2024

WELCOME

TO

COLLAROY PLATEAU

COMMUNITY KINDERGARTEN

WHERE

"GROWING IS NOT A RACE

BUT AN ADVENTURE"

CPCK COLLAROY PLATEAU COMMUNITY KINDERGARTEN INC.

CONTENTS

Page	Contents
3	- Welcome
	- Acknowledgement of Country
	- Communication
4	Vision and Mission Statement
5 – 6	Philosophy
6	Our Values
7	National Quality Standard
8	Staff and Children
9	- A Community Kindergarten
	- Your Role as a Parent
	- Social Events
	- Safety Reminder
10	Fees
11 – 12	Arrival and Collection of Children
12	- Hours
	- Policy on late collection of children
	- Term Dates
13	What should your children bring to Preschool?
14	- Children's Birthdays and Other Events
	- Excursions
15	What happens at Preschool?
16 - 17	The Value of Play
17	Policies
17 – 18	Immunisation

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.

Acknowledgment of Country

Collaroy Plateau Community Kindergarten acknowledges that we are located on the land of the First Nations people, possibly the Gayamaygal clan, but because the people from this area were displaced and their culture hidden, their history has been lost.

We sincerely pay our respects to past, present and future elders and ancestors of the Gayamaygal and continue to share our sorrow about such painful history and we pledge to stand together with respect and the common goal of protecting the land and all of her inhabitants.

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 - Will be published on Storypark termly or more often if there is news to communicate
Regular class updates Storypark
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

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 (CPCK) 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. CPCK'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. CPCK 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

COLLAROY 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 investigate, experiment and problem solve using open-ended materials alongside their peers and engaging adults. 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. Our aim is 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, their culture, their traditions and their caring custodianship of the land. We pay our respects to the Gayamaygal who first walked this land where our preschool is situated.

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 home-like environment that is safe, caring, well-balanced and stimulating. Each child is assisted in the development of their identity through 'Belonging, Being and Becoming'.

'Belonging' means helping children build connections with their peers, familiar adults and their environment. This is achieved by fostering attachments, facilitating positive learning dispositions, and 'bridging the gap' between Preschool and the home environment. When we refer to 'dispositions', we mean our commitment to encouraging values such as respecting others, showing empathy and developing an individual's confidence so children develop the expectation that they will learn and succeed.
'Being' involves 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' encompasses 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

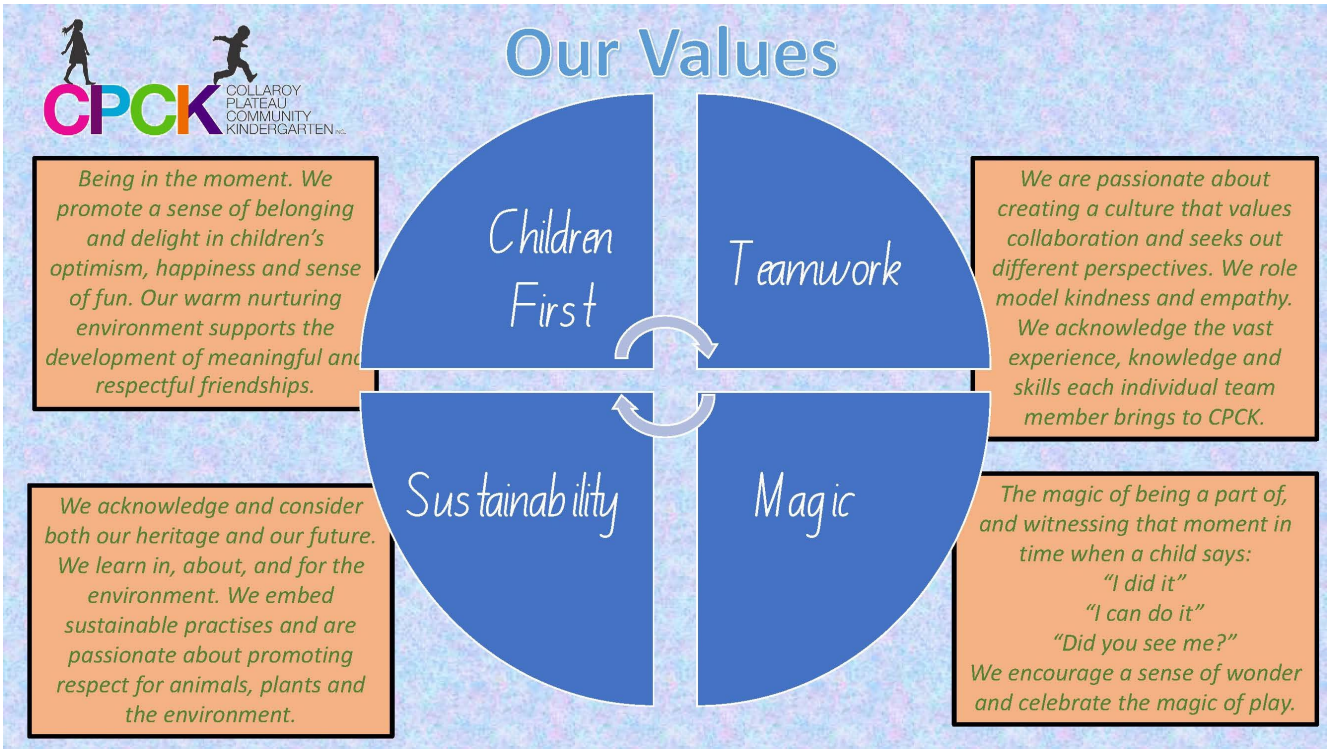
expectations are reflected upon in our daily operations, our long-term goals, curriculum planning and direction of our Preschool.

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 with opportunities 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 the decisions we make regarding the interactions we engage in with all who are associated with Collaroy Plateau Community Kindergarten.

OUR VALUES



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.

STAFF AND CHILDREN

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

Possums on Monday and Tuesday
Wombats on Thursday and Friday
Kookaburras on Monday, Tuesday and Wednesday
Koalas on Wednesday, Thursday and Friday

The teaching staff at CPCK 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 Group

Possum Teacher	Donna Sheppard
Possum Educators	Sandra Chivers and Gina Wentzel

Thursday / Friday group

Wombat Teacher & Nominated supervisor	Edel Dias
Wombat Educators	Lisa McLean and Brittany Jones

Monday / Tuesday / Wednesday Group

Kookaburra Teacher	Claire Houghton Doig
Kookaburra Educators	Lisa McLean and Gina Shaw

Wednesday / Thursday / Friday Group

Koala Teacher	Alex Fitzgerald
Koala Educators	Louise Reid and Kim Millard

Administration Officer	Jane Sym (Wednesday/Thursday/Friday)
Director and Nominated supervisor	Edel Dias (Monday/Tuesday/Wednesday)
Educational Leader	Laura Pannaci (Tuesday/Thursday)

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 fundraising 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 relies 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.

If you are interested in signing up for the Management Committee or would like some more information, please speak with Edel or Jane in the office.

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

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 ensure all doors and gates are closed upon arrival and departure. Please teach your children that only an adult opens 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.

FEES

CPCK receives funding the from Department of Education.

The CPCK Management Committee has set the fees for 2024.

Families who have declared they will claim the Fee Relief Payment from our preschool will pay $17 per day for 2 days/week of preschool. Families attending for 3 days are required to pay $17 per day for 2 days and $60 for the 3rd day. (i.e., 2 day families will pay $34 per week. 3 day families will pay $94 per week).

Families can only claim the additional Fee Relief (Affordable Preschool) funding from one service and parents need to complete a declaration form to indicate where they are claiming it. Should parents claim the fee relief elsewhere they will be required to pay full fees for all days of attendance at our preschool (i.e., $60 per day).

We receive two forms of funding – the first being the 'Start Strong Program Payment' and the second the 'Fee Relief Payment'. The reason why the third day is more expensive is because income received from the 'Start Strong Program Payment' reduces fees for all families. The additional 'Fee Relief Payment' funding is required to be allocated towards further reducing fees for 2 days per week therefore making the third day more expensive.

Due to changes in SEIFA, (Socioeconomic Index for Area) ratings for 2024 which determines our level of funding, we are rated higher than previous years. As such the 'Start Strong Program Payment' funding increase we will be receiving from the Department of Education for 2024 is minimal; and there is no increase in the 'Fee Relief Payment' funding. Over the past 7 years we have only increased our fees by an average of $1 per year, considerably less than inflation. The CPCK Management Committee must ensure that the kindergarten doesn't run at a deficit and in an environment where costs are increasing and there is almost no increase in government funding, the only option we have is to increase fees.

Rest assured, the Management Committee have discussed the increase at length and have not come to this decision lightly. If you have any questions, please reach out to us.

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; and as such, fee relief is available for these families.

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 smaller amount of funding is provided by the Department of Education for these children and therefore fees for a child turning 4 after 31st July are higher than the fees for 'eligible' children.

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. Fees are paid by the term in one payment, and are payable by Internet banking only.

Our account details are:
Name: Collaroy Plateau Community Kindergarten
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.

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

We do not take payments via cash, cheque or credit card.

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 which are federally funded. CPCK is state funded.

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 preschool continues their safe care and custody.

Objectives

- For all children to arrive and depart preschool 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 preschool.
- To ensure that CPCK meets all regulatory requirements with regard to the documentation of children's attendance at preschool.

- A person authorised by the parent must sign children in upon arrival, and out upon departure. 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. To maintain physical distance, we have separate sign in tables for each group. The Possum and Koala groups sign in at the desk situated at the front of the Preschool building beneath the awning while the Kookaburra and Wombat groups sign in at the table on the patio.

- Children are to be left with their class teacher upon 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.

- If someone other than an authorised person will be collecting your child, please advise your child's teacher in the morning and ensure you have listed them as an authorised person on their enrolment form. If you haven't, please ask the office to provide you with a form.

- The kindergarten should be notified via phone: 9982 6167 before closing time (3.45pm M-F) if the person collecting is running late, 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) An 'Authority 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.**
2) Contact Preschool in writing via email to advise us who will be collecting your child
3) Advise the person who will be collecting to bring photo I.D. with them

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.

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

CPCK 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.

TERM DATES

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

Term Dates 2024

Term 1: Thursday 1st February 2024	-	Friday 12th April 2024
Term 2: Tuesday 30th April 2024	-	Friday 5th July 2024
Term 3: Monday 22nd July 2024	-	Thursday 26th September 2024
Term 4: Monday 14th October 2024	-	Thursday 19th December 2024

There will be two staff development days in Term 1: - Tuesday 30th January 2024 & Wednesday 31st January; one in Term 2 – Monday 29th April, one in Term 3 – Friday 27th September, and one in Term 4 – Friday 20th December 2024. 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 via Storypark or phone call. Unfortunately, we cannot offer make up days for days missed.

WHAT SHOULD YOUR CHILD BRING TO PRESCHOOL?

Please bring the following:

1. Drink Bottle of water - Please bring your child's refilled drink bottle on a daily basis. Staff will monitor water consumption throughout the day and children can refill their drink bottles as necessary. Please place only water in drink bottles. No juice, cordial or fizzy drinks will be accepted as our Nutrition Policy aims to promote healthy eating and drinking 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 as plastic free as possible.

3.Lunch- Please provide lunch in a medium size container that allows for package free eating. Children's lunches are placed in the fridge so there is no necessity to provide an insulated lunch box. Some food suggestions:

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

We appreciate your support in assisting with teaching healthy eating practices at CPCK by not supplying 'sometimes' food for morning tea and lunches at preschool e.g., coloured popcorn, lollies, biscuits, rollups, chocolate and cakes.

4. Relaxation Bag - consisting of a small sheet, pillow and blanket in a draw string bag, only if your child requires a sleep.

5. Spare Clothes - in case of an accident or water and/or mud play. Please remember to review spare clothes from time to time as the weather changes and as 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 (as this compromises safety).

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

At CPCK we include a health and nutrition programme called 'Munch & Move' in our preschool program. This program 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.

Anaphylaxis

CPCK 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; such as 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.

PLEASE NOTE

* The kindergarten provides a hat for all children. Please 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 a bare shoulder 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 (e.g., 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 Lollies, Easter eggs and Christmas candy canes to Preschool to share among peers.

EXCURSIONS

Another enjoyable experience and exciting part of our preschool programme is the venturing out on a number of excursions. In the past we have visited Koala Park and Featherdale Wildlife Park, as well as some local schools. We regard excursions as an important part of our programme. Excursions help children develop a sense of independence and self-esteem, can stimulate discussion and thinking, and foster an interest in the community or the world around us. We plan our excursions carefully, ensuring optimum safety and supervision. In order to maintain the correct adult: child ratio, we require parent volunteers to come along on our excursions. Please look out for opportunities to get involved.

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. We alternate which group starts inside or outside and will communicate this with you.

8.15am- 9.30am	Children begin to arrive at preschool and may start the day inside or outside. Parents will be advised where to take your child upon signing in. We encourage you to arrive at preschool no later than 9.30am so your child can settle in and join their peers in play
9.30am-11am:	Indoor experiences - painting, block building, puzzles, imaginative play, cutting, drawing, play dough, cooking; or Outside experiences - running, climbing, sand play, water play, construction activities, dramatic play.
10.00am (approx.)	Children go to the toilet, wash hands and have their morning tea. (N.B. depending upon the children, we have what is referred to as a "progressive morning tea" – i.e., children eating in small groups as they become hungry – rather than the whole class stopping for morning tea at the same time).
11am	The outside group goes inside; the inside group goes outside.
11am-1.00pm (approx.)	Inside experiences - painting, block building, puzzles, imaginative play, cutting, drawing, play dough, cooking; or Outside experiences – running, climbing, sand play, water play, construction activities, dramatic play.
1.00pm:	Lunch time
2.00pm:	Each day after lunch the children have a time to relax and have some quiet time after a busy morning. This time varies from room to room, depending upon the needs of the children in the group. We play quiet music, or read a story and try to make this time as restful and relaxing as possible. Please help your child to understand that he or she does not have to close their eyes and go to sleep. It is simply a quiet time to relax and wind down. Your child may like to bring a favourite soft toy for this period. We encourage parents to chat with your child's teacher about your child's rest requirements.
2.00pm – 3.45pm	A flexible time – a play outside, a game, story, sharing bag, music and movement or indoor activities.
3.45pm	Time to go home. All children and parents to exit the preschool/playground by 3.45 promptly.

We would like to stress that this routine is a guide only – we remain flexible depending upon individual, group, and or centre needs.

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.

POLICIES

Staff, Board of Management and interested parents are involved in an ongoing process of reviewing and developing policies. Policies will be made accessible to all parents and relevant policies distributed to parents.

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

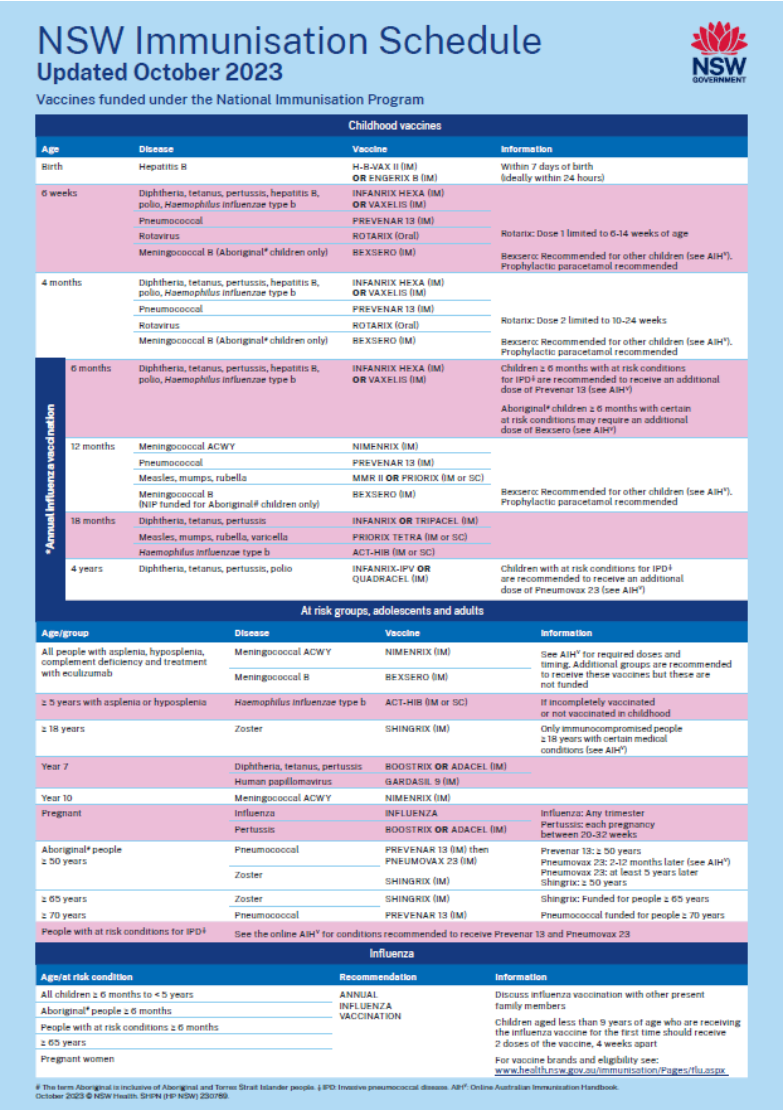
- The NSW Immunisation Schedule recommends that children are vaccinated at the following ages:
  - Birth
  - 6 Weeks
  - 4 Months
  - 6 Months
  - 12 Months
  - 18 Months
  - 4 Years
  - Adolescence
  - Adult

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.



NSW Immunisation Schedule
Updated October 2023
NSW GOVERNMENT

Vaccines funded under the National Immunisation Program

Childhood vaccines				
Age		Disease	Vaccine	Information
Birth		Hepatitis B	H-B-VAX II (IM) OR ENGERIX B (IM)	Within 7 days of birth (ideally within 24 hours)
6 weeks		Diphtheria, tetanus, pertussis, hepatitis B, polio, *Haemophilus influenzae* type b	INFANRIX HEXA (IM) OR VAXELIS (IM)	Rotarix: Dose 1 limited to 6-14 weeks of age Bexsero: Recommended for other children (see AIH[v]). Prophylactic paracetamol recommended
		Pneumococcal	PREVENAR 13 (IM)	
		Rotavirus	ROTARIX (Oral)	
		Meningococcal B (Aboriginal# children only)	BEXSERO (IM)	
4 months		Diphtheria, tetanus, pertussis, hepatitis B, polio, *Haemophilus influenzae* type b	INFANRIX HEXA (IM) OR VAXELIS (IM)	Rotarix: Dose 2 limited to 10-24 weeks Bexsero: Recommended for other children (see AIH[v]). Prophylactic paracetamol recommended
		Pneumococcal	PREVENAR 13 (IM)	
		Rotavirus	ROTARIX (Oral)	
		Meningococcal B (Aboriginal# children only)	BEXSERO (IM)	
*Annual influenza vaccination	6 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, *Haemophilus influenzae* type b	INFANRIX HEXA (IM) OR VAXELIS (IM)	Children ≥ 6 months with at risk conditions for IPD‡ are recommended to receive an additional dose of Prevenar 13 (see AIH[v]) Aboriginal# children ≥ 6 months with certain at risk conditions may require an additional dose of Bexsero (see AIH[v])
	12 months	Meningococcal ACWY	NIMENRIX (IM)	Bexsero: Recommended for other children (see AIH[v]). Prophylactic paracetamol recommended
		Pneumococcal	PREVENAR 13 (IM)	
		Measles, mumps, rubella	MMR II OR PRIORIX (IM or SC)	
		Meningococcal B (NIP funded for Aboriginal# children only)	BEXSERO (IM)	
	18 months	Diphtheria, tetanus, pertussis	INFANRIX OR TRIPACEL (IM)	
		Measles, mumps, rubella, varicella	PRIORIX TETRA (IM or SC)	
		Haemophilus influenzae type b	ACT-HIB (IM or SC)	
	4 years	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV OR QUADRACEL (IM)	Children with at risk conditions for IPD‡ are recommended to receive an additional dose of Pneumovax 23 (see AIH[v])

At risk groups, adolescents and adults			
Age/group	Disease	Vaccine	Information
All people with asplenia, hyposplenia, complement deficiency and treatment with eculizumab	Meningococcal ACWY	NIMENRIX (IM)	See AIH[v] for required doses and timing. Additional groups are recommended to receive these vaccines but these are not funded
	Meningococcal B	BEXSERO (IM)	
≥ 5 years with asplenia or hyposplenia	*Haemophilus influenzae* type b	ACT-HIB (IM or SC)	If incompletely vaccinated or not vaccinated in childhood
≥ 18 years	Zoster	SHINGRIX (IM)	Only immunocompromised people ≥ 18 years with certain medical conditions (see AIH[v])
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX OR ADACEL (IM)	
	Human papillomavirus	GARDASIL 9 (IM)	
Year 10	Meningococcal ACWY	NIMENRIX (IM)	
Pregnant	Influenza	INFLUENZA	Influenza: Any trimester Pertussis: each pregnancy between 20-32 weeks
	Pertussis	BOOSTRIX OR ADACEL (IM)	
Aboriginal# people ≥ 50 years	Pneumococcal	PREVENAR 13 (IM) then PNEUMOVAX 23 (IM)	Prevenar 13: ≥ 50 years Pneumovax 23: 2-12 months later (see AIH[v]) Pneumovax 23: at least 5 years later Shingrix: ≥ 50 years
	Zoster	SHINGRIX (IM)	
≥ 65 years	Zoster	SHINGRIX (IM)	Shingrix: Funded for people ≥ 65 years
≥ 70 years	Pneumococcal	PREVENAR 13 (IM)	Pneumococcal funded for people ≥ 70 years
People with at risk conditions for IPD‡	See the online AIH[v] for conditions recommended to receive Prevenar 13 and Pneumovax 23		

Influenza		
Age/at risk condition	Recommendation	Information
All children ≥ 6 months to < 5 years	ANNUAL INFLUENZA VACCINATION	Discuss influenza vaccination with other present family members Children aged less than 9 years of age who are receiving the influenza vaccine for the first time should receive 2 doses of the vaccine, 4 weeks apart For vaccine brands and eligibility see: www.health.nsw.gov.au/immunisation/Pages/flu.aspx
Aboriginal# people ≥ 6 months		
People with at risk conditions ≥ 6 months		
≥ 65 years		
Pregnant women		

The term Aboriginal is inclusive of Aboriginal and Torres Strait Islander people. ‡ IPD: Invasive pneumococcal disease. AIH[v]: Online Australian Immunisation Handbook.
October 2023 © NSW Health. SHPN (HP NSW) 230769.

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/

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:

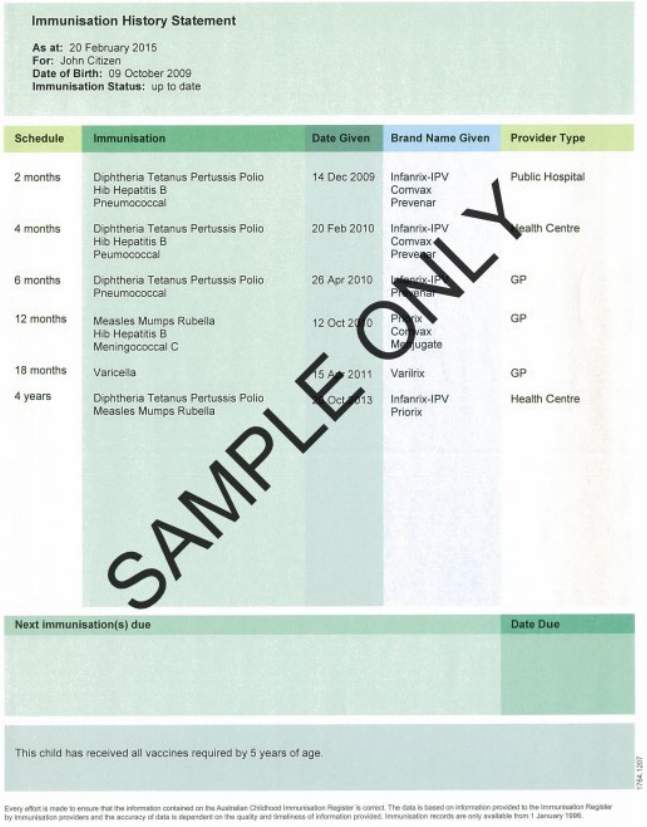
- Calling the AIR General Enquiries line on 1800 653 809
- using their Medicare online account through myGov at https://mygov.au/
- using the Medicare Express Plus App via the App Store or Google Play

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 requests 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.

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



Immunisation History Statement

As at: 20 February 2015
For: John Citizen
Date of Birth: 09 October 2009
Immunisation Status: up to date

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 Peumococcal	20 Feb 2010	Infanrix-IPV Comvax Prevenar	Health Centre
6 months	Diphtheria Tetanus Pertussis Polio Pneumococcal	26 Apr 2010	Infanrix-IPV Prevenar	GP
12 months	Measles Mumps Rubella Hib Hepatitis B Meningococcal C	12 Oct 2010	Priorix Comvax Menjugate	GP
18 months	Varicella	15 Aug 2011	Varilrix	GP
4 years	Diphtheria Tetanus Pertussis Polio Measles Mumps Rubella	2 Oct 2013	Infanrix-IPV Priorix	Health Centre

Next immunisation(s) due	Date Due

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 1996.

SAMPLE ONLY