td>Until all blisters have dried</td>
</tr>
<tr>
<td>Chicken Pox</td>
<td>Until all blisters have dried</td>
</tr>
</tbody>
</table>

Details about specific contagious illness will be displayed on notice boards if any child in the Centre contracts such a disease.
PANADOL

Our Centre prohibits the administration of Paracetamol to children by any staff member. This decision was made after considerable debate, consultation with medical advisers and research into information on the side effects of Paracetamol, from D.E.S.T. and D.E.C.S. The attached information brochure will help you to understand our decision and to assist you to care for a sick child. Please refer to the Panadol policy -

Panadol (paracetamol) Information Brochure

Paracetamol Brands (Dymadon, Panadeine, Panadol, Panamax, Tylenol)

Paracetamol is used to treat mild pain and reduce fever. It is not known how it works, though it is thought to reduce the production of prostaglandins, the chemicals which increase the sensitivity of nerve endings to pain and regulate body temperature. After the administration of a normal dose of Paracetamol the following side effects can occur:

<table>
<thead>
<tr>
<th>Mild Side Effects Include:</th>
<th>Severe Side Effects Include:</th>
<th>Overdose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild skin rash</td>
<td>Severe skin rash</td>
<td>Vomiting</td>
</tr>
<tr>
<td>Nausea</td>
<td>Difficulty in breathing</td>
<td>Abdominal Pain</td>
</tr>
<tr>
<td>Dyspepsia (indigestion, heart burn)</td>
<td>Fever</td>
<td>Sweating</td>
</tr>
<tr>
<td>Allergic reactions</td>
<td>Hives</td>
<td>Liver Damage-can be fatal</td>
</tr>
<tr>
<td>Blood disorders</td>
<td>Swollen face, lips and tongue</td>
<td></td>
</tr>
<tr>
<td>Drowsiness</td>
<td>Kidney damage (if taken for a</td>
<td></td>
</tr>
<tr>
<td>Fatigue</td>
<td></td>
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</tr>
</tbody>
</table>

Advise for parents about fever when caring for your child:

Make the child comfortable; eg dress in light clothing
Give small, frequent drinks of clear fluid; eg water and diluted juice
Fever does not necessarily require treatment with medication. Finding the cause and treating it is more important.
Paracetamol should be given only if the child is irritable, miserable or appears to be in pain (15mg/kg p.o. 4-hourly when required to maximum of 90mg/kg per day).
Giving paracetamol has not been shown to prevent febrile convulsions
Do not continue giving regular Paracetamol for >48 hours without having the child assessed by a doctor
Aspirin and other non-steroidal anti-inflammatory drugs (NSAID’s) should be avoided.

Seek immediate medical attention if there is no improvement in 48 hours or if the child:
- Looks sick: pale, lethargic and weak
- Suffers severe headache, neck stiffness or light hurting eyes
- Has breathing difficulties
- Refuses to drink anything
- Persistently vomits
- Shows signs of drowsiness
- Suffers pain

Source: Paediatric Handbook, 7th Ed. RCH, Blackwell Publishing, Melbourne
11. PROGRAMMING – WHAT WILL MY CHILD DO AT THE CENTRE?

Children will grow and learn best in a safe and caring environment. Staff will use the routines, planned activities and child initiated play as learning experiences. Staff will meet regularly to discuss and plan for each individual child and for their group. Developmental records are regularly updated for each child and staff will welcome the opportunity to share these with the child’s parent/s. Routines include times for group and, individual play, eating, sleeping, toileting and cleaning up.

Planned activities will include times for problem solving, creative and imaginative play, music, stories, physical activities etc.

We believe that children learn and develop skills best through play and staff will continually support and challenge children through interactions of the highest quality. Young children are active learners who construct their own understanding and knowledge of the world. Play is an essential aspect of learning for young children and planning for play is a central component for the staff at our centre so that the curriculum we provide supports and extends children’s Learning and development. We endeavour to do this by seeking initial information from parents and observing children at play, which in turn informs our teaching practice.

Our curriculum is based on our knowledge of children’s developments as well as our curriculum document “EYLF” (Early Years Learning Framework)”. Child care is based on the 7 principles of accreditation.

Every term we provide a termly overview for parents that is given to parents before the term starts. This agenda highlights the concepts that we will be focussing on every week and allows you the opportunity to talk about these concepts at home as a continuation of your child’s learning. A weekly plan to ensure that the program reflects children’s current interests, needs, and skill acquisitions is also displayed in the each main room.

We are committed to providing an environment that provides children with:

- Interactions which promote learning, caring relationships and a positive self-concept,
- Time for active exploration and manipulation of the environment,
- New and exciting challenges which foster children’s development, with a variety of high quality materials and resources,
- An opportunity to choose and take control of their own learning,
- Continuity of experiences and flexible routines.
Intentional Teaching Groups for Children

During your child’s time at preschool your child may be included in one or more intentional Teaching Groups. This smaller learning environment (3-5 children) enables staff to target specific areas and skill development for each individual child according to their specific need. These needs have been identified by staff through observations and or recommended by a Physiotherapist or Occupational Therapist or a Speech Pathologist. Records and observations are evaluated and a programme is developed based on your children’s needs. Observation sheets and examples of work are dated and pasted into your child’s Profile Book and reflect the development and progress throughout the preschool year. Your child may also be included in a group in a leadership role and to act as a role model for others.

Our records have shown that these small group situations have benefited each child in a positive way. Their skills, language and focus develop, as well as their ability to engage in more challenges and remain on task. Their self confidence and self esteem is enhanced and they are more willing to accept and select further challenges in their learning. If you have any queries or concerns and require more information, please do not hesitate and speak to a staff member.

Fine Motor Groups:
This group targets the child’s ability to track and transfer visual information, while following instructions. They are taught the correct pencil grip and practice a variety of tracking and pre-literacy strokes to develop penmanship and control. Colours, shape recognition, patterning and recognising both literacy and numeracy are targeted. Cutting, threading and pasting are practiced in conjunction with spatial awareness, positional concepts and counting correspondingly. A wide variety of tools and tasks are used and these tasks usually focus on the child’s interests.

Language groups:
These small groups focus on all areas of concepts, promote both receptive and expressive language and encourage effective communication skills. Children are exposed to stories, verbs, pronouns, ancillary words and sentence structure. Memory, sequencing events and classifying are also addressed. Children are given step by step instructions and learn to follow 3-4 Information Carrying Words and are encouraged to problem solve.

Speech groups:
Speech session follow a sequence of steps. These groups or 1:1 individual sessions focus on the child being able to discriminate and hear a specific sound. The next step is to practice the sound in isolation (by itself) before using words and conversations. Speech progress is monitored by the DECD or Community Health Speech Pathologists while they are still in childcare. Children achieve greater success when supported by their parents and encouraged to practice their program both at home and while in preschool.

Co ordination and Motor Planning Group (CAMPING)
This group concentrates mainly on gross motor skills such as balance, co ordination, upper and core body strength and flexibility. Movement and body planning and body awareness is targeted through fun physical tasks, games and exercise. This is conducted outside using the equipment that helps children plan and develop movement and strengths. Listening and following instructions and sensory activities are also included. Children may be selected for the CAMPING Group based on the observations from the In Sync daily exercises or therapists/specialists.

Wellbeing/ Identity Group
Children are included in small groups to listen and share information about stories relating to their feelings and begin associating these with situations and events in their own lives and relationships. Children are encouraged to develop empathy for others and to understand a wider range of emotions
and virtues. They develop an understanding of their own social and emotional wellbeing and to contribute to the group and take on leadership roles. Subjects include rules, leadership, sharing, friendships, virtues and their own support network. They develop their own interdependence, resilience, problem solve and develop respect for their own ideas while appreciating differences in others.

### 12. EXCURSIONS

Excursions and neighbourhood walks are an important way to extend children’s experiences. They provide variety, fun and interesting opportunities for learning and are planned as part of the developmental program.

There are prescribed guidelines for excursions to ensure excellent supervision for young children. A risk assessment is carried out for excursions.

You will be asked to sign an annual consent form for us to take your child on spontaneous local walks. If you do not want your child to participate on these walks, you must indicate this on the enrolment form.

You will be given details of any other excursions and your written consent must be given for each excursion.

### 13. CELEBRATIONS

Celebrations are an important part of our communities, families and therefore children’s lives. They promote a sense of belonging and positive self esteem and can be celebrated in a variety of ways. Food is often a focus of cultural and family celebrations and has enormous learning potential, but the Centre will always promote nutritious food and a healthy diet (see Nutrition and Healthy Food Policy March 2012).

### 14. NUTRITION & HEALTHY FOOD

The Centre provides food for children. We believe that good nutrition is vital for the well being of children and they will be offered food according to their individual needs and timetable, under the SRER (Start Right Eat Right) Policy and the centre’s Nutrition and Healthy Food Policy. **All food will be provided for children in childcare. Parents do not need to pack any food for their child’s stay in childcare. No Food is to be brought to the childcare rooms with the exception of breast milk / infant formula. Children using the preschool service are able to store their lunchboxes in the fridge until needed. This will reduce the risk of young children accessing other children’s bags and be exposed to allergic foods.**

We ask parents to provide:

- A clearly labelled water bottle
- Sterilised bottles and/or individual formula prepared and clearly labelled for babies, if required
- Fruit, vegetables or cheese as snacks for pre-school children
Please refer to the Nutrition and Healthy Food Policy.

Food activities are an important part of our program and will occur regularly in our centre.

Donation of any type of food to the Waikerie Children’s Centre needs to be discussed with the Director or Cook before being brought to the Front Desk.

15. GUIDING CHILDREN’S BEHAVIOUR CODE

We believe that children need guidance and assistance in a caring way to help them learn to become responsible for their own behaviour and realise the consequences of their actions.

Each child will be supported by appropriate and positive guidance with clear, consistent and realistic limits and rules.

Our “Guiding Children’s Behaviour Code Policy” is available within our policy folder at the front entrance and on our website.

16. EMERGENCY AND ACCIDENT PROCEDURES

Our Centre has a detailed Policy, which sets out procedures in the event of an accident or emergency.

Evacuation procedures are displayed in prominent places throughout the Centre.

Fire drills are practised on a regular basis when children will be kept together in a designated and protected area.

It is important that telephone numbers of parents and emergency contacts are kept up to date.

Please advise your centre if any details change.

17. COMMUNICATION

The notice board in the Entry Foyer will be used for general information and a regular newsletter will be distributed to all families using the Centre. Other information will be placed in the children’s individual “Pockets”.

If you have any concerns with or about any aspect of the Centre or you would like to talk about your child’s participation or development, you are encouraged to make a time for a chat with the Director or other senior staff.

You are also able to write to the Management Committee – preferably through the Director. We also like to hear about things that we do well.
We treat all information regarding children and their families with the utmost confidentiality. Personal information of staff and families is not given out to any one without prior consent. (Please refer to our Confidentiality Policy).

18. PARENT COMPLAINT POLICY AND PROCEDURE

At Waikerie Children’s Centre we promote open communication. We hope that you feel that you are able to approach us about any area of concern. Good relationships between home and the centre give our children a better chance of success. We also hope that you raise issues as soon as they arise rather than letting them build up. Below is the process that is followed for addressing grievances, also parents can be referred to the brochure “Parent guide to raising concern or complaint”.

1. Identify the concern

2. Decide who you should speak to.

3. Organise a time to meet.

4. Issue not resolved. Talk to the Director.

5. Issue not resolved.
   Contact Regional Office
   Berri
   85952323

6. Issue still not resolved, contact
   Parent Complaint Unit
   1800 677 435 (freecall)

Your concern may be about:
- Your child’s behaviour
- Centre policies
- Your child’s progress and development
- Another parent or child
- Another centre related issue.
- Facilities

The usual procedures to be followed:
In the first instance talk to the person who knows about the situation
- Your child’s educator
- The Director
- A Governing Councillor or the Chairperson

It always helps the situation if you are calm, controlled, cooperative and honest in your approach. If your behaviour does not meet these expectations you may be asked to come back at a more suitable time when you are able to discuss the issue rationally. You should not approach other children directly.

There are times, when for a variety of reasons, you may feel that you are unable to talk to the person described as the first point of call. If this is the case, let the Director know. Where possible it is best to speak directly with the person concerned.

Your concern deserves time in order to be resolved. Let the person know about your concern with a note or telephone call. This means that they will be prepared and have all the necessary information. A time can then be made that suits you both. If, together, you are not able to sort out the problem, let the person know that you intend to speak to someone else.

Arrange a time to speak to the Director providing information that will make the meeting as useful as possible. It may be useful to document your concerns. Confidentiality will be maintained and we will document your concerns for record keeping procedures.

Mediators are available in some communities to assist in the resolution for some concerns, such as counsellors or social workers.

Advocates- support may be enlisted in specific areas about particular concerns, such as students with disabilities.
Support people may be enlisted to assist in the resolution of concerns or to debrief with the person or attend a meeting with another person.

**CONFIDENTIALITY STATEMENT**

It is important that your concerns are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is important to do this wisely.

When discussing the matter in the child’s hearing, it is important that the child understands that you have confidence that the issue will be resolved confidentially, at the Centre level. Criticism of the Centre or staff does not support the child’s education as it can undermine trust and confidence.

Similarly, staff will keep concerns that have been raised confidential and will not discuss the issue/s in front of children.

**ROLES AND EXPECTATIONS**

**PARENTS/CHILDREN CAN EXPECT:**
- Safe learning environment
- A balanced curriculum
- Information about all aspects of children’s education
- Information about Centre policies and procedures
- Opportunities to put their point of view and express opinions and concern
- To be treated fairly and equitably
- Opportunities to be involved and to participate in activities in the Centre
- Clear accessible communication channels
- Confidentiality

**THE CENTRE EXPECTS**
- Support for Centre policies and procedures such as Behaviour Management, Sun Safe and Health Policies.
- Parents to treat staff with respect and listen to their point of view
- Concerns will be raised at the Centre through the agreed people mentioned within this document.

If at the end of these meetings the problem is still not able to be resolved, you may contact the Regional Office. The Regional Office will need to know that attempts have been made to sort out the issue first using the process described above.

If you still feel the issue has not been resolved, contact the Parent Complaint Unit (1800 677 435) where support, advice and a review will be undertaken.

**SOURCED FROM:**
- Raising and Resolving Concerns Brochure 2010
- Parent Complaint Unit 2012
- Education and Care Services Regulation 168(o)
**19. SUN SMART**

As part of our Sun Smart Policy, children and staff are required to wear a broad brimmed hat and sunscreen whilst outside throughout the year. We are an official Sunsmart Centre.

Centre will provide Sunscreen, this will be applied as required by staff. Parents of children attending Pre-school are asked to apply sun screen prior to coming to sessions on exposed skin that is not covered. Staff will reapply if your child is attending a full day. Please provide your own if your child has sensitive skin.

**Clothing** – Children will wear shirts with sleeve length midway between elbow and shoulder (available at the centre). Children and staff will be encouraged to wear shirts with collars and longer style shorts/skirts.

We encourage play in shady areas, especially between the hours of 11.00am and 3.00pm. Children who forget their hats will only play inside. Our full policy can be seen on our website or the RED policy folder in the front foyer.

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**20. MANDATORY REPORTING**

The staff at the Centre are mandated notifiers and are obliged by law to report any suspicions of child abuse and or neglect.

**Child Protection**

Our centre is committed to the safety and wellbeing of all children and young people accessing our service. We support the rights of the child and will act without hesitation to ensure a child safe environment is maintained at all times. We also support the rights and wellbeing of our staff and volunteers and encourage their active participation in building and maintaining a secure environment for all participants.

It is a requirement by law for all Staff to report any suspected cases of child abuse.

Concerns about a child or a young person that involves

- Physical injury
- Ongoing neglect
- Ongoing emotional abuse such as recurring exposure to domestic violence.
- Sexual abuse
- A child in the care of Families SA

Any staff member noticing suspicious marks or bruises on a child must notify the Department of Family and Community Services and Indigenous Affairs (FACSIA if there are reasonable grounds that a child has been or is being abused or neglected. Child Abuse Report Line 131478.

Any staff member or person concerned for a child’s safety is mandated to report their suspicions where documentation has occurred or has not occurred.

Confidentiality will be respected at all times. Throughout all phases of the child protection process, confidentiality will be maintained and the matter will ONLY be discussed with other professionals who are responsible for ensuring the
safety of all children.

The decision to report any suspected cases of child abuse or neglect will be seen as a fundamental professional responsibility of any person employed at the Centre.

The fundamental professional responsibility of a caregiver to contact the Department of Family and Community Services and Indigenous Affairs (FACSIA) will take priority over the client / worker relationship considerations.

The Centre’s main responsibility in this area is to ensure the safety of each and every child and support the children’s right to feel safe and secure in their environment.

### 21. Providing Feedback to Parents

Assessment and monitoring is done by:

**Recording and Observations:** On commencement of a child’s time at the centre we will gather information on their current levels of understanding and ability through observations, checklists and information from the family. Each child is regularly observed and notes taken in order to monitor progress and note interests and needs. This helps us make our curriculum meaningful and responsive to your child and to provide individualised programming that meets your child’s needs.

**Profile Books:** We make a collection of work that your child does each term. This is not necessarily ‘best’ work, but samples. Samples may include photographs, pieces of work or learning snapshots. Profile books are kept at the centre and may be accessed by families at anytime. The completed portfolio will have a selection of work completed during the year and will be presented to the child when they leave the centre at a graduation ceremony usually at preschool.

**Exit Summative Reports:** At the end of your child’s time in an area of the centre (babies or preschool) we will make an extensive report on your child’s progress, interests and needs which focus on five Developmental Learning Outcomes. This is valuable information for you and for your child’s school if you are leaving the centre. Your signature on the report allows us to pass a copy on to the appropriate school or new site. A copy is kept at the centre and one is given to you.

We encourage and welcome your feedback about your child at any time. We are also happy to report to you informally at anytime. Please make an appointment to discuss issues with a member of staff.

**Concerns about children’s progress and individual needs.**

**Staff:** Staff may observe that a child may benefit from intervention or assistance in an area of development (eg speech and language, motor skills, behaviour). The Director (or teacher as delegated) will discuss issues concerning your child and a recommendation for referral to DECS special support services, RCHS or other agencies for additional assessment or assistance may be suggested.

**Parents:** Parents who are concerned about any aspect of their child’s development are welcome to make an appointment to discuss their concerns or to arrange referral for assessment and/ or assistance. Please be aware that staff will always come and talk to you about any concerns that we may have about your child.

**Information about children:** Information on children’s needs and progress will be shared with all staff who are working with the child so that their work is effective. This information sharing is
managed by the Director so that it is provided according to privacy and confidentiality requirements.

What did you do today?

Quite often we hear children say that they have been doing nothing at the centre when asked by their parents. Try these questions next time “tell me what was the best thing you did today? Tell me 3 great things you did today?, What songs or games did you play today?, What did you make in the thinking time today?”- some of the questions will help children to remember more specifically a situation to recall.

Other ways to find out what your child is doing at the centre is to look at the program board on each of the rooms or read the articles in the newsletter. The program is designed with your child’s interests, needs and development and features activities that will help to strengthen and further development their skill.

Another way is to look through their profile book- sit down and ask your child to tell you what they have been doing and how they made their creation.

Use the focus board ideas that are listed on your agenda and ask your child what did you at the centre that had that specific concept. Eg What circle things did you make at kindy/childcare?

How do we report to you on the progress of your child during their time at the centre?

We are required by the Department of Children’s Services (DECS) and Childcare Accreditation to assess and report on children’s development using the Early Years Learning Framework as a guide.

* Work samples
* 1:1 teaching sessions with your child
* Speech/Language groups
* Parent interviews
* Sharing of resources & ideas for home
* Governing Council reports
* Newsletters

* Enrolment data
* Observations and notes taken regularly
* Child Profile Books
* Photos and displays
* Group time observations
* Informal conversations
* Formal conversations/interviews
* Referrals for further support
* Direct questioning
* Staff meetings
EMERGENCY PROCEDURES & PLANS

All children, parents and staff need to know what action should be taken in the event of an emergency at the centre.

Evacuation (whistle signal) and Invacuation (Bell ringing signal) Procedure Plans are located on the wall/window next to the entrance doors to every room in the Centre and staff must familiarise themselves with the steps to be taken. These are practiced regularly.

Toxic Emissions

- When alerted, check the source of the disaster
- Invacuation Procedure if needed
- Evacuate well away from the disaster (not downwind).
- Call the police: (Telephone Number 000)
- Await instructions of the officer in charge
- Notify DECS: (Telephone Number: 85952305)

Bomb Threat

- Call the police (Telephone Number 000)
- Evacuate to open area
- Wait for instruction from police
- Notify DECS: (Telephone Number: 85952305)

Flood

- At first warning tune to your radio or television.
- Be aware of previous flood heights.
- If sufficient warning, send children home, provided it is safe and transport is available.
- Decide if centre will be open next day.
- Organise "buddy" system for children stranded by flood for accommodation during emergency.
- Activate pre-arranged plan for release of staff with homes or property in the flood prone areas.
- Arrange for removal of all floatable articles from centre grounds.
- Arrange for removal or stacking of desks, cupboards, audio visual equipment to a safe area, if possible.
- Arrange manning of phones to advise affected parents and for answering enquiries.
- Remain tuned to your radio or television until the flood threat has passed and follow any emergency instructions.
- Notify DECS: (Telephone Number: 85952305)

Storm/Cyclone/Strong Wind

- At first warnings tune to your radio or television.
- Ensure everybody remains indoors.
- Secure doors, board or tape windows, store loose articles inside.
- Remain tuned to your radio or television until the cyclone has passed and follow any emergency instructions.
- Do not allow anybody to venture outside unless the area is free from debris and fallen power lines.
- Notify DECS: (Telephone Number: 85952305)
- If dangerous weather conditions arise with little warning, children must be kept at the centre and all possible measures taken for their safety.

Fire

- Check the source of the fire
- Evacuate partially or totally.
- Try to put out the fire, but only if it can be done safely. Do not endanger life.
- Call the fire brigade (Telephone Number 000)
- Await the instructions of the officer in charge.
- Keep everybody away from the fire, unless they are on the fire fighting team.
- Notify DECS: (Telephone Number: 85952305)

Earthquake

IF Indoors

- Get everybody under desks and tables or a door frame.
- Ensure nobody leaves the building.
- When tremor has subsided:
  - Evacuate everybody clear of buildings, trees and power lines.
  - Tune into radio and follow any emergency instructions.
  - Ensure building is safe before allowing children to re-enter. (evacuation plan)

IF Outdoors

- Move everybody away from buildings, trees and power lines.
- When tremor has subsided:
  - Tune into radio and follow any emergency instructions.
  - Ensure building is safe before allowing children to re-enter.
  - Notify DECS: (Telephone Number: 85952305)
23. POLICIES

These policies are available in the Reception/Administration Area in a RED FOLDER for parents and visitors to read and they include (but are not limited to):

**General Policies**
- Confidentiality
- Environmental Protection
- Priority of Access
- Equal Opportunity
- Occupational Health, Safety and Welfare
- Volunteers
- Grievance
- Attendance

**Management Policies**
- Access to the Centre
- Accepting Referred Children
- Authorisation to collect children
- Enrolments
- Family Contact
- Fees and Fee Agreement
- Financial Management
- Grievances – Committee
  - Parents
  - Staff
- Late Collection
- Records
- Visitors

**Health and Safety Policies**
- Child Abuse and Neglect
- Emergency and Accident
- Environment
- Exclusion Health and Hygiene
- HIV, Aids and Hepatitis
- Immunisation
- Management of Unwell Children
- Medication
- Safety
- Bullying
- SunSmart
- Contained Water
- Hot weather Policy

**Children’s Program Policies**
- Children’s Program
- Equipment
- Excursions
- Guiding Children’s Behaviour
- Biting
- Sleeping
- Footwear