

Mawson Lakes Preschool



Government of South Australia

Department for Education

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Information Handbook

Welcome to Mawson Lakes Preschool. We hope your time with us is a happy one. We recognise that as parents you are the most influential educator of your child and that the most effective learning happens when families and preschool educators support each other. By working together we can further develop your child's interests, skills, social and emotional development to ensure they reach their full potential.

Coming to preschool is an important step in your child's education. At our preschool your child will be involved in play based experiences which will encourage and challenge them to develop skills and competencies they will continue to use throughout their whole lives. Through our play based learning program your child will have access to a broad range of experiences which will help them to;

- develop and extend their knowledge and understanding of the world around them
- participate in learning to extend their language and communication skills
- work independently as well as with others and develop their social and emotional maturity
- foster their creativity, thinking and problem solving skills
- develop positive dispositions to learning

We look forward to working with you to make your child's time at preschool challenging, exciting and fun! As part of the Mawson Lakes preschool community, we aim to support you and your child with a smooth transition to school. Please feel free to talk to any of the educators if you have questions, queries or comments about your child and/or what is happening at preschool.

Mawson Lakes Preschool is a Department for Education preschool service. All educators are fully qualified to teach in the Early Childhood field. All educators have current First Aid, Asthma Training, Mandatory Notification and Child Protection Curriculum training, in addition to other specialist knowledge.

At our preschool we run two groups of preschool over the week. On enrolment you will be asked to consider which Group you would prefer your child to attend.

Purple Group Monday and Tuesday all day (8.30am – 3.15pm) and alternative Wednesdays (8.30am – 11.30am, Wks 1, 3, 5, 7, 9)

Green Group Thursday and Friday all day (8.30am – 3.15pm) and alternative Wednesdays (8.30am – 11.30am, Wks 2, 4, 6, 8, 10)

While we aim to give you your choice of group we also need to consider child/staff ratios and individual children's needs. Preschool operates in the same way that schools do ... we have four terms of preschool and follow the same term times.

Term Dates

Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
29 January to 12 April	29 April to 5 July	22 July to 27 September	14 October to 13 December

Information about term dates is available from the Preschool and from Department for Education on their website; [Department for Education/term dates](#) or via a recorded message (phone 8226 1803). On the last day of each term the preschool session finishes earlier, **usually at 2pm**. Reminders will be sent out to families via our term planner, kindy updates and Class Dojo.

Site Philosophy

Our philosophy is at the core of our work with children and families. It is underpinned by the three pillars of the EYLF – Belonging, Being and Becoming. At Mawson Lakes Preschool this looks like;

Belonging

- ☆ Children belonging to their families and community
- ☆ Children and their family feeling safe to create meaningful attachments with educators
- ☆ Educators creating an environment that nurtures wellbeing
- ☆ Educators and families celebrating together
- ☆ Welcoming families and the cultural diversity they bring
- ☆ Acknowledging and supporting Aboriginal ways of growing and learning

Being

- ☆ Children being supported to explore through periods of long, uninterrupted play
- ☆ Educators being 'present' and engaging with children at their current level of interest and development
- ☆ Educators valuing childhood and providing an environment where children can simply be 3,4, or 5
- ☆ Educators providing a learning environment which fosters children's sense of curiosity, wonder and awe
- ☆ Educators appreciating each child's current stage of development and supporting them to take their next steps
- ☆ Educators providing a learning environment which is intentionally planned and responds to children's diverse learning needs

Becoming

- ☆ Children becoming confident and capable learners
- ☆ Educators supporting children to develop positive dispositions for learning
- ☆ Educators having high expectations for all children and providing opportunities through purposeful play and intentional teaching to guide children to their next learning goal
- ☆ Educators, families and children coming together to connect, play, learn and grow on the traditional lands of the Kurna people
- ☆ Educators advocating for children and childhood
- ☆ Educators supporting the continuity of learning from preschool to school for all children

Our Vision:

For all of our children to become confident, resilient, socially competent individuals

Communication

Good communication is essential between parents, carers and educators and we hope you will feel comfortable approaching us with any areas of concern you may have. At Mawson Lakes Preschool we have established a variety of ways to regularly communicate with families including;

- face to face conversations
- phone calls/text messages
- Class Dojo to share our weekly newsletter (kindy update) and other notices
- email and our website

Every family has an information pocket where you will find items including fee invoices, receipts, excursion details etc. Please make sure you check your pocket regularly. Other information will be sent to you through Class Dojo. Class Dojo is an app that allows shared communication; sharing messages, updates, events, and photos. It's simple to use, secure and can be used on any device. At enrolment you will be given information about how to connect to Class Dojo.

A newsletter called the Kindy Update is sent out each week via Class Dojo to help families keep up to date with what is happening at preschool. Surveys are also sent out at various times during the year. We ask that you take the time to write down your thoughts and comments as we use your feedback to improve the services at preschool. Educators are always available to talk with parents/caregivers about any aspect of the curriculum, children's progress, suggestions or concerns. Please ensure that our information on your child is always up-to-date. It is particularly important that we are aware of newly discovered allergies/health issues or changes to your work, home or emergency contact telephone numbers.

Please ask any of our team for information about your child's progress and share any relevant information with us. We encourage you to share your unique knowledge of your child, as it helps us gain an understanding of your child's skills, abilities and interests, and assists us with our programming. We record information about children's learning through photographs, written observations, work samples, and child questionnaires and invite you to look at your child's portfolio regularly with your child. Please remember that all children are individual and that some children's interests and skills are harder to record on paper, but just as valuable!

If you have any concerns or queries please do not hesitate to speak to an educator. If you have a concern which may require a prolonged discussion, please make an appointment so staff are not taken out of the teaching environment for extended periods of time. There may also be times when you have concerns or issues that need a more thorough investigation. In line with the Department for Education policy our preschool has a 'Parent Concerns and Complaints Policy' which outlines the appropriate procedures to follow. This policy indicates your child's preschool should be the first point of contact for parents, followed by the Local Education Office, and then the Customer Feedback Unit if the complaint cannot be resolved at the local level.

Preschool contact phone number:	8359 1343
Local Education Office:	8314 4026
Customer Feedback Unit:	1800 677 435

The team at Mawson Lakes Preschool is committed to respecting the confidentiality of information provided to us by families and children, however there may be times when educators are required to share information to ensure the safety and wellbeing of children. All South Australian Government agencies, including preschools, are required to follow the Information Privacy Principles Instruction which regulates the way the department can collect, use, store, and disclose personal information.

Further information about Department for Education programs and services is available on the web at www.education.sa.gov.au.

Child free days

Each year the Department for Education grants preschools between two and four child free days to undertake staff professional development. The days are negotiated and approved by your Governing Council. Families will be provided with at least 3 weeks notice, prior to any child free day. When possible we try to align our child free days to Mawson Lakes School pupil free days to minimise disruption for families. Children do not attend preschool on our child free days and families will need to make alternate arrangements for care. Due to our high enrolments we are unable to provide make up days.

What to bring each day

- A bag – which your child can easily manage.
- Hat – broad brimmed or legionnaire style.
- 2 fruit or vegetable snacks – these stay in your child's bag.
- Lunch – please place your child's lunch in the crates provided.
- Water bottle (containing water only) or a cup to access our drinking water during the day.
- Spare clothes – appropriate for the weather. (t-shirt/shorts in summer – jumper/long pants in winter)

Please make sure all belongings are named. Any items left at preschool are placed in our lost property box for you to collect.

What to wear ...

While playing we are looking, listening, feeling, touching, manipulating, moving, thinking, experimenting, remembering, talking, asking questions, comparing, trying out ideas and expressing our feelings. It is important for children to wear clothes that allow freedom of movement around our learning environment, and that they can manage themselves when going to the toilet. *Please pack a spare set of clothes in your child's bag, just in case of accidents.* Thongs, crocs and slides are not appropriate footwear for preschool due to health and safety reasons. *Encourage children to wear sandals, shoes or sneakers.*

Arrival and Departure

We appreciate your consideration in observing our preschool arrival and departure times. Before children arrive the team have a range of tasks to complete including setting up the learning environment safely, phone calls and administrative tasks to ensure the program runs smoothly.

There may be times when late pick up is unavoidable. If you have an emergency and are going to be late to collect your child, please telephone the Preschool and let us know so we can reassure your child. If someone other than the usual carer is coming to collect your child at any time, please notify an educator who will record the details in the comment section of the roll or in the kitchen diary.

What to do on arrival each day

- Please wait outside the gate with your child until an educator opens the gate to welcome you
- Help your child find their locker. (after week 4 Term 1 & Term 3 all children will have a named locker)
- Encourage your child to put their lunch in the crates on the verandah
- Fruit/vegetables for snack and cups or water bottles stay in your child's bag.
- Help your child 'sign in' on the children's sign in sheets (term 2 for children beginning at the start of the year and term 4 for children starting mid year)
- Check your child's information pocket
- Hand any medication over to a staff member or put medication in your child's medical box – located in the kitchen.
- Inform staff of any changes to pick up at the end of the day if needed
- Together with your child choose a task to start the day.

Fees

\$560 per year or \$140.00 per term (subject to change)

As a Department for Education preschool we receive funds and grants to pay teaching salaries and manage the operation of the preschool, however it doesn't cover all our costs. Your child's fees include excursion and incursion payments and go towards purchasing equipment and resources to use while at preschool.

Fees are payable by the end of Week 3 of each term, unless otherwise negotiated. Fees can be paid in cash, cheque or via bank transfer.

Our bank details are;

Account Name: Mawson Lakes Preschool

BSB: 015-142

Account Number: 107617107

Please use your child's family code which is on your invoice as the reference.

Would you like to be involved...

There are many ways parents can become involved at Preschool. We would like to invite you to join with educators in sharing your child's time at preschool through ...

- sharing your culture with us through cooking, dance and dress, traditional stories and greetings in your home language
- your feedback about our program ... either by talking to educators or using our suggestion box and completing surveys
- providing a range of junk materials for use in our program ... we always need:
 - boxes – all shapes and sizes/cardboard/foam trays/vinyl/leather/wool/sheepskin
 - wood/shells/bottle tops/paper/wrapping paper/cards/pictures calendars
 - ribbons/buttons/cotton reels/sparkly spangles/material scraps and lengths
- helping with excursions and other preschool events, end of term tidy up or joining our Governing Council ...

Governing Council

The Preschool is managed jointly by the educator team and the Governing Council – a committee made up of elected parents/caregivers and interested persons. The Governing Council is formed at our Annual General Meeting, held in February each year. Some of the functions of the Governing Council include financial management and maintenance of the preschool, policy development and review, arranging social events and supporting children and educators with organised experiences. It is also a great way to meet people and make new friends. Meetings are held three times a term at the Preschool and are relaxed and informal. Parents are welcome to attend any meeting during the year; you don't have to be a council member. Please see an educator or a governing council member if you are interested.

Laundry roster

During the year we will be rostering families to take home some Preschool washing. Our roster changes every term. Families will be advised when it is their turn via a note in their child's information pocket.

Toilet rolls and tissues

To help keep costs down we ask each family to bring in a packet of toilet paper and a box of tissues each term. This saves the Preschool hundreds of dollars each year!

Attendance at preschool

To gain maximum benefit from the educational program at preschool it is important that your child attends regularly. If your child will be absent please let us know, by speaking to us beforehand, by phoning us at the preschool on 8359 1343, sending us an email – dl4163.leaders@schools.sa.edu.au or posting a message on Class Dojo.

Regular attendance at preschool enables children to make and sustain friendships as well as setting good attendance patterns that will carry over into school. Research shows that when parents recognise the value of preschool and education in general, children are more likely to attain greater benefits and reach their full potential.

Services offered at Mawson Lakes Preschool

Preschool Transition	2-3 visits for children to attend in the term before your child begins preschool (dependent on available resourcing)
Preschool	For children in their eligible year
Preschool Support	DfE provides specialised help, free of charge from qualified Speech Pathologists, Psychologists, Behaviour Coaches, Social Workers and Disability Coordinators. If you have any queries or concerns regarding your child's development please see a staff member for a confidential referral.
Bilingual Support	For children and families from culturally and linguistically diverse backgrounds who have limited English (please see the Director if you think your child is eligible)
Emergency Care	Provided to families within the preschool on an emergency basis (fee applies)
Playgroup	Our playgroup runs on Wednesday afternoons (from 1.30pm – 3pm) and is aimed primarily at families who are on our waiting list for preschool, but open to all.
School Transition	The preschool liaises closely with Mawson Lakes School and other local schools to provide a Transition Program that suits each individual child's needs. <i>(Please be aware that the onus is on <u>parents</u> to enrol their child at school)</i>

Security of children

In general children are brought and collected by their parents/caregivers. Parents/caregivers are asked to notify the preschool if another person is collecting their child. Children will not be released into the care of a minor (someone under 18 years) or to any person who you have not given collection authority on the enrolment form to do so. If educators do not know the person collecting your child by sight, they will be asked to produce a photo ID to confirm their identity. Details of children attending the preschool will not be released to any person or agency (other than Department for Education personnel) without prior consent from parents/caregivers.

Please be aware that the beginning and end of the day are very busy times on our verandah with families dropping off and picking up children and gathering belongings. At this time it can be very easy for a child to leave preschool unattended. While it is polite to hold the gate open, please ensure you only allow your child through the gate with you.

Unfortunately we are not able to provide before or after preschool care. It is very important that your child be dropped off and collected on time. This helps avoid upset and stress for your child and allows educators time to be able to prepare for the next day. A late fee of \$5.00 per 15 minutes will be charged for late pickups.

Please do not drop children off at the gate or leave them unattended when the doors are closed.

Injuries and sickness at preschool

If your child is unwell please keep them at home and contact the preschool to let us know. As a general rule if your child has been vomiting, had a fever or diarrhoea they should be excluded from preschool for 24 hours after the last occurrence. At preschool we use the *"Staying Healthy: Preventing infectious diseases in early childhood education and care services 5th ed"* to guide our practice. You can find further information about childhood illnesses and exclusion periods on the SA Health website- <https://www.sahealth.sa.gov.au>

If your child becomes ill at preschool an educator will contact you to collect your child. Educators are able to provide first aid for minor injuries when needed. Head injuries are treated cautiously – parents/caregivers are informed immediately so they can decide a course of action (eg come and pick up your child or that staff monitor your child)

COVID 19:

All employees and families will need to adhere to the current advice and information regarding COVID 19 as determined by the Department of Health and the Department for Education. The Department for Education has implemented COVID safe measures and testing, isolation and quarantine requirements in schools, preschools, out of school hours care (OSHC) and children's centres. Please see the Director if you are unsure of the current requirements or click on the link below to find out about current protocols to follow.

[Testing and isolating for preschool and early childhood settings - COVID-19 \(education.sa.gov.au\)](https://www.education.sa.gov.au/covid-19)

Immunisations

The [South Australian Public Health Act 2011](#) requires early childhood services to request and keep copies of a child's immunisation records while they are enrolled at the service. Parents/caregivers are legally required to provide their child's immunisation records to the Preschool. Parents/caregivers will need to provide an approved current immunisation record when their child enrolls at Preschool, and an updated immunisation record after their child receives a scheduled immunisation.

Immunisation history statements can be accessed through

- Medicare online account through myGov
- Express Plus Medicare mobile app (through an existing myGov account)
- Contacting the Australian Immunisation Register general enquiries line on 1800 653 809 and requesting a statement be mailed out to you.

Medication policy

If your child has a chronic illness, specific health needs (asthma etc.) or allergies please talk with an educator as they will need a specific health support plan to be completed by your doctor. Educators are not permitted to administer any medication without a signed Health Support Plan from a medical practitioner.

Please note that we are unable to administer the first dose of any medication and children should not be administered the first dose of any medication immediately prior to attending preschool in case of an adverse allergic reaction.

All medications brought to the preschool must be in the original packaging and have an administering sticker. Medication must not be out of date. Medications brought to preschool must be handed to an educator – under no circumstances should any medication be left in children's bags.

Parents are responsible for the maintenance of a current Health Support Plan and for the maintenance and cleaning of any equipment brought into the Preschool.

Please talk to an educator if you think your child will need a Health Support Plan.

Toileting procedure

One of our goals at preschool is for children to be independent in managing their own hygiene needs and as such we encourage children to go to the toilet independently. However at times accidents do occur. If your child has a toileting accident at preschool one of our educators will support your child to independently clean and change themselves into their own clothes if available or the preschool has spare clothes if needed. At all times your child will be treated with dignity and respect for their privacy and wellbeing. If your child has recurring toileting difficulties they may benefit from a continence care plan. If you would like to discuss this procedure or find out more about continence care plans please see the Director.

Allergy friendly ...

During your child's time at preschool we will have other children attending who have severe food allergies. Coming into contact with trigger foods can cause a severe, even life threatening anaphylactic reaction. For this reason **we ask that children do not bring any items containing nuts**

including Nutella, peanut butter or nut oil and egg products including hardboiled or fried eggs, omelettes, quiche or frittata. At times other foods may be excluded due to children's health needs. Parents will be advised via the kindy update, email or Class Dojo of any exclusions.

Snack time and drinks

At our preschool we don't have a set snack time. Rather, we encourage and support children to eat their fruit or vegetable snack any time they are feeling hungry during the day. Educators will remind children during the day about taking time to eat or have a drink, however we cannot force your child to eat or drink. Cool fresh water is always available for children to access throughout the day. During very hot weather children are encouraged to have regular drinks of water and we have a water break after first group time, at lunch and after our second group time. While we encourage children to bring a cup to use at preschool, children can also bring a water bottle.

Ideas for snack include:

- 😊 Vegetables – any that your child can eat independently eg cucumber or carrot sticks, capsicum slices, cherry tomatoes, snow peas, corn on the cob or corn kernels
- 😊 Fresh fruit – any that your child can eat independently eg apple, banana, strawberries, kiwi fruit, pineapple, melon, blueberries, orange, mandarin, tangelo, nectarine, peach
- 😊 Fruit salad
- 😊 Dried fruit

Please don't send ...

Biscuits, cakes, chips, chocolate, muesli bars, roll ups or products containing nuts or egg in line with our Healthy Food policy.

Lunch time

Lunch is a social occasion at our preschool. We try to keep it a relaxed time where children can talk with their friends and teachers while taking their time to eat. At our preschool we use a "rolling" lunch approach where children can choose to eat anytime during the lunch period. Our lunch time starts at around 11.30am and finishes by approximately 1pm. Children help with the setup of lunch time – helping to clean the tables and setting out the lunch boxes from the fridge onto a table for collection. As children get ready for lunch they wash their hands and use sanitiser. Some children want to eat early while other children like to continue playing and eat later in the lunch period. All children are required to come and eat their lunch, and educators support children to eat the main part of their lunch first, however we will not force children to eat everything in their lunch box. We aim to foster positive attitudes toward food and encourage children to listen to their bodies when making decisions about what and how much they eat. All lunch boxes are placed outside on the verandah at the end of the day for collection by parents/caregivers. We ask families to support our healthy eating policy by providing a variety of nutritious food choices. (see below for some lunch time ideas) Preschool is a new environment for children and often fussy eaters will begin to try new and unfamiliar foods with the support of other children. But, please don't pack lunch items that your child does not like as they won't magically eat it at preschool! If you are concerned about how much or how little your child is eating/drinking please come and talk to one of the team.

Some ideas for healthy food lunches at preschool...

- 😊 Vegetable salad/pasta salad/tuna salad
- 😊 Pita bread filled with salad or vegetables and low salt lunch meats (eg ham, chicken, beef)
- 😊 Savoury sandwich/baguette/bagel
- 😊 Rice cakes with savoury filling/vegemite
- 😊 Fruit salad
- 😊 Savoury rice (without egg)
- 😊 Cold rolls
- 😊 Sushi

- ☺ Felafel and hummus
- ☺ Baked beans
- ☺ Carrot/zucchini/vegetable slice (with no egg)
- ☺ Cracker biscuits/crisp breads (SAO, Salada or similar) with cream cheese, cottage cheese, vegemite or butter
- ☺ English muffin with butter/vegemite/cheese
- ☺ Homemade pizza
- ☺ Plain full cream milk or reduced fat milk

At lunch time your child can also have yoghurt, plain vanilla custard (made with no egg and in a pouch) cheese and crackers or cheese sticks. Please be aware that we cannot re-heat or cook foods due to health regulations.

Lunches are to be placed in the lunch crates provided. Staff will then place them in the preschool refrigerator. If you would like to send hot food, it must be sent in a thermos, which will be kept on the bench.

Some ideas for hot foods (in a thermos)

- ☺ Soup
- ☺ Pasta/rice
- ☺ Casserole/stew/curry

Educational Philosophy

Our philosophy is at the core of our work with both children and families, and it underpins everything we do. At Mawson Lakes Preschool we:

- Believe that children learn best when encouraged to explore their world through play and real life experiences, and consolidate their learning by revisiting experiences in an environment that is warm, caring and supportive;
- Support all children in development of our core values through a play curriculum, based on the Early Years Learning Framework v2.0;
- Provide an environment which caters for all levels of development, recognising individual learning styles and dispositions, providing challenge, stimulation, creativity, success; and
- Believe that above all else, learning should be FUN!

Curriculum

The program at Mawson Lakes Preschool is based on the curriculum document 'Belonging, Being and Becoming – The Early Years Learning Framework v2.0'. In Belonging, Being and Becoming there are five learning outcomes, designed to capture the integrated and complex learning development of children. These outcomes are;

Outcome 1 Children have a strong sense of identity

"I am who I am" - When children feel respected for who they are and have safe, supportive relationships they become motivated and successful learners.

Outcome 2 Children are connected with and contribute to their world

"I am a great friend" - Learning is cooperative – we learn from each other and with each other in a variety of environments. We want children to respect and be actively engaged in play situations and exploring their world.

Outcome 3 Children have a strong sense of wellbeing

"I am independent" - Wellbeing involves children's emotional and physical wellbeing. For children to build a solid emotional wellbeing, they need to be resilient. A strong sense of wellbeing allows children to take risks, make mistakes and be able to think for themselves. Physical wellbeing encompasses the

physical skills needed to be able to learn and the ability to take responsibility for managing their own health, hygiene and safety.

Outcome 4 Children are confident and involved learners

"I am curious, inquisitive and eager to learn" - Learning is about taking a risk, investigating, experimenting, problem solving and discovering something new. In order to take risks, children need to feel confident in themselves and secure in their environment. When children feel confident they develop positive attitudes to learning, take responsibility, rise to the challenge and extend their thinking and knowledge.

Outcome 5 Children are effective communicators

"I can express myself" - Communication is central to all learning. In order to effectively communicate how they feel and what they think, children need to be engaged in and practise all forms of communication.

The outcomes are broad and observable. They acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning. Learning is not always predictable and linear and as such we plan with each child and the outcomes in mind. We use the Early Years Learning Framework to provide an environment which develops knowledge, skills and dispositions. The program provides structured and unstructured experiences to meet individual needs. The staff team program regularly throughout the term - usually with a particular focus or interest. Please take the time to look at our program.

Numeracy and Literacy at preschool

Numeracy and Literacy are essential life skills that begin to develop from birth and continue to develop throughout our lives. Literacy and numeracy capabilities are important aspects of communication and vital for successful learning across the curriculum. However numeracy and literacy is much more than counting and learning the alphabet.

The Early Years Learning Framework describes Numeracy and Literacy as;

Numeracy is the capacity, confidence and disposition to use mathematics in daily life. All children bring new mathematical understandings through engaging with problem solving. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives. Educators require a rich mathematical vocabulary to accurately describe and explain children's mathematical ideas and to support numeracy development. To build their numeracy, children explore powerful mathematical ideas in their world including spatial sense, geometric and algebraic reasoning, structure and pattern, number sense, data and probability reasoning and measuring, along with drawing connections and augmentation.

Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of communication modes including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, listening, viewing, composing, reading and writing. Active listening and a strong foundation of oral language is key to ongoing and lasting literacy learning. Contemporary texts include electronic and print based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. Children benefit from opportunities to explore their world using technologies and to develop confidence in using digital media. (EYLF v2.0 pg 57)

At our preschool we use the Indicators of Preschool Numeracy and Literacy, the Phonological Awareness Skills Mapping tool (PASM), the Yakka Tracker and the 4 Top 5 developed by Anne Baker to inform our planning and teaching and to track and monitor children's literacy and numeracy development.

Child Protection Curriculum

The DECD Child Protection Policy (1998) states that all children need to experience programs designed to develop skills and strategies for personal safety and abuse prevention. It is a mandated expectation that the Keeping Safe: Child Protection Curriculum (KS:CPC) will be taught in all preschools and schools.

The KS:CPC is centred on two main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:

- Theme 1: We all have the right to be safe
- Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through four Focus Areas, which are examined in growing complexity in accordance with the age of the children. The four KS:CPC Focus Areas are:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

A key component of the KS:CPC is recognising the contributions and support of families. Family support could include

- Ensuring your child has enough sleep at night
- Providing nutritious foods at meal times
- Giving appropriate care when children are sick
- Discussing with your child what they are learning at preschool about keeping safe
- Encouraging your child to participate in the preschool curriculum and activities including excursions and special events

If you would like further information about the KS:CPC please talk to the staff team or visit the KS:CPC website: [Keeping Safe: Child Protection Curriculum information for parents and carers \(education.sa.gov.au\)](http://www.education.sa.gov.au/Keeping-Safe-Child-Protection-Curriculum-information-for-parents-and-carers)

Assessment and Reporting ...

The five learning outcomes provide us with key reference points against which each child's progress can be identified, documented and communicated to families. Information collected from families at enrolment helps us to begin to develop child profiles.

Data on children's learning and development is collected several times throughout their year at preschool which allows educators to see the distance travelled. The information is collected through appropriate assessment and includes fine and gross motor skills, phonological awareness, numeracy and cognitive skills. The data and information informs our program and helps educators to create a supportive environment to best meet the needs of all children.

On exit to school you will receive a Statement of Learning which is a reflection about your child's growth and development during their preschool year.

Your child also has a learning portfolio that is a personalised account of their learning which the team and your child are always adding to throughout the year. We encourage you to ask your child about their portfolio and look at it regularly. You are also most welcome to take your child's portfolio home during the year, we just ask that it is returned to preschool so we can continue to add to it before presenting it to your child at the end of their time at preschool.

Positive Behaviour Policy

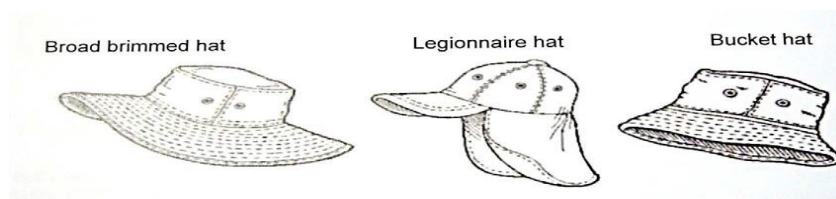
An important outcome of our program is that each child will develop as a happy, responsible and confident individual who can work with others as a member of a group. Our aim is for all children to be responsible for their own behaviour. As such we encourage children to make choices and manage

the consequences of their choices – both positive and negative in a safe environment. If needed, educators will withdraw children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time. Please take the time read our Interactions with Children: Positive Behaviour Policy and if you have any questions about the policy or your child's behaviour, please see an educator.

Sun smart Procedure

Mawson Lakes Preschool is a recognised Sun Smart centre, and as such is committed to providing and maintaining a safe and healthy working and learning environment for children, families, staff and visitors to the preschool. To achieve these aims the preschool has developed the UV Protection and Hot Weather policy. We use a combination of sun protection measures for all outdoor activities during terms *one, three and four*, and whenever UV radiation levels reach 3 and above at other times. Staff will access the daily sun protection times via the Sun Smart app or www.myuv.com.au to assist with implementing this policy. A sign will be displayed on the door and gate at preschool advising of when sun protection measures need to be taken.

Our policy requires all children to wear hats that protect their face neck and ears i.e legionnaire, broad brimmed or bucket hats when the UV rating is above 3. Baseball caps are not considered suitable. Hats are to be provided by parents/caregivers.



Our policy recommends children wear loose fitting clothing in layers that can easily be removed. Shirts with collars and longer sleeves (eg to the elbow) and longer style shorts/skirts are recommended. Singlets and shoe string strap tops are not allowed. If a child is wearing a singlet top or dress the preschool will either use a t-shirt from the child's bag or provide a t-shirt/shirt to be worn by the child prior to going outside.

When the UV rating is 3 or above, educators will be responsible for supervising children to reapply sunscreen before going outside after lunch. The preschool will supply sunscreen for use at preschool (Broad spectrum, water resistant SPF50+). Parents/caregivers are responsible for applying sunscreen to their children before attending preschool. A broad spectrum water resistant SPF30+ is recommended. Parents/caregivers of children with sunscreen sensitivity will need to supply an appropriate alternative labelled with your child's name. This must be given to staff and not kept in your child's bag. Children will be encouraged to apply their own sunscreen under supervision and instruction. Educators will help apply sunscreen to children who are unable to do so themselves.

Transition to School

Mawson Lakes Preschool collaborates closely with Mawson Lakes School and other local schools to ensure a smooth transition from preschool to school. Letters from the school are sent home informing parents of school visits for their child. School visits usually occur in the child's last term of preschool. A longer or shorter transition period to school can be arranged for your child if needed. All children at preschool have opportunities to become involved in the life of school. Preschool groups visit the library, playground, nature play area and oval and sometimes join in school gatherings. At other times classes and the preschool will work collaboratively on various learning projects. During your child's transition educators from the preschool and school work together to place children in classes for the following year. Please see the Director if you have any concerns or questions regarding transition to school.

School Zoning and Enrolment

Due to the high numbers of children in the Mawson Lakes area Mawson Lakes School is zoned and will only accept enrolments from families living in the Mawson Lakes School Zone. To check whether you are in the Mawson Lakes School Zone visit the Mawson Lakes School Enrolment page - [Enrolling at Mawson Lakes - Mawson Lakes School](#)

Preschools, including Mawson Lakes Preschool operate under a catchment area and priority for placement will be given to children in their eligible year who reside in our catchment area. Families out of the catchment area will only be offered a place once all Mawson Lakes families living in the catchment area have been catered for. To check if you live in our catchment please visit [Find a school zone or preschool catchment area \(education.sa.gov.au\)](#)

Any offer of a place at Mawson Lakes Preschool does not guarantee enrolment into Mawson Lakes School. Families wanting to attend Mawson Lakes School will need to complete a separate enrolment at the school

Emergency Plans

The preschool has an emergency evacuation and invacuation (lock down) procedure. The procedures are displayed around the preschool and are practiced each term. If you would like a copy please see an educator. In case of an emergency such as a fire or bomb threat the children would be evacuated to the nominated safe area. In the case of high winds, earthquake or flood the children would be kept inside the preschool. Educators will remain with the children until each child is collected by a parent or other nominated adult.

Birthdays

We support and encourage participation in a range of cultural celebrations, including birthdays. We celebrate birthdays at preschool by singing Happy Birthday or other favourite songs/games of your child's choice. Please let us know if your family does not celebrate birthdays, so we can respect your choice. In line with our Healthy Eating Policy please do not send birthday cakes or other treats to Preschool, to keep our children with allergies safe.

Toys

We discourage children from bringing toys from home, as it is distressing if they get lost or broken. We do encourage children to bring items of interest for discussion and display, science experiments or items relevant to our program, for example books, posters or photographs.

Lost Property

We have a lost property box which is always outside on the verandah. Please check it regularly. Any un-named items left at the end of term will be donated to charity.

Borrowing Library

At Mawson Lakes Preschool we have a children's borrowing library. We encourage all the children to borrow books during their time at preschool. The borrowing library is located on the verandah.

To borrow a book you will need to:

- Write your child's name, the book title and date borrowed on a borrowing sheet (in folder) then file alphabetically by your child's first name
- When returning books enter the date returned on your child's borrowing sheet

At the end of each term we have a general stock take. Any books that are lost or damaged will incur a \$15.00 replacement fee.

Please let us know if any of our books' content concerns you— e.g. violence/sexism/causes bad dreams.

Please remember to...

- Observe the 'no smoking' zone of the Preschool and School.
- Observe road safety requirements of the School, to keep all children safe. Parents are asked to park on Garden Terrace or Light Common to drop off or pick up their child. There is no parent parking in either of the School's carparks
- Read our preschool policies – they are attached as an appendix to this information book and available from the preschool
- Talk to staff about any concerns or ideas you may have ... we really want to hear from you!

Our goal is to be partners with you in your child's learning journey and we hope you enjoy your year at preschool with us.

Daily Routine... Times are an indication only and may be subject to change

8am	Educator preparation time Set up of inside and outside areas. Learning experiences are set up for individual play as well as group play and based on children's needs and interests.
8.30am	Children and families arrive. Families and children are greeted as they arrive.. Families are welcome to stay and play with their child. Educators use this time to speak with families and to interact with children. Children are encouraged to find their own named locker and to put their lunch in the lunch crate. Children participate in learning experiences inside/outside
9.00am	Group time – Intentional teaching time.
9.20am	Free play – children are able to choose their own learning activities. On offer each day is a variety of social, cognitive and motor activities for children to further develop their skills. Children are also encouraged to ask for equipment or adjuncts to add to their play. Snack time – children can have their fruit/veg snack at any time during our free play periods. The fruit table is always set and children are also regularly encouraged to have a drink. Literacy groups – children are chosen to participate in literacy groups through the morning. Educators will also work with different groups of children on a variety of learning projects.
11.15am	Lunch time set up begins – children help with cleaning the tables and taking the lunches from the fridge. Children then wash their hands before finding their lunch and taking a seat. As we have a large group we hold a 'rolling' lunch meaning children can choose to have their lunch earlier or later depending on how hungry they are. A limited number of tables and chairs are set up for lunch. Children are supervised during lunch time and educators often use this time to discuss different foods and healthy food choices. Children are encouraged to eat a range of their lunch foods, but educators will not force children to eat. Any uneaten foods are sent home. When UV rating is 3 or above children will also reapply their sunscreen at this time.
12.15pm	Inside/Outside educator teams swap over – free play continues
12.45pm	Group time in 2 large groups Our group times are planned learning times and may focus on a variety of topics including literacy, numeracy, Child Protection Curriculum or the Kimochois Curriculum social/emotional skills program. Concepts are presented through stories, dramatic play, songs, rhymes and games.
1.15pm	Free play and snack time. During the afternoon children are able to choose their own learning experiences. Some activities may be changed over at this time. Educators will also work with different group of children on a variety of learning projects. Literacy groups – children are chosen to participate in literacy groups through the afternoon.
2.45pm	Pack up begins with children helping to pack away items no longer being used/clean tables – free play continues Parents/caregivers can pick up at any time from now
3.15pm	End of day – all children must be collected by this time. A late fee of \$5.00 per 15minutes will be charged for late pickups.



*Preschool
Policies*

Mawson Lakes Preschool - Children's use of personal devices

Purpose

This policy outlines the roles and responsibilities of the use of mobile phones and other personal digital devices that children may bring to Mawson Lakes Preschool. Personal devices include but are not limited to smartwatches, mobile phones, iPads, and tablets.

This policy applies while children are attending Mawson Lakes Preschool or an authorised activity, such as an excursion, during preschool hours and events.

During sessions at Mawson Lakes Preschool, children are not permitted to access or use any mobile phones or other personal devices. Families are strongly encouraged to leave children's personal devices at home when they are attending preschool.

If children do bring or wear a personal device to Mawson Lakes Preschool, educators will take the child's device and store it securely in the Director's office for the day. The device will then be returned to the parent/caregiver at the end of the session and reminded of the policy.

Rationale

We understand that some families may choose to give their children a personal device and that they can have many positive uses, including connecting with family and friends, entertainment and play, and safety in public places. However, at preschool children will get the most out of their learning when they can fully participate in learning and play without distractions from their own or others' digital devices.

Preschool provides invaluable opportunities for children to learn how to interact and play with peers, self-regulate in a new environment and routine, and prepare for their transition to school. Children at Mawson Lakes Preschool are encouraged to explore a wide range of hands-on learning spaces, such as our sand and water play areas.

Preschool is an important time where children are able to develop relationships with trusted adults and learn about adults who can be trusted outside their family network. For many children preschool is their first experience in an unfamiliar and new environment, so it is important children develop a bond with educators and feel comfortable to ask for help.

Building trusting relationships with adults allows children to feel safe, secure and comfortable in their environment and become more confident communicators. It gives children the opportunities to develop their ability to ask questions and to be able to gain assistance from an educator when they feel unsafe or need help.

Many smart devices now have the capability to make and receive phone calls and capture and store images. These functions can be activated by the accidental touch of a button. All children have the right to a safe preschool environment where they are free from the risk of being photographed, filmed, or audio recorded without express parental consent in controlled circumstances.

Roles and responsibilities

The director will make sure;

- this policy is clearly communicated and accessible to all children, staff, and families,
- there is a process for regular review of the policy,
- secure storage is provided for children's personal devices,
- enforce the policy and responses to instances of non-compliance,
- to report and respond to incidents of inappropriate use of personal devices in line with department policy and procedures and any legislative requirements,
- to consider parent requests for exemptions from the policy on a case-by-case basis in exceptional circumstances (such as if a child uses a Augmentative and alternative communication device or medical device).
- make sure that any approved exemptions are appropriately documented, and staff are informed about children's exemptions.

Preschool staff will make sure;

- to maintain a safe and productive environment for learning and play.
- to respond to instances of non-compliance in line with this policy.
- to report and respond to incidents of inappropriate use of personal devices in line with department policy and procedures and any legislative requirements.
- that any personal devices taken from children are carefully and securely stored and returned to the relevant parent/caregiver.

Children will;

- follow instructions from the their educators,
- tell an educator if they are unwell or if something has made them feel upset or unsafe, so that staff can provide support and contact parents where appropriate,
- use kind words when speaking and playing with others.

Parents will;

- support the preschool's implementation of this policy and leave children's personal devices at home from preschool wherever possible,
- use the preschool's formal communication channels in all instances to communicate with the preschool,
- encourage their child to always report to a staff member in the first instance if they become unwell, or they feel upset or unsafe, so that preschool staff can support them,
- recognise the important role they play in supporting their child to use personal devices in a safe, responsible, and respectful way,
- respect others' rights to privacy and not take photos, film, or audio records of people without their knowledge or permission,
- have conversations at home regarding the expectations of personal devices at kindy and to make sure children are aware they are only for home use.

References

National Quality Standard 2.1 (2011)

[Quality Area 2 – Children's health and safety | ACECQA](#)

National Quality Standard 5.1 (2011)

[Quality Area 5 – Relationships with children | ACECQA](#)

Mawson Lakes Preschool – Excursions Policy

Rationale

At Mawson Lakes Preschool excursions and regular outings into our local community are an important part of our curriculum. Excursions provide children with opportunities to develop their skills and knowledge in real world settings. As educators it is our role to provide experiences which enable children to feel a sense of belonging to their local community and see themselves as global citizens.

The purpose of this policy is to ensure that all excursions and regular outings are planned and conducted in a safe manner and with the consent of parents and caregivers. This policy outlines Mawson Lakes Preschool's practices in line with the Department for Education's [Camps and Excursions Policy](#) and the [Education and Early Childhood Services \(Registration and Standards\) Act 2011 \(Schedule 1 Education and Care Services National Law\)](#) and [Education and Early Childhood Services \(Registration and Standards\) Regulations 2011](#) with respect to conducting risk assessments and seeking authorisations for excursions.

Scope

In this policy excursions may take the form of regular outings/walks within the local environment as well as outings into the broader community which support our curriculum focus.

Examples of regular outings/walks may include;

- Visiting various areas of Mawson Lakes School – the Denison Centre, Oval, Nature Play area (Site West), Book Nook or playground (Site East), Mobara Park or local shops.

Examples of outings to support our curriculum focus may include;

- Visiting places of interest or attending events around Adelaide – At Gallery, Museum, Botanic Gardens, Adelaide Festival Theatre etc.

Risk Assessment

An excursion risk assessment will be completed before obtaining parent/caregiver authorisation. The risk assessment aims to ensure risks to children's health, safety and wellbeing are minimised or avoided and will include strategies for identifying and managing risks. Excursion risk assessments will be completed for each excursion using the Department's most current Excursion Risk Assessment Form. The completed risk assessment will be taken on the excursion and be stored in the Risk Assessment folder located in the Director's office at preschool.

Authorisations – Local excursions (walks within the local environment/community)

Children will not be taken outside the preschool for any local excursion unless written consent has been given by a parent/caregiver or other authorised person named on the child's enrolment form.

Authorisations for local excursions which happen on a regular basis throughout the year will be obtained via an Excursion Consent Form. The consent form will provide parents/caregivers with the details of the excursion including all dates/times during the year and requires the signed authorisation slip to be returned to preschool. This consent will be considered valid for the child's preschool year unless otherwise instructed by the parent/caregiver/authorised person in writing. Consent can be withdrawn at any time.

Authorisations - Excursions

For any other excursion children will not be able to attend unless written authorisation is given by a parent or other authorised person named in the child's enrolment form. Written consent will be obtained via an Excursion Consent Form which provides parents/caregivers with the details of the excursion and requires the signed authorisation slip to be returned to preschool. Consent forms will be sent out prior to any excursion (other than local excursions explained above).

Excursion Day Checklist

An Excursion Day Checklist will be completed by the staff team prior to the excursion to ensure the safety of children. The Checklist outlines requirements for planning before the excursion, conduct during the excursion and review after the excursion. The completed Excursion Day Checklist will be taken on the excursion and a copy stored in the Risk Assessment folder located in the Director's Office along with the appropriate risk assessment.

Volunteers on excursions.

At Mawson Lakes Preschool we value the contributions of parents, caregivers and extended family as it allows us to ensure adult:child ratios on excursions. All parents, caregivers or extended family accompanying educators and children on excursions are considered to be volunteers and are required to comply with the Department for Education's [volunteer policy and procedures](#).

First Aid/Medical Needs

All core staff at Mawson Lakes Preschool have the required industry standard first aid training. On excursions a teacher will lead each group to ensure appropriate first aid can be given in case of an emergency. First Aid kits will be taken on all excursions and be available at all times. If a child has a health care plan of a specific nature these plans will be provided to the relevant team members. All medication that may be required will be kept in close proximity to the child and be readily available at any given time, in accordance with their health care plan.

References

Department for Education: Acceptance and refusal of authorisations policy (2022)

<https://edi.sa.edu.au/library/document-library/controlled-policies/acceptance-and-refusal-of-authorisations-policy>

Department for Education: Camps and Excursions Policy (2022)

<https://www.education.sa.gov.au/doc/camps-and-excursions-policy>

Department for Education: Camps and Excursions Procedure (2022)

<https://www.education.sa.gov.au/doc/camps-and-excursions-procedure>

Department for Education: Risk management plan for sports, adventure, camps and excursions (2022)

Department for Education intranet 2023 (accessed May 2023)

Department for Education: Volunteer policy (2022)

<https://www.education.sa.gov.au/volunteer-policy>

Education and Care Services National Regulations – National Regulation 100-102

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Lockleys Children's Centre: Excursion and Regular Outings Procedure (2020)

<https://www.preschools.sa.gov.au/lockleys-childrens-centre/our-centre/things-to-know>

Mawson Lakes Preschool - Head lice Policy

This policy outlines the roles and responsibilities of Mawson Lakes Preschool community members in our efforts to control head lice. This policy draws on information obtained from the National Health and Medical Research Council document *Staying Healthy: Preventing infectious diseases in early childhood education and care*.

Evidence shows that we cannot eradicate head lice but we can reduce the number of cases if all preschool community members work together in a coordinated and cooperative way.

At Mawson Lakes Preschool there is a commitment to work together in the following ways:

- Checking and treating children's hair is a parent/caregiver's responsibility and should be done regularly.
- On enrolment all families will be given a copy of this policy (included in the parent information handbook) and asked to give permission for staff to check their child's head in a discreet manner if head lice are suspected.
- Each child will be required to bring their own hat to preschool – the preschool will not provide hats or allow children to share hats.
- If head lice is suspected a staff member will contact the family to ask that a child be checked and receive treatment if necessary.
- Parents/caregivers will notify the preschool if their child is found to have live lice and advise when appropriate treatment was commenced.
- The preschool will notify the preschool community when head lice are detected at preschool via an SMS or Class Dojo.
- The preschool will also notify Mawson Lakes School and Mawson Lakes Child Care Centre of an outbreak, so appropriate measures can be put in place by each service.

To support parents/caregivers and the broader preschool community to achieve a consistent, collaborative approach to head lice management the preschool will:

- Include information about head lice management in orientation and transition programs for new families/staff.
- Include information and updates in the kindy update or on Class Dojo.
- Accept the advice of parents/caregivers that appropriate treatment has commenced.
- Be aware of real difficulties, including treatment failure that some parents/caregivers may encounter and seek extra support from community health centres, their doctor or pharmacist.

A few facts about Head lice

- Head lice can only be spread from one person to another by direct head to head contact or by items their head has come into contact with – including hats. They do not jump, swim or fly.
- Head lice eggs take 7-10 days to hatch and adult lice can lay eggs after another 6-10 days.
- As long as eggs or lice are alive they can spread to other people by direct head to head contact.

Checking a child's hair

If you have given written permission:

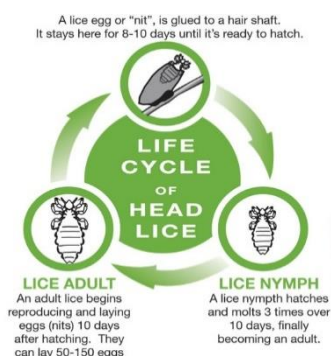
- A staff member will check your child's hair sensitively and discreetly.
- If there are live lice we will phone you to request your child to be picked up.
- It will be your responsibility to treat your child with an appropriate head lice treatment.
- Your child can return to preschool following successful treatment.

If you have not given written permission:

- We will phone you to come and collect your child.
- It will be your responsibility to treat your child with an appropriate head lice treatment.
- You will be required to provide a medical certificate from your doctor stating that your child has been treated for head lice.

Note: Effective treatment for head lice is a legal requirement under the South Australian Public and Environmental Health Act 1987. The child's parents or guardian are responsible for checking and effectively treating children for head lice.

What to look for



Tiny white nits (eggs) on the hair shafts.



Light or dark brown insects.

- Get advice about which treatments to use from your chemist or family doctor.
- Check all hair, eyebrows and eyelashes on everyone who has been close to the person with headlice including adults at the same time and treat everyone who has head lice.
- Please advise us at preschool if you find head lice.

The Department of Health in South Australia recommends a combination of using a comb to remove lice and nits and combined with a chemical treatment. There are several different types of chemicals, and they need to be used in different ways. They should be used exactly as described on the labels.

Always treat again 7-10 days after the first treatment to kill any lice that hatched after the first treatment. Not all unhatched eggs will be killed by the treatment. Repeating the treatment kills the newly hatched lice before they start laying eggs.

For more information about head lice see;

SA Health: Head lice, including symptoms, treatment and prevention

[Head lice | SA Health](#)

Women's and Children's Health Network, South Australian Government

[Search Results | SA Health](#)

References

Exclusion Periods for Infectious Diseases in Early Childhood Services

[Exclusion Periods For Infectious Diseases In Early Childhood Services - Aussie Childcare Network](#)

National Quality Standard 2.1 (2011)

[Quality Area 2 – Children's health and safety | ACECQA](#)

National Quality Standard 5.1 (2011)

[Quality Area 5 – Relationships with children | ACECQA](#)

SA Health: Head lice, management guidelines for schools

[Head lice | SA Health](#)

Staying Healthy: Preventing infectious diseases in early childhood education and care services (5th ed)

Commonwealth of Australia 2012 (updated June 2013)

[Staying healthy: Preventing infectious diseases in early childhood education and care services | NHMRC](#)

Mawson Lakes Preschool – Healthy Eating Policy

Healthy Eating is fundamental to good health throughout life for all people. It underpins healthy growth and development, contributes to health and wellbeing, positive mental health and quality of life, and plays a role in preventing disease and disability.

Overall for good health children need to drink plenty of water and eat plenty of fruit, vegetables, legumes and cereals ...and importantly choose foods containing less fats, less saturated fat, less sugar and less salt.

Children with appropriate nutrition have improved cognitive development, attention span, work capacity, behaviour and attendance at school and preschool. Establishing healthy eating patterns at a young age provides a critical foundation for good eating patterns.

DECS Healthy Eating Guidelines 2004

At Mawson Lakes Preschool we aim to promote nutritional eating habits in a safe, supportive learning environment for all children. Sound health and wellbeing habits are developed when children are encouraged to eat meals in a positive social setting, followed by recreational physical activity.

Early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

- Short term: Maximises growth, development, activity levels and good health
- Long term: Minimises the risk of diet related diseases later in life e.g. heart disease, strokes, some cancers and diabetes
- Good nutrition contributes to good health and wellbeing which is vital for positive engagement in learning experiences.

Advice from speech pathologists and dentists indicates that children should be eating crunchy foods and using cups for drinking.

Curriculum

Our preschool's food and nutrition curriculum:

- Is consistent with the Australian Dietary Guidelines, and the Australian Guide to Healthy Eating
- Includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- Includes opportunities for children to develop practical food skills including preparing and cooking healthy food
- Integrates nutrition across the curriculum where possible
- Integrates the Early Years Learning Framework, Implementation guidelines for indicators of preschool numeracy and literacy in DfE preschools and the National Quality Standard.

The Learning environment

Children at our preschool:

- Have fresh, clean tap water available at all times and are encouraged to drink water regularly throughout the day
- Are encouraged to bring their own named cup to access our fresh water or a named bottle containing water only
- Eat in a positive, appropriate, social environment with staff who model healthy eating behaviours
- Use the preschool garden to learn about and experience, growing, harvesting and preparing nutritious foods.

Educators at our preschool:

- Understand and promote the importance of children having breakfast prior to attending preschool
- Teach the importance of healthy meals and snacks as part of the curriculum
- Ensure healthy food choices are promoted and are culturally sensitive and inclusive of our preschool community
- Encourage children to eat both their snack and their lunch, however we are unable to make them eat
- Ensure our preschool is a breastfeeding friendly site.

Our preschool will ensure a healthy food supply for preschool activities, celebrations and events, limiting availability of foods containing high fat, sugar, or processed foods during preschool activities and events to no more than twice a term, in accordance with the Healthy Eating Guidelines.

Nutritional information about healthy eating is displayed and information will be provided through updates in our newsletters and on our website.

Food and water supply

Our preschool has the following guidelines for families for food brought from home:

Each day your child will need to bring:

- A named cup or drink bottle for independent access of water during the day- If a child forgets their cup or water bottle, the preschool will provide your child with a cup for the day
- An insulated bag/ or container with fruit/vegetables **ONLY** for snack
- Lunch in an appropriate **small lunch box** – no cooler ice packs or insulation required as lunches are stored in the preschool refrigerator.

Snack time

Parents/caregivers are asked to supply fruit and vegetables at snack time to:

- Provide children with important minerals and vitamins
- Encourage a taste for healthy foods
- Encourage chewing which promotes oral muscle development.

Parents/caregivers are asked to supply fruit and vegetables **ONLY** for snack time. The snack containers are to be kept in children's bags which are placed in their locker under the verandah.

Parents/caregivers are required to provide enough fruit/vegetables for two snack times (morning and afternoon) in an insulated snack container with a cooler ice pack. Children will be reminded to have a drink regularly during the day and have free access to cool drinking water at all times. Children are expected to bring their own named drinking cup or water bottle which is kept in their bag.

Suitable food for snack time

- Vegetables (any that your child can eat independently)
- Fresh fruit (any that your child can eat independently)
- Fruit salad
- Dried fruit.

If your child brings an inappropriate snack they will be asked to put it back in their bags to eat when they get home and parents/caregivers will be notified via a note in their child's information pocket. Your child will be offered an alternative healthy food snack. If your child has not been provided with fruit/vegetables for snack time, your child will be offered an alternative food item such as sultanas or an apple.

If the snack food you have provided for your child is not fruit/vegetables and meets our Healthy Eating policy guidelines, it will be added to your child's lunch.

Lunch Time

At Mawson Lakes Preschool each child is required to bring their own lunch. Our Healthy Eating guidelines support parents/caregivers in providing healthy lunches for preschool. To promote independent self-help skills children are responsible for putting their lunch box in the lunch crates provided.

Some examples for a healthy lunch include:

- Pita bread filled with salad or vegetables and low salt lunch meats (e.g. ham, chicken, beef)
- Savoury sandwich/baguette/bagel
- Rice cakes with savoury filling
- Salad wrap
- Savoury rice
- Cold rolls
- Pasta salad
- Sushi
- Falafel and hummus
- Baked beans
- Tuna salad
- Home-made pizza
- Yoghurt
- Custard – vanilla flavour only in a squeeze pouch
- Cheese sticks or cheese wedges with crackers
- Plain full cream or reduced fat milk

Parents/caregivers need to ensure foods provided do not include **EGG** or **NUT** products.

Foods unsuitable for preschool

Our healthy eating policy does not include items such as cakes/pastries, donuts, chips/corn chips, roll ups, chocolate, lollies, sweet biscuits, or any items **containing egg, nuts or nut products – this includes muesli bars**. At times other foods may need to be excluded due to children's specific medical requirements. Families will be notified through the Kindy Update.

If you are unsure about sending a specific food your child likes to eat please check with an educator before packing it in your child's lunch box.

Please note that due to food safety regulations we are unable to heat or cook any foods for lunch. If you would like to send hot foods, they must be stored in a thermos, which will be kept on the kitchen bench. If you want your child's lunch to be stored on the kitchen bench you must complete a safe food storage procedure form. If inappropriate foods are sent for lunch, children will be provided with a Jam or Vegemite sandwich on white bread at a cost of \$3.00, to be paid for by the family.

Food safety

At Mawson Lakes Preschool we

- Ask parents/caregivers to notify the preschool of any food allergies or intolerances on enrolment or as they occur

- Promote and teach food safety to children during food learning/ cooking activities
- Encourage educators to access training as appropriate to the *Healthy Eating Guidelines*
- Provide adequate hand washing facilities for everyone
- Promote and encourage correct hand washing procedures and provide hand sanitiser stations
- Cook healthy options and provide preschool recipes for parents' information.

Food-related health support planning

At Mawson Lakes Preschool our educators

- Liaise with families to ensure a suitable food supply for children with health support plans that are related to food issues
- Exceptions to this policy will only be made when a child requires certain foods due to dietary and/or medical needs and has been discussed with the Director (or delegate) at enrolment.

Working with families, health services & industry

At Mawson Lakes Preschool we

- Invite parents/caregivers to be involved in the consultation process to review our Healthy Eating policy
- Invite health professionals to be involved in food and nutrition activities with the children
- Provide information from health professionals to families and caregivers on the *Healthy Eating Guidelines* through a variety of media including:
 - Newsletters/Kindy Update/pamphlets/displays
 - Policy development/review
 - Information upon enrolment
 - Our website.

References

Australian Dietary Guidelines 2013

[The Guidelines | Eat For Health](#)

Australian Guide to Healthy Eating

[Australian Guide to Healthy Eating | Eat For Health](#)

Education and Care Services National Regulations

Part 4.2 – Children's Health and Safety

[Education and Care Services National Regulations \(2011 SI 653\)- NSW Legislation](#)

Early Years Learning Framework (2009)

[Approved learning frameworks | ACECQA](#)

Healthy Eating Guidelines for schools

[Healthy eating guidelines for schools | SA Health](#)

Lunchbox ideas; meals for early childhood settings

[Get Up & Grow – Healthy eating and physical activity for early childhood – Resource collection | Australian Government Department of Health](#)

National Quality Standard 2.1 (2017)

[Quality Area 2 – Children's health and safety | ACECQA](#)

Mawson Lakes Preschool - Inclement Weather Policy

Mawson Lakes Preschool is committed to providing and maintaining a safe and healthy learning and work environment for children staff, and visitors to the preschool. The preschool works to identify potential hazards, by conducting risk assessments and implementing appropriate controls which include;

- Elimination, substitution or reorganisation of spaces and learning experiences
- Engineering controls e.g. creating shade
- Administrative controls e.g. changes to routines
- Managing risk factors (inc individuals at risk)
- Managing and reporting incidents as per DfE guidelines to support the safety and wellbeing of all at our preschool.

Inclement weather can affect everyday activities and comes in many forms. Inclement weather includes:

- extreme high temperatures
- high UV levels
- heavy rain, hail and snow
- strong winds
- severe dust or electrical storm
- flooding
- fire

When planning outdoor events and excursions it is important to prepare contingency plans for the potential risk of inclement weather. To protect children, staff and visitors to our site the following processes are implemented and guide our practice and decision making.

During inclement weather the staff team will monitor daily weather forecasts and fire danger warnings ([Bureau of Meteorology](#) and the [South Australian Country Fire Service](#) websites) and identify any potential inclement weather risks.

Plan for extreme heat:

- Inform parents of contingency plan for the day via note on gate and/or Class Dojo
- Arrange work or learning tasks to maximise time in the shade
- Organise start, end and break times to maximise the cooler parts of the day
- Conduct temperature check (touch check) for all climbing equipment
- Make sure verandah fans are on, and pull down blinds, allowing for some airflow
- Inform children at morning group time to make sure they drink enough water during the day, and remind at key times – after morning group time, at lunch time and after afternoon group time
- At morning group time discuss with children that play areas may be limited and to keep footwear on when outside
- Encourage quiet activities and limit running games
- Provide flexible arrangements for timetable and activity provision including;
 - Extra small groups e.g. parachute games, circle games, board games, stories, relaxation
 - Extra water play experiences
 - Modifying/ changing other planned learning experiences to suit
 - Delaying morning group time to allow for outside play prior to onset of extreme heat
- Ensure water containers are full and add ice
- Observe and monitor children for overheating or overdressing

Plan for extreme cold:

- Inform parents of contingency plan for the day via note on gate and/or Class Dojo
- Remind children to wear appropriate /sufficient clothing to keep warm
- Limit play to inside area and verandah
- Pull down PVC blinds on the verandah blinds and turn on heaters
- Ensure mud kitchen tap is turned off and there is no access to water play
- At morning group time, discuss with children that play areas may be limited and to keep warm clothes and footwear on
- Provide flexible arrangements for timetable and activity provision including;
 - Extra small groups e.g. parachute games, circle games, board games, stories, relaxation
 - Supervised inside gross motor challenges
 - Modifying/ changing other planned learning experiences to suit.

Plan for extreme wet conditions or wind conditions:

- Inform parents of contingency plan for the day via note on gate and/or Class Dojo

- Inform children at morning group time that play will be restricted to the inside learning environment or the verandah if the weather gets too wet or windy. Staff will inform them if this happens during the day
- Provide flexible arrangements for timetable and activity provision including;
 - Extra small groups e.g. parachute games, circle games, board games, stories, relaxation
 - Supervised inside gross motor challenges
 - Modifying/ changing other planned activities to suit

During and following a period of inclement weather the team will also:

- Consider the health and safety risks to children, staff and visitors before allowing them to undertake outdoor activities.
- Look out for tree debris such as leaves, nuts and branches that might pose a slip or trip hazard including;
 - damaged tree limbs and branches that may fall
 - wet floors and paved areas
- Monitor severe weather danger warnings

Potential hazards will be identified according to the situation/ context and information (e.g. weather report, warning, observations), risk assessments and controls identified and implemented.

The preschool undertakes an annual tree audit (and acts on recommendations) and is maintained according to DfE guidelines to support safety of the site (trees, structures and buildings).

References

DFE Inclement Weather and Sun Protection

[Inclement weather and sun protection \(edi.sa.edu.au\)](http://edi.sa.edu.au)

Legislation and National Quality Standards

This policy relates to the following National Law and Regulations:

Education and Care Services National Law Act 2010 (Version 30/03/2022)

Section 167 – Protection from harm and hazards

[Education and Early Childhood Services \(Registration and Standards\) Act 2011 | South Australian Legislation](#)

Education and Care Services National Regulations 2011 (Current version 17/4/2023)

Regulation 100 – Risk assessment must be conducted before excursion

Regulation 113 – Outdoor space–natural environment

Regulation 114 – Outdoor space–shade

Regulation 168: Policies and procedures (2) (a) (ii)–sun protection.

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

This policy links to:

National Quality Standard 2 (2011)

Quality area 2: Children’s health and safety.

[Quality Area 2 – Children's health and safety | ACECQA](#)

There are also links to:

Quality area 1: Educational program and practice

[Quality Area 1 – Educational program and practice | ACECQA](#)

Quality area 3: Physical environment

[Quality Area 3 – Physical environment | ACECQA](#)

Quality area 6: Collaborative partnerships with families and communities

[Quality Area 6 – Collaborative partnerships with families and communities | ACECQA](#)

Quality area 7: Governance and leadership.

[Quality Area 7 – Governance and leadership | ACECQA](#)

Mawson Lakes Preschool

Interactions with children: positive behaviour policy

Children come to preschool from a variety of social and cultural backgrounds and with differing knowledge, emotional maturity and behaviours. Young children need time, opportunity and space to learn with and from other children, how to play, share, take turns and care for others as well as their environment. Children's behaviour is shaped by their stage of development (physical, emotional and cultural), adult expectations (too much or too little) and any additional needs they may have. The early years provide the best window of opportunity for helping children to learn to recognise their needs, self-regulate and make appropriate behaviour choices.

At Mawson Lakes Preschool we believe all children have the right to feel safe and have opportunities to learn in a psychologically and physically supportive environment. Our *Interactions with children: positive behaviour policy* is aligned to the Early Years Learning Framework (EYLF) and the practices and principles of the EYLF are implemented into everyday interactions with children and families.

As educators we recognise

- Each family as the first educator of their child with their own understandings and beliefs around parenting and behaviour
- The most effective learning occurs when families and educators work together to develop and implement goals collaboratively for a child's wellbeing, learning and development
- All behaviour has a purpose, is a form of communication and should be acknowledged as such
- Children's individual needs, learning styles and context are crucial to successful learning and development of positive behaviour patterns
- Children learn best when they experience success and have positive self-esteem
- Behaviour changes more effectively when it is handled in a positive manner.

We also acknowledge that children feel big emotions and get angry, frustrated and upset at times and may need help to express feelings appropriately. As a staff team we:

- Value and respect children as individuals
- Support children in being responsible for managing their behaviour
- Use intentional teaching and modelling of appropriate behaviours and play skills
- Provide opportunities for children to take risks and experience success
- Encourage children to take responsibility
- Provide opportunities and time for discussion and problem solving
- Help children to recognise and express their feelings in an appropriate manner
- Make learning relevant and manageable for children
- Provide clear and consistent expectations when supporting children in their behaviour choices
- Create safe and secure environments for all children.

Helping children manage their interactions and reactions to others teaches responsibility for their actions. We believe educators and families need to share responsibility for developing positive behaviour patterns by being consistent, creating safe and secure environments for all, and by modelling appropriate behaviours.

Positive Behaviour Outcomes

Children need to practice making choices and managing the consequences of their choices, both positive and negative. Our aim/goal is for all children to develop as socially competent individuals who can

- Experiment and take risks
- Use their initiative
- Choose positive behaviours
- Share and communicate with others
- Express their feelings confidently and respectfully
- Handle conflict in an appropriate manner
- Be responsible for their actions
- Respect and care for themselves, their peers and the environment.

Ways we maximise positive behaviour

- Explicitly teaching and modelling acceptable behaviours
- Having consistent routines, rules and expectations
- Focusing on the behaviour and not the child.
- Helping children to understand the consequences of their behaviour – both positive and negative
- Using visual strategies to support children's understanding of routines, expectations and choices
- Equipping children with the language to describe how they are feeling and the tools to manage their emotions
- Teaching appropriate strategies which may include:

- Restorative Practices, which we have adapted for Preschool. We ask 3 questions:
 1. what happened?
 2. who has been hurt or what went wrong?
 3. what can be done to make things better?
- Reminding children to **STOP** what they are doing, **THINK** about what needs to be done and then **DO** it.

Consequences: Children need to be aware of the consequences of their behaviour. Our aim is for all children to be responsible for their own behaviour. We support children to think about their actions and the effect on others. Educators understand each situation is different and while we will use the most relevant approach, the specific way this occurs may vary depending on our knowledge of the child, their age and developmental level.

Ways we respond to challenging behaviours

- Involving children in goal setting and developing group norms
- Modelling appropriate behaviour
- Discussing consequences of unsafe behaviour
- Providing clear and consistent guidelines
- Explicitly teaching 'feelings' vocabulary to enable children to articulate their needs and feelings appropriately
- Supporting children to manage potential conflicts through negotiation and problem solving
- Providing areas within the preschool environment for children to safely withdraw to – giving the child time and space needed to calm down and re-enter play successfully, and supporting the development of self-regulation skills
- Regularly reflecting on our planned curriculum and how our learning environment supports positive interactions between children
- Providing a safe area for 'thinking time'. Thinking time is carefully managed by educators and includes a staff member 'debriefing' with the child about what has occurred. Alternative solutions are discussed and the child is then supported to re-enter play
- Withdrawing children when they are at risk of hurting themselves or others, ensuring an adult is with them all the time.

At preschool we acknowledge children as individuals and understand that each child will have different levels of understanding and will have experienced different rules and expectations.

If children are at risk of hurting themselves or others it may be necessary to restrain them by physically holding the child with care. If this should occur, the family will be informed. As a Department for Education site we do not use any forms of physical punishment with children at preschool. Children with special rights may have greater difficulty in self-regulation and understanding group norms. Educators will initiate discussions with families at the earliest opportunity when children are demonstrating unsafe or escalating behaviours to work together and develop strategies to support the child's learning and wellbeing.

At preschool children are learning to be social, how to be part of a group and know the accepted ways of playing, working and being with others. As they develop, children are learning to share, take turns, how to resolve conflicts, to listen, to play together, and to communicate and share their ideas. They don't always get it right, and some children need more support than others.

Involving Children

Children need to be actively involved in setting boundaries and negotiating our agreed group norms. Educators will involve children in:

- Discussions about safe and unsafe play
- Documenting agreed consequences for unsafe/inappropriate behaviours
- Encouraging and supporting children to model appropriate behaviours for their peers.

Partnerships with families

We believe the most effective outcomes for children occur when educators and families work together to support and guide children's behaviour. We support family involvement by;

- Giving this policy to all families on enrolment as part of their enrolment package
- Being available to talk with families about this policy at any time
- Communicating with, and involving families at the earliest opportunity to work together to assist each child's wellbeing and learning
- Working collaboratively with families to share and agree on consistent strategies for the child
- Planning, implementing, monitoring and reviewing individual behaviour plans or other supports in partnership with families and support services
- Working with families to understand cultural or external factors that may be affecting a child's behaviour.

Children may exhibit challenging behaviours for a variety of reasons and it is very important you keep us informed of any changes in family circumstances e.g. separation anxiety, a new baby, moving house, allergies, death of a family member, illness. Some events will affect children in different ways and may result in challenging behaviours. As Educators, we are experienced observers of young children and will talk with you if we are concerned about your child's behaviour. We will work in partnership with you to develop consistent strategies, which may include modifying routines or curriculum to accommodate your child. Further advice and support may also be sought from the Department for Education Support Services team or other professionals who may be able to offer advice and support to the child, family and educators.

Educators will support this policy by

- Contributing to discussions about maximising positive behaviour
- Contributing to the development of individual learning plans and ensuring strategies to support children are implemented
- Modelling and using intentional teaching strategies for appropriate behaviour
- Being consistent in their approach to behaviour
- Maintaining confidentiality about individual children and their needs
- Furthering their own knowledge through professional development opportunities
- Being aware of our personal limitations and seeking assistance when needed
- Contributing to the review of this policy.

Supporting our Positive Behaviour Policy

Educators and parents/caregivers need to share responsibility by being consistent at all times and modelling appropriate behaviours. Families can help the staff team by:

- Talking to educators about any changes in your child's environment that may cause distress or changes in behaviour
- Informing educators when they see inappropriate behaviours between children
- Working with educators to increase positive behaviour
- Reading our Policy and signing and returning the tear off slip as acknowledgement and support
- Adhering to the principles in this policy while on site.

The site leader will support staff by

- Including this policy in the staff induction book
- Providing access for all educators to current information and research regarding behaviour guidance, either through written information or access to professional development opportunities
- Providing new educators to the team, including relief staff a copy of this policy and providing information about any children with behavioural needs.

References

DECS - Supporting and Managing Children's Behaviour: An Early Childhood Resource (2004)

National Quality Standard 5.1 (2011)

[Quality Area 5 – Relationships with children | ACECQA](#)

National Quality Standard 5.2 (2011)

[Quality Area 5 – Relationships with children | ACECQA](#)

Education and Care Services National Regulations – National Regulation 155

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Education and Care Services National Regulations - National Regulation 156

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Playgroup SA – Playgroup Guide for Coordinators (2018) – Section 6 Exchanging ideas and sharing parent info

Protective practices for staff in their interactions with children and young people (2nd Edition)

[Protective practices for staff in their interactions with children and young people guidelines for staff working or volunteering \(education.sa.gov.au\)](#)

Site behaviour, interactions and guidance code exemplar (DfE intranet)

Mawson Lakes Preschool - Parent Concerns and Complaints Procedure

At Mawson Lakes Preschool we consider parents/caregivers as partners in the education of their children. Parents/caregivers are the child's first educators and the information you bring to preschool about your child will help us to develop a learning program that suits each individual child. Providing quality programs that allow children to learn and reach their maximum potential is at the core of everything we do.

However, we recognise sometimes things go wrong and you may feel that your expectations have not been met. If you should have an unresolved concern or complaint, please raise it with us. It's important to work together, talk, listen and find solutions in a courteous and respectful manner, so we can improve our services. Please know that any issues raised with us will be reviewed to improve our processes and procedures to ensure we develop a strong partnership with families.

The process has four stages, with the Preschool being the first point of contact for parents and caregivers. The following information will guide you through the process to raise a concern or complaint.



Step 1 – frontline complaint handling and early resolution

- Talk to the person that made the original decision. We encourage a process where the original decision maker is given the opportunity to resolve the concern or complaint wherever possible.
- If you're still not satisfied that your complaint has been addressed, you can contact that person's line manager. At preschool this is most often the Preschool Director. Ask to make a time to contact them to discuss your concerns. You may want to put your concerns in an email. dl.4163.leaders@schools.sa.edu.au
- If the complaint is about the Preschool Director you may want to meet with, or write to the Education Director.

Para Hills Education Office
Education Director – Ros Maio
t 8314 4026

Most complaints are resolved quickly, but some complex matters may take more time. We will advise you if this is the case.

Step 2 – central complaint resolution

If you're not satisfied that your complaint has been addressed at the local level, you can get help from our Customer Feedback Team.

Contact Customer Feedback:

- [online feedback and complaints form](#)
- [make a complaint or give feedback about a school or preschool](#)
- phone 1800 677 435 (free call).

We can help you in relation to preschool complaints by:

- giving advice about the issues behind the complaint
- liaising with the preschool to ensure all options for resolution have been explored
- objectively reviewing complaints that have not been resolved at the local level, including through a review.

Refer to [internal and external reviews for school or preschool complaints](#) for more information.

Step 3 – external complaint resolution

If we haven't been able to resolve your complaint through steps 1 and 2, you may choose to seek independent advice from the [Ombudsman SA](#). The circumstances of your complaint will determine if they can help.

Ombudsman SA (OSA)
Free call: 1800 182 150
Email: ombudsman@ombudsman.sa.gov.au

Depending on the nature of the matter, the OSA will usually ask if you have taken your complaint to the preschool or Customer Feedback before approaching the Ombudsman.

Where to get help to make a complaint

[Support for making a complaint](#) – if you have special needs or require additional assistance in making a complaint.

[Tips to make a complaint or give feedback to the department.](#)

We ask parents/caregivers to

- Follow the process outlined above for raising a concern or complaint
- Respect all parties' confidentiality and discuss the concern or complaint only with those involved
- Raise the concern or complaint as soon as possible

Preschool staff will

- Ensure they are familiar with all parts of this procedure and are able to support families through the process of raising a concern or complaint
- Follow the process outlined above for resolving a concern or complaint
- Respect all parties' confidentiality and discuss the concern or complaint only with those involved
- Seek permission from all parties to discuss the concern or complaint within the staff team if appropriate
- Ensure all families are given a copy of this procedure and the Department for Education "Raising a Complaint Policy" as part of the enrolment process

References

Complaint Management Policy

[Complaint management policy \(education.sa.gov.au\)](https://www.education.sa.gov.au/complaint-management-policy)

National Quality Standard 7 (7.1.2)

[Quality Area 7 – Governance and leadership | ACECQA](#)

Raising a complaint with the Department for Education

[Raising a complaint with the department \(education.sa.gov.au\)](https://www.education.sa.gov.au/raising-a-complaint-with-the-department)

Mawson Lakes Preschool – Payment of Preschool Fees Procedure

Rationale

As a Department for Education preschool we receive funding to pay salaries and manage the operation of the preschool, however it doesn't cover all our costs. Preschool fees contribute to the costs of providing a quality preschool program and include excursion and incursion payments and the purchase of equipment, resources and consumables.

This procedure outlines Mawson Lakes Preschool's practices in line with the Department for Education's [Preschool contribution and other charges instruction \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/preschool-contribution-and-other-charges-instruction) and the [Education and Care Services National Regulations 168 \(2n\)](https://www.education.sa.gov.au/education-and-care-services-national-regulations-168-2n)

No child will be excluded from our preschool program because their parent, guardian or carer is not able to pay preschool fees.

When setting preschool fees the Governing Council will consider the following;

- the cost for an individual child to participate in the preschool program
- that the contribution charge does not exceed the estimated actual costs of services provided
- the socio-economic status of the preschool catchment

Fees can be paid in full at the beginning of a child's preschool year, half yearly, term by term or other instalment as negotiated between the preschool and family. Families are encouraged to speak with the Director if they are having financial difficulties which may affect their ability to pay fees. If a family is experiencing financial hardship the Director has the discretion to defer, reduce, not pursue or refund the preschool contribution.

Working with families

- The fee amount will be communicated to families before they enrol their child
- Preschool fees will be made accessible to families via the parent handbook and on the preschool website
- Invoices for fee payments will be issued to families at the beginning of each term. Families are encouraged to speak with the Director if they feel that they will not be able to pay fees
- Families will be asked to make payments within 3 weeks of invoice issue
- Reminders will be sent out to families by week 6
- A follow up phone call will be made by the Finance Officer (or delegate) after reminders have been sent if no response is received, or if families fall outside of their agreed payment plan
- The preschool will provide at least two weeks' notice of any changes to the fee structure

References

ACECQA: Payment of Service Fees and Provision of a Statement of Fees Charged by the Service Policy Guidelines (2021)
[Payment of Service Fees and Provision of a Statement of Fees Charged by the Service Policy Guidelines \(acecqa.gov.au\)](https://www.acecqa.gov.au/payment-of-service-fees-and-provision-of-a-statement-of-fees-charged-by-the-service-policy-guidelines)

Department for Education: Preschool contribution and other charges instruction
[Preschool contribution and other charges instruction \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/preschool-contribution-and-other-charges-instruction)

Department for Education: Governing council fees for stand-alone preschools (accessed May 2022)
[Governing council fees for stand-alone preschools \(education.sa.gov.au\)](https://www.education.sa.gov.au/governing-council-fees-for-stand-alone-preschools)

Legislation and National Quality Standards

This policy relates to the following National Law and Regulations

Education and Care Services National Regulations 2011 (Current version 1 March 2023)

Regulation 168: Policies and procedures (2n) – payment of fees and provision of a statement of fees charged by the education and care service

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](https://www.legislation.nsw.gov.au/details/au/other/nswol/other/2011/55/1/education-and-care-services-national-regulations-2011-si-653)

Education and Care Services National Regulations 2011 (Current version 1 March 2023)

Regulation 172: Notification of change to policies or procedures

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](https://www.legislation.nsw.gov.au/details/au/other/nswol/other/2011/55/1/education-and-care-services-national-regulations-2011-si-653)

This policy links to:

Quality area 7: Governance and leadership.

[Quality Area 7 – Governance and leadership | ACECQA](https://www.acecqa.gov.au/quality-area-7-governance-and-leadership)

Mawson Lakes Preschool – Safe Sleep and Rest Procedure

Rationale

Mawson Lakes Preschool supports all children in managing their own health and wellbeing and acknowledges some children may require a rest and/or sleep while attending preschool. All educators at our preschool will take reasonable steps to ensure children's need for sleep and rest are met taking into account each child's age and developmental needs.

This policy outlines Mawson Lakes Preschool's practices in line with the Department for Education's [safe sleeping and resting for infants and young children procedure](#) and the [Education and Care Services National Regulations: Regulation 81](#)

Educators will

- Ensure our learning environment has spaces for quiet play, rest and relaxation.
- Program relaxation times into our day eg as part of group time experiences.
- Provide a quiet space for children to sleep or rest when needed.
- Ensure the environment is safe and the equipment provided complies with the Australian Standard.
- Supervise sleeping and resting children. This will involve educators staying in close proximity and checking sleeping children at regular intervals. Sleeping children will be within sight and hearing distance so that educators can assess the child's breathing and colour of their skin to ensure their safety and wellbeing. Checks will be recorded in the site Sleeping Log.
- Assess each child's circumstances to identify any known risk factors and implement a higher level of supervision if/when needed (eg if a child is unwell/has a medical condition).

Working with families

This policy is included in our parent information book and individual children's rest and sleeping needs discussed with families at enrolment.

When a child falls asleep who would not normally sleep at preschool, educators will notify parents/caregivers to negotiate collection of or waking the child.

Educators will facilitate referrals to support services for families requiring further information and assistance to provide a safe sleeping environment for their child.

In circumstances where a family request a sleep practice that varies from the recommended practices due to medically indicated reasons, departmental [Health support planning for children and students in education and care settings](#) policies and procedures are to be followed. A health care plan authorised by a medical practitioner that clearly outlines the safest sleep practices to be implemented for the child will be required.

References

ACECQA: Safe sleep and rest practices

[Safe sleep and rest practices | ACECQA](#)

Department for Education: Safe sleeping and resting for infants and young children procedure (2022)

[Safe sleeping and resting for infants and young children procedure \(education.sa.gov.au\)](#)

Department for Education: Health support planning for children and students in education and care settings

[Health and complex needs support and management \(education.sa.gov.au\)](#)

Legislation and National Quality Standards

This policy relates to the following National Law and Regulations

Education and Care Services National Regulations 2011 (Current version 1 March 2023)

Regulation 168: Policies and procedures (2) (a) (v)–sleep and rest

Part 4.2 Children's health and safety – Division 1 Health, safety and wellbeing of children #81 – rest and sleep

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

This policy links to:

National Quality Standard 2 (2011)

Quality area 2: Children's health and safety.

[Quality Area 2 – Children's health and safety | ACECQA](#)

There are also links to:

Quality area 1: Educational program and practice

[Quality Area 1 – Educational program and practice | ACECQA](#)

Quality area 5: Relationships with children

[Quality Area 5 – Relationships with children | ACECQA](#)

Quality area 7: Governance and leadership.

[Quality Area 7 – Governance and leadership | ACECQA](#)

Mawson Lakes Preschool Policy – Security & Supervision of children

The Department - and all staff who work with young children, have a duty of care to ensure the safety and wellbeing of all children entrusted to them. The educator team at Mawson Lakes Preschool have undertaken training in Child Protection and Responding to Risks of Harm, Abuse and Neglect – Education & Care (RRHAN) as well as other Departmental initiatives which involve and promote the safety of children.

In order to meet our duty of care requirements the educator team at Mawson Lakes Preschool have initiated the following procedures in regards to the sharing of information about children attending preschool and the collection of children from preschool.

The Preschool team will;

- Ensure Department COVID safe advice and information is provided to parents/caregivers regarding drop off and pick up of children
- Ensure children are signed into and out of preschool each day on the daily attendance sheet.
- Complete the roll each morning at first group time.
- Implement and maintain correct child/staff ratios to allow for optimal supervision during session times.
- Communicate with other educators when leaving an area to make sure the area is still properly supervised. This may include modifying the program if needed or re deploying staff for a period of time.
- Ensure volunteers, visitors and students do not have primary supervision of children.
- Be aware of drop off and pick up arrangements for individual children by checking the roll and kitchen diary during the day.
- Release children to authorised persons at departure time. If unsure of the identity of a person, photo identification will be asked for and details checked against the child's enrolment information before releasing the child.
- Not allow older siblings under the age of 18 to collect a child at the end of the day. If an older sibling arrives at preschool to collect a child, they will be required to wait at preschool until a parent/caregiver arrives.
- Work collaboratively with childcare staff to ensure that children moving between sites are signed in and out each day.
- In the event of offsite excursions ensure a risk assessment is conducted, which includes security and supervision as part of the process.

Families will;

- Contact the preschool via Class Dojo, email or phone to advise of late arrival or non-attendance at preschool.
- Follow COVID safe protocols as directed by the preschool
- Let an educator know when they are leaving at drop off or pick up time
- Ensure the gate is securely closed when entering or exiting preschool.
- Ensure that only their child is exiting with them.
- Inform staff of any changes to drop off or pick up routines – verbally or by phone, email or Class Dojo.
- Inform staff if a person other than an authorised person is dropping off or collecting a child. (ID will be required)
- Ensure that enrolment information regarding 'authorised' adults is kept up to date.
- Provide information to the Director (or delegate) about any alternative arrangements that need to be put in place for an individual child (eg custody or other court orders) and provide any supporting documentation.

In the case of an emergency, verbal consent will be deemed to have been given when the staff member is sure of the identity of the caller (*ie recognises voice, obtaining phone number from caller and checking number against enrolment form*). The staff member receiving the call will enter verbal consents into the kitchen diary.

Details concerning the phone number, address, enrolment at preschool or attendance at preschool of any child must not be given out unless the parent(s) or legal guardian has given prior permission.

References

Preschool Attendance Recording Procedure (2022)
Department for Education intranet 2023

Education and Care Services National Regulations (2011) – Chapter 4: Part 4.2: Division 6/99
[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Education and Care Services National Regulations (2011) – Chapter 4: Part 4.7: Division 1/158
[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Education and Care Services National Regulations (2011) – Chapter 4: Part 4.7: Division 2/168
[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

Education and Care Services National Regulations (2011) – Chapter 4: Part 4.7: Division 3/177
[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

National Quality Standard 2.3 (2011)

- **Element 2.3.1 – Children are adequately supervised at all times**

[Quality Area 2 – Children's health and safety | ACECQA](#)

National Quality Standard 7.1 (2011)

- **Element 7.1.2 - Management Systems. Systems are in place to manage risk and enable the effective management and operation of a quality service.**

[Quality Area 7 – Governance and leadership | ACECQA](#)

Mawson Lakes Preschool Policy – Support for Medical Conditions

At Mawson Lakes Preschool we support families in managing their child's medical needs. We recognise some conditions including Asthma, Anaphylaxis, Diabetes, Epilepsy and Cystic Fibrosis affect many families and specialist care may be required. This Policy outlines our procedures to ensure the safety and wellbeing of all children and is used in conjunction with the DfE Medication Management procedure and Health Support Planning protocols. More information about supporting children's health and wellbeing can be found at [Health and complex needs support and management \(education.sa.gov.au\)](http://healthandcomplexneedsupportandmanagement.education.sa.gov.au)

At Mawson Lakes Preschool:

- Children have a right to be safe at Preschool and be treated with respect.
- Our curriculum is inclusive and all children, regardless of need will be supported to engage in all areas of the curriculum.

Strategies we will use to support children with Medical conditions:

- Core staff will undertake regular First Aid, Asthma and Anaphylaxis training to industry standard.
- All staff will be given access to appropriate training and information to meet the needs of other medical conditions when relevant.
- Ensure a staff member who is fully trained in First Aid is always on site.
- All staff will have access to the DfE web link regarding Health and Safety for children – reminders will be given once per term through staff meetings.
- Confidentially collect written information from families about the child's medical needs including any limitations to accessing the curriculum, medical support and reports from any other agencies (eg physiotherapists, occupational therapists, speech pathologists etc) to ensure we are fully aware of the needs of their child.
- Educate our Preschool community where appropriate to ensure all families are aware of the need to maintain a safe environment for children and/or staff with medical conditions, including adhering to our *Healthy Eating Policy*, which outlines our procedures for managing food related allergies. This will be addressed through regular updates in our kindy update, in enrolment procedures and Parent Information sessions.
- Staff will work with families, health services and schools to support the ongoing medical needs of children identified with medical conditions.
- As part of the staff induction procedure all staff will be made aware of individual children's needs in a confidential manner.
- Ensure relevant information and Medical Plans are in place prior to a child beginning Preschool. A copy of each child's Medical Plan will be kept with their enrolment form, and a copy in the child's medication box with any required medication. Children will not be able to attend Preschool without these provisions in place.
- Medication boxes will be labelled with a photo of the child and kept in the first aid area in the kitchen at Preschool.
- Regular checks of expiry dates of medication will be completed. Staff will contact families to replace expired medication when needed.
- Ensure medication is checked and administered when needed by a trained staff member and witnessed by another staff member, as per child's Medication Plan/Authority signed by a Doctor and following the guidelines and expectations of the National Quality Standards for Preschools.
- Ensure a Health Support Agreement and a Safety Risk Assessment is completed for each child.
- Ensure appropriate documentation is maintained and parents are informed.
- The First Aid cupboard is checked annually and is fully stocked including two emergency Asthma kits and an epipen to ensure the safety of undiagnosed children who present with severe allergic reactions.
- Regularly review our Emergency and Medical procedures and policies as part of our WHS procedure.
- In the case of an emergency, staff will call for an ambulance and emergency contacts will be contacted immediately.

Parents of children with medical needs are expected to:

- Provide preschool staff with correct, up to date written information regarding their child's health and wellbeing at the time of enrolment, and update us immediately of any changes.
- Ensure all emergency contact details are up to date to allow staff to contact appropriate persons quickly and easily.
- Provide preschool staff with the appropriate Medical Plan/s which have been completed and signed by their child's doctor, prior to commencement at preschool.
- Provide all medication as stated in the Medical Plan each day their child attends preschool.
- Provide all equipment necessary for the administration of medication.

- Provide relevant contacts and/or reports to enable staff to liaise with other professionals involved in caring for their child's health and medical needs.
- Inform preschool staff if a medical condition is identified, which could impact on their own or other's health and safety at preschool and provide relevant written information as above.
- Refrain from sending children to preschool for the first 24 hours following commencement of an unfamiliar course of medication (including antibiotics) in case of an allergic reaction.

Curriculum /Learning environment:

- Provide experiences to promote awareness of diversity and wellbeing, and encourage and model inclusive practices. *(Outcome 3: Children have a strong sense of wellbeing; Children are aware of and develop strategies to support their own mental and physical health and personal safety).*
- Provide information to children about a variety of medical conditions, where applicable and appropriate, and provide opportunities for medical professionals eg Nurses, Doctors, Ambulance staff to visit preschool and share their knowledge.
- Promote respect, compassion and caring for others through explicit teaching strategies and the use of learning resources including The Kimochis® Curriculum and The Keeping Safe: Child Protection Curriculum.

References

Department for Education: Health Support Agreement v2.2 (2019)

[HSP120 - Health support agreement \(education.sa.gov.au\)](https://www.education.sa.gov.au/health-support-agreement)

Department for Education: Health support planning for children and students in education and care settings

[Health support planning for children and students in education and care settings](#)

Department for Education: Medication management in education and care services

[Medication management in education and care services](#)

Department for Education: Medication management procedure (2021)

<https://www.education.sa.gov.au/doc/medication-management-education-and-care-procedure>

Early Years Learning Framework v2.0 (2022)

Outcome 3: Children have a strong sense of wellbeing

[Approved learning frameworks | ACECQA](#)

Education and Care Services National Regulation's – Part 4.2 Children's health and safety; Regulation 90 (2011)

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

National Quality Standard 2.1 (2011)

[Quality Area 2 – Children's health and safety | ACECQA](#)

Mawson Lakes Preschool - Sustainability Policy

At Mawson Lakes Preschool we are aware of the part we play in supporting children to develop a respect and appreciation for the natural world, and to adopt an attitude towards waste that acknowledges that not everything can just be used and thrown away.

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Rationale

Early childhood is an important time for establishing lifelong sustainable habits, and developing knowledge, skills, values and world views necessary to contribute to more sustainable patterns of living. Children begin to understand the ways social, economic and environmental systems interact to support and maintain human life, appreciating and respecting the diversity of views and values that influence sustainable development and participate critically and act creatively in determining more sustainable ways of living. Education enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence. Aboriginal and Torres Strait Islander Peoples maintain a special connection to and take responsibility for Country. This connection to the environment comes from their belief that the land and people were created by ancestor beings who continue to protect and care for the land. The land refers to everything within the landscape including water, air, trees, rocks, plants, animals, and landforms. These are all intertwined and essential to their well-being, so Aboriginal and Torres Strait Islander Peoples consider the land to be a part of them. Therefore, they have a responsibility to look after their environment and to use natural resources wisely. We recognise this connection to the land and through our Acknowledgement of Country, we make our own promise to look after the animals and plants. Children are reminded of this throughout their daily experiences and educators use this tool to help teach children how their actions can have an impact on their environment.

Aims

- To promote a sense of responsibility, respect, empowerment, active participation, enquiry, and a desire for social change.
- To show children how their actions can affect the world that we live in. By engaging in experiences with the children that relate to sustainability we can help them understand how the choices they make can have a positive impact on the environment.
- To play our part in protecting our environment. It is our responsibility to maintain and care for the environment as well as contributing to a sustainable future. We do our utmost to reserve and preserve the earth's resources, doing what we can to promote sustainability in all areas.
- To provide relevant, timely and useful information and accordingly, model sustainable behaviours in every aspect of our practice.

As Educators we will

- Role model sustainable practices.
- Incorporate indigenous perspectives into the learning program as a means to teach children about looking after their environment by learning how the traditional custodians did so for thousands of years.
- Set up our environment and learning experiences to promote sustainability.
- Provide children with opportunities to connect meaningfully with nature, through not only our outdoor learning environment, but also through the learning experiences we offer in all areas of our learning environment.
- Incorporate recycling as part of everyday practice by providing recycling containers throughout lunch and at learning experiences.
- Use the concept of "reduce, re-use and recycle" so they become part of everyday practice for both educators and children to build lifelong attitudes towards sustainable practices.
- Involve children in nature walks and educate children about plants and gardening and the processes involved in growing plants from seeds.
- Carefully consider the sustainability properties of the resources that we purchase and use within our program.
- Source resources and materials from *It's not garbage* and second hand shops to use within the preschool.

- Actively recycle our waste and promote responsible use of the earth's resources.
- Involve the children in discussions about sustainability and our waste and the impact it can have on our environment.
- Teach children to dispose of their rubbish in thoughtful and considerate ways, using coloured, labelled bins, for green waste, recycling and general waste.
- Teach children about the environment, ecosystems, and life cycles to show how they are all interconnected.
- Engage with services such as the Adelaide Zoo, Animals Anonymous, Nature Play SA, KESAB and NAWMA and participate in both excursions and incursions within the wider community that help promote an appreciation for nature.

The learning environment

- Reflects our passion for sustainability and promotes our philosophy to ensure children learn best when encouraged to explore their world through play and real-life experiences, consolidating their learning by revisiting experiences in a supportive environment.
- Connects children to nature through art and play and allows children to experience the natural environment.
- Provides opportunities for children to dispose of their rubbish in thoughtful and considerate ways, using coloured, labelled bins, for green waste, recycling and general waste.
- Supports sustainable water usage, collecting rainwater and water wastage, where appropriate, to use it on the plants.
- Our preschool garden supports learning through experiencing gardening, harvesting, and composting.

Involving Children by

- Encouraging and including them in discussions about sustainability.
- Encouraging and supporting children to take responsibility for the environment by:
 - Caring for and weeding the garden beds
 - Watering plants
 - Picking up rubbish
 - Putting resources away
 - Keeping the environment safe
 - Looking after pets
 - Interacting with our worm farm

Involving Families by

- Discussing sustainable practices with the families and the local community as part of the curriculum.
- Inviting families who identify as Aboriginal and Torres Strait Islander peoples to share their beliefs and sustainability practices with us.
- Providing information on sustainable practices that are implemented at preschool through displays, fact sheets and local community resources. Encourage the application of these practices in the home environment.
- Encouraging their participation in decision making and information sharing about environmental sustainability through governing council meetings, kindy updates and curriculum documentation and by ensuring that families have access to the preschool sustainability policy.
- Encouraging the collection of recyclable materials for crafts.
- Encouraging the use of the outdoor environment on the weekends and during holidays.
- Encouraging their participation in learning experiences such as cooking or gardening.

References

Australian Curriculum, Assessment and Reporting Authority (ACARA) 2016, Australian Curriculum, Mathematics Foundation year

<https://www.australiancurriculum.edu.au/f-10-curriculum/mathematics>

Early Education for Sustainability SA

<https://eessa.org.au/>

Educators Belonging, Being & Becoming: educators' guide to the early years learning framework for Australia 2009.

https://www.acecqa.gov.au/sites/default/files/acecqa/files/National-Quality-Framework-Resources-Kit/educators_guide_to_the_early_years_learning_framework_for_australia_2.pdf

Guide to the National Framework Australian Children's Education and Care Quality Authority (ACECQA) 2011
<https://www.cecqa.gov.au/nqf/about/guide>

National Quality Standard 3.2 (2011)
[Quality Area 3 – Physical environment | ACECQA](#)

Mawson Lakes Preschool - UV Protection and Hot Weather Policy

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure during childhood and adolescence is a major factor in determining future skin cancer risk.

UV radiation cannot be seen or felt, and is different to infrared radiation, therefore UV levels are not related to temperature. UV radiation can be high even on cool and cloudy days, so clear skies or high temperatures cannot be used to determine when sun protection is required.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health. Sensible sun protection when UV is 3 and above does not put people at risk of vitamin D deficiency.

Cancer Council SA

Mawson Lakes Preschool is committed to providing and maintaining a safe and healthy working and learning environment for children, families, staff and visitors to the preschool. To achieve these aims the preschool has developed the UV Protection and Hot Weather policy.

Site Context

Outdoor area and Shade Provision

Our outdoor area has a number of trees which provide shade as well as two large shade structures providing up to 98% UV-B block out – one over the swing area and one over our sandpit and water course area.

Verandah

Our building has a verandah erected along the entire length on the northern facing side. The verandah also has blinds which provide further protection and fans for extra airflow, as well as ventilators to release the build-up of heat.

Air Conditioning

The preschool is fully air conditioned with reverse cycle ducted air conditioning and a number of subsidiary units in the main indoor play areas, kitchen and office.

Objectives

This UV Protection policy has been developed to:

- Ensure a safe learning and working environment is provided for all children, staff, volunteers, families and visitors at Mawson Lakes Preschool
- Encourage children and staff to use a combination of sun protection measures whenever UV index levels reach 3 and above in terms 1,3 and 4
- Assist children to be responsible for their own sun protection
- Ensure families and new staff are informed of our preschool's UV Protection policy

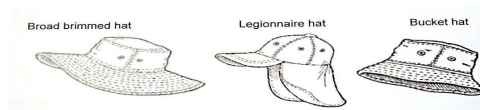
Procedures

We use a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4 and whenever UV levels reach 3 and above at other times. Extra care will be taken during peak UV times of the day (11am – 3pm during daylight savings times and 10am – 2pm during non-daylight savings times) and outdoor activities will be scheduled outside of these times where possible, or in the shade.

Staff will access the daily sun protection times via the Sun Smart app or www.myuv.com.au to assist with implementing this policy. A sign will be displayed on the main entry door advising of when sun protection measures need to be taken.

Hats and clothing

All children are required to wear hats that protect their face neck and ears i.e. legionnaire, broad brimmed or bucket hats when the UV rating is above 3 or above. Baseball or peak caps are not considered suitable. Hats are to be provided by parents/caregivers. Children are encouraged to use available areas of shade when outside. Children who do not have appropriate hats or outdoor clothing will be expected to play inside or under the verandah.



Children are required to wear loose fitting clothing in layers that can easily be removed during activity. Shirts with collars and longer sleeves e.g. to the elbow and longer style shorts/skirts are recommended. Singlets and shoe string strap tops are not allowed. If a child is wearing a singlet top or dress the preschool will either use a t-shirt from the child's bag or provide a t-shirt/shirt to be worn by the child prior to them going outside.

Sunscreen

Parents/caregivers are responsible for applying sunscreen to their children before attending preschool. A broad spectrum water resistant SPF50+ is recommended. Parents/caregivers of children with sunscreen sensitivity will need to supply an appropriate alternative, labelled with their child's name and sign a health support agreement which will be reviewed by the staff team each term. Educators will also complete all documentation required by DfE to support the child and family. When the UV rating is 3 or above, staff will be responsible for supervising children to reapply sunscreen after lunch. The preschool will supply sunscreen for use at preschool (Broad spectrum, water resistant SPF50+). Children will be encouraged to apply their own sunscreen under staff supervision and instruction. Staff will apply sunscreen to children who are unable to do so themselves.

Hot Weather

Activities

During hot weather outdoor learning activities will be modified when needed. Staff will monitor the placement of equipment/activities to ensure the health and safety of all children and staff. On days of extreme heat the outdoor program may be modified or cancelled with children playing inside or on the verandah and parents/caregiver will be notified of the decision via Class Dojo.

Surfaces

Prior to children engaging in outdoor play on hot days, staff will check the surface temperature of items such as swings, climbing boards and other outdoor equipment in order to prevent burn injuries. This will be checked by a staff member placing their hand on the surface for a slow count of five.

Snacks and drinks during hot weather

Parents are encouraged to pack fruit and vegetables in insulated containers with a freezer brick. These are to be kept in children's bags and placed in a locker under the verandah. Lunch boxes containing children's lunches are to be put into the lunch crates and the crates will be brought inside by a staff member and lunch boxes transferred to the refrigerator as soon as practicable. Children will be reminded to have a drink regularly during the day and have free access to cool, fresh drinking water at all times. Children are expected to bring their own named drinking cup and or bottle containing water which is kept in their bag.

Curriculum

- Sun protection is incorporated into the learning and development program.
- The UV Protection and Hot Weather policy is reinforced through staff and children's activities and displays.
- Staff and families are provided with information on sun protection through family newsletters, Class Dojo and the preschool's website

Involving Families

- Information about the UV Protection and Hot Weather Policy will be given to new families as part of the preschool enrolment process
- Parents/caregivers can request a time to talk to staff about our Policy at any time
- Parents/caregivers will be asked to support our policy by providing a suitable hat for their child
- Parents/caregivers will be asked to support our policy by dressing their child in suitable clothing that is cool and covers as much skin as possible (e.g. covers the shoulders, chest, upper arms and legs)
- If you child has their own sunscreen parents/caregivers will be asked to provide SPF 30 or higher, broad spectrum, water resistant sunscreen and sign a health support agreement prepared by the staff team
- Parents/caregivers will be required to give permission for staff to apply sunscreen to their child
- Families and visitors will be asked to support our policy by using a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the preschool or preschool events
- Preschool families will be asked for input and feedback about our policy during the review process.

Staff WHS and role modelling

As part of WHS UV risk controls and role modelling, when the UV radiation is 3 and above in terms 1, 3 and 4, staff will:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30 or higher broad spectrum, water resistant sunscreen
- seek shade whenever possible.

References

Cancer Council SA

[Resources for Early Childhood Centres - Cancer Council \(cancersa.org.au\)](https://www.cancersa.org.au)

DfE Inclement Weather and Sun Protection

DfE intranet

Legislation and National Quality Standards

This policy relates to the following National Law and Regulations:

Education and Care Services National Law Act 2010 (Version 015- 2022)

Section 167 – Protection from harm and hazards

[Education and Care Services National Law Act 2010 \(legislation.vic.gov.au\)](https://legislation.vic.gov.au)

Education and Care Services National Regulations 2011 (Current version 30 December 2021)

Regulation 100 – Risk assessment must be conducted before excursion

Regulation 113 – Outdoor space–natural environment

Regulation 114 – Outdoor space–shade

Regulation 168: Policies and procedures (2) (a) (ii)–sun protection.

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)

This policy links to:

National Quality Standard 2 (2011)

Quality area 2: Children’s health and safety.

[Quality Area 2 – Children's health and safety | ACECQA](#)

There are also links to:

Quality area 1: Educational program and practice

[Quality Area 1 – Educational program and practice | ACECQA](#)

Quality area 3: Physical environment

[Quality Area 3 – Physical environment | ACECQA](#)

Quality area 5: Relationships with children

[Quality Area 5 – Relationships with children | ACECQA](#)

Quality area 6: Collaborative partnerships with families and communities

[Quality Area 6 – Collaborative partnerships with families and communities | ACECQA](#)

Quality area 7: Governance and leadership.

[Quality Area 7 – Governance and leadership | ACECQA](#)

Mawson Lakes Preschool – Water Safety Procedure

Rationale

Drowning continues to be one of the biggest killers of Australian children. Every year a number of children are killed and hundreds more are rescued from near drowning situations. The most common factor in childhood drowning is lack of supervision. A child can drown in as little as a few centimetres of water. Items such as nappy buckets, sinks, pet drinking bowls, ponds, pools, water features and water tanks are potential drowning hazards.

Kidsafe

Children are adventurous and enjoy exploring their environments. At our preschool water play is an important part of children's healthy growth, learning, wellbeing and development and we create a learning environment that fosters a sense of curiosity, wonder and awe. Educators also ensure that effective precautions are put in place to safeguard children during any water play experiences and incorporate water safety awareness into the educational program.

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for managing water safety, including safety during any water-based activities. This procedure outlines Mawson Lakes Preschool's practices in line with the Department for Education's [Preschool water safety procedure \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/preschool-water-safety-procedure) and the [Education and Care Services National Regulations 168 \(2\) \(iii\)](https://www.edi.sa.edu.au/education-and-care-services-national-regulations-168-2-iii)

Educators will

- Ensure that there is adequate supervision provided at all times when there is water play experiences available at preschool
- Assess each child's circumstances to identify any known risk factors and implement a higher level of supervision if/when needed (e.g. developmental needs or a medical condition)
- Include and intentionally teach water safety messages with the children throughout our curriculum
- Make sure any water hazards are managed as outlined in our water play risk assessment
- Ensure buckets that contain liquids are not accessible to children
- Empty, safely cover or make inaccessible to children all water containers when they are not in use, e.g. mop buckets, nappy buckets, bathtubs, water troughs, watering cans etc.
- Ensure water troughs or containers for water play will be supervised at all times and containers or troughs are emptied after use
- Inspect indoor and outdoor environments for potential water hazards, particularly during and after wet weather

All staff members will hold the appropriate first aid and CPR qualifications and there will be at least one educator on site at all times with current approved qualifications.

Working with families

- Make sure families are informed about our water safety practices by including this procedure in our parent information book and website
- Information about keeping children safe around water will be included in newsletters at least twice a year
- Information about our curriculum on water safety will be provided to parents via our program

References

Department for Education: Preschool water safety procedure (2022)

[Preschool water safety procedure \(education.sa.gov.au\)](https://www.edi.sa.gov.au/preschool-water-safety-procedure)

Department for Education: Water safety for preschools (accessed May 2023)

[Water safety for preschools \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/water-safety-for-preschools)

Water Safety

[Water Safety | kidsafe Australia](https://www.kidsafe.com.au/water-safety)

Legislation and National Quality Standards

This policy relates to the following National Law and Regulations

Education and Care Services National Regulations 2011 (Current version 1 March 2023)

Regulation 168: Policies and procedures (2) (a) (iii) – water safety, including safety during any water-based activities

[Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](https://www.edi.sa.gov.au/education-and-care-services-national-regulations-2011-si-653)

This policy links to:

National Quality Standard 2 (2011)

Quality area 2: Children's health and safety.

[Quality Area 2 – Children's health and safety | ACECQA](#)

There are also links to:

Quality area 1: Educational program and practice

[Quality Area 1 – Educational program and practice | ACECQA](#)

Quality area 5: Physical Environment

[Quality Area 3 – Physical environment | ACECQA](#)

Quality area 7: Governance and leadership.

[Quality Area 7 – Governance and leadership | ACECQA](#)