Whyalla Stuart Early Childhood Centre
Kindergarten

Parent Information Booklet
Director: Lavenia Dadleh

Teacher: Lyn Scott

Teacher: Phyllis Campbell

Teacher: Philippa Fisher

Early Childhood Worker: Nina Wanganeen

ECW & Support Worker: Samantha Davis

Occasional Care Worker: Helen Shepherd
Declared Supervisors

The Nominated Supervisor for this service is:

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE</th>
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<tr>
<td>MISS LAVENIA DADLEH</td>
<td>08 86493173</td>
</tr>
<tr>
<td>(DIPLOMA OF TEACHING EARLY CHILDHOOD EDUCATION)</td>
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The Responsible Person in charge is:

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<th>NAME</th>
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<tbody>
<tr>
<td>MRS LYN SCOTT</td>
<td>08 86493173</td>
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<tr>
<td>(BACHELOR OF EDUCATION EARLY CHILDHOOD)</td>
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<td>MRS PHYLLIS CAMPBELL</td>
<td>08 86493173</td>
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<tr>
<td>MRS PHILIPPA FISHER</td>
<td>08 86493173</td>
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<td>(BACHELOR OF TEACHING AND LEARNING EARLY CHILDHOOD)</td>
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Whyalla Stuart Early Childhood Centre - Kindergarten Philosophy

Whyalla Stuart Early Childhood Centre - Kindergarten believe that:

1. Early Childhood is a significant time for children's growth, learning and development and builds the foundation for lifelong learning. As educators we play a major role in this journey in collaboration with families and community.

2. We are committed to providing a safe, healthy and supportive environment where children can reach their maximum potential.

3. Warm, caring relationships with each child are fostered so that children feel secure, confident and included. Individual children's wellbeing is a priority.

4. Using play based learning the program includes parent input, staff observations, children's voice and interests with assessments based on outcomes from the Early Years Learning Framework and current Early Childhood theories.

5. As educators we are also on a continual learning journey where we are supportive of each other and committed to ongoing professional development. Individual skills and talents are recognised and valued.

6. We value families as the prime educators of their child and endeavour to support them in their parenting roles. Families are welcomed and encouraged to participate in all aspects of their child's learning within the centre.

7. We foster reciprocal relationships within the Whyalla community allowing for the best outcomes for the children.

We celebrate diversity and each child's individuality is catered for, valued and respected.

Therefore

Our vision is to provide a caring, fun, stimulating, learning environment that encourages every child to reach their full potential. We value and respect diversity and the important role that each child's family and community play in children's lifelong learning journey. We acknowledge and appreciate the bond Aboriginal and Torres Strait Islanders have to this land.

"CHILDREN ARE AT THE CENTRE OF EVERYTHING WE DO"

Developed in 2012 by staff, parents and community members.
About the Centre

We are a Partnership 21 Site. The Centre is managed by a group of interested and dedicated parents who are called the Governing Council. The Council is responsible, along with the staff, for the maintenance and running of the Centre. Being part of the Council requires you to attend monthly meetings, in decision making, policy setting, employment of contract staff, assist in organising events and functions, fundraising, encouraging others to support the Centre and other important issues that affect the centre and your child. As a member of the Governing Council you gain an excellent understanding of how your Centre runs, as well as making a valuable contribution to your Centre’s education. All parents are invited and welcome to join the Council.

This is your kindergarten. We are here for your child and your family. Kindergarten is often the child’s first encounter outside of the home. Parents are their child’s first teacher and we welcome and encourage you to spend time with us at the Centre and to share information about your child. You are encouraged to stay and play-help out if you want to, at any time, the doors are always open.

Some other ways you can assist:

Washing (each parent is rostered to take a turn to help with the washing of the paint smocks, tea towels and dress ups clothes)

Collecting bits 'n' pieces for use at the collage table and bringing them into the Centre

Helping to set up or clean up at the beginning or end of the session

Assisting on excursions etc.

Doing odd jobs and maintenance

Attending and Supporting the Centre events and functions

Being a member of the Governing Council

Volunteering for specific programs, for example, reading/telling stories, face painting, library visits, helping children on the computer, playing a musical instrument, cooking or anything else you can offer the children

All levels of participation are welcome, appreciated and valuable. We are grateful for everything you do for us.
Whyalla Stuart Early Childhood Centre -

Kindergarten Standards

Quality education for all children.

Maximizing children’s potential when they attend the centre using *The Early Years Learning Framework* in our site programming.

Every child has the right to feel safe, welcome and supported within our site.

Ensuring that our site is safe, the programs we run are suitable and they provide a rich and diverse range of experiences for all children.

By reinforcing children’s home culture and language they are able to form secure relationships with staff.

Involving parents and community in every aspect of our programme and centre activities.

To establish and build on trusting, positive and reciprocal relationships with all children and their families/caregivers.
Centre Services

Sessional Kindergarten

On turning 4, your child is entitled to five sessions of Pre-School per week for a period of 1 year before commencing School. The five sessions are made up of one full day and 3 half days Monday to Thursday.

There are Departmental Policies for Early Entry, if you think these may apply to you, please ask a staff member.

Fees

Kindergarten fees are $45 per Term. Early Bird fee is $40 when fees are paid within the first two weeks of term. This can be paid weekly/fortnightly/termly or through Centre-pay deductions, please see staff for more information.

Session Times

Morning: Monday to Thursday                 Afternoon: Monday to Thursday

9am to 11.50am                                         12.30pm to 3.20pm

Pre-Entry

Children may attend Pre-Entry sessions one Term before they start sessional Kindergarten. Usually children are 3 yrs and 9 months old when beginning Pre-Entry. This is an excellent way for children to experience Kindergarten as Pre-Entry sessions run in conjunction with sessional Kindergarten. You are able to choose any day from Monday to Thursday morning or afternoon (depending on availability) for your child’s session. The cost is $10 per Term.

Emergency Care

This service is only available to Kindergarten aged children who are enrolled in, and are attending the Centre. Emergency Care is provided to families who are unable to arrange alternative care for their child in an Emergency situation. The cost for this care is $4 and needs to be paid on the day.

Inclusive Preschool Program

This service caters for children who have disabilities with high support needs.

This program operates Monday, Wednesday and Thursday morning and all day on Tuesday. There is criteria that has to be met to enable children with high special needs to access this specialised program.
Aboriginal Family Literacy Strategy

The 2012 – 2014 Early Literacy Learning Strategy provides a revised focus funding to sites to support children from birth to age eight in early literacy learning and development. The strategy is designed to ensure

- a clear focus on children’s learning and engagement
- a focus on literacy development for children in preschool and school settings
- a direct focus on, and link to, improved literacy achievement over time
- reciprocal relationships between educators and families to benefit children’s learning
- quality early years teaching and leadership
- strategies and actions are informed by evidence, data and research
- clear guidelines, accountabilities and measures are used to monitor effectiveness
- alignment with state and national reform agendas including the Australian Curriculum, the National Quality Framework (Early Years Learning Framework), National Partnerships and the Aboriginal Literacy Plan.

Occasional Care

This service is now being offered on a Thursday at the Centre.

Occasional Care provides ‘now and then’ care to enable parents/caregivers to participate in activities, keep appointments, or have a break from their child. Occasional Care is offered to children aged 2 years to 3 years of age.

For those parents who hold a Health Care Card, Pension Card or receive Centre Link Assistance fees is $1.50 per session.

For those parents who do not receive Centre Link fees are $5 per session.

Bookings can be taken on Fridays from 11.30am onwards. Bookings can be made by ringing the Centre on 86493173.

Playgroup

Playgroup is for families with children from 0-5 yrs old on Friday mornings from 10am to 12pm and cost is $1 per family. This is the ideal introduction to a Kindergarten setting for parents and children. Playgroup Coordinator is Kathryn Caswell.
Daily routine

9.00am - Morning sessions begins. All staff greet children and parents, then children have a choice of inside or outside play.

10.30am - children wash their hands and we have fruit time together

10.45am - children choose to play inside or outside

11.25am - pack up time where all children are encouraged to help pack up

11.30am - mat time where we all children come together to do mat time games, songs and a story

11.50am - staff say goodbye to children when their parents or caregivers comes to collect them.

11.55am - Full day children wash their hands, sit down to have lunch. A Teacher and an Early Childhood Worker supervise children then do activities.

12.30pm - Afternoon session begins, all staff greets children and parents, children choose inside or outside play.

2.00pm - children wash their hands and we then have fruit time together

2.15pm - children are free to play inside or outside play

2.50pm - pack up time where all children are again encouraged to help pack away toys and clean down tables etc...

3.00 pm - children come together on the mat for some group games, songs and a story.

3.20pm - staff say goodbye to children when their parents or caregivers comes to collect them.
The Importance of Play Based Learning

Why does our Centre feel that a play based approach is important to learning?
Play is the way most humans, but especially young children, make sense of their world. Play based learning is an important way to develop active learning. Active learning means using your brain in lots of ways.

When children play, they
- Explore the world—natural and social.
- Develop and practice social and language skills that may be more complex than everyday activities
- Expand and challenge their physical skills
- Experiment with new ideas including symbolic competence required for formal learning.
- Enhance their self confidence
- Think and express themselves creatively
- Respond to experiences with or without language
- Develop their sense of self and identity.

What does play look like?
- Children may play on their own in solitary play; alongside someone else but independently in parallel play or with other children in cooperative play
- Play may be structured, where someone else makes the rules and decisions
- Play may be unstructured, when the child is self-directed or takes all the initiatives.

What can children learn in play?
- Positive attitudes of self motivation and self direction
- Self confidence
- Cooperative and group values
- Curiosity, persistence and concentration
- Language, literacy and numeracy.
Staff support children's play by
- Allowing for extended periods of time for children to remain in the “flow” of their play,
- Providing resources such as household items and materials
- Making enough space to focus on the play activity
- Catering to choice of activity, materials and equipment
- Role modelling to encourage and extend ideas
- Challenging them with more complex thinking, novel ideas and experience.

Staff achieve this by,
- Planning and programming to suit the needs and interests of the children
- Using the Early Years Learning Framework which covers the curriculum areas of
  - Sense of Identity
  - Effective communication
  - Sense of wellbeing
  - Involved and confident learners
  - Connect and contribute to their world
- Observing, assessing and recording children's progress and development.
What do Kindergarten fees provide

Each Kindergarten receives funding and grants from the government, much of this money is to be spent in specific ways, for example:

To be put towards major works within the Centre, such as painting, building upgrades and floor coverings

For building and grounds maintenance

To implement specialised programs for children with additional learning needs

Grants to help with the administration of the Centre, such as financial management

We also receive a Centre operating grant which is to be used for the everyday running of the Centre. This includes paying for electricity, water, rubbish collection, telephone, grounds maintenance, cleaning and hygiene products, such as toilet paper, tissues and detergent, children’s consumables such as paint, glue, paper, pencils, textas, crayons etc., collage materials, as well as educational resources such as books, toys, outdoor equipment, games and puzzles.

The money we receive from the government does not cover all of the expenses of Kindergarten has, therefore making the fees parents pay vital to the operation of the Centre.

Without your fees we are unable to maintain the Kindergarten garden, purchase new resources or consumable materials. All of these things have an affect on the programs that is provided to your children.
What will my child be learning at Kindergarten

At Whyalla Stuart Early Childhood Centre, your child will have the opportunity to:

Develop skills with his/her hands and body acquire self confidence and a sense of achievement

Develop positive relationships with other children and adults and be able to communicate with them effectively

Develop pre-writing and pre-reading skills

Develop fundamental mathematical and numeracy skills

Develop appropriate social skills to be able to work independently and as a member of a group

Observe, question and build upon concepts about the world around them

Develop everyday living skills

Develop computer skills and using them to learn

Kindergarten should develop in your child skills that will be required throughout your child’s life.

How we plan for your child’s learning

Staff uses The Early Years Learning Framework “Belonging, Being and Becoming” as a basis for the programming of children’s learning.

Staff program weekly, and use the children’s voice and interests in conjunction with the Early Years Learning Framework to plan the educational activities.

Recording your child’s learning

Each child will receive a record of their learning at the end of their time at Kindergarten. This will be in the form of the work samples, recording books, transition books and a summative report. This collection belongs to your child, but should be shared with your child’s school as an introduction for the class teacher.
What to bring

A bag (and a change of clothes) with your child’s name CLEARLY labeled.
A piece of fruit or other healthy snacks. Chocolate bars, sweet biscuits, chips, lollies, etc will be taken out of the fruit basket and returned to you at home time. Your child will be given a piece of fruit in its place.
Lunch boxes with children’s lunches in for their full day only
You can provide a drink bottle, fruit box etc for lunch only. We do provide clean, filtered drinking water which the children have continuous access to all day.
A legionaire or wide brimmed hats are recommended as they will protect your child’s head, face and neck.
The Centre has a “No hat, No play” policy (all year round) and your will be asked to stay inside if they have not got their hats with them.

We sell T-shirts and hats with the kindy logo on them for
Hats: $7ea  T-Shirts:$15ea

What not to bring

Toys should remain at home - we have plenty and children (and parents) get upset when things go missing

What to wear

Kindergarten is a place for exploration and discovery and this means your child is very likely to get dirty, so don't dress your child in their best clothes. Parents please ensure that your child is dressed in casual and comfortable clothing that is appropriate to the weather.
Smocks are available at all times for children to wear for messy activities. Please ensure that your child’s belongings are CLEARLY labeled.
**General information**

**Illness**
If your child becomes ill, please keep them at home to prevent the spread of illness. Often parents arrive saying “Johnny was sick this morning, but he wanted to come to kindy”. Sorry, but you need to think of the other children who attend the Centre and keep your child safely at home where they can quickly recover. By the way, staff catch ‘flus and bugs’ too.

**Absences**
If you are going on holidays, or your child is going to be away for more than one session we would appreciate it if you could let us know. If your child is leaving the Kindergarten please let us know, so that we can finalise our records and get all of your child’s things together for them.

**Changes to name/address/contact numbers**
Please inform staff of any changes to the information you provided on the enrolment form as soon possible. We would like to be able to contact you in case of an emergency.

**How do you get information**

**Communication with families**
We communicate with families in a variety of ways through newsletters, incidental notes, Individual Learning Plans, Negotiated Education Plans and Individual Education Plans and through verbal conversations with our staff.

**Newsletter**
Staff creates a newsletter once every three weeks. The newsletter contains reminders and general information about what’s happening at the centre, any changes to routines or to notify you of any upcoming events.

**Parent notice boards**
These are located throughout the Centre for your information. They contain information about the program, the washing roster, book clubs and other general information. You might like to get into the habit of reading it while you wait for your child at the end of the sessions.

**Drawers**
Each child is allocated a drawer where we put receipts, newsletters, notes etc. it pays to check your child’s drawer daily.

**Chats with staff**
Staff can make themselves available to discuss children’s progress, any issues, questions or concerns that you may have. Please do not hesitate to approach any staff member to discuss further.

**CAYHS**
Child and Youth Health Services provide developmental health screenings for all children between the ages 4 yrs and 5 yrs of age. The screenings take place at the Centre and only when you have signed the consent form.
What happens in the case of a disaster

In the event of a fire, flood, earthquake or strong winds the following points will be put into effect with the children.

Care of the children

The children will be cared for by the staff either at the Centre or at the evacuation point which is the vacant block adjacent to the Centre.

The staff will remain with the children until the responsibility of each child is handed over to the parent or other responsible adult nominated by the parent. No child will be released into the care of another child.

Once the child is handed over to such a person the responsibility for that child’s welfare lies with that person and not with staff.

Children who have been picked up will remain with the staff until the disaster is over, and emergency care has been arranged i.e. Crisis Care.

Responsibilities of parents & staff

The situation will be explained to the children to avoid undue worry or fright. They will be told what is happening at all times and where they are going and why they are asked to do certain things, for example sitting under the table during an earthquake.

Parents are asked to contact staff in person, if safety permits, to seek information about their child rather than tie up the phone which should be left for emergency calls. If safety does not permit, wait, listen to your local radio station for information of phone the police.

If someone must leave the children to obtain further information about the disaster or to contact the police, fire brigade or other emergency services the Director will leave, when children are calm and under control, whilst the Teacher stays with the children.

Adults presents at the time of the disaster may be asked to help supervise the children, but the overall responsibility lies with the staff.
**Delivery and Collection of Children Policy**

It is not safe to leave children in the yard without supervision. Staff are responsible for children at 9am and not before unless prior arrangements have been made. This incurs a cost.

On arrival parents/caregivers sign their child in on the attendance sheet which is located on the trolley by the entrance door.

If parents are unable to collect their child at the end of the session e.g. at the doctors or checkout etc. they are required to notify the centre. This is then recorded in the communication book which is located on the shelf by office door.

Prior notification is also required if persons other than those listed on the enrolment forms come to collect the child.

At the end of every session staff and children gather inside on the mat for staff to farewell the children individually. Children who have not been collected will remain inside with staff until collected. After efforts have been made to contact families, Families SA will be contacted.

A responsible person needs to collect the child at the end of the session and if staff have any concerns they will contact the families for clarification.
Rational:

Children become ill at various time in their kindy life and some have medical conditions that require management. To allow these children to attend our centre, the following procedures will be followed.

Procedures:

- Children with pre-existing illness eg Asthma, Eczema, Allergies, and /or more life threatening illnesses will need a Health Care and Medication Plan provided by their Doctor. These documents are kept for a year before being renewed by the child's doctor. They will be kept in a location readily accessible and known to all staff and volunteers. A photograph identifying the child and their health needs will be located in a position known to all staff and volunteers.

- If a child requires medication or creams/lotions prescribed or non-prescribed a Medication Plan must be completed by the child's doctor and returned. All medicines and creams must be in their original container with the Pharmaceutical instruction attached. Staff will check the name of the medication, dosage and the date match the information provided on the Medical Authority form from the doctor.

- All medication will be stored correctly and returned daily unless prearranged. When medication or creams are given / applied the staff member will fill in the Medical Record appropriately, including when children self medicate.

- If a child has a serious health issue and requires a Health Support Plan it will be developed in conjunction with the family and staff utilising documentation from the doctor.

- Together with the family staff will develop a risk minimisation plan if applicable.

Communicate with family when administering medication.
Reasonable steps are taken to identify and manage risks, and every reasonable precaution is taken to protect children from harm and hazards

Our aim with this policy is:

- The site will provide a comfortable and safe environment for children
- Heating and cooling equipment is provided to maintain a comfortable temperature for children

Hats are to be worn all year round

The requirements of this policy are that:

- Activities conducted in periods of hot weather are to be undertaken in shaded areas
- Drinking water is to be accessible to children at all times
- Parents are encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and of a type that is sun safe
- Parents are encouraged to pack food in insulated containers with a freezer brick or frozen water.

The site has a Sun Safe Policy

The kindergarten will ensure that:

- Activities are conducted in the shade. During periods of extreme heat the daily timetable is altered and children are outside prior to the heat of the day (11-3pm) as recommended by the Cancer Council SA
- Children have water available at all times and are made of where it is
- Families are encouraged to send lunches with ice blocks or frozen water in an insulated container. Those lunches without cooling are placed into the refrigerator
- Children are indoors in an air-conditioned building. On days of extreme heat parents are given the option to keep them home or bring them and pick them up early as air conditioner struggles in these climatic conditions.

The parent/caregivers role:

- Ensure children wear appropriate clothing
- Send your child with their lunch packed with ice block or frozen water in an insulated container
- Talk to children about playing in the shade when hot weather
- Talk to your child about the need to have frequent drinks

Be a good role model by implementing hot weather practises at home
**Rationale**

This centre promotes safe, healthy eating habits in line with the *Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools* and relates to the DECD wellbeing strategy. This food policy has been established after consultation with staff, parents and children, and the Whyalla OPAL Council Team.

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

**Short term:** maximises growth, development, activity levels and good health.

**Long term:** minimises the risk of diet related diseases later in life e.g. heart disease, stroke, some cancers and Type 2 diabetes.

Advice from Speech Pathologists and Dentists indicates that children should be eating **crunchy foods**.

Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

* Staff at this centre 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 the centre

**Curriculum**

Our centre’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

Integrates nutrition across the Early Years Learning Framework where possible, relating to **Outcome 3: Children have a strong sense of wellbeing**

Children at our centre:

* Have fresh, clean filtered tap water available at all times and are encouraged to drink water regularly through the day
* Eat in a positive, social environment with staff who model healthy eating behaviours
* Are actively included in healthy food preparation and cooking activities on a regular basis

Our centre:

* 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 centre has the following guidelines for families for food brought from home:

* Encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
* Encourages crunchy foods for chewing which promotes oral muscle development
* 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:
Fruit Time
Parents and carers are encouraged to supply fruit and vegetables at fruit time to:
Provide children with important minerals and vitamins
Encourage a taste for healthy foods.
We understand that at times families may run out of fruit. A healthy sandwich with a savoury filling or plain unsalted crackers e.g. Vitawheat are most acceptable

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
Staff will ensure that food provided to children by the preschool is in line with the Right Bite strategy.

Foods unsuitable for fruit time: Include packaged foods, cakes, sweets, chips, roll ups etc.
ALL NUT PRODUCTS.

Lunch Care Program - For children accessing our lunch care program.
The Healthy eating guidelines will still be in place.
Parents are encouraged to follow the above guidelines.
A healthy lunch box might include a sandwich, fruit, yogurt, vegetable sticks, cheese etc.
Please do not include treats, chips, chocolate etc.

Our centre will ensure a healthy food supply for centre activities, celebrations and events, strictly limiting availability of high fat, high sugar or processed foods like chips, pastries, cakes, lollies, crisps and soft drinks to no more than twice a term, in accordance with the Healthy Eating Guidelines.

Food safety
Our centre:
Promotes and teaches food safety to children as part of the curriculum
Encourages staff to access training as appropriate to the Right Bite Strategy, OPAL and Healthy Eating Guidelines
Provides adequate hand washing facilities for everyone
Promotes and encourages correct hand washing procedures with children and staff

Food-related health support planning
Our centre:
Liaises with families to ensure a suitable food supply and supervision for children with health support plans that are related to food issues
Working with families, health services & industry
Our centre:
Invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy
Invites health professionals to be involved in food and nutrition Staff Training and Development
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 staffs at Whyalla Stuart Early Childhood Centre – Kindergarten thank you in advance for your support of this policy.

Date: Friday 8th June 2012
**WHYALLA STUART EARLY CHILDHOOD CENTRE**

**GRIEVANCE PROCEDURE**

Principle of our policy:

Everyone should be treated with respect.

Meeting to discuss grievances will be suspended if any person(s) behave in an insulting offensive manner.

**PLEASE NOTE:** Parents with a grievance about the Policy should:

- arrange a meeting with the Director to discuss your concerns.
- allow reasonable time frame for issues to be addressed.
- if you are still unhappy arrange a time to speak with the District Director about the issues.

<table>
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<tr>
<th>CHILDREN with a grievance could</th>
<th>PARENT(S)/CAREGIVERS with a grievance could</th>
<th>TEACHERS with a grievance could</th>
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<tr>
<td>STEPS:-</td>
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<tr>
<td>1. Talk to the person about the problem.</td>
<td>1. Arrange a time to speak to the relevant teacher about the problem.</td>
<td>1. Arrange time to speak to the person concerned.</td>
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<tr>
<td>2. Talk to a teacher about the problem.</td>
<td>2. Please do not enter Kindergarten building or office about a major grievance without prior arrangements.</td>
<td>2. Allow reasonable time for the issue to be addressed.</td>
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<td>3. If you feel uncomfortable, speak to someone ‘who you feel comfortable with’</td>
<td>3. Let the teacher know what you consider to be the issue.</td>
<td>3. If the grievance is not resolved speak to your Director/Line Manager, or a nominated grievance - H&amp;S Rep - Sexual / Racist harassment contact - Union Rep</td>
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<td>4. If issue is unresolved, speak to your parent(s) or caregiver.</td>
<td>4. Allow reasonable time frame for the issue to be addressed.</td>
<td>Ask for their support in addressing the grievance by  *speaking to the person involved on your behalf  *monitoring the situation  *investigating your concern  *acting as mediator</td>
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<td>5. If the grievance is not addressed arrange a time to speak to the Director.</td>
<td>4. If the issue is not resolved within a reasonable time arrange a time to meet with the District Director.</td>
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<td>6. If you are still unhappy, please arrange a time to discuss the issue with the District Director.</td>
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Whyalla Stuart Early Childhood Centre – Kindergarten

Evacuation Plan

Whoever identifies disaster: alerts all staff, blows whistle 3 sharp blasts and in intervals (Whistles are located by the door leading out to playground area)

E.C.W rings 000 and collects the 1st Aid Kit

Site Leader to collect roll book and do last search of premises

Evacuate to muster point – Alex Ramsay Street

Site Leader calls roll – other staff to double (head count)

Wait for further instructions

In-Evacuation Plan

Person who identifies disaster alerts all staff

Ring the triangle to muster children inside to the mat area

E.C.W to 000

Site Leader to collect roll book and do final check inside

Site Leader to call roll – other staff to double check

other staff to ensure that all doors, windows and blinds are closed

Wait for further instructions
BEHAVIOUR GUIDANCE CODE

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

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.