Katoomba Leura Preschool

Family Information Handbook

2020

Contact Us

32-36 Lett Street, Katoomba NSW 2780

Phone: 02 4782 1639

Email: klpsk@iinet.net.au or dianne.katoombaleurapreschool@gmail.com

Website: katoombaleurapreschool.com.au

Facebook: https://www.facebook.com/profile.php?id=100008293573127

RATED EXCEEDING NATIONAL QUALITY STANDARD

Welcome

Katoomba Leura Preschool extends a warm welcome to you and your family. You've chosen to allow us to share in supporting, nurturing and nourishing your child during these important preschool years, and we look forward to setting out on this journey together. Your child and family will become valued members of our community based Preschool and we hope that this will be a happy, educational and socially expansive experience for your child and you.

We believe that a synergy of effort: mutual goals, strategies and expectations by families and educators provides the optimum environment for growth and development of very young children. We believe this collaborative approach fosters the community spirit of the preschool and enhances the experience of all of its members. It provides children with valuable modelling of positive and social relations; sharing interests and joyful occasions, supporting those in need, mentoring, building friendships, celebrating cultural differences and enjoying similarities, resolving conflict peacefully, acknowledging effort and applauding accomplishments.

You've chosen a Preschool that values the role of play and recognises the importance of relationships in children's early years. We follow the Early Years Learning Framework (EYLF) which has play at its foundation, and gives children opportunities to explore, discover and understand the world around them, and to communicate, imagine and create, all in a play-based way. We endeavour to instil a love of learning. As each child matures and their strengths, range of interests and confidence grow, we tailor our program to extend their interests and provide achievable challenges to promote further development.

This booklet has been prepared to help you understand how the preschool works and the responsibilities we each have in this partnership. Please take the time to read it and if you have any questions, please do not hesitate to ask Alison or Dianne. Most importantly, talk to our teachers and educators about your child's interests and development. We encourage you to embrace the vital role you play as your child's primary educator and to work closely with us to facilitate the building of solid foundations for your child.

Our History

Established in 1965, Katoomba Leura Preschool has been meeting the needs of local families and the Upper Mountains' community for over 50 years. During this time, our Preschool has developed a reputation for warmth and as a place where children not only commence a life-long adventure in learning, but make life-long friendships as well.

In its formative years, the Preschool operated with a temporary permit from the Department of Education. It was located in the Katoomba Masonic Hall, which could accommodate only 24 children, over two 3-hour sessions, per day. The cost was 4 shillings a session.

The facilities at the Masonic Hall were basic, and a notice was placed in the Blue Mountains Gazette asking the community to "let us put to good use the things your children have outgrown". As a result, most of the furniture and toys were donated by local families. By the beginning of the 1967 school year, the success of the enterprise had seen an increase in demand and a waiting list for placements was necessary.

This intensified the Katoomba Leura Preschool Association's efforts to secure a purpose built premises. Plans for the building included two large classrooms to accommodate up to forty children; these now home the Lilli Pilli and Bilby rooms, a kitchen, an office and bathrooms, and were submitted to council by March 1968. At that time, the Preschool Association's tireless lobbying of the Blue Mountains City Council secured a loan of $10,000 towards the project and it was hoped that the Department of Education would subsidise the remaining cost of the project.

Unfortunately, the Preschool Association's application for funding was declined by the Department of Education, with the chief health and building surveyor, Mr C.C. Phillips informed that the requested assistance was granted only "in isolated cases".

With renewed urgency, the Preschool Association began an impressive fund-raising campaign. As well as the usual fetes, cake stalls and raffles, fashion parades and dinner dances, "A Practical Bonsai Evening", was hosted by Mrs Maples-Smith and "A Parade of Wigs and other Hair Accessories", was given by Roger Mulot of "Paris and 112 King Street, Sydney".

October 1968 saw the Blue Mountains City Council increase the offered loan allocation to $25,000. Alderman K Coxon, said that he had "yet to see on this council, a job finished at the price tendered", and at the time, his comment which caused outrage amongst the Preschool Association's members as Council had rejected their recommendation that the building be built as simply as possible, preferably in fibro cement, in favour of the sturdier, and more expensive brick. These days, the Preschool Association definitely feels the Council made the right decision!

On the Preschool Association's behalf, the Council negotiated the purchase of Lett Street and after many in-depth discussions over which tender to accept, construction began at the beginning of December, 1968 by contractors Willey & Kane. Work was to be completed within 16 weeks, though the new premises were not officially opened until the 23rd August, the following year. The Minister for Child Welfare, the Hon. F.M. Hewitt was the guest of honour and spoke passionately about the need for children to mix with each other and that "kindergartens provided this opportunity". He also praised the determination of the Preschool Association for their persistence in securing this facility for local families. It was reported in the Gazette that those attending the official opening were told that the total build cost had come to just over $20,000. Once heating and other extras were installed the final tally came to $24,644. Alderman Oxon was not available for comment.

By the mid 1980's, it became evident that the Preschool would need to expand. Happily, the house next door became available in 1986 and was purchased. After a small renovation, this became the Bower Bird Room and enabled the Preschool to accommodate up to 60 children per day.

Our Preschool was established at a time when childcare was not the industry it is today, nor did early childhood education enjoy the priority we place on it now. We are still a government subsidised, community owned operation and despite the income we receive from preschool fees, we still rely heavily on fund-raising and community support.

Our wonderfully committed team of educators, work closely with the parents, carers and families to ensure that Katoomba Leura Preschool continues to run with the same enthusiasm that motivated its institution. But perhaps the best way to look at our Preschool's wonderful history is that so many of the parents, whose children are currently enrolled, attended the Katoomba Leura Preschool themselves.

Acknowledgement of Country

We acknowledge Aboriginal Peoples are Australia's first People and the Traditional Owners and custodians of the land on which we work to build a stronger, fairer and kinder society that values children, young people, families and individuals.

We acknowledge the traditional owners of our play spaces – the Gundungarra and Darug People, and pay our respects to their Elders both past and present.

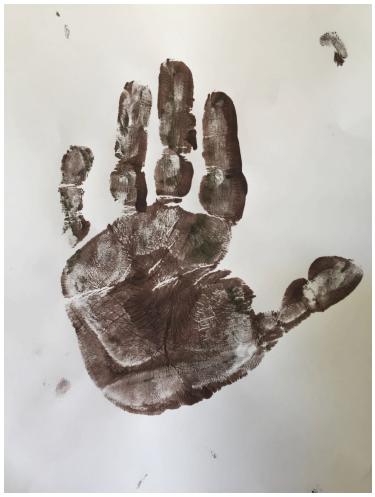
"Belonging" is a strong theme in the Early Years Learning Framework (EYLF) – our curriculum document. The children at Katoomba Leura Preschool belong first to a family, a cultural group, a neighbourhood and a wider community, as well as the preschool community.

Children in Australia experience living and learning, both with and alongside others, in a range of diverse communities and people. As citizens of Australia, it is important for our children to understand something of our country's cultural heritage, and the people that make up this land. It's about knowing where we belong and the people we are a part of in this diverse and wonderful place. It's also about acknowledging that we all have the right to belong in Australia.

Acknowledging the Aboriginal heritage of our nation and learning about the country and communities we belong to will help Katoomba Leura Preschool children develop attitudes of respect for others. Learning Outcome 2 of the EYLF encourages us to help our children to "be connected with and contribute to their world." As a part of this, the children and educators at Katoomba Leura Preschool acknowledge the Gundungarra and Darug people during occasions as a mark of respect, and educators will use this simple statement as a stepping-stone to further learning about the First People of our nation.

In addition, educators actively work towards developing their own understanding of the culture, history and ways of learning for Aboriginal people in order to respectfully create equitable partnerships with Aboriginal families and to make the doors of our Preschool open for ALL families.

Children's Acknowledgement of Country



This is the land
This is the sky
Here are my friends
And here am I

We at Katoomba Leura Preschool
would like to say thank you
to the Gundungarra and Darug people
for letting us share your land.
We promise to look after it,
the animals and the people too.

When are we open?

Katoomba Leura Preschool's operating hours are from 8:15 am (morning extended hours); 8:30am (normal starting time) until 4.00 pm each day.

We close during all school holidays, which are the same as the NSW Department of Education schools. In 2020, the preschool terms are as follows:

1st Term	Wednesday 29th January to Thursday 9th April
2nd Term	Monday 27th April to Friday 3rd July
3rd Term	Monday 20th July to Friday 25th September
4th Term	Monday 12th October to Thursday 17th December

Occasional Care

We offer occasional care, if we have places available on the day. Please speak to Dianne if you require a place. You can also request a place in advance, and we will let you know as soon as possible if or when a space becomes available for that day.

Our Philosophy

We Believe:

- in acknowledging Australia's Aboriginal and Torres Strait Islander peoples and will celebrate and embed their cultural richness, traditions and language into the teaching and learning at our Preschool. We respectfully acknowledge the traditional Custodians of the land on which we work and play –the Gundungarra and Darug people and strive to build our knowledge of and connection with Gundungarra and Darug people past and present.

- in providing an inspiring, nurturing and peaceful learning environment for children and their families and in creating a community built on relationships that convey equality, respect, empathy, trust and appreciation of others.

- in building an amiable preschool community, where children, families and educators feel at home, where both individual identity and a sense of belonging to a community can be affirmed. We believe in nourishing the children's and educator's soul, creativity and imagination.

- in advocating for family-centred education, where families are accorded deep respect, and educators develop partnerships, to support them in the nurturing and education of their children. We encourage each family to participate in the preschool community and support and welcome their interest and involvement.

- that the rights of the child are paramount and commit to advocating for these rights. We believe children are capable, competent, creative and valued members of the community. We believe they have an innate desire to discover, learn and make sense of their world, and are full of potential and ambitious desires.

- that children construct knowledge and develop through their relationships within the context of collaboration, dialogue, conflict, negotiation, and cooperation with their friends, family and educators.

- in honouring children's right to play, as both a process and context for learning and acknowledge the importance of enjoying their childhood within an 'unhurried' environment with meaningful, authentic experiences.

- the learning environment should be fun, exciting, spontaneous, hands-on, stimulating, relaxing, comforting, challenging, full of wonder and provide opportunities for children to explore, discover, investigate, create, experiment, practice theories, solve problems and express ideas with the support of friends and educators.

- in celebrating children's play, discoveries and learning, and sharing the children's journey of self discovery and change through reflection and meaningful documentation.

- that each educator brings fundamental personal qualities to the learning environment such as empathy, respect, warmth and a passion for learning. We believe in the importance of creating an environment of collegiality where personal and professional contributions are valued and communication is open, honest and supportive.

- positive staff interactions are essential in creating an environment and atmosphere in which children feel emotionally safe, secure and happy. It is this environment that children are able to develop positive relationships and attachments with educators.

- in nurturing a culture of organisational growth and continual reflection, and sustaining a powerful commitment to professional learning and renewal of high-quality practices in early childhood.

- in education for sustainability, actively engaging in sustainable practices everyday, and the promotion of a sense of responsibility, respect, empowerment, enquiry and social change to make a positive difference. That a sense of wonder, belonging to and love of the natural environment, living things and animals is critical for young children to develop lifelong respectful, positive and proactive attitudes towards protecting our environment, caring for all living creatures and creating a sustainable environment.

- in surrounding children with beauty, a natural environment that includes plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature, supporting open-ended interactions, spontaneity, risk-taking, exploration and discovery and connection with nature.

- in the importance of nurturing established relationships within the community and strive to be a centre of excellence for early childhood education within our community.

Tell me and I'll forget;
Show me and I may remember;
Involve me and I'll understand.
Chinese Proverb

Aim of our Program

Programming and Planning

The role of the preschool is to provide an educational program, covering all aspects of a child's development while catering to the individual emerging skills, strengths and interests of the child. We believe it is fundamental to planning that documentation of children's experiences, interactions, play and development are maintained through observation and used as a basis for supporting and enhancing the development for each child.

Young children learn best through playing and doing. Through play children learn to form relationships with adults and other children. They apply their existing knowledge and experience to new situations and challenges and in this way they extend their learning. By actively experiencing objects, people, and events, children can learn about the world in which they live and how to deal with it. We provide planned and spontaneous experiences to encourage this active exploration and discovery.

Experiences and interactions are aimed at promoting:

- Children's strong sense of identity
- Children who are connected with and contribute to their world
- Children's strong sense of wellbeing
- Children who are confident and involved learners
- Children who are effective communicators

(Early Years Learning Framework 2009)

Educators respect children's right not to participate. We are flexible in our approach to programming and will change experiences to take into account spontaneous learning experiences.

Child - Child Interactions

Through play, children learn to form relationships with other children. Attributes and opportunities encouraged are for children to:

- play harmoniously and develop friendships when age-appropriate
- respect and care for peers and be polite and kind

- recognise, accept and appreciate the diversity of others
- be self-confident and express emotions in an age-appropriate way
- realise their full potential regardless of gender

Child - Staff Interactions

- Interactions between children and educators are positive and two-way. The children should feel respected and cared for
- We aim to treat all children equally, regardless of ethnicity, language, religion, culture, disability or gender.
- Interactions will take place with individuals, small groups, and large groups
- We encourage children to speak in a polite, friendly and positive manner
- Educators are supportive of children's existing needs, emerging skills, strengths, interests and knowledge
- Educators are supportive of all endeavours of children to learn

Parent/Carer - Educator Interactions

- We view families as the most important part of a child's life. We welcome families and believe that they should take an active role in all aspects of the setting if and when they can.
- Educators will be honest with parents/carers at all times in regard to the well-being and education of their children. Discussions with the parents/carers should be relevant, professional and sensitive as well as informative.
- Information about daily events is communicated to the parents verbally, through email, notice boards, the Skoolbag app and displayed in the locker rooms and classrooms.
- Other sources of information available are the newsletter, notice boards, letters and committee meetings.
- Parents/carers will be provided with information regarding their child's learning and development

Environment

- We endeavour to provide a safe, clean, stimulating and child-based environment with strong links to natural materials.
- We foster a caring attitude for both the indoor and outdoor environment.
- We act as role models and encourage children to use resources (including natural resources) appropriately, to tidy away, to return resources to appropriate places and other general housekeeping duties.
- We abide by the Work, Health and Safety Act 2011 and the Education and Care Services National Regulations 2011, (including amendments) in actively promoting a safe and hazard free environment for children, parents, employees, contractors, volunteers and the community.

Community

We aim to provide a community space:

- Where the needs and development of children and adults, are seen as equally important.
- Where children are acknowledged as active citizens of the here and now.
- Which is accepting and equitable, where people are consciously included, not unconsciously excluded.
- Where the management committee members, educators, staff and parents work as a team to provide quality care and education.
- Where the physical and emotional well being of all members of the service's community, is a priority.
- Where the service community members are regularly involved in evaluation.
- That is well known and well respected in the local community.

Learning and teaching should not stand on opposite banks and just watch the river flow by; instead they should embark together on a journey down the water. Through an active, reciprocal exchange, teaching can strengthen how to learn. Loris Malaguzzi

Our Team

Our team consists of highly qualified and experienced teacher, educators and staff who are committed to Preschool education. They are chosen for their empathy with children, and qualities of common sense and practicality. We employ sensitive, nurturing and dedicated educators, and encourage continuing staff development in early childhood. We provide excellent working conditions and create an environment that supports the motivation, commitment and professional development of staff.

Code of Conduct

Ethical conduct guides the behaviour and decisions within the preschool and is founded in respect for, and valuing of children, and the extended Preschool community.

It is our goal for the Preschool community to uphold the highest standards in ethical conduct in accordance with the Early Childhood Australia Code of Ethics, The United Nations Convention on the Rights of the Child and Katoomba Leura Preschool's Philosophy and Policies.

Our Educators are familiar with the legislation and statutory documents that apply to their role with children, families and other educators at the Preschool. Our educators also support the Early Childhood Australia Code of Ethics and the Preschool's Philosophy, which guides conduct and decision making within the Preschool.

The Preschool community will work together in the best interest of children and families and will act in a manner that will enhance the standing of the Early Childhood sector. This involves a full understanding of role responsibilities and obligations combined with collegial practice, collaborative decision making and through a process of critical reflection.

Introducing our Staff

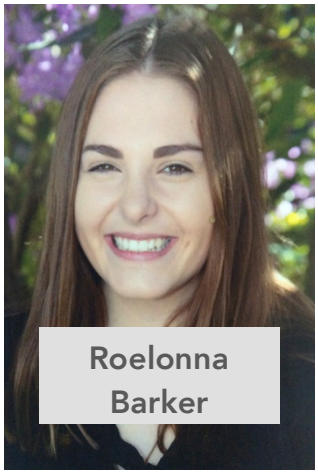
Dianne Fisher
Administration Coordinator
dianne.katoombaleurapreschool@gmail.com

Alison Staniford
Director / Nominated Supervisor / Educational Leader
fitz.alison@yahoo.com.au

Teachers and Educators

Cassie Krampitz

Dana Cottrell



Roelonna Barker

Jeanine Goodwin

Sue Frost

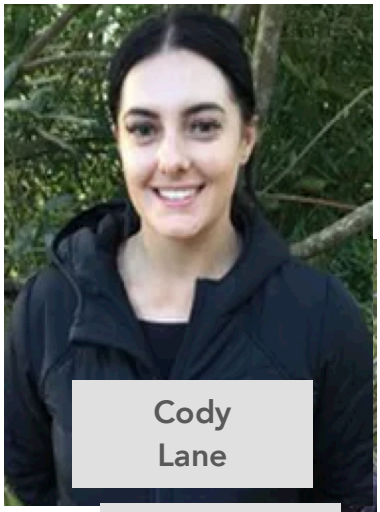
Tina Simpson

Julie Cormack

Alison Mark

Justine Williams

Perrine Pioli


Cody Lane

Sarah Mills

Kirsty Willmott

Our Management Committee

The Preschool is a community-based preschool – a non-profit organisation run by a volunteer Management Committee, which is made up of parents/carers of children attending the centre, and sometimes includes interested community members.

The Management Committee consists of four office-bearers (President, Vice President, Secretary and Treasurer) and a number of ordinary members. All of these people are elected at an Annual General Meeting in March.

By law, community preschools cannot operate without such a committee so it is vital that parents/carers be involved either on the Committee or by attending the General Meetings. You do not need to be a Committee Member to attend meetings. Meetings are held every month, and ALL parents are encouraged to attend. Each family is required to become a Member of the Association (payment included in fees) and this gives voting rights.

The Management Committee is responsible for the overall performance of the Preschool. They determine the Preschool's aims and objectives, set the strategic directions of the organisation with the Director/Nominated Supervisor, ensure staff and educators are employed in accordance with industrial obligations, ensure compliance

with legal obligations, ensure the ongoing financial viability of the service, monitor and evaluate the Preschool's performance against the strategic plan, enhance the profile of the service in the community and recruit and orient new Committee members.

The Committee also arranges events that enable parents/carers and children to meet both during and outside Preschool hours, as well as occasions that involve raising funds for the Preschool. These typically include dinner events, fairs, regular sausage sizzles, and end of year celebrations, cake stalls, gardening afternoons and many more activities.

Details of the current Management Committee office-bearers are displayed in the office.

If you would like to find out more about participating on the Management Committee, please approach any Committee member, Alison or Dianne.

Licensing and Funding

We are licensed and funded by the NSW Department of Education (DEC) and receive a block amount of funding each quarter. Our funding does not cover our operating costs and we rely on fees and fundraising to meet our total expenses. All staffing is dependent upon funding and other income.

Our Preschool is regulated by the Education and Care Services National Law and Regulations 2011. You will find a copy of the Regulations in the office. The contact details for the DEC office are as follows:

Department of Education – NSW Early Childhood Directorate - Telephone: 1800 619 113

Government Childcare Subsidy Payment

Katoomba Leura Preschool is a 'registered' service therefore our families are ineligible for any government rebate on fees. Our **Registered Carer Number is 555016 068J**

For more information you can contact the Family Assistance Office on 13 61 50 or visit:
http://www.humanservices.gov.au/customer/information/family-assistance-website

Fees

WHY FEES ARE NECESSARY

The Department of Education (DEC) provides funding as a contribution towards the costs of three and four year old preschool program, as well as children from low-income families, Aboriginal & Torres Strait Islander families and children from non-English speaking backgrounds. **Income from other sources, primarily fees, is required to meet all the additional costs incurred by the service in the delivery of the children's program.**

To enable our service to provide high quality early education and care for children we need to ensure we are financially viable at all times. We recognise that rising child care fees have created difficulties for many families, and we have developed a fee system to maximise all families access to subsidies. However, it is imperative that all families pay their preschool fees to ensure Katoomba Leura Preschool in return, is able to continue providing equitable early childhood education to all families.

RESPONSIBILITIES OF PARENTS/ AUTHORISED CARERS

Parents/Authorised Carers are responsible for:

- reading the Katoomba Leura Preschool Fees Policy and Fees Information (enclosed in the Information Booklet), and referring any questions, queries or concerns to the Nominated Supervisor, Alison Staniford
- signing and complying with the Fee Payment Agreement on the child's Enrolment Form
- notifying the Administration Coordinator (Dianne), Nominated Supervisor (Alison) or Approved Provider(Management Committee) if experiencing difficulties with the payment of fees
- providing the required documentation to enable the service to claim reduced fee, for eligible families
- recording the arrival and departure times of their child or children attending the Preschool
- providing two weeks notice of withdrawal from the service

HOW FEES ARE SET

As part of the budget development process, the Management Committee sets fees each year for the Preschool, taking into consideration:

- the financial viability of the service
- the level of government funding provided for the program,
- the availability of other income sources, such as grants
- the fees charged by similar services in the area
- the capacity of parents/guardians to pay fees
- reasonable expenditure in meeting agreed program quality and standards
- requirements of the NSW Department of Education

Fees set for the year are only reviewed in extraordinary circumstances, for example, if attendance rates fall below the budget 'break even' point.

In 2020, the following fees will apply. Please note that we have an age-related fee scale, as we receive only a small percentage of funding for 3 year olds.

Enrolment Fee

This is a payment to secure a place and cover administration costs associated with the processing of your child's enrolment application for a place in the program. This is an annual, non-refundable enrolment fee of $50.00, charged at the time of enrolment and, thereafter, at the beginning of each year.

Equipment Levy

A levy of $20 per term is charged to each family to assist with costs including, but not limited to, hats, library bags, sunscreen, classroom and first aid resources etc.

Maintenance Levy

A levy of $20 per term is charged to each family to assist with the maintenance of our beautiful grounds.

Association Membership

It is Preschool policy that all families become members of the Preschool Association. There is a $2 fee for the first year of membership and $1 for any year thereafter.

The above fees and levies may be waived for those families experiencing financial difficulty.

Reduced Fees

Your family is eligible for reduced fees if you:

- ✓ Have a Health Care Card – health care card must be presented when enrolling
- ✓ Are of Aboriginal or Torres Strait Islander descent – no documentation is required

2 day package (8:30am – 4.00pm) = $20 per week

Additional day = $40 per day

4 Year Old Fees – (turning 4 before 31st July 2020)

(See above for Health Care Card holders and/or Aboriginal & Torres Strait Islander families)

2 x day package (8:30am – 4.00pm) = $60 per week

Additional day = $40 per day

Morning extended hours – all children

8:15am – 8:30am = $5 per day – bookings essential

3 Year Old Fees (incl. 3 year olds turning 4 after 31st July 2020)

(See above for Health Care Card holders and/or Aboriginal & Torres Strait Islander families)

8:30am – 4.00pm =(2 days maximum) $38 per day

Additional Days beyond 2 days $45 per day

Permanent Booking Conditions

Changes to bookings - No fee is charged if at least two weeks notice is given in writing.

Cancellation of Bookings - Two weeks written notice must be given to cancel a booking or withdraw a child from care, otherwise full fees will apply.

Child Absence - In the event of absence for any reason, including illness, exclusion of non-immunised children during a vaccine preventable disease outbreak (as cited by the Health Department), or the taking of holidays outside the Preschools normal holiday closures, fees are still payable. Parents/carers are asked to notify the Preschool if their child is going to be absent. Absences of more than two weeks without notice will result in the child's place being forfeited.

Centre Closure - Fees are not charged for public holidays, educator development days or school holidays. In the event of an unforeseeable incident such as a natural disaster (bushfire), extreme weather conditions (including snow), Incident/Emergency in the community, fees are payable.

Late Collection Policy

If pickup of children does not occur by 4:00pm, a late fee of $50.00 for every 15 minutes or part thereof, will apply. The preschool is obliged to pay attending staff members, who are required by the Education and Care Services National Regulations to remain after normal paid hours with the child. In order to provide the extended hours service, the above conditions are necessary for the financial viability of the program. This amount will be charged to your account.

Payment Of Fees

Prior to the beginning of each term families will receive a statement of their account showing the next terms fees. Fees may be paid in full at the beginning of the term or fortnightly during the term. Fees must always be paid a fortnight in advance of the current week. Details of an individual's account are confidential and are stored appropriately. Families may access their account records at the Office.

There are 2 methods available to families for the payment of fees, which are explained below. The Preschool's preferred method of payment is via electronic funds transfer into the Preschool's nominated account.

1. Electronic Funds Transfer is available for the payment of Preschool fees and is our preferred form of fees payment. Preschool bank details are below:

Bank: St. George
Branch: Katoomba
Account Name: Katoomba Leura Preschool Assoc. Inc.
BSB: 112 879
Account No: 043523215
Payment Reference Details: Enrolled child's name, i.e. Family name / First name

Important Note: If the payment reference details are not included as above, the correct allocation of the payment cannot be guaranteed. In such instances the Preschool shall not accept any responsibility or liability for lost funds.

2. EFTPOS - Eftpos facilities are available for families to access their savings, cheque and MasterCard or Visa accounts. A minimum payment of $20.00 is required. There is a 2% surcharge added to all EFTPOS and credit card payments. Paying through EFTPOS is only available from 8:15am to 4:00pm from Monday to Friday.

Overdue Fees

Our Preschool operates as a non-profit service with only a small proportion of our operational costs met by State Government funding. The daily fee is set as low as possible in order to make Preschool accessible to as many children as possible. The fee is based on the assumption the all families will pay their accounts promptly and in full – otherwise fees would have to be raised dramatically to compensate for the outstanding debts. Families are urged to ensure that their accounts are paid regularly, as the Preschool has an obligation to pay its bills as well. If families experience difficulties paying their Preschool account, they are urged to speak to Dianne (Administration Coordinator), before the account becomes too large. All discussions concerning fees and financial matters are confidential. All overdue fees shall be vigorously pursued.

If fees are not paid by the due date, the following steps will be undertaken:

- A reminder letter will be emailed to parents when payment of account is two weeks late
- Where payment is not received within 7 days of this letter, families will be telephoned/emailed and asked to attend a meeting to arrange a payment plan
- Failure to contact the Preschool or attend the meeting and continued non-payment will result in a second letter advising that the child's place at the service will be forfeited. This letter will also include a list of support options open to the family.
- If no contact is received from the family, the child's place will be forfeited 7 days from the date of the second letter.
- Overdue accounts will be placed with a debt collection agency

All accounts must be settled prior to the end of each term to ensure a place is held for the coming term. All accounts must be at a nil balance to enrol for a further term.

Fundraising

Fundraising is an integral part of our budget, particularly as funding conditions change. There may be small and large events across the year, including fetes, open days, stalls and community events, and we ask people to contribute if and when they can. We understand that not everyone has the financial capacity to be involved, but perhaps you can donate your time. If you have skills, resources, talents, equipment, donations and time that could be useful for these future events or projects, please pop into the office and chat with Dianne or Alison.

Fundraising events are organised by parents/carers and community members on the Committee, as well as our staff. The Preschool aims to make events suitable for the whole family and community to participate in. Any fundraising ideas are greatly appreciated.

Tax Deductible Gifts

Katoomba Leura Preschool is a registered charity and we hold tax-deductible gift recipient status with the ATO. Gifts, such as financial donations over $2 made to the preschool can be considered a tax deduction and can be used to lower your personal income tax for the year. We are able to provide a receipt for these donations. Should you wish to donate to Katoomba Leura Preschool, please confirm with Dianne in the office that your gift meets the criteria required by the ATO prior to proceeding.

Elements of our educational program, curriculum and practice

The Preschool's educational program, curriculum and practice are informed by a number of educational philosophies, as well as contemporary approaches or frameworks within early childhood education. Together we are exploring an eclectic range of philosophical perspectives in leading Early Childhood Practice around the world, with constant questioning of how these principles can be integrated into our Preschool, keeping in mind our families, our environments, our resources and our adherence to the Education and Care Services National Regulations and Law.

We implement the Australian Early Years Learning framework to extend and enrich children's learning through opportunities, which maximise their potential and develop the foundations for future success in learning.

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming.

Belonging – knowing where and with whom you belong – is integral to human existence.

Being – recognises the significance of the here and now in children's lives. Childhood is a time to be, to seek and make meaning of the world. It is about the present and them knowing themselves, building and maintaining

relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The preschool years are not solely preparation for the future but also about the present.

Becoming – Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the preschool years as children learn and grow.

Underpinning the Framework are 5 Principles:

Secure, respectful and reciprocal relationships

Our educators provide nurturing relationships with consistent emotional support to assist children to develop the skills and understandings necessary to interact positively with others. We help children to learn about their responsibilities towards others, to appreciate their connectedness and interdependence as learners, and to value collaboration and teamwork. Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and interact positively with them.

Partnerships

Learning outcomes are mostly achieved when our educators work in partnership with families and support professionals. This involves valuing each other's knowledge of your child, communicating freely and respectfully with each other, sharing insights and perspectives and engaged decision-making.

High Expectations and Equity

Our Educators promote inclusion and participation of all children and believe in every child's capacity to succeed, regardless of diverse circumstances and abilities.

Respect for Diversity

Our educators respect and honour the diversity of families and communities and the aspirations they hold for children and foster children's motivation to learn and reinforce your child's sense of themselves as a confident learner. Our curriculum upholds children's rights to have their cultures, identities, and abilities and strengths acknowledged and valued.

Ongoing Learning and Reflective Practice

Our educators are involved in an ongoing cycle of review through which current practices are examined, outcomes evaluated and new ideas are generated which support, inform and enrich decision making about children's learning.

Underpinning the Framework are Practices:

The principles of early childhood pedagogy underpin practice. Our Educators draw on a rich repertoire of pedagogical practices to promote children's learning by:

- Adopting holistic approaches to teaching and learning that recognise the connectedness of mind, body and spirit. Educators pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning;
- Being responsive to children's strengths, abilities, interests and knowledge to ensure their motivation and engagement in learning. Educators are responsive to children's ideas and play, which form a basis for curriculum decision making. In response to children's evolving ideas and interests, educators assess, anticipate and extend children's learning via open ended questioning, providing feedback, challenging their thinking and guiding their learning. They make use of spontaneous 'teachable moments' to scaffold children's learning;
- Planning and implementing learning through play. We believe play provides opportunities for children to learn as they discover, create, improvise and imagine. Play provides a supporting environment where children can ask questions, solve problems and engage in critical thinking. When children play together they create social groups, test out ideas, challenge each other's thinking and build new understandings;
- Intentional teaching. We use strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning;
- Creating physical and social learning environments that have a positive impact on children's learning. We cater for different learning capacities and learning styles and invite children and families to contribute ideas, interest and

questions. Our outdoor playscape offers a natural environment that includes plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. This space invites open-ended interactions, spontaneity, risk-taking, exploration and discovery and connection with nature. Our outdoor playscape fosters an appreciation of the natural environment, develops environmental awareness and provides a platform for ongoing environmental education;

- Valuing the cultural and social contexts of children and their families;
- Providing for continuity in experiences and enabling children to have successful transition; and
- Assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes. Our educators record and evaluate each child's achievements, strengths and interests, then plan to extend their interests and build upon their strengths.

Underpinning the Framework are Learning Outcomes:

The framework conveys the highest expectations for all children's learning and communicates these expectations through the following learning outcomes:

Outcome 1: Children have a strong sense of identity

- Children feel safe, secure and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self identities
- Children learn to interact in relation to others with care, empathy and respect

Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing.

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesizing, researching and investigating
- Children transfer and adapt what they have learned from one context to another

- Children resource their own learning through connecting with people, place, technologies and natural and processes materials.

Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Experiences, activities and provocations

The environment and daily program is designed to build upon the curiosity, wonder and richness that children bring to preschool. Children have the opportunity to engage in a rich array of experiences, activities and provocations:

Block play provides children with opportunities to explore concepts such as size, shape, volume, height, width, area, balance, construction and comparison. They learn about spatial relationships, maths concepts and problem solving and relate to the world around them...the buildings and geography and landmarks. Cooperative play skills, problem solving, and creativity are also promoted along with strengthening children's muscle control and physical co-ordination.

Books and story time develops our children's imagination, familiarity with the written medium and an appreciation and enjoyment of literature. The process of learning to read and write begins as we talk and read to children. Reading experiences enhance children's vocabulary and comprehension skills, and also develop their knowledge base. Awareness of print is an essential first step in learning to read and write.

Building site this important area of our outdoor play space provides an assortment of basic building materials, which children move, arrange, stack, balance and problem-solve alone or with others. We also have a "Workshop" where the children can engage in tool work – woodwork and tinkering.

Bush Kindy is an approach to pre-school education derived from "Forest Schools" found all over Europe. It aims to help children connect to nature. Living in the Blue Mountains, surrounded by our amazing nature wonderland, we at Katoomba Leura Preschool feel this idea is right up our alley! Nature play has many recognised benefits including physical benefits, improvements in wellbeing, cognitive benefits, resilience, cooperation, imagination and self-regulation.

Camp fires, bush walks and nature play all comprise our "Bush Kindy" program. The philosophy behind these learning experiences involves helping to teach children to assess risk, build resilience and become independent. We understand that these types of actives may cause you concern for your child's safety. Please note that both the pre-school and the RFF have a completed a risk assessment and the safety of the children are our priority. We welcome any comments and would love for you to join us on either our weekly bush walks in the bushland surrounding Peter Caroll Field or any future camp-fire sessions.

If you are interested in more information about "Bush Kindy" and the philosophy behind it please take a look at these web-sites:

https://www.theatlantic.com/education/archive/2016/09/kindergarten-naturally/500138/

https://naturalearning.org/sites/default/files/Benefits%20of%20Connecting%20Children%20with%20Nature_InfoSheet.pdf

http://www.earlychildhoodaustralia.org.au/our-publications/australasian-journal-early-childhood/index-abstracts/ajec-vol-39-no-4-december-2014/forest-preschool-bush-kinder-inspirational-approach-preschool-provision-australia-full-free-text-available/

Circle time is when we get together as a group to share our ideas, plans and observations. We engage in experiences that are designed to stimulate thinking, enrich social skills, and expand attention spans.

Clay is a beautiful medium for children to experience and develop. Children pound, pinch, flatten, tear, poke, squeeze, coil, roll and bend their clay into all sorts of shapes and sizes. Clay is an excellent way to improve dexterity and strengthen large and fine motor skills. Playing with clay stimulates children's imaginations. Children playing with clay can experiment with building techniques and adapt to change along the way. This type of learning promotes problem-solving skills. Clay like water and sand has a natural appeal. Clay is wonderful tactile medium that can be very calming for both children and adults. Manipulating the clay can be an outlet for children to physically convey their emotions and to reduce stress. Children are easily able to mold and shape clay. The clay is quick to give into their fingers and they feel in charge of the medium. The feeling that they are in control gives them the confidence to communicate their vision. Once children learn to express their personal visions in clay, they can become empowered in ways that go far beyond the classroom.

Cooking with children provides maths opportunities such as measuring, comparing, recalling and predicting the outcome, as well as being adventurous and tasting new things. Cooking experiences also give us the opportunity to reinforce healthy eating messages. There is also a pre-literacy aspect to cooking when a written or symbolic recipe is used.

Creative artworks the work your children do at Preschool is valuable to them. What may look like a scribble to you may in fact be a way of expressing themselves and their ideas. Families often have an expectation that children will bring home work that looks like something. We prefer children to explore their own imaginations and to experiment rather than follow a model of how we might think something looks. If you are not sure what to say about their creative work, you could try:

- Tell me about this picture?
- I wonder how you made this?
- It must have been tricky to get the sticky tape to go over these boxes!
- I like the colours/squiggly lines you've used in this one.

It's also important to be aware that some children do not spend time in the art/creative area, but they may well be creative in other ways. Just speak with your child's educator and look at their floorbooks to find out more about how they spend their time at Katoomba Leura Preschool and what their current passions and interests are.

Our creative activities are also very much child directed, so you won't find all children coming home with the same completed craft or artwork. Again this is an appropriate way to work with young children or to engage with their learning. Enabling children to find their own voice with creativity enables them to find out what they know and how they see the world. Letting them come up with how they express that worldview ensures that we cater to their individual ways of learning and expression.

Drawing and writing we actively foster creativity and fine-motor skills by offering plenty of opportunity to construct, draw and write. Based upon our knowledge of psychology, we provide open-ended experiences in which the child may participate, at their own personal level. There is no right or wrong end product, which breeds a sense of success at every level. This sense of success is the key to the child's desire to participate, to practice, improve and achieve. Achievement enhances the child's self-image and leads to positive self-esteem. Self-esteem, as the most vital ingredient in the learning process, must be nurtured by family and educators to ensure the child's happiness, thus making it possible for the child to achieve their maximum potential.

Preschoolers learn most effectively through play. Therefore, we approach drawing and writing playfully. Drawing and writing should be child initiated, self directed, fun pursuits made more rewarding by adults who take the time to observe and listen with interest.

We provide preschoolers with a range of techniques for self-expression on paper. Encourage experimentation, skill-building, and creativity. We nurture the process, reward effort, concentration and perseverance. We value the produce as a springboard for language expression. Therefore, we make time to listen with interest to the story attached to the creation. We scaffold language by questioning "who", "how", "why", "when" and "where". Then, scribe the story we are told.

As the preschooler's control and competence in skills such as drawing, cutting, pasting, painting and modelling grows, their belief in their ability to write also grows.

Adults caring for preschoolers (parents and educators) should endeavour to:

- Recognise and respect the child' stage of development. The child, at the "disordered scribbling" stage, is experimenting and developing muscle control, while enjoying the process of making marks on the paper. He or she is not ready to write or copy their name. If we push, the child may feel overpowered and frustrated and belittled by the inability to meet the expectation.
- After the "controlled scribbling stage", the preschooler begins to draw simple figures or unplanned pictures and may demonstrate "hieroglyphic" expressions of their name. At this stage we give verbal encouragement and appreciation to reward the child's efforts.
- Provide a model i.e. name card for the child to copy, at this stage. Sometimes the child may decline the challenge due to fear of failure. Encourage the child to "give it a go". When they do attempt the task, value what is written.
- Write the child's name in the top left hand corner of the page because we are training the child's eye movement for reading.

- Use a capital letter only at the start followed by lower case letters, whenever you are writing the child's name.
- Attached is the NSW Foundation Script used in all NSW schools that families should become familiar with.
- Enjoy the experience of discovering words and writing with your child. Relive the journey. It's fun!

Excursions are planned to extend the educational program and further develop the current interests of children. "Participating in their communities strengthens children's sense of identity and wellbeing" (Outcome 2: Children are connected with and contribute to their world, NSW Early Years Learning Framework. The purpose and educational value of each excursion or service event will be clearly communicated to parents/guardians.

A risk assessment is carried out for each excursion to determine any risks to children's health, safety or wellbeing before permission is sought from parents/guardians The risk assessment will identify each non-regular risk and specify how the risk will be managed and/or minimised. Written authorisation for the child to attend the excursion will be obtained from a parent/guardian or person named in the child's enrolment record before the child can be taken outside the service premises.

Throughout the year your child may engage in **'regular outings'.** This means a walk to/from a location that the Preschool visits regularly as part of its educational program (Peter Carroll Park, Katoomba or Leura townships and surrounding bushland) and where the circumstances covered by the risk assessment are the same on each trip. If the excursion is a regular outing, an authorisation from parents/guardians obtained once every 12 months on the enrolment form.

Games support children in developing matching, sequencing, concentration, memory, and other such cognitive (thinking, or intellectual) skills. Games also support children in the development of social skills.

Lights and Mirrors: Mirrors, light boxes, projectors and other reflective surfaces are fascinating tools for exploration, discovery, and creativity. Playing with these items to reflect light and wondering how our image is reflected teaches children a beginning understanding about the properties of light.

Music and Movement promotes listening skills, creative expression, social skills, confidence as well as a range of physical skills. Children can explore such elements as pitch, tempo, dynamics and rhythm.

Mud kitchen There is little more important in our physical world than earth and water and they are truly intriguing things, especially when they interact. Mixing soil, water and a range of other natural materials has a foundational role in early childhood, which has deep importance and endless possibilities for well-being, development and learning. The breadth and depth of what these experiences offer young children is truly remarkable.

Outdoor play is one of the things that characterise childhood. There is some powerful research that suggests the most important and special memories from our childhoods usually take place outside. Children need opportunities to explore, experiment, manipulate, reconfigure, expand, influence, change, marvel, discover, practice, dam up, push their limits, yell, sing, and create. Our playground is designed in such a way that children's play can come to full expression, where children can make a mess, run, jump and hide, where they can shout, whistle and explore the natural world. Our children have the opportunity to explore the unknown, the unpredictable, and the adventurous. They are also able to wonder at nature, from the worm gliding through the newly turned dirt in the garden to the butterfly emerging out of the chrysalis and gracefully fluttering away in the

summer breeze. Outdoor play also fosters the development of gross-motor (large muscle) skills and body control. Children have a lot of skills to develop and refine, such as catching, kicking and throwing a ball, climbing, hopping and skipping and our playground is the perfect location for this.

Outdoor environments fulfill children's basic needs for freedom, adventure, experimentation, risk-taking, and just being children (Greenman, 1993).

Playdough The malleable properties of play dough make it fun for investigation, tactile exploration and opportunities for creativity. Playdough secretly builds up strength in all the tiny hand muscles and tendons, help making them ready for pencil and scissor control later on.

Provocations provoke children's thoughts, discussions, questions, interests, creativity and ideas. They can also expand on a thought, project, idea and interest. Provocations can come in many forms: an interesting photo, picture or book, from Nature (e.g. specimens), Conceptual (e.g. changing seasons, light), an interest that a child or children have, an object (e.g. magnets, maps), new creative mediums, questions (from any source – i.e. What is gravity?, an event (e.g. a presentation, a holiday). Provocations can be as simple as a photo of a rock sculpture next to some pebbles or as elaborate as a table with an assortment of recycled materials next to a book on robots and resources to make upcycled robots. Often though, provocations are simple and displayed beautifully to provoke interest. They are usually created as an option, not as a premeditated activity. Ultimately, the intention of provocations is to provide an invitation for children to explore and express themselves. It is open-ended and provides a means for expression where possible.

Puzzles help children to develop concentration and emerging maths skills such as sequencing, matching and classification as well as fine-motor (small muscle) and eye-hand coordination skills. Puzzles also help children to feel satisfaction in completing a task, and about returning equipment to appropriate places.

Science activities offer hands on opportunities for observation, exploration, investigation, making predictions, and experimentation.

Sensory play provides opportunities for children to explore and develop an awareness of the senses; touch, taste, sight, smell and hearing. Language is also encouraged through the description of these experiences.

Small world provocations This is another form of imaginary play and dolls houses, police stations, fire stations, hospitals etc. would all fit into this category too." Small world" is exactly what it sounds like - a miniature play scene with figures, objects, scenery and a sensory element to enrich play and stimulate imaginative, creative and language development through which children can begin telling their own stories. Educators at Katoomba Leura Preschool will regularly create small worlds that reflect the children's current interests, or that represent stories we have been reading. We love to watch how the children interact with these, the language they use and the way they engage with both the props and each other.

Socio dramatic play experiences allow our children to be both actors and directors. As actors, children experience the feelings, thoughts and behaviors of the roles they are playing. As directors, they imagine the thoughts, feelings, and behaviors associated with a role and coach the actors. Adopting the role of a mother,

firefighter, chef, train driver, helps children to construct their own understanding of how the world works by stepping into the shoes of another person. They are also able to act out social situations requiring negotiation with players with different needs and views. They are able to express their inner feelings and communicate in meaningful ways and develop social skills by negotiating roles, locating props, and agreeing on a common theme.

Superhero play we aim to help children realise that, whoever they are, they are personally responsible for their actions, what they do and say, and how it affects other people. A common form of play for preschoolers is superhero and military role-play. It allows children to test their limits and power in their world. Superhero play expresses the desire to be all-powerful, to fly, to be invulnerable. This is a positive play experience, only when the children, supported by the educators, understand that superheroes must respect other people and their environment.

Visual art experiences (drawing, painting, sculpture) support children develop skills such as critical thinking, self-expression, problem-solving, communication and collaboration. Our teachers focus on process-based art education, in which the experience of creating art is valued over the end product. In our classrooms, teachers integrate art into many aspects of our learning environment. After reading a book about koalas, teachers might ask children to create their own koalas using a variety of loose materials, paint, textas and paper. They encourage children to talk about their art, providing a great opportunity to learn new vocabulary, particularly words related to colors, shapes, textures, and emotions. Our children are also exposed to and inspired by famous artwork. In order to cultivate that fascination, we discuss famous artists and art works and ask children to creatively express their thoughts, ideas and understanding through art mediums.

Yoga is a great physical activity that maintains flexibility and strengthens growing bodies. Children engage in yoga sessions that are fun, imaginative, and spark creativity, which our preschoolers possess naturally. It enhances concentration and teaches children an appreciation of the world we live in, and the people we connect with. Through different breathing

Some things you won't see in our play environments are stencils and worksheets. These are not appropriate for young children and stifle creativity and thinking. You won't see children sitting at tables doing formal lessons on number or the alphabet. This is what school does and is best left to when children are older. Young children learn in a far more organic way. You also won't find us working on the letter of the week, colour of the week or other theme-based approaches to teaching. These approaches are not recognised as best practice, effective or appropriate ways to engage children in the early years and are more for the adults than the children.

games and exercises, the children learn tools for stress management and balancing a peaceful, relaxed body and mind.

Pedagogical Documentation

Pedagogical documentation can be defined as "a process of gathering artefacts, conversations, ideas, and displaying children's learning, energy and theories." It involves both the act of documenting and the analysis and reflection upon that documentation to inform our practice and beliefs. Educators think deeply - drawing from their knowledge of the child, and early childhood development, theories and research - and attempt to reveal what learning is occurring, what theories are being formed and how we can best support progress.

The collaboration between educators, children and families enriches this process and presents a fuller picture of the child, group, environment, curriculum choice or content.

DOCUMENTATION AS "VISIBLE LISTENING"

Children are constantly creating and fine-tuning their own theories about our world and their place within it - "Who do I belong with?" "What will happen if I...?" "Why is that like that...?" It is through this process that they develop their identities, ways of knowing and learning, and their connections and relationships with others. Through documentation, we can track and support the evolution of these theories.

Carla Rinaldi, a founding member of the Reggio Emilia approach to Early Childhood Care and Education, describes pedagogical documentation as "visible listening." This "listening" involves gathering evidence of children's and educator's thinking (e.g. conversations, observations, creations, choices, beliefs, artworks and other artefacts,) to reflect upon, and inform the development of a rich curriculum and guide pedagogical practice.

Our educators listen with open ears and minds, welcoming different perspectives and ways of knowing and viewing documentation as a vital part of the learning process for children and adults alike.

In relation to pedagogical documentation at Katoomba Leura Preschool, we:

- Use documentation to capture, celebrate, assess and promote children's learning and development individually and within a group context.
  Engage with theorists and current research to guide, enhance and support our documentation and pedagogical practice.
- Can identify and support children who may require additional support.
- Use documentation as a tool for technical, practical and critical reflection
- Document ethically and always to advocate for children's rights. To reveal to the greater public a view of children as capable and intelligent, and promote the importance of investing energy into early childhood care and education.
- Gather information in many ways and are mindful of ensuring that the documentation process does not impede children's experiences, for example, when taking photos or asking questions, we avoid interrupting children's work.

'Individual Learning Plans"

Teachers and educators are responsible for working cooperatively to monitor the individual development of each child and for evaluating the programme in relation to the EYLF, preschool stated philosophy and individual children's learning and development.
Under the teacher's guidance, educators are involved in in subtly collecting observations of children's skills, behaviour and learning. The observational strategies that the educators use varies and includes the following:

- Floors books
- Running record
- Anecdotal observations
- Post event observations
- Time or event sampling
- Journal notes
- Learning stories

These observations are used as a basis for individual programme planning which may be incorporated within the daily plans for the group as a whole. This observational information is used along with additional information provided by parents and carers, regarding the child's current play interests, recent family experiences such as holidays etc.
Families are supported in developing objectives for their child at the beginning of the child's enrolment and revisited during the course of the year.

'Making Our Learning Visible' Floorbooks

To document the children's learning journey through preschool, '*Making Our Learning Visible*' Floor*books* are developed over time full of information, observations, jottings, learning stories and photographs. This important tool creates a link between your child's preschool and home environment. They are also used for planning future learning experiences. Children have joint ownership of the *Making our Learning Visible* floorbooks. They belong to the group of children, not an individual, and as such remain at Preschool for all to share.

*Making Our Learning Visible Book*s are large books with blank pages. The content consists of dialogue between the children and educator or children and their peers. It is a working document where educators and teachers collaborate with the children to document the children's learning. The purpose of *Making Our Learning Visible Books* is to encourage thinking skills through talking together in a group so that children are consulted and influence the learning taking place.

Educators and teachers use open-ended questioning in response to an interest from the children. The questions are presented as part of a conversation and are designed to stimulate thought rather than test knowledge. This dialogue of reflective thought is an important part of the learning process as it creates a partnership of exploration and discovery. Educators can document children's thoughts and ideas, providing a genuine record of their thinking.

Children can draw and write their own comments about the things they are learning, and their families can add their own reflective comments regarding their child's interest in the current topic. As a preschool community it is important that documentation is a democratic process that involves the whole community - teachers, children and families are all free to add to the books.

*Making Our Learning Visible Book*s provide opportunities for children to develop higher order thinking skills, depth of learning and collaborative learning. Through these books, children's learning becomes visible and an experience to be shared. Being able to read and share these floorbooks allows children to revisit learning experiences time and time again - deepening understanding and building on previous work and ideas.

'Documentation Panels'

Documentation Panels are a condensed and published version of the 'Making our Learning Visible' floorbooks. These panels are prominently displayed on the classroom walls, or in folders and are emailed to families. Included in these panels are the significant moments; the junctures; the children's theories; and the central/critical ideas in the evolution of the project. These are documented through photographs, teacher's notes, transcriptions, and artifacts and serve as a visual archive of our children's learning.

Project Documentation

As part of their learning the children investigate topics of interest (this is often done during small workshops throughout the day). These investigations are often referred to as 'projects'.

Projects may begin with educators posing a question as a provocation for further investigation and thought. Provocations are based on the children's interests, passions, experiences and questions. Based on children's responses, we introduce materials, questions, and opportunities that encourage children to further explore the topic. As a result, their thought processes, ideas, and the ways in which the group collaborate, develop as a topical project. Both the children and the educators document projects through the use of photos, explanations and samples of work.

Curriculum planning and implementation revolve around open-ended and often long-term projects that are based on the reciprocal nature of educator-directed and child-initiated experience. All of the topics of interest are given by the children. Within the project approach, children are given opportunities to make connections between prior and new knowledge while engaging in authentic tasks.

Visual presentation of photos

To assist the children share their day and as a means to make the children's learning visible, a visual presentation of photos taken throughout the day is uploaded to the screens in locker rooms or classrooms each afternoon. These presentations give a visual snap shot of what has been happening in our learning environments.

These photos also provide visual prompts for the children and enable them to express themselves. Photos of their previous day (at pre-school) maybe displayed in the morning period as a learning and conversation stimulus and prompts for them to revisit their experiences.

Family participation and getting involved

Family participation has long been a feature of our Preschool. Katoomba Leura Preschool aims to work closely with families to meet your child's needs and family's individual needs. Parents/carers are encouraged to become involved in the program to the level at which they feel comfortable, working in partnership with the educators and children to enhance our daily program.

We encourage you to be involved with your child at Preschool if you have the time. You are very welcome to spend time at the Preschool – just let the educators know that you're planning to stay. Feel free to come in at any time of the day.

We encourage parents/carers to share their interests, skills and talents with the children. New experiences can excite and interest children and they can themselves discover a new interest and strength. Do you enjoy hobbies like model making, painting pictures, carpentry, soccer, storytelling, acting, sewing, play an instrument, cooking, bathing a new baby? Perhaps you could share your knowledge with the children.

We recommend families make time to spend with the children by playing games, reading books and participating in discussions about the children's interests. Increased family participation enriches the program.

We also love to have parents who may like to help us with gardening with the children during outdoor play time.....this can be on a casual drop-in basis....or joining us during our monthly gardening afternoons. The children are always willing helpers for weeding, planting, composting and any other everyday garden jobs.

You may like to share a cultural experience with us. Perhaps you can sing or speak in another language, or cook foods from your culture, or share a celebration with us, or an aspect of your culture.

We actively encourage parents/carers to join us on excursions and special days. We'll let you know when these are happening.

We would appreciate your opinion about our curriculum, documentation methods and objectives for your child as your feedback is important to us. We encourage families to talk about their child's development with their child's educators informally each day. Parent/ Educator discussions regarding your child's developmental progress are vital in providing an individualised and relevant program for your child. Please see your child's educator if you would like to arrange a formal time to meet.

Family feedback about the service we deliver is also encouraged. We believe everyone should have the opportunity to contribute his or her views, opinions and suggestions. Please feel welcome to talk with our educators and staff about any aspect of our service. Make an appointment with Alison (Director) for an in depth discussion, email or write a note. We encourage parents/carers to complete questionnaires regarding the quality of care, the educational program and the environment. Parent/carer responses to these questionnaires play a vital role in the decisions that are made about the direction of the Preschool program, policy development, budgeting and planning for the future of the Preschool.

Children with additional needs

Our goal is to provide an inclusive, active learning environment that supports all children's uniqueness, dignity and development. Therefore, we aim to:

- Provide Individual Education Programs (IEP's) that encompass children's varying needs, including
  - Disability
  - Challenging behaviour
  - Culturally and linguistically diverse (CALD)
  - Aboriginal or Torres Strait Islander (ATSI)
  - Health

- Communicate the belief that children with additional needs are first and foremost children, with the right to be included in all aspects of their community;
- Support children's development through using exemplary practices to focus on children's interests, strengths and needs;
- Develop partnerships between families and their support systems which reflect involvement, input and ongoing collaboration from all participants;
- Liaise with relevant agencies and specialist services in the community;
- Provide information to families regarding referral and appropriate support services;
- Ensure that any specialised medical or nutritional needs of the child are catered for in the day-to-day program; and
- Support the belief that diversity in all forms enriches communities to be better and more productive places to learn, play and care.

If your child has any additional needs please discuss these with Alison, and we will talk about specific care, therapy and other needs your child may have. Funding may be available to employ a support worker if this is required for your child, although all additional needs support funding is dependent upon funding body criteria and availability, and may be provided by the above-license educator in the room.

Behaviour guidance

Children face many challenges throughout their lives including learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults.

As parents/carers and educators, we aim to influence the child's behaviour rather than to control it. The term 'behavioural guidance' is preferred over discipline (which is often associated with reward and punishment) because it includes all forms of behaviour and not just those behaviours labelled as 'negative'. There are more helpful methods to help children develop problem-solving skills, a sense of freedom to choose their own path and the self esteem necessary to change a pattern of unhelpful behaviour. Preschool educators aim to provide an environment, which supports children to learn self-regulation and manage their own behaviour.

Katoomba Leura's Behaviour Guidance policy and procedures emphasise that children have the same rights as adults while acknowledging their different needs as developing young people; and recognises, values and celebrates the difference and similarities that exist in all persons. It is our aim for families, educators and staff to use appropriate strategies to guide children to recognise, manage and learn from their behaviours to express their emotions in positive, non-threatening and productive ways.

Katoomba Leura Preschool is committed to a Behaviour Guidance Policy that:
- Reflects the values, attitudes and current recommended strategies that promote positive play behaviours and patterns;
- Respects the importance of interactions and relationships between families, children and educators;
- Understands why children behave in certain ways in specific circumstances;
- Promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity or creativity;
- Defines clear and transparent care-giving strategies that communicate how behaviour guidance is implemented by the Preschool;
- Informs families, educators and staff about the procedures involved in behaviour guidance management plans; and
- Explains Katoomba Leura Preschool's commitment to professional development and utilisation of external agencies.

The Preschool has a duty to ensure that the working environment supports the emotional and mental wellbeing of its educators and staff. Educators and staff who are implementing behaviour guidance strategies and/or plans for children that display inappropriate behaviours (especially if the behaviour is aggressive towards other children or

adults) need continued support and assistance. Educators and staff can experience levels of stress or anxiety, which may lead to sickness or apathy in the workplace. The Preschool aims to ensure that the employee's mental and emotional well-being is considered, as well as the child's need for positive behaviour guidance strategies.

Relaxation, sleep and stillness moments

Children's rest and sleep are crucial to their healthy development and wellbeing. In today's contemporary, fast paced society, stress is becoming an ever-increasing problem for young children. Our educators aspire to a holistic, ecological approach to working with children, based on recognising the following principles in life:

- The value of quiet and solitude;
- The value of meditation and reflection (quiet time and visualisation);
- The value of taking care of our bodies; and
- The awareness of our natural way of being (relaxed and at ease as opposed to feeling stressed).

Our educators provide an environment and routines that are flexible in supporting children who do not require a sleep and those who seek rest and relaxation throughout the day. Our educators work in partnership with families with the aim of information exchange and development of consistent and appropriate children's sleep and rest behaviours. Please discuss your child's sleep or rest needs with your child's educators.

If your child still needs or wants a rest or sleep after lunch we provide preschool mattresses, which we place on the floor. You will need to bring a child's sleeping bag, or a set of cot sheets and blanket (ask your child's educators if unsure). Please put bedding into a named bag - an old pillowcase or big drawstring bag is a good idea. If your child has a comforter, teddy or small pillow etc. that they use when they sleep, please remember to pack this as well. You will need to take your child's bed-linen home regularly to wash it so please chat with your child's educator to see how often this needs to be done.

Relaxation and quiet time experiences may include:

- Relaxation music including soft, ambient, light classical, nature sounds and lullabies;
- Aesthetics including soft furnishings, quiet corners, cushions, float bowls and plants;
- Movement to create breaks in the children's day – creative dancing, circle dancing, or yoga;
- Relaxation activities – a relaxation mat outside for quiet drawing, water play, bubbles, cubbies, or weeding the garden;
- Progressive relaxation – learning to relax the body systematically with the breath, valuing sitting or lying and 'just being', quiet time for music appreciation; and
- Visualisation – creating images in our minds to help us relax.
-

Immunisation

The NSW Parliament has passed a Bill to amend the Public Health Act to strengthen vaccination enrolment requirements in early childhood education and care facilities. In particular, they will:

- send a strong public health message about the importance of vaccination
- reinforce for the broader community the overwhelming scientific evidence that vaccination is safe and highly effective in preventing disease
- help reduce the transmission of disease in certain geographical areas.

Children enrolled after 1st January 2019

What forms will be required to be provided at enrolment?

From 1 January 2018, parents/carers must provide a copy of one or more of the following documents to enrol in preschool:

- a ***Medicare Immunisation History Statement*** which shows that the child is up to date with their scheduled

vaccinations or

- a ***Medicare Immunisation History Form***, on which the immunisation provider has certified that the child is on a recognised catch-up schedule (temporary for 6 months only) or
- a ***Medicare Immunisation Medical Exemption Form***, which has been certified by a GP.

No other form of documentation is acceptable (i.e. Blue Book). The Preschool will not enrol children if the required documentation is not provided. The documents are stored by the director in a secure location for 3 years, unless a child transfers to another child care centre.

Are unimmunised children able to enrol in Preschool after 1 January 2018?

The only children who can be enrolled in Preschool after 1 January 2018 are those who are immunised and children who are unimmunised due to medical reasons, provided that the appropriate documentation has been provided. Also, children who are behind with their immunisation schedule are able to access preschool once the appropriate documentation has been provided that shows they are on a recognised catch-up schedule. Children who are unvaccinated due to their parent's conscientious objection will no longer be able to be enrolled in preschool. Children who are unimmunised for a disease may be asked to stay at home if there is an outbreak of that vaccine preventable disease in the preschool.

Which children are exempt from the new requirements?

The following classes of children are temporarily exempt from the new requirements and the documentation must be provided within 12 weeks from the date of enrolment in the preschool:

- those who are subject to a guardianship order under section 79A of the Children and Young Persons (Care and Protection) Act 1998
- those who have been placed in out-of-home care
- those who are being cared for by an adult who is not the child's parent due to exceptional circumstances such as illness or incapacity
- those who have been evacuated following a state of emergency (for example, a declared natural disaster)
- Aboriginal or Torres Strait Islander children.

Which vaccines must a child have to be fully vaccinated?

The NSW Immunisation sets out the age-appropriate vaccines for children and the AIR Immunisation History Statement will indicate if the child is up to date with their vaccinations.

Do parents/carers still have a choice to vaccinate their children?

Yes. Vaccination is not compulsory and parents will continue to have the choice whether or not to vaccinate their child. However, conscientious objectors will no longer be able to enrol their children in preschool and will need to make alternative arrangements.

How do parents/carers access an AIR Immunisation History Statement for their child?

Parents automatically receive their child's AIR Immunisation History Statement in the mail after they complete their immunisation schedule (sometime after 4 years of age).

A copy of their child's immunisation details can also be obtained at any time via:

- calling the Australian Immunisation Register on 1800 653 809
- Medicare Online Services
- requesting a statement by emailing air@medicareaustralia.gov.au
- by visiting their local Medicare office.

What if a child was vaccinated overseas?

Overseas immunisation records will not be accepted by Preschool. The overseas immunisation records need to be assessed by an immunisation provider who will transfer the information to the Australian Immunisation Register (AIR). Parents can then request a Medicare Immunisation History Statement.

Immunisation register

A register of the age appropriate vaccination documentation is maintained for each child and in the event of specified vaccine preventable disease outbreak in the Preschool, the public health officer can exclude children who are not vaccinated for that disease to protect them from infection and prevent them from passing diseases to others.

Full Fees are payable for excluded children *unless the Management Committee determines otherwise.*

Returning After a vaccination

The Preschool recommends that parents have children immunised at the end of the day or keep children at home following immunisations early in the day, as side effects are common. If parents insist they return to Preschool on medication such as panadol/paracetemol, staff will respectfully communicate with parents and refer to the guidelines in the Illness Policy if the child is not coping in the Preschool setting.

NSW Immunisation Schedule

updated April 2019

AGE	DISEASE	VACCINE
CHILDHOOD VACCINES		
Birth	Hepatitis B	H-B-VAX II **OR** ENGERIX B
6 weeks	Diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
4 months	Diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, hepatitis B, polio	INFANRIX HEXA
	Pneumococcal	PREVENAR 13
	Rotavirus	ROTARIX
6 months[1]	Diphtheria, tetanus, pertussis, *Haemophilus influenzae* type b, hepatitis B, polio	INFANRIX HEXA
12 months	Meningococcal ACWY	NIMENRIX
	Pneumococcal	PREVENAR 13
	Measles, mumps, rubella	MMR II **OR** PRIORIX
18 months	Diphtheria, tetanus, pertussis	INFANRIX **OR** TRIPACEL
	Measles, mumps, rubella, varicella	PRIORIX TETRA **OR** PROQUAD
	Haemophilus influenzae type b	ACT-HIB
4 years[2]	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV **OR** QUADRACEL
ADOLESCENT VACCINES - SCHOOL VACCINATION PROGRAM		
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX
	Human papillomavirus (2 doses)	GARDASIL 9
Year 10	Meningococcal ACWY	NIMENRIX
ADULT VACCINES		
Pregnant women	Influenza (Annually-any trimester)	INFLUENZA
	Pertussis (ideally between 20-32 weeks)	BOOSTRIX **OR** ADACEL
65 years and over	Influenza (Annually)	FLUAD
	Pneumococcal (One dose, unless medical risk conditions exist)[3,4]	PNEUMOVAX 23
70 years (Catch-up for 71-79 years until 31 October 2021)	Zoster	ZOSTAVAX
AT RISK GROUPS		
All children 6 months to < 5 years	Influenza (annual)	INFLUENZA
Aboriginal people 6 months and over		
6 months and over with medical risk conditions[4]		
Aboriginal people 15-49 years with medical risk factors	Pneumococcal[3,4]	PNEUMOVAX 23
Aboriginal people 50 years and over		

1 At risk children require an additional dose of pneumococcal (Prevenar 13). **2** At risk children require an additional dose of pneumococcal (Pneumovax 23). **3** Refer to the current edition of The Australian Immunisation Handbook for timing of doses. **4** Refer to the current online edition of The Australian Immunisation Handbook for all medical risk factors and conditions.

April 2019 © NSW Health.
SHPN (HPNSW) 190128.

Exclusion periods for infectious conditions

Condition	Exclusion of Case	Exclusion of Contacts
Amoebiasis (Entamoeba histolytic)	Exclude until there has not been a loose bowel motion for 24 hours.	Not Excluded
Antibiotics	Exclude for 24 hours after commencement.	Not Excluded
Bronchiolitis or Bronchitis	Exclude for 24 hours after appropriate medical treatment has commenced.	Not Excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours.	Not Excluded
Candidiasis	See 'Genital Thrush'	
Chickenpox (Varicella)	Exclude until all blisters have dried. That is usually at least 5 days after the rash first appeared in unimmunised children and less in immunized children.	Any child or staff with an immune deficiency (e.g. leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded.
Cold sores (Herpes Simplex, Virus – HSV)	Exclude all **babies and toddlers** until fully recovered. Parents and staff with cold sores will be allowed in all areas provided they take the necessary precautions in the contact with children, i.e. keep lesions covered; do not kiss the children; do not use communal cups, cutlery etc.	Not excluded
Conjunctivitis	Exclude until the redness and discharge from the eyes has stopped, including discharge on waking. It is recommended that the full course of treatment be completed.	Not excluded
Coughs and colds	Exclude for a full 24 hours after commencing antibiotics and/or is considered by Director in conjunction with the room supervisor to be too unwell to attend (e.g. ongoing runny noses).	Not excluded
Croup	A Child considered well enough to attend must be accompanied by a certificate of non-infectiousness from their doctor.	Not excluded
Diarrhoea (See also Giardiasis, Rotavirus, Salmonella, Shigella)	Exclude for a **full 36 hours** after the last loose bowel motion and has returned to a normal diet.	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received.	Exclude household contacts
Ear Infections	Exclude for a full 24 hours after commencing antibiotics and they are considered well enough to attend.	Not excluded
Fever/High temperature (non-specific)	Exclude if temperature is at or above 38° C measured in the ear or mouth (or 37°C measured under the arm).	Not excluded
Genital thrush	Exclude until production of proof that appropriate medical treatment has commenced.	Not excluded
German measles	See 'Rubella'	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours and a medical certificate of recovery is produced.	Not excluded
Glandular fever, (Mononucleosis, EBV infection)	Exclude until medical certificate of recovery is produced.	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried.	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until the person has completed the appropriate treatment and a medical certificate of recovery is produced.	Not excluded
Head lice (Pediculosis)	Exclude until the day after effective treatment has commenced.	Not excluded
Hepatitis A	Exclude until medical certificate of recovery is produced, but not before seven days after the onset of jaundice.	Not excluded
Hepatitis B	Exclude until they are well enough to attend.	Not excluded
Hepatitis C	Exclude until they are well enough to attend.	Not excluded
Human Immunodefiency Virus (HIV/AIDS)	Exclude until they are well enough to attend. If the person is severely immunocompromised, they will be vulnerable to other people's illnesses.	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has commenced or until all sores have healed.	Not excluded
Influenza and influenza-like illnesses	Exclude until well enough to attend.	Not excluded

Condition	Exclusion of Case	Exclusion of Contacts
Measles	Exclude for at least four days after the onset of the rash or until a medical certificate of recovery is produced.	Immunised and immune contacts are not excluded. Non-immunised contacts are to be excluded from Preschool until 14 days after the first day of the appearance of rash in the last case, unless immunized within 72 hours of first contact during infectious period with the first case.
Meningitis (bacterial)	Exclude until appropriate antibiotics have been received and a medical certificate of recovery is produced.	Not excluded
Meningitis (viral)	Exclude until they are well enough to attend.	Not excluded
Meningococcal infection	Exclude until appropriate antibiotics has been completed and a medical certificate of recovery is produced.	Not excluded
Mumps	Exclude for nine days after the onset of swelling.	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for 48 hours.	Not excluded
Parvovirus infection (fifth disease, erythema, infectiosum, slapped cheek syndrome)	Exclude until rash disappears.	Not excluded
Pertussis	See 'Whooping Cough"	
Ringworm/tinea	Exclude until the day after appropriate antifungal treatment has commenced.	Not excluded
Roseola	Exclude until rash and fever disappears.	Not excluded
Ross River Virus	Exclusion is NOT necessary.	Not excluded
Rotavirus infection	Exclude until there has not been a loose bowel motion or vomiting for 36 hours.	Not excluded
Rubella (German measles)	Exclude until they are fully recovered or for at least four days after the onset of the rash.	Not excluded
Salmonella infection	Exclude until there has not been a loose bowel motion for 36 hours.	Not excluded
Scabies	Exclude until the day after the appropriate treatment has commenced.	Not excluded
Scarlet fever	See 'Streptococcal sore throat'.	
School sores	See 'Impetigo'	
Shigella infection	Exclude until there has not been a loose bowel motion for 36 hours	Not excluded
Slapped Cheek Syndrome	Exclude until rash disappears	Not excluded
Streptococcal sore throat (including scarlet fever)	Exclude until antibiotics treatment has been received for 24 hours and the person feels well.	Not excluded
Temperature	See 'Fever/High temperature'	
Typhoid, Paratyphoid	Exclude until medical certificate of recovery from the appropriate health authority is produced.	Not excluded unless considered necessary by the public health authorities.
Varicella	See 'Chickenpox'	
Viral gastroenteritis (viral diarrhoea)	Children are able to be excluded from the Preschool until there has not been a loose bowel motion or vomiting for 36 hours	Not excluded
Warts	Exclusion is NOT necessary	Not excluded
Whooping cough (pertussis)	Exclude until five days after starting the appropriate antibiotic treatment for 21 days from the onset of coughing.	Contacts that live in the same house as the case and have received less than three doses of pertussis vaccine are to be excluded from Preschool until they have had five days of an appropriate course of antibiotics. If antibiotics have not been taken, these contacts must be excluded for 21 days after their last exposure to the case while the person was infectious.
Worms	Exclusion not necessary if treatment has occurred.	Not excluded

Medication

The administration of medication is considered a high-risk practice and as such carries obligations for both educators and parents/guardians. There are strict Regulations around the administration of medication for your child at preschool. The administering of medication requires attention to detail, meticulous record keeping, teamwork and common sense as incorrect administration has potential health and litigation risks (National Health Medical Research Council, 2016). Educators have first aid qualifications and are trained in the safe and hygienic administering of medication as part of their professional development to ensure safe and hygienic practices. They are also trained to deal with adverse reactions to medication, quickly and responsibly.

While families place a high level of trust and responsibility on educators when administering medication to children and must feel confident that the process is carried out responsibly, educators must also feel that they are protected against any possibility that instructions have been misunderstood. Thus parent/guardians are expected to properly document their requirements and educators must ensure this has been done before any medication is administered. It is imperative that educators are told about any medication being administered while the child is not attending the Preschool.

Parent's/carer's responsibilities include:

- Notifying the Administration Coordinator (Dianne) on enrolment of any long-term medical conditions such as allergies, asthma, diabetes or epilepsy where medication is required, either intermittently or on a continuous basis, and completing the relevant Medical Condition Management Plan forms.
- Completing and signing the Medication Record, as required.
- Ensuring all medications are handed to an educator for safe storage. It is vital that medication is not stored in children's bags.
- Ensuring the child's medication is
    - prescribed by a registered practitioner
    - clearly labelled with prescribed information (dosage etc.),
    - is in its original packaging,
    - includes the child's name and date of issue.
- Providing written advice from a GP or registered complimentary practitioner if herbal preparations are to be administered.
- Informing educators of any medications (including paracetamol) being administered to the child outside Preschool hours, such as in the morning before arriving or the night before.
- Excluding their child for the first 24 hours after commencing a course of antibiotics.
- Ensuring a full course of medication is completed even when symptoms disappear, e.g. antibiotics or eye cream/drops.

The only other exception to the administration of medication will be in the case of the need for an emergency medication to be administered for asthma or anaphylaxis, when asthma or anaphylaxis had not previously been diagnosed.

At Katoomba Leura Preschool children will not be permitted to self-administer medication.

Accidents

Although every care is taken to prevent mishaps, accidents may occur that involve your child. When a child is injured an educator will administer first aid immediately, comfort the child and notify you. All of our primary contact or permanent educators have a current First Aid Certificate. A staff member with a First Aid Certificate must be present at all times when we have children attending. In addition, most educators are trained in Asthma and Anaphylaxis First Aid.

If the injury is to the head, the child will need close monitoring, therefore we will ask you to come and collect your child. If we are unable to contact you or your chosen emergency contacts, we will continue to monitor your child until you can be reached. Parents/carers will also be contacted if the child receives a bite (human or animal), an injury causing significant bleeding and/or an injury, which may require further medical treatment.

An ambulance will be called in the case of a serious injury requiring urgent medical attention. The Director or Nominated Supervisor will remain with the child at the hospital and await your arrival.

When children have accidents that require first aid or adult attention, they are recorded on an Incident, Injury, Trauma and Illness Form. You will be asked to read, sign and take a copy of each report.

It may seem as though we are reporting on lots of minor things, but it is important that you are aware of any cuts, scratches, bruises or other injuries, incidents and illness that happen during the day. It is a requirement of our regulations that we report this information to you.

These records are used to monitor the frequency of accidents and evaluate our practices to maintain an optimum level of safety.

Illness

We understand that it can be difficult for families to know when their child is sick enough, to need to stay at home from Preschool. Families can experience problems when trying to take time off work or study to care for an ill child at home. Obtaining paid leave from work and facing negative attitudes about leave in the workplace can cause stress for families. Parents/carers may also experience guilt when taking time off work or study to care for a sick child or when they send a child to Preschool who is not well.

Because we need to balance your child's needs with the health and safety of all the other children and educators at preschool, it is likely that if you send them, we will call you to come and pick them up if we see the following:

- If your child is ill from a contagious viral or bacterial illness (flu, stomach bug, cold, etc.)
- If your child has a skin condition, discharging eyes, or head lice until it has been treated.
- If your child is unusually tired, pale, lethargic or irritable, or constantly crying from discomfort due to illness and in need of constant one-on-one care
- If your child has rashes or skin irritation that can't be identified
- If your child is vomiting and/or has loose bowel motions
- If your child has been injured involving a head injury or had a medical procedure requiring stitches. Your child should not attend pre-school until recovered or for at least 48 hours
- If your child has a temperature the following will occur:

    - Parents will be alerted when a child registers a temperature of **37.5^{O}C** or above. The child does not need to be collected from Preschool at this point, but will be monitored;
    - Educators will note any other symptoms that may develop with high temperatures (for example, a rash or vomiting). If this is the case, a parent or emergency contact person will be asked to collect the child;
    - When a child registers a temperature of **38°C** or above as measured in the ear, a parent will be notified to collect the child as soon as possible (within one hour). The child will not be permitted to return to Preschool for a further 24 hours following a fever of **38°C** or above.
    - When a temperature requires immediate medical attention (**39°C and above**) educators will commence first aid. Parents will be notified and requested to take their child to hospital or a medical practitioner. If parents or emergency contact persons cannot be reached, an ambulance will be called.

Please also remember:

- if you have given your child medication to ease pain or fever during the night or in the morning before coming to preschool you may be unaware that you are masking symptoms, and the child should remain at home;

- if your child has an episode of vomiting, diarrhoea or similar gastric complaints, they **must not return to Preschool for at least 48 hours after the last attack,** as they are still likely to be infectious; and
- To let us know if your child is going to be away due to illness – it helps us to be on the lookout for similar symptoms in other children.

Healthy Food and Drinks

There are many benefits to promoting a healthy lifestyle in preschool, including the positive impact this has on each child's learning and development. Being made aware of positive eating behaviour, oral hygiene practices and the importance of physical activity from an early age can instil good habits that will remain throughout a person's life. Our Educators are well placed to build this awareness among children and their families, while respecting lifestyle choices, and cultural and religious values.

The foods we eat provide our body with the nutrients we need to stay healthy. Good nutrition is the balanced eating of a variety of foods, and is especially important for children, as they require a large amount of nutrients for growth and development. Research has shown that, when offered a variety of healthy foods, children can and do make good choices. It is also important to provide preschool children with a good foundation in healthy eating, as most children have formed lifelong eating habits before they reach school age.

Poor nutrition is linked to diseases such as obesity, heart disease, cancer and diabetes. Tooth decay is Australia's most prevalent health problem despite being preventable[i].

We provide many opportunities for children to experience a range of healthy food, and to learn about food choices from educators and other children. We also offer a "Breakfast Club" for children who are unable or unwilling to eat breakfast at home. Please advise your teacher if your child requires breakfast and we are happy to supply it.

Healthy lunch and snack options

All children in attendance at preschool will require a nutritious morning tea and lunch and all food must meet the Australian Dietary Guidelines.

We encourage you to limit the number of processed "snacks" in individual packaging that you send, as these foods are often promoted as healthy but contain higher amounts of fats, sugar and salt. Remember too that many home-made cakes and muffins contain a lot of fat and sugar as well, so home-made is not always a healthy substitute. Muffins and cakes should be avoided completely. Also, children cannot tell the difference between a homemade "healthy" cake and a shop bought one, so it is difficult for them to understand why some might be acceptable and others not.

In the interest of children's health the following foods are not allowed at preschool: cake, sweet or cream filled biscuits, (including Honey or Chocolate Tiny Teddies), lollies (or lolly like fruit snacks), chocolate (including

chocolate covered muesli bars), Nutella, nuts, chips, Twisties, Roll-ups, Dunk-a-roos, YoGos, LCM bars, fruit sticks, Fruitfix's, Monster Noodle Snacks or any fruit snack where the sugar or salt content is a high percentage of the overall weight of the product or other similar products that are high in sugar or fat and have little or no nutritional value.

Lunch box ideas

A white-bread sandwich is ok, but it isn't the only lunch box option. Here are some healthy variations:

- ✓ a wholegrain-bread sandwich with a cheese and grated carrot filling
- ✓ pita bread pockets, roll-ups or Turkish bread with lean meat or falafel and salad
- ✓ dips such as hummus, along with pita or crackers and vegetable sticks for dunking
- ✓ potato salad, chickpea salad, tabouleh and homemade pizza, as well as rice and noodle dishes that can be eaten cold.

Sandwich fillings can be quite adventurous. You might like to try adding grated carrot or beetroot, sliced red cabbage, raisins or sultanas, sliced apple or fresh herbs to liven things up. Here are a few tasty sandwich combinations:

- ✓ tasty cheese, pineapple (drain and pat dry with kitchen paper) and lettuce
- ✓ tasty cheese and chutney
- ✓ Swiss cheese and sliced gherkin (pickled cucumber)
- ✓ cottage cheese or ricotta and chives
- ✓ cottage cheese or ricotta and dates
- ✓ brie and cranberry sauce
- ✓ apple and raisin
- ✓ chicken (make sure it's well cooked and fresh), mayo and celery
- ✓ chicken, pesto and red capsicum
- ✓ avocado (squeeze on some lemon juice to stop it going brown), tomato (remove seeds to stop bread going soggy) and coriander
- ✓ canned tuna, stuffed green olives, tomato (remove seeds) and lettuce

Snack ideas

Fresh fruit, stewed fruit in natural juice, natural yoghurt, pieces of cheese, fruit bread, rice cakes, pikelets and crackers all make nutritious snacks. Tiny Teddy biscuits, most muesli bars, fruit chew bars and fruit in jelly are not very nutritious and are not recommended.

Food Rescue

Our preschool is currently the recipient of Baker's Delight and Mountain High Pies donated food. Each Friday morning fresh bread, rolls, fruit bread and various baked items along with frozen pies are available for free for our families to collect and utilise. Please call into the staff room after 8.30am on Fridays to collect.

Dealing with inappropriate foods or drinks

If a food is supplied by a family that does not meet our Healthy Eating Policy guidelines, the food will be removed from the child's lunchbox. If the child has insufficient food for the day, they will be supplied with replacement food. A note will be sent home to the family stating that the food does not meet the policy guidelines and the note will also suggest some alternative foods.

Water

Please send a drink bottle containing water for your child to drink at Preschool. Drinking water is the best way for children to quench their thirst, without getting the sugar and kilojoules found in fruit juices, soft drinks, sports drinks and flavoured mineral waters, and it's FREE! Children need water every day and drinking water is important during active play to keep them well hydrated. Drinking water instead of sweetened drinks helps children to prevent dental

problems and the fluoride found in tap water also helps children develop strong teeth. Fruit juice, cordial, energy, health drinks or soft drinks will not be accepted at Preschool.

Allergies

The Preschool regularly enrols children with severe life-threatening allergies to peanuts and tree nuts.

In order to provide a safe environment for children at risk of anaphylaxis, parents/carers are requested to comply with the following:

- Peanuts or other nuts, or food containing nuts and their by-products are NOT to be brought to Preschool. Even picking nuts out of food will leave dangerous traces of the allergen. Foods to be left at home include (but are not limited to): -
  - Peanut or other nut butters and pastes
  - Peanut/nut muesli bars or similar (check ingredients list on all muesli bars)
  - Peanut/nut biscuits, cakes, muffins, breads
  - Christmas cakes and puddings
  - Dried fruit & nut mixes
  - Nutella
  - Dunkeroos (chopped hazelnut dip)
  - Nut meat or nut rissoles
  - Baklava and other pastries
  - Nut sauces – satay, peanut etc.
  - Pesto
  - Breakfast cereals containing nuts
  - Friands
  - Items made with almond meal

  The current advice that we have is that products that are labelled "may contain traces of nuts" will be accepted.
- Please avoid consuming peanut butter or other nut products before attending preschool. If this cannot be avoided, then hands and face should be thoroughly washed, teeth brushed and mouths rinsed, prior to arriving at Preschool.

Lunch boxes

We prefer Nude Food lunchboxes and containers, where you can put healthy snacks, sandwiches, fruit etc. in the little compartments without having to include packets, plastic wrap or other rubbish so we can reduce the amount of packaging waste we are sending to landfill. As space within our refrigerator is limited, we ask lunchboxes be placed directly into the fridge with bulky insulated bags left in your child's backpack.

Please remember to wash out your child's lunch box or insulated lunch pack every day.

Safe storage of food

Please place snack and lunch boxes that contain foods requiring refrigeration in the fridges provided in each classroom. Food poisoning bacteria can grow and multiply on some types of food more easily than others. High-risk foods include meat, poultry, dairy products, smallgoods, such as ham, seafood, cooked rice and pasta, prepared salads and prepared fruit.

Birthdays and celebrations

Birthdays are always a special event for the majority of children, and can be celebrated at Preschool. We also appreciate that not all families celebrate birthdays.

If your child's birthday falls on a preschool day, or another day, you are very welcome to bring a cake, candles and serviettes to the Preschool. Please ensure the cake you provide does not contain alcohol, rich cream, heavy

chocolate, nuts or small choking items such as edible hard lollies. Twenty iced cupcakes are the preferred "birthday cake" option because they require minimal handling and therefore reduce the risk of cross infection.

In summer, a whole watermelon may serve as a "birthday cake" or a bowl of strawberries. Be inventive and make it easy on yourself. It really doesn't matter where we place the candles.

If your child has an intolerance or allergic reaction to foods, please send a collection of special treats that can be safely stored in the cupboard, for use during these celebrations.

If you have invitations to give out for your child's birthday celebration, please do so discreetly so that other children do not feel left out. Please do not ask staff for personal information relating to other children at preschool, as this exchange of information is not allowed. You are welcome to ask your child's educators to help distribute invitations to birthday parties held out of hours or invitations for other special events and play dates.

What to wear to Preschool

Parents are encouraged to dress children in clothing that gives protection from the expected weather conditions for the time of the year and allows full participation in the education program. Here are some important points from our policy:

- ✓ Children are encouraged to wear old play clothes to Preschool, which will not cause concern when they become dirtied, or paint stained or the recipient of any number of small disasters that may befall their clothing during the course of a normal Preschool day. Although every effort is made to protect your preschooler's clothing (aprons etc.), we recommend your child wear clothes that are not of high emotional or monetary value because accidents do occur when children are learning and exploring with new media. We advocate the value of messy sensory play for emotional health and fine motor development. Therefore, we ask you to encourage your preschooler's participation in these types of experiences by providing appropriate clothing. Please avoid limiting your child's enjoyment of these experiences by having realistic expectations about the care of their clothing.
- ✓ It is anticipated that a little paint may escape the apron and stain your preschooler's clothes. The manufacturers of the non-toxic paints we use recommend the following washing procedure:
    - Soak the paint-stained garment in cold water overnight;
    - Avoid using Oxygenated nappy soakers as these corrode zips and buttons;
    - Wash in warm water in detergent or "Wonder Soap";
    - Avoid using stain removal agents before soaking and washing as these may "fix" the paint.
- ✓ Children are to be dressed in loose fitting, closely woven clothing that covers as much skin as possible including the shoulders, back and stomach. Tops with elbow length sleeves, and if possible, collars and knee length or longer style shorts and skirts are best.
- ✓ Singlet tops and midriff/crop tops do not offer enough protection and are therefore not recommended.
- ✓ We encourage children to wear flat shoes, secured to the foot, suitable for outdoor play. Thongs, flip-flops, sling backs and clogs (e.g. Crocs) are not secure enough for fast running and changing direction, and are not considered appropriate footwear.
- ✓ During the colder months the building is heated to a comfortably warm level, with long sleeves still necessary inside. A waterproof raincoat, scarf and beanie (and gloves if your child likes to wear them) as soon as the cool weather begins. It is cold in our playground and we will be outside everyday if possible. Children are encouraged to wear rain boots when the ground is soggy or wet. Our children love to jump in puddles!
- ✓ Children are NOT to wear expensive jewellery or carry personal money. Children with pierced ears should wear studs only.
- ✓ **Please pack a spare set of clothes.**
- ✓ Wetbags in which your child's wet clothes can be stored are available from the office at a cost of $8 each.

Parents/carers are asked to wear appropriate clothing and hats when involved in Centre activities.

Sun Protection

The Preschool is recognised as a 'SunSmart Centre' by the Cancer Council NSW. Our aim is to:

- Ensure that all children, staff and visitors at the Preschool are protected throughout the year from the suns' harmful ultraviolet (UV) radiation.
- Promote sun safety and reduce exposure to UV radiation through a comprehensive approach considering sun protective behaviour, organisation of activities, the outdoor environment and education of children, staff and parents/carers; and,
- Ensure that all children are comfortably and appropriately clothed for all weather conditions and play activities.

Hats

All children must wear a SunSmart hat that protects the face, neck, ears and the crown of the head for outdoor activities or on an excursion, with the exception of June and July. Suitable hats include:

- A broad brimmed hat with a brim size of at least 6cm.
- A bucket-style hat with a brim size of at least 5cm and a deep crown.
- A legionnaire hat.

The preschool will provide SunSmart hats for children. The hats will be individually labelled and left in your child's basket at Preschool. Where a child prefers to bring their own hat, the hat must meet the above requirements. Educators will ensure children are wearing a SunSmart hat when outdoors or 'no hat, play indoors' will occur.

Sunscreen

- The Preschool will provide SPF 50+ broad spectrum, water-resistant sunscreen for use by educators and children. Sunscreen station are set up throughout the buildings.
- Parents/carers are asked to indicate their agreement to this by signing a statement at the time of enrolment. Where a child requires a particular type/brand of sunscreen other than that supplied by the Preschool, parents/carers will be requested to provide sunscreen for their child. This sunscreen is to be kept in a secured location for the term. Please do not leave sunscreen in your child's bag.
- If for some reason a child cannot wear sunscreen, they will be required to cover up with a long sleeved top with a collar or high neck and long pants and wear an appropriate hat.
- In the summer months parents/carers will be asked to apply sunscreen to their child before bringing them to the Preschool or on arrival at the Preschool.

Shade

The preschool provides adequate shade for outdoor play.

- Priorities have been given to areas where children play for extended periods, e.g. sandpit, water play, table/craft activities, fixed play equipment.
- Children are encouraged to use available areas of shade when outside.
- The children are offered the choice of playing inside if they wish, as the Lilli Pilli room is supervised at all times during the outdoor play period.

Child safe environment

Our Preschool recognises the importance of providing a safe environment for all children at our centre. All children have the right to experience quality education and care in an environment that safeguards and promotes their health and safety.

Educator and staff responsibilities:

- Ensure that children are adequately supervised at all times;
- Organise rooms and environments to minimise risks to children;
- Monitor and minimise hazards and safety risks in the environment;
- Implement our Child Protection and Incidents, Injury, Trauma and Illness Policies; and
- Take every reasonable precaution to protect children being educated and cared for at the Preschool from harm and from any hazard likely to cause injury.

Parent/carer responsibilities:

We ask that you please hold your child's hand as they leave the centre, and ensure that they remain with you if you are chatting with educators or other parents/carers in the playground or classrooms in the afternoon. Children easily slip out the doors and gates when others are leaving, and it is a quick gallop to the road. Please be aware of closing the gates securely every time you enter and exit.

A few notes to be mindful of when parking your car, please:

- be courteous to our friendly neighbours and do not park across their driveways;
- do not enter or park in the staff carpark;
- do not leave any child unattended in the car; and
- ensure your children use the safety door when entering or exiting your car. The safety door is the rear door, closest to the kerb, footpath or gutter and away from the road. Safety stickers can be ordered from www.rms.nsw.gov.au

Child Protection

The NSW Department of Education gives clear and specific guidelines regarding Child Protection issues. In accord with the guidelines the educators are trained to recognise the signs of possible child abuse and are obligated as Early Childhood Professionals to report any incidents of suspected abuse to the Department of Educationa.

Call Child Protection Helpline – Ph. 13 2111 if you have doubts about the safety or well being of any child.

If you need support to prevent abuse, contact CAPS – Child Abuse Prevention Service, which is a 24 hour telephone counselling service, on 02 9716 8000 or 1800 688 009 (toll free).

The SAFE series - The Office of the Children's Guardian has developed a series of four children's book that have been developed to introduce the concept of Protective Behaviours. We will be sharing these resources regularly with our preschool community. Please feel free to explore these personal safety stories. Your feedback is welcome.

The SAFE series is a protective behaviours program that has been developed to teach children under six about how they can stay safe. The program is a set of four children's books that help carers and educators deliver four key protective behaviour messages:

• understanding where they feel safe
• the underwear rule
• how to speak up if they feel scared or upset
• how to recognise when they are scared, upset or unsafe

www.kidsguardian.nsw.gov.au/SAFE

- Information for parents (PDF 217.4KB) - Learn more about the SAFE series so you can reinforce its protective messages at home.
- Becoming a Hero (PDF 455.6KB) - Information about the responsibilities of being a hero, as part of the SAFE series protective behaviours program.
- About the SAFE Series books and workshops

Evacuations, emergencies and critical incidents

The Preschool has clear procedures for responding to critical incidents to ensure immediate action is taken to minimise injury or harm to children, families educators and visitors.

Please be aware of the evacuation procedure so that you will know what to do in the event of an emergency. A copy of the emergency and evacuation floor plan and instructions for what must be done is displayed in prominent positions in each classroom, the office and exit points.

Emergency and critical incident evacuations and lockdowns are practiced twice per term. Everyone in the centre must take part, listening and responding to staff directions while assisting us with the children. These drills are vital to ensure that educators and children are prepared to take appropriate action in the event of a genuine emergency and are evaluated to enable us to continuously improve our procedure and practices.

All staff are actively involved in the safety procedures of our preschool and are included in fire extinguisher training, fire awareness, first aid techniques and other safety measures. We have occasional visits from Ambulance Officers, Fire Officers and the Police to encourage children's confidence and knowledge.

Our assembly areas are located at the Wilson Street, Staff carpark & playground gates and the Lett Street Gates outside the kitchen of the Main building.

We have a comprehensive Bush Fire Policy.

Smoke and illicit drug free environment

In accordance with our policy, no smoking will be allowed in the building or grounds of the preschool at any time (this includes after hours and during events).

In accordance with the Regulations, alcohol is not allowed while children are present, and illicit drugs are prohibited at any time.

Arrival and Departure

The Preschool opens at 8:15am (morning extended hours); 8:30am (normal starting time) and closes at 4:00pm.

Please note that all children must be collected by 4:00pm, as we are not licensed to have children on the premises after this time.

Parents and carers are required to give the exact time of arrival and departure. **Please honour your obligation.**

Remember to encourage your child to wash his/her hands on arrival and departure to reduce the risk of cross-infection.

A sign-in/out sheet is located inside the locker room or classroom. Children must be signed "in" – stating the actual time of arrival and "out" each day the child attends as required by the Regulations governing all NSW centre-based Preschool facilities. Failure to comply with these regulations places our license to operate at risk.

It is important for parents/carers to print and sign their names, and record the actual time of drop-off and pickup.

Signing in is also an important safety measure as the sign in sheets are used as the roll in an emergency or critical incident.

We are conscious of the role this Preschool plays as a bridge between home and school. Therefore, we are flexible about arrival and departure times. We know that it is difficult for parents/carers with young families to adhere to a strict timetable. With toddlers and babies in tow it is often a great achievement to leave the house without discord, a tantrum or external delays. The preschool phase of your child's life is the period to learn – to get to school on time. Every child is an individual. Every family has unique circumstances and pressures. Therefore, the educators of Katoomba Leura Preschool acknowledge that every child will adapt to "arriving on time" at their own rate and we need to be flexible.

We recommend that parents/carers endeavour to arrive before 9:30am to ensure that your child can participate in the morning rituals that foster the child's sense of membership to his or her group.

You are welcome to collect your preschooler any time that suits you, before 4pm. Please note that a late fee is charged to encourage diligent adherence to the 4pm cut-off. Details about the late fee and procedure for collection of children after hours are outlined in the 'Fees' section.

Authorised collection of children

It is the Preschool's responsibility to ensure that no child leaves the service in the care of any person other than: -

- a person who is lawfully entitled to custody of the child; and
- a person who is authorised by the above to have care for that child.

If you wish to authorise a person to collect your child from Preschool, you are required to take one of the following steps:

- complete the necessary information on the enrolment form;
- obtain and complete an 'Authorisation to Collect a Child' form, which is to be signed by the Educator; and attached to the enrolment form; or
- Telephone the Preschool and inform 2 staff members of the new collection arrangements. The information will be recorded on the Authorisation Register for Child Pick up via Telephone Call.

Please make sure that you document names and contact details of people who you authorise to collect your child. **No child, under any circumstances, will be released to anyone who is not listed as a person authorised to collect.** All people authorised to collect your child must be a minimum 18 years of age. They must provide photo I.D. the first time they collect your child on your behalf, unless you introduce them in advance in person, to your child's educators.

If you have **access (or custody) concerns**, please inform Alison (Director) as a matter of urgency because educators are powerless to enforce wishes without legal documentation.

Priority of Access Guidelines

Katoomba Leura Preschool complies with the Priority of Access Guidelines set by Family Assistance Law and defined by NSW State Government Funding Agreements. Failure to meet these Guidelines is a breach of the conditions of continued approval for receiving State Government funding.

Katoomba Leura Preschool will follow the Priority of Access Guidelines at all times when enrolling children. The waiting list application will reflect these guidelines to ensure that care is provided to families using these priorities.

The Priority of Access Guidelines followed by state funded preschools are defined by NSW State Government funding Agreements. These are:

- Children in their year before school (being at least 4 years old on or before 31st July in the year of preschool enrolment)
- Aboriginal or Torres Strait Islander children (being at least 3 years old on or before 31st July in the year of preschool enrolment)
- Children from low income Health Care Card holding families (being at least 3 years old on or before 31st July in the year of preschool enrolment)
- Children from culturally and linguistically diverse backgrounds (being at least 3 years old on or before 31st July in the year of preschool enrolment)
- Children with disabilities
- Children who are at risk of harm

Katoomba Leura Preschool endeavours to meet the needs of children and families in our community while complying with the above guidelines.

Orientation and enrolment procedure

Pre-enrolment orientation

Our Preschool welcomes visits from prospective families and children. It is advisable to telephone and make an appointment prior to visiting to ensure Alison is available to take you on a tour of the Preschool environment. A comprehensive information package will be provided to families, that includes:

- Preschool philosophy and curriculum;
- Approaches to documentation, curriculum and planning;
- Important policies and procedures (health and safety)
- An introduction to educators and staff;
- The learning environments (classrooms and playground);
- Administrative matters, cost, and fee payment methods;
- Opportunities to contribute and provide feedback.
- Various forms including the Enrolment, 'all about me', and if necessary health management plans.

For future reference, the family should retain the information in the enrolment package, with the exception of the forms.

Following a pre-enrolment orientation a family may wish to place their child's name on the waiting list. After consideration of access guidelines and availability of a position by the Nominated Supervisor, the child/ren may be offered a position at the centre. The family will be asked to accept the offer of the position.

Enrolment

Families are required to provide the following, prior to the agreed start date for the child:

- A completed enrolment form including authorisations;
- An enrolment fee payment as outlined in Preschool fee policy;
- Current Immunisation records;
- Birth Certificate, Passport or other identification;
- Current contact information for parents and emergency contacts;
- Information on children's additional needs (including medical conditions, health and developmental concerns) and Medical Management Plans
- Health Care Card, if applicable

Prior to formally commencing at Preschool:

Before your child starts Preschool, a series of short visits may be planned in collaboration with Alison (Director). A family member will remain in the premises Preschool during these orientation visits. The family must sign the visitor's book/register or arrival and when they leave. The child cannot be left at the Preschool until they have formally commenced at the Preschool and are therefore not included in the ratios.

During the orientation process educators and staff will interact with the child and actively encourage them to engage in the Preschool program and activities. They will also be available to the family to answer any questions they may have, whilst ensuring they are not compromising the supervision of other children or required ratios.

Prior to the child's first day educators and staff will familiarise themselves with information about your child from the enrolment information provided. They will ensure they are aware of any medical conditions or additional needs and how to manage them if required.

Preparing and settling your child

Orientation

Separation from home and saying goodbye to Mum, Dad or Carer can cause real anxiety for some preschoolers. To ensure that your child experiences a happy, relaxed and confident entry into Preschool, we need the cooperation and assistance of parents/carers. Please accept our invitation to visit the Preschool at least once before starting preschool to become orientated and make connections.

Before coming to preschool talk to your child about it to ensure your child knows what to expect (e.g. talk about what will happen during the day). Research shows that the parent/carer's reaction is a key factor in determining how their child copes with separation. If you approach the idea in a positive way, then it is more than likely that

Preschool will be a positive experience.

- It's a good idea to help your child put his/her bag in their locker. Please tell your children that this is the place to put their possessions e.g. shoes, socks, and other clothing. Help them to place their lunch and snack containers in the fridge.
- Show your child where their hat will be stored in the hat pockets or basket.
- Ensure your child learns a direct route to the bathroom and tell your child's educator if your child may need assistance with toileting.
- Learn the teacher's names with your child.
- Please make time to pass on any useful information about your child's experiences and interests. Share observations and any concerns with your child's educators.

Starting Preschool

For the first few days, you are encouraged to spend time to settle your child into morning activities each morning until he/she builds rapport with at least one educator. When you are ready to leave, please tell an educator and then say goodbye to your child, reassuring them that you will return to collect them. Be positive! Do not allow your own anxieties to be seen by your child, as he/she may mirror your feelings and become distressed unnecessarily.

Please avoid dragging out the goodbye. Long good-byes (lacking adult confidence) heighten the emotional intensity of the experience and will impede the settling process. Have your own goodbye ritual, such as a hug or a kiss or waving goodbye through the window.

Please resist the temptation to sneak out while your child isn't watching to avoid separation tears and tantrums. This can be very distressing for your child. They learn not to trust that you won't disappear at any moment.

If your child is upset, please do not hesitate to seek the assistance of an educator to ease the separation process. Preschool is a new experience and like any other, it takes a while to get used to it. For some children this is a first separation into an unfamiliar environment. Be assured that the educators will be patient and understanding. Each child will respond in his or her own way to this new experience. Below are some typical responses, which may be useful for you to know:

- Some children seem very happy to separate from their parents/carers and are keen to explore a new environment. They hardly notice that their parent/carer leaves and aren't interested in saying goodbye.
- Other children continue to be happy for several weeks and then suddenly seem to dislike being left. At this point separation can be difficult and children may cling or cry.
- Some children cry when their parent/carer leaves for the first few times. Sometimes those tears only last a few minutes and they are consoled by an educator and quickly become interested in an activity.
- At times, children don't cry but prolong the separation by clinging or asking a parent/carer to stay and play for longer periods.
- Some children like to follow or be with an educator or need individual attention for a period of time before settling in.

Be prepared to come back if necessary. If your child continues to cry after 5 minutes, we will call you to decide together what to do next. Be assured that every effort will be made to reassure, comfort and divert your child's attention. We never leave a crying child alone. One of our caring educators will be there.

Please talk to our educators if you are finding separation difficult. We will work together to find the best solution for you and your child.

We welcome your phone calls during the day to talk to the educators about your child's well-being and how they are settling in.

After your child starts preschool:

- Help them to make connections - find out who they enjoyed playing with and invite them to play out of preschool hours;
- Stay abreast with the program; and
- Contribute to the preschool community when you can.

What to bring to Preschool

- ✓ A school bag or backpack. Ensure that your child can open and close it independently and that it fits easily into the lockers or on the hooks

- ✓ Lunch box and snack box. Ensure that your child can independently open them. Please keep in mind our Nutrition and Allergy Aware Policies. The Preschool aims to greatly reduce the amount of rubbish generated each day and one way of meeting this aim is to reduce the packaging used in lunches and snacks. To achieve this goal, lunches and snacks should be brought in reusable containers, avoiding the use of plastic and paper bags, plastic wrap and other disposable pre-packaging.

- ✓ Drinks. In the interest of good health and dental hygiene, it is the Preschool's policy that children shall bring only water for drinking. Cordials, juice and milk drinks etc., shall be returned, unconsumed. The Preschool supplies tap water for the children and/or water in drink bottles may be brought from home. All drink bottles should be labelled, tightly sealed and reusable.

- ✓ A change of old play clothes. Most children have an accident some time or engage in water or messy play activities and prefer to change into a familiar set of clothes. All clothes worn to Preschool should be play clothes that you do not mind becoming stained or dirty. The paint used at Preschool may stain some types of materials. Children have a much freer and happier experience if they do not have to worry about getting dirty.

- ✓ A warm coat or waterproof jacket, beanie and gloves. Our mountain climate is very unpredictable! Even sunny mornings can turn chilly and bleak in the afternoon.

- ✓ Gumboots. The children love to play in our creek in the playground or create mud puddles and explore the sensory delights these experiences provide. Gumboots are perfect for these pursuits and save the children's shoes from damage during these dedicated play, fact finding and exploration missions.

- ✓ Two wet bags for clothing.

Bringing toys to Preschool

We know that children love to bring a favourite or special toy to preschool to show their friends or educators. We respect this, however children will be given some guidelines on the use of their toys at preschool. It may be that children will be able to spend some time playing with their special toy before returning it to their locker or to the office for safekeeping. However, possessions from home can be the cause of children becoming upset about ownership or that they have become lost or broken. For some older children this can be a valuable life lesson, but some children will find losing or breaking a toy very difficult. We will be guided by the decisions you and your child make about this.

We also recognise that when some children are first settling in, they may need to bring a special toy or comforter with them to provide reassurance. Obviously we will be sympathetic to this need and believe those children's comforters, teddies and other attachment items should be available to them at any time, including sleep or rest time. Comforters such as teddies and pillows are welcome at rest time. Often as children feel more secure in the preschool environment they will happily put their comforters aside as new interests take their attention.

Finally, your child might take small pieces of equipment and other little treasures home without your knowledge

until you unpack their bag or empty their pockets. If this happens, please bring them back without embarrassment – we know that children find some things irresistible or that they forget they are in their pockets, and we always enjoy finding missing pieces from our equipment!

Collecting treasured objects for Preschool

As an alternative to children from bringing toys to Preschool, we recommend you encourage your child to bring photographs or postcards and interesting natural objects instead. Things that have potential as "conversation starters", provocations that may be of interest to the group are a wonderful enrichment to the program. Please check with our educators to ensure these treasured items are safe (particularly if they're alive and some plants and flowers are poisonous or may cause allergic reactions).

In keeping with our commitment to promoting care and respect for the natural world, we would like to use as many natural and recycled materials as possible. We hope that you and your family will become engaged in an ongoing treasure hunt that will help strengthen the children's connections to both the natural world and studio space. A calico, reusable bag will be given to each child to carry your treasures. Please bring along ice cream containers, little boxes, wire, feathers, beads and buttons, costume jewellery, tape, string, ribbon and yarn, old keys, small machines that don't work (like watches and clocks), corks and bottle caps, leather remnants, plastic sock holders, razor blade holders and other extruded objects, shells, sponges, small seed pods, wood scraps, baskets, cardboard pieces: all kinds and shapes (but not with writing or print), paper of different weights, textures and colours, nails, screws and bolts, small mirrors, etc.

Please note: Containers for nuts, or those containers, which may which may be affected by nut traces, cannot be accepted due to a number of children who suffer Anaphylactic and allergic reactions. For the same reason, egg cartons are not used as craft items anymore. Due to hygiene concerns we are unable to use toilet rolls or tissue boxes.

When handling/collecting tiny creatures for scientific study, please encourage your preschoolers to respect all living creatures by coaching them to ensure the creature has adequate air, food, water and a reasonable habitat for the duration of the study. We encourage children to return creatures to their natural habitat by day's end.

Well chosen treasurers have educational value and provide the opportunity for you child to "hold the floor" which nourishes self-esteem and confidence, fosters topic maintenance, improves expressive language skills and extends vocabulary. It is also an efficient means for children to reveal their interests, which are the building blocks for an emergent curriculum. We endeavour to extend the interest of children through all curriculum areas including music, songs, dance, literature, art, dramatic play and construction.

Family photos

As part of what happens in each classroom, and to build an awareness of each others' families and community, as well as to help settle some children, we encourage you to provide a family photo at the beginning of the year that can stay at preschool. We can copy a photo that you bring in if you don't have a copy of it. We also love photos at any time of the year of what your child has been up to with their family.....holidays, special occasions, etc.

Feel free to email any photos of occasions you'd like to share to:

dianne.katoombaleurapreschool@gmail.com

Governance and Management

The National Quality Framework (NQF)

From January 1st, 2012 a new National Quality Framework came into being to raise quality and drive continuous improvement and consistency in early childhood education. All Preschools in Australia operate under the National Quality Framework.

The Law

The foremost component of the NQF is the National Law called "Children (Education and Care Services National Law Application) Act 2010". This Law regulates education and care services for children.

The Regulations

The way that this law is applied is detailed through the "Education and Care Services National Regulations". These regulations are the practical details and rules under the law. You can access a copy of these Regulations in the Preschool Office or on the ACECQA website at www.acecqa..gov.au

The National Quality Standards (NQS)

The National Quality Standard is a part of the National Regulations and sets a new national benchmark for the quality of children's services. It aims to promote:

- The safety, health and wellbeing of children
- A focus on achieving outcomes for children through high-quality education programs, and
- Families' understanding of what distinguishes a quality service.

The National Quality Standard is divided into seven Quality Areas:

1. Education program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance & Leadership

National Quality Rating and Assessment Process

Katoomba Leura Preschool has been assessed and rated against each of the seven Quality Areas of the National Quality Standard and the National Regulations. We have been awarded an overall rating of **'Exceeding National Quality Standards'.**

The Learning Framework

The approved learning framework for Preschools in NSW is the Early Years Learning Framework entitled "Belonging, Being and Becoming". This document is generally referred to as the EYLF.

The aim of the EYLF is to extend and enrich children's learning from birth to five years and through the transition to school. It assists services to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning. Further information on our curriculum can be found in the section entitled 'Educational Program and Practice'.

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA)

The MCEECDYA is the council that oversees the implementation of the NQF, makes the Regulations and appoints members of the ACECQA (see below) board.

The Australian Children's Education and Care Quality Authority (ACECQA)

ACECQA is the new national body jointly governed by the Australian Government and State and territory governments to oversee the new system.

NSW Department of Education and Communities (DEC)

The Regulatory Authority, NSW Department of Education and Communities, is primarily responsible for administering the National Quality Framework, including approving, monitoring and quality assessing services.

Funding

The Preschool is a not-for-profit organisation funded by the NSW Department of Education and Communities and the fees paid by families who children attend the centre.

Parent Management Committee (Approved Provider)

Our Preschool operates under a community-based, not for profit model of management. This means that we have a management Committee (currently comprised of parents of enrolled preschool children and interested community members) who volunteer their time and, any profits made by the preschool are fed back into the service. The Management Committee of the Preschool is referred to as the "Approved Provider" under the new Regulations. Our Preschool is an Incorporated Association. See Management Committee section for further information.

Preschool Director (Alison Staniford)

The Director forms an integral part of the management team and is employed to:

- Manage the day to day operations of the Preschool including supervising staff and educators;
- Provide relevant and up-to-date information to the Committee to assist with their decision making;
- Work in partnership with the Committee to achieve the Preschool's aims and objectives; and
- Report to the Committee on progress against the Preschool's strategic plan.

The Director of the Preschool is the expert in regards to the pedagogy of the Preschool and informs the Management Committee through knowledge.

Responsible Person

The National Law requires service providers to ensure that at all times the Preschool is educating and caring for children, there is a responsible person present. A responsible person is either the Approved Provider (Management Committee), the Nominated Supervisor (Director) or a Certified Supervisor placed in day-to-day charge.

Nominated Supervisor – Alison Staniford

The Preschool has nominated the Director as the Nominated Supervisor. They are responsible for the operation of the Preschool along with the Approved Provider (Management Committee) and for ensuring it is following the Law and Regulations.

Certified Supervisors

A Certified Supervisor will be placed in day-to-day charge of the Preschool if the Nominated Supervisor is not present. This educator must hold a supervisor's Certificate from the Department of Education and Communities.

Educational Leader – Alison Staniford

Under the National Law and the Regulations the Preschool must employ a qualified and experienced Educational Leader, to lead the development and implementation of educational programs in the service. The Educational leader, through a collaborative process with educators, families and the community will guide the development of the program of learning and education for children. They will also assist with educator growth in reflection and the understanding of children's learning and development. This role is key to sound practice in the education and care of children – it is a role of great significance and importance.

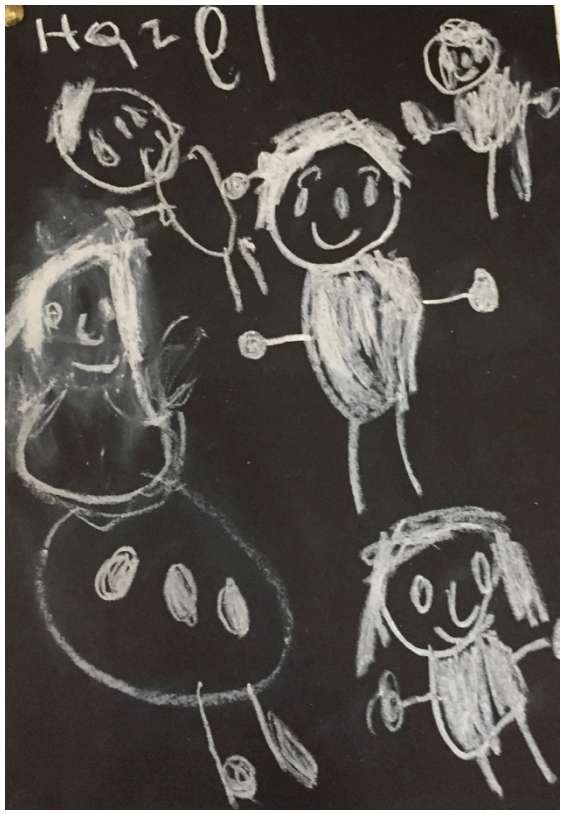
Policies and Procedures

Policy development for early childhood services is an ongoing process. Policies are reviewed every 2 years or as deemed necessary. We welcome your comments and ideas. Our policies reflect how we respond to the requirements of our Regulations and the National Quality Standards, along with other issues that arise. You can be involved in policy development by commenting on draft policies when we put them out to parents/carers, and by offering your feedback.

A copy of the full policy document is kept in a folder in the office for you to consult at any time. Please see Alison or Dianne if you have any comments to make or feedback on our policies.

The important policies you should definitely be familiar with include:

- ✓ Acceptance and Refusal of Authorisation
- ✓ Complaints & Feedback
- ✓ Delivery and Collection of Children
- ✓ Emergency and Evacuation
- ✓ Enrolment and Orientation
- ✓ Excursions
- ✓ Fees
- ✓ First Aid
- ✓ Governance
- ✓ Health and Safety
- ✓ Incident, injury, trauma and illness
- ✓ Infectious Diseases and Immunisation
- ✓ Interactions with Children
- ✓ Medical Conditions
- ✓ Nutrition
- ✓ Providing a Child Safe Environment
- ✓ Responsible Person Policy
- ✓ Rest and Relaxation
- ✓ Staff Cod of Conduct
- ✓ Sun Protection
- ✓ Volunteers and Students
- ✓ Water Safety



Privacy and confidentiality

Personal information will be managed openly and transparently in a way that protects an individual's privacy and respects their rights under Australian privacy laws. We only collect or use personal information if this is needed to education and care to children at the service, or to comply with our legal obligations. We will take reasonable steps to make sure you know we have your personal information, how we got it and how we'll handle it.

We collect most personal information directly from a parent or guardian. We may also collect information through our website, social media page, Family Law court orders or agreements, special needs agencies and training courses. We may occasionally request information from other organisations, which you would reasonably agree is necessary for us to educate and care for a child.

The information collected includes information required under the National Education and Care Law and Regulations or needed to promote learning under the Early Years Learning Framework. This includes name, address, date of birth, gender, family contact details, emergency contact details, authorised nominee details, parents' / caregivers' occupations, cultural background, home language, religious beliefs, payment details, eligibility for Centrelink (pension or health care card), Medicare number, immunisation records, medical information and medical management plans, photos of children and information about children's strengths, interests, preferences and needs, including special needs.

We do not disclose personal information to others unless you would reasonably expect us to do this, we have your consent or we are complying with an Australian law.

We aim to keep the personal information we hold accurate, up-to-date and complete. This enables us to provide high quality education and care while ensuring the health and safety of children, and it is also important that we can contact you in the event of an emergency.

We have systems and practices in place to ensure personal information is secure and can only be accessed by those who need the information or may legally access it.

You have the right to access your personal information. There are some circumstances under Australian privacy laws where we may not be able to give you access. We will tell you if this is the case. There is generally no cost for accessing your information. We will tell you if there is a charge before providing access.

Our Privacy Officer for privacy matters, including complaints, is the Approved Provider or Nominated Supervisor who may be contacted by telephone on 4782 1639 or email klpsk@iinet.net.au or by mail 32-36 Let Street, Katoomba NSW 2780.

This service is committed to maintaining all personal information provided by its children, families, staff, management, volunteers, students and community in accordance with our Privacy Policy and the Australian Privacy Principles. Each family, staff, volunteers and student and committee member is provided with a privacy collection statement upon enrolment or commencement of employment.

This statement outlines the type of personal information collected by this service and how information is acquired, used and shared. We will not sell personal information to any third parties.

What is personal information? How is it collected and why?

What information is collected?	**How we collect information?**	**Why we collect this?**
Medical information, health and immunisation	➢ Enrolment form ➢ Employment record ➢ Immunisation history statement ➢ Health care cards – Medicare and health fund information ➢ Accident, Illness and Injury forms	To ensure the health and safety of every child and as a requirement under Family Assistance Law and the NSW Public Health Act 2010
Income and financial details, includes credit card and banking information	➢ Enrolment form ➢ Employment record ➢ Fee payment and purchases ➢ Tax File Number	For the provision of the education and care service and as required under Family Assistance legislation and as per Funding Agreements with the Department of Education and Communities.
Contact details of family and emergency contact information	➢ Enrolment form ➢ Employment record ➢ Updated details form	Required under the Education and Care Services Regulation.

Children's developmental records	➢ Observations ➢ Assessment of children's learning ➢ Programming documents ➢ Communications with families	Required under the Education and Care Services Regulation and to provide a high quality education and care service.
Family Assistance information	➢ Enrolment form ➢ Employment record	Required under the Family Assistance legislation and under employment legislation under Income Tax legislation.
Legal information	➢ Enrolment form ➢ Employment record ➢ Court orders or AVOs	Required under the Education and Care Services Regulation.
Employment, marital status and nationality	➢ Enrolment form ➢ Employment record	Required under employment legislation and to provide priority of access under commonwealth and state legislation.
Qualifications	➢ Employment record ➢ Certified copies of documents	Required under the Education and Care Services Regulation.
WWCC, criminal history checks	➢ Employment record ➢ Originals of documents	Required under the Education and Care Services Regulation.
Staff entitlements	➢ Payroll records ➢ Tax File Number	Provision of entitlements.
Any information required to be recorded under the National Law and Regulations, the Family Assistance Law other relevant information collected to support the enrolment of a child	➢ Enrolment form ➢ Employment record ➢ Complaints records	Required under appropriate legislation.

Personal information is information that personally identifies an individual, such as a name, residential or email address and includes information relevant to the enrolment process, credit card information, billing records,

documentation of a child's learning and development, and recorded information regarding complaints.

Publicly available information, such as information on a public website profile is not considered personal information.

This service only collects personal information when individuals specifically and knowingly elect to provide this, such as when individuals enrol a child in the service, pay fees or subscriptions, and provide health or family information to support the inclusion of a child.

This service complies with the Payment Card Industry Data Security Standards (PCIDSS) when handling credit card transactions and securely stores all credit card information for Direct Debit or credit card payment/eftpos payments in accordance with the Fees policy.

Direct communications

This service uses individual's personal information to send information by post, email or telephone. Individuals are provided with an opportunity to elect not to receive such information upon enrolment or through written notification to the service. If individuals do not wish to receive direct communications, contact our service directly on (02) 4821639 or klpsk@iinet.net.au

What happens with personal information?

This service will strive to let individuals know how any personal information will be used at the time of collection. Individuals will be asked if personal information can be used to establish contact with them regarding other aspects of organisational business. This service will not sell or trade individuals' personal information to other third parties.

This service collects and uses personal information generally to provide individuals with the information and the services they request, to provide appropriate and relevant information pertaining to the education and care of a child/ren, and to continue to improve service quality.

Where is personal information stored?

Personal information is stored in a safe and secure manner, using locked filing cabinets or a password protected database and computer. Information is backed up electronically and securely stored. Data will not be altered or destroyed except in extraordinary circumstances.

Hard copy information is stored at the service, which is secured to prevent entry by unauthorised people. Any personal information not actively being used may be archived, in accordance with regulatory requirements.

Personal information will remain stored in accordance with the NQF record keeping requirements.

Access and updating personal information

Individuals may ask to access, update or delete personal information held about them at any time. Reasonable steps will be taken to verify an individual's identity before granting access, making any corrections to, or deleting information. If a customer wishes to make a complaint, please refer to the Complaints Policy.

Individuals requiring access to, or wanting to update personal information, can contact the service on (02) 47821639 or klpsk@iinet.net.au

Complaints and positive feedback

Our Preschool values the feedback of educators, staff, families and the wider community in helping to create a service that meets regulation and the needs of enrolled children and their families. We encourage open communication through opportunities to respond and provide feedback on the program.

Much as we will try our best to meet your family's needs and do the best for your child, there may be times when things go wrong. We hope that you will feel confident enough to bring your complaint or constructive criticism to Alison or to the Management Committee so that we are able to review the issue and see if changes need to be made.

We would ask you to refrain from using Facebook or other social media to contact other parents/carers or educators. Confidential, sensitive and honest communication will generally be the best way to sort through any difficult issues.

A component of this feedback is the ability to put forward a complaint and have this managed appropriately with due consideration for accountability and quality improvement. The procedures are designed to ensure that all persons (that is, the Preschool community including parents, guardians, staff, members of the Management Committee and visitors) are provided with a high level of equity and fairness.

First and foremost, the Preschool encourages parents/carers to discuss any concerns regarding the daily care and interactions with their child informally with the child's primary educator as soon as it arises. The Preschool also encourages educators to discuss any concerns that may have with the child's parent/carer as soon as it arises. If the issue needs further consideration or discussion then the formal Complaints and Feedback Procedure below will be implemented.

Families are encouraged to read and become familiar with our Complaints and Feedback Policy and promptly make an appointment with the Director. Formal complaints may be lodged with the Director immediately, for resolution. Complaints should be forwarded to:
Alison Staniford
32-36 Lett Street,
Katoomba NSW 2780
4782 1639
fitz.alison@yahoo.com.au

Making a Complaint
Written guidelines detailing complaint procedures are available in our Preschool family handbook. This is also displayed in the office for easy reference.

- Families may make a complaint directly to the child's educator, the Approved Provider or the Nominated Supervisor.
- Educators will discuss complaints procedures with children and encourage them to raise any issues they have.
  All complaints will be acknowledged and responded to as soon as practicable. Complaints will be dealt with in a timely manner and complainants will be kept informed about the progress of their complaint and anticipated timeframes. Allegations of suspected harm or risk of harm to a child or possible victims of crime, will be actioned immediately by urgent referral or reporting to the relevant agency.

Refer to ACECQA for relevant timeframes:https://www.acecqa.gov.au/resources/applications/notification-types-and-timeframes

Where possible, complaints will be dealt with immediately, by the child's educator as this is usually the person with the closest relationship with the family. If the complaint is about an issue that the educator considers to be outside their control, or the family does not feel they wish to share it with the educator, the complainant will be directed to the appropriate person for their complaint to be resolved.

Where an educator believes they will have to share a confidence with another person in order to resolve and issue, or of the nature of a complaint requires that a third party has to be informed in order to meet legislative requirements, they will inform the family of the need prior to any further discussions on the matter.

- The complaint will be documented and any legal requirements in relation to the complaint considered, such as the need to notify regulatory authorities.
- The complainant will be asked to provide information regarding how the situation could be rectified to their satisfaction.
- If possible, the problem will be resolved immediately. If this is not possible, the complainant will be advised that the issue will be given high priority and dealt with as soon as possible.
- If the issues are complex the complainant will be asked to put their concerns in writing.
- Where mediation is required all parties will have the right to agree to the appointment of the mediator.

Notifiable Complaint

Complaints alleging that the safety, health or wellbeing of a child was or is being compromised, or that the law has been breached must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)).

Refer to the service Child Protection Policy and Procedure.

Your complaint will be dealt with in the strictest confidentially. Any educator or staff member involved in handling complaints will ensure that information is restricted only to those who genuinely need to be notified in order to deal with the complaint. If information specific to the complaint needs to be disclosed to others during its resolution, the complainant will be informed.

Your complaint will be documented by an educator or staff member, and placed in the complaints register. The complaint will then be forwarded on to the most appropriate person to investigate the compliant. This will include the Nominated Supervisor and the Approved Provider. Actions to address the complaint will be determined. Once the outcomes or resolutions are agreed on, all persons involved in the original complaint will be notified and informed of any actions for improvement that will take place as a result of the complaint. This process should take no longer than two weeks.

The Department of Education and Communities will be notified of any complaint made to the service alleging a breach of regulation within 24 hours of the complaint being made.

If you are still not satisfied with the outcome, then you are encouraged to inform the Management Committee by contacting the President to discuss other options.

After which you may wish to lodge a written complaint to:

NSW Early Childhood Education and Care Directorate
Department of Education and Communities
Website: www.dec.nsw.gov.au/ecec
E-mail: ececd@det.nsw.edu.au
Postal Address: Locked Bag 5107
PARRAMATTA NSW 2124
Telephone: 1800 619 113 (toll free)
Fax: 02 8633 1810

We welcome positive feedback

We also love to get your positive feedback. Our work can be tiring and challenging at times, and it can lift an educator enormously to hear that your child loves to come to preschool, had a particularly good day, enjoyed an experience planned by an educator or has learnt something new.

Code of conduct for parents/carers, volunteers and visitors

Katoomba Leura Preschool has a legal responsibility to provide an open, welcoming and safe environment for all children, educators and staff. We believe that all parents/carers, volunteers and visitors play a crucial and valuable role in the effective operation of the Preschool and in enriching the children's program. The Management Committee acknowledge that without parent/guardians' support, participation and contribution the Preschool could not operate.

This code of conduct for parents/guardians, volunteers and visitors outlines the types of practice Katoomba Leura Preschool requires all adults working and volunteering at the centre to follow and reflect the values and beliefs of the Preschool. It will assist in ensuring the safety and wellbeing of children, families, educators and staff. This policy provides a broad outline of behavioural principles, expectations and ideals.

Employers have a responsibility to provide, as far as practicable, a safe workplace that is free from discrimination, bullying and/or harassment. This Code of Conduct provides guidelines for desirable and appropriate behaviour. This policy will provide a valuable resource for guiding decisions and behaviour of all persons involved, both directly and indirectly, in the Preschool.

Values

Our Preschool is a place of learning for young children and therefore the rights of the child will be considered first and foremost. The Preschool is committed to:

- The wellbeing of each child having fundamental importance;
- The provision, as far as practicable, of a safe and secure environment;
- Providing an open, welcoming environment where everyone's contribution is valued and respected; and
- Encouraging parents/guardians, volunteers and community members to support and participate in the Preschool's program.

Guidelines

Our Preschool promotes desirable and appropriate behaviour to ensure that all interactions with children and adults are respectful, honest, courteous, sensitive, tactful and considerate. Guidelines include:

- Safety: Comply with all policies and procedures of the Preschool (these are displayed at the Centre). Be aware of emergency evacuation procedures;
- Ethical conduct: Always act in the best interests of children, their families and users of the Preschool.
- Support: Work in a cooperative and positive manner;
- Communication: Use courteous and acceptable verbal and nonverbal language. Refrain from the use of profane, insulting, harassing, aggressive or otherwise offensive language;
- Respect: Value the rights, religious beliefs and practices of individuals. Refrain from actions and behaviour that constitute harassment or discrimination;
- Confidentiality: Comply with the Preschool's Confidentiality Policy. Respect the confidential nature of information gained, or behaviour observed, whilst participating in the program, in relation to other children and adults; and
- Children's program: If participating in the program, seek guidance and direction from educators. If unsure, ask educators for further information. Behaviour guidance of the children is the responsibility of educators, immediately refer any issues or concerns related to managing children's behaviour to educators.

Parents/carers, volunteers and visitors are responsible for abiding by the following standards of conduct:

In relation to children

- Be a positive role model at all times
- Always speak in an encouraging and positive manner
- Listen actively to children and offer empathy, support and guidance where needed
- Regard all children equally and with respect and dignity
- Physical contact with children other than your own should be avoided unless directed by educators or if the safety of a child is compromised (this should be reported immediately to educators)
- Inform children if physical contact is required for an activity and ask them if they are happy to proceed
- All interactions with children should be undertaken in full view of other adults
- Never do things of a personal nature for a child that they can do themselves, for example, assisting them in going to the toilet or changing their clothes.

In relation to other adults (including educators and staff)

- Use respectful, encouraging and accepting language
- Respect the rights of others as individuals
- Give encouraging and constructive feedback rather than negative criticism
- Accept educator and staff decisions and allow their direction at all times. Speak with educators and staff if you have a problem complying with any directions
- Be aware of routines and guideline's for children's play within the Preschool, abide by them and seek advise when unsure
- Be aware of emergency evacuation procedures
- Behaviour guidance of children is the responsibility of educators and therefore matters or concerns related to managing children's behaviour should be referred to educators immediately
- Refrain from public criticism of children and adults at the Preschool
- Any issues or grievances should be raised as outlined in the Complaints and Feedback Policy
- Under NO circumstances should a child, parents/guardians or member of staff be approached directly in a confrontational manner
- Parents/guardians are to pick up their children from the Preschool before 4pm to allow educators to close the Centre on each day of business operation.

In general

- The Preschool and educators are responsible for the children that are enrolled and signed in, that is those children attending the children's program;
- Parents/guardians, and other persons attending with children not enrolled in the program, are responsible for supervision of their children at all times. This is particularly important, for example, during outdoor time as the climbing equipment may be set-up for three to five year olds and could be hazardous for younger siblings participating in the program;
- Adults are responsible for all children who accompany them, for example while on duty, drop off and collection time, ensuring they do not inhibit or disrupt the program in any way;
- The Preschool will supply a box of toys in the office for children to play with while their parents/guardians are in attendance in the office, for example, when undertaking Committee duties or meetings with an educator;
- Parents/guardians must clean up after their children and leave all areas as they were found
- Educators may ask parents/guardians to remove children not enrolled and signed into the program if they are disturbing the program;
- Parents/guardians will also be responsible for children's behaviour when attending other activities and the child is not signed into the program, for example gardening bees, family days; and
- Smoking is prohibited on the Preschool property at all times.
- Reading the Code of Conduct Policy and signing the acknowledgement and agreement in the Enrolment Form.

Procedure for dealing with a breach in the code of conduct

On notification of a potential breach of the Code of Conduct Policy the Nominated Supervisor will activate the Complaints and Feedback Policy. In such instances, the Nominated Supervisor will recommend a course of action to the Management Committee, which may include, but is not limited to:

- A first and final warning meeting/letter being issued to inform the relevant person/s of the outcome of the investigation and that another breach of the Code of Conduct will not be tolerated;
- A restraining order (via the legal system) being sought against the relevant person. Success in obtaining a restraining order will then prevent this person from attending the Preschool to deliver or collect children or to participate in the program;
- The withdrawal or suspension of a child's place in the program due the parents/guardians serious breach of the Code of Conduct. This action will only be taken if no other alternatives are deemed appropriate by the Management Committee.

Emergency Situations

In an emergency situation, where it is believed that educators, staff, children or parents/guardians are at immediate risk (for example, violence has been threatened or perpetrated), the educators, staff members and/or Management Committee involved need to be able to act quickly and decisively. The Management Committee, Nominated Supervisor and all other nominees are authorised to contact the local police to advise them of the current situation.

The Management Committee and Nominated Supervisor will determine suitable actions, which may include, but is not limited to:

- Applying immediately for a restraining order (via the legal system);
- Suspending the relevant person/s from attending the Preschool until the Management Committee has investigated and decided on an appropriate course of action. If required, notify parents/guardians that alternate arrangements will need to be organised for the delivery/collection of their child to ensure that the suspended person does not attend the Preschool;
- Suspending of a child's place in the program due to the suspended person still attending the Preschool after they have been advised not to.

Communicating with you

Our communication with you is important to us. There will be a number of ways that we will get information to you:

- Notices on the sign-in desk and noticeboards
- Skoolbag app (all new families are asked to download this app)
- Emails
- Phone calls
- Personal communication at arrival and departure times
- Website
- Regular newsletters are emailed and are also available in hardcopy on the sign-in desks

Finally....

Thank you for choosing our beautiful Preschool and taking the time to read our handbook. We trust that it will be a handy reference guide for you during your child's journey at Katoomba Leura Preschool. Please feel welcome to discus any issues with our educators and staff as we believe that open lines of communication are the best way possible to facilitate high quality care and education for your child.

Please note that from time to time, alterations and additions to our policies and procedures will be necessary in order to remain in line with current regulations and best practice. Details of such changes will be provided via newsletters, memos and foyer displays for your information.