



Family Information Handbook

(Revised: March 2024)

The Little School Preschool Inc.

ABN: 55 535 015 424

2/150 Sheaffes Road

Kembla Grange 2526 NSW

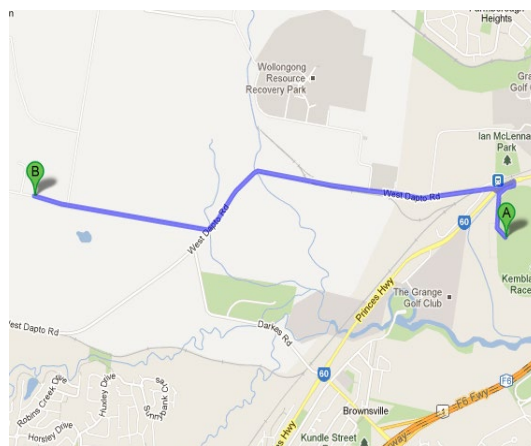
Telephone: (02) 42616566

E-mail: admin@thelittleschool.org.au

Web: www.thelittleschool.org.au

Instagram: littleschoolpreschoolinc

Facebook: <https://www.facebook.com/TheLittleSchoolPreschoolInc/>



Point A: Kembla Grange Racecourse

Point B: The Little School Preschool Inc



The Little School Preschool pays respect to the Dharawal and Five Islands People as traditional custodians of the land on which we sit today. We thank them for the care they show for the land and promise to look after it, the animals and the people too. The Little School Preschool Inc. wants to show a sign of respect and commitment to developing an ongoing relationship with the Dharawal people. Our preschool acknowledges the past actions has had an impact on our nation and local communities and is committed to providing an environment where all Aboriginal and Torres Strait Islander people feel welcome and are able to share their knowledge of their culture. Our preschool strives to provide a community that allows all members to develop a sense of respect and understanding of Aboriginal and Torres Strait Islander people and their culture and is committed to working alongside First Nations people to achieve this.

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1. HOURS OF CARE AND LICENCED PLACES

The preschool operates five (5) days a week during school terms, Monday to Friday, except for Public Holidays.

LICENSED PLACES

Preschool - 16 children aged 3 years to 6 years.

PRESCHOOL HOURS

The core preschool hours operate 8 am – 3.30 pm, families are welcomed to come and go as they please with the structure program operating between 9 am – 3 pm. Extended care is available 3.30-3.45 pm (additional charges apply for 3.30 pm -3.45 pm timeslot at \$5)

CASUAL CARE

This is for families who are currently enrolled in the preschool and require an extra day beyond their regular booked hours. This can be provided only if a vacancy exists and is charged at \$35 per day.

Bookings for casual care can be made directly through our OWNA Parent App which is accessible 24 hours a day. Fees for casual placement bookings are charged at the casual rate of \$35 per day and are reviewed at the Governance Board's Discretion. Casual vacancies are booked via the OWNA app.

A full list of the rules around casual care and bookings are provided upon enrolment. Families are required to pay for all casual vacancies once booked. Full enrolment and participation in the preschool is required for families using casual enrolments.

The preschool reserves the right to cancel any casual booking that does not meet the preschool booking guidelines.

2.1 WELCOME FROM THE GOVERNANCE BOARD

Welcome to The Little School Preschool Inc. and congratulations on making an excellent choice for the first stage of your child's formal education. At the Little School we have committed and experienced educators, great facilities and a beautiful setting with opportunities for engagement with nature and the natural environment, all of which contribute to happy and exciting learning experiences for our children every day.

The Little School is a stand-alone community-based, not-for-profit, preschool, which means it is operated by a volunteer Management Committee made up of the parents of children attending. We also have a Parent Committee who work with Management to Coordinate and organise activities to raises funds for extra resources and replacement of old equipment. All money raised by the organised events is invested straight back into purchasing resources and maintaining the physical environment to benefit all of our children and families. Being part of and reaping the benefits of a placement at a community based preschool comes with great rewards and also obligations to be a part of the community we create here. We anticipate that every one of you will become involved with the preschool in some way. Community involvement and parent participation it vital to the ongoing viability of our community Based preschool. We would like to take this opportunity to introduce you to the current Governance Board:

GOVERNANCE BOARD 2023

President – Brett H (parent)

Vice President – Dannielle H (parent)

Treasurer – Position Vacant

Secretary – Aloka K (parent)

General Member – Alison D (parent)

General Member – Vacant

General Member – Rudi O (Community member/grandparent)

General Member – Position Vacant

The Governance Board meets once a month online or in person with the Director and Nominated Supervisor and is responsible for ensuring the preschool fulfils its financial and legal obligations. The Governance Board act as the service provider and discuss the general management of the preschool, make decisions in relation to its operation, finances and business planning in line with recommendations from the Director, considering the input of all stakeholders.

We contribute our ideas, give feedback and have input into decisions made for the preschool in conjunction with the Director, Nominated Supervisor and staff members as required. The Governance Board is the Approved Provider of the Preschool, we act as the employer and are a vital part of the running of the preschool and required under the start strong funding guidelines.

Wishing you and your child, a happy and rewarding time at The Little School Preschool Inc.

Kind regards,

Governance Board

secretary@thelittleschool.org.au

N.B: Positions for the Governance Board are voted on at the Annual General Meeting (AGM) in February of each year. If you are interested in becoming a member of the Governance Board or know a community volunteer whom may be interested please feel free to approach staff to discuss this.

2.2 WELCOME FROM THE DIRECTOR AND NOMINATED SUPERVISOR

Firstly, let me welcome you to The Little School Preschool Inc. I hope that this handbook prepares you well for your child and family's transition into a Not-for-Profit Community-Based Preschool.

The information in this handbook is snapshot of information to help you understand more about our community Preschool.

I am very pleased that you have chosen The Little School Preschool Inc. for your child and family and I am certain that you will grow to share the passion we have for the work we do here.

You are joining a dedicated group of educators, families and community members who work collaboratively to deliver quality education and care to children. We look forward to building trusting, mutually respectful relationships with you, which work to ensure the best outcomes for your child, your family, the preschool and the community.

As an association, we back the drive for excellence among staff by providing a workplace that is supportive, progressive, flexible, and harassment-free and delivers a standard of education and care that we can all be proud of.

One of the most important values for an association, particularly one that provides education services, is the ethical and professional behaviour of its entire staff. All families, employees and volunteers have a responsibility to uphold the association's policies and procedures, which reflect the Education and Care Services National Regulations 2011, and the Education and Care Services National Law Act 2010.

In addition to the above mentioned, families, employees and volunteers also have a responsibility to uphold the association's code of conduct, confidentiality agreement, service policies and procedures, code of ethics and The United Nations Convention on the Rights of the Child.

The abovementioned codes underpin our commitment to a duty of care to all employees, children, families and community members. These explain the principles covering appropriate conduct and outline the minimum standard of behaviour expected from all employees.

Early childhood education and care is one of the most important areas in which to work. It is a challenging, but rewarding, profession and I thank you for joining our association and giving us the opportunity to learn and grow with you and your family. If you have any further questions about your position or any of the information within this handbook, please do not hesitate to contact me as my door is always open.

Your feedback is important; if you feel that there is any information this handbook does not contain, but which may be important to future families, no matter how small you think it may seem, please let me know so I can add it to this handbook.

For contacting the office and staff, communication sent through admin@thelittleschool.org.au will be redirected to the appropriate places, alternatively see below for contacting individual staff.

Kind regards,

Danae Horsey

Managing Director & Nominated Supervisor

director@thelittleschool.org.au




3. THE LITTLE SCHOOL STAFF

Educators at the Little School are highly qualified and dedicated to our chosen profession. We attend multiple training and in-services throughout the year and keep up to date with the most current child development and educational research and legislation.

We believe the heart of the relationship is the ongoing communication about the child, so please remember to come and see us with your thoughts. Your experience, knowledge and input is greatly valued and appreciated. We are always open to feedback so please feel free to approach us with ideas on how to enhance the program or even our own training, any input from families is always appreciated.

Core Staffing Team

<p>Danae Horsey – Managing Director, Public Officer, Nominated Supervisor, (Part time – Monday, Tuesday, Wednesday)</p>  <p>director@thelittleschool.org.au</p> <p>Master of Education – Special Education</p> <p>Bachelor of Teaching (Birth - 5 years)</p> <p>Diploma Children’s Services</p> <p>Cert IV Small Business Management</p> <p>Cert IV Workplace Training and Assessment</p> <p>Early Start Denver Model – Advanced Therapist (currently completing certification)</p> <p>Asthma, Anaphylaxis and Childcare First Aid</p> <p>Identifying and responding to children at risk</p>	<p>Hayley Wade – Director, Nominated Supervisor – (Part time – Thursday, Friday)</p>  <p>hayley@thelittleschool.org.au</p> <p>Bachelor of Education (Birth to 5 years)</p> <p>Diploma Children’s Services</p> <p>Cert IV Leadership and Management</p> <p>Cert IV Workplace Training and Assessment</p> <p>Asthma, Anaphylaxis and Childcare First Aid</p> <p>Identifying and responding to children at risk</p>
<p>Emily Stanworth – Assistant Director, 2IC Nominated Supervisor, – (Part time)</p>  <p>emily@thelittleschool.org.au</p> <p>Diploma Children’s Services</p> <p>Cert IV Leadership and Management</p> <p>Asthma, Anaphylaxis and Childcare First Aid</p> <p>Identifying and responding to children at risk</p>	<p>Ashley Jarrett – Educational Leader, Early Childhood Teacher, Responsible Person (Fulltime)</p>  <p>ashley@thelittleschool.org.au</p> <p>Master of Education – Special Education</p> <p>Bachelor of Primary Education</p> <p>Diploma Children’s Services</p> <p>Asthma, Anaphylaxis, Childcare First Aid</p> <p>Identify and respond to children at risk</p>

<p>Emma Dean – Lead Educator, Responsible Person (Fulltime) Office Administrator</p>  <p>emmamad@thelittleschool.org.au Diploma Childrens Services Asthma, Anaphylaxis, Childcare First Aid Identify and respond to children at risk</p>	<p>Melissa McNevin – Office Manager (Part time – Monday, Wednesday, Friday 10am - 2pm)</p>  <p>admin@thelittleschool.org.au Diploma Childrens Services</p>
<p>Melissa Harper – Certificate 111 Trainee (Fulltime)</p>  <p>melissa@thelittleschool.org.au Certificate 111 (traineeship)</p>	

QUALIFICATIONS:

EC Teacher – holds a three or four year Degree in Early Childhood Education from a University.

Diploma – holds an Associate Diploma or Diploma in Child Studies from TAFE

Certificate III – holds Certificate III in Child Studies from TAFE

All staff at The Little School Preschool Inc. are trained in Asthma, Anaphylaxis, Childcare First Aid and Child Protection as well as holding a current Working with Children Check, all permanent staff are responsible persons of the preschool.





Please feel free to introduce yourself and your family members, we have an open-door policy at the preschool so feel free to stop in for a visit. We look forward to getting to know you and your wonderful children, sharing days learning and exploring with them at The Little School.

We are always open to feedback so please feel free to approach us with ideas on how to enhance the individual and group experiences, the physical environment or maybe there is something we are not doing that you would like to see here.

We would love to hear from you if your child has a new interest or experience that we can follow up at the preschool and help them to share with their friends.

We believe the heart of the relationship is the ongoing communication about the children, so please remember to come and see us with your thoughts. Your experience, knowledge and input is greatly valued and appreciated.

CASUAL STAFF

			
Carmen Portelli Early Childhood Teacher	Toria Kotamanidis Certificate 111 Educator	Madeline Hendersen Certificate 111 Educator	Erin Certificate 111 Educator

Casual staff will replace core staff who are on leave, training, non-contact, breaks and fill higher learning and support needs positions.

While we try to minimise the changes to staffing wherever possible to allow for continuity, there are times when professional goals, health, study, financial needs, permanent working arrangements elsewhere and family commitments.

4. INTRODUCTION

The Little School Preschool was established in 1979, by local teacher Mariam Temple, who rented the building from the Education Department. It was originally open for only three days a week for the children local to the area, with the building next door used for foster care. It was also open for vacation care for children aged between 5 – 15 years. Vacation care stopped in 1987 and the centre became autonomous from the foster care. In December 1991 the preschool became incorporated as “The Little School Preschool Inc.”

From 1982 – 2011, the Authorised Supervisor and educator was local woman Sandra Nicholls and a dedicated team of educators, Celia Temple, Kim Freeman, Robyn Mills and Karen Rawlinson.

In January 2012 all long serving staff retired and Danae Horsey took over as the Director and Nominated Supervisor and the implementation of The Early Years Learning Framework and the National Quality Standards began. A complete restructure of the educational program, office management, leadership and governance of the preschool took place with all policies, practices and procedures reviewed, remodelled and implemented to bring the preschool up to date with the changes, laws regulations and practices of the:

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- National Quality Standards/Elements
- The Early Years Learning Framework

At this stage the preschool had less than 25% enrolments and with no waiting list, financial viability became a serious concern. The Management Committee considered closing the preschool. Parents, staff, other preschools and local community businesses rallied and worked to build the public profile of the service and advertise for vacancies.

Everyone took part in the advertising process with a Facebook page developed by staff, letterbox drops and local businesses displaying posters. The Illawarra Mercury came on board and ran a story about the lack of enrolments and slowly and steadily numbers began to increase.

Cuts had to be made to the budget to assist the preschool in staying viable, local businesses were approached for help and community and staff family members and friends stepped up to assist in maintenance and making improvements through volunteering time and resources, making donations towards the program and resources of the service.

Fundraising became a focus for parents to ensure the lack of funding did not compromise the quality of the program offered to the children or the service’s ability to maintain safety and keep all service accounts in credit.

The following months were dedicated to implementing strong leadership and governance, building relationships with children, families and communities and enhancing the program and physical environment for the children.

In June 2013, for the first time in 18 months, The Little School Preschool Inc. was again fully booked out with a waiting list growing for future years. A draft budget developed in July 2013 with accountant and governance expert Catherine Chen showed the preschool was again financially viable with great prospects for the future.

In December 2013 we underwent our first ever Assessment and Rating process and were very proud to be given an outstanding rating of EXCEEDING the National Quality Standards for Early Childhood Education and Care in all seven quality areas.

In February 2019 we underwent our second Assessment and Rating under a new process that increased the requirements and lifted the bar on expectations, again we have been rated as EXCEEDING in all 7 National Quality Areas and will continue to work to maintain this standard whilst seeking ongoing improvements.

We currently have plans to move our school to a new site at 63 Wongawilli Road Wongawilli, this new site needs some TLC and we have an approved Development application with Wollongong City Council. We now need to look to the community to support this project through donations of equipment and resources as the increase in goods and services over the past few years has made the project budget increase significantly, tax deductible donations and volunteer work and trades or discounts on works to assist with getting this project finished this year.

5. CENTRE INFORMATION

Preschools – alternatively known as Kindergartens – provide an educational program in a dedicated preschool setting, providing care and education for children aged between three and six years of age. Preschools are primarily aimed at children in the two years before they commence full-time schooling. Children are required to attend for 2 day enrolment patterns, in line with the Department of Education Start Strong funding Guidelines.

5.1 FEES

5.1.1 2024 Annual Fees and Charges Summary

2024 Start Strong fee relief from the NSW Government

The NSW Government is providing fee relief to families through the [Start Strong Affordable Preschool](#) initiative as part of the Early Years Commitment.

From 2024, families with children who are at least 3 years old on or before 31 July 2024 and who are enrolled in a community or mobile preschool service may save up to \$4,220 each year.

How the fee relief works:

- The funding for your child's fee relief will be provided to our service, directly from the NSW Government, and we will pass this fee relief on to you as a reduction to your fees.
- You cannot receive fee relief at more than one early childhood education service.

The fee relief will be evenly allocated to you across the calendar year.

If your child will be attending another service that offers fee relief (another community preschool or a long day care service), you will need to choose which service you would like to receive fee relief from.

If your child is at least 3 years old on, or before, 31 July 2024, you must:

1. Complete the attached declaration form from the NSW Department of Education
2. Return the form to us as soon as possible.

It's important that you complete the form so that we know whether our service should apply fee relief to your child's OWNA statement invoice each week.

As of Term 1 2024, the daily fee is as follows:

Category/Days attended	Daily Fees – Children claiming the NSW Government Fee Relief at LSPS (600 hours)	Daily Fee Fees – Children NOT claiming Fee Relief
4/5 year old child – 2 days attendance (4 by 31 st July)	Daily rate: \$41.50 once fee relief applied	Daily rate: \$94.25 per day
Equity child – 2 days attendance (must be 3 before 31 st July in enrolment year) <u>ATSI, Low income & NDIS plan holders.</u>	Daily rate: \$20.50 once fee relief applied	Daily rate: \$73.25 per day
3/4 year old child – 2 days attendance (Non equity & non funded)	Daily rate: \$62.50 once fee relief applied	Daily rate: \$115.25 per day

Additional Fees charges

- **Extended Hours Fee from 3:30-3:45pm \$5.00**
- **Late fee from 3:45- \$30.00**

Fees are assessed by the Governance Board and are reviewed and generally increased according to the budget and audit reports at the end of each financial year. Fees are changeable upon two weeks' notice to parents.

Please see the Director or Nominated Supervisor prior to your child's enrolment to discuss the documentation required to receive fee subsidies for low income status. Fee subsidies are available for Aboriginal/Torres Strait Islander or families with supporting documentation of low income status from Centrelink.

Please direct all fee enquiries to the Director or Nominated Supervisor preferably in person or in writing.

5.1.2 ENROLMENT FEE

A one off enrolment fee of \$100.00 is to be paid before your child's forms will be processed for enrolment; this fee includes a preschool hat and shirt and is non-refundable. An invoice will be sent to you for this amount in the initial stages of Enrolment to secure your child's placement.

5.1.3 Annual membership and general purpose Levy:

This annual levy covers the membership fee for incorporated associations required under the constitution and goes towards covering some of the costs associated with the ongoing governance and management of the preschool.

- \$60 child 1
- \$30 child 2
- 3+ children free

5.1.4 LAWN MOWING OPT OUT

Lawn maintenance is the job of all our members, and a lawn roster is displayed on the calendar all year round for you to allocate your preferred week/day of choice. There is a \$65 annual opt-out fee payable at the start of term one and charged with the annual general purpose and membership levy for those who choose not to participate in lawn mowing maintenance. This fee is also added in December to any family that has opted to mow but not volunteered throughout the year.

5.1.5 BOND

The bond (\$100) is to be paid on enrolment and is refunded to your outstanding balance when you leave the Preschool provided your account is up to date and due notice has been given; see Fee Policy for more information.

5.1.6 Volunteering and Maintenance Levy

For our preschool to continue to thrive, we need a positive community of people actively involved in many ways. There are many and varied ways to volunteer and support our preschool and all families are expected to contribute. If your family is unable to meet volunteering duties, an annual Volunteering Levy of \$100 will be applicable.

5.2 FUNDRAISING

Fundraising is the responsibility of all members of our preschool community. If you enrol your child and get the benefits of a community-owned preschool, you also need to be prepared to take part in fundraising, which benefits all families and children attending the service. Fundraising income goes directly to repair or replace the children's equipment, furniture, resources and/or make improvements to their learning environment. Fundraising benefits all children in our Little School Community and is vital to the success and quality Improvement process. Fundraising events for the Preschool are held several times a term and are organised and run by Fundraising Committee Volunteers. We utilise hardware store BBQs throughout the year to limit selling fundraisers, and draw on the wider community to support the fundraising efforts of the preschool, each family is required to attend/volunteer at least once per term at BBQs.

5.3 CHANGES TO ENROLLED DAYS CARE

The Centre is licensed for a maximum of 16 children per day, with a specified number of children in each age group. Because of these licensing restrictions we cannot swap days, substitute children, or waive fees for absences, outside our normal operating guidelines.

Families are required to notify the Preschool of any absences, e.g. sick, going on holidays, a day at home, etc. at the earliest possible convenience. This notification is submitted through the OWNA parent app which is available 24 hours per day.

This provides us with accurate figures for our attendance roll and assists the service with providing casual care or extra days to families who require them.

5.4 Leaving the preschool

Notification in writing is required to withdraw from the little school preschool inc. Enrolments are on a term basis in line with new start strong funding, that being once you start a term you are required to pay for the term, with 4 weeks of term time notice requires to withdraw a child from the following term. This gives the preschool time to prepare and orientate a new child into the placement without losing fees revenue which will impact the viability of the small not for profit preschool.

5.5 CASUAL EXTRA DAYS

The availability of an 'occasional' extra care day (i.e. other than your normal enrolled days), is dependent on a vacancy, you can book casual days via the OWNA app. Casual Days are \$35 per day.

5.6 SCHOOL AND PUBLIC HOLIDAYS

In the interest of fairness and equity for all families attending, fees are not charged for school and public holidays as the service is not open for children to attend.

5.7 PARENT COMMUNICATION

The Preschool keeps parents and interested others informed of the Preschool news in the Preschool Newsletter. This is distributed as needed throughout the year via mailchimp and/or OWNA. Unless otherwise requested, information is sent to you by email, Facebook and through OWNA as it comes to hand, for example, interesting articles, parenting courses, reminders, performance notices. Please check your email and Parent Communication Pocket regularly so that you don't miss out on any important information. Parent communication currently used at the service is OWNA parent meetings (by request), Facebook business page, web page, newsletters, email, parent notice board and parent communication pockets.

5.8 PARKING

There is plenty of parking in front of the Preschool; we ask that you do not park in the landlord's driveway. Families are not to drive past the water tank on the eastern side of the property as this causes issues with the residents. We also must insist that you do not leave any children unattended in your cars as this is against the law and staff being mandatory reporters, are required by law to report incidences to the police.

5.9 PARENT LIBRARY

The Preschool has a collection of books and pamphlets on child development and related issues for parents. If you wish to borrow a book, please see the staff. It operates on an honesty system and we ask that you only borrow books on a monthly basis and return them as soon as you are finished.

The Preschool also subscribes to several Early Childhood publications which are available in the staff library. Please see staff for information about these.

5.10 GROUPING OF CHILDREN

Children will be integrated for most of the day, however, there will be times during the day when the children will be grouped by age into 3-4 years and the School Readiness Group 4-5 years (children attending school the following year). Parents are required to notify staff in writing at the beginning of the year as to their child's intended transition to school date, to ensure they are placed in the appropriate group.

Should there be reservations about a child's readiness to attend school this will be discussed with parents before mid-year break and teachers will advise of any concerns with children intending to start school the following year. Teachers will respect a family's right to make the final decision on when their child will start school and will do everything they can to prepare the child for the transition to school.

5.11 STARTING AT THE CENTRE AND SETTLING IN

Some children adjust quickly to a new situation or routine, while others take a little longer to feel comfortable in a new place. The Preschool has an orientation process to support your child and your family as they settle in. Orientation visits are encouraged so that your child can adjust to the Preschool in a gradual way.

Remember to always say goodbye, rather than sneaking away, and talk in a happy way about your child's day at The Little School. It is natural for parents to feel some anxieties when leaving their child. Please share your thoughts with the staff as they have helped many children and parents adjust to leaving each other for the first time. You are encouraged to phone staff during the day to discuss your child's progress. We also have an open-door policy for those who wish to stay and chat or visit their child throughout the day. Please be assured that if your child has not settled within a reasonable time frame you will be contacted by educators.

5.12 CHILDREN'S BELONGINGS

Hooks are provided for your child's backpack where their belongings will be stored, it is recommended that the backpack be one that can be hung and large enough to fit all of your child's things plus craft. An additional hook is provided for children to hang their handtowel on, please make sure your child knows what their handtowel looks like and that it has their name on it.

5.13 LOST PROPERTY

We look for all belongings when lost but we cannot take responsibility for them. A lost property box is located near the entrance. Please check regularly in case of forgotten things that may cause distress later on. To avoid lost items, please label all hand towels, drinks bottles, lunchboxes, clothing and belongings (don't forget shoes and socks).

5.14 CLOTHING

Children playing will get MESSY so please send your child in play clothes. Children need to feel that they can participate without fear of ruining something new and 'getting into trouble'. As we encourage children to dress themselves, it is especially important that the clothes are the easy, pull on kind. This is particularly important if your child is at the toilet training stage. Items such as bib and braces, overalls, small buttons, buckles and belts are very frustrating for little fingers in a hurry. Please do not send your child in this type of clothing.

5.15 SHOES

Thongs, crocs, gumboots and other loose-fitting footwear are not good for your child's feet and are not safe for climbing and running. We prefer for safety purposes that you please send your child in sneakers, joggers or sandals. We encourage the children to take off their shoes during summer, but to avoid injured toes, children will not be allowed to ride bikes, scooters, skateboards, go go cars, or cars without proper enclosed shoes.

5.16 SPARE CLOTHING

We try to keep a supply of spare clothes for children in case of emergencies, so if your child has Little School clothes on, please wash and return for us to be able to use again. For hygiene purposes, we do not keep second hand underpants, so please ensure that you pack enough spare underwear for your child in case they have an accident. Children get very busy when playing and even those who have been toilet trained for some time can still have accidents.

5.17 COMFORTERS

If your child has a comforter for security, please send it along, marked with his/her name; staff will encourage your child to put it in their bag once they are settled. Please note that a dummy or bottle is not appropriate for the preschool environment and we ask that these are left at home.

5.18 DONATIONS

Contributions towards our environment, program, resources, garden, fundraising drives and supplies for artwork and creative play will be gratefully accepted and encourage ties for your child between home and the Preschool.

5.19 WHAT TO BRING EACH DAY

Here is a guide for what to send each day:

- * An approved sun hat – bucket and legionnaire hats are suitable to wear, baseball style caps are not appropriate sun protection. The hat provided on enrolment meets our sunsafe requirements.
- * At least 2 - 3 complete changes of clothes (this includes shirt, pants, socks, jumper, change of clothes for hot and cold weather, no matter the season etc.)
- * Lots of extra clothes, underwear, socks and shoes if your child is still toilet training
- * Beanie and jacket in the colder months
- * Handtowel marked with your child's name
- * Drink bottle with **WATER** only
- * Healthy lunch with enough healthy snacks – remember preschool is busy work and creates very hungry children, any uneaten food will be sent home so be generous with what you pack in your child's lunchbox

5.20 T-SHIRTS AND HATS

The Little School Preschool sells approved sun hats for \$12 each. Preschool T-Shirts are \$15.00 each and come in sizes 4 – 8 in an assortment of colours. See the office to purchase.

5.21 PARENT PARTICIPATION

Parent participation is encouraged at all stages throughout the year – we gladly welcome you to the service through our open-door policy. We encourage participation through the Governance Board, Parent and Fundraising Committees, working bees, bunnings BBQs, maintenance and sharing your expertise in your child's interests and in sharing their cultures, giving feedback on your child OWNA planning and engaging with teacher on a daily basis, and customs and beliefs with the children through "Parent experiences".

6. PHILOSOPHY

CORE BELIEF: Children's learning takes place through play-based learning, relationships, exploration, creativity and love.

OUR VISION: To engage the children and their families in nurturing the environment, promoting respect for all living creatures and the development of positive attitudes towards creating a sustainable future.

OUR MISSION: To provide a stimulating environment that promotes independence and encourages each child to realise their individual strengths, and develop strong foundations that serve to improve the life chances of all the children and families equally.

OUR VALUES:

1. We believe the early years of children's lives are a unique and valuable stage, in which children acquire values and attitudes towards themselves, their friends, families and society that grow with them into adulthood.
2. Each child has rights as well as strengths and great potential. All children should be treated as equals, reflecting anti-bias and inclusive practices, thus allowing them to develop a sense of belonging and positive self-esteem and to feel valued and respected for who they are.
3. Respect is a core element to our preschool pedagogy; educators respect each other, families and the children. Children are supported to show respect for each other, adults, educators, spaces, materials and themselves. Families are encouraged to respect educators, children, spaces and materials.
4. We believe in actively promoting the education of all children in our care through an Emergent Curriculum, where children can learn through play, following their interests. The program is flexible to allow the inclusion of all children regardless of their individual needs. All areas of learning are included, such as literacy, numeracy, science, physical development, spiritual awareness, and social competency, emotional intelligence, creative and expressive arts.
5. Educators recognise the importance of building children's social skills, emotional intelligence and spiritual competency which lays the foundations for all future learning and aims to support and enhance children's development in these areas above all others.
6. By focusing on children's strengths and interests, it is our aim to support the development of life skills, encouraging the growth and independence of each child entrusted into our care. Educators act as co-learners and facilitators to promote learning through positive experiences based on children's interests, strengths and

abilities.

7. Through careful observation and planning, we aim to meet the needs of both the children and families providing a developmentally appropriate program implemented within an environment that is warm, safe and conducive to exploring and learning.
8. We aim to set the foundations for future learning and to prepare the children for meeting the learning outcomes outlined in The Early Years Learning Framework, as well as preparing them with the necessary skills for a successful and happy start to life at 'big school'. The program aims to nurture the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.
9. Educators will integrate environmental awareness into the daily life experiences of the service practices and routine. We will provide opportunities within the program for children to explore and engage with nature and a variety of living creatures, whilst fostering and supporting the development of respect for the environment and all living things.
10. Educators recognise the importance of promoting and role-modelling environmental sustainability to children and families in everyday living and experiences. Educators aim to integrate all aspects of sustainability into the daily routine of the Preschool, to educate and promote a sense of responsibility, respect, empowerment, active participation, enquiry and social change.
11. Educators will promote and support waste reduction within the policies and daily practices of the Preschool through, educating families and children on recycling, reducing waste, reusing, composting during meal times, worm farms, respecting the resources and not wasting, in all aspects of the program and routine.
12. We believe it is in the best interests of staff members, children, their families and the community for all staff to work as a team and to show respect and understanding towards each other.
13. As educators, we must acknowledge, respect and foster the life situations of children and families from Aboriginal and Torres Strait Islander backgrounds, families from culturally and linguistically diverse backgrounds, children with disabilities and their families and families whose circumstances demand particular attention, and encourage their participation in the life of the Preschool in a variety of ways.
14. Children with additional needs will be accepted into the Preschool and will be assisted by programs incorporating specific developmental goals. These will be based on the child's individual needs and will be achieved in collaboration with parents and relevant support professionals.
15. Children with additional needs will be catered for based on their existing and potential capacities. Where possible, resources and adaption to the physical environment will be provided.
16. Educators will engage in ongoing learning and reflective practices in a continuous cycle of professional improvement through furthering their studies, attending workshops and in-services to benefit both the children and parents.
17. Policies regarding children's health, nutrition and physical activity will reflect the research and publications of

the Dietary Guidelines for Children and Adolescents, Get Up and Grow and the Munch & Move programs.

18. Service policies, practices and procedures will reflect the standards outlines in the National Quality framework.
19. Through working in collaboration with parents, community members, co-workers and networking, we are better able to provide an inclusive program that allows equal access to experiences for all children.
Collaboration works towards creating a positive identity within the community as a facilitator of innovative family and community learning.
20. As pedagogical leaders, it is important to use our own strengths on behalf of others, to assist in the creation of communities and environments that serve to improve the life chances of all our children and provide equal opportunities for the children, their families and society as a whole. ¹

¹Sourced from –, The Early Years Learning Framework 2009, United Nations convention on the rights of the child, the National Quality Framework 2011, Code of Ethics, National Health Medical Research Council, Australian government Department of Health and Ageing, NSW Health, Arthur, Beecher and Harcourt, Dawn Emelie Griggs, Maggie Dent 2005, Bruner 1973, Archbishop Desmond M. Tutu, NCAC Accreditation Principals. NSW Curriculum Framework **Input from** – Danae Horsey, Sheree Jones, Vicki Burkinshaw, Jenni Macleay, Carino De Brito, Danielle White, Sarah Broadhead.

7. FOOD AND NUTRITION

7.1 GENERAL INFORMATION

Parents and guardians are required to pack the children's lunch each day. The Preschool has in place an excluded foods policy to protect children who are anaphylactic to certain foods. A list of these foods is provided to each family at enrolment and is updated when needed.

Children are encouraged to taste all foods that parents put into their lunchboxes. The children are also encouraged to become independent with their eating skills. They are not forced to eat food. Staff eat with the children to encourage good habits and a social, family atmosphere. Staff aim to bring a variety of foods for their own lunch so the children are exposed to different kinds of foods. The Preschool environment is a great place to try your child with new foods.

The staff at Little School are required to keep within the National Quality Framework Regulations. Preschool policies require families to encourage healthy eating practices. In keeping with healthy eating practices, parents are requested not to pack sweets, lollies, chocolates, cakes, chips or cordial. Children are required to have at least 2 - 3 pieces of fruit or vegetables in their lunch boxes each day, drink bottles must contain WATER only, no cordial, soft drinks or vitamin water.

All policies regarding food and nutrition reflect the Dietary Guidelines for Children and Adolescents in Australia publication released by the Australian National Health and Medical Research Council (NHMRC) – see link for a copy of the publication

http://www.nhmrc.gov.au/files_nhmrc/publications/attachments/n34.pdf

7.2 ANAPHYLACTIC SHOCK

At any time there can be children in the Centre who suffer from a life-threatening allergic reaction known as ANAPHYLACTIC SHOCK.

This means being extremely reactive to egg, peanuts, other nuts, chocolate, shellfish and in some instances other foods, including fruits. Ingesting minute quantities can trigger an anaphylactic reaction, in which the respiratory and circulatory systems can slow down and stop.

It is possible that there could also be a reaction after touching or smelling these foods or being touched by someone who has residue of the allergy food on their hands, such as, traces of peanut butter on toast from breakfast. At all times we will keep you informed of prohibited foods within the centre as a result of children's allergies.

The Centre has restricted foods policies, i.e., what you may bring to school in your lunch box, cakes for birthdays and special treats bought in by parents and staff, to ensure the safety of all children with food allergies. Children with this condition cannot share food with other children. Immediate treatment of this condition includes an adrenalin injection and/or Epipen which is kept at the Centre at all times.

If parents send excluded foods in their children's lunch boxes these will be removed and sent home, children will under no circumstances be allowed to eat restricted or banned foods at the Little School.

7.3 NUTS

As many children suffer from allergies, some fatal, the Little School Preschool has a **“NO NUTS”** policy. Please do not bring in any foods containing nuts or nut products. Don’t forget that this includes products such as **Peanut Butter, Nutella, many types of biscuits, muesli bars, cereals and cakes**. As some children’s allergies are severe, we ask that parents also avoid giving their children nut products before they come to Preschool, e.g. **peanut butter on toast**. This is because some children can react just from being touched or breathed on by someone who has eaten nuts.

7.4 CHILDREN’S BIRTHDAYS

Please feel free to send along a cake and we will have a small celebration. DO NOT send fancy cream cakes as these create problems for the children and staff. A plain cake, cupcakes or donuts are best as these can be easily served and held by the children. Please ensure they do not contain nuts, as we will be unable to serve it.

7.5 LUNCHBOX IDEAS

Remember to pack food from each of the following groups in your child’s lunchbox each day. Staff will assist and encourage children to explore any new foods you pack. Remember preschool is busy work and your child may eat more than usual, so pack extra to ensure your child is not hungry throughout the day.

Dairy or Calcium	Iron & Protein	Cereal-based	Fruit & Vegetable	Leave for home
Yoghurt	Beef, lamb, veal	Scones	Fresh fruit	Chips
Plain milk	Fish, chicken, ham	Rice	Canned fruit (limit)	Cordial/fruit Juice
Custard	Wholemeal bread	Pasta	Dried fruit (limit)	Lollies
Tofu	Dried fruit	Crackers	Chopped fruit	Chocolates
Creamed rice	Legumes	Rice cakes	Peeled fruit	Sports drinks
Milk puddings	Milo	Fruit buns	Fruit smoothie	Packaged foods
Plain milk	Spinach	Bread (all varieties, rolls, wraps, pita)	Fresh vegetables	Cakes, donuts
Cheese – block, sliced, cubed	Fortified breakfast cereals	Pikelets	Cooked vegetables (mashed, baked)	Sweet/cream filled biscuits
Tzatziki	Baked beans	Muffins	Stir fry	Fruit bars/straps
Pink salmon	humus	Crumpets	Salad	Flavoured milk
	Tuna	Fruit bread	Potato	Saturated fats
	Quinoa	Porridge	Avocado mash	Sugar
				Excess salt

Part of providing a healthy lunch for your child’s day at Preschool includes packing a drink bottle with WATER. Water is the best drink when you are thirsty and staff are required under the national regulations to ensure your child has access to water throughout their day here. If you have trouble getting your child to drink water please speak to staff and we will work with you to support your child in this area.

Tips to encourage new food and prevent or minimise fussy eating:

- Eat together as a family and try to keep meal times relaxed and calm
- Set a good example by eating and enjoying a range of healthy foods yourself
- Offer your child new food regularly. A child often needs to try new food many times before liking or accepting it. Don't give up and put a food on your child's "dislike list" after just a few tries.
- Encourage your child to explore new foods. Invite looking, touching and smelling of a new food before tasting it. Talk about the food with your child.
- Involve your child in choosing new foods to purchase.
- Congratulate your child when s/he tries something new, even if it's just a small mouthful – give cuddles, smiles and lots of praise.

7.6 TASTING TABLE

Throughout the year, staff engage children in trying new foods through the "tasting table". A variety of foods are brought out and the children are given the opportunity to explore, manipulate and sample the foods in a social and relaxed atmosphere. In this past this experience has proven to be very successful with feedback from families being that children were more prepared to sample new foods at home after participating.

7.7 COOKING

Throughout the year staff and families participate in cooking and food preparation experiences with children on a regular basis. This is a great chance for families with an interest in cooking to participate in and make contributions to the program. **For more information see staff for handouts or visit:**

www.gofor2and5.com.au, www.livelifewell.nsw.gov.au, www.healthykids.nsw.gov.au, www.cancerinstitute.org.au,

Source: Australian Dietary Guidelines for Children and Adolescents, NSW Health, South East Sydney and Illawarra Area Health Service, Munch N Move, Get Up and Grow.

8. THE DAILY ROUTINE

Within the Early Childhood Education and Care setting routines and transitions are an integral component to the delivery of quality childcare. Routines and transitions are patterns of behaviour that once learned are incorporated automatically into the daily life. Routines enable young children to anticipate what happens next and gives them a great deal of control over what they do during each part of the day.

Routine	Expectations for children	Expectation for staff
Morning 8.00 am – 9.30 am	<ul style="list-style-type: none"> - Walk into the preschool and greet staff - Put away their own belongings - Farewell parent - Apply sunscreen, hat and choose somewhere to play. 	<ul style="list-style-type: none"> - Arrive at least 15 minutes before shift and be set to start the day by 8am - Staff to move to allocated areas and commence cleaning and set up using the procedures list in that area. - Follow the supervision plan and policy procedures - Welcome staff responsible for ensuring all notes are passed on and documented in a timely manner and followed up at the earliest convenience where required. - Support staff to remain in entry way to greet children and families, take notes and assist where required.

Transition	<ul style="list-style-type: none"> - Respond to cues from educators and engage with predictable routines - Children will transition to morning yarn with toilet, wash hands, drink bottle and hat 	<ul style="list-style-type: none"> - Transition bridge starts 9.15 am to ensure all children have sunscreen, toileted, drink bottle hats and moved to lead teacher in a calm, safe and orderly manner. - Manage positive behaviour guidance using Guiding Children's Behaviour Policy, Congruent Communication, acknowledge the preferred behaviours, ESDM strategies. (Early Start Denver Model)
Morning Yarn 9.15 am – 10.00 am	<ul style="list-style-type: none"> - Engage with lead teacher planned activities throughout morning yarn - Sit to eat 	<ul style="list-style-type: none"> - Lead teacher be ready to start by 9.15 am - Transition bridges then move to other areas of the preschool for routine jobs while morning yarn takes place as required in the area procedures list. - Minimum 1 other staff to remain within visual and hearing field to support as required, invisible support <p>Morning Yarn routine Transition songs until majority of children are present Morning Movement – out of bed to exercise Acknowledgement of country Greet children – complete headcount (Storypark manage) Special messages about the day Mindfulness Crunch and sip, snack</p> <ul style="list-style-type: none"> - Lead teacher responsible for directing staff to support as required. - Follow the supervision plan and policy procedures
Transition	<ul style="list-style-type: none"> - Pack away belongings before moving off to play based learning. 	<ul style="list-style-type: none"> - Invisible supports assist children in packing away their belongings and moving off to play based learning opportunities. - Staff follow supervision plan and move with children.
Play based learning 10 am- 11.15 am	<ul style="list-style-type: none"> - Children will engage with peers, educators, resources and environment with respect. 	<ul style="list-style-type: none"> - Refer to provisions for teaching, critical reflection guides and prompts to extend and enhance intentional teaching opportunities. - Communicate with staff as required. Request help and support where needed. - Guide teammates and students to ensure effective flow of the day. - Maintain supervision of children at all times, model, prompt and encourage appropriate use of and respect for equipment, environments and people.
Transition 11.15am	<ul style="list-style-type: none"> - Respond to cues from educators and engage with predictable routines - Children will transition to group with toilet, wash hands, put hat in bag and drink. 	<ul style="list-style-type: none"> - Transition bridge starts 11.15 am to ensure all children have toileted, drink bottle, hats away and moved to lead teacher in a calm, safe and orderly manner. - Manage positive behaviour guidance using Guiding Children's Behaviour Policy, Congruent Communication, acknowledge the preferred behaviours, ESDM strategies. (Early Start Denver Model)
Structured group times 11.30- 12.30am	<ul style="list-style-type: none"> - Engage with lead teacher planned activities throughout group 	<ul style="list-style-type: none"> - Lead teacher be ready to start by 11.20 am - Transition bridges then move to other areas of the preschool for routine jobs while group takes place as required in the area procedures list. - Minimum 1 other staff to remain within visual and hearing field to support as required, invisible support. (see staff schedule) - Follow the supervision plan and policy procedures

Transition 12.30 am	<ul style="list-style-type: none"> - Respond to cues from educators and engage with predictable routines - Children will transition to lunch with sunscreen, toilet, wash hands, hat, drink and lunch box. 	<ul style="list-style-type: none"> - Lead teacher responsible for directing staff to support as required. - 1 teacher to be set up for lunch and sitting ready to receive the children by 12.30 am. - Transition bridge starts 12.15 am to ensure group is packed away, all children have sunscreen, toileted, drink bottle hats and move to lunch - Manage positive behaviour guidance using Guiding Children's Behaviour Policy, Congruent Communication, acknowledge the preferred behaviours, ESDM strategies. (Early Start Denver Model) - Follow the supervision plan and policy procedures
Play based learning 1pm-2.30 pm	Children will engage with peers, educators, resources and environment with respect.	<ul style="list-style-type: none"> - Refer to provisions for teaching, critical reflection guides and prompts to extend and enhance intentional teaching opportunities. - Communicate with staff as required. Request help and support where needed. - Guide teammates and students to ensure effective flow of the day. - Maintain supervision of children at all times, model, prompt and encourage appropriate use of and respect for equipment, environments and people. - Follow the supervision plan and policy procedures
Transition 2.30pm-3pm	<ul style="list-style-type: none"> - Respond to cues from educators and engage with predictable routines - Children will transition to afternoon group through pack away, collecting belongings, washing hands, drink. 	<ul style="list-style-type: none"> - Lead teacher responsible for directing staff to support as required. - Transition bridge starts 2.20 pm to ensure equipment is packed away and children ready for home time - Manage positive behaviour guidance using Guiding Children's Behaviour Policy, Congruent Communication, acknowledge the preferred behaviours, ESDM strategies. (Early Start Denver Model) - Transition bridges then move to other areas of the preschool for routine jobs, ensuring all areas are clean and packed away as per the procedures list while group takes place. - Minimum 1 other staff to remain within visual and hearing field to support as required, invisible support. (see staff schedule) - Follow the supervision plan and policy procedures
Afternoon 3.00 - 3.45pm	<ul style="list-style-type: none"> - Children will engage with peers, educators, resources and environment with respect. - When parents or guardian arrive - Children collect all belongings and farewell teachers at the end of the day 	<ul style="list-style-type: none"> - Follow the supervision plan and policy procedures - 1 Support staff to remain in entry way to greet families, take notes, give feedback and assist where required. - Welcome staff responsible for ensuring all notes are passed on and documented in a timely manner and followed up at the earliest convenience where required. - 2 people head count via kiosk after last child has left. - Routine cleaning, reflections, documentation to take place in the afternoon. - 2 staff complete a sign end of day checklist - All staff to remain on the floor until their shift completion last shifts 4pm.

Strategies to Consider for Routines and Transitions

Each service will have its own philosophies and practices which include aiming to meet the individual needs of the child and their family. It is important to work closely with the parents in supporting the services implementation of routines and transitions. The following strategies are just some examples which may be applied to support sound consistent routines and transitions. This list is only the start and it is dependant on a variety of factors such as environment, length of time children are in care, children's interest, likes, dislikes and skills already achieved.

Involve children in the transition/routine rather than directing them.

- Establish a routine for each transition; stick with it as doing so will reduce conflict.
- Consider each routine and transition in terms of what children are learning.
- Actively engaging children in routines/transition eliminate wasted time and increases learning opportunities.
- Warn children before transitions occur.
- Use songs, sensory cues, for warning e.g. getting ready to go to the bath room before lunch.
- Consistency in routines and transitions support appropriate behaviour and a sense of independence for the children.
- Avoid moving children in large groups through routines and transitions.
- Think about the number of transition times your service utilises.
- It is important to consider what staff want to happen at these transition/routine times.
- Explore the real nature of routines and transition within the program.
- Do staff want children to develop independence and have control over their own behaviour or continued adult domination?
- During transition times, be aware of the waiting times as this can be stressful for both child and adult and create inappropriate behaviour.
- Rather than seeing the routines and transitions as a means to get to "learning experiences" utilise these times for learning.
- Routines and transitions provide ample opportunities for social development including turn taking, empathy and respect for others.
- Create a transition bridge using a staff member to support children in moving between activities, environments, and daily routines.

(Source – Inclusion works Facts sheets - Routines and Transitions in Early Childhood and Care Services, Early Start Denver Model)

Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, spiritual, creative, cognitive and linguistic aspects of learning are all intricately woven and interrelated.

Play is a context for learning that: Allows for the expression of personality and uniqueness, enhances dispositions such as curiosity and creativity, enables children to make connections between prior experiences and new learning, assists children to develop relationships and concepts and stimulates a sense of wellbeing.

(EYLF, pg 9)

Note: The routine varies slightly depending on weather and the seasons, during summer months outdoor play is limited when the UV level is high and when excessive heat makes it dangerous for children to spend extended time outside.

9. NATIONAL QUALITY STANDARD FOR EARLY CHILDHOOD AND SCHOOL AGES CARE

The new National Quality Standard (NQS or 'the Standard') is designed to help education and care services provide the best possible level of childhood education and care, by outlining the factors that support a child's development. It outlines what a service can do to provide the highest quality education and care for a child. The National Quality Standard is divided into seven areas. These areas have been identified by research as being the most important to get right to ensure the safety, health and wellbeing of children attending education and care services, as well as improving their educational and developmental outcomes. The Standard consists of guiding principles, quality areas, standards and elements. From 1 January 2012, most long day-cares, family day-cares, outside school hours care services and preschools/kindergartens will be rated against the NQS.

THE SEVEN QUALITY AREAS

1. Educational program and practice;
2. Children's health and safety;
3. Physical environment;
4. Staffing arrangements;
5. Relationships with children;
6. Collaborative partnerships with families and communities;
7. Governance and leadership.

GUIDING PRINCIPLES THAT APPLY TO THE QUALITY AREAS

Six principles apply across all seven quality areas of the National Quality Standard.

9.1 The rights of the child are paramount

Each child has the right to be an active member of the community in which they live; to have their individual and cultural identity recognised and respected; to express their opinions and have their views considered in any decisions that may affect them.

The National Quality Standard reflects Australia's commitment to the *United Nations Convention on the Rights of the Child* and the obligation of all those who work with children to protect children from harm, respect their dignity and privacy and safeguard and promote every child's wellbeing.

9.2 Children are successful, competent and capable learners

Children are active learners from birth, constructing their knowledge, meanings and understanding through their interactions, relationships and experiences.

They are able to form opinions, express their ideas, collaborate with others, plan and persist in learning.

The starting point for all learning is what children already know. Rich, engaging environments and meaningful interactions, where children's voices are listened to and acted upon, build on this foundation for successful life-long learning.

9.3 Equity, inclusion and diversity

In a fair and just society, the intrinsic worth of all children and their families, their strengths and their right to equitable access and participation in the community is clearly visible in all aspects of service delivery.

Programs for the care, education and recreation of children have a unique opportunity to include children from all family circumstances, cultural backgrounds and levels of ability. In particular, a commitment to the full participation of children with additional needs and their families involves enabling their initial access as well as supporting their day-to-day participation in the program. It requires capturing and maximising resources to support each child's participation in and engagement with the program. By providing nurturing environments and supportive relationships they ensure that each child is valued for who they are and has opportunities to reach their full potential.

One of Australia's greatest strengths lies in its unique history and diverse heritage. The many different cultures, contexts and values of families and communities contribute to the richness of contemporary Australian society and inform plans for meaningful learning experiences for children.

9.4 Valuing Australia's Aboriginal and Torres Strait Islander cultures

An approach that recognises and respects the strengths and contribution each individual and group makes to the Australian community and challenges bias, builds positive relationships and responds sensitively to the particular needs of each child and their family. Such an approach values Australia's Aboriginal and Torres Strait Islander cultures as a core part of the nation's history, present and future. This is relevant for all services, not only services with Aboriginal and Torres Strait Island children and families enrolled in the service.

9.5 The role of parents and families is respected and supported

Parents and families are recognised as the child's primary nurturers and teachers. They have both a right and a responsibility to be involved in decision making affecting their child. Respectful, collaborative relationship strengthen the capacity and efforts of parents and families and of early childhood education and care and school age care services to support their children and promote each child's learning and wellbeing.

9.6 High expectations for children, educators and service providers

The best interests of children and their right to learn and develop in a safe and nurturing environment is the primary consideration in all decision making at the service and is visible in the actions, interactions and daily work with children.

Programs that reflect best practice in the care, education and recreation of children set high standards and expectations for all those responsible for the delivery of the service. They have an open and accountable organisational culture that is flexible and responsive to the local community. They continually reflect on their practice to find ways to improve outcomes for children in their service

9.7 The National Quality Standards

From 1 January 2012, all services will be given a rating under the National Quality Framework of 'provisional – not assessments.

More information is available at:

W: www.det.nsw.edu.au/whatwe-offer/early-childhoodeducation-and-care

E: cslicensing@dhs.nsw.gov.au

P: 1800 619 113 or 02 9716 2100 regulatory authority (the NSW Department of Education and Communities).

While the assessment and rating process is being evaluated, providers will not have to display services' ratings, and the Australian Children's Education and Care Quality Authority will not publish the ratings. Display and publication of ratings will only be required after Ministers are satisfied that the assessment and rating process is valid and reliable. Providers and services will be given ample notice of this. (In the meantime, it would be a good idea for providers not to display their services' ratings in case they need to be changed in light of the results of the evaluation of the process.)

10. THE LITTLE SCHOOL PRESCHOOL INC. QUALITY RATING

The ratings for Early Education Services can be found at www.mychild.gov.au.

Click on the link below to view this: <http://ifp.mychild.gov.au/mvc/Preschool/Details/9206/>

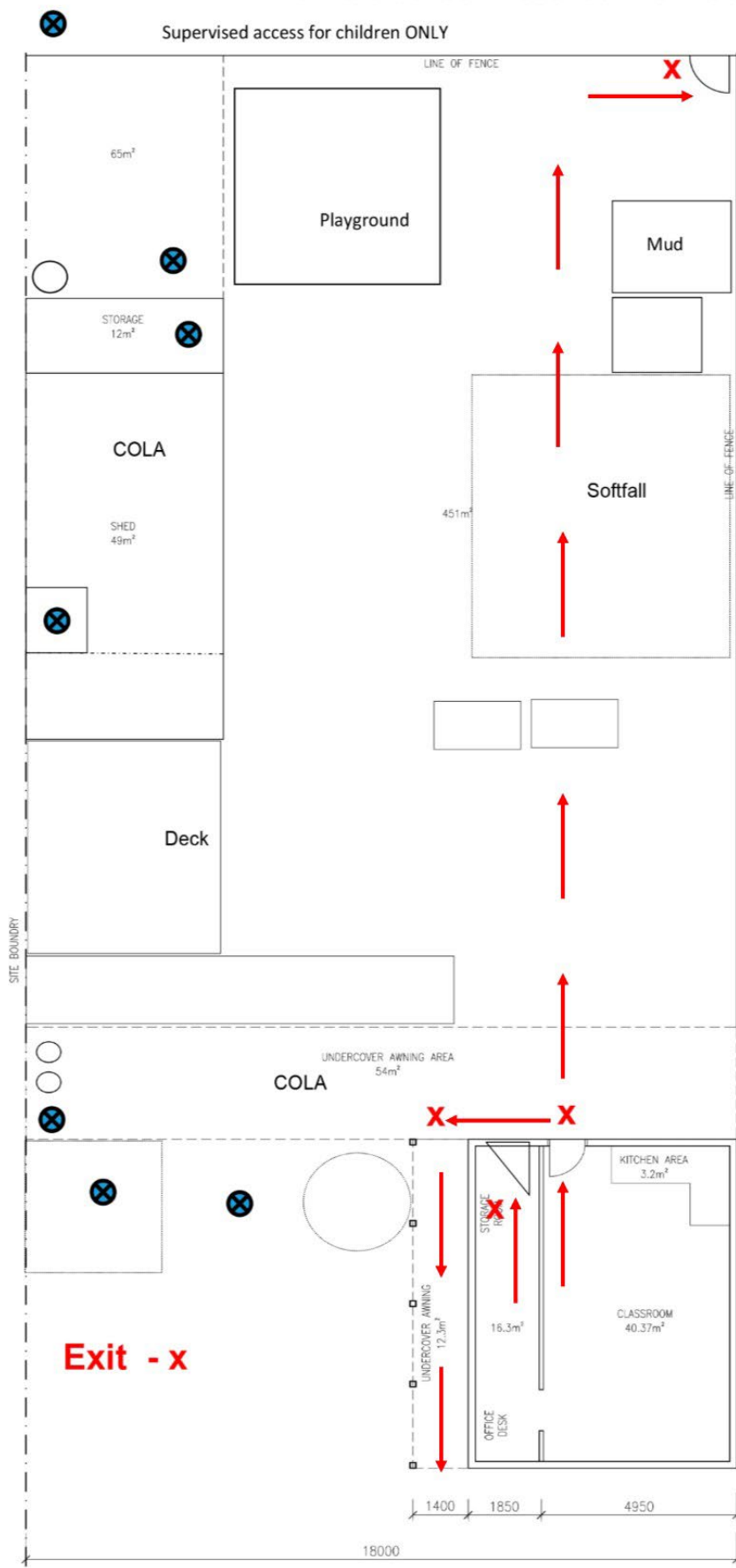
The report of our rating and assessment is available at the preschool for families to view along with our service Quality Improvement Plan.



11. EMERGENCY PROCEDURES DRILL

- Emergency drills will be carried out sporadically each term to ensure all children have equal opportunity to engage in the safety drills.

The Little School Preschool Inc Evacuation Plan



FIRE RESPONSE

RESCUE, REMOVE, RELOCATE

- Children, staff and visitors from immediate danger and move to a safe area
- Collect emergency bag, mobile and ipad
- ALARM FIRE DEPARTMENT
- Call 000 TO REPORT FIRE and ALERT others of DANGER
- CONTAIN, CONFINE SMOKE & FIRE—closing doors and windows
- EXTINGUISH THE FIRE—Only attempt to put out the fire if it is small, you have proper equipment and it is safe to do so yourself.

LOCKDOWN IN FACILITY

- e.g. External Threat – Bushfire threat, flooding, severe storms, toxic emission off-site, criminal threat, earthquake, wildlife/animal danger
- Move everybody inside, assembled away from the part of the building that will be initially exposed;
 - Phone 000 and follow advice.
 - Turn off power (if appropriate) and close all windows, doors and block crevices, with wet materials (e.g. towels);
 - Fill gutters, all sinks and washbasins with water;
 - Listen to the local radio or TV and monitor the SES/Emergency Services Websites for bushfire or weather warnings and advice.
 - Stay inside in the main building away from windows;
 - Once the fire or storm has clearly passed, stay in the building until outside help arrives or communication is made with emergency services.
 - Report serious incident to ACEQUA via the portal within 24 hours
 - Direct all media enquiries to the DIRECTOR
 - Implement procedures to resume workplace activities, including arranging counselling support.



**THE EDUCATORS, CHILDREN AND GOVERNANCE BOARD WELCOME YOUR CHILD AND FAMILY
TO THE CENTRE**

**YOU ARE WELCOME IN THE PRESCHOOL
AT ANY TIME**

We hope that your stay with us will be positive and meet the needs of your family. However, should you encounter any difficulties, please do not hesitate to speak to the Director or Nominated Supervisor.

If you would like to become involved in the Preschool, please speak to the Director/or Nominated Supervisor, staff or a member of Governance Board.
