

WELCOME
TO
COLLARROY PLATEAU
COMMUNITY KINDERGARTEN
WHERE
*"GROWING IS NOT A RACE
BUT AN ADVENTURE"*



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WELCOME

We welcome you and your child to our preschool community. The information contained in this handbook should answer questions that you may have. It should also provide you with a better understanding of who we are and the education and care we aim to provide for your child.

Acknowledgement of Country

Collaroy Plateau Community Kindergarten recognises the importance of acknowledging the history of the people from the Guringai language group who live in the Warringah area. We acknowledge and respect the values and customs of the traditional custodians of this land and would like to pay our respects to elders past present and future. The Guringai people have lived here for thousands of years, raising and teaching their children. We extend our hands in friendship as we walk together on this land.



Communication

We believe it is vital to keep lines of communication open at all times to help us keep you informed about what is happening. We therefore use the following methods to communicate with you:

Communication pocket or file - is found at the entrance of each room and are used to pass on information and notices. Parents can also use them to swap phone numbers (organise play dates, birthday parties etc.) Please check your child's pocket or file each day.

Newsletters - are added to our website monthly to help keep you in touch with the educational, social and management aspects of the Kindergarten. The access password will be provided to you once the first newsletter is posted, and an email with the link and password reminder will be sent to you each month when the newsletter is published.

Noticeboards - for current events and items of interest.

The digital learning record book – a password protected online overview of your child's day at preschool

The suggestion/ 'drop box' - located in the foyer. We invite you to write your suggestions and ideas to place in this box.

Email - is used to keep communication open but with minimal environmental impact.

Website: The Events Page outlines dates of events for the term as a reminder for parents. Term dates and our Parent Handbook are also displayed on the website for easy access for parents.

Email: info@cpck.com.au

Website: www.cpck.com.au

Facebook: <https://www.facebook.com/CollaroyPlateauCommunityKindergarten> Find out what the children have been doing at preschool, as well as keep up to date with reminders on a weekly basis.

Phone: 02 9982 6167

Communication is the key to creating a great, positive working relationship so if there is anything you wish to discuss please do not hesitate to ask, as we are more than happy to assist you and your child(ren). We aim to ensure you and your child have a happy, memorable and enjoyable experience at Collaroy Plateau Community Kindergarten.

VISION AND MISSION STATEMENT

Vision

Collaroy Plateau Community Kindergarten (CPCCK) aims to provide a meaningful child centred, play based curriculum that builds life skills, independence, confidence and resilience to support each child in achieving their potential and to make a smooth transition to school and society itself. The Kindergarten offers a dedicated preschool program where diversity is embraced and celebrated and where families are welcomed as part of the community under the unique not for profit, community managed model of education and care service delivery.

Mission

Collaroy Plateau Community Kindergarten is committed to offering an interest-based curriculum with definitive educational outcomes as guided by the Early Years Learning Framework and the National Quality Standards. CPCCK's preschool curriculum is delivered by qualified, long standing staff who work hard to uphold the high regard held by the community of the Kindergarten that has been created over the past 60 years. Teachers and Educators work in partnership with families through open communication and they make optimum use of the naturally resourced outdoor environment and the indoor home-like environment created collaboratively by families, teachers, educators and community members.

Collaroy Plateau Community Kindergarten will continue to collaborate and maintain connections with local schools and to offer a Preschool model of education where there is a constant group of same aged children attending the same days with consistent, inclusive, enthusiastic and happy teachers. It is a place where creative and imaginative play fosters curiosity and positive dispositions for learning where each child is respected, challenged and viewed through a strengths-based lens.

Collaroy Plateau Community Kindergarten will continue to respond to concerns identified by parents and staff about the continued viability of community preschools and will consider recommendations made to uphold what is important to the preschool community. It also facilitates opportunities for families to connect and develop friendships with others within the Preschool community.

Collaroy Plateau Community Kindergarten will maintain its ability to consult with all stakeholders and its ability to encourage the participation of children, families and staff in all aspects of operations. CPCCK will continue to cultivate its base of experienced, compassionate and innovative staff through professional development and acknowledgement of their value to the Preschool and to the lives of the children in their care.

Our approachable and committed Teachers and Educators are guided by the Preschool's Mission, Vision and Philosophy and will facilitate parent communication through active listening while showing respect, support and understanding. They offer ongoing feedback to families on children's progress and aim to maintain a sense of security among parents and children while maintaining their own passion for teaching and nurturing.

It is intended that children from Collaroy Plateau Community Kindergarten will have wonderful memories where they can reminisce 'with a smile upon their face'* 'about a place where they felt important' and where they had a sense of empowerment, fun, excitement and happiness. It is intended that they will reflect on this 'safe and colourful place' as a place where they enjoyed connecting with the environment, the warmth of their teachers and where friendships were made.

*Collaroy Plateau Community Kindergarten's Mission and Vision was created through consultation with families, teachers and educators. The key words used in these statements have come directly from written responses to questions about what the most important aspects of quality preschool should be *

COLLARROY PLATEAU COMMUNITY KINDERGARTEN CENTRE PHILOSOPHY

At Collaroy Plateau Community Kindergarten, we believe children to be inquisitive, unique individuals, with different interests, backgrounds, needs and strengths who co-construct their learning within a social context.

Children are motivated to learn when they are given opportunities to engage in processes such as investigation, experimentation and problem solving through the use of open-ended materials, peers, engaging adults and when their interests are accounted for. Meaningful and self-initiated learning that occurs in a social context provides opportunity for children to become active participants while developing their sense of ownership and belonging. This is reflected in the following statements made by four-year-olds attending CPCK: 'I love all my friends mummy', 'I love playing outside, looking for insects or playing super-heroes', 'I like reading books with my friends'. Our educators therefore facilitate, extend and teach with interests, intention and goals in mind.

We believe the environment plays an integral part in how a child learns. We aim to provide a safe, secure, caring, aesthetically appealing learning environment that promotes freedom of choice, play, interaction and self-expression. We aim to inspire curiosity, mystery and magic while evoking friendship, trust, respect, comfort and stability. Our teachers and educators listen to what children say to determine what they want to know and what they are interested in as we strive to provide opportunities for all children to have input into their Preschool experience.

We are committed to sustainable practices. The aim of teaching and embracing sustainability at CPCK is to promote a sense of responsibility, respect, wonder, participation and a connection with the land with a strong commitment to protect our children's future environments and lifestyles.

We value and acknowledge Aboriginal and Torres Strait Islander people and the traditional owners of the land: The people from the Guringai language group.

Our Curriculum embraces the Early Years Learning Framework which works to ensure that all of our 'children have the best start in life to create a better future for themselves and for the nation' (EYLF). Children are viewed as capable and competent and as individuals who draw upon their own family culture to actively pursue their own learning.

We believe in implementing practices that facilitate secure and respectful relationships. We aim to provide a safe, caring, well-balanced, stimulating and educational home-like environment where each child is assisted in their development of identity through 'Belonging, Being and Becoming'.

'Belonging' in the context of helping children build connections with others and their environment, by building attachments, facilitating positive learning dispositions as well as 'bridging the gap' between Preschool and the home environment. When we refer to 'dispositions', we are referring to dispositions such as valuing others, showing empathy and children having the expectation to learn and succeed.

'Being' in the context of: getting to know ourselves, building relationships, accepting others and valuing being heard. We therefore identify children's interests and strengths and celebrate them in meaningful ways with the intention of providing time for exploration, decision making and independent learning.

'Becoming' in the context of: creating dispositions for learning, shaping new understandings, developing resilience, building on talents and assisting children to take opportunities for self-initiated learning to enable them to become the best person they can be.

We respect, value and embrace the diverse values, beliefs, family and cultural backgrounds, traditions, life experiences and knowledge children and their families bring to preschool. We do this through openly communicating with families and documenting what it is they find most valuable in their child's early education. 'Happy, engaged kids... with lots of books ... and teachers with happy faces playing with the children' is

something that the CPCK parent community hold close to their hearts. In response to the question 'what is important when selecting a preschool for your child?' parents responded with: 'a social environment that fosters a strong sense of community and belonging, an emotional environment that is beautifully nurturing and a physical environment that is natural and inspiring with teachers who ooze love for their job and children'. These expectations are reflected upon in our daily operations, our long-term goals, curriculum planning and direction of our Preschool.

To ensure the education and care we provide is of a high standard, we are a progressive and innovative preschool who engages in continuous improvement. We keep up-to-date with current early childhood practice and continually advance the professional development of our staff.

Family is each child's first and most important teacher, therefore we hold in high regard the value of working in close partnership with families. We use our partnerships as a springboard from which to educate families and the general community about the importance of early childhood education and the significance of the early years in a child's life. We aim to develop reciprocal trust with families to allow shared insights about children through respectful interactions and communications.

Our practice includes analysis of what we do, say and create in the Preschool setting through a process of reflection, discussion and evaluation. We teach with intention, observe with reflection and value children learning through play. We provide children opportunity to explore, connect and to generate a love of the natural environment.

To provide the best possible opportunities for our families and their children, it is our intention to be deliberate, purposeful and thoughtful in all the decisions we make and in the interactions we engage in with all parties associated with Collaroy Plateau Community Kindergarten.

NATIONAL QUALITY STANDARD

All Early Childhood services operate under the National Quality Standard along with the Early Years Learning Framework.

What is the National Quality Standard?

The National Quality Standard (NQS) sets benchmarks for the quality of children's education and care services in Australia. The NQS highlights the importance of children's development and education as well as relationships with families. Services are assessed and rated against seven quality areas, 15 standards and 40 elements that make up the NQS. Each service receives an overall NQS rating and a rating for each of the seven quality areas.

What are the National Quality Standard ratings?

There are four overall ratings:

- Significant Improvement Required
- Working Towards National Quality Standard
- Meeting National Quality Standard
- Exceeding National Quality Standard

<https://www.acecqa.gov.au/nqf/national-quality-standard>

What rating has CPCK received?

In October 2018, CPCK was assessed by an assessment and compliance officer from the Early Childhood Education and Care Directorate (Department of Education) under the National Quality Standards. Our Preschool was rated overall as Exceeding the National Quality Standard.

Quality Area	Description	Rating
Quality Area 1	Educational program and practice	Exceeding National Quality Standard (E)
Quality Area 2	Children's health and safety	Meeting National Quality Standard (M)
Quality Area 3	Physical environment	Meeting National Quality Standard (M)
Quality Area 4	Staffing arrangements	Meeting National Quality Standard (M)
Quality Area 5	Relationships with children	Exceeding National Quality Standard (E)
Quality Area 6	Collaborative partnerships with families and communities	Exceeding National Quality Standard (E)
Quality Area 7	Governance and Leadership	Exceeding National Quality Standard (E)

The overall rating for a service is determined by the combination of the Quality Area ratings achieved.

If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve Exceeding National Quality Standard in four or more Quality Areas of which two must be from Quality Area 1, Quality Area 5, Quality Area 6 or Quality Area 7.

This service is rated overall at:
Exceeding National Quality Standard (E)

NSW/Department of Education
Date of issue: 20 November 2018

This service has been assessed against the National Quality Standard for Early Childhood Education and Care (School Age Care) with the exception of the items marked as not applicable with the Education and Care Sector (Education and Care 2018) and the Education and Care Services National Regulations 2018.

STAFF AND CHILDREN

There are 40 children at the kindergarten each day (a total of 80 children per week). These 40 children are split into two groups of 20:

Wombats and Possums on Monday and Tuesday

Kookaburras and Koalas on Wednesday, Thursday and Friday

The teaching staff at CPOK range in qualification from having an Early Childhood Teaching Degree, Diploma in Children's Services to a Certificate III in Children's Services

Monday / Tuesday Groups

Possum Teacher	Donna Sheppard
Possum Educators	Sandra Chivers and Gina Wentzel
Wombat Teacher & Nominated supervisor	Susan Sorensen
Wombat Educators	Lisa McLean and Brittany Jones

Wednesday / Thursday / Friday Group

Kookaburra Teacher & Educational Leader	Shannon Crane
Kookaburra Educators	Lisa McLean and Gina Shaw
Koala Teacher	Becky Tall
Koala Educators	Louise Reid and Kim Millard
Administration Officer	Jane Sym (Monday/Tuesday/Wednesday)
Director and Nominated supervisor	Susan Sorensen (Wednesday/Thursday/Friday)

A COMMUNITY KINDERGARTEN

Collaroy Plateau Community Kindergarten is a community owned and operated Preschool. This Preschool is a not-for-profit organisation and relies on fee payments. The NSW Department of Education contributes funding toward the total operational cost of our Kindergarten. Occasional fund raising makes up the shortfall.

A parent management committee that has a minimum of 10% of the current parent numbers (minimum 8 parents) manages the business side of the Kindergarten. The committee and staff work together in accordance with a Code of Ethics and the licensing standards set by the Department of Education. Committee members are elected into office at our Annual General Meeting (AGM). This is an opportunity for parents to take an active role in sharing their talents, knowledge and skills with the Kindergarten community and to assist in the smooth operation of our preschool. CPCK depends on having a parent Management Committee in order to operate.

Collaroy Plateau Community Kindergarten is an Incorporated Association and as such must abide by the rules and regulations as outlined in the associations Constitution. Parents or guardians of all children enrolled at and/or attending CPCK; parents or guardians of children awaiting enrolment at CPCK; the staff of CPCK and any other person with particular interest, knowledge, or other personal or professional qualifications that the Management Committee may consider to be able to assist CPCK in achieving its objectives, are eligible for membership of the association and deemed to be a member of the association upon completion of the relevant forms.

For the purpose of social activities, fundraising and special events, we require your support. Throughout the year a class parent from each class will assist the social coordinator with the organisation of social events, fundraising and other social events such as Cook-a-dinner and Christmas Disco.

YOUR ROLE AS A PARENT

In choosing a community kindergarten for your child, your commitment and participation in its operation is needed. Your help is required to enable the kindergarten to run efficiently thus making it a happy and stimulating place for your child. This is a very special time for children and your involvement is a wonderful way of sharing in the preschool life of your child.

Please keep up to date with what is happening at the kindergarten by reading information provided in your communication pocket/file, newsletters, emails, Facebook, on the noticeboards and by referring to our website. The learning record book in your child's class will provide you with an overview of the preschool week. The learning record entries are also accessible from our website.

In your role as parent, we ask for your help a few times during the year with cleaning toys and washing towels, tea towels and tablecloths. Staff will advise you when these jobs need to be done. In addition, we hold a Working Bee twice per year and ask for your help on these days. Your assistance with these jobs is greatly appreciated.

SOCIAL EVENTS

CPCK hosts several social events throughout the year. We invite you to assist in the organisation of these events and by providing us with suggestions and ideas. The Social Coordinator and Class Parents from each class will keep you informed about how you can assist because ...'many hands make light work'.

Past Annual events have included a Sports-a-thon, Mother's and Father's mornings, Grandparent/Family day, Christmas Disco, Bush dance and Family Christmas Disco. These events can change from year to year.

SAFETY REMINDER

We request that you work on keeping all doors and gates closed upon arrival and at departure times and for teaching your children the rule of only adults to open doors and gates... even though they can reach them. We are all working closely together to ensure the safety of all the children. Please also remind children not to swing or stand on the gates as this will compromise the self-closing mechanism.

Safety and supervision



FEES

The CPCK Management Committee has set the fees for 2019 at \$44 per day.

However, as increasing administrative time and resources are being used in chasing late payers an early-bird fee of \$42 per day will be offered for families who pay the fees by the close date for each instalment. The close dates and fee amounts will be outlined on the fees notice and we ask that you assist us to reduce administration time and save money at the same time by paying by the early-bird close date.

CPCK receives some funding from Department of Education (DoE) for 'eligible' children i.e. those children eligible to attend school the following year.

We also receive additional funding for children whose family holds a Low-Income Health Care Card, Pension Concession Card or whose heritage is from an Aboriginal or Torres Strait Island background. Fees for these families will be \$13 per day (\$11 per day early bird rate). We rely upon confirmation from the Department of Education as to the exact amount of funding we will receive each year.

If CPCK is not able to fill all positions with 'eligible' children, positions will be filled with children whose 4th birthday falls after 31st July but before 31st December. A small amount of funding is provided by the Department of Education for these children and therefore fees for a child turning 4 after 31st July will be \$ 54 per day.

A deposit of \$500 is paid the year prior to a child starting at the preschool. This is refunded at the end of the year and counts towards term 4 fees. If a child leaves prior to the end of the year, a minimum of 4 weeks' notice in writing is required before the deposit is refunded. If your child stays for 2 years, then the deposit is held until the end of their final year at Preschool.

Fees notices are emailed to families in the 1st week of each term and reminder emails are sent at the beginning of the week fees are due. Fees are paid by the term either in full or in 2 instalments and can be paid by the following methods:

1. Internet Banking

No surcharge applies. This is the preschool's preferred method of payment. Our account details are:

Commonwealth Bank BSB 062-155 Account Number 00908661

Please ensure your child's surname and what you are paying (i.e. Smith 1st install. Term1) is used as the reference so payments can be allocated correctly against your name.

2. Cheque

If you are paying by cheque and the name on the cheque is a business name or differs to your child's last name, please write your child's name on the back of the cheque.

3. Cash

If you are paying by cash, we kindly ask that you bring in the correct amount as we do not carry large amounts of cash on the premises for security reasons.

Cash, or cheques made payable to Collaroy Plateau Community Kindergarten or CPCK, are to be placed in an *envelope* with your child's *name, days of attendance, group name, amount* enclosed, and on the front of the envelope the parent's name and what the payment is for. This is to be handed to either Susan or Jane in the office. This information will be recorded in our Payment Book, which is located in the office.

4. EFTPOS, Credit/Debit Card.

Please note: - For Credit/ Debit Card payments there is a surcharge of 1.5% of total amount to be paid.

These surcharges cover the costs that CPCK incurs to provide this convenient service to you.

Please ensure that you pay exact amounts for all fee payments in one transaction

Your *Fee Receipt* is issued as an official receipt. Receipts issued will be placed in each child's communication pocket/file situated at the entrance of each classroom.

Parents cannot claim the Childcare Subsidy for attending our preschool. The Childcare Subsidy is only available for families using Long Day Care, Family Day Care, Outside School Hours Care, Occasional Care, and Vacation Care.

ARRIVAL AND COLLECTION OF CHILDREN

It is the responsibility of staff and families to ensure the safe arrival and departure of children at CPCK and the completion of statutory documentation. Practical and safe approaches will promote a smooth transition between home and the centre and confirms children's presence or absence from the service. This ensures a child's arrival and departure at the service continues their safe care and custody.

Objectives

- For all children to arrive and depart the centre in a safe manner
 - For all children to be accompanied at all times by a parent /teacher or educator of CPCK. No child is to be left unsupervised.
 - To enable a smooth transition between home and centre.
 - To ensure that the centre meets all regulatory requirements with regard to the documentation of children's attendance at CPCK.
-
- A person authorised by the parent must sign children in upon arrival, and out upon departure. The sign in and out sheets are located on the front foyer desk near the door to your child's room. This information is used to mark children's attendance and also as a roll in cases of emergency. It is therefore extremely important to follow the sign in/out procedures to ensure our objectives are met.
 - Children are to be handed over to their class teachers on arrival. If a parent is unable to do this, the person who does arrive with the child must be a person authorised by the parent.
 - There is a **diary** for you to leave messages informing the Preschool of specific people who will be collecting your child in place of you or the regular person who is authorised to pick up your child. Please also inform the teachers via phone or in the morning when dropping off your child if you require someone from your authorisation list to collect your child.
 - If someone other than an authorised person will be collecting your child, please complete a '**Persons to collect**' form. These forms can be found in the plastic sleeve on the inside cover of the diary in the foyer.
 - Teachers and Educators will check the attendance sheet daily at approximately 10.00am and undertake headcounts throughout the day.
 - The Kindergarten should be notified before closing time (3.45pm M-F) if the person collecting is delayed, in accordance with the late collection policy.

Collection by Other Carers

Parents / guardians are asked to complete two sections on the enrolment form which is kept on file securely within the premises.

- 1) The Authority to Collect form – nominating others who may collect the children from pre-school at the end of the day. (See Enrolment form)
- 2) Emergency Contact form – nominating people who may be contacted to collect the child when the parents are unavailable to do so. (See Enrolment form)
- 3) A 'Persons to Collect' form can be filled out for somebody other than your listed nominations on your enrolment form. These forms are useful for when your child will be collected by a person on a one-off basis. For example: another parent, a visiting grandmother etc.

If you are unable to collect your child due to an emergency or unforeseen circumstance, please do the following:

- 1) **Arrange for someone you have listed on your enrolment form as your 'emergency contact' or 'authority to collect' to collect your child.** Please ensure they bring some form of identification to preschool.
- 2) Contact Preschool to advise us who will be collecting your child

If you know in advance that you will not be able to collect your child, please inform teachers and record who will be collecting your child in the diary located in the foyer.

If there is any change in the information provided, parents are asked to notify Preschool with the relevant details so it can be included in your child's enrolment form.

Please note: Children will not be able to leave the Kindergarten without written permission unless leaving with their parent / authorised person/guardian/authority/emergency contact.

A phone call can also be used to provide parental permission. In circumstances where the carer is unfit to collect their child, procedures will be put into place in accordance with the "Procedure for safe collection of children where the carer is determined to be in unfit condition"

Custodial & Other Orders

If there are any Custodial Orders currently implemented, please advise the Preschool in writing and provide a certified copy of the Custodial Order which will remain on the premises for the duration of the order.

Visitors

All visitors are required to sign in the visitor's book upon arrival and departure of the Kindergarten.

HOURS

CPCCK is open during school terms, from 8.15am to 3.45pm Monday to Friday. We remind all parents that prompt collection of children in the afternoon is required. The kindergarten is not licensed to have children on the premises outside the operation hours.

POLICY ON LATE COLLECTION OF CHILDREN

Parents are reminded of the kindergarten's policy on the late collection of children.

Children are to be collected no later than 3.45pm.

Procedure for late collection of children

1. If by 15 minutes after closing time a child has not been collected, the parents will be telephoned.
2. If the parents cannot be contacted, then emergency contacts will be telephoned to collect your child.
3. If neither the parents nor the emergency contacts can be reached, then DoE (Department of Education) and the police will be called.
4. 15 minutes after closing time, a late fee of \$25.00 per 15 minutes (or part thereof) applies.
5. A note will be left on the door of the kindergarten to let you know where your child is waiting for you.

NB. Please note that failure to collect your child or to notify the centre that you are running late is classed by the Department of Education as a critical incident and the above procedure has been set for the safety of all concerned.

The Kindergarten follows the NSW state school terms and is closed on public holidays.

Term Dates 2019

Term 1: Wednesday 30 th January 2019	-	Friday 12 th April 2019
Term 2: Monday 29 th April 2019	-	Friday 5 th July 2019
Term 3: Monday 22 nd July 2019	-	Friday 27 th September 2019
Term 4: Monday 14 th October 2019	-	Thursday 19 th December 2019

There will be one pupil free day in Term 1 and one in Term 4 in line with public school pupil free days:- Tuesday 29th January 2019 and Friday 20th December 2019. Fees are not payable on these days or public holidays.

The centre is closed during school and public holidays.

If your child is absent for their preschool day, please let the centre know. Unfortunately, we cannot offer make up days for days missed.

We encourage parents to participate in the Preschool program at any time to visit their children during their days and spend time with them once they have settled into the pre-school day. This can begin mid-term one. You may want to spend the morning or come in for an hour or two. This is a great way for you to see how your child is progressing and what their experience is during a day at pre-school. All are welcome. Nominate the dates you intend to visit on the parent participation calendar inside each classroom and please ensure you sign in and out of the visitor's book.

WHAT SHOULD YOUR CHILD BRING TO PRESCHOOL?

Please bring the following:

1. Drink Bottle of water - we suggest a BPA free metal bottle to reduce the amount of chemicals and plastic in your child's life <http://www.biome.com.au/content/50-bpa-free-water-bottles>
2. Morning Tea – plastic packaging free
3. Lunch with plastic packaging free <https://www.hellogreen.com.au/collections/lunch-boxes>
4. Relaxation Bag - only if your child requires a sleep
5. Spare Clothes (please do not leave spare clothes in a plastic bag as plastic bags affect the safety of children)

1. Drink Bottle with water: Children are encouraged to drink water during the day. Each day please bring to Preschool your child's drink bottle so they can freely access it throughout the day. Staff will aim to monitor water consumption throughout the day. Teachers will refill drink bottles as necessary.

Please ensure the following:

- Drink bottles are taken home each day to be washed and refilled with clean water for the next Preschool day.
- Place only water in drink bottles. No juice, cordial or fizzy drinks will be accepted as our Nutrition Policy aims to promote health awareness and healthy eating habits.

2. Morning tea: We have a 'Fruit Plus' approach which is designed to promote healthy eating at preschool. The 'Fruit Plus' approach requires parents to provide for their child one piece of fruit and at least one other 'always' healthy food item e.g. rice cakes, dried fruit, vegetable sticks, rice crackers, hummus, cheese, yoghurt, pretzels, sushi. Please provide your child's morning tea in a small 'easy to open' container labelled with your child's name.

3. Lunch and a drink – Please provide lunch in a medium size container. Children's lunches are placed in the fridge so there is no necessity to provide an insulated lunch box. Some food suggestions:

- wraps, sandwiches, bread rolls – salad, cheese, spreads
- noodles, plain popcorn
- rice cakes with a variety of spreads
- any of the morning tea items
- cucumber, carrots, celery, cherry tomatoes

Every day is a Package/Processed free day for morning tea and lunch.

At CCK we include a health and nutrition programme called Munch n' Move. This programme was initiated by the NSW Department of Health and focuses on healthy eating and lifestyle practices and promotes healthy growth for children, particularly within Early Childhood settings. To help us implement this programme, parents, children and staff are invited to always bring to Preschool a package and processed free food for morning tea and lunch because 'fresh is best'. This will provide everyone the opportunity to engage in the practice of choosing 'always' healthy food as opposed to 'sometimes food' and reduce the amount of waste, which will also benefit the environment and protect your child's future.

Please ensure all items are clearly labelled with your child's name.

We know that certain foods are given as special treats. However, we appreciate your cooperation in not supplying these for your child's morning tea and lunches at preschool e.g. coloured popcorn, lollies, biscuits, rollups, chocolate and cakes and support our healthy eating practices at CCK.

CCK aims to be allergy sensitive and allergy aware and to protect children who suffer from anaphylactic reactions.

Families are asked to support the Kindergarten by adhering to the guidelines on food restriction requests i.e. our request to bring nut free foods into the Preschool only and any other requests made to individual classes to protect the individual children within each class.

4. Relaxation bag – If you feel your child may need a rest, you are welcome to provide a small cot sized pillow and a small bottom sheet for relaxation and 1 top sheet or blanket (depending on the weather). Relaxation times are based on individual needs. Please talk to the teachers about your child's individual needs. We do have a relaxation procedure whereby we slow down and engage in quieter experiences. This changes as the year progresses and as the children grow and develop.

5. Spare Clothes – a spare set of clothes needs to be packed for your child in case of an accident or involvement in water or mud play. Please remember to review spare clothes from time to time as the weather changes or your child grows. All articles of clothing need to be **labelled** with your child's name and placed inside your child's bag compartment- **not** inside a plastic bag inside your child's Preschool bag.

PLEASE NOTE

* The Kindergarten provides a hat for all children. We advise that you apply sunscreen to your child prior to arrival in accordance with our Sun / UV policy.

* During the summer months children need to have their shoulders covered when they go outside. Please do not send your child to preschool wearing a singlet top or dress. If your child insists on wearing such clothing, please also send a sleeved 'sun shirt' packed in their bag for your child to wear when they are outdoors. This will assist us in complying with our Sun / UV policy.

* Comfortable flat shoes should be worn at all times to pre-school (no thongs, crocs, slides, heels, fashion boots or gumboots).

* Clothing should be casual (prepared for mess and paint) and appropriate to weather conditions i.e. jackets to wear outside (winter); loose fitting clothes (summer)

* All possessions or articles of clothing (eg. shoes, socks, pants, lunch-boxes, bags etc) brought to pre-school **should be clearly labelled.**

CHILDREN'S BIRTHDAYS and OTHER EVENTS

Birthdays are important for many children and as such many families bring a treat to share to help celebrate. If you decide to provide food for special occasions such as birthday celebrations, mothers, fathers and grandparents morning teas, it is requested that the food provided will be a healthy food option. Lolly bags, pinatas and extra 'celebratory' foods in addition to a birthday cake, muffins, slice, fruit platter, fruit ice-blocks will not be accepted at preschool. For ideas and suggestions, feel free to borrow some of our recipe books from our parent library and/or ask our Teachers, Educators or Office Administration.

Teachers and Educators often have a celebratory ritual in place to celebrate a birthday milestone also, so a cake or treat is not absolutely necessary. If you do not celebrate birthdays, inform us at the beginning of the year.

For children with allergies, please provide your own alternative treat for your child so that it can be kept at Preschool in the freezer for birthdays and other events. This ensures all children feel included during celebrations.

Please refrain from sending Easter eggs and Christmas candy canes to Preschool to share among peers.

WHAT HAPPENS AT PRESCHOOL?

We follow a flexible routine, which is influenced by the interests of the children, special events and the weather. Individual class routines may vary slightly to meet classroom needs and spontaneous teaching. Group times may occur earlier or later than stated and may be replaced by other experiences as needed.

When your child's class starts the day outside in the morning...

Arrival time

- Sign in your child
- Lunch to be placed in the fridge if in the Possum/Koala class or in the baskets provided if in Wombat/Kookaburra class which will be placed in the staffroom fridge by staff.
- Place bags in your child's locker
- Take Morning Tea and drink outside and place on the trolley provided down stairs
- Apply sunscreen to your child with sunscreen provided if you have not already done so at home

Outdoor Program

Music, Movement or Literacy group time
Morning Tea
Gross motor skills
Games

- Sensory Play
- Cognitive
- Gardening
- Socio-dramatic play
- Composting/Worm Farming
- Construction
- Visual Art experiences
- Sand and Mud play
- Music
- Science exploration
- Stories
- Experiences based on children's interests

Indoor Program

Variety of learning and play experiences
Music, Movement or Literacy group time
Games
Lunch
Relaxation/quiet time

- Literacy: Books, Felt Stories, drawing, writing
- Cognitive/Problem Solving
- Music
- Sensory Play
- Science
- Construction
- Dramatic play
- Visual Art: craft, collage, painting, using various art mediums
- Quiet experiences
- Puzzles
- Experiences based on children's interests
- Yoga
- Visualisation stories
- Quiet experiences such as drawing, books, puzzles and board games

Home Time

- collect all belongings
- sign children out
- check communication pockets

When your child's class starts the day inside in the morning...

Arrival time

- Sign in your child.
- Morning tea to be placed in the basket provided and lunch in the fridge if in the Possum/Koala class or in the baskets provided if in the Wombat/ Kookaburra class, which will be placed in the staffroom fridge by staff.
- Place drink bottles on the table/shelf provided
- Place bags in locker

Indoor Program

Music, Movement or Literacy group time

Morning Tea

Variety of experiences

- Literacy: Books, Felt Stories, drawing, writing
- Cognitive/Problem Solving
- Music
- Sensory Play
- Science
- Construction
- Dramatic play
- Art/ craft experiences/collage
- Quiet experiences
- Puzzles

Outdoor Programme

Music, Movement or Literacy group time .

Lunch

Gross motor skills

Games

Quiet/Relaxation Time

- Gross Motor Activities
 - Cognitive
 - Sensory Play
 - Gardening
 - Socio-dramatic play
 - Composting/Worm Farming
 - Construction
 - Visual Art experiences
 - Sand and Mud play
 - Science exploration
 - Stories
 - Music
 - Experiences based on children's interests
 - Yoga
 - Visualisation Stories
 - Quiet Experiences: Drawing, books, puzzles, board games, puzzles etc.
- (Staff will apply sunscreen prior to going outdoors for all months except June and July- where a rest from the chemicals is given)

Home Time

- collect all belongings
- sign children out
- check pockets

VALUE OF PLAY STATEMENT (For Parents/Carers)

*'Play must happen before learning can occur'**

Play is essential for optimal development as it enhances every aspect of children's development and learning. It is a child's window to their world. Play is so important that its significance in children's lives is recognized by the United Nations as a specific right in addition to, and distinct from a child's right to recreation and leisure.

A child's play is the foundation for future learning and sometimes you may wonder what it is your child is learning from particular activities and experiences.

There are consistent findings in research about the close relationship between symbolic play and literacy development and evidence that increasing opportunities for rich symbolic play can have a positive influence on literacy development. It is while children are engaged in meaningful play that numeracy and literacy can naturally become a part of a child's learning about concepts such as number, words, letters and hypothetical thinking.

Pretend play with peers engages children in the same kind of representational thinking needed in early literacy activities. Children develop complex narratives in their pretend play. They begin to link objects, actions, and language together in combinations and narrative sequences. They generate language suited to different perspectives and roles.

Play nourishes every aspect of children's development—it forms the foundation of intellectual, social, physical, and emotional skills necessary for success in school and in life. Play "paves the way for learning. For example, block building and sand and water play lay the foundation for logical mathematical thinking, scientific reasoning, and cognitive problem solving.

Rough-and-tumble play develops social and emotional self-regulation and may be particularly important in the development of social competence in boys.

Play fosters creativity and flexibility in thinking. There is no right or wrong way to do things; there are many possibilities in play—a chair can be a car or a boat, a house or a bed.

Pretend play fosters communication, develops conversational skills, turn taking, perspective taking and the skills of social problem solving—persuading, negotiating, compromising, and cooperating.

As children develop skill in pretend play, they begin to converse on many levels at once, becoming actors, directors, narrators, and audience, slipping in and out of multiple roles. They learn by combining their ideas, impressions, and intuitions with experiences and opinions and they create ideas about their world and share them with one another.

Through play, children establish a culture and a social world with their peers while they make sense of their experiences and discover the intimacy and joy of friendship. Play that is self-directed, leads to feelings of competence and self-confidence in the players.

Nature and the outdoor play environment have a positive impact on children's physical and mental well-being. Outdoor play environments are as important as indoor environments. Natural landscapes in the outdoors typically provide:

rich, diverse, multisensory experiences,

opportunities for noisy, boisterous, vigorous, physically active play,

opportunities for physical challenge and risk-taking that are inherent in the value of play,
rough, uneven surfaces, with opportunities for the development of physical strength,
balance and coordination,

Natural elements and loose parts that children can combine, manipulate and adapt for their own purpose.

Your child's teachers facilitate children's play and attempt to take their point of view through asking questions such as: What are the children trying to find out? What theories are they testing? What questions are they asking? What understandings and misunderstandings are the children drawing on? Are there any inconsistencies in their thinking, any contradictions to explore further? How are the children building on each other's ideas, perspectives, and contributions?

At CPCK, play is viewed as 'a child's work'. And it is through play that the most engaging, positive, fun filled and meaningful learning occurs. This is why at CPCK our curriculum is a play based one.

CURRICULUM DEVELOPMENT

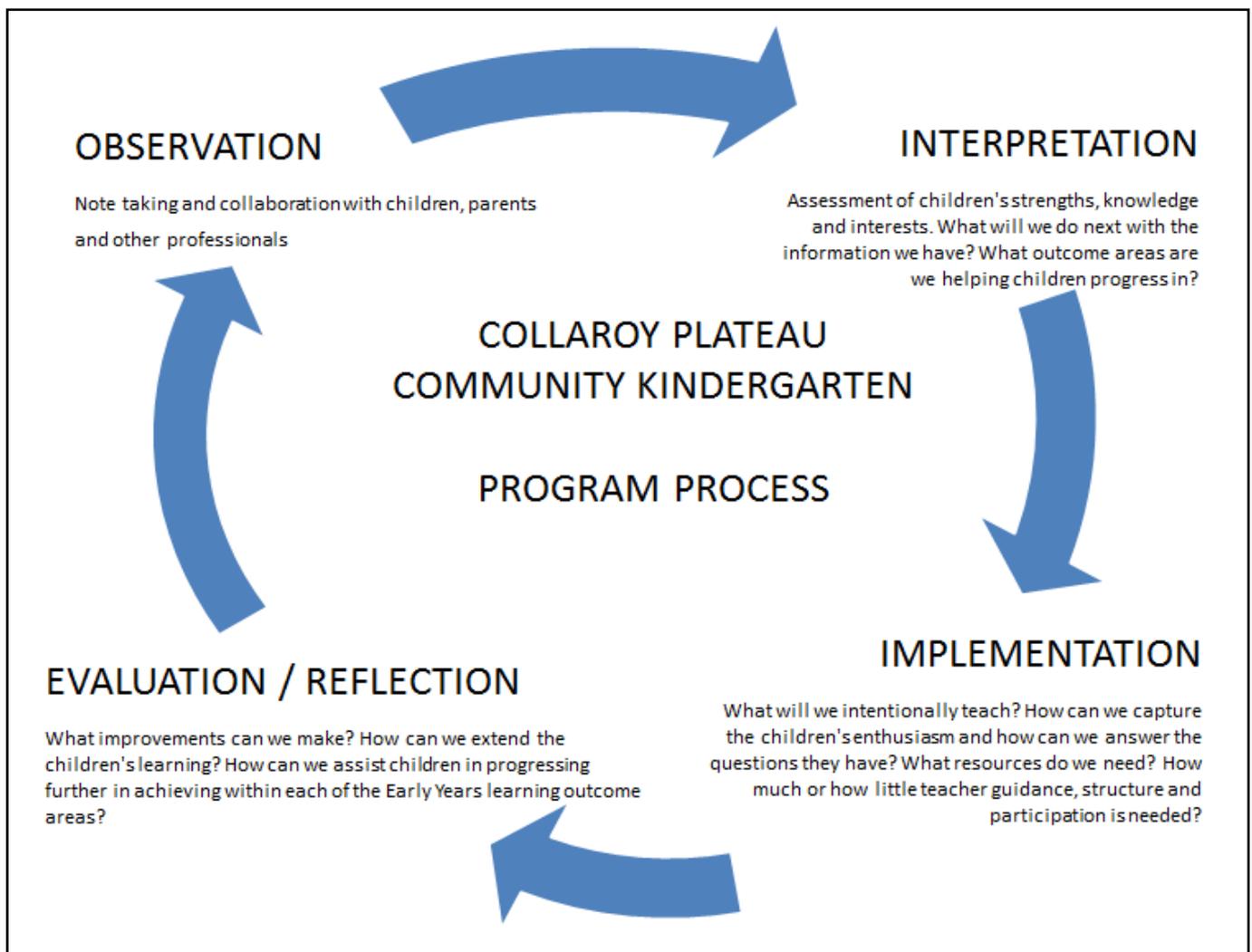
CPCCK's philosophy has been developed to accommodate the social and cultural needs of our community. To ensure we meet these needs, our teachers and educators provide a curriculum to support children's learning experiences, interests, acquisition of skills, knowledge and values in all areas of their development.

The Curriculum refers to everything that happens in a child's day, including environmental provisions, interactions, experiences, routines, special events, and parental and community communications.

Several records make up our written Curriculum

- The Learning Record
- Individual portfolios
- Program book
- Documentation folder
- Reflection book

The Process



Documentation of our program and curriculum development plan includes portfolios, learning records, observation notes, discussion notes and collaboratively written program outline plans.

What is documented relates to the 5 learning outcomes that form the Nationally recognised Belonging, Being and Becoming: The Early Years Learning Framework (EYLF). The EYLF is the first national statement regarding early childhood education. The framework guides teachers and educators in all aspects of their work with children, families and curriculum.

The programming process that is followed at Collaroy Plateau Community Kindergarten is displayed in pictorial form above.

The five learning outcome areas are:

Outcome 1: Children have a strong sense of identity

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

Outcome 3: Children have a strong sense of wellbeing

Outcome 4: Children are confident and involved learners

Outcome 5: Children are effective communicators

The portfolio is presented in hardcopy form to allow yourself and your child to add to or read through at any time. It is our intention to assist all children and families to develop a sense of ownership of their portfolio.

At the end of term 3, all children who will begin Primary School the following year will receive a 'Transition to School' summary. With your written consent, this report will be sent to your child's school principal to assist them in making your child's transition to school as smooth as possible.

Following is a list of policies that CPCK abides by. CPCK's full list of policies, procedures and statements in full are available for your perusal from the office.

HEALTH POLICY

This policy is to guide teachers and educators in dealing with infectious diseases and the appropriate action to take to prevent the spread of disease. The health and wellbeing of all at the kindergarten is of utmost importance and guidelines need to be in place to govern the provision of health care provided by the staff at Collaroy Plateau Community Kindergarten.

Collaroy Plateau Community Kindergarten follows the NSW Department of Health recommendations on immunisation and the exclusion of those with infectious diseases. Guidelines need to be set to govern why children may be required to be excluded from the kindergarten and when a doctor's certificate will be requested.

Medication

Collaroy Plateau Community Kindergarten will only administer prescribed medication from its original container, with the child's name and the use by date on the label. This excludes herbal medicines prescribed by a naturopath or other alternative medical person. Medication will only be administered to the child for whom it has been prescribed in accordance with the instructions that have been provided on the label by the doctor. However, 'without authorisation' administration of asthma or anaphylaxis medication in an asthma or anaphylaxis emergency is allowable.

Medical forms need to be completed, signed and given to the class teacher along with the medication to be administered while at preschool. Medication will be stored in a locked box in the kitchen either in the fridge or the first-aid cupboard.

Parents who prefer to administer herbal medicines to their child, will need to administer it to their child themselves while their child is in attendance at preschool; as per regulations- Preschool staff are unable to administer non-prescribed medications.

Medication under no circumstances is to be left in a child's Preschool bag.

- Parents should always inform staff when their child is on medication even if it is not being taken at Preschool.

Infectious Diseases

If an outbreak of an infectious disease occurs at kindergarten, a note will be posted in the foyer to notify parents. Please ensure you contact the Preschool as soon as you find out your child has contracted any infectious disease.

The Department of Health guidelines will be the final advice for children with any infectious disease and exclusion will be in accordance with "Staying Healthy in Child Care" (Department of Family Health and Services 5th Edition 2013).

Children who are not immunised, will be sent home or be required to stay away from the Kindergarten until vaccine preventable disease outbreaks have passed. Children who have been affected by an infectious disease and have been excluded will stay away from the Preschool until a medical clearance has been provided by a doctor.

Children Who Are Unwell

The centre is unable to cater for children who are sick. We will do everything we can for the comfort of children who become sick at Preschool. To prevent children from incurring an infectious disease we ask you to monitor your child's health and watch for any of the following symptoms which could be the onset of an infectious disease:

- high temperature / fever in the morning
- severe cold symptoms i.e. green runny noses or continual sneezing
- irritability or lethargy

- vomiting
- loose bowel movements
- red swollen and discharging eyes
- rashes or irritation that cannot be identified
- if your child does not seem themselves e.g. unusually tired

Parents Note: *Please do not bring your child to Preschool if they are unwell. If you need to give them Panadol in the morning then they are too unwell to attend preschool.*

Sickness at Kindergarten

If a child becomes unwell at preschool, parents will be contacted and asked to collect their child. If parents cannot be contacted the nominated emergency carer will be contacted for the comfort of the child and protection of other children and staff.

Parents will be contacted if:

- a child vomits or has diarrhoea
- a child has conjunctivitis
- a child develops a high temperature (38 degrees or more)
- a child exhibits a significant cough with wheezing and or green discharge from their nose that they are unable to hygienically manage

While a sick child is at Kindergarten, they will be isolated to the best of our ability, kept under adult supervision and made to feel as comfortable as possible until they are released into the care of a parent or nominated emergency carer. We strongly urge you to collect your **child immediately or as soon as possible**.

If your child becomes unwell or breaks out with a high temperature you will be contacted and be asked to collect your child and permission gained to administer paracetamol.

If your child wakes up ill and requires Panadol please do not bring your child to preschool, as it is not allowing them sufficient time to recover and your child could have a contagious infection which can affect other children and staff, thus causing future breakouts of the infection.

Head Lice

At Collaroy Plateau Community Kindergarten, we adhere to the NSW Department of Health regulations:

1. If your child is found to have head lice you will be asked to collect your child.
2. Your child may recommence kindergarten once their hair has been treated and no further live lice are present.
3. Other parents will be notified to raise awareness and will be asked to check their children's hair for head lice.
4. Staff will check children's hair for head lice as required.

Exclusions

As part of our health policy we request the following:

- To not bring your child to preschool until they have stopped vomiting or diarrhoea for 24 hours.
- If your child requires prescribed medication to ensure they have been taking the medicine for 48 hours before returning.

To follow the exclusion guidelines as indicated by the Department of Health guidelines published along with the Parent Handbook on the CPCK website.

Allergy Awareness

CPCK promotes itself as an allergy-aware kindergarten as we usually have children attend who have allergies.

Anaphylaxis is a severe allergic reaction that can be potentially fatal.

Children may show an intolerance or life-threatening allergic reaction to various types of food. The following foods tend to pose the highest risk for allergies to occur:

- Tree nuts (cashews, walnuts)
- Eggs
- Peanuts

It is not always known or evident that a child is allergic to specific allergens as described above. The most common allergens for 3-5-year olds are peanuts and nut-based products. Therefore, we ask if you could assist the Preschool staff to reduce the risk of potential allergic reactions by not sending any of the above foods for morning tea or lunch. These foods also include peanut butter, muesli bars, egg and Nutella.

The kindergarten has staff trained in emergency anaphylaxis health care should a reaction occur. We aim to reduce the risk of exposure and subsequent reactions through educating the children in eating routines and procedures.

Parents will be notified of any outbreaks of infectious disease and of any illness or reactions affecting their child while at Preschool.

For 2019, we ask that you please refrain from sending any of the following foods to preschool to ensure the safety of all children:

Monday/Tuesday Group: Nuts, eggs sandwiches, whole eggs, sesame seeds

Wednesday-Friday Group: Nuts

HYGIENE POLICY

Aim:

To model and implement practices to assist in prevention of infection and spread of illness within the pre-school environment.

Rationale:

Infections are common in children and often lead to illness. At home, children are reasonably well protected from infectious diseases because they do not come into contact with as many people as children who attend education and care services. Many children first enter education and care services at a time when their immune systems are still developing. They may not be exposed to many common germs that cause infections. The way that children interact in education and care services means that diseases can quickly spread in a variety of ways. Children will have close physical contact with other children and carers through regular daily activities and play, they often put object in their mouths; and they may not always cover their coughs or sneezes. (Staying Healthy 5th edition 2012)

Implementation

Staff will

- Use gloves provided when cleaning up accidents, dealing with blood, cleaning up when a child has been sick and when assisting a child to blow their nose.
- Organise for toys to be washed regularly.
- Clean toilet areas when necessary throughout the day using soapy water or diluted eucalyptus oil in addition to the disinfecting of all toilets by the contract cleaner at the end of the day.
- Use gumption/bicarbonate of soda paste and warm soapy water to clean tables at the end of each day and use soap water spray to clean during Preschool hours.
- Use warm soapy water to clean up blood spills and excreted bodily fluids. Use diluted eucalyptus oil to kill germs.
- Use pink or blue sponges for craft and paper towel for food.
- Clean only craft equipment in the room sink and food utensils, containers and mugs in the kitchen sink or in the cognitive games room sink.
- Send hats home to be washed regularly.
- Send tablecloths etc home to be washed twice per week unless a plastic cover is used and this will then be wiped down with paper towel and soapy water after each use. If a child attends who suffers from anaphylaxis, the tablecloths will be washed after each use unless a plastic cover is used over the top and cleaned with paper towel and soapy water.
- Any child, staff member, family member or visitor with open wounds or broken skin must have these covered with a waterproof dressing for the duration of their time at CPCK.
- When an outbreak of an illness occurs at preschool, tables and toys are to be washed in Milton to help stop the spread of the disease. (as suggested by NSW Health)
- Role model good hand washing practices.

Parent's will

- Be encouraged to keep their children home if they are unwell in accordance with CPCK's health policy.
- Keep non-immunised children home when a breakout of infectious disease occurs at the centre.
- Provide children with their own drink bottles to drink from while at kindergarten, taking them home every afternoon to be washed and refilled with fresh water for their child's next Preschool day.
- Take table cloths, hats and toys home to wash as organised by roster.
- Encourage children to wash hands and after going to the bathroom.

The children will

- Wash hands after going to the toilet and before each meal at Preschool according to the poster displayed in the bathroom. Role modelling and encouragement will be given by staff.
- Be encouraged to cover their mouth when coughing.
- Be encouraged to use a tissue to blow / wipe their nose during the day.

- Children will wash their hands at the following times:
 - Before eating
 - After toileting
 - After soiling hands in dirt, paint or other material
 - After wiping or blowing their nose

The contract cleaner will

- Clean and disinfect all wet or soiled areas such as sinks and toilets.
- Line all rubbish receptacles with a plastic liner and place full bags in outside wheelie bins at the end of each day.

Biting

- If there is a biting incident where the skin is broken, the bitten area will be washed thoroughly with soapy water, and the biting child's mouth rinsed with water.
- Parents will be notified via an Accident Report if their child has been bitten.

Food storage and preparation

- After food preparation, surfaces will be wiped down with soapy water using a paper towel.
- The refrigerators will be cleaned and food that may decay will be discarded regularly. Temperatures must be set at 5 degrees or below.
- All food that may deteriorate at room temperature will be placed in the refrigerator where possible.
- Children are not to be in the kitchen or food area unsupervised.
- All utensils, plates and cups will be carefully washed, rinsed and put away when not in use.
- Cloths for cleaning table surfaces will not be used on the floor. Staff will use appropriate cloths for cleaning different areas.
- Children are encouraged not to use any utensils that have been dropped on the floor, or to eat food that has been dropped on the floor or handled by other children.
- Lunch and morning tea baskets will be regularly washed. They will also be washed with Milton once per term.

Food Authority Laws are very strict for Preschool aged children. Resulting from this, CPCK staff do not reheat food brought from home for children's lunches or morning teas as CPCK does not have the appropriate food heating facilities. All home food must be eaten cold as there are multiple points of bacteria growth- the home environment cooking conditions, the amount of time the food is sitting on kitchen benches and the travelling time to preschool. This is in addition to the amount of time the food is out of the cooking process and the amount of time the food is in and out of fridges.

Should it become absolutely necessary to reheat food, then the child's parent will be invited to reheat their child's food at a designated time at the Preschool. Food should not be heated above 70 degrees and the temperature of the food should be tested and recorded after reheating using a food probe. Parents can however use a thermos to keep food warm for lunch.

- Gloves will be worn when handling food.

At meal times the following procedures will be followed:

- Wipe tables prior to children eating at them.
- Wipe down tables and sweep floors after meals and mop floors if any spillage occurred.

Pets and animals

Parents are advised that if pets visit the Centre, they must have received regular treatment for worms and fleas. Food dishes for pets are to be placed out of reach of all children. Animal faeces in the grounds will be removed or buried. Children will wash their hands after being in contact with animals.

NUTRITION AND HEALTHY LIVING POLICY

Goals

Collaroy Plateau Community Kindergarten aims to:

1. Provide families and children with good food and nutritional information, consistent with the Australian national dietary guidelines for pre-schoolers via the Munch and Move program commissioned by the NSW state government, and as such to support families in fostering positive attitudes and knowledge in their children regarding sound food habits.
2. CPCK's general hygiene practices will be adhered to (see also Food Preparation & Handling Procedure and Hygiene policy) by adopting safe food handling and storage practises.
3. To promote and encourage the importance of healthy balanced eating habits in a culturally sensitive and socially nurturing environment that meets the individual needs of children and families
4. To support and promote children's healthy eating habits through role models which will in turn, go on to establish healthy eating for life.
5. To implement a Health and Nutrition Programme known as "Munch and Move" which is promoted by the NSW Department of Health.
6. To promote allergy awareness by reducing the risk of exposure to common allergens. CPCK aims to be allergy sensitive and allergy aware.
7. Encourage and support breastfeeding, bottle feeding for mothers who are unable to breast feed and the introduction of solids after 6 months.
8. Promote children's physical activity and the development of their gross motor and fundamental movement skills through a range of planned and spontaneous physically active play experiences in a safe environment, including everyday physical tasks, in the indoors and outdoors environment.

Rationale

- Childhood is a time of growth and activity which results in increased nutrient needs. Most children have formed lifelong eating habits by school age. This makes it important to give children a good start in healthy eating practices.
- We support a philosophy that regards all aspects of children's development as important. This is reflected through the desire of the pre-school to ensure that the nutritional needs of all children are considered during their time at CPCK. We also support current research and practices in the areas of early childhood health and development, which is why in July 2009 we incorporated into our Nutrition Policy the Munch and Move programme as it focuses on supporting the healthy development of young children, particularly for those within the early childhood setting.
- We are aware that children can have allergic, sometimes fatal reactions to some foods. The most common is peanut and nut-based products. We therefore advocate that all foods brought to Preschool are NUT FREE. Other allergens such as egg, milk, shellfish, gluten, sesame, fish or soy will be managed on a case by case basis with families being informed and advised about management strategies. However, if there is a food allergy in one group then the other group attending on the same day will also be requested to refrain from bringing these foods.
- Research has proven that breast feeding or formula feeding up to 6 months of age is best and that solids should be introduced after this time.
- Based on current research provided by the Department of Health (via the Munch and Move initiative) CPCK aims to limit the amount of time children spend engaging in small screen recreation and sedentary behaviour.

Implementation

The Management Committee will:

- 1) Make healthy food choices for fund raising events and reduce the amount of packaging associated with food that is offered at fundraising events.

The staff will:

- 1) Provide information for parents on nutritious snacks and lunches through the learning record book, information to post on face book, room displays and in general discussions.
- 2) Encourage parents to pack a variety of foods, consistent with nutrition requirements and for morning tea provide one piece of fruit plus additional 'always healthy food'
- 3) Encourage parents to provide their children with healthy snacks with minimal packaging and to avoid using food as a reward or incentive for children.
- 4) Avoid making comments that portray food as a reward or as an incentive such as for example 'you need to behave otherwise you will miss out on a piece of birthday cake'.
- 5) 'Fresh is best' and 'choose water' will be advocated along with an invitation to choose package free foods to encourage healthy eating practices.
- 6) Plan healthy cooking experiences and display copies of recipes to parents of recipes with a healthy focus. Advise parents who wish to cook with the children to take into account the health aspects of the experience they are providing and to remove high sugar, fat and salt-based recipes.
- 7) Remember correct food handling procedures during cooking experiences.
- 8) Invite parents to contribute ideas on how to make lunches interesting and nutritional for children.
- 9) Aid children's developing awareness of healthy eating through group discussions and providing appropriate role models through their own eating habits at pre-school
- 10) Promote awareness of allergy foods and preventative practices (wash hands and mouth after eating)
- 11) Store children's lunches in a fridge from 10am daily
- 12) Ensure parents provide children with a drink bottle filled with water so children can access water regularly throughout the day as required.
- 13) The nominated supervisor will ensure that at all times there is at least one staff member that holds current training in EpiPen procedure/anaphylaxis management in attendance with children at all times.
- 14) Support mothers who are breast feeding or bottle feeding by offering them the lounge chair, a larger chair, the staffroom or office to feed their baby or babies. And where possible, to display a sticker that states 'Breastfeeding mothers are welcome' in the foyer at Preschool.
- 15) Ensure the use of small screen recreation with children is appropriate (to gain knowledge, share information and explore movement and dance)) and is limited to less than 30 minutes per day.
- 16) Limit the amount of time children 3 to 5 years of age spend sitting and watching television and using electronic media to less than 30 minutes per day at Preschool if at all.
- 17) Plan intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development.
- 18) Ensure that preschoolers are not sedentary, restrained, or kept inactive, for more than one hour at a time, with the exception of sleeping.
- 19) Aim for the children to be physically active every day for at least 25% of CPCK's opening hours, spread throughout the day.
- 20) Encourage educators to actively demonstrate and role model appropriate physical activity behaviours and enjoyment of being physically active.
- 21) Communicate regularly with families and provide information, support and advice on physical activity, gross motor skills development, FMS development, everyday physical tasks, active transport and limiting small screen recreation and sedentary behaviour.

The parents / caregivers will:

- 1) Support staff by packing healthy balanced morning teas and lunches with / for their children to take to pre-school in containers the children can manage themselves.
- 2) Contribute ideas they feel make their child's lunches more interesting to assist other parents at the centre.
- 3) Provide recipes or come and cook special foods with the children at pre-school when they are able to but always only with a healthy focus.
- 4) Provide suitable food for special occasions if their child has special dietary requirements.
- 5) Parents to bring in drink bottle filled with water each day.
- 6) Abide by the request regarding foods brought to the Kindergarten being nut free and any other specific requests relating to their child's class.

Birthday celebrations and other events

- 7) When providing food for special occasions such as birthday celebrations, mothers, fathers and grandparents morning teas, the food provided will be healthy food options. Lolly bags, piñatas and extra 'celebratory' foods in addition to a birthday cake, muffins, slice, fruit platter, fruit ice-blocks will not be accepted at preschool. For ideas and suggestions, please ask the office administration who have a list detailing preferred options.
- 8) Refrain from sending Easter eggs and Christmas candy canes to Preschool to share among peers.

The children will:

- 1) Develop knowledge of foods that are healthy and wholesome to eat by using the terminology of 'all the time food' and 'sometimes food'.
- 2) Be aware of allergy foods and what to do to help prevent allergic reactions.

MEDICAL CONDITIONS POLICY

(CPCCK's full Medical conditions policy and policies regarding each of the medical conditions is available for your perusal from the office at any time)

Goals

CPCCK will minimise the risks around medical conditions of children by:

- Collaborating with families of children with diagnosed medical conditions to develop a risk minimisation plan for their child;
- Informing all staff, including casual staff, educators and volunteers, of all children diagnosed with a medical condition and the risk minimisation procedures for these;
- Providing all families with current information about identified medical conditions of children enrolled at the service with strategies to support the implementation of the risk minimisation plan;
- Ensuring all children with diagnosed medical conditions have a current risk minimisation plan that is accessible to all staff; and
- Ensuring all staff are adequately trained in the administration of emergency medication.

Asthma Management

It is generally accepted that children under the age of six do not have the skills and ability to recognise and manage their own asthma effectively. With this in mind, our service recognises the need to educate its staff and families about asthma and to promote responsible asthma management strategies.

Goals - What are we going to do?

This *Asthma Policy* aims to:

- Raise awareness of asthma among those involved with the service;
- Implement strategies to support the health and safety of children with asthma enrolled at the service;
- Provide an environment in which children with asthma can participate in all activities to the full extent of their capabilities; and
- Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma.

Medical conditions - Anaphylaxis Management

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of the general population and up to five per cent (0-5years) of children are at risk. The most common causes in young children are eggs, peanuts, tree nuts, cow milk, sesame, bee or other insect stings and some medications;

Young children may not be able to express the symptoms of anaphylaxis;

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injection device;

Goals - What are we going to do?

- Minimise the risk of an anaphylactic reaction occurring while the child is in the care of CPCCK,
- Ensure that staff members respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an adrenaline auto-injection device;
- Raise CPCCK's community awareness of anaphylaxis and its management through education and policy implementation;

Medical conditions - Diabetes Management

The management of a child's diabetic condition is dependent upon coordination between CPCCK, the child's family and the child's doctor. CPCCK recognises the need to facilitate effective care and health management of children who have diabetes and the prevention and management of acute episodes of illness and medical emergencies.

Goals - What are we going to do?

This Diabetes Management Policy aims to:

- Raise awareness of diabetes management amongst those involved with the service;
- Provide the necessary strategies to ensure the health and safety of all children with diabetes enrolled at the service;
- Provide an environment in which children with diabetes can participate in all activities to the full extent of their capabilities; and
- Provide a clear set of guidelines and expectations to be followed with regard to the management of diabetes.

SLEEP, REST AND RELAXATION TIME POLICY

Rationale

All children have individual sleep and rest requirements. Children need a comfortable relaxing environment to enable their bodies to rest and to alleviate stress. This environment must be safe and well supervised to ensure children are safe, healthy and secure in their environment.

Children need a balance of active and passive activities that will promote a healthy well child. (Beaty J. Skills for Pre-school teachers, 1992: 36) A period of rest provides not only physical relaxation but also a time for the child to be themselves in a group, but not an active part of it. (Leeper et al, Good schools for young children, 1994: 104)

Aim

CPCK will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs.

Implementation

The Approved Provider will:

- "Take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children." (Regulation 81.)
- Ensure that areas for sleep and rest are well ventilated and have natural lighting.
- Ensure safe supervision of sleeping children.

The Nominated Supervisor will:

- Maintain up to date knowledge regarding safe sleeping practice and communicate this information to educators and families.

Teachers and educators will:

- Consult with families about children's sleep and rest needs. Educators will be sensitive to each child's needs so that sleep and rest times are a positive experience.
- Create a relaxing atmosphere for resting children by playing relaxation music, reading stories, turning off lights and ensuring children are comfortably clothed. The environment should be tranquil and calm for both educators and children. Educators will sit near resting children and support them by encouraging them to relax and listen to music or stories.
- Maintain adequate supervision and maintain educator ratios throughout the rest period.
- Assess each child's circumstances and current health to determine whether higher supervision levels and checks may be required.
- Communicate with families about their child's sleeping or rest times and the service policy regarding sleep and rest times.
- Respect family preferences regarding sleep and rest and consider these daily while ensuring children feel safe and secure in the environment.
- Encourage children to dress appropriately for the room temperature when resting or sleeping. Lighter clothing is preferable, with children encouraged to remove shoes, jumpers, jackets and bulky clothing. The room temperature will be considered to ensure maximum comfort for the children.

Parent's / Guardians will:

- Discuss the sleep requirements of their child with the teachers and if the child requires a sleep, the parents will provide a sheet to cover the mattress and a small blanket in winter time.
- Provide any comforters i.e. cuddly toy, pillow, book, to assist with making this time as comforting as possible

Children will:

- Develop skills involved with relaxing their bodies

At Collaroy Plateau Community Preschool, the children are aged 3.5 years and over and therefore the majority of children do not sleep during the day. We offer a 'relaxation/quiet time' after lunch each day for 20 -30 minutes where the children do gentle exercise and then lie on the floor to listen to a story or a visualisation. If a child does fall asleep, they are gently moved onto a sheet and bed and covered with a blanket or sheet for warmth as required.

SUN / UV PROTECTION POLICY

Aim

- Collaroy Plateau Community Kindergarten will promote and encourage sun protection awareness as advised by the Cancer Council where children will wear legionnaire sun hats along with appropriate clothing, the application of 4hr water resistant sun screen SPF 30 + twenty minutes prior to venturing outdoors and minimising the time spent outdoors from October to March between 11am -3pm with all sun protection practices abided by at all times.
- Collaroy Plateau Community Kindergarten will continue to develop a positive attitude towards wearing hats, clothing and sunscreen among all children (including children with additional needs) and families. Sunglasses that are properly fitted are optional.

Rationale

Ultra violet light can damage skin as soon as it is exposed to it. UV Exposure during the first 15 years of life can greatly increase the risk of developing skin cancer later in life. Children who attend Collaroy Plateau Community Kindergarten attend at times when radiation levels are at the highest, therefore it is in the best interest of both children and staff to implement practices that will ensure greater protection and reduce the exposure to UV. (SunSmart: Cancer Council 2009). This sun protection policy has been developed to protect all children and staff in childcare centres in NSW from the harmful effects of UV radiation from the sun and reduce their risk of developing skin cancer.

Implementation

The staff will:

- Be aware of and follow the WH&S procedure for controlling risks associated with Ultra Violet Light.
- Ensure sun protection including hats, sunscreen and clothing covering the shoulders and legs are used all year around except for June and July when the UV index is mostly below 3 for both themselves and the children.
- Minimise the time children and staff spend outdoors from October –March between the hours of 11am to 3pm. Therefore, with the implementation of shared indoor/outdoor times, one group of children will spend time outdoors from 4-6 hours per week (2 hours per day maximum) and will alternate with the other group of children to spend time indoors the following fortnight between the hours of 11am-3pm. This will minimise outdoor activity between 11am and 3pm and reduce the hours spent outdoors for all children.
- Be aware that children can be outside anytime between April and September but sun protection will be required in the form of sunscreen and sleeved clothing between the hours of 10am and 2pm. Sun protection measures that will be required include a sun-safe hat such as a legionnaire style hat (which CPCK provides every child), shade covers to play and learn beneath in addition to sunscreen and sleeved clothing.
- Provide appropriate role modelling by applying sunscreen and wearing broad brimmed hats and shirts themselves that will give protection from the sun when outside.
- Provide children with their own labelled legionnaire hat to wear when outside. These hats will be supplied by the preschool and stored at preschool.
- Ensure fixed shade structures, particularly in the summer months, are utilised where children are likely to spend a prolonged amount of time in: such as in the sandpit, gross motor area, eating areas and where small group activities are held.
- Be aware of activities that may require re-positioning due to the reduction of shade that may occur during the children's outdoor play and move the resources accordingly to ensure the children have sufficient shade.
- 'Ensure children wear a sun-safe hat at all times when outside, through role modelling and positive reinforcement. Children will play under fixed shade structures if they will not wear a hat.'
- Organise for a hat replacement to wear during outdoor play if the child has misplaced their preschool hat.
- Ensure sunscreen provided has not expired and that it is applied 20 minutes prior to venturing outdoors during the August – May time period.
- Encourage children to re-apply sunscreen after water play or after more than two hours has lapsed from the first application of sunscreen.

- Inform parents / caregivers of the sun / UV policy and any changes made.
- Apply children's own sunscreen where appropriate, e.g. for those children who are not able to use the Cancer Council water resistant sunscreen CPCK provides.
- Consult and review the sun policy periodically to ensure it reflects current practice.
- Encourage children to have regular drinks from their water bottles throughout the day, especially on very hot days.
- Provide children with additional drinks by refilling children's drink bottles with water as required.
- Provide displays, bulletin board notices and/or newsletters for families to read up on current sun safety information.
- Educate children about the importance of being sun smart, through discussion, picture talks and demonstrations of slip, slop, slap, seek and slide.
- Advise parents through the parent handbook and orientation evenings that children should wear sleeved clothing, a legionnaire style sun hat, as well as applying SPF 30+ water-resistant *and* broad-spectrum sunscreen which is to be applied in the morning before coming to pre-school or upon arrival at Preschool the parent can apply preschool's 'Everyday Sunscreen SPF30+ UVA. UVB Broad Spectrum 4 hours water resistant' cancer council sunscreen. Preschool's 'Everyday Sunscreen SPF30+ UVA. UVB Broad Spectrum 4 hours water resistant' cancer council sunscreen is reapplied at 11am before going outside (that is: 20 minutes prior to going outside).
- Apply the preschool sun safety policy during preschool excursions.

The parents / caregivers will be asked to:

- Apply SPF 30+ water-resistant *and* broad-spectrum sunscreen before coming to pre-school and to provide sunscreen for their child if they are not able to use Preschool's 'Everyday Sunscreen SPF30+ UVA. UVB Broad Spectrum 4 hours water resistant' cancer council sunscreen.
- Give staff permission to re-apply sunscreen while at preschool. Care will be taken when applying the sunscreen so as to avoid the likelihood of cross infection. Children will be taught how to apply sunscreen safely under adult guidance and supervision.
- Dress children in clothing which will give protection from the sun in accordance with WH & S standards. Tops that are loose fitting and which covers the shoulders are required. Parents will be asked to send along a 'sun shirt' for outside play if their child is wearing a singlet top or sleeveless dress. Children who are wearing sleeveless shirts will be supplied with a Preschool shirt if they have not bought their own. Sunglasses properly fitted and secured are optional.
- Provide appropriate role modelling when involved in Preschool activities by wearing a hat and clothing that best protects them from the sun.
- Be aware of requests made in the parent handbook and on the orientation evening that children should wear appropriate clothing and a sun hat, as well as having SPF 30+ sunscreen applied in the morning before coming to pre-school or upon arrival at Preschool with the Cancer Council sunscreen provided by Collaroy Plateau Community Kindergarten.

The children will be supported to:

- Develop an awareness of the importance of protecting their skin when playing outside.
- Wear a legionnaire style sun hat and sun protective clothing when playing outside.
- Learn about the importance of being sun smart, through discussion, picture talks, demonstrations of slip, slop, slap, seek and slide.
- Have access to their water bottles at all times.
- Be encouraged to have regular drinks throughout the day especially on very hot days.

COMPLAINTS, GRIEVANCE AND RESOLUTION POLICY

AIM

- CPCK will respect the individuality of the members of our community and staff
- CPCK will have a set process to deal with conflict, complaints or objections
- CPCK will provide parents and staff with guidelines to follow if a situation occurs that they feel is not appropriate. This will enable the grievance to be resolved as quickly and as amicably as possible
- CPCK strives to provide a workplace where people feel safe
- CPCK will create a culture in which ideas can be shared and valued. Creating respect for different views and ideas.
- CPCK recognises that conflict is inevitable within the workplace and recognises the need for conflict to be resolved in a positive and respectful manner

RATIONALE

- In accordance with our philosophy to promote the development of positive relations with families in our Preschool community
- In accordance with our WH&S management system, promote and facilitate a happy and harmonious environment for all children and staff, to decrease the risk of stress in the workplace
- Promote open communication between staff to enable staff to be self-sufficient and resilient to enable them to resolve conflict without the necessity to report to the management committee unless no resolution is imminent

IMPLEMENTATION

Guidelines can be referred to with assisting and aiding the resolution of any grievances whether they are between staff or staff and parents. These guidelines focus on the following points:

- Maintaining a Grievance record and developing an action plan to aid resolution which will be retained in the 'Grievances, serious incident/accident and illness register' stored in the office
- Reference to a grievance resolution procedure
- Displaying the grievance resolution process in the foyer for parents under the title 'What should I do if I have a grievance?'
- Using outside sources such as a mediator or union representative if required
- Documenting and reporting as necessary, any Complaints and Incidents to ACECOA via form NL01

FEEDBACK

Communications will aim at all times to be open, honest and confidential.

CPCK will offer a variety of ways to communicate and provide feedback including:

Incidental Interactions

Formal feedback and comments

Surveys

Family meetings

Invitations to add to our Quality Improvement Plan clipboard on display in the foyer

A suggestion box being situated in the foyer

With permission, teachers and educators may write comments on behalf of families to help with evaluations of the program and encourage further families voices being reflected within the centre.

Families are provided the service's email address and phone details at orientation. Families will be encouraged to converse with educators at pick up and drop off times, and may email or call throughout the day.

Feedback from families is encouraged and educators and staff will take this feedback into account in ongoing planning and quality improvement.

Families will be informed as to how their feedback has contributed to improvements in the service through information notice board displays, emails, and/or newsletters.

INCLUSION & ANTI-DISCRIMINATION POLICY

AIMS

- To provide opportunities for all children to develop and grow.
- To adapt the environment and curriculum where necessary to meet the additional needs of children.
- To promote a sense of multiple rights in decision making
- To promote the sharing and recognition of different ideas and values
- To promote partnerships with families / caregivers and relevant professionals in the making of informed decisions concerning the curriculum and its implementation.
- To consider the cultural beliefs held by individual families in their child rearing practices and family lifestyles.
- To embrace and support the diversity found within the Preschool community to develop tolerance, understanding and acceptance.
- To promote a community/centre culture where all stakeholders feel safe, welcome and valued.

RATIONALE

- We recognise and accept the diversity and differences found among children and their families. In recognising this, we provide inclusive experiences for all children.
- Inclusion offers all children an opportunity to recognise and appreciate similarities and differences in individuals, reflecting the anti-biased philosophy of CPCK.
- Everyone has the right to develop fully as an individual, to be treated equally and to have equal opportunity to access resources in society.
- We believe that differences enrich our lives and culture, providing opportunities to see and learn beyond our own experiences.
- We welcome the exploration of diversity and intend to empower children through helping them appreciate and welcome similarity and difference.
- We assist children in their ability to make decisions on the basis of individual choice, without the influence of stereotypes or misconceptions.

IMPLEMENTATION

The staff will:

1. Develop and implement and evaluate a planned written program in consultation with staff, children, parents/caregivers and all professionals involved with the children, reflecting the developmental needs of children's language, cognitive, social, emotional, gross motor, fine motor and self-help skills.
2. Utilise opportunities for reflection and evaluation of the curriculum and the principles and practices adopted by teachers and educators.]
3. Support and empower parents / caregivers in an endeavour to maximise the development of their children.
4. Cater for the individual needs of the children to optimise participation.
5. Provide extra support to children with additional needs through the employment of a third staff member for 4.5 hours per day.
6. Promote and actively encourage positive interaction with children who have additional needs and who are different to others.
7. Be aware of the importance of modelling appropriate behaviour and to challenge prejudice.
8. Encourage the ability in children to ask questions and to positively deal with issues relating to inequity or bias.
9. Provide experiences, which reflect cultural diversity using this as a stimulus for discussion.
10. Provide opportunities for children to learn about alternatives and options that are available to them.
11. Aim to encourage children to think about what they are saying in a reflective and just way.
12. Continue to examine resources and experiences at preschool to ensure they reflect diversity of race, culture, family structure and to challenge traditionally held stereotypes with regard to gender and those with a disability.
13. Ensure parents receive information that promote inclusiveness, understanding and acceptance through the use of noticeboards, newsletters and documentation
14. Continually reflect on their own biases, prejudices and practices.
15. Strive to become culturally competent, responsive and inclusive.

The Parents/Caregivers will:

1. Provide staff with information regarding traditions, cultures and beliefs that they follow in their home that will assist in the creation of a meaningful and dynamic program.
2. Have the right to access their children's records and expect that confidentiality will be maintained.
3. Work in partnership with staff and professionals on a regular basis.
4. Contribute their ideas, suggestions and expertise with the expectation that they will be heard and considered.
5. Be encouraged to visit Preschool to share cultural experiences with the children.

The children will:

1. Have the opportunity to be involved with all aspects of the Preschool's programme.
2. Be actively encouraged to interact positively with their peers.
3. Be assisted to become the best they can be with the support and encouragement of their teachers, educators and parents.
4. Be encouraged to share their family culture and skills with their Preschool peers.
5. Develop an understanding and acceptance of people through involvement in cultural experiences and the study of different lifestyles.
6. Express themselves through the provision of relevant and appropriate curricula.

GUIDING CHILDREN'S BEHAVIOUR AND CONDUCT POLICY

BEHAVIOUR & CONDUCT POLICY

AIMS

- To provide a safe environment where students, teachers, educators and administration staff are respectful and mindful of themselves and of others around them.
- To promote a partnership with families/caregivers and relevant professionals to:
 - Implement strategies used at home to promote positive behaviour and a consistent use of strategies in both the home and centre
 - Devise an action plan concerning the discipline and behaviour management of any given child following "dangerous or undesirable behaviour"
- To provide consistent behaviour management which respects the diversity of each individual child while ensuring all children feel safe and secure in our pre-school environment.
- To provide guidance to help children learn socially acceptable ways of expressing their needs and feelings and to develop a respect for the rights of others.
- To work with families and specialists to ensure the right approach to behavior management is being used and in appropriate ways.
- To help facilitate and maintain positive views of children's behavior and an awareness of how to remain positive.

RATIONALE

- We recognise and accept diversity and difference among children, families and community and we work closely in implementing a code of conduct which is acceptable and appropriate to all involved.
- For the physical and emotional safety and wellbeing of all children at CPCK, all Behaviour management procedures used will relate to:
 - Early Childhood Australia's Code of Ethics
 - Collaroy Plateau Community Kindergarten Philosophy
 - CPCK's Code of Conduct policy

IMPLEMENTATION

Teachers, Educators and Administration staff will:

- Role model and demonstrate appropriate behaviour, words and actions.
- Have realistic expectations of the children within their care.
- Meet with parents to discuss consistent strategies to implement at home and at Preschool.
- Provide positive reinforcement for acceptable behaviour and appropriate conduct.
- Be very clear with parents and students about what behaviours are unacceptable and the actions taken with behaviours that cause a child to become vulnerable or negatively impact their wellbeing. These behaviours include but are not limited to hitting, biting, kicking, pushing, spitting, pinching and throwing objects with or without intent of hurting another child or staff member.
- Notify parents if unacceptable behaviour continues.
- Record each incident of inappropriate behaviour so that parents are aware of the type of behaviours that are being exhibited.
- Phone a child's parent or the next person on the contact list to collect the child from the Preschool, if a child's behaviour on any one day is consistently hurtful or harmful to others.
- In the event of a child needing to be collected by the parents a clear plan in regards to the child's return to the centre will need to be completed in conjunction with parents and staff.
- Encourage children to verbalise needs and feelings and use words to avoid conflict
- Foster children's positive self esteem
- Recognise their own limitations and support their colleagues in dealing with behavioural challenges.

- Provide families with appropriate information on behaviour management, support networks, child development and age appropriate behaviour patterns.
- Minimise triggers that can set off a child's negative behaviours.
- Communicate frequently with parents regarding children's behaviour while maintaining confidentiality at all times.
- Re-direct the child's attention from negative behaviour into positive behaviours.
- Reinforce positive behaviour.
- Set realistic, achievable limits and constantly reinforce them
- Provide an environment which is conducive to positive child interactions
- Prevent inappropriate behaviour occurring through adequate supervision, support, role modelling and through planning and organising play spaces that encourage positive interactions.
- Work with support agencies to assist families in establishing positive behaviours.

The Parents/ caregivers will:

- Work with teachers and educators to achieve desirable, safe behaviour for their child while attending Preschool.
- Implement positive behaviour at home through role modelling and positive reinforcement.
- Be encouraged to approach staff with concerns and to keep communication lines open.
- Inform staff of any changes in their child's life that may impact on their child's behaviour.
- Work with staff to establish clear and consistent behavioural expectations in both home and centre.

The Children will:

- Be actively encouraged to interact positively with their peers
- Be respectful of the teachers, educators, parents, caregivers and peers
- Be guided to deal with frustrations and/or anxiety in non-aggressive and positive ways
- Be encouraged to guide and lead the program
- Use appropriate words to express their needs and feelings
- Be encouraged to resolve conflicts independently
- Be involved in setting simple rules for the classroom
- Be given appropriate outlets to deal with certain emotions (a punching bag to let out anger/frustration before dealing with conflict; quiet corner/private space children may go to for quiet reflection)

In the case of recurring inappropriate behaviour parents, teachers and educators may:

- Meet to share observations and documented records
- Set goals and strategies to monitor behaviour
- Use a communication book between home and pre-school, to ensure consistency
- Follow-up with feedback and meetings as necessary

If the above strategies have been implemented but are still unsuccessful, with the child being in danger of hurting himself/herself and/or others, then the parents will be contacted to collect their child from Preschool.

CONFIDENTIALITY POLICY

(CPCCK's full Confidentiality policy is available for your perusal from the office.)

Introduction

Collaroy Plateau Community Kindergarten Inc. (CPCCK) recognises and respects the importance of privacy and confidentiality as an individual right and a basis for building partnerships. CPCCK requires personal information from families to provide appropriate and responsive care. This policy has been developed to comply with the Australian Privacy Principles (APPs) (2014) and pursues the highest standard in the protection and preservation of privacy and confidentiality.

While the approved provider and staff of Collaroy Plateau Community Kindergarten aim to maintain the confidentiality of information regarding children, their families and members of staff, under the Information Exchange Laws as detailed in Chapter 16A of the Children and Young Persons Care and Protection Act 1998, information will be shared and exchanged with prescribed bodies where necessary with the intent to build a clear picture of any recurrent issues or concerns involving the children in CPCCK's care. Prescribed bodies may include the police, schools, state government agencies, health organisations, hospital and organisations responsible for children. This is part of the Child Protection Legislation which includes 'Keep them Safe' protocols.

Early childhood education and care services require personal information from families to provide appropriate and responsive care. This information needs to be maintained and managed by the education and care service in a private and confidential manner.

Goals – What are we going to do?

Collaroy Plateau Community Kindergarten will:

- maintain private and confidential files for teachers, educators, staff, children and their families.
- develop systems for the appropriate use, storage and disposal of records.
- ensure the information in these files is used only for the education and care of the child enrolled at CPCCK and only shared with relevant or authorised people as defined within authorisations of the Education and Care Services National Regulations and Information Exchange Laws.
- maintain private and confidential files for educators, children and their families. These records will be securely stored and maintained. CPCCK will maintain records according to the National Privacy Principles and keep these records in line with required period of time.

Strategies – How will it be done?

CPCCK aims to meet these goals through the adoption of this specific Privacy and Confidentiality Policy and our Privacy Collection Statement which will guide our practices in this area.

For accessing or correcting any personal information we hold about clients or if they have feedback or concerns about privacy, persons can contact the Kindergarten as set out later in this policy.

Collection of Information

The Approved Provider will:

- Ensure that information collected from families, educators and the community is maintained in a private and confidential manner at all times in relation to the [13 harmonised privacy principles](#) that regulate the handling of personal information by Australian and Norfolk Island Government agencies and some private sector organisations. These principles are called the Australian Privacy Principles (APPs). They came into effect on the 12th March, 2014.

- Ensure that such information is not divulged or communicated (directly or indirectly) to another person other than the ways outlined as appropriate in the Education and Care Services National Regulations, 181, which says information can be communicated:
 - to the extent necessary for the education, care or medical treatment of the child,
 - to the parent of the child to whom the information relates (except for information in staff records),
 - to the regulatory authority or an authorised officer,
 - as authorised, permitted or required to be given by or under any act or law and with written consent of the person who provided the information.
- Ensure that each family, staff, volunteer, student and committee member is provided with a privacy collection statement upon commencement at CPCK which includes details about how they can access their personal information, have this corrected as needed or make a complaint about a breach of privacy, if one occurs. This can also be accessed on our website at www.cpck.com.au
- Ensure staff members, committee members, volunteers and student information is correct in personnel and other files. This includes information on qualifications, WWCC, criminal history checks, staff entitlements, contact and emergency information, health and immunisation information and any relevant medical and legal information. This would include any other relevant information collected by CPCK.
- Ensure that information collected from families, educators, committee members and the community is maintained in a private and confidential manner at all times.
- Ensure families are informed upon enrolment how images/ photographs of their children will be used on the Internet and/or publications.
- Provide families with information on the Complaints and Feedback procedure if any privacy or confidentiality procedure has been breached. Individuals can make a complaint to the Approved Provider if they believe there has been a breach of their privacy in relation to the Privacy principles. The breach will be assessed by the Approved Provider within 14 days. Where the information collected is incorrect, the information will be corrected. Where a serious breach of privacy is found, appropriate actions will be negotiated between the Approved Provider and the individual to resolve the situation, in line with the Complaints and Feedback procedure.
- Ensure information provided by families, staff and committee members is only used for the purpose it was collected for.

The Nominated Supervisor will:

- Ensure each family's information is provided on enrolment records. This includes information on immunisation status, income and financial details where relevant, contact details of family and emergency contact information, children's developmental records, Family Assistance information and any medical or legal information – such as family court documentation - required by CPCK. This would include any information required to be recorded under the National Law and Regulations, the Family Assistance Law and any other relevant information collected to support the enrolment of a child.
- Maintain up-to-date enrolment records, including information from families on any immunisation updates, contact details of family members, emergency contact information and any medical or legal information required by CPCK.
- Ensure that CPCK's records, personnel records and children's information is stored according to policy and remains private and confidential within the CPCK environment at all times.
- Provide families with details on the collection of personal information collected by CPCK:
 - The purpose of collecting information;
 - What types of information will be disclosed to the public or other agencies; and when and why disclosure may occur;
 - How information is stored at the service;
 - Who has access to the information;
 - The right of the individual to view their personal information;

- Will ensure information provided by families and staff is only used for the purpose it was collected for.
- The length of time information needs to be archived; and
- How information is disposed.

Storage of Information

Ensure that CPCK records, personnel records and children's and family's information is stored securely reducing the chance of unauthorised access, use or disclosure and remains private and confidential within the CPCK environment at all times.

Access to Information

Will ensure that information kept is not divulged or communicated, directly or indirectly, to anyone other than:

- Medical and developmental information that is required to adequately provide education and care for the child;
- The Department of Education or an Authorised officer or as permitted or required by any Act or Law

Individuals will be allowed access to their personal information as requested. Individuals must request this information in writing from the Nominated Supervisor. Authorised persons may request to view any information kept on their child.

Information may be denied under the following conditions:

Access to information that could compromise the privacy of another individual;

The request for information is frivolous or vexatious;

The information relates to legal issues, or there are legal reasons not to divulge the information such as in the case of custody and legal guardianship.

“Collaroy Plateau Community Kindergarten requires personal information from families to provide appropriate and responsive care.”

Teachers, Educators and Staff will:

- Maintain children's information and store documentation according to policy at all times.
- Not share information about CPCK, management information, other teachers and educators or children and families without written permission or legislative authority.
- Abide by the Early Childhood Australia (ECA) Code of Ethics (2016), the Education and Care Services National Regulations and Privacy Legislation. This will ensure teachers and staff employed at CPCK are bound to respect the privacy rights of children enrolled and their families; teachers, educators and staff and their families and any other persons associated with the service. Teachers and Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.
- Maintain children's information and store documentation according to policy at all times.
- Not share information about Collaroy Plateau Community Kindergarten, management information, other educators, children or families, without written permission or legislative authority.
- **Evaluation**
- All information pertaining to Collaroy Plateau Community Kindergarten, educators and families is maintained in a private and confidential manner in accordance with the Commonwealth Privacy Act 1988, the [Privacy Amendment \(Enhancing Privacy Protection\) Act 2012](#) and the Privacy regulation 2013 made under the privacy act and the Education and Care Services National Regulations.

CHILD PROTECTION POLICY

(CPCK's full Child Protection policy is available for your perusal from the office.)

Introduction

Collaroy Plateau Community Kindergarten (CPCK) is committed to providing an environment that fosters health, development, spirituality, self-respect and dignity, that is free from violence and exploitation. Under the Children and Young Persons (Care and Protection) Act 1998, children and young people must receive the care and protection necessary to ensure their safety, welfare and wellbeing. All educators and volunteers of our service are Mandatory Reporters and are required to report to the **Child Protection Helpline (Phone: 132111)** if they have reasonable grounds to suspect a child or young person is at risk of significant harm and have current concerns about the safety, welfare or wellbeing of a child or young person where the concerns arise during or from their work. We are committed to ensuring all educators and staff have a full understanding of their responsibilities as a Mandatory Reporter and are supported in fulfilling their responsibilities.

Goals

Our goal is to ensure that every reasonable precaution is taken to protect children being educated and cared for at CPCK from harm. Our community kindergarten (educators, staff, management and volunteers) has a responsibility to defend child's right to care and protection to ensure their safety, welfare and wellbeing and a responsibility to report any children at significant risk of harm.

Definitions

'At risk of significant harm' - in relation to a child or young person means that there are current concerns for their safety, welfare or wellbeing because of the presence to a **significant extent** of any one or more of the following circumstances.

- The child's or young person's basic physical or psychological needs are not being met or are at risk of not being met;
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive medical care;
- In the case of a child or young person who is required to attend school in accordance with the Education Act 1990 — the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive an education in accordance with that Act;
- The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated;
- The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm;
- A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm; or

Any such circumstances may relate to a single act or omission or to a series of acts or omissions.

The child was the subject of a pre-natal report under section 25 of the Children and Young Persons Care and Protection Act 1998 and the birth mother of the child did not engage successfully with the support services to eliminate, or minimise to the lowest level reasonably practical, the risk factors that gave rise to the report.

'Reasonable grounds' - means that you suspect a child may be at risk of significant harm based on:

- Your observations of the child, young person or family; or
- What the child, young person, parent or another person has told you. It does not mean that you are required to confirm your suspicions or have clear proof before making a report.

The protection of children at risk of any harm or abuse is of paramount concern to Collaroy Plateau Community Kindergarten (CPCK). Following the special commission by Justice Wood into Child Protection it is recognised that when abuse reaches risk of significant harm, intervention is necessary by both government and non-government organisations to protect all children. CPCK is committed to working with both government and non-government organisations in the protection of children. When the threshold is met, CPCK will contact the police or Family and Community Services and endeavour to continue to meet the needs of all children in their care

PRIVACY COLLECTION STATEMENT

Collaroy Plateau Community Kindergarten Inc. (CPCCK) is committed to maintaining all personal information provided on the children, families, staff, management, volunteers, students and community in accordance with our Privacy Policy and the Australian Privacy Principles.

Each family, staff member, volunteer, 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 CPCCK and how information is acquired, used and shared. We will not sell personal information to any third parties. See our full Privacy and Confidentiality Policy for details information or contact us if (02) 9982 617 or via email at info@cpck.com.au

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 Medicare 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, including credit card and banking information	Enrolment form Employment record Fee payment and purchases Tax File Number Health Care Cards	For the provision of the education and care service as required under the Family Assistance legislation and as per Funding Agreements with the Department of Education. To comply with relevant employment legislation. To confirm eligibility for fee relief
Contact details of family and emergency contact information	Enrolment form Employment record Updated details form??	Required under the Education and Care Services Regulation
Childrens developmental records	Observations Assessments 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 and under Income Tax legislation
Legal information	Enrolment Form Employment record	Required under the Education and Care Services Regulation
Employment, marital status and nationality	Enrolment records Employment record	Required under the Education and Care Services Regulation
Qualifications	Employment record Certified copies of documents	Required under the Education and Care Services Regulation
WWCC, criminal history check	Employment record Original of documents Management Committee records	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 identified an individual, such as a name, residential or email address, or phone/mobile details and includes information relevant to the enrolment process, employment records, committee forms, 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 is not considered personal information.

CPCK 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; and upon employment to collect information relevant to employment; and upon nominating for a position on the Management Committee

CPCK complies with the Payment Card Industry Data 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

CPCK uses an 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) 9982 6167 or via email at info@cpck.com.au

What happens with personal information?

CPCK 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 individual 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 children and to continue to improve service quality.

Where is personal information stored?

Personal information is stored in a safe and secure manner, using a locked office, a password protected computer and a locked archive area on the premises. Information is 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 on the services computer records indefinitely until personally advised by a customer that information is to be removed, unless information has been archived or destroyed at an earlier date in accordance with privacy law and regulatory 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, Grievances and Resolution Policy.

Individuals required access, or wanting to update person information, can contact the service on (020) 9982 6177 or via email at info@cpck.com.au

IMMUNISATION

The Facts

Immunisation programs in NSW have been extremely effective in reducing the risk of vaccine preventable diseases. However, diseases such as measles and whooping cough continue to occur in the community, indicating that immunisation levels are not optimal. To control these and other diseases, very high immunisation rates are needed.

Why Vaccinate

- Vaccination is the best way to protect your child from serious disease.
- By vaccinating you are protecting your child as well as the broader community.
- The more people who vaccinate their children, the greater our ability to control serious vaccine preventable diseases.

When to Vaccinate

- The NSW Immunisation Schedule recommends that children are vaccinated at the following ages:

- Birth
- 4 Months
- 12 Months
- 3 ½ - 4 Years
- Adult
- 6 Weeks
- 6 Months
- 18 Months
- Adolescence

Where to Vaccinate

Vaccinations are provided by:

- GPs
- Aboriginal Medical Services
- Some local councils
- Some community health centres

If you're unsure about what services are available in your area, you can contact your nearest Public Health Unit on 1300 066 055 for more information.

Reminders:

Parents can download a 'Save the Date' App for their phone to receive reminders of their child's vaccinations at <http://www.immunisation.health.nsw.gov.au/>

NSW Immunisation Schedule from 1 July 2018		
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 Pneumococcal	INFANRIX HEXA PREVENAR 13
4 months	Rotavirus Diphtheria, tetanus, pertussis, Haemophilus influenzae type b, hepatitis B, polio Pneumococcal	ROTARIX INFANRIX HEXA PREVENAR 13
6 months†	Rotavirus	ROTARIX
12 months	Diphtheria, tetanus, pertussis, Haemophilus influenzae type b, hepatitis B, polio Meningococcal ACWY Pneumococcal	INFANRIX HEXA NIMENRIX PREVENAR 13
18 months	Measles, mumps, rubella Diphtheria, tetanus, pertussis Measles, mumps, rubella, varicella	MMR III OR PRIORIX INFANRIX OR TRIPACEL PRIORIX TETRA OR PROQUIAD
4 years	Haemophilus influenzae type b Diphtheria, tetanus, pertussis, polio	ACT-HIB INFANRIX-IPV OR QUADRACEL
ADOLESCENT VACCINES - SCHOOL VACCINATION PROGRAM		
Year 7	Diphtheria, tetanus, pertussis Human papillomavirus (2 doses)	BOOSTRIX GARDASIL 9
Years 10 - 11 (in 2018)	Meningococcal ACWY	MENACTRA
ADULT VACCINES		
Pregnant women	Influenza (Annually - any trimester) Pertussis (Third trimester, ideally 28-32 weeks)	INFLUENZA BOOSTRIX OR ADACEL
65 years and over	Influenza (Annually) Pneumococcal (One dose)*	FLUAD OR FLUZONE HIGH DOSE PNEUMOVAX 23
70 years (Catch-up for 71-79 years until 31 October 2021)	Zoster	ZOSTAVAX
AT RISK GROUPS		
6 months and over with medical risk conditions†		INFLUENZA
All children 6 months to < 5 years (in 2018)	Influenza (annual)	
Aboriginal people 15 years and over		
Aboriginal people 15-49 years with medical risk factors		
Aboriginal people 50 years and over	Pneumococcal*	PNEUMOVAX 23
65 years and over		

* Refer to the current online edition of The Australian Immunisation Handbook for all medical risk factors and conditions
† Refer to the current edition of The Australian Immunisation Handbook for timing of doses
‡ At risk children require an additional dose of pneumococcal (Prevenar 13)

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In an effort to improve childhood immunisation rates, the NSW Government has amended the Public Health Act 2010 whereby an early childhood education and care service cannot enrol a child unless their parent/guardian has provided one of the following:

- An original of your child's **Immunisation History Statement** showing your child's immunisations are up to date (including if your child has a medical contraindication or natural immunity to some or all vaccines) or,

- An **Immunisation History Form** where an immunisation provider has certified vaccines given by another immunisation provider (i.e. vaccines given overseas) and/or organised to commence your child on a catch-up schedule for any overdue vaccines. Please note, the AIR Immunisation History Form – Catch-up Schedule must be less than 6 months old when it is provided with your enrolment forms.

Other immunisation records, such as the **Interim NSW Vaccination Objection Form, Blue Book, a GP Letter or an overseas immunisation record are not acceptable.**

Immunisation History Statements are sent to each parent/guardian after their child has completed their 4 year old immunisation but parents/guardians can also obtain a statement at any time (up to the child being 14 years of age) by:

- Calling the AIR General Enquiries line on 1800 653 809
- using their Medicare online account through myGov at <https://mygov.au/>
- using the Medicare Express Plus App at www.humanservices.gov.au/individuals/subjects/express-plus-mobile-apps

Please note, due to the Education and Care Services National Law and National Regulations, and the NSW Public Health Act 2010, your child will not be able to start preschool until the above information has been provided prior to their first day at Preschool.

Many children will not have had their 4 year old vaccination prior to enrolling at CPCK. NSW Public Health allows 1 month grace from a child's 4th birthday for them to be vaccinated. This means that children must receive their 4 year old vaccination no later than 4yrs, 1 month of age.

The Immunisation Register maintained by the NSW Public Health unit is updated within 1 day of a child receiving their vaccinations and therefore CPCK request an up to date Immunisation History Statement no later than 1 month and 2 days after the child's 4th birthday. This can be downloaded as per the information above, so parents do not have to wait for it to be posted out.

Schedule	Immunisation	Date Given	Brand Name Given	Provider Type
2 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal	14 Dec 2009	Infanrix-IPV Comvax Prevenar	Public Hospital
4 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal	20 Feb 2010	Infanrix-IPV Comvax Prevenar	Health Centre
6 months	Diphtheria Tetanus Pertussis Polio Pneumococcal	28 Apr 2010	Infanrix-IPV Comvax Prevenar	GP
12 months	Measles Mumps Rubella Hib Hepatitis B Meningococcal C	12 Oct 2010	Priority Comvax Meningogate	GP
18 months	Varicella	15 Jul 2011	Varitrix	GP
4 years	Diphtheria Tetanus Pertussis Polio Measles Mumps Rubella	Oct 2013	Infanrix-IPV Priorix	Health Centre

Next immunisation(s) due: [Blank] Date Due: [Blank]

This child has received all vaccines required by 5 years of age.

Every effort is made to ensure that the information contained on the Australian Childhood Immunisation Register is correct. The data is based on information provided to the Immunisation Register by immunisation providers and the accuracy of data is dependent on the quality and timeliness of information provided. Immunisation records are only available from 1 January 1986.

Source: <http://www.health.nsw.gov.au/immunisation/pages/default.aspx>
<http://www.immunisation.health.nsw.gov.au/>

A Child's thoughts on starting at Preschool

1. Please plan the beginning of the day so that it is not a rush to get to preschool, as I may get confused, worried or irritable.
2. Please do not slip away without saying goodbye because I may be afraid you will leave me for good. When you leave please tell me when you will be back and try to be on time or I will worry.
3. Sometimes I spend a long time making something and am very proud of it. Please show me that you value my work. This will make me feel happy, successful and eager to try more challenging activities.
4. Please do not talk about me when I am nearby. I don't miss much and I worry about what I hear. The teachers will always be happy to find somewhere private to talk with you.
5. Please dress me in clothes that are comfortable and easily washed, so I can play in them and not have to worry about getting them dirty.
6. When you come to pick me up please don't ask the teacher if I have been good. I try to be, but sometimes things go wrong and I don't want to be reminded of my mistakes. (My teachers will speak to you if they need to).
7. It makes me feel good when you are really happy to see me and when you show interest in something I would like to share with you.

BUT MOST OF ALL JUST LOVE ME

Thank you for taking the time to read our Parent Handbook.

We look forward to welcoming you into our preschool community and hope together we can make your child's and your time a happy, enjoyable, memorable experience.

Where...

**"GROWING IS NOT A RACE
BUT AN ADVENTURE"**

