



Hunter Valley
Grammar School

PRESCHOOL

2018

Family Handbook

Early Learning Centre

First Steps to Success

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Excellence in Education

Contents

Centre Information & Philosophy	3
Term Dates for 2018	4
Term Dates & Operating Times	4
Early Learning Centre Philosophy Statement	5
Our Influences	5
Our Commitment.....	5
To Children.....	5
To Families	6
To Teaching.....	6
To the Community	6
Important Information.....	7
Phone Numbers	7
Fees.....	7
News & information	7
Policies.....	7
Library Days	7
Meal times at Preschool	8
Summary of Foods to pack for Preschool	8
Meet the Educators	11
What to bring each day	14
What to do at the start of each day.....	15
What to do at the end of each day	16
Uniform & Appropriate Clothing.....	17
Summer & Winter Routines Information	18
Additional Information.....	24
Health & Safety	39
Nut Free Policy	47
Emergency Policy	48
Child Protection	51

Welcome

A very warm welcome to the Hunter Valley Grammar School Early Learning Centre and to the Hunter Valley Grammar School family.

We are delighted that you have chosen our Centre and hope that you will take the time to get to know our school better and to utilise as many of our services as possible. Our ELC is located on our Preschool to Year 12 School campus, which allows us to utilise many new and purpose-built facilities.

HVGS's Early Learning Centre has been specifically designed to provide high quality pre-school specific education in a warm, caring, stimulating and creative environment. Our purpose-built building and play area are aimed at providing a stimulating and exciting start as your child treads those first steps in their education.

Preschool educators and the K-6 staff will work closely together, particularly the Kindergarten teachers. Because of our ability to liaise and plan programs, which will complement our Kindergarten programs, we believe that the children will be extremely well prepared for their entry to formal education.

Our highly qualified, friendly staff are fully committed to the development and well-being of your child. They are a great resource for parents, so please feel relaxed about asking questions or seeking advice regarding your child at any time.

We offer a sincere welcome to your family and look forward to a warm and lasting friendship.

Ms Sarah Bilton-Smith

Director- Early Learning Centre

biltons@hvgs.nsw.edu.au

Term Dates for 2018

Please note that Early Learning Centre holidays will differ to the HVGS School Holidays.

Term Dates & Operating Times

Term 1

Monday 29 January – Friday 13 April (11 weeks)

Term 2

Monday 30 April – Friday 6 July (10 weeks)

Term 3

Monday 23 July – Friday 28 September (10 weeks)

Term 4

Monday 15 October - Thursday 13 December (9 weeks)

Operating hours are 8:00am to 3:30pm.

Extended hours care is available on booking from 3:30 till 4:30pm. Please arrive by 4:25pm to have enough time to collect your child's belongings and talk to your child's educator about their day.



Early Learning Centre Philosophy Statement

Sources: *Belonging, Being and Becoming – The Early Years Learning Framework* (2009). Education and Care Services National Regulations (2016). National Quality Area 7.2.1: Leadership & Service Management (2012).

Hunter Valley Grammar School Early Learning Centre provides high quality preschool education, which shapes and influences the lifelong learning process. Recognising families as a child's first educators, we work in close partnership to achieve the best outcomes for children, honouring all aspects of a child's development and individuality. We respect early childhood as a time in which children seek and make meaning of the world around them and provide a secure environment where children have many opportunities to investigate, inquire, make connections and learn through play.

Our Influences

The Early Learning Centre draws on a diverse range of educational influences including many contemporary educational theorists. We have a particular interest in the theories and practices of Loris Malaguzzi and the preschools of Reggio Emilia, Italy. Children attending Hunter Valley Grammar's Early Learning Centre are provided with endless opportunities to express themselves and to guide their own learning. Underpinning our learning programs are the school's values of responsibility, integrity, respect, citizenship, courage, compassion and optimism. We also encourage the children's natural curiosity, following and extending their interests within units of inquiry, as part of the Primary Years Program (PYP). When developing our programs, we refer to the curriculum guidelines for early childhood education, 'Belonging, Being and Becoming - The Early Years Learning Framework' (2009). As a licensed service we also follow the Education and Care Services National Regulations (2016).

Our Commitment

All staff at Hunter Valley Grammar School Early Learning Centre are qualified and dedicated early childhood professionals who are committed to the following goals.

To Children

- To treat all children with respect and to uphold the ECA Code of Ethics in relation to the rights of children. (Please see Ethical Conduct Policy for more information).
- To provide an environment where children feel safe and secure and can develop positive self-identities.
- To provide a learning environment that is fun and age appropriate, where childhood is treasured.
- To capture children's voices and use these to plan meaningful learning experiences.
- To form positive and meaningful relationships where each child is understood, valued, respected and acknowledged as capable.
- To listen to ensure that we can cater for individual needs, abilities and interests in the best possible manner.

To Families

- To treat all families with respect in relation to their beliefs and parenting styles.
- To work in partnership with families to achieve the best possible outcome for children.
- To ensure that all families feel welcomed and valued within our preschool.
- To provide opportunities for families to share their knowledge, interests and talents and be involved in our environment in various ways.
- To ensure that confidentiality for families is maintained.
- To develop and maintain positive relationships with all families.

To Teaching

- To provide quality indoor and outdoor programs that meet, sustain and extend the interests of individual children.
- To provide experiences that promote the development of the whole child with consideration given to individual learning styles.
- To provide a balance of active and passive play experiences.
- To effectively and accurately document children's learning and to work to make this visible to families and our community.
- To provide opportunities for a smooth transition to school.
- To create a rich learning environment, which inspires and encourages creativity.
- To engage in professional development and share a commitment to lifelong learning.
- To maintain collegiality.
- To work as effective team members.
- To value each staff member's skills, talents and interests and to ensure that these are utilised to achieve quality learning outcomes for children.

To the Community

- To develop and maintain links with support networks, professionals and other services within our local community.
- To work in partnership with our school community by sharing experiences and knowledge.



Important Information

Phone Numbers

- *Landline:* 02 4931 0743
- *Cordless:* 02 4931 0756
- *Main office:* 02 4934 2444

Fees

The Fees for 2018 are \$72.00 per day. Any questions about Fees can be made directly to Fiona Aranas phone 4931 0715 or email aranasf@hvgs.nsw.edu.au

News & information

If you included your email address in your enrolment pack you will automatically receive a whole school newsletter each fortnight. Information will also be distributed in the family files next to the sign on book (please check your family file each day).

Policies

A full list of service policies is displayed in each room of the preschool. An electronic or paper copy can be made available upon request to the Director.

Library Days

- Library Days will be advised at the beginning of the year. Please bring your library bags along on these days so your child can borrow.

Meal times at Preschool

As a guide we have two main eating times at preschool. On most occasions the children eat at around 10:15am and then around 12:30pm. Each day you will be required to pack meals for both of these occasions in a separate container and place these in the lunch baskets or in the fridge. If your child is attending extended hours' care (bookings must be made) we ask for another container to be packed for afternoon tea.

Please pack each meal separately and clearly label with the meal and your child's name.

- **Morning Tea** **Red cooler bag**
 - **Lunch** **Blue cooler Bag**
 - **Afternoon Tea** **Green cooler bag**
 (only for children staying for extended hours care)
-
- A water bottle must be sent each day, clearly labelled with your child's name- Fill with WATER ONLY



Summary of Foods to pack for Preschool

At Preschool, we follow “Good for kids, Good for life” guidelines that promote healthy eating and lifestyle. Our Food Policy encourages fresh, natural foods that are healthy for the children and are not too high in sugar, fat or salt. Please note that the higher number of serves applies to children attending Extended Hours Care. When shopping please check Nutrition Panels in the per 100g column (particularly when looking at pre-packaged, processed foods)

Hunter Valley Grammar, Early Learning Centre has a
NUT FREE POLICY



Send these foods to preschool

Drinks

- Water or plain milk only
- Reduced fat milk recommended

Dairy Products (please pack 2-3 serves)

- Cheese
- Yoghurt
- Vanilla Custard

Vegetables (please pack 2-3 serves)

All vegetables are encouraged. Serving suggestions include:

- Vegetable sticks and dips such as salsa, guacamole, hummus etc
- Lettuce, cucumber, tomato, carrot, beetroot added to sandwiches.
- Cherry tomatoes, corn on cob, potato, champignons, avocado slices, baby spinach, snow peas, capsicum.
- Salad
- Potato Salad, Tabouli, Coleslaw

Fruit (please pack 1 serve)

Serving suggestions include:

- Fresh fruit
- Tinned fruit
- Dried fruit such as sultanas

Cereals (please pack 3-4)

- Rice cakes, corn thins, rice crackers (Fantastic brand: "Goodies" biscuits meet guidelines) please check sodium levels as flavour will vary!
- Crumpets, pita breads, Lebanese bread, bread rolls
- Sandwiches – whole grain is recommended
- Noodles, pasta, rice, couscous,
- Fruit loaf, fruit or vegie muffins, pikelets, pancakes
- Plain crackers, plain popcorn, some savoury biscuits

Meats or Meat Alternatives (please pack 1 serve)

- Lean meats such as shaved ham, turkey, chicken, silverside, pork, beef
- Lean beef sausage or rissoles
- Fish such as Salmon, Tuna or Sardines.
- Eggs (e.g. hard boiled)
- Baked beans (in tin please), tofu, lentils, chickpeas

DO NOT send these foods to preschool

- chocolate chip muesli bars or biscuits
- chocolate yogos and dairy desserts
- Chocolate bars e.g. Milkyways
- Chocolate coated bars or biscuits
- Lollies
- Cakes, donuts, finger buns
- Fruit Jubes, Fruit straps, Fruit Sticks
- Twisties/cheezels/chips
- LCM's (cornflake or rice bubble)
- Muesli bars, high sugar cereals such as NutriGrain or Fruit Loops.
- Dunkaroos/tiny teddies dippers
- Rollups and roll up products
- Fairy Bread
- Nuts, Peanuts, Peanut Butter, Nutella or Hazelnut/chocolate spreads, marzipan
- Cordials
- Fruit Juice
- Flavoured milk
- Fizzy drinks
- Space food sticks
- Iced biscuits such as Tic Toc biscuits
- Sweet biscuits (plain or creamed)
- Some savoury biscuits

Sending Pre-packaged Foods

Is it too high in fat, sugar or salt?

When sending pre-packaged foods please read the figures in the per 100g column.

Check:

- Sugars: Less than 15g
- Fats: Less than 20g (Total)
- Fats: Less than 5g (saturated)
- Sodium: Less than 600mg

Foods that do not meet these guidelines will be returned home.

Please note that due to the small amounts used these requirements do not apply to spreads such as vegemite, honey etc.

Preschool educators will cut up children’s fruit as required. We also have an apple slinky machine which is a great way to encourage eating whole fresh fruit at preschool.

Serve Sizes for Preschool Children:

Please use the information below as a general guide for estimating serve sizes.

Type of Food	Size of One Serve
Vegetables	<ul style="list-style-type: none"> • ¼ cup of cooked vegetable (35g), or • ½ cup of salad vegetables, or • ¼ cup of legumes (dried peas, beans or lentils), or • ½ medium potato
Fruit	<ul style="list-style-type: none"> • 1 small piece of fruit (e.g. size of an apricot, kiwifruit, plum etc), or • ½ medium piece of fruit (e.g. size of an apple, orange or banana etc), or • ½ cup of diced, canned fruit, or • 2 dried apricot halves, or • ¾ tablespoon of sultanas
Cereals	<ul style="list-style-type: none"> • 1 slice of bread, or • ½ medium bread roll, or • ½ cup of cooked rice, pasta or noodles, or • ½ cup of breakfast cereal, or • 2 plain crackers, or • 1 weetbix
Dairy	<ul style="list-style-type: none"> • ½ cup (125ml) milk (reduced fat recommended), or • ½ cup of yoghurt, or • 1 slice of processed cheese, or 20g of block cheese, or • ½ cup of vanilla custard
Meat and Alternatives	<ul style="list-style-type: none"> • 30g-50g of cooked meat, or • ¼ cup lean mince, or • 1 slice of roast meat, or • 40g-60g fish, or • 30g-50g of chicken, pork or veal, or • ¼ cup of legumes (dried peas, beans or lentils)

Meet the Educators

Ms Sarah Bilton is the Nominated Supervisor and the Educational Leader for our service. She can be contacted in person or by:

- Phone: (02) 4931 0756
Email: biltonts@hvgs.nsw.edu.au

Mr Paul Teys is the approved provider delegate. He can be contacted in person or by:

- Phone: (02) 4934 2444
Email: teysp@hvgs.nsw.edu.au

Responsible People in Day-to-Day Charge at Hunter Valley Grammar School Early Learning Centre:

- Mrs Jan Burgess burgessj@hvgs.nsw.edu.au
- Mrs Sheree Rowney rowneys@hvgs.nsw.edu.au
- Miss Deanna McLennan mclennand@hvgs.nsw.edu.au
- Mrs Maree Medcalf medcalfm@hvgs.nsw.edu.au
- Mrs Nathalie Price pricen@hvgs.nsw.edu.au
- Mrs Rachel Ryan ryanr@hvgs.nsw.edu.au
- Miss Amy Johanson johansona@hvgs.nsw.edu.au

Please contact any of the Supervisors above if you have any questions, complaints or concerns. If, after following HVGS complaints procedure you do not feel that your concerns have been resolved please contact:

The NSW Early Childhood Education and Care Directorate

Website: www.dec.nsw.gov.au Email: ececd@det.nsw.edu.au

Phone: 1800 619 113 (toll free) Fax: (02) 8633 1810



Mrs Sarah Bilton-Smith commenced as the Director of the Early Learning Centre in 2017. Completing a Bachelor of Education in 2010 Sarah began her teaching career in secondary education before discovering her true passion lay within the early years. Returning to study in 2014 she completed her Bachelor of Early Childhood Education (Inservice) with the University of South Australia, whilst working full-time as a pre-school teacher. Since graduating Sarah has taken on the roles of Educational Leader at Goodstart Early Learning in Muswellbrook and Centre 2IC at Tillys Play and Development Centre in Singleton. "Play is the highest form of research" - Albert Einstein. Sarah recognises and advocates for the importance of play in the learning and development of young minds.

Childhood is a time to be, to seek and to make meaning of the world. It is her privilege to guide and support children as they make new discoveries and develop a lifelong love for learning.



Mrs Jan Burgess holds a Bachelor of Education (Early Childhood) from the University of New England. She has enjoyed working in Education for many years, including time in both the HVGS Junior School and the Early Learning Centre. Jan has four adult children and five grandchildren and enjoys holidaying with her family, watching her grandchildren grow. Jan looks forward to getting to know the Preschool children and planning and implementing positive and meaningful learning experiences, extending on their interests, knowledge and skills.



Mrs Sheree Rowney holds a Bachelor of Education (Early Childhood), graduating from Newcastle University 1998. She initially spent two year teaching full time at Skallywags Preschool in Singleton before coming to Hunter Valley Grammar School Early Learning Centre in 2001 in the role of foundation Director/Teacher. Sheree has enjoyed a part time teaching position since having her family and is a proud mother of Benjamin and Felicity. Sheree believes in holistic early childhood education where children learn through play, in a secure, supportive and fun environment. Committed to ongoing professional development and learning, Sheree is currently studying for a Masters in Special Education (Early Childhood) through Newcastle University.



Mrs Maree Medcalf holds her Diploma of Children's Services and has now been at the Early Learning Centre for 9 years. Maree has almost 22 years' experience in the Early Childhood field and believes that by providing an exciting and caring environment each child will learn life-enhancing skills which will enable them to reach their full potential as they follow their dreams. Maree has a love of gardening and creating beautiful natural learning spaces and enjoys sharing her knowledge with her fellow educators and the children in her care. When Maree is not working, she loves to spend time with her husband, two daughters and four grandchildren.



Mrs Hayley Hoawerth began working in the Early Learning Centre during Term 2, 2018. Hayley is currently completing her Certificate III in Children's Services and worked with us as a casual educator, prior to commencing in a permanent role. Hayley starts each day at 10am and works through to 4:30pm, she is primarily in the Hunter Room and also works with Miss Amy Johanson in our extended hours care program. Hayley is the very proud mum of Navaia.



Miss Deanna McLennan holds an Associate Diploma in Social Science (Child Studies). She has had a wide range of experience in the Early Childhood Field, coordinating the HVGS After School Care Program in 2001 and 2002. Deanna has also worked at Maitland Family Support and in various vacation care facilities. Deanna joined the Early Learning Centre team on a part time basis in 2002 when our second classroom opened two days per week. She then enjoyed working with us full time in 2003. Deanna believes in meeting the individual needs and interests of the children in her care. She is dedicated to creating beautiful learning environments in which the children can explore and expand their skills. Deanna has wonderful rapport with children sharing her humour and kind personality. She is devoted to making

preschool a happy, fun and stimulating learning environment for all children.



Mrs Rachel Ryan began working in the Early Learning Centre in Term 4, 2016. Rachel has been working in Early Childhood Education and Care for the past seven years and holds a Diploma in Early Childhood Education. Rachel believes strongly in promoting positive self-esteem, allowing children to feel valued and respected. She enjoys forming relationships with families encouraging a partnership between home and Preschool. Rachel is the very proud mum of Harley.



Miss Amy Johanson commenced in the Early Learning Centre in 2017. She has worked in Early Childhood Education for the past 5 years and holds her Diploma of Children's Services. Amy works primarily in the Paterson room from 9am-4:30pm, including our extended hours program with Mrs Ryan. Amy is passionate about developing strong relationships with children and their families, allowing children to feel safe, secure and supported here at Preschool.

What to bring each day

Please ensure that all belongings are labelled clearly with your child's name



a wide brim hat



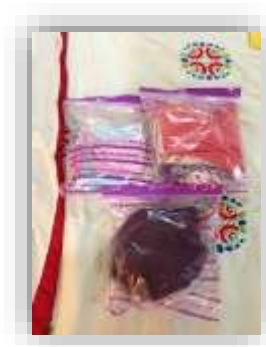
a drink bottle with water only



separate food bags



a sheet set if your child sleeps/rests



a complete change of clothing



a backpack

What to do at the start of each day

Arrive from 8:15am



→ Sign in your child on the attendance record sheet.



→ Check the family files for important information.



→ Pack cooler bags into the baskets
(these will be placed in the fridge)



→ Place bag into locker and place name tag onto locker.



→ Place drink bottle into basket



→ Apply sunscreen

Please help your child settle at an activity and always say goodbye to staff and your child so we know that you have left the premises. If your child is having difficulty, educators will work with you and your child to achieve a smooth transition. Please call throughout the day if you are wondering how your child is settling. Please remember to communicate with staff of any changes with your child. For example, medication, major change in routines etc.

What to do at the end of each day

The Centre closes at 3:15pm unless booked into extended hours' care. Families are asked to arrive at 4:25pm for children enrolled in extended hours care to allow enough time to collect belongings and ask educators about the day.



- Sign out on the daily attendance record sheet and look for any messages next to your child's name



- Collect drink bottle from the basket



- Make sure all belongings are taken from your child's locker



- If lunch bags are not in the locker they will still be in the fridge.

Ensure that staff are aware that your child is leaving the premises (just by saying good-bye)!

Uniform & Appropriate Clothing

- The uniform is optional but does provide a very handy alternative for preschool clothes! Any clothes worn by the children should be sun safe
- All children should wear enclosed shoes or a sandal with good heel support. Thongs and strappy sandals should not be worn. Children are permitted to remove their shoes while at preschool and this is encouraged especially for play in the sand pit
- All students must have a hat (not a cap)
- All children should have a complete change of clothes in their bag daily in case of accidents, illness or for after messy play
- A jumper should always be packed into your child's bag as even in summer it can be chilly in the playground
- Please label all of your child's clothing, including shoes and socks
- Collared shirts are preferable for sun safety



This is the summer school uniform. In colder times blue track pants can be worn along with a blue tracksuit top which are available with the school emblem from the uniform shop.

The Uniform Shop is open during Term time every:

- Tuesday 8:00 - 4:00pm
- Thursday 8:00 - 4:00pm

Summer & Winter Routines Information

Daily Summer Routine: October to April

Source: National Quality Area 1.1.3, 6.1.3: The program, including routines, is organised in ways that maximises opportunities for each child's learning. Education and Care National Services Regulation 2011, 74, 75, 76.

 Indicates the application of sunscreen

8:00am – 8:30am: Arrival and Settling Time



Children and families arrive and are greeted by staff. The children sign in and place their bags in their own individual lockers while parents sign their child in via the attendance register. Morning teas and lunches are placed in labelled food baskets. Families are reminded to check their child's files for notes. Staff and parents assist and encourage children to place on their own sunscreen, sunglasses and find their hat. Staff place food bags in the fridge and around 8.30am, staff and children are generally outdoors. Parents are more than welcome to stay for a play outdoors if they have time. Families who arrive after this time are encouraged to assist with their child's sunscreen and place their child's food in the fridge.

Source: Regulation 77, 78, 158, 171

8:30am – 10:00am: Outdoor Play



Children assist with the setup of a variety of physical provisions such as sand and water play, gardening, climbing, obstacle courses, ball games and riding bikes will be set up in the shady areas of the playground. Some quieter activities will also be set out in the less busy parts of the playground. These will include books, construction equipment such as duplo and dramatic play such as tea sets and games. The children will be encouraged to try many of the activities outdoors in addition to spending time at favourites. The outdoor program is displayed and located near the outdoor roller shed. Please refer to this list of detailed provisions and goals. **Please Note: Depending on the UV index and the appropriate amount of shade in our yard, we may be able to stay outside for a longer length of time.** (Please refer to Sun Safe Policy for more information).

Source: Quality Area 1, 2, 3, 4, 5.

10:00am – 10:15am: Pack Away Time

Children and staff work collaboratively and safely to help pack away the outdoor environment. A transition process by staff helps each room to gather at their door, ready for group and morning tea.

Source: Quality Area 2.

10:15am – 10:30am: Morning Group Time

This is an opportunity where we may share a story, sing weather songs, name the day, play a game and transition to morning tea. Staff plan these experiences, to further enhance children's developmental skills and interests.

Source: Quality Area 1, Regulation 155, 168

10:30am – 11:00am: Wash hands, Morning Tea

Children and staff have their morning tea together at tables. During meal times children are encouraged to eat and drink an appropriate amount. Water is available all day. Food is encouraged and nutrition opportunities discussed. Sustainability is a focus during this time, as we recycle our containers and collect scraps for our wetland area and worm farm. In line with safe food handling practices, opened foods that are uneaten will be disposed of at preschool. Foods that have not been eaten will be refrigerated and returned to families to minimise waste.

Source: Quality Area 2, Regulation 77, 78 168

11:00am – 12:20pm: Indoor Free Play Activities

A variety of provisions such as paint, collage, printing, drawing, modelling and cutting will be provided to further develop individual's creative potential. Children will be encouraged to experiment with a variety of digital media such as digital cameras, Smartboards and iPods. Other provisions include construction, blocks, play dough, dramatic play, books, musical instruments and puzzles. Children may also work on projects in line with their areas of interest during this time. Please refer to each rooms program for specific details, goals and outcomes.

Source: Quality Area 1, 2, 4, 5, Regulation 74, 155, 168

12:20pm – 12:30pm: Pack Away Time

The children are given a five-minute pack away reminder. Staff may ask children to pack away a certain area they have been playing in with one or more friends or an audio song may be placed on to indicate that it's time for everyone to pack away. We acknowledge that children are capable of taking responsibility for what they have been playing with. As children complete packing away they can choose a book to read quietly while waiting for their other friends to finish.

Source: Quality Area 2, 5

12:30pm – 1:00pm: Large Group Time- Transition to wash hands

Group time provides an opportunity for the whole group to participate in a variety of songs, finger plays, poems, music, movement, drama, dance, stories, discussions, cooking, science experiments and games. A variety of props such as puppets, posters, books, masks, dress-ups and natural objects are used to ensure that group time is interesting and fun for the children. The children are also given many opportunities to actively participate and contribute to the group sessions. Project books and children's news are often shared during this time. Children who do not wish to participate are given a quiet alternative, such as puzzles, drawing or reading.

Source: Quality Area 5, Regulation 155

1:00pm – 1:30pm: Lunch time indoors-Pack bags

Lunch is enjoyed inside at tables. Children are encouraged to eat and drink an appropriate amount. Food is encouraged and nutrition discussed. Sustainability is once again a focus during this time, as we recycle our containers and collect scraps for our wetland area and worm farm. Once finished their lunch, the children are encouraged to pack up their bags, tidy their lockers and put on their shoes prior to choosing their next activity.

Source: Quality Area 2

1:30pm – 2:30pm: Small Group or Quiet Activities

These activities would include puzzles, threading, lacing, board games, sequencing and matching games, drawing, construction and play dough etc. Staff work closely with all of the children at this time, focusing on cooperation and sharing skills, turn taking, helping peers, talking with peers and completing the task at hand. Project work may also be continued during this time.

Source: Quality Area 5, Regulation 155

2:30pm – 3:00pm: Pack Away, Story Time or Outdoor Play



Children pack up one activity in their small groups. Bags and lockers are checked and children may be reminded to tidy their belongings and place their shoes on ready for departure. When all children are ready, they will enjoy a short story, game or outdoor play with staff until home time. **Please Note: Depending on the UV index at this time and the appropriate amount of shade in our yard, we may be able to go back outside.** (Please refer to Sun Safe Policy for more information).

Source: Quality Area 5, Regulation 155

3:00pm-3:30pm: Home Time

Children farewell staff when families arrive. Staff initiate conversations with families about the day. Bags and artwork are collected from lockers and drying stands.

Source: Quality Area 6

3:30pm-4:30pm: Extended Hours Care

Children enrolled in Extended Hours Care enjoy a short story, afternoon tea and then free play, based on their interests, until they are collected by 4:30pm. A separate program for Extended Hours Care is displayed in the after-school care program folder.

Source: Quality Area 5, Regulation 155

Please note that this routine serves as a general guide to the normal running of our day. Families can arrive and depart at a convenient time throughout the day, within operational hours from 8.00am to 3.30pm

Daily Winter Routine: April to September

Source: National Quality Area 1.1.3, 6.1.3: The program, including routines, is organised in ways that maximises opportunities for each child's learning. Education and Care National Services Regulation 2011, 74, 75, 76.

 Indicates the application of sunscreen

8:00am-10:00am: Children arrive and Indoor Play

Children and families arrive and are greeted by staff. The children sign in; place their bags in their own individual lockers while parents sign their child in via the attendance register. Morning teas and lunches are placed in labelled food baskets. A variety of free play activities will be set up indoors to help the children settle while they are waiting for all of their friends to arrive. Families are more than welcome to stay for a play if they have time.

By the time all of the children have arrived, a variety of provisions such as paint, collage, printing, drawing, modelling and cutting will be provided to further develop individual's creative potential. Children will be encouraged to experiment with a variety of digital media such as digital cameras, Smartboards and iPods. Other provisions include construction, blocks, play dough, dramatic play, books, musical instruments and puzzles. Children may also work on projects in line with their areas of interest during this time. Please refer to each rooms program for specific details, goals and outcomes.

Source: Quality Area 1, 2, 4, 5, Regulation 74, 155, 168

10:00am- 10:15am: Pack Away

The children are given a five-minute pack away reminder. Staff may ask children to pack away a certain area they have been playing in with one or more friends or an audio song may be placed on to indicate that it's time for everyone to pack away. We acknowledge that children are capable of taking responsibility for what they have been playing with. As children complete packing away they can choose a book to read quietly while waiting for their other friends to finish.

Source: Quality Area 2, 5

10:15am- 10:30am: Group Time -Transition to wash hands

This is an opportunity where we share a story, sing weather songs, name the day, play a game and transition to morning tea. Staff plan these experiences, to further enhance children's developmental skills and interests. Children will be encouraged to place on their own sunscreen in preparation for Outdoor Play.

Source: Quality Area 1, Regulation 155, 168

10:30am- 11:00am: Morning Tea, inside

Children and staff have their morning tea together at tables. During meal times children are encouraged to eat and drink an appropriate amount. Water is available all day. Food is encouraged and nutrition opportunities discussed. Sustainability is a focus during this time, as we recycle our containers and collect scraps for our wetland area and worm farm. In line with safe food handling practices, opened foods that are uneaten will be disposed of at preschool. Foods that have not been eaten will be refrigerated and returned to families to minimise waste.

Source: Quality Area 2, Regulation 77, 78 168

11:00am – 11:50pm: Outdoor Play

Children place on their hats ready for outdoor play. Once outside, children assist with the setup of a variety of physical provisions such as sand and water play, gardening, climbing, obstacle courses, ball games and riding bikes will be set up in the shady areas of the playground. Some quieter activities will also be set out in the less busy parts of the playground. These will include books, construction equipment such as duplo, dramatic play such as tea sets and games. The children will be encouraged to try many of the activities outdoors in addition to spending time at favourites. The Outdoor program is displayed and located near the outdoor roller shed. Please refer to this a list of detailed provisions and goals.

Source: Quality Area 1, 2, 3, 4, 5

11:50pm- 12:00pm: Pack Away

Children and staff work collaboratively and safely to help pack away the outdoor environment. A transition process by staff helps each room to gather children at their door, ready for group and lunch.

Source: Quality Area 2.

12:00pm- 12:30pm: Group Time - Transition to wash hands

Group time provides an opportunity for the whole group to participate in a variety of songs, finger plays, poems, music, movement, drama, dance, stories, discussions, cooking, science experiments and games. A variety of props such as puppets, posters, books, masks, dress-ups and natural objects are used to ensure that group time is interesting and fun for the children. The children are also given many opportunities to actively participate and contribute to the group sessions. Project books and children's news are often shared during this time. Children who do not wish to participate are given a quiet alternative, such as puzzles, drawing or reading.

Source: Quality Area 5, Regulation 155

12:30pm- 1:00pm: Lunch time indoors - Pack bags

Lunch is enjoyed inside at tables. Children are encouraged to eat and drink an appropriate amount. Food is encouraged and nutrition discussed. Sustainability is once again a focus during this time, as we recycle our containers and collect scraps for our wetland area and worm farm. Once finished their lunch, the children are encouraged to pack up their bags, tidy their lockers and put on their shoes prior to choosing their next activity.

Source: Quality Area 2

1:00pm- 2:00pm: Small Group or Quiet Activities



These activities would include puzzles, threading, lacing, board games, sequencing and matching games, drawing, construction, playdough etc. Staff work closely with all of the children at this time, focusing on cooperation and sharing skills, turn taking, helping peers, talking with peers and completing the task at hand. Project work may also be continued during this time.

Source: Quality Area 5, Regulation 155

2:30pm- 3:00pm: Pack Away, Story Time or Outdoor Play

Children pack up one activity in their small groups. Bags and lockers are checked and children may be reminded to tidy their belongings and place their shoes on ready for departure. When all children are ready, they will enjoy a short story, game or outdoor play with staff until home time.

Source: Quality Area 5, Regulation 155

3:00pm-3:30pm: Home Time

Children farewell staff when families arrive. Staff initiate conversations with families about the day. Bags and craftwork are collected from lockers and drying stands.

Source: Quality Area 6

3:30pm-4:30pm: Extended Hours Care

Children enrolled in Extended Hours Care enjoy a short story, afternoon tea and then free play, based on their interests, until they are collected by 4:30pm. A separate program for Extended Hours Care is displayed in the after-school care program folder.

Source: Quality Area 5, Regulation 155

Please note that this routine serves as a general guide to the normal running of our day. Families can arrive and depart at a convenient time throughout the day, within operational hours from 8.00am to 3.30pm.

Additional Information

The Car Park located just to the rear of the pre-school allows for off street parking for parents dropping off their children and collecting them. The preschool parking is indicated by the blue markings of the car park spaces; the car park should be entered via the general school entrance on Norfolk Street. When entering, leaving, reversing or turning please do so slowly and with care as older students may be in the area. Please only utilise the preschool parking on the days when your child is in attendance.

Fees

The accounts section of the administration office handles all fees and transactions. All contact regarding fees should be made with Mrs Fiona Aranas, aranasf@hvgs.nsw.edu.au or (02) 4931 0715. A statement of fees will be sent one week prior to the commencement of each Term which will be due and payable by the end of the first week of each Term or by arrangement with the accounts office by instalments. e.g. fortnightly in advance. You may be eligible to claim a small amount of child care benefit through the family assistance office, you will need your receipts and you will need to fill out an FA018 claim form. Please see Ms Bilton for more information.

Upon enrolment families are asked to sign permission for their personal details to be given to a debt collection agency in the event that fees are in arrears. Families have the option not to sign this clause, however they will be expected to pay fees in advance or the placement will be at risk.

Please remember all days booked must be paid for regardless of illness or non-attendance.

Cancellation of a child's place

For those students leaving the pre-school one month's written notice should be given. If the appropriate notice is not given, then one month's fees in lieu may be charged.

Extended Hours Care

Hunter Valley Grammar School Early Learning Centre understands that for some families longer hours of care are required than our standard day (8:00am-3:30pm). Therefore, HVGS has offered *limited spaces* for preschool children in our Extended Hours Care program. Extended Hours Preschool operates in the Early Learning Centre on days approved by the HVGS management team and our regulating body, NSW Early Childhood Education and Care directorate.

Extended Hours Preschool will have 15 permanent spaces and limited emergency care spaces. It will not exceed 20 spaces on any given day of operation. Appropriate staff ratios and qualifications will be maintained as per the Regulations.

Booking for extended hours' care are made by contacting Ms Sarah Bilton on (02) 49 310 756

Extended Hours Preschool Care Fees

- Permanent Booking: \$7
- Casual Booking: \$10

Late Pick ups

Hours of operation for Hunter Valley Grammar School Early Learning Centre are: **8:00am – 3:30pm**. Families must work within these parameters to ensure that we are abiding to our licensing requirements.

The Early Learning Centre understands that some families require longer preschool hours and we have responded to this through our Extended Hours Preschool Care Program. This program has strictly limited places and parents must enrol their children into Extended Hours Preschool Care.

If a child has not been collected by 4:30pm, and the preschool has not been notified, staff will phone the parents first and then the Emergency Contacts. If arrangements have not been made to collect the child by the Early Learning Centre's expiry of licensed time, an Early Learning Centre staff member will accompany the child to the local police station and the parent or nominated collection person will have to collect the child from there.

Late Pick Up Fees and Important Information

From the commencement of Term 4, 2017 the following fees will apply, in line with the school's After School Care program.

- A child collected after 4:30pm and by 4:45pm will attract a \$30 additional fee.
- A child not collected until after 4:45pm, but before 5:00pm will attract a \$70 additional fee.
- A child not collected until after 5:00pm, but before 5:15pm will attract a \$110 additional fee
- A child not collected until after 5:15pm, but before 5:30pm will attract a \$150 additional fee.

If at 5:30pm parents or authorised collection persons cannot be contacted, in line with our policy, the child will be taken to the Maitland Police Station for their safety.

Parents are reminded that the Service's license expires at 4:30pm and the violation of this could jeopardise its operation into the future.

The late fees outlined above will also apply to our standard Preschool hours. If you are unable to collect your child by 3:30pm please call or email to request a casual booking in the ELC's After School Care, which is currently \$10 per session. Alternatively, the following late fees will apply.

- A child collected after 3:30pm and by 3:45pm will attract a \$30 additional fee.
- A child not collected until after 3:45pm, but before 4:00pm will attract a \$70 additional fee.
- A child not collected until after 4:00pm, but before 4:15pm will attract a \$110 additional fee
- A child not collected until after 4:15pm, but before 4:30pm will attract a \$150 additional fee.

Please call and advise ELC staff of a late pick up from Preschool, so that arrangements for a casual extended hours booking can be made. Failure to do so will result in a late pick up fee being applied. Late fees also apply to our extended hours care'.

Toys and Jewellery

We strongly discourage the bringing of toys or the wearing of jewellery to the Centre in case they should be lost or broken. Staff will not take responsibility for toys or jewellery from home and in many cases find it may place a child at risk when on equipment. If your child is experiencing difficulty settling and has a comfort toy, then it may be brought to school and used as required to calm/settle your child and then be placed back in their bag.

Confidentiality

The Early Learning Centre aims to maintain the security, privacy and confidentiality of all information collected from families, staff, volunteers and visitors of our centre, in line with the Privacy and Personal Information Protection Act 1998 (NSW).

To maintain a high level of confidentiality the Early Learning Centre staff will adopt the following practices:

- All staff are aware of their obligations under the Regulation in relation to confidentiality of personal and health information of staff and their families, children in care and their families, and contractors of the service and their families.
- All personal, health, social services, legal, financial and child protection records kept at the ELC are held in a secure, locked cabinet to prevent accidental or purposeful access by unauthorised people.
- Staff (including the Nominated supervisor and Approved Provider Representative) and the authorised Department of Education and Communities officer only have access to these documents unless parents have provided written permission for other parties to be involved.
- Parents and guardians will be given access to their child's records with assistance from the Director. Data and assessments from the Individual Learning and Development File can be discussed at any time and parents should make an appointment with the Director or class teacher to do this throughout the year.
- Staff will not disclose information to persons not involved in the normal care or provisions of the ELC.
- Information will only be disclosed for a purpose directly related to the aim of the information collection. This should include where the persons involved are unlikely to object and are aware that information is usually disclosed to the relevant person or body, and where the disclosure is necessary to prevent or lessen a threat to life or health. For example, informing an ambulance officer of a child's allergies in an emergency.
- Personal details such as phone numbers and addresses of staff and/or families will not be given out without permission from the parties involved.
- All staff will be diligent and will maintain confidentiality when using records or discussing matters with other staff, families or any other person.
- The ELC will only collect information required under the Education and Care Services National Regulation 2011 or by the centre.
- All ELC computers are protected with a password.
- ELC staff will amend incorrect or misleading information and update records as required.
- Records will be kept for the length of time stated in the Education and Care Services National Regulation 2011. After this time has expired they will be securely disposed of by the school.
- Some photos and documentation of children's learning may be kept securely in the School Archives for nostalgic purposes (future celebrations). Any information no longer required will be disposed of in a secure manner. e.g. shredding
- When displaying information on a board to highlight for staff information about children such as allergies or other special needs, do so in a place that is accessible to staff but not generally accessible to visitors or other families. Explain the need to display information to the families concerned and seek permission to do so.
- The Early Learning Centre will maintain confidential records of the day to day attendance of all staff, casual employees, visitors or contractors to the service, including arrival and departure times and absences.

Programming

The Early Learning Centre aims to develop the whole child by following the children's interests and providing provisions appropriate to their developmental needs and capabilities.

- Language skills such as expressing needs
- Social skills such as sharing and turn taking
- Emotional Skills
- Physical skills including fine and gross motor
- Thinking (cognitive) skills
- Self-help skills
- Creative potential

The Early Learning Centre follows the National Curriculum for early childhood education called, "Belonging, Being and Becoming-The Early Years Learning Framework for Australia" (2009). This framework has 5 main outcomes for children's learning. These 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.

Further information about the Early Years Learning Framework will be distributed to families throughout the year through information handouts, newsletters, project documentation, room displays and parent/teacher conferences.

The Early Years Learning Framework along with the interests and needs of the children will be considered when designing our daily program. Appropriate planned and spontaneous indoor and outdoor experiences will occur in the following areas:

- Creative Arts
- Mathematics and Early Numeracy
- Modelling
- Social Science
- Dramatic Play
- Manipulative and Fine Motor Skills
- Gross Motor Skills
- Health and Wellbeing
- Language and Early Literacy
- Singing
- Poetry
- Music/Movement
- Drama
- Cooking
- Excursions and concerts
- Visitors to pre-school
- Library visits

Our routine always remains flexible to allow us to optimise learning opportunities by following children's interests. As we follow a strict sun safety policy we have a winter and summer routine. Below is an example of the pre-school routine for both. It should give you an idea of how the pre-school day will flow.

Primary Years Programme

Hunter Valley Grammar School is an IB world school and offers the primary year's programme for students from preschool to year 6. In the preschool we engage in 4 main programmes of inquiry through the year. This inquiry takes on the form of an investigative project and is fuelled by children's questions. All subject areas are embraced through the PYP, while each unit may have a difference emphasis, all units of inquiry will have language development (literacy development) as an overarching theme.

Programs and Developmental Records

Source: Education and Care Services Regulations, 2011: 73, 74, 75, 76 Education Program and Practice 183 Storage of records & other documents. National Quality Area 1: Educational Program & Practice, National Quality Area 6: Collaborative Partnerships with Families & Communities- 6.2.1, 6.3.2, National Quality Area 7: Leadership & Service Management- 7.3.1

Each week a quality Indoor and Outdoor program is developed and displayed which is relevant to the capabilities and interests of the children. These capabilities and interests are identified through detailed observations of the group and of the individual. Child centred provisions and projects are then incorporated into the weekly program that allow for further extension and engagement of interests and skills. Observations consider the whole child, encompassing his or her social, emotional, language, physical (fine and gross motor skills), cognitive development and creative potential. Observations will also link back to "Belonging, Being and Becoming- The Early Years Learning Framework for Australia" (2009), the national curriculum for early childhood education.

More information on this is displayed in each classroom. An information booklet is also available in our Parent Information Area in both classrooms.

While many observations are written, digital photography is another important aspect of our documentation process. Detailed **Learning and Development Files** for individuals are developed from the information and photographs gathered during observations. It may include photographs of your child engaged in play, quotes from your child, artworks and a record of any special events. Early Learning Centre staff will continue to add to this file throughout your child's time at our preschool. Parents are welcome to access these files at any time and will also be invited to do so on a regular basis by staff.

The Observation Process

Each teacher in the class observes and is responsible for a group of focus children. We each have our own system for collecting observations but ensure that each child is observed several times per term to collect more information in addition to the indoor and outdoor reflections. Primarily, each teacher will observe their focus group for the year. While we have our own focus groups, all teachers will be aware of all children in their class and will collaborate to provide the best program to meet the needs and interests of all children. The observational techniques used may include developmental overviews, checklists, anecdotal observations, time samples, and running records. These written observations will often be complemented through the use of digital photography.

If at any stage, you have questions regarding your child's progress or development please speak to your class teachers. We are happy to arrange an interview to discuss it with you.

Parent Contributions

Early Learning Centre staff recognised that the parents of our centre are talented people who may have knowledge, skills, interests, ideas or talents that could be contributed to our program. Please come and see us if you would like to offer your help. Some of the best experiences that have occurred in the past have resulted from fantastic parent participation! We display our Indoor Reflections and Outdoor Reflections for parents to read and readily invite any suggestion for follow up or extension that you may have.

Excursions and Concerts

Excursions and concerts are an integral part of the preschool program. They complement what we teach and provide experiences that we then build on within the classroom and in structured play. The cost of excursions and concerts will be considered when planning and will be kept to a minimum. Routinely we have cultural groups visit the Junior School. If the production is appropriate to preschool students, then we would try to take advantage of this opportunity. We also arrange many special visitors to the preschool.

Excursions will always be well documented and a permission note will be sent home prior to your child attending an excursion. **Note: Activities and experiences with the whole HVGS campus are not considered excursions.**

Anti-Bias

At HVGS Early Learning Centre, as with the rest of the school all children and families are welcomed. As stated our programs are designed to optimise each child's ability and meet their individual needs. We recognise and respect religious and cultural backgrounds, languages and other individual differences. The program will provide many possibilities for exploring gender, race/ethnicity and different-abilities in a non-stereotypical manner, and the children will be introduced to the differences that may exist between themselves and others. Our aim is to develop in our children an acceptance of diversity and differences. All children are treated with dignity and without bias and full participation in our service is encouraged.

Additional Needs

All children learn in different ways, at different rates and in different styles. Regardless of their ability, all children have the right to an education which will meet their individual needs. Individual needs may be influenced by physical ability or impairment, intellectual ability or impairment, health, emotional maturity or stability, and mental stability.

Within the Hunter Valley Grammar School Early Learning Centre all students will be treated as individuals. Activities are open-ended allowing children to complete work at their own level.

Gifted and Talented Students

Those students who may be operating at a superior level intellectually may need to be offered more challenging or higher order Language, Maths activities. However, it is important to ensure that the child has a well- rounded experience as the physical, emotional and social needs will still be age appropriate.

Children with Physical Impairments

Students who have gross motor, fine motor, visual, hearing etc impairments need specialised attention/support which the preschool can program for. At enrolment, needs should be discussed,

meetings with health professionals should be arranged and programs developed. On-going support and advice is essential.

Cognitive Needs

Speech, developmental delays, Autism are all needs which should be programmed for and catered to in consultation with specialised professionals. Organisations such as SCAN, Early Links, Aspect Australia, Community Health are all able to be contacted for support in this area.

Students identified as having needs within the Preschool

As preschool is often a child's first contact with professional educators it may be that staff will observe the child as not functioning age appropriately in some areas. You will be approached by your child's primary educator to discuss support services available.

Transition to School

Throughout the year we will ensure that we are continually liaising with kindergarten staff located within the same building in order to develop school readiness skills and familiarise the children with school routines etc. The children will also have many opportunities to join the kindergarten classes throughout the year.

As Term 3 progresses the children will embark on a structured transition to school program.

For those students who do not progress to HVGS we can make contact with the appropriate school when notified and with parent permission provide the school with feedback on the child's pre-school year, implement any transition structures the school would like and support the transition in any way possible.

Parent Involvement

Sources: National Quality Area 6: Collaborative Partnerships with families & communities- 6.1.2, 6.1.3, 6.2.1

Parents are invited to spend as much time as they wish at Hunter Valley Grammar School Early Learning Centre. Your assistance and help is always appreciated, although is not expected and we do understand how valuable the time is to you when your child is in preschool.

Staff and Parent Interactions

Staff at the Hunter Valley Grammar School Early Learning Centre are always keen to speak with parents, as they recognise the importance of close links between home and school. During morning greetings general conversation will occur however, if you are requesting information about your child's development or if you wish to discuss a problem it is a much better idea to make an appointment to sit down and discuss the issue fully.

Grievances

Please always ensure that you communicate any grievances you may have with the staff and/or Centre as soon as possible. This will assist with appropriate conflict management and will allow us to rectify the situation and move on as soon as possible. Please see the Grievance Policy for more details on what do you if you have a complaint.

Visitor Identification

Source: Education and Care Services National Regulations, 2011: 165 Record of Visitors. National Quality Area 7; Leadership & Service Management- 7.3.1

Whenever visiting the preschool for times other than dropping off or collection, all parents (or other visitors) are required to sign in at Preschool. A staff member will give you an official visitor's badge to be worn during your time at the preschool.

This badge identifies you as an approved visitor at the School/Early Learning Centre. Signing in will be required when assisting with Library visits, excursions or general visits. Please return the badge to the preschool prior to leaving and sign out. Visitors must follow all emergency evacuation procedures at the direction of Early Learning Centre staff. When evacuating the visitor's register will be taken with us. For more information, please refer to the Emergency Policy.

Hazard Identification

Source: Education and Care Services National Regulation, 2011: 103 Premises, furniture and equipment to be safe, clean and in good repair. National Quality Area 2: Children's Health and Safety- 2.3.2, National Quality Area 3: Physical Environment- 3.1.2

If at any time a parent notices a hazard or potential hazard within our Early Learning Centre, please notify the Director immediately. The correct procedures will then be followed. Early Identification of hazards is crucial. So please do not hesitate to let us know if you notice anything. We appreciate all input.

Use of Videos and Monitoring Systems

The Early Learning Centre does not permit the video monitoring of any children or staff on our premises. Children and staff cannot be videoed so that they are viewed from any other place for e.g. via web cam. We also ask that families do not video children whilst at preschool. This protects the privacy of all children enrolled in our service.

There are surveillance cameras located at the entrance to the preschool, this is for security purposes only and only monitored if necessary by key personnel within the school, this footage is not held externally to the school.

Access and Court Orders

When a person has been forbidden by Court Order from having contact with a child in our care, the Early Learning Staff will follow these procedures to the best of their ability:

- The person will not be given any information concerning the child.
- The person will not be allowed to enter the premises of the children's service while the child is in attendance.
- The person will not be permitted to collect the child from the service.
- Should the person enter the premises against the conditions of the court order, the Early Learning Centre staff will contact the police and notify HVGS administration.
- Staff and the custodial parent or guardian will develop a "Court Order Action Plan." Please see Centre Policies Booklet for more details.
- If a child were to go missing from the ELC and a court order was in place for that particular child, the missing child policy procedures must be implemented.

Interactions with Children

Source: Education and Care Services National Regulations 2011: 155, 168 National Quality Area 5: Interactions with Children- 5.2.1; 5.2.3, National Quality Area 7: Leadership & Service Management- 7.3.5

At Hunter Valley Grammar School Early Learning Centre, we aim to foster a positive atmosphere and the wellbeing of the children enrolled through attentive care and quality interactions. Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

Guiding Behaviour

Sources: Education and Care Services National Regulations, 2011- 155 Interactions with Children, National Quality Area 5: Interactions with children- 5.2.2.

Young Children's Behaviour- Practical Approaches for Caregivers and Teachers by Louise Porter (2003)

The You can do it! Education Early Childhood Program: A Social-Emotional Learning Curriculum for ages 4-6 by Michael Bernard (2004)

Aim: Our aim at Hunter Valley Grammar School Early Learning Centre is to guide children towards positive behaviour while teaching the core values of our school in an age appropriate manner. These values include:

Responsibility

Concepts include communicating your feelings verbally, doing your best, being "organised" and being accountable for your behaviour.

Integrity

Concepts include telling the truth and being honest. Learning to express emotions honestly and with consideration for others.

Respect

Honouring or looking after yourself, your friends and your environment. Also being fair, being tolerant of others, honouring diversity and treating others equally.

Citizenship

Concepts include learning to work as a part of a team, feeling a part of the preschool community, developing awareness of the wider community and what one can do for others.

Courage

This involves trying new things, doing the right thing even when it's hard, persevering, showing others how you feel and being resilient.

Compassion

Understanding others, being caring and showing empathy and kindness toward others.

Optimism

Being hopeful, cheerful and buoyant. See the positive side of things and to encourage others to do the same.

Gratitude

We are thankful for our family and friends, our school and country, knowing that not everybody is as fortunate as we are. We express our gratitude in the manner we relate to others and care for our environment. We look for opportunities to serve others and make a difference in the global community.

Philosophy

Hunter Valley Grammar School Early Learning Centre advocates use of a guidance approach to behaviour. We believe that children are internally motivated to behave appropriately and do not require external controls such as rewards and punishments. We recognise that children will make mistakes in their behaviour just as they will in all other developmental areas. We believe that by providing an environment that meets individual needs and offers suitable guidance from adults that all children can reach their full potential and learn socially acceptable behaviours, expressing the values of our learning community.

As with all areas of our practice, staff at the Early Learning Centre will adhere to the Early Childhood Australia Code of Ethics. This ensures that all techniques and practices implemented to guide behaviour consider the individual needs and dignity of the child concerned. We will employ guidance techniques which encourage children to co-operate, develop and enhance self-esteem and self-expression, and to make children aware of other's needs and feelings. For more information on the Code of Ethics please see <http://www.earlychildhoodaustralia.org.au> or contact the National Office Staff on 1800 356 900 or email eca@earlychildhood.org.

Goals

Included below are a series of goals for our service:

For staff:

- To have access to a wide variety of resources to assist with the guidance of behaviour.
- To work within a safe, organised and happy environment where staff feel supported by their colleagues.
- To work in partnership with parents, particularly including open communication with parents.
- To have access to ongoing training on the guidance of behaviour through access to in-services, early childhood journals and publications.

For all children:

- To learn within a safe and happy environment.
- To have access to a meaningful program and environment that meets individual needs and interests in all areas of development.
- To learn about self-control in situations where they have choice and power.
- To develop a positive approach to learning.
- To learn to gain control of emotions.
- To learn appropriate methods of communicating needs and emotions to others.
- To learn and express the core values of Hunter Valley Grammar School as listed above.

Practices

Following are some of the guidance strategies/ techniques employed within our Centre to provide harmony and security for all. Please note that each child and situation is individual and it calls for knowledge of the child, child development and the situation when the decision is made to use a particular technique.

Preventing Inconsiderate Behaviour

Definition

Providing an educational climate that prevents inconsiderate behaviours occurring in the first instance.

- Consider the environment. Ensure that the classroom is set up to promote positive behaviours. For e.g., a room set up with engaging and cosy learning areas will promote quiet and constructive play more than a room with wide open spaces which may encourage running and active play. Also try to keep the environment fairly consistent so that the children learn how to respect each area and contribute to maintenance of an organised and pleasant learning environment.
- Ensure that the program is engaging the children so that their interests and needs are met. Children who are actively engaged in learning are more likely to engage in positive, considerate behaviours.
- Ensure that the program is supported by sufficient resources and equipment to cater for all interested children. Implement strategies such as waiting list, role allocations etc to cope with high demand for certain provisions. Also make sure that there are a variety of appealing choices for the children to consider in the interim.
- Ensure that the daily program provides a balance of indoor and outdoor, active and calm experiences.
- Establish predictable daily routines and allow the children to have some responsibility, choice and control within these routines.
- Avoid making children wait. Structure routines so that children move seamlessly from one part of the day to the next. Teacher preparation is crucial in this aspect for e.g. being prepared for meal times before the children are ready to eat, or having group time resources prepared in advanced.
- Utilise programs that allow the children to develop their social and emotional skills. Such as the “You can do it! Education Early Childhood Program”, social stories and visual reminders of our values. Promote the HVGS values at every opportunity through meaningful recognition of these in practice.
- Work closely with families of children with additional needs. Implement Individual Education Plans for children with additional needs and seek the support of external agencies such as Early Links.
- Consider the health and well-being of every child. Follow the recommendations of “Staying Healthy in Childcare” and always consider the effects that lack of sleep and exercise, poor diet or medication can have on the child. Communicate and collaborate with families about what could be impacting on a child’s behaviour.
- Evaluate the program on a weekly basis and routine on a regular basis to ensure that they are meeting the needs of the children and are not contributing to the display of any inconsiderate behaviours.

- Meaningful acknowledgement of achievements:
- Meaningful acknowledgement of positive actions and behaviour is one of the most useful techniques available to the teacher, and one which is used with highest frequency within the HVGS ELC. It builds positive self-esteem and highlights feelings of worth that are very important to young children's growth and development.
- General Discussions: As the students are older pre-schoolers we will often discuss appropriate behaviours and ways of dealing with situations as part of our personal development program. As a result of this children are involved in discussion about our values and how these translate to our preschool community. Through discussion we hope that all children will be empowered to speak up if something is troubling them or if something is wrong.
- Reasonable Expectations: Staff at the Early Learning Centre understand the importance of maintaining realistic and reasonable expectations of what children can and should do. They will not be required to perform inappropriate duties or activities.

Responding to minor disruptions

Definition

How staff might react to an everyday disturbance within the classroom. Porter (2003) describes the following methods:

- Do nothing - When children occasionally do something to gain your attention that is inappropriate, but not harmful to others, we will often make the decision to ignore what is happening. In other words, monitor the situation without giving any verbal or physical responses. Usually the behaviour can be extinguished using this method as the child learns it does not get the desired attention. At other times it is appropriate to monitor a situation while waiting to see how the children themselves deal with it. This gives the children the opportunity to put into practice the skills and values that they are being taught. Of course if the child needs assistance the staff member would then provide the appropriate support and guidance.
- Be Assertive and Use of Appropriate Tone of Voice and Body Language: It is important to give clear messages and expectations whenever inconsiderate behaviour has occurred. Use tone of voice effectively to ensure that the children realise that you are serious and mean what you are saying. Eye contact, facial expression, body language and tone of voice are all extremely useful tools for the teacher and at times can be used effectively without needing to disrupt the flow of an experience by stopping to respond verbally to inconsiderate behaviour.
- Using consistent language when guiding behaviour is important as it helps to create clear expectations for the children. Staff at HVGS Early Learning Centre will use language that relates to the school values.
- Using Appropriate Language: When we talk to young children we discuss the actions that were inappropriate, rather than the person. We always reassure the child that we care for them and that it was the action, which was inappropriate. We ensure that children are never labelled e.g. "naughty".
- Offering a choice: Children need to feel to be self-reliant and feel sound in the knowledge that they have some control over their lives and to feel that they are involved in decision making. For this reason, it may be appropriate to offer choices that are realistic and appropriate. By using this method, the child has the opportunity to make decisions and control their actions.

- Change the demands. Sometimes changing the circumstances of the learning is a more effective way of guiding the children towards positive behaviour. For example, engaging a child who is being disruptive at group time in another task.
- Being Flexible. In some cases, it is acceptable for staff to reconsider what the children are asking for in order to remain responsive to their needs as long as requests being made by the children are reasonable.
- Role Modelling: The way adults respond quite often gives messages to the children about how they should respond in similar circumstances. Adults are role models when responding to behaviour, participating in routines and when interacting with others. Taking time to play and engage in routines with the children and build relationships with them also demonstrates appropriate social behaviours to the children and helps them to learn the HVGS values.
- Mediate children’s engagement: If children are disrupting the play of others a staff member can sit with them and help them to become engaged in a productive and positive learning experience.
- Defusing Resistance - This may include helping a child to get started to follow an instruction. For e.g. gently guiding the child to where they need to be.
- Allowing the child to “save face”. We understand that all children will make mistakes, just as adults do and that this will occur in the social arena as well as in other developmental domains. Allowing the child to save face involves recognising the self-esteem of the child after they have made a mistake. For e.g. “Sometimes people forget to think first. You’ll probably remember next time. What do you think?” (Porter, 2003, p87).
- Redirection to an alternate activity: At times staff may use redirection where an adult intervenes physically, moving the child from a situation, in an age appropriate manner. Body language is enough to express your feelings and no explanation is necessary. An example of physically moving the child may be as simple as guiding the child to another area whilst holding their hand, or lifting them to safety from a piece of climbing equipment.
- Redirection to an alternate activity with an explanation: As children grow they begin to understand the consequences for their actions and therefore can respond to some verbal explanations and reasons for why their behaviour was inappropriate.
- Verbal re-direction only: Older children are beginning to understand the difference between right and wrong. Adults can verbally discuss situations, how they and the child feel and the consequences. We always use positive messages to the child about the situation so that we reinforce what we would like the child to do rather than what we don’t want them to do. We are always sensitive to maintain the dignity of the child and communicate that it is the behaviour that we do not like.
- Explanation: This involves teaching the child the skills to solve a problem or giving children information that they do not already know. Explanation is not a practice that is effective when the same information is given repeatedly. Once appropriate explanation has been given, staff will move onto asking restorative questions to help the child to learn the appropriate behaviours.
- Guided Assertion: Assisting a child to speak for themselves.
- Follow up: When a child has attempted to solve a conflict but is not succeeding a staff member needs to follow up. This involves supporting the children involved to find solutions to resolve the conflict. Staff in this role should be objective and should focus on facilitating the solution rather than investigating who is to ‘blame’. It is here that the staff member might reinforce some of the school values, asking the children to reflect on their behaviour and what they want to achieve.

Responding to serious disruption or ongoing inappropriate behaviours

- **Direct Instruction:** There are some actions that are clearly inappropriate and must be dealt with firmly and quickly. These include hitting other children, biting, verbal recriminations that effect gender, race or ability. In situations such as these we are clear about the way we feel so that the child knows they should not repeat them. We encourage children to use words rather than physical actions and in the case of the child who may not have appropriate language development we supply the appropriate language and encourage them to use it.
- **Restorative Questions:** When a staff member discusses inconsiderate behaviour with a child they might use some of the following questions.
 - What happened? What were you thinking of at the time? What have you thought about since? Who has been affected by what happened? In what way? What do you think you need to do to make things right?
- **Time Away:** When a child is distressed and not responding to other guidance techniques for a variety of reasons then it may be appropriate for them to engage in a quiet experience and to have some solitude to calm down. This gives the child the opportunity to regulate their emotions. Please note that while we refer to solitude, at no time will a child be isolated, away from all peers or teachers. Time away may include some time at a provision in a quiet area of the classroom, or some time in the adjoining classroom (when its teachers and children are present.) In some instances, spending some time with another staff member, perhaps one from the other room can provide the breakthrough required for the child to become calm and to return to considerate behaviour. Children have the opportunity to establish relationships and rapport with all staff at the Early Learning Centre and this allows us to develop understanding of all children at our centre.
- **Behavioural Contracts:** Sometimes it is possible to create a set of circumstances where the child is helped to meet the expectation of positive behaviour by staff taking certain measures.
- **Shadowing the Child:** In cases where a child is being repeatedly disruptive to others, a staff member may shadow the child. This involves a staff member closely monitoring the child as they interact so that they are there to intervene and guide if necessary. Shadowing is always done with the intention of moving towards mediating the child's engagement with others. At times where this is not possible and a child's behaviour is repeatedly disruptive and harmful to others, the child may be asked to shadow a teacher. For e.g. come with the teacher to complete the routine tasks that are required at that time such as setting up for meals or packing away.
- **Documenting behaviours:** In circumstances where inconsiderate behaviour is ongoing or may be harmful to others, staff should document the events in order to properly evaluate the effectiveness of the program, the routine and the guidance techniques that have already been implemented.
- **Patterns may become evident from this documentation and provisions may be set to help guide positive behaviour.** Some techniques that follow may include development of visual cues such as board maker, creation of social stories that are relevant to the circumstances and the child, or an adjustment to the routine/program to prevent the behaviour.
- **Referrals to external agencies:**

At times a child's behaviour may require referral to other Early Intervention Agencies such as Early Links, Kaleidoscope or Multicultural Resource Unit who can provide assistance such as itinerant support and networking to other professionals that may be able to assist the child (e.g.

Occupational Therapist, Speech Therapist, Psychologists). Any such referrals will be done with the complete knowledge and support of the families.

- It is also possible that if a child's behaviour is deemed an indicator that he or she may be at risk of harm a report will be made to the Department of Community Services (Please refer to our Child Protection Policy)

Communicating with Families

At HVGS we endeavour to maintain high levels of open communication with our families. We aim to report positive behaviours to parents, but will occasionally need to speak to parents about a child's inconsiderate behaviour. As a part of our Accident/Incident Policy.

All parents will be notified if an incident has occurred where a child has hurt a peer. This notification will occur in writing on our Incident Reports. The notification will include what follow up occurred after the incident.

Parents will also be notified of any ongoing disruptions. It is hoped that by communicating with families we may obtain further information that may explain the inconsiderate behaviour so that we can work together to guide the child back to considerate behaviour.

In circumstances where the Early Learning Centre staff and families have been working together for an extended period on a child's challenging behaviours without improvement, particular those that impact on the safety of others enrolled in our preschool, it may be necessary to evaluate whether our service can meet the needs of the child appropriately.

Health & Safety

Smoke Free Environment

Source: Education and Care Services National Regulation 2011: 82, Tobacco, drug and alcohol free environment, National Quality Area 2: Children's Health & Safety- 2.1

HVGS is committed to the provision of a safe and healthy workplace. In the interest of good health and a safe environment, all buildings, offices and HVGS vehicles shall be designated as smoke free areas at all times. Parents and visitors must also follow this policy. Tobacco products and Tobacco Smoke have been classified as a Group 1 Carcinogen by the International Agency for Research on Carcinogens of the World Health Organisation (confirmed human carcinogen). Failure to comply with this policy will result in disciplinary action being taken.

Drugs and Alcohol

Source: Education and Care Services National Regulation 2011: 82, Tobacco, drug and alcohol free environment, National Quality Area 2: Children's Health & Safety- 2.1.

HVGS is committed to providing and maintaining a safe working environment. This environment is to be drug and alcohol free at all times while children are in care. During designated social events which may occur after school hours' alcohol may be consumed by those legally abled.

Drugs and Alcohol have a negative effect on individual's concentration, physical coordination, mental alertness, reaction times and energy levels. This reduction in a person's ability to perform at their maximum potential can have tragic consequences. It is therefore a policy of HVGS that students, employees, contractors, and/or visitors shall not possess, consume or be under the influence or effects of illegal drugs or alcohol while at work. Please see Parental Access Policy for steps that will be taken if staff feel a parent or person authorised to collect a child appears to be under the influence of drugs or alcohol.

Health of Children and Staff

Source: Education and Care Services National Regulation: 88: Infectious Diseases. National Quality Area 2: Children's Health & Safety- 2.1.1, 2.1.4

At HVGS Early Learning Centre we recognise the needs of a variety of families and try to be as fair as possible to all. In order to maintain a clean, healthy environment for all children and staff we ask parents to check the attached list for guidance in relation to some specific illnesses. It is up to you to decide on days when a child may be displaying some signs of being 'off colour', however if a child is clearly unwell then they are best cared for in the comfort and security of home.

There are also some illnesses however that clearly lead to exclusion. These are listed on the following pages along with the necessary exclusion time. Staff also follow these exclusion times. Parents should also be aware that in the event of an outbreak of an infectious disease, the Director will notify the Health Department of the cases reported and may be required to pass on the names and ages of children and/or staff that have been ill. If you should have any questions, please don't hesitate to speak to the Director.

Please be aware that a child who has suffered from vomiting or diarrhoea should not return to preschool until it has been 24 hours since their last bout of sickness. In the event of an outbreak within our centre, this time will be increase to 48 hours, upon advice from the Public Health Unit. We also ask families to be particularly vigilant in seeking medical advice for children who have a persistent cough.

Exclusion Time due to Illness

Source: Education and Care Services National Regulation 2011: 88 Infectious Diseases, 168, Education and care service must have policies and procedures 173: Prescribed Information to be displayed, National Quality Area 2: Children's Health & Safety- 2.1.1, 2.1.4. Staying Healthy In Child Care- Preventing Infectious Diseases in Child Care- 5th Edition

Please note that in the event of an outbreak of an infectious illness the Early Learning Centre will place an 'Infectious Disease Notification' out for families on each sign in bench and will follow advice given by the Health Department. This may include extended exclusion times. Families will be notified when longer exclusion times are applicable. However, the following times can be used as a general guide. It has been taken from the health publication "Staying Healthy in Child Care" 2012 edition.

Condition	Exclusion of Case (Child with the Infectious Illness)	Exclusion of Contacts (Others who may be affected)
Campylobacter infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Candidiasis (thrush)	Not Excluded	Not excluded
CMV Cytomegalovirus Infection	Not excluded	Not excluded
Cryptosporidium Infection	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Fungal Infections of the skin or nails (e.g., ring worm, tinea)	Excluded until the day after starting appropriate antifungal treatment	Not excluded
Giardiasis	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Glandular fever (mononucleosis, Epstein-Barr virus [EBV] infection)	Not excluded	Not excluded
Hand, foot and mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus Influenzae type b (Hib)	Exclude until the person has received appropriate antibiotic treatment for at least 4 days.	Not excluded Contact Public Health unit for specialist advice
Head lice (pediculosis)	Not excluded if effective treatment begins before the next day at the education and care service The child does not need to be sent home immediately if head lice are detected.	Not excluded

Hepatitis A	Exclude until a medical certificate of recovery is received and until at least 7 days after the onset of jaundice	Not excluded Contact the public health unit for specialist advice about vaccinating or treating children in the same room or group
Hepatitis B	Not excluded	Not excluded
Hepatitis C	Not excluded	Not excluded
Herpes simplex (Cold sores, fever blisters)	Not excluded if the person can maintain hygiene practices to minimise the risk of transmission If the person cannot comply with these practices (e.g. Because they are too young) they should be excluded until the sores are dry Sore should be covered with a dressing where possible.	Not excluded
Human Immunodeficiency virus (HIV)	Not excluded. If the person is severely immune compromised, they will be vulnerable to other people's illnesses	Not excluded
Human parvovirus B19 (fifth disease, erythema infectiosum, slapped cheek syndrome)	Not excluded	Not excluded
Hydatid disease	Exclusion is not necessary	Not excluded
Impetigo (school sores)	Exclude until appropriate antibiotic treatment has started Any sores on exposed skin should be covered with water tight dressing.	Not excluded
Influenza and influenza like illnesses	Exclude until person is well	Not excluded
Listeriosis	Not excluded	Not excluded

Measles	Exclude for 4 days after the onset of the rash	Immunised and immune contacts are not excluded. For non-immunised contacts, contact a public health unit specialist for advice All immunocompromised children should be excluded until 14 days after the appearance of the rash in the last case.
Meningitis (Viral)	Exclude until person is well	Not excluded
Meningococcal Infection	Exclude until appropriate antibiotic treatment has been completed	Not excluded Contact a public health unit for specialist advice about antibiotics and/or vaccination for people who were in the same room as the case
Molluscum contagiosum	Not excluded	Not excluded
Mumps	Exclude for 9 days or until swelling goes down, whichever is sooner	Not excluded
Norovirus	Exclude until there has not been a loose bowel motion or vomiting for at least 48 hours	Not excluded
Pertussis (whooping cough)	Exclude until 5 days after starting appropriate antibiotic treatment, or for 21 days from the onset of coughing	Not excluded Contact the public health unit for specialist advice about excluding non-vaccinated contacts, or antibiotics
Respiratory syncytial virus	Exclusion is not necessary	Not excluded
Roseola	Exclusion is not necessary	Not excluded
Ross River Virus	Exclusion is not necessary	Not excluded
Rotavirus Infection	Exclude until there has not been a loose bowel motion or vomiting for 24 hours	Not excluded

Rubella (German measles)	Exclude until fully recovered or at least for 4 days after the onset of the rash	Not excluded
Salmonellosis	Exclude until there has not been a loose bowel motion for at least 24 hours	Not excluded
Scabies	Exclude until the day after starting appropriate treatment	Not excluded
Shigellosis	Exclude until there has not been a loose bowel motion for at least 24 hours	Not excluded
Streptococcal Sore Throat (including scarlet fever)	Exclude until the person has received antibiotic treatment for at least 24 hours and feels well	Not excluded
Toxoplasmosis	Not excluded	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from an appropriate health authority	Not excluded Contact a public health unit for specialist advice about screening, antibiotics or specialist TB clinics
Varicella (chicken pox)	Exclude until all blisters have dried- this is usually at least 5 days after the rash first appeared on non-immunised children and less in immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection as they are at high risk of developing severe disease. Otherwise, not excluded.
Viral gastroenteritis (viral diarrhoea)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Worms	Exclude if loose bowel motions are occurring. Exclusion is not necessary if treatment has occurred	Not excluded

Panadol/Paracetamol

Source: Education and Care Services National Regulation: 92: Medication record, 93: Administration of Medicine, 95: Procedure for administration of medicine, National Quality Area 2: Children's Health & Safety- 2. Health & Safety in Children's Centres: Model Policies & Practices, 2003.

"There is limited evidence that paracetamol is effective in lowering fever in a child compared to cooling the child and providing fluids. Fever generation may be a protective mechanism and reducing fever with pharmacological agents may be counterproductive to the body's efforts to mount an immunological response to viral infection. Its use is more appropriate for reducing pain and discomfort in a child with an acute fever or illness. Children can generally tolerate fever under 38.5C. It is more important to ensure the child is not dehydrated." (Health and Safety in Children's Centres: Model Policies and Practices, 2003).

With this knowledge Early Learning Centre staff will only administer ONE dose of Panadol to a child if his or her temperature is above 38 degrees celsius **and** is in discomfort or pain.

Early Learning Centre staff will not administer Panadol for mild fever (under 38C), as a sedative, or to a child with gastroenteritis. Please note that the parents of children with mild fever or gastroenteritis will be contacted to collect the child from the centre as these symptoms suggest that they are not well enough to attend.

Parents must be contacted and permission given (in addition to our enrolment agreement authority) for ONE dose of Panadol to be administered. Parents will then be required to sign a copy of the Record of Illness form when collected their child. A copy will also be offered to the parents for their records.

Medications

Source: Education and Care Services National Regulation: 92: Medication record, 93: Administration of Medicine, 94 Exception to authorisation requirement, 95: Procedure for administration of medicine, National Quality Area 2: Children's Health & Safety- 2.1, 2.1.1

Medications will be given at the ELC under the strictest of conditions as stated below:

- All medication must be in the original bottle and must display the child's name, dosage, date of expiry and Doctor's name. Medication will only be given as per the label instructions.
- Parents must complete the Centre's Medication form supplied by the Centre on a daily basis. Incomplete forms or directions written by parents that do not match the instructions on the medication result in non-distribution of medication.
- All medication must be handed directly to a staff member to ensure that they can be stored in a safe, secure and locked place immediately.
- Upon receiving medication, staff will follow the procedure below:
 1. Ensure parent has completed and signed the appropriate medication form
 2. Sign the form to indicate that you have received the medication
 3. Ask your room partner to sign the medication form, to ensure both staff members are aware of the requirements.
 4. Store the medication in the lock boxed and put in refrigerator or kitchen, inaccessible to children.
 5. Set the room alarm to act as a reminder alert for the time when the medication is to be administered.
- No medication should be carried in the child's bag.
- Medication is to be collected personally from staff at the end of day. Parents will be asked to sign and verify that they have collected their child's medication.
- Staff will refuse to administer non-prescribed medications.

- Non-prescription medicines, over the counter medicines or naturopathic medicines will only be administered if they have written instructions and dosage from a doctor or suitable health care professional prescribing the medication (e.g. naturopath).
- Staff will not administer any medication unless the parent indicates their understanding and acceptances of any potential risks or side effects.
- Children requiring on going medication must have this indicated and detailed on their enrolment form. A different medication form will be completed by parent's prior the child's commencement.
- To ensure correct medication and dosage is given staff will cross check form details and countersign when satisfied all is correct.
- All completed medication forms will be kept until the child is 25 years of age, in line with the section 183 of the Education and Care Services Regulation, 2011.
- Action Plans for Asthma, Allergies or other symptom driven emergencies should be updated by a GP every 12 months
- *Those children who suffer from Asthma or other symptom driven illnesses must have details recorded on their enrolment form and complete a separate Asthma Record Card prior to commencement.*
- *Children with Allergies or Anaphylaxis will require a separate action plan. Please refer to the centre policies for information or ask a staff member for a copy of this policy.*

If it is necessary in an emergency to administer medication to a child at the Early Learning Centre without the prior consent of the child's parent, every attempt is made by staff to secure that consent.

NB: When a child commences a course of antibiotics they should not return to pre-school for 24 hours as time is required for treatment to take effect and it also allows time to check that no adverse effects occurs. Obviously not every medical event can be covered in this statement and we rely heavily on parent's common sense and consideration of others.

Asthma

Source: Education and Care Services National Regulation: Source: Education and Care Services National Regulation: 92: Medication record, 93: Administration of Medicine, 94, Exception to authorisation requirement 95: Procedure for administration of medicine, 168, Education and care service must have policies and procedures, National Quality Area 2: Children's Health & Safety- 2.1, 2.1.1

The Asthma Foundation NSW indicates that "approximately 1 in 6 Australian children are currently diagnosed with asthma. Asthma is one of the most common causes of hospitalisation and visits to the doctor".

The Asthma Foundation NSW describes how "children with asthma have sensitive airways in their lungs. When exposed to certain triggers, their airways narrow, making it hard to breathe"

It is the responsibility of families to provide educators with an up-to-date Asthma management plan. Primary Educators will be trained in emergency asthma management.

Ventolin is also stored in preschool first aid kits and will be administered to children who have all of the signs and symptoms of an asthma attack, even if they have not previously been diagnosed. Families will be contacted immediately in this case. All primary carers have advanced training in emergency asthma management.

Birthdays

At HVGS Early Learning Centre we recognise that birthdays are special.

Parents may wish to bring birthday cupcakes to share with friends at preschool. **A list of ingredients must accompany the cakes.**

Please remember the nut policy applies to birthday cakes. Whole nuts, tree nuts or nut spreads or nut essences of any kind must not be included in the cake or decorations. If no ingredients list is supplied or the cake contains any type of nut product, the cake will not be able to be shared with the children. The preschool will provide a substitute (wooden) cake for the blowing out of candles ritual to ensure that this fun and special routine remains hygienic

Nut Free Policy

Source: Education and Care Services National Regulation: 94, Exception to Authorisation requirement, 137, Approval of qualifications, 160, Child enrolment records to be kept by approved provider, 168, Education and care service must have policies and procedures, 177, prescribed enrolment and other documents to be kept by approved provider, National Quality Area 2: Children's Health & Safety- 2.3.3.

Due to a considerable increase in the number of preschool aged children who have or are developing allergies to nuts and nut products we have had to implement a no peanut policy within our centre.

These allergies have quite serious anaphylactic reactions which can be life threatening. Triggers to these serious reactions can include eating a product containing nuts or nut traces; touching a nut or nut product; being touched by another person who has recently eaten a nut or nut product and still has traces of it on his/her hands. As the triggers in some instances are so slight it would be extremely difficult to supervise the safety of the children with the nut allergy as it is obviously more of an issue than just watching what the children eat.

All staff at the Early Learning Centre are dedicated to providing the highest level of care and feel strongly that the best way to ensure that children with this allergy are safe is to ask all families to save products such as peanut butter for home.

Our food policy currently states that no nuts are to be brought to preschool, due to the associated high risk of choking in children up to 5 years of age. Also added to our list of foods not to be brought to preschool will be *peanut butter sandwiches, peanut butter dippers, nutella, and any other nut products.*

The Early Learning Centre Staff are also aware that traces of nuts can occur in other areas (other than foods). We are vigilant in ensuring that we restrict the recycled materials used for craft and dramatic play that are likely to cause allergic reactions. For example, some shampoos, body lotions and creams contain nut and peanut materials.

We will of course evaluate this policy each year, depending on the presence of children with nut allergies enrolled in our service.

Emergency Policy

Source: Education and Care Services National Regulation: 97, Emergency and Evacuation procedures, 168, Education and care service must have policies and procedures 170, Policies and procedures to be followed, National Quality Area 2: Children's Health & Safety- 2.3.3.

Aim: To respond in the safest possible manner for all children, staff and visitors in the case of an emergency. Should an emergency arise for the whole school the HVGS school emergency and evacuation policy will be followed.

Two levels of emergency have been identified by the school. These include an evacuation where we will be required to leave the preschool, and a 'lock down' where we will be required to stay locked in our rooms.

Copies of our evacuation procedures and locations of assembly will be located in the entry of both classrooms.

The Alarm System

1. The rising tone = evacuate, following the evacuation plan.
2. The police siren tone = lock down, stay in classrooms with the doors locked.
3. The constant bell tone= all clear, safety has been restored.

All full time staff members and regular casuals are responsible for remaining familiar with each of the sirens and their meanings.

To be as age appropriate as possible, children from the preschool are taught to stop what they are doing and to listen to the class teacher when an alarm is sounded. The class teacher will then indicate to the children if we will evacuate or lock down. Similarly, the children will not be taught about the all clear tone.

This is to prevent children from hearing the siren and leaving the safety of the preschool group. This is especially applicable during evacuations where the preschool children will assemble with many other primary aged children. Children are taught to wait with their teachers and to wait for the next direction.

Links with the Community

Where possible throughout the year we will invite our local emergency services (police, fire, ambulance etc) to come and speak to the children about their roles in dealing with emergencies in our community.

Lock Down

In the instance of an emergency where we are required to lock down the following procedure will be followed:

Staff member raising alarm

- Locate emergency, assess and decide on action
- Raise alarm and inform other staff.

The Teacher

- Collect the Daily Attendance Record (with current emergency contact information) and Visitor's Record.
- Pick up the Emergency Evacuation Bag
- All students and visitors will then be calmly gathered together.
- The teacher will conduct a head count and alert the assistant to the number of children present.
- Children will be taken to a safe space within the preschool.
- The roll will be checked.
- The children will remain calmly seated in the safe location until the all clear is given and safety is restored.
- Once the all clear signal has been given, the evacuation procedure is followed and all children and staff in the school are accounted for.

The Assistant

- Search all areas for children and adults- this would include outside if necessary. Room 1 searches the office and storeroom. Room 2 searches the bathroom.
- Lock all doors.
- Raise children's attention to calmly gather with the class teacher
- Collect mobile phone (Room 1 only)
- Assist teacher to keep the children calm and seated until the all clear is given and safety is restored.
- Once the all clear signal has been given, the evacuation procedure is followed and all children, visitors and staff in the school are accounted for.

This procedure will be discussed during group times on a regular basis. To prevent any unnecessary anxiety in the children, the lock down procedure would be practised as a Storm emergency.

Evacuation

In the instance of an emergency where we are required **to evacuate**, the following procedure will be followed:

Staff member raising alarm

- Locate emergency, assess and decide on action
- Raise alarm and inform other staff.

The Teacher

- Collects the Daily Attendance Record (with current emergency contact information), Visitor's Record and the evacuation rope
- Collects the Emergency Evacuation Bag
- All students and visitors will then be calmly gathered together.
- The teacher will conduct a head count and alert the assistant to the number of children present.
- The children will then proceed to exit the Early Learning Centre via the exit marked on the Room plan. A bright coloured evacuation rope will be used to assist with lining up and evacuating as a group.
- They will then be walked to the far end of the soccer oval. Here they will marshal with kindergarten and year one.
- Here they will be checked against the roll before being seated or grouped calmly until the all clear is given to return to the building.

The Assistant

- Close doors to hazard.
- Raise children's attention to line up calmly.
- Search all areas for children and adults. Room 1 searches the office and storeroom. Room 2 searches the bathroom
- Collect mobile phone (Room 1 assistant only).
- Assist teacher to move children from the centre.
- Assist teacher to keep the children calm and seated until the all clear is given and safety is restored.
- Once the all clear signal has been given, the evacuation procedure is followed and all children, visitors and staff in the school are accounted for.

The children will be practiced in this routine for one week once every 3 months (termly). Should parents, students or volunteers be visiting the pre-school at the time they will accompany the children and staff. A clear plan outline is located inside the classroom door on the parent notice board. A documented evaluation of these drills will be completed by the Early Learning Centre Director, after collecting feedback from all staff. These documents will be kept on the premises for 2 years.

The Evacuation Bag will contain contact details for the children (including emergency), a key to the outer gate, first aid kit, water and cups, a tarp, a torch, and MSDS sheets for chemicals stored in the preschool. The bag is located immediately adjacent to the sign in area, where the Daily Attendance Record and Visitor Record will also be collected.

Other Emergencies

Severe storm, cyclone or earthquake

Children and staff will follow lockdown procedure during severe storms, cyclones or earthquakes. In addition to the lockdown requirements, staff should:

1. Avoid using the phone if not urgent.
2. Unplug any electrical equipment.
3. Encourage the children and other visitors to stay down low. If appropriate shelter can be taken under a table.

Snakes at Preschool

The following procedures will be followed if a snake is found in the Early Learning Centre or immediate Junior School Grounds:

1. Staff will use a code word to calmly alert other staff that a snake has been spotted.
2. Calmly gather the children in a safe location. Ensure that if evacuating to inside or outside that exit points are as far away from the snake as possible.
3. Once children are safely assembled the assistant should seal any areas where the snake could escape from and contact administration to alert them of the emergency. Administration will then alert the appropriate authorities i.e. Parks and Wildlife Ranger or Fire Brigade.
4. One staff member will be designated to watch the snake from a safe distance to remain aware of its whereabouts until the appropriate help arrives.
5. Follow up with class discussion on snake/spider safety.

Visitors

We kindly ask that if a parent or visitor is present when an emergency drill is being conducted that they participate, even if the drill is occurring when you have come to collect your child.

Child Protection

Source: Education and Care Services National Regulation, 84 Awareness of Child Protection Law, National Quality Area 2: Children's Health & Safety- 2.3.4. Keep Them Safe Initiative.

At HVGS Early Learning Centre we are strongly committed to the protection, safety, welfare and well-being of all children in our care. We achieve this by following legislative requirements outlined in Children and Young Persons (Care and Protection) Act 1998, Child Protection (Prohibited Employment) Act 1998, Ombudsman Act 1974 (Amendment), Commission for Children and Young People Act 1998 and Children Legislation Amendment (Wood Inquiry Recommendations) Act 2009.

Working with Children Checks

Hunter Valley Grammar School administration will conduct Working with Children Checks as required by the Child Protection (Working with Children) Act 2012 and part 7 of the Commission for Children and Young People Act 1998.

Working with Children Checks will be completed on all Early Learning Centre Staff, students over the age of 18 who are completing a course in Early Childhood Education and any volunteers (who are not parent volunteers working directly in a group with their child) regularly spending time in the preschool.

In addition to the working with children checks, students and volunteers and parents will not be left with children unsupervised at any time. Any advertisements for positions vacant in the Early Learning Centre will include a statement outlining the requirement for such a check. In the event that a decision is made not to employ a person as a result of the findings of the employment screening, administration will notify the Commission for Children and Young People. Administration will also notify the Commission for Children and Young People of any disciplinary proceedings against and employee of the Early Learning Centre.

Reporting Risk of Significant Harm

All employees of the HVGS Early Learning Centre are Mandatory Reporters and as such are required to report current concerns about a child's safety, welfare or wellbeing if they are Risk of Significant Harm.

Risk of Significant Harm is defined as "a concern about a child or young person that is sufficiently serious to warrant a response by a statutory authority irrespective of a family's consent. It is something that is not minor or trivial and may be reasonably expected to produce a substantial and demonstrably adverse impact on the child or young person's safety, welfare or wellbeing. In addition, it can result from a single act or omission or an accumulation of these".

Risk of Significant Harm can be applied to individual children; groups of children; or unborn children. In the case of unborn children "what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child after the child's birth."

Since the Wood Special Commission in 2007, The Children and Young Persons (Care and Protection) Act, 1998 has been extended to include seven categories when defining Risk of Significant Harm. These are outlined in Section 23 and include:

- a. Basic Physical or psychological needs not met
- b. Parents unwilling or unable to arrange necessary medical care
- c. Physical or sexual abuse, or ill treatment
- d. Living with domestic violence, (consequence is being at risk of serious physical or psychological harm)
- e. Parent's behaviour resulting in or risk of serious psychological harm
- f. When a parent or carer has not arranged (and are not willing to arrange) for their child to receive an education
- g. A series of acts or omissions when viewed together may establish a pattern of significant harm

SOME THOUGHTS TO MAKE A SAFE & HAPPY ENVIRONMENT FOR ALL

- Sign in and out daily
- Always think safety within and in the surrounds of the ELC. This includes ensuring gates are closed and that preschool children and siblings do not climb on the gates
- Take care in the car park, display your car park tag and only park in the preschool zone on days when your child is in attendance
- Bring siblings into preschool. We love to say hello; children must not be left in the car unsupervised
- Ensure other children who are not enrolled in the pre-school are always supervised when visiting
- Treat medication with care and follow the guidelines outlined in this document
- HVGS's grounds and buildings are non-smoking areas- including tobacco and other substances
- Check your child's file for notes or our notices located in each room. It is the responsibility of each family to complete excursion notes and other permission slips
- Keep in contact with the Account office to ensure fees are kept up to date
- Enjoy your child's early education. Become involved and become part of our school family
- Please be aware of all of our centre policies. These are located within each room
- Please see educators if you have any questions

