



HIGHLAND GROVE

PRESCHOOL • EST. 1988

Caring for and educating 3 to 6 year olds
A journey into Early Education

INFORMATION BOOKLET

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Introduction

Welcome to Highland Grove Preschool. We are looking forward to providing you and your child with a happy and rewarding preschool experience. This booklet contains information about our philosophy, policies and procedures to help you and your child make a smooth transition into our preschool environment.

Highland Grove Preschool is privately owned by Chris & Kylie Wade. Our centre has been established for over twenty five years, consistently building upon our reputation for providing a warm, nurturing, educational environment in which children can grow and learn.

Relationships are the key at Highland Grove, we enjoy a strong focus on interaction and friendship. Our team of educators reflects the value we place on long term staff and both our rooms benefit by well beyond the required staffing.

Highland Grove has embraced the growing changes to early childhood education, including the 'Early Years Learning Framework: Belonging, Being and Becoming', which can be seen in practice throughout our centre.

Highland Grove is open from 8.30-4.30 pm, Monday to Friday for 48 weeks of the year and close for four weeks at Christmas and all Public Holidays. We are licenced by the Department of Education and Communities. The contact number for Central Coast/Hunter Valley Region is 49851400.

Governance and Management Policy

This policy outlines the responsibilities of managing our service. It reflects the legal requirements and authorities required to become a service provider.

Kylie Wade is the service Approved Provider and Nominated Supervisor and holds the legal responsibilities for operating the centre, including the management of the centre and the day to running.

When the Nominated Supervisor (Kylie Wade) is not in attendance an approved Certified Supervisor takes charge of the day to day operations. At our centre this can be two days per week on a regular basis.

Kylie Wade, the Approved Provider, employs suitable qualified and experienced Certified Supervisors to monitor and support the other educators.

Our co-director, Michelle Purtell is the designated Certified Supervisor on duty on days when Kylie is not present. In her and Kylie's occasional absence the Certified Supervisors are selected in order of qualifications and experience.

The Educational Leader is appointed by the Approved Provider. At our centre the educational leader position is reviewed annually and is currently Kylie Wade.

The Approved Provider ensures that the relevant policies and procedures are developed to operate the service within the regulatory requirements.

Centre Philosophy

At Highland Grove Preschool we strive to create a peaceful, caring environment where everyone is treated with dignity and respect and friendships prevail. Our approach to early childhood development is of a holistic nature. We are committed to supporting the social, emotional, spiritual, physical, cognitive and language development of each child.

Educators work together to provide an environment that is warm, nurturing and promotes a sense of belonging. Our centre is aesthetically appealing and conducive for individual, small and large group activities.

Each child is a unique individual. Our approach to learning is supportive and collaborative, encouraging the natural inquisitive nature of children as they learn the skills to discover, predict and persevere. Our educators program experiences through careful observations which reflect the children's backgrounds, interests and extend their strengths. We intentionally engage the children in stimulating experiences, allowing them to explore, investigate and create in a play-based learning environment.

At Highland Grove we encourage and foster family involvement by developing partnerships through open communication, consultation and the sharing of information. Our centre enjoys a supportive relationship with the wider community, respecting and celebrating its diversity.

Highland Grove works in conjunction with the local school communities to support a smooth transition to school for each child and their family. Educators support children to become confident, involved learners and develop skills in literacy and numeracy. Networking between our centre, schools, Early Intervention settings and a variety of professionals and community groups is on-going.

Our centre is collaborative in its approach to staff. Each member of the team is respected and valued. Highland Grove is supportive of on-going educator development and is committed to remaining up to date with current practice, maintaining long term staff and advocating for the wider field of early childhood education.

We are committed to on-going sustainability. This is particularly evident in our outdoor environment and the way the educators engage the children, inspiring them to become socially responsible and show respect for their natural world.

Relationships are the key at Highland Grove, amongst the children, families, management and educators. By valuing each and every person, our centre ensures that the setting is approachable, reliable and secure.

National Quality Framework

Research shows that positive experiences in a child's early years have a significant impact on their future health, development, learning and well-being.

Important changes are being made to early childhood education and care to give our children the best possible start in life. This is being done through the introduction of a National Quality Framework.

The Australian Government and all state and territory governments worked together to introduce the new system from January 2012. The new system includes a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia.

These changes help early childhood education and care providers improve their services and help families make informed choices about which service is best for their child.

The new National Quality framework includes a:

- National Quality Standard (with seven quality areas)
- ratings system to complement the National Quality Standard
- streamlined regulatory system
- new national body to ensure high-quality early childhood education and care.
- supporting documentation for assessment and rating process
- National Quality Framework regulations documentation

Belonging, Being and Becoming The Early Years Learning Framework

The new Early Years Learning Framework is part of the National Quality Framework which came into practice from January 2012. The framework is a guide for early childhood educators who work with children from birth to five years of age.

We use the framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's interests, strengths and abilities, and recognize that children learn through play.

Play is very important for children. When children play they are showing what they have learnt and what they are trying to understand. By using the Framework, educators guide your child's play by carefully designing activities and stimulating indoor and outdoor learning environments.

The Early Years Learning Framework describes childhood as a time of Belonging, Being and Becoming. Through the framework's five learning goals educators will assist your child to develop;

- A strong sense of identity
- Connections with their world
- A strong sense of wellbeing
- Confidence and involvement in their learning and
- Effective communication skills.

Highland Grove enjoys its reputation of providing a nurturing environment where relationships are valued and the children's learning is planned for and facilitated.

The E.Y.L.F has been embraced by our educators and we, as a team, particularly value the concepts of intentional teaching (using each teachable moment) and are relishing the process of planning for, documenting and evaluating your child's learning.

Family Involvement and Communication Policy

Communication between families and the preschool is imperative to our program and the running of the centre. Methods of communication include Newsletters, Daily Program Sheets sleep and lunch charts, Medication, Accident and Change of Clothes Forms, whiteboard and family communication pockets.

Most important are the daily discussions with families on arrival and departure at preschool. These are an invaluable resource for providing the regular sharing of information vital for a partnership between preschool and families. Longer interviews can be organized with teachers by appointment to discuss any concerns or queries. A Portfolio is kept for each child and a Child Summary is sent home twice a year.

Special events and functions will be run throughout the year to involve families in our preschool. These are an annual "Father (or special guy!) Evening, a "Red Nose Disco" for the whole family (to raise money for S.I.D.S), an Orientation Night and may also include market evenings, parenting courses and guest speakers.

We welcome parent's and caregiver's comments in any area. Highland Grove encourages family members to speak with us at any time if there is any input they can share to further enrich our centre.

Procedure for Grievances or Complaints

If a parent or caregiver has a concern or complaint this should be discussed with either centre Director, out of the presence of children. A parent complaint form (available from the office) can be completed and kept on file. The Director will follow up the complaint and return to the parent with an explanation or conclusion. All complaints will be kept confidential. Dept of Education and Communities will be notified of the complaint, unless the complaint is of an obviously trivial nature. D.E.C.S will also be notified of the action taken in response to the complaint as soon as reasonably practical.

Preschool Fees

Fees are payable for each day your child is enrolled to attend, including days that they are absent due to sickness, family occasions or holidays. We do not close for the school holidays in April, July and October and fees are still to be paid as usual whether your child does or does not attend (see Absent Diary)

Highland Grove Preschool does not charge for Public Holidays.

The Director or Office Manager requires two weeks notice of intention to leave or change days in writing. Please see the office to collect the form required to give this notice.

A non-refundable Enrolment Fee of \$60.00 is also payable during the first step of enrolment, when days are confirmed for your child.

Highland Grove charges a bond of two weeks full fees, which is payable on enrolment. This will be refunded to you provided that two weeks notice is given when you leave the centre.

The daily fee for both rooms is \$80.00 per day.

Methods of fee payment are cash (please hand to Director or Office Manger), cheque, EFTPOS (no credit accounts) and Direct Deposit.

It would be appreciated if all fees could be kept up to date. Families are welcome to pay their fees in the manner that best suits them, whether that be weekly, fortnightly or monthly, providing that fees are paid in advance and not in arrears. Please do not hesitate to come and see the Director or Office Manager if you experiencing any difficulties meeting your fee commitments, so that a suitable arrangement can be made and to avoid putting your child's enrolment in jeopardy.

Highland Grove issues a monthly statement at the beginning of the month for the current months fees and any outstanding. This statement is placed into the Family Communication Pockets, or emailed upon processing. Receipts are emailed and includes the child's full name, date/s of care, date of payment, amount paid and absences, in accordance with the government Child Care Management System.

Late Fee Policy

Highland Grove Preschool is licensed to care for children between the hours of 8:30am and 4:30pm. This means that all children must be collected and off the premises by 4:30. We understand that there may be occasions where circumstances beyond your control may prevent you from arriving on time to collect your child and assure you there will always be two staff available to care for your child (as per our regulations); however this will incur a late fee.

The late fee charged is \$20.00 for the first 15 minutes and part thereof, followed by a fee of \$10.00 for each five minutes, or part thereof following, and is in line with paying overtime for staff to remain to supervise your child. Should this occur, you will be advised in writing and this charge will be included on your account and payable when you next pay fees.

Absent Diary

The "Absent Diary" applies to days absent as a result of illness, holidays or occasional days where a **minimum of 24 hours notice has been given to the office**. Families requiring an extra day may "buy" the day if it is available in the appropriate playroom.

- All days absent need to be paid for in advance, as stated in our Fee Policy.
- Credits for days sold will be processed in arrears.
- All preschool days for which your child is enrolled are to be paid for regardless of any absences. Credits for sold days will be included in the following month statement.
- Absence days sold will also automatically adjust any approved absence days recorded for the purposes of Child Care Benefit
- Absent days will not be advertised on the whiteboard so please check with the office for availability of extra days.
- Allocation of days can only be done by management via the office and not by private arrangement between families.
- Children with additional needs, such as a severe allergy, or those linked to an "Inclusion Worker", will need to discuss purchasing an extra day with the Director as it may impact on the daily running of the centre.

Child Care Benefit

Child Care Benefit is available to families and is means tested. Please check with the Family Assistance Office for information required to complete an assessment.

Some important points to know about CCB:

- A **50 hour per week limit** for working parents, parents studying or registered as looking for work.
- A **24 hour per week limit** for families with one or more non-working parent, or parent that does not fit into the above category.

Leave Entitlement for Child Care Benefit

Child Care Benefit will be payable for 42 days each child is absent from Preschool per Financial Year (July to June). We will assist you in keeping a tally by providing a monthly statement detailing how many absences your child has had for the current financial year. This information is also included on your fees receipt. If your child attends another centre it is your responsibility to keep a total tally of absences.

Approved Absence Days are not included in the 42 day absence limit. Some of the approved absences include: illness with a medical certificate, non-immunization, parent R.D.O.s and Public Holidays.

For further information please contact your nearest Family Assistance Office Phone: 136150.

Child Care Rebate (C.C.R)

Child Care Rebate can be paid to the Family quarterly or annually or directly to HGP via the CCMS system weekly, which will reduce your fees payable. This payment covers 50% of out-of-pocket child care expenses for approved child care, with a rebate of up to \$7,500.00 (indexed) per child per year, for eligible families. For more information please contact the Family Assistance Office.

Orientation Procedure

Most of our new enrolments occur at the beginning of each year, with the children starting preschool in late January.

During September:

- Kylie prints out the waitlist in order of priority, which is set out by the Government Priority of Access Guidelines (6.3). The list will include all waitlist applications received by fax, phone, email, post or in person.
- Kylie then telephones each family as she goes through the list to offer the available positions.
- A confirmation email is then sent to the family confirming enrolment, days allocated and requesting that a non-refundable Enrolment Fee (currently \$60.00) be paid to accept the position.

During October:

- Enrolment Packs will be posted to new families who have accepted their positions. Parents/ caregivers read the Information Handbook and complete and sign the Enrolment Form. At this time families also RSVP to the Information Evening and the Orientation Afternoon.

During November:

- HGP holds an Information Evening for the parents/carers of the new preschooler. This is a very informative evening where the Management Team expand on the centre policies, programming and administration practices, including CCB and C.C.R. This is also an excellent opportunity to have a look around and ask any questions, while enjoying a light refreshment.
- Later this month there is an Orientation Afternoon for each preschooler with their parent/carer. All enrolment paperwork is brought to HGP on this afternoon. During the afternoon families meet their teachers and other enrolled families. (of course if a family is unable to attend a separate visit will be organised.)

The Orientation Procedure is finalised by early December and the children start preschool during late January the following year.

For mid-year enrolments, Kylie refers to the waitlist to offer a place. The orientation process occurs with an individual orientation visit and tour to share information about policies and programming. Our goal is always to facilitate a smooth transition for you and your child.

Entry to Preschool

These are government guidelines concerning priority access for our enrolments. These are as follows:

- **Priority One:** Children “at risk”.
- **Priority Two:** Both parents working, seeking employment or studying/training for future employment.
- **Priority Three:** Children or parents with a disability.
- **Priority Four:** Parents at home with more than one child below school age or single parents at home.

Groupings of Children

Children are grouped according to their age and expected year of starting school. Therefore the Moonbeam Room will have children definitely/possibly attending school the following year and the Starlight Room will have those children who will be returning to Highland Grove for at least one other year.

Preschool Safety

The entire Highland Grove team of educators are alert to the health and welfare of each child at the centre. In order to maintain a safe environment for all children we ask you to ensure that gates are kept shut and that your child, or those in your care, move in and out our doors and gates with you. Please always enter and exit the preschool through the front doors.

There is an emergency plan in case of accidents, the parents will be notified or the emergency contact will be notified. Please ensure that all contact numbers are current. All details of accidents/incidents will be recorded. If necessary, an injured child will be accompanied to the hospital until the arrival of a parent or emergency contact. Parents are required to nominate a Doctor and Dentist to meet Dept. of Education and Communities regulations.

What to Bring to Preschool

Please clearly label all of your child’s belongings.

- A labelled drink bottle containing water.
- A packed lunch and morning tea (please send a healthy and nutritious lunch and keep chips, chocolates, fizzy drinks etc for special ‘at home’ occasions.)
- A fitted cot sheet set and a cover blanket in cooler months.
- A comforter/special sleeping toy if required (e.g. favourite teddy).
- A wide-brimmed sun hat (no cord please) and t-shirt if your child wears a singlet top in the summer months.
- A spare change of clothes. Please send children in clothing they can handle easily to achieve independent toileting.
- Children wear aprons for messy activities but can’t stay clean all the time. Please make sure your child wears play clothes so they can participate without fear of spoiling their good clothes.
- Children should wear shoes or sandals, not thongs, for their own safety on climbing equipment etc.
- It is advisable to discourage your child from bringing their own precious toys to Preschool as they may be broken or lost.

Access and Custody Policy

Parents have joint legal responsibilities for their children unless there is a Court Order determining otherwise. As our staff need to be clear about who has legal responsibility, we require a copy of any access order issued by the court and up-dates to this if any changes are made. This is a requirement of our Licensing Regulations.

If a confrontational situation arises over the custody of the child, the child will be kept at the centre and other agencies will be contacted ie. Police Department of Education and Communities.

In a case where someone other than the primary carer attempts to collect the child every effort will be made to contact the primary carer to notify them of the other party’s arrival at the centre and their intentions.

Care for and respect of the child is of the utmost importance.

Settling Into Preschool

For some children their Highland Grove experience will be the first time they have been a part of a large group of peers as well as been away from their parents or main carers. For other children it will be an extension of other care experiences, however still something new.

When dropping your child off at preschool try to settle your child by involving them in an activity, showing your enthusiasm and enjoyment for the environment. For some children the impending separation creates anxiety and a brief and warm “goodbye” is the best way to go.

Some children will take longer than others to settle into this new environment. Please be assured we would never allow your child to be distressed for the entire day at preschool and will be in contact by phone.

Always be assured that one of our warm and friendly educators is there to receive and give comfort to your child when you leave. When saying goodbye mention that you will be back to collect your child in the afternoon and please leave when you say you are going to, to avoid confusion.

Never try to leave without saying goodbye in the hope of avoiding tears, as this may undermine your child’s sense of trust.

During your child’s time at Highland Grove you can be assured that they will be in a safe, friendly and caring environment providing them with opportunities to grow and learn.

Birthdays

Birthdays are very important in a child’s life and at Highland Grove we like to make them as enjoyable as possible. Please feel free to send along a cake (or cup cakes are always wonderful) on your child’s birthday so they can celebrate with their friends. Whether your cake is homemade or shop bought, please include a list of ingredients to assist with allergies. (Shops and bakeries are getting used to this now). If you do not want your child to participate in birthdays or other celebrations, due to religious or other reasons, please speak to your child’s teacher.

Families with children suffering food allergies are asked to provide the centre with cakes made at home which meet the child’s dietary needs. These cakes will be kept in our freezer and defrosted on the morning of a child bringing cake to celebrate a birthday so the child can participate. Families will be notified when a playroom has celebrated a birthday or special event with a cake via our Daily News Sheets.

Arrival and Departure Policy

Highland Grove Preschool’s arrival and departure access is via our front foyer area. The back gates are kept locked and are only used as an access for staff, wheel chair access or by individual arrangement.

Our centre asks that parents or carers make contact with an educator when dropping off and collecting each child.

All children need to be brought into the playrooms and collected from the centre by a responsible adult, over 16 years of age.

A list of adults eligible to collect each child is provided by parents/carers at the time of enrolment. Please let us know if these people change, as educators will strictly adhere to this procedure.

Information about who is collecting your preschooler can also be indicated daily on the bottom of the sign on sheets. Personal identification will need to be shown to our educators if this person is not known to the them.

Families/carers are asked to take care to ensure that only the child/ren they are collecting accompanies them out through our foyer door and exit gate.

All children need to be collected by 4:30pm. Where children have not been collected parents will be called first, followed by the emergency contacts. A late fee may apply if your child is collected after our licensed closing time.

Coming To Preschool

Please begin your child’s preschool day by encouraging them to place their bag in their locker, indicated on the daily sign on sheet. Your child’s lunch can be placed in the top of their locker and any perishables in the preschool fridge. When you are ready to leave say goodbye to your child and ensure that a clear handover to one of our educators has been made. We will support and comfort your child when saying goodbye. If you are wondering how your child has settled, please phone the preschool. We will always contact you if your child doesn’t settle into their day. Our educators will ensure that your child’s usual pattern of eating and sleeping is supported.

When you return to collect your preschooler take a copy of our Reflective Daily Program, have a look at the photos on our slide show and chat to the teachers to find out all about our day. Our educators enjoy taking the opportunity to discuss our program and your child’s involvement and learning. (Appointments can also be made to discuss anything concerning your child at length). Be sure to always sign your child out and make contact with an educator as you leave our centre.

Immunisation Policy

All families must include one or more of the following documents to complete their child's enrolment. Commencement at preschool (or any early education and care service) is dependent on the provision of one or more of these forms. This requirement is in line with current government regulations.

1. A current A.C.I.R (Australian Childhood Immunisation Register) – **Immunsation History Statement**, which shows that your child is up to date with their scheduled immunisations.
2. A current A.C.I.R **Immunisation History Form** on which the immunization provider has certified that your child is on a recognized catch up scheme.
3. An A.C.I.R **Immunisation Exemption – Medical Contraindication Form**, which has been certified by an immunization provider for a child who cannot receive one or more vaccine(s).
4. An A.C.I.R **Immunisation Exemption – Conscientious Objection Form**, which has been certified by an immunization provider and a parent/ guardian. (An A.C.I.R Conscientious Objector Letter certifying that a conscientious Objection Form has been previously lodged with the A.C.I.R is also acceptable.)

Other records, such as the NSW Personal Health Record (Blue Book), a GP letter or an overseas immunization record is not acceptable.

Records are also required to be kept at preschool of any additional immunisations each child has during the time they are enrolled at H.G.P. These records should be in the form of an Immunisation History Statement. (These may include chicken pox, meningococcal or the compulsory 4 year immunisation -DTPa, MMR and Polio). We are happy to photocopy the original document for parents here at Highland Grove.

Information concerning the current vaccine register required for infants and children and the local vaccination clinics will be available for families on display in our foyer.

A poster is completed in each room and the name of each preschooler who has had their 4 year old immunization is added.

In the event of an outbreak of a notifiable disease (one that is part of the vaccine register) the centre is required to contact our closest Public Health Unit, which is Central Coast Public Health Unit on 43494845 and notify families via our white communication board.

Information about current and relevant immunisation available for child care professionals is provided to the staff and discussed at staff meetings. Individual records of staff immunisations are kept in each staff members file.

Sun Protection Policy

The aim of the policy is to develop:

- Positive attitudes towards skin protection.
- Lifestyle practices which can help reduce the incidence of skin cancer.
- Personal responsibility for and decision-making about skin protection.
- Awareness of the need for environmental changes in child care centres to reduce the level of exposure to the sun.

Implementation

When outdoors at Highland Grove Preschool, all children wear sun-smart clothing including hats and T-shirts. Hats are to be broad brimmed or legionnaire style and cover face, neck, ears and the crown of the head. It is a requirement that hats do not have cords attached. T-shirts are worn at all times and children who wear mid-drifts or singlet tops are asked to bring a T-shirt to cover their shoulders during outdoor play times. The preschool supplies extra hats and T-shirts to children without adequate sun protection.

There have been changes to The Cancer Council Guidelines. The recommendation is now that children do not need to wear a sunhat outdoors during the months of June and July. As a result of this information, we will leave the choice about a sun hat, warm hat or no hat during those months to individual families. [A reminder that this only applies during the coolest months of June and July.](#)

During October until early April outdoor play is minimized between 11am and 3pm (Eastern Daylight Saving Time) and our sun protection practices are implemented at all times. Between April and September outdoor play may be utilized at any time of the day. Sun Protection practices occur when the UV rating is 3 or above. When children are outside activities and learning experiences are offered in shaded areas of the playground and on the verandah. Activities are moved as the shade moves throughout the day. Staff regularly review and monitor the quality and conditions of all shade options.

Highland Grove staff apply SPF 30+ broad spectrum water resistant sunscreen (we use The Cancer Council brand). The children are encouraged to apply their own sunscreen under adult supervision when their development allows. Children who suffer from allergies may bring their own sunscreen.

Staff are positive role models and wear broad brimmed hats, appropriate clothing, such as t.shirts and sunscreen. They model skin protection behaviour by using shaded areas of the playground. Sun protection education is an intrinsic part of the program. Sun protection practices and procedures are incorporated regularly into the learning program through dramatic and role play, songs, stories, discussions etc

The sun protection policy is available for viewing by families, staff and community members in the preschool Policy Manual and on our Policy Board. Information on sun protection is shared and made available through newsletters, brochures, DVDs, etc. Opportunities are provided for families to be involved in the annual review of the policy.

Highland Grove Preschool is a 'Sunsmart' Centre.

Medical Conditions Policy

Infections spread quickly in large groups and sick children need to be cared for at home. Parents/ caregivers are asked to please keep their child at home if they have: a temperature, Head Lice, Vomiting or Diarrhea (at least 24 hours prior) Conjunctivitis, Chicken Pox, severe skin rash / infection, Diphtheria, Infectious Hepatitis, Measles, Rubella, Mumps, Cold Sores (is able to attend if covered), Pertussis/Whooping, Ring Worm, Impetigo (requires antibiotics – if covered, can attend) and Influenza and influenza-like illnesses.

A 'Recommended period of Exclusion' poster is displayed in the centre foyer and provided for families in a handout early each year.

If a child develops an illness during the day they will be comforted and supported by an educator until a parent or caregiver arrives. The child will also be kept as separate as possible from the other children until a parent or emergency contact person collects them. The educators on the child's playroom will notify the Director/supervisor before contacting the child's family and wherever possible the Director will call the family. If the child is suffering from a temperature exceeding 38°C, and the family has completed the appropriate part of the Enrolment Form, paracetamol (suspension) can be administered by the educators. This is to assist the child as they wait for their caregiver or parent to collect them.

If paracetamol is administered a Medication Form will be completed and signed by two educators and a parent or caregiver.

Should a parent contacted not be available to collect their child emergency contacts provided on the child's Enrolment form will be phoned to collect the child.

A record of staff and children's illnesses will be kept in our "Illness Register" to track possible cross infections occurring at the centre.

Medication Forms are provided at the sign on sheets for parents or caregivers to complete if educators are required to administer medication. (Please see our Medication Policy).

Staff who are ill will remain at home. If they become ill during the day they will be replaced by one of our regular casual staff members.

Food and Nutrition Policy

Highland Grove Preschool is required to meet Food Standards Australia's guidelines specifying that all food provided by the centre and eaten at our preschool is within the guidelines of good nutrition. We require that parents send a nutritious lunch for their child. We strongly discourage chips, chocolate, rollups, lollies, fizzy drinks etc. A sandwich, fruit and yogurt, as an example, is recommended as an ideal lunch for preschool. Crisp breads, fruit or veggie sticks are healthy examples of morning tea. The families provide most of the food required during our day; however Highland Grove does provide Afternoon Tea from 2:00pm as part of our progressive Afternoon Table Activities. Our daily menu is platters of seasonal fruit. Drinks provided are milk and water.

Educators ensure that all children's hands are washed before they eat or drink. Staff supervise and sit with the children during their meal times. Educators ensure that children do not share lunches. Regulatory health authorities suggest that left over open or perishable food is not returned to families and is disposed of. The sign on sheets provide information to families about how much lunch their child ate each day.

In the case of a child arriving at preschool without their lunch, a sandwich, crackers and fruit will be provided. Fresh bread is always stored in the centre freezer and defrosted when required.

Families are asked to place morning tea and lunch items which are perishable in the clearly labeled room baskets in the preschool fridge. Please label each item with the child's name and the date using the markers in the playrooms or attached to the fridge. Our educators will support this with reminders to families of this procedure.

Water is available throughout the day, including outdoor playtimes. The educators will remind children to have drinks at meals and throughout the day. Drinking water is included as part of some transition times, such as when the children come in from outside playtimes.

Educators encourage and talk to the children about their healthy lunch box. The children discuss healthy eating regularly as part of their program; they are encouraged to make choices about "sometimes" food and "everyday" food. Cooking is included in the program, giving the children the opportunity to explore their senses and perhaps gain new experiences.

Updates and opportunities to review our Nutrition Policy will occur regularly. The centre will provide helpful information relating to good nutrition to assist families and staff. These include "The Good Bite" staff and parent Newsletters, posters and in service training.

Medication Policy

Medication is only administered with permission from the parent/s or the authorised person/s who have been nominated on the child's Enrolment Form. Medication forms are kept in the back section of the 'sign on' sheet folder. A parent or authorised person must fill in the form if they require staff to administer medication and hand the form to an educator with the medication. Only prescribed medication or medication accompanied by a doctor's letter will be administered. No prescription medication will be administered unless the child's name is printed on the label. All medicine must arrive at preschool in its original bottle/ packaging. Medication in separate jars, medicine cups, syringes etc can not be administered.

All medication will be kept in a locked box in the fridge unless otherwise instructed on the label. Alternately a locked box in the high cupboard of the kitchen.

The administering of medication is the responsibility of the room leader on each room to oversee. The dosage will be administered as per the bottle/ container's instructions for the child's age/ weight.

The Medication Form will be signed by two educators i.e. one who administers medication, checking expiry date and dosage and one who witnesses administration, expiry date and dosage.

The medication form (signed by the parent or authorised person in the morning) is filed into the Medication Folder on top of the microwave oven at the same time as the medication is returned to the parent to go home.

In the event of a child's temperature exceeding 38°C, the child's family will be contacted to collect the child. If parent/s are unreachable, the emergency contacts will then be called.

In this case, and where families have signed the permission slip on the back of the child's Enrolment Form, two educators will administer paracetamol (Suspension). This medication is kept by our centre in a locked box in the fridge to administer to children whilst waiting for a child to be collected from preschool.

Medication Procedure

1. Parent or authorised person completes Medication Form. (These are kept in the back section of the folder with the sign on sheets). Timer alarm is set for the time medication is due to be administered.
2. The Medication Form and child's medication are kept together in one of the locked Medication Boxes in the kitchen.
3. Medication is administered by the room leader, checking correct medication, dosage and expiry date.
4. A second staff member witnesses correct medication, expiry date and dosage given and signs form.
5. Medication and Form is returned to the Medication Box.
6. As the child departs centre, medication is returned to the parent or authorised person by an educator. Medication Form is filed (by the month) into the Medication Folder.

Clothing Policy

Our educators stay aware of the changing weather throughout the day and encourage children to take off or put on extra clothing in response to any changes. We respect each child's preferences for clothing, including cultural differences.

The centre has spare clothes that are provided when parents/caregivers have not supplied their own. These are washed after each use. The centre provides a spare hat for the day to children when families forget to provide one. These are washed after each use. Masking tape is used and the borrower's name is written on the hat so it can be used by them for the entire day.

Spare sheets and warm blankets are also kept at the centre in the case of families forgetting to pack these or the weather suddenly changing. (All are washed after being used by an individual child).

Aprons are provided during water play activities and are also worn when children are using acrylic paints to protect their clothing. Aprons are always available for the children during art/craft time if the children wish to use them. Educators are aware of family's individual requests for a child to wear an apron and endeavour to ensure this.

If children's clothing needs to be changed for any reason through the day, the educator assisting fills out a "Reason for change" slip, e.g. water play, toilet accident and it is attached to the bag in which the wet clothes are sent home.

Anaphylaxis and Allergy Policy

Anaphylaxis Definition: Anaphylaxis is the most severe form of allergic reaction and is potentially life threatening and is a medical emergency requiring immediate treatment and urgent medical attention. Anaphylaxis is a generalised allergic reaction, which often involves more than one body system (e.g. skin, respiratory, gastro-intestinal and cardiovascular). A severe allergic reaction or anaphylaxis usually occurs within 20 minutes to 2 hours of exposure to the trigger and can rapidly become life threatening.

Aim: Highland Grove Preschool provides an environment where children with Anaphylaxis and other allergic conditions will be safe and fully involved in our program. We will achieve this by:

- Communicating openly and frequently with families about a child's allergies and requirements at preschool. This communication will be in writing (for example our annual Enrolment Form) as well as verbal.
- Record of the child's allergies, taken from Enrolment Forms, will be displayed in each room and the kitchen. These will be amended if changes are made and updated annually.
- At any time when enrolments include a child suffering from Anaphylaxis to nuts the centre will be a total "Nut Free Zone" for the entire week.
- Allergies to other foods will be managed by not making those foods available to those children on the day/s they attend.
- An Action Plan for each child suffering from anaphylaxis will be displayed next to the preschool phone, in the child's playroom and on the bathroom windows facing onto the playground. It will include all relevant emergency information.
- Educators take part in regular, appropriate Anaphylaxis training.
- Our centre celebrates birthdays with cakes brought from home. Parents supply a list of the ingredients used. Families with children who have allergies will provide cakes to freeze at the centre. These cakes will be defrosted the morning of a birthday celebration.
- Families will be given as much notice as possible when foods are excluded and reminders, such as notes and stickers in lunch boxes sign-on sheets, will be provided. Families will be given written reminders in their child's lunch box if they send an inappropriate food.

Asthma

Highland Grove Preschool provides an environment where children with asthma, and those who will potentially suffer from asthma, will be safe and fully involved in our program. We will achieve this by:

- Identifying children with asthma on enrolment and ensuring that all educators are aware of the children in their care with asthma.
- Ensuring we receive a completed Asthma Record/Asthma Plan from an authorized medical authority, to be reviewed annually.
- Establishing a pattern where the family of a child with asthma either leaves the medication at preschool, or brings it each time they attend. (Individual children's asthma medications are kept in the high cupboard in the kitchen and are clearly labelled).
- Ensuring individual children's Asthma Records are easily accessible, in the Medication folder in the kitchen and encouraging open communication between families and educators regarding the child's asthma, its status (how it has recently been affecting the child) and its impact on preschool activities.
- Providing families with up to date information about asthma and ensuring all educators keep their knowledge of the Asthma Policy and Procedures up to date by providing regular asthma training to several permanent staff members.
- Keeping up to date the "Special Considerations" poster displayed in each room with the names of children who have asthma.
- Ensuring the "Asthma First Aid" poster is displayed in a key location.
- Ensuring the centre's "Asthma Emergency Kit" (kept in the locked Emergency Evacuation first aid kit- key on the Emergency whistles) contains a blue reliever puffer (eg Airomir, Asmol, Epaq or Ventolin), a spacer device and child mask and instructions on Asthma First Aid.
- Regularly maintaining all components of the Asthma Emergency Kit, ensuring all medications are current and any asthma devices are cleaned with warm soapy water and left to dry without rinsing or wiping after use and are ready to use.
- Identify asthma triggers, e.g. dust and where possible minimize these triggers, e.g. regular cleaning.
- Provide families with the Asthma Foundations contact details if further asthma advice is needed: Asthma Foundation – 1800 645130 or Central Coast Health – 43287976.

Dental Health Policy

Healthy teeth and gums are important for general good health. They play an important part in the digestion of food, correct speech and developing self-confidence by enhancing appearance. Keeping baby teeth healthy until they fall out naturally is also important for the maintenance of space for adult teeth.

Aim: To provide families and children with an environment that supports and encourages good oral health attitudes and behaviours.

Strategies:

- Appropriate reading material is provided regularly to centre families and educators, developing knowledge of the importance of oral health eg;- “Goodbite” flyers and “Give your teeth a healthy start” flyers (Government of South Australia).
- Health Professionals visit our centre regularly to discuss dental health issues with children and educators and information from these visits is passed on to families.
- Water is encouraged as an excellent means of giving teeth a wash after each meal and is provided by the centre throughout the day. Educators encourage children to have a ‘swish’ of their water after meals.
- Appropriate dental health practices are discussed with the children and are regularly included as part of our program. The centre uses programs such as Area Health’s “Tiny Tot Teeth” program and visits from local dentists to enhance discussions about healthy dental hygiene practices.

Rest and Sleep Policy

All children will have the opportunity to rest and/or sleep through the day at Highland Grove Preschool. All efforts will be made to support children’s individual requirements for rest and sleep. This may include a bed or quiet rest area being allocated outside of our usual designated rest time.

With respect for children’s individual needs regarding rest and sleep books and other quiet activities will be made available.

Soft foam mattresses are used on the floor and families provide a fitted cot sheet set, blanket and perhaps pillow for rest time.

Families are responsible for laundering their sheets and the centre has a collection of spare sheets for a child whose sheets have been forgotten. These spare sheets are washed after each use. Mattress are washed quarterly and immediately after any soiling with warm water and detergent.

Inclusion Policy

Educators keep detailed developmental records on all children and respond to their individual needs. Close attention is given to observing and recording children’s development and learning so that children needing extra support or assessment are clearly identified.

Parents or caregivers are always asked permission before any further assessment is sought. Educators work co-operatively with families and other professionals (such as Speech and Occupational therapists and/or Early Intervention Staff) to form a Developmental and Inclusion Support Plan for the individual child.

An Inclusion Support Scheme (ISS) is available for children who have an on-going need for a high level of support in a Child care environment. This scheme follows a set of guidelines and may enable the centre to access an additional worker to support the educators in the inclusion of the child into the preschool program. The inclusion of children with additional needs encourages positive attitudes for the entire community within our preschool.

Highland Grove Preschool values individuality and difference. Interactions are always respectful and responsive to each child and meet individual needs. Educators model positive interactions and encourage empathy amongst the preschool community and their knowledge of each child is always taken into consideration.

Health and Hygiene Policy

We are committed to supporting each child's health and wellbeing. Our educators work to ensure that each child's individual health and comfort needs are met, enabling them to participate fully in our centre program.

Our procedures and policies focus on effective hygiene practices to control the spread of infectious diseases. The educator's management of illnesses and injuries is thorough, sensitive and up to date with current practice.

Our educators work closely with children and their families, as well as other health professionals, to promote healthy lifestyles and to ensure they meet children's specific health requirements. Confidentiality is always considered and maintained.

Families complete an Enrolment Form which contains records of each child's health information. Educators work as a team to assess how each child's needs can be met in our setting on an on-going basis, calling on other health professionals where appropriate. All educators have up to date senior first aid qualifications. The centre contracts St Johns to carry out annual First Aid Kit audits.

Educators and families have access to information in regards to recommended health and hygiene practices. Taking care of our health and wellbeing is discussed frequently with the children and is an integral part of the program. Effective health and hygiene practices are also modeled for the children on a daily basis. Hand washing procedures (how and when) are on display by each hand washing area and are discussed regularly with children, educators and families.

N.B. In the event of a child sustaining a broken bone or debilitating injury, please notify the centre Director prior to attending preschool to implement an individual care plan.

Water Safety Policy

Educators are aware that water play presents a significant risk. Vessels containing water are filled at the commencement of play sessions and are emptied at the conclusion.

Educators model safe water practice and information regarding water safety is provided for families. Educators support and assist families to source learn to swim programs and a DVD "Living with Water – Kids do the Five" is included in our parent library.

SOURCE: "Staying Healthy in Childcare" – 5th Edition.
(This resource can be accessed via the internet for staff and families.)
www.nhmrc.gov.au/guidelines/publications

REVIEWED: 26/4/15

SOURCE: 'Kidsafe' and Education and Childcare services- National Regulations.
REVIEWED: 27/6/15

Supervision Policy

Highland Grove Preschool's educators actively supervise children at all times. Our environments are designed and arranged in a way that is conducive to high quality supervision, whilst respecting the increasing independence and abilities of all children. Educators involve children where appropriate with setting limits.

At Highland Grove we:

- Supervise children at all times.
- Are aware that napping change areas and meal times present a significant risk and our supervision reflects this. Educators physically support children whilst on the nappy change bench and sit with the children during meal times.
- Voluntary workers and students, including our trainee, only carry out nappy changes and assist with toilet accidents under the supervision of a permanent educator until the time that this is reviewed with a room leader or director.
- Limit conversations between educators to short time periods whilst in a supervisory role and longer conversations are carried out during break times.
- Communicate when an educator needs to leave an area of supervision e.g. leave the room to collect something, they notify their team mates and there will often be a "tag" of staff arranged to cover their absence.
- We supervise the bike track area continuously with educators aware of children's developing skills in bike riding.
- Ensure that the Storerooms and Staff Room are "Child Free Zones" and children are asked to wait outside these areas. STOP signs are placed at these areas and children are educated as to the meaning of the sign.
- Limit children entering the kitchen area to those only being accompanied by an adult.
- Ensure that an educator is never to be left alone with a child.
- We do not count I.S.S workers, students and voluntary workers as part of the staff/ child ratio.
- Ensure that two of the permanent educators on each room physically check the environment and sign off on an 'End of day' check at the bottom of the sign-on sheets.
- Regularly evaluate and document the effects of our supervisory practices and adjust our approach accordingly.
- Follow the Centre's procedures for releasing children and ensure children are released only to the authorized people.

SOURCE: 'Kidsafe' and Education and Childcare services- National Regulations.
REVIEWED: 27/6/15

Positive Interactions and Guidance Policy

Aim: For children, families and educators to experience mutually enjoyable, caring and respectful relationships. For children, families and educators to develop a sense of belonging, fairness, respect and empathy towards others.

Implementation:

- Educators always use a positive approach when guiding children.
- The children are involved in collaborating to determine goals and expectations.
- Educators encourage each child's positive sense of self.
- Educator's acknowledge children's efforts with valid statements. This empowers children and guides them towards reflective thoughts and a sense of pride.
- Through social play and story times children's empathy is facilitated.
- Verbal language used by educators is clear, positive, and developmentally appropriate. Educators maintain a respectful volume and tone when interacting with children and scaffolding their social development.
- Educator's non-verbal language, including facial expression, approaching children at their physical level and making eye contact, facilitates children's sense of security.
- Our educators value opportunities for interacting with children to build warm relationships and a sense of belonging.
- Routine times provide a wonderful opportunity to build trust and develop language.
- Educators move to a child when speaking to them individually and change their height to engage in eye contact. Their language is age and developmentally appropriate.
- Educators use open-ended questions to promote thought and to extend and build upon children's comments and conversations.
- Educators communicate with families and collaborate for positive outcomes.
- The educators participate in positive guidance training through staff meetings, resources and in-servicing.
- The centre provides families with information and support regarding children's developmental milestones and positive parenting. This is included in our parent library, our newsletters, community information and regular communication with educators.

Reducing Bias Policy

Our management team and educators respect each person in our preschool community as an individual. It is the educator's role to ensure that children have the opportunity to participate in all learning experiences within our program.

The educators carefully monitor the program for any evidence of gender or other biases that may affect a child's opportunity to learn or develop. They provide, within the program, activities relevant to all cultures. These may include books, music, songs, language experiences, cooking activities, visual arts, clothing, dolls, puzzles and games to help foster cultural awareness.

Families are encouraged to participate in the centre program and share their background, culture and experiences. These backgrounds are always warmly welcomed, appreciated and respected.

The centre's management team and educators oversee visitors to our centre, ensuring that they support our anti-bias policy. The educators follow up these visits through discussions with each other, families and particularly the children.

Educators support children to develop a sense of fairness and understanding towards their peers. Empathy and an appreciation of diversity are actively encouraged throughout our centre.

Reading material and training opportunities are available for educators to continue their awareness of practical approaches to reducing bias in our environment.

Excursion Policy

Highland Grove preschool does not participate in any planned or incidental excursions. Throughout the year we have visiting shows which may include; dance, puppetry, music and experiences from other cultures or reptiles.

Programming Policy

Highland Grove Preschool's program reflects the children's individual interests, strengths and experiences. Qualified and experienced educators consider these as vehicles for learning opportunities in all developmental areas.

The Early Years Learning Framework guides educators to view children's learning through 5 separate outcomes. These Learning Outcomes are:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

Children's participation and learning is documented and evaluated regularly. We value parents and care-givers input and they are encouraged to share their family interests or experiences by writing directly onto our family information clipboards (located next to each room's sign on sheets) or chatting to one of our educators.

Each child's individual program is documented in personalized portfolios. These portfolio's include written observations, interpretations, evaluations, samples of work, photographic documentation and Child Profiles.

An individual Child Profile is written in the first few months of each year. The Early Childhood Teachers and Diploma Trained educators use information provided by families, as well as their accumulated knowledge of the child to document their uniqueness and plan for future learning. A Child profile is then completed at the end of the year reflecting the continued learning opportunities experienced and the child's development.

The children participate in projects throughout the year. These are a result of individual or groups of children indicating a specific area of interest and involves exploration and research of a topic. These interest areas provide educators with a springboard to further facilitate children's development. The projects are documented for the children and their families to reflect upon and enjoy.

Our Reflective Daily Program is available next to the sign on sheets in each room and a copy is available for families to take home. Our slide show of photographs depicts the children's experiences daily.

Through professional reflection and by providing opportunities for children's individual reflection our program enhances personal growth and validates early childhood education.

School Transition Policy

Highland Grove is committed to supporting children and their families in making a smooth transition to Kindergarten.

Our program reflects the awareness that this transition should happen over an extended period of time and that each child's transition will be individual depending on their school and their family.

Our approach to school readiness is holistic. The progression of skills across all developmental areas is supported to provide a readiness for the school environment. We believe that each child will display a varying range of skills and dispositions for learning when they start school. We guide and support all children towards becoming enthusiastic about learning, co-operative with their peers and developing a strong sense of self.

Highland Grove is aware of the importance of communication between the preschool and school environment. The centre Directors and educators are able to take part in school transition meetings with local school teachers, as well as relevant in-service training. These events continue to support the relationship between the school settings and our centre.

Several of the educators have been provided with the opportunity to visit a local kindergarten classroom. This experience facilitates our educator's knowledge of a Kindergarten curriculum.

Educators from the Moonbeam Room visit the school settings during orientation events. Photographic documentation of children with their peers attending the same school; further supports the transition. We invite a guest speaker to our centre to consult parents and caregivers about the transition to kindergarten.

Staff Profiles and Qualifications for 2016



Kylie Wade
Owner/ Director
Diploma of Education - Early Childhood
24 years service
Approved Provider and Nominated
Supervisor/Educational Leader



Michelle Purtell
Co Director/ E/C Teacher
Bach. of Education - Early Childhood
15 years service
Certified Supervisor



Karen Dumas
Office Manager
Diploma of Business Management
18 years service



Sarah Farrer
E/C Teacher
Bach. Teaching/Early Childhood
11 years service
Post graduate/Special Needs
Certified Supervisor



Tanya Collett
Advanced Educator
Childcare Certificate
19 years service
Certified Supervisor



Cassandra Wellard
Advanced Educator
Diploma in Children's Services
4 years service
Proposed Certified Supervisor



Melissa Brailey
E/C Teacher
Bach. Teaching/Early Childhood
5 years service
Certified Supervisor



Sharyn Roach
Advanced Educator
Diploma of Children's Services
10 years service
Certified Supervisor



Vicki Martin
Educator
Certificate 3 Children's Services
16 years service



Cathy George
Educator
Certificate 3 Children's Studies
9 years service



Tina Verschoor
Educator
Certificate 3 Children's Studies
9 years service



Vicki Stimson
Educator
Certificate 3 Children's Services
6 years service

Confidentiality Policy

Confidentiality is of the utmost importance at Highland Grove Preschool. The staff always act with careful discretion when discussing any people or events pertaining to the centre.

Visitors to the preschool, such as voluntary workers, University and T.A.F.E students and work experience students, as well as our casual staff, are also obliged to adhere to our strict code of confidentiality.

Discretion is shown when staff are discussing children as part of their daily practice. Whenever possible conversations will occur out of the ear shot of the child they are pertaining to, as well as the child's peers. At all times awareness and sensitivity will be shown by the staff involved.

Personal documents concerning staff, children and centre families will be kept in a secure cabinet in the office. Discretion will always be used when developmental reports are supplied by other professionals and used to contribute to the daily program. These reports will also be kept in the child's individual file in the locked cabinet when not in use by the staff.

The centre program and records will always refer to children by their first name only or their initials to maintain confidentiality.

Portfolio's containing samples of individual children's work and copies of observations taken from the rooms Daily Diaries will be kept in each playroom. These portfolios are for the reference of the individual child's families and staff will, wherever possible, oversee only the appropriate family's perusal of these records.

Privacy Policy

Highland Grove Preschool is committed to protecting the privacy of staff and families and to abide by the National Privacy Principles within The Commonwealth Privacy Act of 1988.

Details are collected pertaining to the parents of the enrolled child, including their date of birth and information regarding families' Child Care Benefit entitlements.

More detailed information is also collected concerning the child, including name, medical details, custodial arrangements, health, routines, likes and dislikes which all make up a personal profile.

In addition Highland Grove holds information in regards to staff, students and voluntary workers. These include personal details, salary details, child protection checks, performance reviews and minutes of individual meetings.

Student's training, who are required to gather certain information pertaining to the centre's staff, children or families, must have written consent to gather this information. The consent must come from the specific staff member or parent of whom the information pertains to and also the centre Director.

All of the above information will only be used for reasons which directly relate to the purpose for which it was collected.

Steps will be taken to protect all information from misuse or loss and from unauthorized access or disclosure. Personal information pertaining to families, children and staff is kept in a locked fire proof cabinet in the centre office. Information will be kept for seven years and shredded after this period of time.

All privacy related comments, feedback or complaints should be taken to the centre Director.

Social Media Policy

Aim: To protect the privacy of the families, children, staff (including volunteers and students) and management of our centre. To ensure this privacy is not compromised through social networking sites (including, but not limited to, Facebook, Instagram and Twitter).

Rationale: Highland Grove Preschool recognises that social media is a term which encompasses the various activities that integrate technology and social interaction, using a range of words, images, videos and audio. For many, participation in social media technologies is an integral aspect of their lives which may lead to a blurring of their professional and private identities.

The use of social media has the ability to compromise the privacy, security and reputations of families, other educators or the service as a whole. Therefore, individuals are obliged to;

- Consider the rights of each child and family;
- take responsibility for what they write;
- try to add value to what they are doing and saying;
- respect their audience, both visible and invisible; and
- respect copyright.

Procedures for all staff (including students and volunteers)

- Protect your own privacy and that of all users of the service. Do not post private emails, phone numbers or addresses in keeping with our Privacy and Confidentiality Policies. Maintain professionalism, honesty and respect at all times.
- Remember that no information sent over the web is totally secure, and as such, if you want to ensure that the information is not made public, refrain from sending it over a social network.
- Maintain an appropriate level of professionalism on private social networking pages. Be aware that prospective users of the service may access your personal/private social networking pages, so inappropriate comments, language and/or information posted by you may have a negative impact on Highland Grove Preschool.
- If any stakeholder of Highland Grove Preschool becomes aware of social networking activity that may be deemed to be distasteful or lacking good judgement, the director should be notified.
- Personal phones and cameras remain in the preschool office and staff room.

Parents/caregivers will ensure;

- Photographs or videos taken of any child (other than their own) whilst on the preschool premises will not be uploaded to any social media. (Including, but not limited to, Facebook and Instagram). This includes special events inside and outside preschool hours.
- Photographs or videos taken of any staff member whilst on the preschool premises will not be uploaded to any social media. This also includes special events inside and outside preschool hours.

Physical Activity Policy

Highland Grove Preschool recognises the importance of physical activity for young children. Our policy aims to promote children's participation in a range of safe, physically active learning experiences. We aim to promote a positive, supportive environment which reflects cultural and family values and promotes a lifelong enjoyment of physical activity.

The service will:

- Seek to promote children's physical activity and the development of their gross motor and Fundamental Movement Skills (F.M.S. – including running, galloping, hopping, jumping, leaping, side-sliding, throwing, catching, striking, kicking, underarm rolling and stationary dribbling) through a range of planned and spontaneous physically active play experiences, as well as through everyday physical tasks.
- Recognise the importance of supporting families to promote their children's physical activity and their gross motor and fundamental movement skill development.
- Provide positive instruction and constructive feedback to children to assist them in developing and refining their FMS, whilst also providing children with encouragement and positive reinforcement.
- Ensure these experiences are play based, varied, creative, developmentally appropriate and cater to a range of abilities and interests.
- Ensure all physically active experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Provide space, time and resources for children to revisit and practice movement skills and engage in active play.
- Where possible, involve children in the planning of physically active experiences.
- Actively role model to children appropriate physical activity.
- Encourage children and educators to drink water before, during and after physically active experiences.
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge.
- Offer inclusive physical activity opportunities which cater for children from culturally and linguistically diverse backgrounds and those children with additional needs.
- Adopt a participatory approach to physically active experiences and emphasise fun and participation rather than competition.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.
- Communicate regularly with families and provide information and support on physical activity, gross motor skills development and FMS development.

Creative Arts Policy

Highland Grove Preschool passionately embraces the creative process of self-expression and discovery. Children are provided with many open ended experiences; developing and encouraging wonder, curiosity, symbolic thought processes and imagination.

As educators of early childhood, we place importance on the intrinsic learning that occurs when children have the opportunity to create art in various areas.

Through exploration of a variety of materials and mediums children further their hand strength and dexterity, facilitating their ability to manipulate tools with confidence. This leads to accurate formation of lines, symbols, letters and images. These are literacy skills which are vital for communication within our community and wider world.

Through exploration of constructive experiences, such as; lego, mobilo, wooden blocks and cardboard boxes; children explore problem solving, imagination, perseverance, shape, space, dimension, volume and weight. These challenges enhance the children's mathematical and critical thinking skills.

We provide dramatic and imaginative play experiences, facilitating opportunities for social development, co-operative play, leadership, negotiation, perspective, empathy and sense of self identity.

Daily music experiences provide opportunities for children to develop an awareness of musical elements; beat, rhythm, tempo, melody, volume, tone and colour, pitch, body actions and creative movement. As educators of early childhood we provide a variety of genres to develop an awareness of diversity of culture and a wider world.

We believe revisiting creative art experiences provides a sense of trust and belonging in our environment. This nurtures children's confidence and provides positive dispositions for learning.

Child Protection Policy

Highland Grove Preschool is committed to child protection and providing child safe environments. Our educators are legally obligated, under the Children and Young Persons (care and protection) Act 1998, NO. 157 and the Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009 to report children with a 'risk of significant harm' to the Department of Community Services without notification to parent/s. Teachers and Child care workers are Mandatory Reporters, as are other members of the wider community. This Centre has a specified policy and a set procedure aimed at protecting children.

This policy states that: Educators report to the Director immediately if there are any concerns about a child's wellbeing. Written documentation outlining any significant behavioural change in the child, descriptions of marks and any other evidence, will be completed and kept with the child's records in a lockable file. All concerns will be kept strictly confidential as per the confidentiality policy. From the information presented, the Director or the member of staff will make a decision if there are grounds for reporting. The threshold for mandatory reporting is 'risk of significant harm'. The Mandatory Reporters Guide on the 'Keep Them Safe' website will be utilized. The Director or staff member will then make the necessary notification on behalf of the centre, or as an individual mandatory reporter. Child protection reforms introduced an obligation for government and non-government agencies to coordinate decision making and delivery of services. Support Agencies that can be accessed are:

- Keep them safe support line 1800 772479
- Family Referral Service 1300 006480
- Keep them safe website; www.keepthemsafe.nsw.gov.au. (Keep Them Safe is a shared approach to child wellbeing provides the framework for parents, communities, government and non-government agencies to work together to support children and families.)
- Community Services website; www.community.nsw.gov.au

Educators will engage in training to remain up to date with changes to Child Protection practices and legislation, as well as the correct procedure for notification. Information gained at in-services will be shared with other members of staff at regular staff meetings. Records of the staff's Child Protection training will be kept in the centre's In-service Training Register. When recruiting new staff a 'working with children check' will be completed through www.kids.nsw.gov.au/check. Checks are completed on line, printed for signing and then faxed to 02 92867201. Child protection and safety information is displayed on noticeboards and provided in the centre's foyer.

Electronic Media Policy

In our setting electronic media includes; computers, television/DVD, cameras and a video camera. The educators discuss with the children the role of this electronic media in their lives and support them in making healthy choices about their use for both education and recreation; this includes modeling appropriate behaviours to the children.

The children are guided by the centre's educators as to how to use the electronic media as a resource and a tool ensuring that this media becomes a supplement, not a substitute, for the richness of direct experience and an appropriate balance between inactive and active time is maintained each day. Following is our centre's approach to various electronic media devices:

Computers: There is a computer for the children's use in each room. These are available during children's free play times. The games and activities used on the computers are carefully chosen for their suitability to this preschool setting and their educational content. Computers are used as a research tool during Group times, with the teachers guiding the experience.

Television/ DVD: The centre's DVD and television are utilized for educationally based programs, including such things as "See how I grow" documentaries and special programs, such as the Olympic Games. Usage is limited and reviewed regularly.

Camera: The digital cameras are a wonderful tool used to document each child's preschool experience and their learning. They are used to provide a clear picture of the growth and progress children are making individually and as a group. Photos taken during each preschool day are displayed daily on the screens in both rooms. Photos are also included in each child's developmental Portfolio and used as part of our documentation throughout the centre. Looking back over photos is an excellent source of reflection for children, families and educators.

Video Camera: (The video component of our camera is used in the same way.) This resource also assists with the educator's observation process. It can be used to record steps of an activity, social experiences and to develop self-esteem.