Welcome to Settlers Farm Kindergarten!

Settlers Farm Campus Kindergarten Philosophy Statement

At Settlers Farm Campus Kindergarten we provide your children with the opportunities to grow and develop as confident individuals in a positive and nurturing environment. We foster their learning and creativity through hands on real life experiences within a play based curriculum using the Early Years Learning Framework.

Our kindergarten is a place where staff, families and children work actively together in partnership to create a learning environment which is responsive to the individual needs, cultural and family diversity of the children and the community. As educators, we give priority to nurturing relationships and providing children with emotional support and assist children to develop the skills and understandings they need to interact positively with others. We share the same vision as Settlers Farm Campus R-7:

“Settlers Farm Campus as a community works together to inspire our students to develop respectful relationships, be resilient and maximise their potential”

The five principles of the Early Years Learning Framework are:

- Secure, respectful and reciprocal relationships
- Partnerships
- High expectations and equity
- Respect for diversity
- Ongoing learning and reflective practice

We believe these are fundamental in the development of children’s learning and well being.

Within this context we……

- provide a play based, child-centred curriculum where children and educators are actively engaged in their learning.
- encourage children to discover the pleasure of learning and have fun in the process.
- promote a strong sense of well being – nurturing relationships where the kindergarten community (families, children and educators) feel happy, secure and accepted
- foster the development of children’s trust and confidence
- build on children’s prior knowledge to support, challenge and extend their learning
- embrace diversity and inclusivity, recognising children’s rights to have their cultures identities, abilities and strengths acknowledged and valued
- will incorporate the values of the SFC R-7 Community, those being ‘Respect’, ‘Responsibility’, and ‘Personal Best’.

To be reviewed: 2016
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KINDERGARTEN STAFF

Director
Teachers
Early Childhood Workers
Support Staff At the kindergarten we often have extra staff who support children with particular needs eg: English as a second language

* An updated copy of our staff details will be provided at the time your child starts Kindergarten

At Settlers Farm we are very happy for children and parents to use our first names. The staff works closely together as a team, so please don’t hesitate to approach any of us with your queries and problems.

SERVICES AVAILABLE

Settlers Farm Kindergarten is primarily funded by the government, but we rely on parent contributions and fund raising. The kindergarten provides the following services:

TRANSITION VISITS

Pre entry is no longer offered in the term prior to your child starting full time. A 2 hour transition visit and Information session will be offered in the term prior to your child starting full time.

SESSIONAL PRE-SCHOOL (Government Funded)

Up to 15 hours per week for preschoolers, a maximum one year prior to school entry

Group One: Monday & Tuesday 8.30am - 2.55/3.15pm
Wednesday odd weeks 8.30am - 11.15/11.30am

Group Two: Thursday & Friday 8.30am - 2.55/3.15pm
Wednesday even weeks 8.30am - 11.15/11.30am

Fees $80 per term
ESSENTIAL INFORMATION

SIGNING IN
It is a requirement that each parent/guardian sign their name and the time of arrival and departure for their child. The sheets are located on clipboards on a roll out notice board under the verandah.

MANAGEMENT
The kindergarten is managed jointly, by the Director of the kindergarten and members of the ‘Governing Council’. The Governing Council consists of kindergarten parents and community members. We encourage all parents to attend our meetings. Meetings are usually held on a Wednesday morning twice a term, as detailed on the whiteboard. You are welcome to bring your child with you to meetings.

CURRICULUM
We base our curriculum on the Early Years Learning Framework for Australia - ‘Belonging, Being, Becoming’. Please take the time to read the curriculum plans displayed at the centre, and other information regarding the curriculum document.

Please see our Curriculum Policy on pages 7 and 8

ASSESSMENT AND REPORTING
- Staff keep records about each child’s learning
- Each term you will receive a “learning note” about your child’s strengths/areas to work on
- At the time when each child moves on to school, teachers write a “Statement of Learning” report which is shared with the parents and a copy provided to the school.
- We keep portfolios of children’s work, which are displayed and accessible all year to children and their families. These are given to you on exiting the kindergarten. Please refer to our Assessment and Reporting policy on page 10 for more information

BIRTHDAY CAKES
The Governing Council and Staff have decided not to have cakes on children’s birthdays at kindy. We still celebrate the birthday by giving the child a birthday sticker and singing “Happy Birthday” with the emphasis on the child being special - not the cake.

DRINKS
We have drinking fountains which are available for the children to use. Children usually bring water in named bottles, which are easy for them to open and close on their own. Please do not send any other drinks to kindy as they attract ants and wasps.
POCKETS
Every child has a pocket where all notes from the kindy will be placed. Please check it daily in order to keep up with information and coming events. Please see the staff if you are unsure where your child’s pocket is located.

DAILY INFORMATION IS UPDATED ON THE WHITEBOARD

TOYS
Please do NOT allow your child to bring along toys from home as they are inevitably lost, and children become upset!

DROP OFF / PICK-UP OF CHILDREN
Parents are required to record their child’s arrival and departure time with a signature everyday on the sign in clip-boards.
Please collect your kindy child before collecting your child from school. Be sure to notify us if someone unfamiliar to us is collecting your child from kindy. If possible, introduce people who are likely to collect your child to the staff before they do so. If their name is not on your enrolment form and we have received no notification from you, children will not be released. This is in accordance with the DECD ‘Acceptance and Refusal of Authorisations Policy’ (http://www.decd.sa.gov.au/docs/documents/1/AcceptanceandRefusalofAut.pdf)

Minors aged 12 years and over have permission to collect children from kindergarten if written consent is provided by parents/guardians to kindergarten staff.

SCHOOL RESOURCE CENTRE VISITS
Children will have the opportunity to visit the resource centre and listen to a story read by the teacher librarian on Wednesday morning during terms 3 and 4.

KINDY BORROWING LIBRARY
We have a large range of books for children to borrow on a weekly basis - each book is numbered in a numbered plastic zip lock bag. A crate with these books will be put in the outdoor area, at the snack table (under the verandah) with a folder for families to record their borrowing. For further information please see a staff member

FOOTWEAR
Children need to wear secure footwear, sandals or sand shoes, that are suitable for active play. Thongs and ‘crocs’ are not suitable. Children may remove footwear during warmer weather. These are placed in the suitcase by the sandpit. Please make sure your child’s shoes are named.

CLOTHING / HATS
This should be loose and comfortable for active play. Also washable/stainable so that children can participate in messy learning experiences. Please do not send your child to kindergarten in singlets or strappy tops/dresses - shoulders must be covered for sun protection. Children MUST have a bucket or legionnaire’s hat for outdoor play throughout the year. Please see our ‘Hot Weather’ and ‘Skin Protection’ policies for further information. Personalised bucket hats will be supplied as part of your Kindergarten fees in Term 1. Extra hats can be purchased from Kindy for $9.90

INFORMATION CHANGES
Please contact the Centre immediately if there are any changes to the details on your child’s enrolment form e.g.: address, phone number, emergency contacts etc….
ADMINISTERING MEDICINE

Staff cannot give medication without a signed approval form from the child’s doctor and parent. Forms are available from the staff. All medication (including asthma puffers) need to be given to staff to be placed in a lockable cupboard.

PARENT INVOLVEMENT

The Staff at Settlers Farm Kindergarten believe that parents are an integral part of a successful kindergarten. We encourage you to stay and become involved, even if it is only five minutes. There are lots of different opportunities for you to be involved, with excursions and special events, where we ask for help with particular activities, or simply by letting us know that you would like to stay and help out for a session. Parents are welcome to join us for lunch with the children at 12.30pm. Ongoing volunteers are required to complete a ‘Relevant History Screening’ form and ‘Responding to Abuse and Neglect’ training. The kindergarten covers all costs for this.

KINDERGARTEN POLICIES

The Kindergarten has a number of policies which relate to different aspects of the kindergarten. These have been decided upon by the kindergarten community as part of a formal decision making process. Copies of all of these are in the Policy Folder in the Parent Information cupboard for you to refer to. Please see a member of staff if you need assistance.

DECD policies can be viewed on the DECD website:

OTHER EARLY CHILDHOOD SERVICES

1. Occasional Care is available for under 4’s at Burton Park (8280 6472) and Riverview Kindergartens (8281 7330)
2. CYHS nurse is available on the Settlers Farm Campus. The clinic is held on Wednesday – phone 1300 733 606 for an appointment
3. Salisbury Community Health Service is located at Hollywood Plaza, next to the Salisbury West Library—phone 82817644
4. Burton Park Community House and Morella Community House offer a wide range of low cost interest classes and English classes. See noticeboard for details.
5. Family Day Care is available by contacting the FDC officer in your area. The number is 82079100
6. Dental Clinic is free for children under 5 phone 82509254
SETTLERS FARM CAMPUS KINDERGARTEN ATTENDANCE POLICY

In order for your child to obtain the most learning from their kindergarten experience it is important that they attend all their sessions. If your child is unwell and not able to come, please call the kindergarten to let the staff know that your child will be absent. Regular attendance makes it easier for children to make and sustain friendships as well as setting them up for good attendance habits during their education. Due to our high numbers and the kindergarten being at capacity, it is important that we are informed of your child’s absence, as their place will need to be offered to a child on our waiting list if we have not heard from you for a period of two weeks or more.

The Kindergarten Program

Children in South Australia are entitled to, where possible, 15 hours of kindergarten a week for 4 terms prior to starting school. At Settlers Farm Kindergarten this is achieved by children attending for 30 hours per fortnight.

Kindergarten sessions are held from Monday to Friday with children accessing a planned program. By attending all sessions, children experience continuity in the program, building on what they have learned in the previous session.

Lunch at Kindergarten

The following guidelines are in place to ensure the smooth running of the centre in the interests of children’s learning.

* Please send your child’s lunch in a separate small named box which should be placed in the lunch crate on arrival at kindergarten. Staff will put this in the fridge.
* Two separate snacks, for the morning and afternoon sessions should remain in your child’s bag.
* Water is freely available at all times for children to access at kindergarten but it is a good idea to leave a bottle of water in your child’s bag at all times.
* The lunch supplied needs to comply with our Healthy Food and Nutrition Policy.
Settlers Farm Kindergarten has strong ties with the school on Campus. We make every effort with other schools our children may attend.

Children on campus have many opportunities to use campus resources, and be involved in ‘school life’. We visit the library, playground and join Junior Primary and some whole school assemblies. The kindergarten children also join in activities with children from other classes.

We do this to ensure a smooth transition to school for our children.

Consent for visits to school is covered in the permission for short walking excursions form on the enrolment form.

Information about specific school transition programs are available and are given to parents closer to the time of their child starting school.

Due to the high numbers of children in the Salisbury/Paralowie area, some schools are zoned.

Presently Settlers Farm and Burton Park schools are both zoned schools.

If you live outside the area, Settlers Farm School may not accept your child, unless you have a child already attending the school or a care provider within the zone.

Please see kindergarten or school staff for more information about this.

Kindergartens are not zoned, although priority will be given to children who live in designated housing areas at times of high need. Generally children may attend any kindergarten. However, acceptance into a kindergarten does not guarantee placement at the nearby school, e.g.: acceptance into Settlers Farm Kindergarten does not mean automatic placement at Settlers Farm Campus R-7.

Port Wakefield Road, Burton Road, Fairbanks Drive, Redford Court, Enterprise Road, Byron Bay Drive, Botham Street, Caloundra Drive, Lennox Drive, Nestor Street, Kings Road, Little Para River
Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children’s learning and development (Educators Guide to the Early Years Learning Framework for Australia, p10).

Our Curriculum Policy is based on the following beliefs:

1. **Children should be provided with a curriculum that:**

   - reflects our play based philosophy.
   - is inclusive of their interests, needs and culture
   - meets individual and group developmental needs
   - allows for the expression of personality and uniqueness
   - stimulates a sense of well being
   - celebrates and respects cultural diversity, including Indigenous Australian culture.
   - promotes the development of literacy and numeracy skills.

We will ensure this by:

   - providing a play based program that supports The Early Years Learning Framework for Australia principles.
   - building positive relationships with families.
   - establishing individual and group goals through observations.
   - providing open ended activities that foster children’s creativity and ideas.
   - providing a safe nurturing environment where children feel safe, secure and valued.
   - providing assessment throughout the year:
     - Comprehension Improvement Focus (Oral Language), Numeracy and Literacy Strategy according to DECD guide lines, and Language Link (Literacy).
     - Early Intervention and/or referred to Support Services (e.g. Speech Pathologist, Disability Coordinator, Guidance Officer), as needed.
   - Photos
   - Portfolios
   - Individual Learning Plans (ILP’s) for Indigenous children and Preschool support recipients.
   - Anecdotes and Learning Notes

Children grouped into small groups according to individual learning needs
Statement of Learning’ documented each term and finally on exit to school
planning a fortnightly program focusing on children’s interests and needs, using observations and assessments – Plan, Do, Review.
2. Parents should be fully informed of the programming cycle, their child’s development, general care practices and should be encouraged to be involved in the programming process:

We will ensure this by:

- establishing and maintaining children’s portfolios
- providing opportunities for the verbal and written exchange of information regarding children’s learning and development between families and the centre (e.g. Learning notes, summary of Language Link assessment, Governing Council meetings, parent suggestion box).
- displaying the curriculum, including ‘what’s been happening today at kindy’ (fortnightly and termly program) on the curriculum notice board.
- providing opportunities for parent participation in kindergarten events (e.g. library, cooking, incursion/excursions).
- providing families with information about daily events on the notice board and through regular newsletters.

3. Staff should be supported throughout the programming cycle.

We will ensure this by:

- providing the appropriate level of programming time (non-contact)
- giving staff the opportunity to access support services (DECS speech pathologists, disability coordinators).
- supporting staff training needs.
- sharing/consulting during staff meetings (including a communication book for part-time/casual staff)
- providing literature to support staff
- annual Performance and Development Review.


To be reviewed: August 2016
All learners can expect to participate in the construction of a planned learning and teaching program, based on the Early Years Learning Framework (EYLF), which responds to their needs, interests, prior experiences and achievements.

Assessment and reporting practices will:
- Promote the ongoing development of knowledge, skills and attitudes of all young children
- Use a variety of strategies which respond to the diversity of children and families
- Reflect the holistic nature of young children’s learning and development and the professional judgement of teachers.

Assessment information will be used to inform decision-making about the learning programs and priorities for curriculum development.

The development of a Negotiated Education Plan (NEP) for learners with special needs will include an Individual Learning Plan (ILP) that specifically addresses learner access, participation and achievement within the context of the outcomes in EYLF.

All educators contribute to:
- recording evidence of learner achievement
- learner achievement data to inform planning and practice

Record keeping takes the form of:
- Portfolios—available for parents to access at all times.
- Anecdotal observations of children—dated and recorded on sticky labels—filed
- Learning notes—reporting to parents about their child’s progress, strengths and areas of development in Numeracy and Literacy within DECD guidelines during Terms 1, 2 and 3. This is included in the Statement of Learning on exit to school in Term 4.
- ‘Description of early receptive and expressive language in preschool children’ screening tool (when required).
- Photographs
- Comprehension Improvement Focus on Oral Language using the ‘Oral Language Recording Framework’
- Early Intervention—speech/language, numeracy, literacy, motor skills
- Work samples—displayed then filed in portfolio
- Documented observations of children’s voice used in weekly planning
- Story groups—children grouped according to individual learning needs (as per observations)

All teachers:
- prepare a ‘Statement of Learning’, based on the five Learning Outcomes of the Early Years Learning Framework (and including the DECD indicators of preschool numeracy and literacy), which is provided to the child’s parents/carers and, with their permission, passed on to the school the child attends.
- will report on an ongoing basis, both planned and informal—parents receive information about their child’s progress verbally and written (learning notes and ‘Statement of Learning’).
Settlers Farm Campus Kindergarten

Behaviour Management Code

We believe that everyone has the right to be safe all the time. Children learn best when they experience success and have a positive self esteem.

We believe that consistency and partnerships with parents are important in promoting acceptable behaviour. Staff and parents need to share this responsibility, creating a safe and secure environment and modelling appropriate behaviours at all times.

We accept that children may feel upset, frustrated and angry at times and we will support them in expressing these feelings appropriately.

We understand that children at kindergarten are still learning how to communicate and behave appropriately and that some children will need more support than others to learn these skills.

At Kindergarten children will be encouraged to:

- Be safe
- Be happy
- Become assertive
- Be confident
- Be relaxed
- Share
- Show initiative
- Take risks
- Solve problems
- Be able to communicate effectively
- Be able to express feelings, wants and needs
- Be able to work together in a cooperative manner
- Respect others
- Take responsibility for their own actions

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<thead>
<tr>
<th>ACCEPTABLE BEHAVIOUR</th>
<th>To promote acceptable behaviour we will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting and caring for others</td>
<td>Model appropriate behaviour</td>
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<tr>
<td>Being polite/using manners</td>
<td>Have fun and be positive</td>
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<tr>
<td>Being cooperative; sharing and taking turns</td>
<td>Be consistent in our approach to behaviour management</td>
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<tr>
<td>Being friendly</td>
<td>Encourage and support families to promote acceptable behaviour</td>
</tr>
<tr>
<td>Following instructions</td>
<td>Support the individual child and their specific learning needs (which may include the use of Negotiated Behaviour Plans)</td>
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<tr>
<td>Helping</td>
<td>Implement ‘Success Learners’ in the curriculum (see pamphlet)</td>
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<td>Listening (5 L’s)</td>
<td>Help children recognise and manage their feelings</td>
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<tr>
<td>Using appropriate social language and actions (eg: “please stop, I don't like that”)</td>
<td>Support children to develop skills to self regulate their behaviour</td>
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<tr>
<td>Participating appropriately in activities</td>
<td>Use visual prompts</td>
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<tr>
<td>Valuing other peoples property (including something they have made or built)</td>
<td>Make learning relevant and manageable to all children</td>
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<tr>
<td>Caring for our animals or plants</td>
<td>Discuss with children the appropriate ways to behave at kindergarten (with regard to a child’s individual learning needs)</td>
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<tr>
<td>Walking inside the building/on pavers</td>
<td>Ensure that children are being acknowledged when they make positive choices in managing their behaviour</td>
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</tbody>
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### UNACCEPTABLE BEHAVIOUR
- Any actions that harm another person e.g. hitting, kicking, pushing, pinching, biting/spitting, scratching
- Disrupting other people's learning
- Throwing - sand, stones, toys etc…
- Playing unsafely with sticks
- Climbing furniture/fences/gates
- Damaging our trees/plants
- Running inside the building/on pavers
- Destruction of property
- Self harm

**Emotional behaviours:**
- Verbal abuse
- Threats
- Bullying
- Racial taunts
- Yelling and screaming at others
- Swearing
- Name calling
- Speaking unkindly or rudely, teasing

### To minimise unacceptable behaviour we will:
- Give positive feedback for acceptable behaviour
- Redirect disruptive behaviour
- Offer choices/give warnings
- Discuss a child's unacceptable behaviour and warn of consequences
- Redirect to a safe place for persistent unacceptable behaviour
- Redirect to a safe place for any child who physically/intentionally hurts another child
- Remove other children away from the child demonstrating inappropriate behaviour
- Staff will only use physical restraint when all non-physical interventions have exhausted and the child is attacking another child or adult or posing an immediate threat to themselves or others
- Discuss with parents any concerns about their child's behaviour to promote a consistent approach
- Be consistent and follow through when managing behaviours
- Be fair and patient
- Value children as individuals
- Use visual prompts

### References:
- *Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings*, Department of Education and Children's Services, Catholic Education South Australia, and Association of Independent Schools of South Australia, 2011.
Rationale:

In South Australia, we have temperatures that range from the mid 30 to mid 40 degrees Celsius in summertime. This policy recognises that children are at greater risk of suffering from heat illness than adults. A child’s ability to respond to environmental heat and acclimatise to heat is due to physiological differences. Risk is greatest during heat waves and when the temperature hovers about 5 degrees Celsius or more above average for three or more days. The risk is increased when high temperatures are combined with increased humidity.

“Children sweat less and get less evaporative cooling than adults. In warm and hot weather they have greater difficulty getting rid of heat; they look flushed and feel hotter and more stressed than adults”


Settlers Farm Campus Kindergarten acknowledges and pays particular attention to strategies that reduce the risk of heat illness in young children.

Aims:

The aims of Settlers Farm Campus Kindergarten’s ‘Hot Weather Policy’ is to promote among children, staff and families:

Lifestyle practices which can help reduce the incidences of heat related illnesses;
Awareness of the need to endorse self regulation in hot weather e.g.: drinking fluids, wearing appropriate clothing

Implementation:

This policy is for implementation during warm to hot weather.

The purpose of this policy is to ensure that all members of Settlers Farm Campus Kindergarten are protected from heat related illnesses.

It is an expectation that all staff, children, volunteers and families of Settlers Farm Campus Kindergarten will use the following strategies:

1. Children are required to wear hats whenever they are involved in outside activities, between 1st September to the 30th April, and when the UV level are 3 and above at other times; as per our Skin Protection Policy.

   1.1 Children without hats will remain protected from the sun – they can wear a spare hat available at the kindergarten.

   1.2 A reminder note will be given to parents of children who forget to bring a hat or are wearing a non-sunsmart hat.
2. Children are required to wear appropriate clothing as stated in our Skin Protection Policy.
   2.1 Children will be provided with a sunsmart clothing if inappropriate clothing is worn.
   2.2 A reminder note will be given to parents of children who attend in non-sunsmart clothing.

3. Inside play (in air conditioning) will be enforced during very hot weather.
   3.1 During extreme hot weather children will not be allowed to play or eat their snack outside.
   3.2 At the site leader’s discretion, the kindergarten children will not go to the school playground when
       the weather is deemed too hot.
   3.3 During hot weather, play equipment will be closed from children's access eg: slide.

4. Children’s lunch boxes are kept in the fridge for our full day program with drink bottles and snacks remaining
   in their bags in lockers under the verandah.
   4.1 Parents/care givers are encouraged to provide insulated bags and freezer blocks for all snacks
       and drinks left in bags during summer months.
   4.2 In hot weather staff will supply cups of cool water to children and offer to refill their bottles with
       cold water.

5. On arrival and departure parents/care givers are provided with a shaded verandah and indoor air conditioning
   to promote their comfort and wellbeing.

6. Staff will reinforce the message of ‘looking after ourselves’ during hot weather, e.g.: drinking lots of water and
   removing layers of clothing.
   6.1 Staff and volunteers will model appropriate hot weather strategies and behaviours.

7. The Settlers Farm Campus Kindergarten’s Hot Weather Policy will be evaluated on a two yearly basis.
   7.1 Policy issues will be discussed at staff and parent meetings.

References:

Inclement weather procedure, DECD, 2014.
Rationale
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 Settlers Farm Campus Kindergarten we aim to promote nutritional eating habits in a safe, supportive environment for all children. We believe that early childhood is an important time for establishing lifelong healthy eating habits and can benefit the children in these ways:
Short term: maximises growth, development and activity levels whilst minimising illness.
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 and this is vital for positive engagement in learning experiences.
Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.
Therefore:
- staff at this preschool model and encourage healthy eating behaviours.
- food and drink are consumed in a safe, supportive environment for all children.
- parents and caregivers are encouraged to supply healthy foods that fit within the Right Bite strategy for their children at preschool.

Curriculum
Our preschool’s food and nutrition curriculum:
is consistent with the Dietary Guidelines for Children and Adolescents in Australia, 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 like preparing and cooking healthy food.
integrates nutrition across the curriculum where possible, e.g. edible vegetable garden.
integrates the Early Years Learning Framework and NQS.
The Learning environment
Children at our preschool:
- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- are encouraged to bring their own named drink bottle filled with water only
- eat in a positive, social environment with staff who model healthy eating behaviours
- eat while seated
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:
- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site

Our Preschool will ensure a healthy food supply for preschool activities, celebrations and events, strictly limiting availability of high fat, high sugar, or processed foods to no more than twice a term, in accordance with the Healthy Eating Guidelines.
We will display nutrition information and promotional materials about healthy eating, and provide information updates in newsletters.
Food and water supply
Parents and carers are encouraged to provide healthy food and drink choices in line with the *Right Bite* strategy. Staff will ensure that food provided to children by the preschool is in line with the *Right Bite* strategy and will ensure healthy food choices are promoted and are culturally sensitive and inclusive. Our preschool has the following guidelines for families for food brought from home:

**Snack Time**
Parents and carers are encouraged to supply foods that:
- provide children with important minerals and vitamins
- encourage a taste for healthy foods.
Parents/caregivers are asked to supply foods such as:
- Any fresh fruit/vegetables
- Cheese
- Savoury sandwiches

**Home-made savoury food (no egg or nut products)**
- Air popped popcorn
- Dried fruit
- Dry crackers

**NO NUT OR EGG PRODUCTS** – due to children’s allergic reactions
From time to time there may be a restriction on certain foods if a child is attending with particular food allergies.

Parents/Caregivers are required to provide enough snacks for two snack times (morning and afternoon) in an insulated lunchbox with a freezer brick or frozen water. Snacks are to be packed in a separate container to lunches and be kept in children’s bags in a locker under the verandah. A small lunch box containing your child’s lunch is to be placed in a crate and will be put in the fridge by staff.

**Lunch Time**
For lunch, the healthy eating guidelines will be in place.
Parents are encouraged to follow the centre guidelines and ask staff if they have any issues/concerns.

A healthy lunch box might include:
- a sandwich
- sushi
- fruit
- yoghurt/custard
- vegie sticks
- savoury rice *(NO EGG)*
- felafel and hummus
- pita bread
- salad wrap
- rice cakes with savoury filling

Please **do not include** chocolate, rollups, muesli bars, hot chips, pies, etc. This also includes home-made sweet foods (e.g. cupcakes, muffins, biscuits, donuts). Please ask staff if you are unsure.

* Please note that due to food safety regulations we will not be able to heat or cook any foods for lunch. All lunch boxes will be refrigerated each day, unless as requested by parents.

Kindy staff will discourage non-healthy food choices. Food will not be confiscated. Children will be encouraged to eat other healthy alternatives that they have brought with them, or if life threatening (e.g. a nut based sandwich) will be offered a plain sandwich. Children will be sent home with a note to inform parents that their food does not fit in with our Healthy Food and Nutrition Policy and guidelines.
Food safety
Our preschool:
- promotes and teaches food safety to children during learning/cooking activities.
- encourages staff to access training as appropriate to the *Healthy Eating Guidelines*.
- provides adequate hand washing facilities for everyone.
- promotes and encourages correct hand washing procedures with children and staff.
- cook healthy options and whenever possible provide recipes for families.
- ensures all children are appropriately supervised when participating in preparing food for cooking.

Working with families, health services and industry
Our preschool:
- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy.
- provides information from various sources, including the *Right Bite Strategy* to families and caregivers through a variety of ways including:
  - newsletters
  - policy development/review
  - information on enrolment
  - pamphlet/poster displays
- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

This Healthy Food and Nutrition policy has been established after consultation with staff and parents within the preschool community.

References:
- Easy guide to healthy food and drink supply for South Australian schools and preschools policy (2015)
- Eat well SA schools and preschools healthy eating guidelines (2004)
- Right bite ready reckoner
- National Quality Standard 2.2 (2011)
- Right Bite Policy (2007)

Reviewed: 17th February 2016
Endorsed: 2nd March 2016
To be reviewed: 2018
Rationale:

Australia has the highest incidence of skin cancer in the world with two out of every three people developing some form of skin cancer before they are 70.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Sun exposure in the first ten years of life determines, to a substantial degree, the likelihood of skin cancer developing later in life.

Cancer Council SA advises people to protect their skin at times when the ultraviolet (UV) radiation level is 3 and above—this is when it is strong enough to cause damage to unprotected skin. For much of South Australia, UV radiation levels are 3 and above everyday from September to April—it is during these months that sun protection is necessary.

Cancer Council SA recommends that a skin protection policy be in place from 1 September until 30 April when UV radiation levels are 3 and above. It is highly recommended that UV radiation levels are monitored, particularly during May and August as they still may be 3 or above depending on your location. Particular care should be taken during these months between 10.00 am – 3.00 pm, when the UV radiation levels are at their highest.

It is important to balance sun protection with safe sun exposure for the production of vitamin D for bone growth and development. During May to August, at times when the UV radiation level is below 3, sun protection for most people is not necessary.

Aims:

The aims of the ‘Settlers Farm Campus Kindergarten’s Skin Protection Policy’ is to promote among children, staff and families:

Positive attitudes towards skin protection.
Lifestyle practices which can help reduce the incidence of skin cancer and the number of related deaths.
Personal responsibility for and decision making about skin protection.

Implementation:

This policy is for implementation for all year long. The purpose of the policy is to ensure that all members of Settlers Farm Campus Kindergarten (SFCK) are protected from skin damage caused by the harmful rays of the sun.

It is an expectation that all staff, children and volunteers of SFCK will use the following skin protection strategies:
Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. The daily UV rating and the sun protection times will be available on the notice board.

1.2 When UV levels are 3 and above, all outdoor activities will be scheduled in the shaded areas of the kindergarten. The sandpit and verandah are 100% shaded.

2 Use available shade whenever outdoors when UV levels are 3 and above.

3 Wear appropriate clothing which protects the skin.

3.1 Children, staff and volunteers will be expected to wear a broad brimmed hat, legionnaire style hat, or a bucket hat whenever they are involved in outside activities, between 1st September to the 30th April, and when UV levels are 3 and above at other times. Children without hats will remain protected from the sun – they can wear a spare hat available at the kindergarten. A reminder note will be given to parents of children who forget to bring a hat or are wearing a non-sunsmart hat, e.g. cap, beanie, hoodie.

3.2 Children will be encouraged to wear clothing that protects as much of the skin as possible e.g. no singlets, muscle/tank tops, or shoe string strap dresses/tops. A reminder note will be given to parents of children who attend in non-sunsmart clothing. Spare sunsmart clothing will be available at the kindergarten for children to wear outside on days when UV is 3 and above.

4 The kindergarten to provide broad-spectrum, water resistant sunscreen with an SPF of 30 or higher, for children to apply to clean, dry skin between 15—20 minutes before going outdoors for activities, between 1st September to the 30th April.

4.1 Parents will be responsible for applying sunscreen on their child before attending kindergarten, although there will be sunscreen available at the kindy.

4.2 Staff will monitor the expiry date of sunscreen and discard when out of date.

5 Reinforcing the SunSmart message in the learning program. Kindy activities and in general kindy procedures are an important strategy in the adoption of skin protection behaviours.

5.1 Staff and volunteers will be encouraged to role model appropriate SunSmart strategies in all kindy activities.

5.2 Skin cancer prevention will be included in appropriate teaching activities.

5.3 Staff will be encouraged to keep up to date with new information and resources from Cancer Council SA.

5.4 Information about the centre’s Skin Protection Policy will be given to all new staff, volunteers and families.
6. The ‘Settlers Farm Campus Kindergarten’s Skin Protection Policy’ will be evaluated on a two yearly basis.

6.1 Policy issues will be discussed at staff and parent meetings (Governing Council).

For more information please don’t hesitate to contact:
Settlers Farm Campus Kindergarten 8280 6188

For further information:
Cancer Council Helpline 13 11 20
or visit their website on:
www.cancersa.org.au/early-childhood

Reference:
Sunsmart early childhood policy guidelines, Updated by Cancer Council SA, October 2012

Created: 1st February 2012
Ratified: 14th March 2012
Reviewed: 4th June 2014
Endorsed: 18th June 2014
To be reviewed: 2016
Rationale:
Settlers Farm Campus Kindergarten, along with the Department for Education and Child Development (DECD), is committed to the delivery of high quality education and care for all children. We believe that working in partnership with families to resolve any concerns or complaints they may have about their child’s schooling, is a key part of this commitment. Parents have the right to raise concerns and complaints and be treated with respect and courtesy, and we welcome comments and suggestions as they help us to provide a better service.

Aims:
The aim of the Settlers Farm Campus Kindergarten Parent Complaint Policy is to:
- Provide clear and transparent information to parents, caregivers, the community and staff about how concerns and complaints will be managed and resolved.
- Provide a simple 3 step approach to concern and complaint resolution.
- Create a process for concern and complaint resolution that is confidential, fair, impartial, accessible, respectful and which occurs in a timely manner.
- Ensure the rights and responsibilities of all parties will be considered to find a mutually acceptable outcome.
- Comply with the DECD Parent Concern and Complaints Procedure, 2012.

Scope:
- This policy applies to parents, guardians and persons with parental responsibility for the child.
- A ‘concern’ is an issue of interest which is raised in order to improve or change a situation. A ‘complaint’ is an expression of grievance or resentment where the parent is seeking redress or justice.
- Concerns and complaints may be about the type, level or quality of the service; the behaviour and decisions of the staff; or a policy, procedure or practice in place at the kindergarten.

Implementation:
This policy is to be observed when dealing with all concerns and complaints at Settlers Farm Campus Kindergarten. It is expected that all staff will aid parents to carry out the steps outlined below. The policy has been developed in accordance with DECD guidelines, staff consultation and community review (Settlers Farm Campus Kindergarten Governing Council). The policy will be displayed on the kindergarten website and made available to families and staff.

Steps to Making a Complaint:
Parents should complete the following steps when they have a concern or complaint:
Step 1: Raise the complaint with Settlers Farm Campus Kindergarten:
- The kindergarten should always be the first point of contact.
- The issue may be raised with a teacher or director. This may involve making an appointment with the teacher or director so that adequate time can be made to discuss the issue. Parents can make concerns and complaints known by approaching a staff in person, telephoning, emailing, writing or placing a note in the parent suggestion box.
- If the complaint is about the director, the parent may contact the Education Office.
- A staff member will record the complaint or concern using the set proforma.
• A way of resolving the issue will be based on the information provided and the DECD Parent Concern and Complaints Policy and Procedure. Resolutions will ideally be made within 15 working days.

Step 2: Contact the Education Office:
• Contact the Education Office if the concern or complaint has not been resolved at the kindergarten or the director is the subject of the complaint. The office will review the decisions and offer mediation. Resolutions will ideally be made within 20 working days.

Step 3: Contact the Parent Complaint Unit
• The Parent Complaint Unit may be contacted by parents at any time for support or advice. Alternatively, the unit will review complaints that have not been resolved at a kindergarten or Education Office level. Resolutions will ideally be made within 35 working days.

Information for Parents when making a complaint:
• When making a complaint identify the issue and what you would like done about it. Note the facts and details and avoid personal insults, inflammatory statements or intimidating comments.
• Confidentiality should be observed and the issue should only be discussed with those directly involved. The parent may bring a support person to meetings and translators can be arranged.
• Treat other parties with respect and courtesy.
• Raise the concern or complaint as soon as possible after the issue has occurred.
• Ask for assistance or further information when necessary.
• Have realistic and reasonable expectations about what course of action to take and what resolution is possible.
• You may wish to make an anonymous complaint. However, keep in mind that it may limit the investigation and resolution. Also, freedom of information requirements may result in your identity becoming known.

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<tr>
<th>Paula Mulholland - Director of Settlers Farm Campus Kindergarten</th>
<th>Ph: 08 8280 6188</th>
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<tr>
<td></td>
<td>Email: <a href="mailto:dl.2693.leaders@schools.sa.edu.au">dl.2693.leaders@schools.sa.edu.au</a></td>
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<td>Mail: PO Box 605, Salisbury South, SA, 5106</td>
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<tr>
<th>Para Hills Education Office</th>
<th>Ph: 08 8314 4000</th>
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<td></td>
<td>26 – 34 Wilkinson Road, Para Hills, SA 5096</td>
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<tr>
<th>DECD Parent Complaint Unit</th>
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<td>Email: <a href="mailto:DECD.ParentComplaint@sa.gov.au">DECD.ParentComplaint@sa.gov.au</a></td>
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<td>Website: <a href="http://www.decd.sa.gov.au/parentcomplaint">www.decd.sa.gov.au/parentcomplaint</a></td>
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<td>(External Agency that reviews government agency processes and decisions where they are unreasonable or unlawful)</td>
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Contacts:
References:
These documents are available at www.decd.sa.gov.au/parentcomplaint

Created: March 2012
Ratified: 9 May 2012
Reviewed: 10 November 2014
To be reviewed: 2016
SERVICES AVAILABLE

* **Pre school Support Program** - makes staff available to provide extra support to children with special needs
* **Bilingual Support Program** - makes staff available, fluent in two languages to provide support for language and culture in the Kindergarten
* **Support Worker** - makes available staff for children with special health needs so they can access the normal Kindergarten programs
* **Support Services** - services to provide for individual needs, including Speech Pathologist, Special Educator, Social Worker, Psychologist, and Aboriginal Community Workers

**Services depend on vacancies and staffing**
**Sessional Kindergarten has priority over all services**

PLAYGROUP

We have playgroup on Wednesday mornings. Please do not hesitate to enquire if you wish to join playgroup. We will let you know as soon as a place becomes available.
This is a great opportunity for children to develop skills, build friendship groups and become familiar with the centre