

Welcome to Netherby Kindergarten

Netherby Kindergarten is a DECD (Department for Education and Child Development) site which offers a preschool program for the children of the local community, the University of Adelaide Waite Campus and children attending the Hawthorn Childcare Centre. The community values respect, optimism, persistence, learner involvement and partnerships, and these values underpin the relationships, curriculum and governance of the centre. The kindergarten is situated in a beautiful setting on the Waite Campus of the University of Adelaide, adjacent to the Waite Campus Children's Centre, with bush, birds and the Waite Conservation Reserve nearby.

1. Staff



Director:	Liz Mitchell
Teachers:	Lisa Pelgrim, Rebecca Harrison, Sarah Harker, Cheryl Hall, Kate Williams
Early Childhood Workers:	Joo Nee Yeap, Liz Hayball, Natalie Thomas, Rosslyn Aistrophe, Andrew Xu

Bilingual Workers are employed to support children from bilingual families.
Special Support Services are available for children with special needs.

2. Programs



2.1 Kindergarten

Children turning 4 up to April 30th are eligible to start kindergarten in the year they turn 4. Children turning 4 from May 1st will be eligible to start kindergarten at the beginning of the following year.

Children are able to attend kindergarten for up to 15 hours per week for 40 weeks in the year prior to starting school. Five 3 hour sessions per week may be chosen. A "full day" uses two of the child's five session entitlement. There is flexibility at Netherby Kindergarten with families able to choose to access their child's preschool entitlement using a combination of half and full days, or 2 days one week and 3 days the next on a fortnightly roster. Some also choose 2 full days for terms 1 & 2, and 3 full days in terms 3 & 4.

Sessions are negotiated by the parents and Kindergarten Director according to the child's needs, and family commitments. The Director of the child care centre needs to be consulted when the child attends Hawthorn CCC or Waite CCC.

Lunch care is available for children attending full days.

Session Times

Monday to Thursday 8.30am – 11.30am

Monday to Thursday 12.00noon – 3.00pm

Friday morning sessions will be offered if enrolment numbers are high.

2.2 Lunch care

A lunch care program is provided at Netherby Kindergarten. Children bring their own lunch and eat in the sheltered alfresco dining area. The educators sit with the children, and lunch and snack times are used to develop conversational skills with the children, as well as to promote healthy eating habits and to discuss the importance of recycling, composting and minimising landfill. The lunch care program attracts a fee, because extra educators are employed for this program. These staff members also work in the preschool program.

2.3 Playgroup

Playgroup is held from 9.30 – 11.30 on Fridays. This playgroup is open to families whose children will attend Netherby Kindergarten, and this enables the younger children to access of the preschool facilities, while the parents/carers have the opportunity to get to know the staff and other parents.

3. Fees



Kindergarten \$115.00 per term
Lunch Care \$85.00 per term for one day and \$170 per term for two days

4. Term Dates



	2017	2018	2019
Term 1:	30/01 – 13/04	29/01 – 13/04	29/01 – 12/04
Term 2:	1/05 – 7/07	30/04 – 6/07	29/04 – 5/07
Term 3:	24/07 – 29/09	23/07 – 28/09	22/07 – 27/09
Term 4:	16/10 – 15/12	15/10 – 14/12	14/10 – 13/12

5. Statement of Philosophy



Our vision is to provide a high quality, play-based program which values children's prior knowledge and experiences and focuses on their learning and wellbeing, while developing strong partnerships between parents, who are the child's first and most influential teachers, staff and community. Our kindergarten curriculum develops children's confidence, independence, knowledge and understanding of their world in a safe, nurturing, interesting and beautiful environment where children are given time and the magic of childhood is preserved.

The Netherby Kindergarten community values respect, optimism, persistence, learner involvement and partnerships. These values underpin relationships, curriculum and governance of the kindergarten. We focus on developing secure, respectful and reciprocal relationships with children, while building strong partnerships with families.

We respect diversity and are committed to developing cultural competence to promote understanding, communication and equity. Our day begins with our acknowledgement of the Kaurna people as the traditional custodians of the land. We care for the environment by implementing and teaching sustainable practices.

For staff, a culture of ongoing learning and reflective practice ensure continuous improvement in all areas. The principles of Reggio Emilia underpin our practice: promoting children's voice, encouraging children to explore their interests, and to express themselves in their own unique way through the "Hundred Languages of Childhood". The educators observe and reflect on the children's learning to build the curriculum with the children.

6. Our Image of the Child



Our image of each child as a strong, powerful, competent learner underpins our philosophy and practice. Children construct meaning through their interactions with and exploration of their world. We respect the rights of children and the importance of children's voice in determining their learning.

The role of the educator is to create interesting learning environments which children seek to explore to support their continuing inquiry, problem solving and learning. Educators listen carefully to the children, and through challenging questions support the children to construct meaning and inquire further. Educators encourage the children to reflect on their learning, and to review their work, so they can see themselves as powerful learners able to achieve through their own effort, persistence and developing skills.

7. Curriculum



Belonging, Being, Becoming, The Early Years Learning Framework

Kindergarten offers a play-based curriculum which focuses on each individual child's learning. The program is planned using Belonging, Being, Becoming, The Early Years Learning Framework for Australia. Building strong relationships with and between the children and their families builds children's confidence and sense of belonging.

Children are seen as competent and capable, and the curriculum is developed with the children to ensure that their questions and wonderings are explored, and their interests followed. The children are challenged to think deeply, to reflect on their learning and to strive for higher levels of skill and achievement.

Since the introduction of Same First Day the centre has purchased new resources and changed the program to ensure that the older children attending are challenged and their learning needs are supported.

Literacy

When children commence kindergarten we collect information from parents, and we observe and interview the children as part of the range of assessment tools used to identify the children's skills and understanding, so that we can plan for their literacy learning. The "Preschool Literacy Indicators" inform the assessment and planning for literacy learning.

At Netherby Kindergarten stories, books, group discussions, conversations and music are part of every day. Children participate in daily group times, but we understand that children learn best when they are actively involved and when groups are small. The centre has been redesigned to ensure that there are spaces for educators to work with several concurrent small groups, rather than expecting children to sit in large groups where they may not have the opportunity to share their ideas, to reflect and to demonstrate their critical understandings of texts or concepts.

The children's pencil, drawing and writing skills are developed and monitored through daily opportunities. Children learn to recognise and write their name, educators scribe for the children, and many children are copying and writing words before the end of their kindergarten year, often to make signs or to create the text accompanying their drawings.

The educators support children's learning by setting provocations, listening to children, asking challenging questions and engaging in sustained conversations. This dialogue supports the development of deep thinking, questioning, hypothesizing, problem-solving and communication skills.

Numeracy

The "Preschool Numeracy Indicators" are used to assess and plan for numeracy learning. Activities provide opportunities for children to use mathematical concepts as they explore and understand, quantify, measure and compare their world, as well as analysing, reading and organising data. The learning processes in developing numeracy understanding are noticing, sorting, patterning, wondering, communicating, reasoning, generalising, visualising and comparing.

Children are supported to notice patterns in their world, to compare and sort as they collect items and use resources. They count, estimate and learn to subitise. Through using collections they develop an understanding of large numbers. The children use data, for example to decide what to grow in the vegetable garden, which animals to borrow from the Nature Education Centre, which story most children prefer, whether the UV reading means sunscreen is needed, etc. Many children are fascinated in learning to recognise numerals, and by using 100 boards they develop an understanding of the counting system. Opportunities to develop skill in mathematical processes such as addition and subtraction support the children in seeing themselves as capable mathematicians. Numeracy learning opportunities are provided throughout each day so that the children gain deep understanding of concepts and processes, as well as confidence in exploring number, shape, size, measurement, time and probability. Children are able to represent their observations by writing symbols, patterns and numbers. They have opportunities to transfer what they have learned from one situation to another. Play-based learning allows for children to develop understanding of number, which goes beyond rote counting. Small group activities also focus on numeracy learning. The educators record their observations of children's learning so that they can plan to extend their understanding and skills in using mathematics.

New resources have been purchased which extend the opportunities for children to be challenged in their mathematical learning.

Cultural competence

Each day begins with the Kaurna greeting which focuses on learning respect for the aboriginal people and their culture, as well as caring for the land, the environment and all people. Bilingual Workers support some children whose first language is not English, and the kindergarten community welcomes the opportunity to learn about the cultures of all families attending the centre. There is a strong focus on equity and challenging bias.

Art Show

Each year the family Art Show is held. Community links are explored and we have been able to utilise the artistic expertise within our kindergarten families to offer the children a unique experience each year.

In 2016 the children explored glass and colour ahead of a visit to the Jam Factory to watch the aunt of one of the children glass blowing.

The children saw the video "Austin's butterfly" in which a child drew a series of drafts of a butterfly. Each drew their face looking in a mirror. They were then invited to look more closely to see what else they could notice and add to their drawing. Some children did several drafts before creating a pen and wash self-portrait. The children also made a clay representation of their face.

One of the parents led the children on a walk to the Laidlaw Plantation where they collected gumnuts, seedpods, leaves and bark. Each child created a 'sustainable' self-portrait using shoebox lids and natural materials.

A grandfather then visited to show the children his canvases and to lead a workshop where he encouraged the children to explore colour and movement in their paintings. Each child then created a canvas, choosing their colours from a large range of shades, and thoughtfully selecting the size of the brush needed for each colour. The educators scribed what the children said as they painted and the title and story of each painting was displayed with the canvases.

The kindergarten families come to view the Art Show and share a pizza and soup evening meal. It is a very exciting event for the children and kindergarten community.

Music and Excursions

Music and art are ways for children to express ideas and to tell stories. Music and singing are part of the daily routines at Netherby Kindergarten.

The Adelaide Symphony Orchestra presented 2 concerts at Netherby kindergarten in 2016: "The Bush Concert" and "Tigers and Teapots". A local kindergarten, school class, child care centre and 2017 families were invited to share these experiences. The children were introduced to the music, stories, songs and dances prior to the performances.

The children went to the Patch Theatre performance of "Emily loves to bounce" based on the book with the same title, and "Henry and Amy".

These experiences build on children's understanding of literature, art and music. The children develop confidence as they participate in excursions, and they build a sense of community as the group and their families share and recall these experiences.

The Waite Arboretum and Nature Education Centre

Each year the kindergarten celebrates Harmony Day with a family picnic at the Waite Arboretum, which is a short walk from the kindergarten. The Arboretum with its amazing collection of carefully labelled trees, as well as a collection of sculptures, is a wonderful place for the kindergarten community to explore.

The kindergarten staff borrow animals and resources from the Nature Education Centre, situated at Urrbrae High School. This supplements the range of native birds, insects and the occasional koala at the kindergarten. A tawny frogmouth nests in a tree at the kindergarten each year. Observing and caring for animals is an important part of the curriculum at Netherby Kindergarten.

Sustainable Practices

Sustainable practices are embedded in the curriculum. This influences the activities provided, the materials purchased and used. The children are involved in caring for the environment, recycling and growing vegetables and cooking healthy food. Families are encouraged to minimise waste when packing children's food for kindergarten and the children learn how to sort their scraps, and what goes in the compost bins and the worm farm. Foil and soft plastics are recycled, and we collect recyclable bottle and cans to purchase resources chosen by the children.

Each year the children visit the Little Spouts Kitchen Garden at the Botanic Gardens.

The kindergarten encourages families to use the Red Cross collection bin for pre-loved clothes, and pre-loved books are collected for the Learning Together Program at Enfield Primary School.

Support Services

DECD's Special Educators, Speech Pathologists, Social Workers and Psychologists work with the kindergarten staff to provide support for children with special needs.

Bilingual Support Workers are provided by DECD for children from bilingual families. In 2017 Bilingual Support Workers have worked with children who speak Mandarin, Vietnamese and Korean at home.

Active Play

The Netherby Kindergarten provides space for the children to run, climb, build and play. The climbing equipment is rearranged each week to develop children's confidence and skill, and to provide challenge. The children are often involved in designing the climbing circuits.

The outdoor play area is being further developed in consultation with Nature Play SA to increase the opportunities for nature play, physically activity and exploration. A sensory path, water pump connected to the rainwater tank near the sandpit, and the pebble creek near the digging patch are recent additions. The mud kitchen is a work in progress! The Governing Council and teachers decide on how money collected through fundraising is used to develop the outdoor learning area, incorporating the ideas from the children and parents.

8. Partnerships with Parents



8.1 Netherby Kindergarten Governing Council

What is the role of the Governing Council?

- Work with parents and staff to plan for improvements
- Identify and direct centre goals
- Maintain the facilities

The Governing Council is elected each year in February and parents are encouraged to join the Council so they can participate in decisions which impact on their child's education. Meetings are held twice each term.

The Governing Council has a role in decisions about the services provided at the centre, financial management and fundraising, planning for facilities and resources, and the maintenance and improvement of building, grounds and equipment. Governing Council members network with other parents and initiate family activities and parent meeting speakers.

8.2 Parent participation

Parents are encouraged to be involved in the program and the centre. Children's learning involves a partnership between staff and parents. Parents are provided with copies of the program so that they are informed about their child's learning, and parents are encouraged to make suggestions and to be involved in the kindergarten planning. The program is documented in displays in the centre, in the slideshow of photographs and also in children's portfolios. Learning stories document individual children's learning at kindergarten. These are sent home with a feedback sheet for the parents and child to comment. This provides an opportunity for the parents to share their child's learning. The feedback often provides insights into other experiences that children have with their families, and this links the learning at home and kindergarten.

Parents are encouraged discuss with staff how they can be actively involved in their child's learning at kindergarten. Parents can participate by contributing to the program in various ways for example by reading stories, leading a craft activity, playing musical instruments, singing with the children, joining in activities, cooking, demonstrating art techniques, sharing hobbies, assisting with set up and pack-up, listening and talking with children, assisting with gardening, helping with excursions, visiting to tell the children about their employment, involvement in fundraising, or by becoming a member of the Governing Council.

8.3 Child protection

Governing Council members complete online "Responding to Abuse and Neglect" training.

Parents wishing to volunteer on a regular basis need to have a DSCI Criminal History Screening.

Parents wishing to apply for the Criminal History Screening can ask the kindergarten director to initiate this process so the form can be completed online.

8.4 Reporting

Parents are welcome at kindergarten every day. They can also to make an appointment, phone staff or email to discuss their child's learning and any issues or concerns they may have.

Staff welcome the opportunity to share each child's learning with their parents, and to engage in conversations about the child's needs and interests.

When children transition to school, a Statement of Learning is prepared. A copy of the Statement of Learning is sent to the child's school with the parent's consent. The child's portfolio recording the child's learning journey is given to the child on leaving for school.

8.5 Newsletters / notices / Skoolbag app

Newsletters and notices are an important means of communication between the kindergarten and parents /caregivers. Each child has a pigeon hole or pocket, so please check this regularly for communications. Newsletters are also emailed to parents when addresses are supplied. Emailing newsletters is our preference because it is the sustainable option! Parents are encouraged to download the Skoolbag app to receive notifications, reminders (eg about excursions) and newsletters on their mobile phones.

9. Back to Kindy Night



During the year a child starts school, old scholars receive a letter inviting them to a "Back to kindy night". This is an opportunity for children to re-visit the kindergarten, to catch up with "old" friends and the staff. The children are very excited to receive their invitation, and they arrive full of enthusiasm and curiosity. The children delight in meeting friends some of whom now attend different schools, and they soon explore the centre and re-engage with their favourite activities. The children enjoy telling the kindergarten staff about their school experience, while the parents relate how their children have settled at school. This event is an important part of the process of transition to school, and it is a very happy occasion.

10. What to bring to Kindergarten



10.1 A kindergarten bag

Please provide your child with a named kindergarten bag. Encourage your child's self-help skills by asking them to carry and hang up their own bag.

10.2 A healthy snack

Children need to bring a healthy snack to eat during the session. We promote healthy eating so please send fresh fruit, vegetables or dried fruit.

No nuts or nut products such as peanut butter or muesli bars. Several children have life-threatening allergic reactions, so this is an 'ALLERGY AWARE KINDERGARTEN'

Please consider the environment when packing your child's lunchbox. Sandwiches and wraps can be packed in lunch boxes without needing plastic wrapping.

"Squeezy" yogurts create landfill, and are designed for babies! Buying tubs of yogurt and refilling a small washable container each day will save you money and minimise waste.

Please include an ice cool pack to keep your child's food cool in warm weather. There is a refrigerator at the kindergarten and this is available if children's lunch needs to be stored in the fridge.

Due to food safety concerns children's lunches cannot be reheated at kindergarten. If you wish your child to have warm food during winter, please send this in a wide-mouthed thermos, which an educator will open at lunch time.

10.3 A bottle of water

Children need to bring a bottle of drinking water. (No cordial or fruit juices please). Filtered water is available for children throughout the day.

10.4 A named hat for outside play

We have a sun safe policy, and hats and sunscreen must be worn outside when UV is 3 and above. We check the UV rating each day and discuss with the children whether or not hats and sunscreen are needed.

Please apply sunscreen to children before they come to kindergarten. If your child is staying for a whole day please sign the permission form for sunscreen to be re-applied at lunchtime. If your child is unable to use the Cancer Council Kids sunscreen used at the kindergarten, please provide a suitable sunscreen for your child to reapply at lunchtime.

10.5 Suitable play clothes and shoes

Children at kindergarten need to wear practical play clothing suitable for active and sometimes messy play. Every effort is made to protect clothes with smocks when children are using messy activities.

Sandals are the best footwear for summer weather, while comfortable closed shoes with socks are encouraged for cold weather. Thongs are not suitable footwear because they are unsafe when children use climbing equipment. Boots are provided for outdoor play during winter, and many children bring their own boots and rainwear on wet days. The sandpit and gazebo are used every day because they are rooved to keep the children dry.

Please send a named change of clothes each day. Please also ensure that your child wears clothing they can manage independently, especially for toileting.

10.6 Toileting

We expect children to be independent in toileting when they begin kindergarten. It is important for children to learn to be independent, and it is usually not appropriate for 4 year children to request assistance from staff members.

If your child has special needs, the staff will support your child in meeting their needs and in developing independence. All staff have been trained in Child Protection and Reporting Abuse and Neglect, and the safety of children is our first concern at all times.

II. General Information



11.1 Health Care Plans and Medication

Please ensure that your doctor completes a Health Care Plan if your child has allergies or medical conditions. It is important that staff have details of emergency procedures specific to your child's health needs. Emergency medication and instructions need to be kept at the kindergarten.

Staff are unable to administer medication without the signed consent of a medical practitioner. Please see the Director if your child needs to take medication during a kindergarten session. Please do not place any medication in your child's bag: give all medications to staff with written instructions about use, and the form signed by the medical practitioner.

11.2 Absences

If your child is unwell or has an illness which may be infectious, please keep them at home and advise the kindergarten.

Please ensure that your emergency contact information is up to date as staff will use these contact numbers if your child becomes unwell during a session.

If you will be away on holiday or your child is ill and will not be attending during the term, please phone the kindergarten. We are required to record and report on this data.

11.3 Arrival / departure

Please note that sessions commence at 8.30am and 12.00noon. Educators need preparation time before sessions, and it is safer if children arrive after the centre is set up. Please bring your child inside to greet a staff member.

While we understand that parents often have school children to also take to school, please remember that if children are late for kindergarten every day they will miss a significant amount of learning time across each week.

The kindergarten educators are highly experienced and can support you and your child in saying "goodbye" and settling quickly into the kindergarten day.

If your child is to be collected by someone other than the usual person, please let the staff know. If an emergency arises and you are unable to collect your child on time please ring us so that we can reassure your child.

11.4 Birthdays

We celebrate the children's birthdays by singing 'Happy Birthday' and giving them a sticker. Please do not send cakes, lollies or gifts on birthdays as this conflicts with our celebration and nutrition policies, and can cause problems for children with food allergies.

11.5 Library

Literacy kits and books are available for borrowing each day. There are also some parenting books for borrowing. Please fill in your child's name on the Literacy Kit card and encourage and supervise your child when using them. Please check that all kits are complete when you return them. If kits are incomplete, please notify a member of staff.

11.6 Toys

Please do not allow children to bring toys to kindergarten, as they may get damaged or lost and this can be distressing for children. This is one of the kindergarten "rules" which we establish with the children at the beginning of each year.

(We do understand that some children may need a comfort toy in their bag or pigeon hole in the initial period at kindergarten.)

12. School Enrolment and Transition



Please visit the local schools and enrol your child as soon as you have chosen a school.

Transition visits to schools before school entry are an important part of our program. Schools organise several transition visits to help your child become familiar with the school environment and routines before starting school.

Netherby Kindergarten invites school teachers to visit the kindergarten before each child starts school. The teacher meets a confident, capable child who takes the teacher on a tour of the centre, and this begins to build a strong relationship between the child and teacher prior to school entry.

13. Health Checks



Once a term, Child and Youth Health conduct developmental health screenings, vision and hearing checks for children who are 4 years of age. Parents are informed when appointment times are available. Parents attend the screening with their child.

14. Universal Precautions and Safe Blood Handling



Our kindergarten has a policy and practices in place to prevent cross infection from diseases including HIV and Hepatitis B & C. The children are taught about safety and hygiene.

15. Grievance Procedure



We aim to be welcoming and friendly. Good relationships between the parents and staff are important. If parents have concerns or issues about their child or kindergarten policy, please speak with us immediately.

16. Behaviour Management Policy



We believe:

- Everyone has the right to learn, work and play in a friendly, safe, respectful and inclusive environment
- Children have a right to be supported to develop appropriate behaviours, to participate, and to learn respect, cooperation, sharing, active listening, responding to others
- Appropriate behaviour demonstrates respect for oneself, others and the environment
- Learning is most effective when families and staff work together for shared learning outcomes for children
- Behaviour is a form of communication and bullying behaviour is not acceptable.

Staff will:

- Provide a safe, well planned environment that promotes respect, trust and a sense of belonging
- Provide a program with opportunities for children to take risks and experience success
- Interact positively and model respect for others
- Provide opportunities for children to develop communication skills and social skills
- Help children to recognise and articulate their feelings as tools to build resilience and protective behaviours
- Model appropriate behaviours and support children to learn problem-solving, negotiation and conflict resolution skills
- Value each child, and their interests, skills and family cultural contexts
- Involve the children in developing behavioural expectations, group rules and consequences
- Use explicit teaching of appropriate behaviours to support children to develop their play skills
- Encourage communication with families to support children in their behaviour and learning
- Support children in identifying and reporting bullying behaviour

Ways we minimise challenging behaviours:

- Establishing clear rules with the children's involvement
- Encouraging and praising positive ways of behaving
- Being consistent in our expectations and in working out logical consequences for behaviour with the children
- Engaging the children in problem-solving to find resolutions and to manage feelings appropriately
- Supporting children to develop empathy and to learn relationship building skills
- Communicating with families to support children's emotional wellbeing and social learning
- Implementing and reviewing individual behaviour plans in partnership with parents and support services when appropriate
- Ignoring attention seeking behaviour if it is not harmful ie 'strategic ignoring'

Giving children a place and time to calm down when behaving inappropriately e.g. 'time away'

Parents are asked to contact the staff immediately in person, by phone or email, if they have any concerns about bullying or behaviour at kindergarten. The staff will address these concerns as a matter of priority.

17. Bushfire Policy



This policy is based on DECD guidelines to ensure that clear procedures are implemented in the case of a bushfire.

The following procedures will be adopted for the welfare of the children and staff at Netherby Kindergarten:

1. The kindergarten building is not considered to be of high fire risk (as assessed by the local fire officer).
2. The area surrounding the kindergarten is regarded as being in a bushfire risk area.
3. On days of extreme fire danger and where a Total Fire Ban has been declared, the centre will erect a sign stating 'Total Fire Ban' and parents are advised to consider carefully whether they want their children to attend kindergarten or not. If children do attend on such days then parents must agree to the centre's policy and procedures for these days. It is stressed by the MFS that if parents leave their children at the centre they should not try to collect them in case of a fire, unless otherwise advised by staff, as this can lead to a more dangerous situation for the children and parents.
4. The MFS has advised the staff that it would be safer to stay at our centre in the event of a bushfire rather than evacuate. They have recommended a set of procedures which staff will follow to maximise the safety of the children. Three levels of action have been identified by the CFS for High Fire Risk days and the staff have set responsibilities which they will carry out depending on the risk to our centre. The three levels of action and appropriate responsibilities are summarised below.

- **Total Fire Ban Day**

Parents will be notified by the displaying of the 'Total Fire Ban' sign. Staff will monitor radio stations and CFS website for updated information. All hoses and sprinklers will be checked.

- **Fire reported in the local area**

Staff will ensure that all children are inside, contact will be made with Emergency Services, the radio will be constantly monitored, sprinklers turned on if possible, and all doors and windows closed.

Children will not be dismissed from kindergarten until collected by parents or an authorised adult (children will continue to be supervised no matter how late the time). Parents will be asked to sign a Bushfire Authorisation form so that the staff are fully informed as to who is authorised to collect your child in the case of a bushfire.

- **Bushfire in the immediate vicinity or impacting on the site**

Staff and children will shelter in the Bushfire Refuge: the children's bathroom. Staff will be in contact with Emergency Services, the DECD Education Director and we will attempt to inform parents that we have moved to the bushfire refuge.

Children can be collected from the kindergarten when the situation has been declared safe by Emergency Services.

Under no circumstances will children be permitted to leave the kindergarten unless collected personally by a parent or an authorised adult.

We appreciate your cooperation with this policy as it has been formulated for the protection and safety of your children.

18. *Healthy Food Supply and Nutrition Policy*



Rationale

This preschool promotes safe, healthy eating habits in line with the **Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools** and relates to the DECS wellbeing strategy.

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

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

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.

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

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 Early Years Learning Framework where possible, **relating to the learning outcome: 'Children have a strong sense of wellbeing'**

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
- will eat routinely at scheduled break times
- eat in a positive, social environment with staff who model healthy eating behaviours
- 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

Food supply

Our preschool:

- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool **activities and events** in line with the *Right Bite* strategy
- displays **nutrition information** and promotional materials about healthy eating

has the following guidelines for families for **food brought from home** or provided by staff within preschool time:

Fruit Time:

Parents and carers are encouraged to supply fruit and vegetables at fruit time to:

- o provide children with important minerals and vitamins
- o encourage a taste for healthy foods.

Food and drinks provided to children:

- o 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.

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff
- informs the community when a child enrolled has a severe allergy and asks other families not to send this food to the centre
- provides containers inside for the storage of children's lunch boxes
- provides a refrigerator for the storage of food as appropriate
- encourages parents to include an ice pack in lunch boxes

- encourages parents to send warm food in a thermos flask which will be opened by an educator. For food safety reasons children's **lunches cannot be reheated** at the kindergarten.

Food-related health support planning

Our preschool:

- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

Working with families, health services & industry

Our preschool:

- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy
- provides information to families and caregivers about the *Right Bite Strategy* through a variety of ways including:
 - o newsletters
 - o policy development/review
 - o information on enrolment
 - o pamphlet/poster displays
- promotes the alignment of fundraising with the *Right Bite* strategy.

The educators at Netherby Kindergarten thank you in advance for your support of this policy.

19. Confidentiality



We respect all the information that you give us about your family or child. This will remain confidential at all times, as will any discussions we have with you.

To protect the children attending Netherby Kindergarten photographs of the children are not posted on our webpage.

We ask that parents refrain from taking photographs, which may include children other than their own, as we want to ensure the safety of all children attending the kindergarten.

20. Contact Us



Please contact the kindergarten for any further information, or to discuss your child's learning, or any issues or concerns.

We value conversations with parents as we work together to provide the best possible learning experiences and opportunities for your children.

Ph: 8313 7076

(There is an answering machine so you can leave a message any time if the centre is closed)

Email: Netherby.kindergarten20@schools.sa.edu.au or
dl.4684.leaders@schools.sa.edu

The Hundred Languages of Childhood

The child
is made of one hundred.
The child has
A hundred languages
A hundred hands
A hundred thoughts
A hundred ways of thinking
Of playing, of speaking.
A hundred always a hundred
Ways of listening of marvelling of loving
A hundred joys
For singing and understanding
A hundred worlds
To discover
A hundred worlds
To invent
A hundred worlds
To dream
The child has
A hundred languages
(and a hundred hundred hundred more)
But they steal ninety-nine.
The school and the culture
Separate the head from the body.
They tell the child;
To think without hands
To do without head
To listen and not to speak
To understand without joy
To love and to marvel
Only at Easter and Christmas
They tell the child:
To discover the world already there
And of the hundred
They steal ninety-nine.
They tell the child:
That work and play
Reality and fantasy
Science and imagination
Sky and earth
Reason and dream
Are things
That do not belong together
And thus they tell the child
That the hundred is not there
The child says: NO WAY the hundred is there—

Loris Malaguzzi
Founder of the Reggio Approach

