



Government of South Australia

Department for Education

Loxton Preschool Centre



PARENT INFORMATION HANDBOOK



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Welcome to **Loxton Preschool Centre**

Thankyou for choosing to become part of our learning community. The commencement of preschool education is an important time for both parents and families. We hope your time spent with us will be most beneficial and enjoyable for both you and your child.

Loxton Preschool Centre offers sessional preschool education and care for 3-5 year old children. We provide a safe, stimulating and caring environment that promotes learning through play, using a wide range of resources and the opportunity for children to develop their social skills as they play alongside and with other children.

The Centre is family orientated and we welcome your involvement. We believe that you as parents are the first and most significant teachers of your children. Your knowledge of your child's development is very important. The most effective learning occurs when home and preschool work together, as together we can achieve so much.



Contents:

Information:	Page Number:
Welcome	1
Contents	2
Philosophy, Purpose, Vision	3
Values, Curriculum	4-5
Services Offered, Additional Services	6-8
Schools We Service	8-9
Assessment and Reporting	9-10
Staff Team	11
Session Times	11
Attendance Procedure	11
Term Dates	12
Illness at Preschool, Medications	12
Fees	13
Personal Information	14
What to Bring, What to Wear	14-15
Bringing & Collecting Children	15-16
Car Parking	16
Daily Routine	16-18
Information Sharing, Communication	18-19
Our Programme	19-20
Parent Corner	20-21
How You Can Be Involved	21,22
Governing Council	22
Materials You Can Collect	23
Sustainable Practices, Emergency Procedures	24-25
Positive Tips To Help Your Child	25-26
Raising and Resolving Concerns	27-28
Exclusion Periods for Various Illnesses	28-32
Community Services	33
Centre Policies	34-46
Behaviour Code	43-46
Resources	47-51
Index	52-54

Our Philosophy

Loxton Preschool Centre has provided high quality, inclusive and supportive early childhood services to children and families in the Loxton and surrounding districts since its inception in 1948. Skilled staff work in partnership with families, community services and support workers to ensure all children are provided with opportunity to develop and learn in a safe, supporting and inclusive environment using a curriculum that encourages learning through play.

We believe:-

- Each child is unique and special.
- Children are all individuals who develop at their own rate and in their own way.
- Children learn best when they feel happy and secure and their needs are being met.
- Positive relationships and firm attachments with important people in their lives are essential for children's well-being.
- Effective partnerships between parents and staff, staff and children and children with children facilitate optimal learning.
- Early intervention programmes are important and will be implemented where necessary.
- Play is the basis for learning.
- Differences in our society are to be respected and valued.
- Staff who are sensitive, flexible, responsive, creative, caring, friendly and accessible make a positive difference to children's learning and development.
- At Loxton Preschool Centre we are committed to a cycle of continuous improvement where student learning outcomes are at the forefront of all that we do.

Purpose

Our purpose is to provide an inclusive service of quality learning and care where each child and their family feels valued and belongs, enabling them to develop a sense of self-worth and to achieve maximum positive learning outcomes.

Vision

All students reach their full potential and develop skills for successful life-long learning.

Values

At Loxton Preschool Centre we value:

1. **Excellence** – We believe children need access to opportunities to reach their full potential.
2. **Respect** – We believe respect for self, others and the environment produces caring, co-operative and productive learners.
3. **Optimism** – We believe children learn best when they feel good about themselves, others, their environment and their future.
4. **Fun** – We believe that effective learning occurs when children are having fun.

Our four site values underpin all operations and keep us focused on our common goal.

Curriculum

Our curriculum is based on The Early Years Learning Framework for Australia - Belonging, Being and Becoming. The aim of this curriculum is to extend and enrich children's learning from birth to five years and the transition to school. It has been developed by the Council of Australian Governments to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success and learning. The framework contributes to realising the Council of Australian Governments' vision that:

"All children have the best start in life to create a better future for themselves and for the nation."

Early childhood is a vital period in children's learning and development.

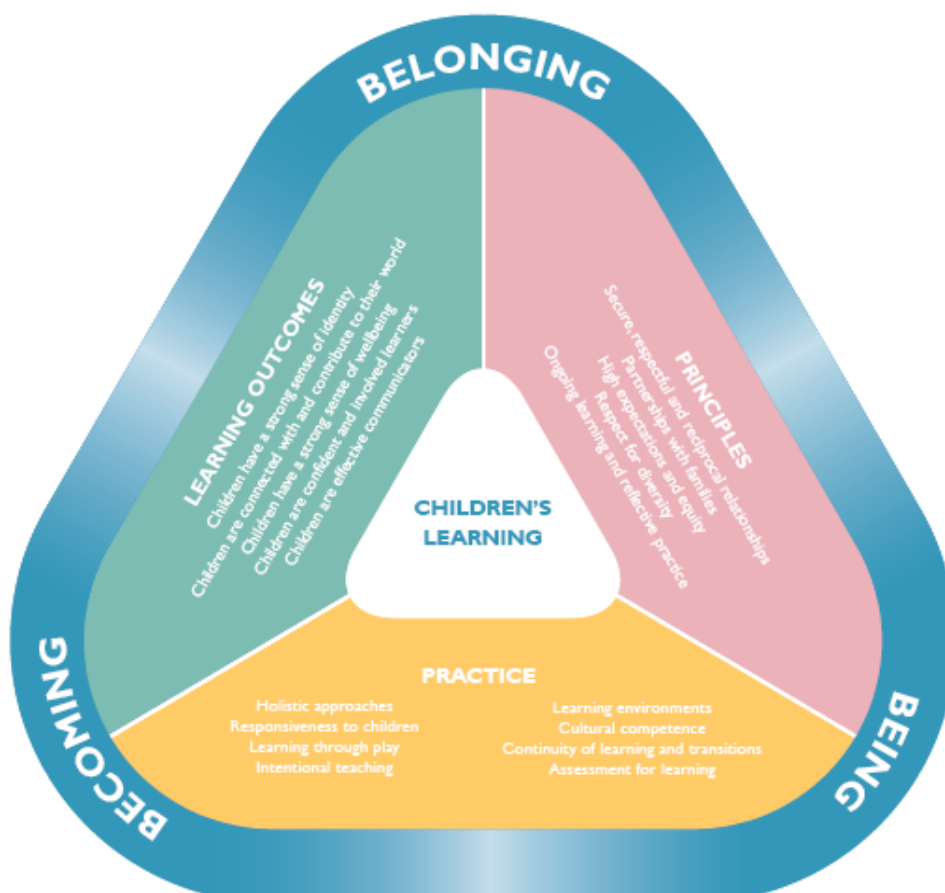
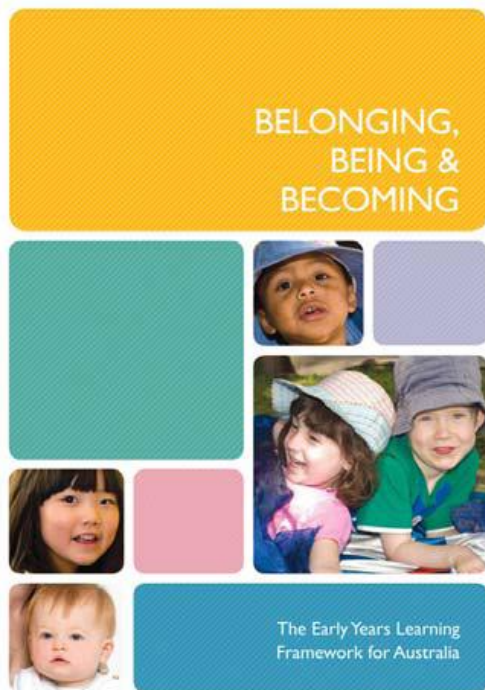


Figure 1: Elements of the Early Years Learning Framework

Evidence clearly shows the importance of early childhood development and the benefits of ensuring all children experience a positive childhood where the whole child is focused on –cognitive learning, physical, social, emotional, spiritual and cultural dimensions.

‘Stable, responsive, nurturing relationships and rich learning experiences in the earliest years provide lifelong benefits for learning, behaviour and both physical and mental health.’

National Scientific Council on the Developing Child



Belonging: is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

Being: is about living here and now. Childhood is a special time in life and children need time to just ‘be’ - time to play, try new things and have fun.

Becoming: is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

The framework has 5 outcomes:

Outcome 1

- Children have a strong sense of identity.

Outcome 2

- Children are connected with and contribute to their world.

Outcome 3

- Children have a strong sense of wellbeing.

Outcome 4

- Children are confident and involved learners.

Outcome 5

- Children are effective communicators.

Services Offered

Session Information:

a) Sessional Preschool

Universal Access to 15 hours of preschool education per week for all 4 year old children. (30 hours per fortnight)

From the commencement of 2013, there has been one single intake of students for the year, in line with the new Department for Education (Dept for Ed) Enrolment Policy. All children turning 4 years of age before **May 1st** will commence preschool in **Term 1** of that year. Children turning 4 years of age on or after May 1st will commence preschool in Term 1 of the following year.

Children who are under the Guardianship of the Minister or are of Aboriginal or Torres Strait Islander descent may commence preschool from 3 years of age. They are eligible to attend up to 12 hours per week increasing up to 15 hours per week at the beginning of the year in which they turn 4 years of age before May 1st.

Children may attend for two full days per week and an additional half day in alternate weeks. Group 1 attends for a full day on Mondays and Wednesdays and a half day on Friday morning weeks 1,3,5,7,9, while Group 2 attends for a full day on Tuesdays and Thursdays and a half day on Friday mornings weeks 2,4,6,8,10.

b) Pre-entry

Pre-entry sessions are no longer available due to the new enrolment policy commenced in 2013.

c) Early Entry

In exceptional cases early entry to preschool may be considered for:

- Children with additional needs such as a disability, developmental delay, gifted development, culturally and diverse backgrounds or family and social circumstances may be considered to commence early entry. Approved children are eligible to attend for one session per week if the required support is available and enrolment numbers permit.

d) Aboriginal, Torres Strait Islander and Children Under the Guardianship of the Minister Policy

Children who are under the Guardianship of the Minister or are of Aboriginal or Torres Strait Islander descent may commence preschool from 3 years of age.

e) Emergency Care

Available if needed.

Additional Services:

Early Intervention Support Services

Access to a number of both Dept for Ed and specialist agencies support services are available through the preschool. These include special educator, speech pathologist, early childhood psychologist, continence nurse, dietician, CAMHS, CAFHS, Country Community Connect, bilingual worker, special education support staff, Novita and the Special Education Resource Unit.

Please talk to the director if you have any concerns about your child's development and for more information on referral procedures.

PreLit and Fine Motor Group

Throughout the year children are provided with specific tuition in small groups approximately twice per week. We focus on the development of phonological awareness skills including word syllables, initial sounds, rhyming, blending, concepts of print and vocabulary. Children are given opportunity to practise pre-writing and writing skills with an emphasis on correct pencil grip and letter formation.

Be You

We are a Be You site. We value the mental health of all our students. Good mental health is vital for learning and life. Mental health, like physical health, is something we all have and is something that changes over time and in different contexts. Mental health in early childhood is seen as the capacity of a young child within their context of development, family, environment and culture to: participate in the physical and social environment, form healthy and secure relationships, experience, regulate, understand and express emotions, understand and regulate behaviour, interact appropriately with others and develop a sense of self.

Loxton Public Library Visits

Regular visits are made to or from the Loxton Public Library as an important part of our literacy programme. Children are given the opportunity to borrow a book to take home, listen to stories, look at books and complete activities.

Speech and Language Groups

Speech therapy and language groups are conducted regularly under the guidance of Dept for Ed speech pathologists to enhance student's language skills.

Health Checks

Four-year-old health checks are available from the Child and Family Health Service (CAFHS). A nurse visits the preschool each term or as required. All children have opportunity to have their four-year-old comprehensive health screening during their preschool year prior to commencing school. Appointment times and consent information will be issued to each family from the preschool.

School Transition Programme

During your child's last term of preschool, your chosen school will arrange transition visits for you and your child. They generally commence in approximately week 5 of term and are held on Wednesdays for varying lengths of time. Parents are responsible to get their children to and from transition visits.

Schools We Service

- **Loxton Primary School** - one intake in line with the Dept for Ed Enrolment Policy. All children turning 5 years of age before **May 1st** will commence school in **Term 1** of that year. Children turning 5 years of age on or after May 1st will commence school in Term 1 of the following year.

The school is situated in the town centre.

- **Loxton North Primary School** - one intake in line with the Dept for Ed Enrolment Policy. All children turning 5 years of age before **May 1st** will commence school in **Term 1** of that year. Children turning 5 years of age on or after May 1st will commence school in Term 1 of the following year.

The school is situated 10 km from the town centre.

- **Loxton Lutheran School** – two intakes
The first intake for a year will be at the commencement of the school year and be available to children who are:-
 - a) 5 years old before the start of term
 - b) 4 years old and turn 5 years old on or before May 31st

The second intake will be at the commencement of Term 3 and be available to children who are:-

- a) 5 years old on or before the start of term
- b) 4 years old and turn 5 years old by October 31st of that year

The school is situated near the town centre.

- **St. Albert's Catholic School** - two intakes

The first intake for a year will be at the commencement of the school year and be available to children who are:-

- b) 5 years old before the start of term
- b) 4 years old and turn 5 years old on or before May 31st

The second intake will be at the commencement of Term 3 and be available to children who are:-

- c) 5 years old on or before the start of term
- d) 4 years old and turn 5 years old by October 31st of that year

The school is situated near the preschool.

Other schools we service include Moorook Primary School, Kingston on Murray Primary School and other Riverland schools.

Assessment and Reporting

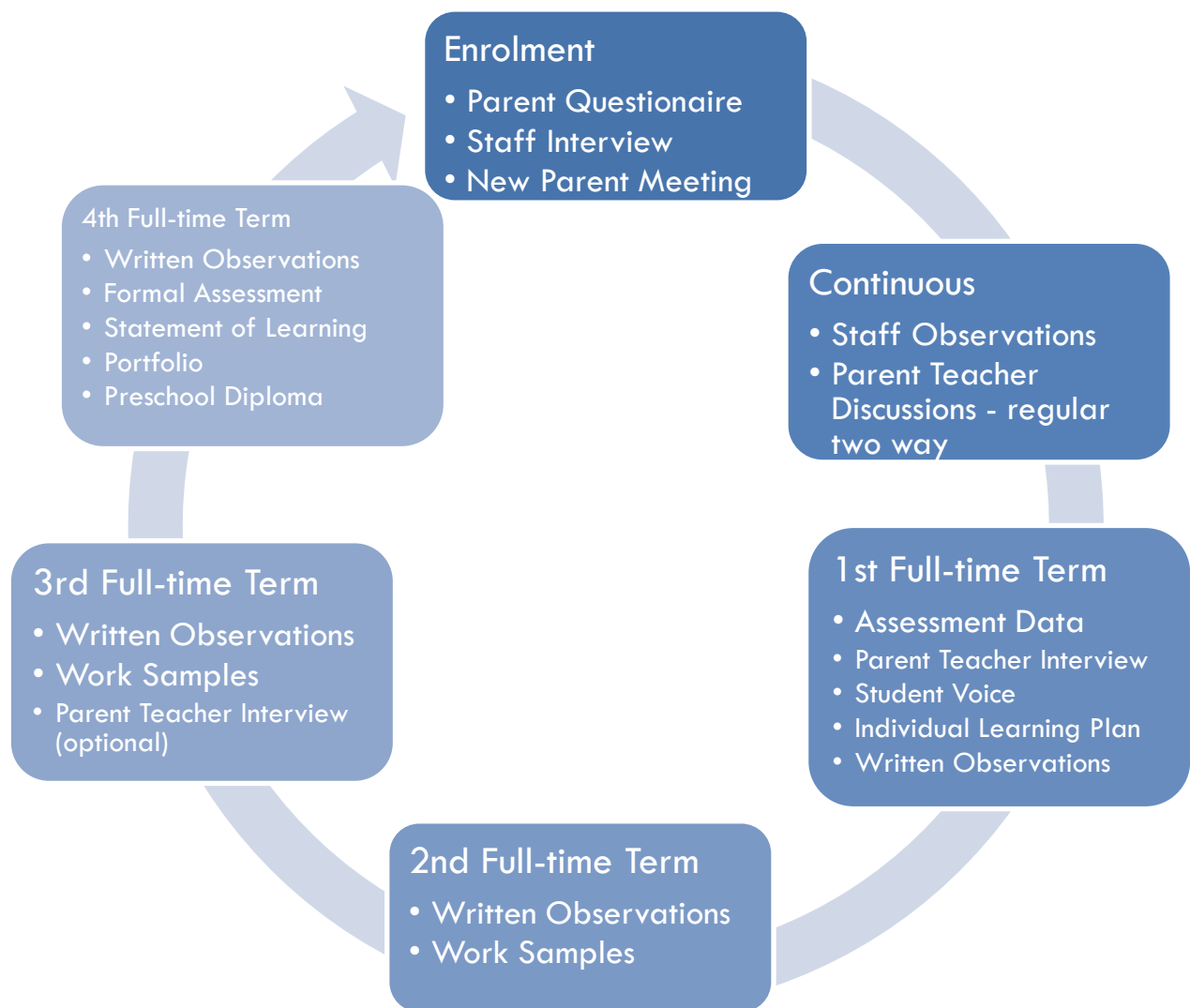
At Loxton Preschool Centre we have an extensive Assessment and Reporting Cycle of student achievement and progress.

Staff regularly review children's progress during their time at the Centre, based on observations, information from parents, interviews and work samples. This information is used when planning learning activities for individuals and groups of children and to monitor children's learning.

Formal Parent Teacher Interviews are conducted during your child's first term at preschool. You are invited to book a 10-minute conversation with staff about your child's progress. Optional interviews are also provided in Term 3.

Written feedback about your child's progress is provided to families. A Statement of Learning is compiled for each child at the end of their eligible preschool year. With your permission, this is passed on to the school your child is transitioning to via your child's Reception teacher.

A portfolio containing assessment information collected, term summaries, a copy of the Statement of Learning, photographs and work samples from your child's preschool year is provided to your family when your child leaves the Centre.



There are many opportunities for informal discussions about your child's progress which can be initiated by either you or staff members. If you would like a more formal interview, please make an appointment with the Director.

Please do not hesitate to talk to the staff at any time about your child's progress or about any other concerns you may have.

Staff Team

DIRECTOR: Mandy James (Bachelor of Early Childhood Education, Diploma of Teaching, Bachelor of Lutheran Education, Graduate Diploma Strategic Leadership)

TEACHERS: Glen OBrien (Bachelor of Early Childhood Education)
Leanne Brooke (Bachelor of Early Childhood Education)

EARLY CHILDHOOD WORKERS: Sharon Wood (Cert 3 Children's Services)
Nina Swanbury (Cert 3 Children's Services)
Julie Fielke (Diploma of Children's Services, Cert 3 Children's Services)
Penny Hartley (Diploma of Children's Services)
Kasey Cass (Advanced Diploma of Children's Services)
Karen Scholz (Cert 3 Children's Services)

Session Times

Full Days	Monday, Tuesday, Wednesday & Thursday 8:30am-3:00pm
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Friday Half Day Sessions	AM group 8:30-12:30pm
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Attendance Procedure

Children are allocated to either Group 1 or Group 2 for preschool attendance. Group 1 attends all day on Mondays and Wednesdays and for half a day on alternate Friday mornings. (total of 30 hours per fortnight)

Group 2 attends all day on Tuesdays and Thursdays and for half a day on the other alternate Friday mornings. (total of 30 hours per fortnight)

It is encouraged that children remain in the same group for their entire preschool year so they are able to form strong friendship bonds and feel comfortable within the group.

Group 1

Full days: Monday and Wednesday

Half day: alternate Friday AM (odd weeks of term)

Group 2

Full days: Tuesday and Thursday

Half day: alternate Friday AM (even weeks of term)

Regular attendance is encouraged at preschool in order for children to participate fully and gain maximum benefit. Routine established early in life lays a solid foundation for the schooling years.

Term Dates

Preschool terms follow State School terms. Information about term dates are available from the Preschool and from Dept for Ed both on their website,

<https://www.education.sa.gov.au/teaching/south-australian-state-schools-term-dates>

and via phone: free call 1800 088 158

South Australian State Schools Term Dates

	Term 1	Term 2	Term 3	Term 4
2021	27 Jan – 09 Apr	27 Apr – 2 Jul	19 Jul – 24 Sep	11 Oct – 10 Dec
2022	31 Jan – 14 Apr	2 May – 8 Jul	25 Jul - 30 Sep	17 Oct – 16 Dec
2023	30 Jan – 14 Apr	1 May – 7 Jul	24 Jul – 29 Sep	16 Oct – 15 Dec
2024	29 Jan – 12 Apr	29 April – 5 Jul	22 Jul – 27 Sep	14 Oct – 13 Dec

Child Absences

Parents are asked to notify the preschool if your child will be absent. We encourage you especially to notify us if your child has a contagious disease or head lice so we can confidentially alert other families where required.

Illness at Preschool

If your child becomes unwell while at preschool we will notify you or if unavailable, your child's next emergency contact. Your child will be cared for by a staff member until a parent or emergency contact can collect them. Unwell children should be kept at home in the best interests of other children and staff members to prevent the spread of infection.

First Aid

Staff are trained in basic first aid procedure and follow safety guidelines when handling blood or bodily fluids by wearing disposable gloves.

In the event of your child having an accident that requires first aid you will be notified either in person or via a note in your child's bag or note pocket. In the event of your child requiring medical treatment you or your emergency contact will be notified via telephone. In the case of an emergency an ambulance will be called immediately.

Children's Medications

If your child has any health issues or requires medications, please make sure you have a current Health Care Plan in place at the preschool. The appropriate form needs to be completed by a doctor and returned to the preschool. Please ask your doctor or see a staff member if you require one. All student medication is required to be handed to a staff member and not left in your child's bag for obvious safety reasons.

Preschool Fees

The Governing Council sets the fees for the preschool year based on budget requirements. The preschool income is made up of funding from the government, amenity fees, parent contributions and fundraising. Your contribution is vital for the successful running of our centre and ensures we can provide up to date equipment and materials for your children to access and use. It is therefore important that you pay your fees promptly and assist where you can with fundraising.

Term Fees

Preschool fees **per year** (40 weeks) are as follows:

\$285 for 30 hours per fortnight (4 full days and a half day) payable in 3 instalments of \$95

\$255 for 13 hours per week (2 full days) payable in 3 instalments of \$85

Children new to the preschool are issued with a Loxton Preschool library bag of literacy and numeracy resources.

Fees are kept to a minimum in order for everyone to be able to participate in the Preschool Programme. Invoices are issued via your child's note pocket in 3 termly instalments (\$95 Term 1, \$95 Term 2, \$95 Term 3 – no invoice Term 4). We ask that payment is made in 14 days.

Payment is accepted in the form of:-

Cash or cheque	Centrelink payments	Direct Credit
Made payable to Loxton Preschool Centre placed in the yellow envelope provided and posted in the white money box on the bench in the art preparation area	Please collect a Centrelink Direct Debit form from preschool staff	Direct Credit into Loxton Preschool Centre Inc. bank account BSB: 015-625 Account Number: 397933238 Please put your child's surname and initials as a description.

You are welcome to pay the entire year's fees at once if you desire.

You will be issued with a receipt via your child's name pocket.

Our preschool fees are compulsory.

If you have difficulty with payment please speak to the Director.

Personal Information

On enrolling your child, important information is passed onto staff, ie. phone numbers, emergency contact people and health information. If any of this information changes during the time that your child is at preschool please notify the centre as soon as possible so records can be updated.

All personal information at the Centre is kept confidential.

What to Bring to Preschool

Coming to the Centre

Each day your child will need to bring:

- 1) a healthy packed lunch in a named lunch box (no nuts). Please refer to our Healthy Food Supply and Nutrition policy.
- 2) two pieces of fruit or vegetable, one for morning fruit time and one for afternoon fruit time, preferably in separate named containers
- 3) a kindy bag, preferably clearly named on the outside for easy identification
- 4) a named wide brimmed hat
- 5) a change of clothes including underwear, socks, t-shirt, shorts/skirt, jumper
- 6) a drink bottle filled with water

Please name all belongings clearly. Children often have identical items that are easily mixed up.

Fruit Time

This informal gathering is an important social time for the children. It is important that only fruit (fresh or dried), vegetables, cheese or cold meats are sent to preschool to promote a healthy diet. Nuts are not permitted.

We have a NO NUT POLICY – please refer to our policy placed at the back of the booklet. (p.42)

Water

The Centre has drinking water which the children are able to access at any time from the water trough. Juice, cordial and milk are discouraged. All children are supplied with and required to drink a cup of water at the commencement of lunchtime to ensure everybody remains sufficiently hydrated.

What to Wear

Clothing

Children should wear easy to manage, comfortable, practical clothing suitable for active, and sometimes messy play. Jumpers should be easy to take off and put on when necessary. It is advisable that items of clothing that may be removed be named to avoid being lost. Art smocks are used at preschool but some paint and glue does manage to get onto clothing, so please do not dress children in their best clothes. If paint or glue does get onto clothing Wonder Soap and cold water will remove it.

Clothes need to be easily laundered as well as easy for the child to manage when toileting.

Footwear needs to be sturdy - thongs, slip ons, rubber boots and platform soles are unsuitable for play and prevent children from participating fully in physical activities.

Children are often involved in messy play during sessions so they should be dressed in washable clothes which are not too new! Children tend to become more independent as they progress through preschool and simple fastenings on jackets, trousers and shoes/sneakers (velcro type fastenings) will enable them to go the toilet without assistance as well as move between indoor and outdoor play areas.

Hats

Loxton Preschool Centre is a SunSmart site. We have a NO HAT – NO PLAY policy in place during the warmer months including August 1st –April 30th regardless of the UV radiation levels.

All children are required to wear a wide brimmed hat when they are outside to ensure protection from the sun. A spare hat in your child's bag ensures they always have one in the event that they accidentally leave their normal hat at home. In the warmer months sunscreen should be applied before your child comes to preschool.

Footwear

Closed in footwear or sandals are recommended, especially when the children are involved in climbing activities as they are safer. Thongs and rubber boots should not be worn.

Uniform

Hats, t-shirts and windcheaters are available for sale from the preschool but are not compulsory items.

Bringing and Collecting Children

Arrival

For safety reasons, parents/caregivers are asked to come into the preschool with your child to greet a staff member so that their arrival may be documented and adequate care and support provided.

Name Posting

On a board inside the main room you will find the children's name card envelopes for each session and a red letter box. On arrival at the Centre children are required to find their name and post it in the red letterbox. The purpose of this activity is two fold :-

1. It encourages name recognition
2. Provides another record of children's attendance

Departure

At the conclusion of the preschool day children participate in a group activity. Parents/caregivers are required to personally come in to the Group Time to collect their child. Staff will only dismiss children when their parent/caregiver is there. Children will not be released into the care of others unless documented instructions are received from the child's nominated parent. If you require someone else to collect your child please write the necessary details in the Sign Out Book on the bench by the fee box and sign your name. People other than parents listed on the enrolment form will be required to sign when they collect your children.

Please note and adhere to the starting and finishing times of sessions and endeavour to be punctual to avoid stressful situations for your child. Children are not to be left without parent supervision before 8:30am as staff are busy preparing for the session prior to that time.

Car Parking

For the safety of your child and other children we request that you park behind the C.W.A. Hall, on the western side and use the walking track in front of the car parking area when bringing and collecting your children. Parents are asked not to park by the rear of the St John's Ambulance building due to it restricting the movement of the ambulances.

Daily Routine

TIME	EVENT
8:30	Preschool Begins
8:50	Good Morning Group
9:05	Morning Activities
9:50	Songs, Literacy Board
10:00	Small Literacy Groups Explicit teaching in groups
10:30	Fruit
10:45	Morning Activities
11:20	Numeracy Groups Explicit teaching in groups
11:45	Morning Activities
12:15	Sharing (PreLit revision, Story) Sunscreen Divide into three groups
12:30	Lunch
1:00	Whole group story and relaxation
1:15	Afternoon Activities
2:20	Packing Up
2:30	Fruit and final pack up
2:45	Final songs/story/game
3:00	Goodbye

Routines

What Happens at Preschool

Having a predictable routine helps children to feel safe, secure and confident about what will happen next. Here is a brief outline of our preschool day.

When you first arrive, guide your child to find their name card letter and post it in the red letter box.

Help your child to put his/her fruit into the AM and PM fruit baskets in the kitchen.

Please supply fruit in 2 individual named containers so that staff can easily hand your child's fruit to them at Fruit Time. Children eat their own piece of fruit.

Place their lunch box on the kitchen bench for staff to put into the fridge for safe keeping.

Help your child put his or her bag into their locker.

Your child is then free to choose either inside or outside activities to complete until the bell rings. Remember that all children are required to wear a hat if they are outside. Children keep their hats in their bags when they are not wearing them and return their hat to their bag when required.

At approximately 8:50am the bell rings. Children are required to walk inside and sit quietly on the mat for Group Time. Hellos are said, the roll marked and the activities for the day are introduced.

Children then choose a structured activity to complete and are free to access numerous learning opportunities of their choice.

At 9:50am the bell rings again summoning children to the mat for a group session. Children are divided into groups for a 30-minute Intentional Teaching session.

At 10:30am children wash their hands and join each other on the fruit steps for Fruit Time. After that they participate in a wide variety of free and structured play activities.

At 11:20am the bell rings and children divide into groups for a 20 minute targeted teaching Numeracy Group.

At 12:10pm the bell rings again and the children divide into groups for story reading and sharing. During warmer months, sunscreen is reapplied at this time.

From 12:30-1pm the children enjoy lunch together sitting around tables. They wash their hands and find their lunch box which has been placed by staff members in their required place at the table. All children are given a cup of water to drink at this time to ensure they maintain adequate hydration levels. When the water is drunk, they are free to open their lunchbox and commence eating their sandwich/roll/wrap/ salad, etc.

When eating is finished the children have a quiet time where they listen to a story, rest or join in a group activity.

The afternoon activities are explained and children are then free to participate in activities of their choice.

At 2:20pm the children all help to tidy up and pack up.

At 2:30pm children enjoy afternoon fruit together. They then participate in another group time until dismissal. Children are dismissed individually from the mat. Children must stay on the mat until the teacher says goodbye and sends them to the parent or carer collecting them.

We realise that some children will be anxious at the beginning of the term, particularly those who have not been to preschool before. Our goal is for children to feel safe and secure and to settle in their own time. To do this we need to take the lead from the child. Parents are encouraged to stay at first for as long as is necessary, and to gradually work towards leaving your child for all or part of the session. Circumstances will be different for every child and we will work out our strategies together to suit both you and your child. Some children won't want their parents to stay at all. This is great, but if your child isn't one of those, try not to worry too much – with support they all work through their separation anxiety.

Further suggestions to help manage separation anxiety are found in the Successful Transition from Home to Preschool section of this handbook.

Information Sharing and Effective Communication

We believe effective communication between the home and preschool is vital for the best education of your child. We will endeavour to keep you informed of Centre events and the progress of your child. We encourage you to discuss any concerns or questions you have about your child with us. If you have an issue that may require prolonged discussion, please make an appointment so that we can give you our undivided attention as during a session time we are very occupied with the children.

Please inform us about anything we need to know also. When we work together we can achieve so much more.

Note Pockets

The Preschool uses a note pocket system where each child has a pocket for parent information. These are situated opposite the children's lockers. Please check your note pocket daily to keep abreast with preschool information and communication.

Newsletters

Newsletters are issued three times per term or when necessary to keep parents well informed of the Centres activities. These are distributed via your child's note pocket and are accessible online on the preschool website.

Term Planners

Term Planners are issued at the commencement of each term outlining our programme and important events for the term. Please refer to them often to enable your child to participate fully and keep informed. These are distributed via your child's note pocket and are also accessible online on the preschool website.

Notices

From time to time important notices are placed on notice boards, gates and doors to inform you of special events or news. A community notice board is also available.

Our Programme

Each week we prepare a weekly programme of learning activities for the children based on the learning outcomes of the National Early Years Learning Framework. We individualize the programme to cater for the needs, interests, dispositions and skills of all children, regularly making observations, anecdotal records and discussing progress.

Our programme is play based with a combination of both child and teacher initiated activities. Thirty-minute Intentional Teaching Groups are held each day where new skills are explicitly taught and practised. Children also have opportunity to direct their own learning and participate in small and large group activities.

Often our weekly programme is centred around a particular text focusing on various aspects of the story.

Each week we have a focus numeracy indicator, letter group and colour.

Children's Learning Programme

Our weekly educational programme is displayed on the notice board near the rear entrance to the Centre, just inside the door. Individual copies are available for you to take home.

Letter Table

Initial sounds are an important concept to grasp as a pre-reading skill.

Each week the children are invited to bring along an item from home that starts with the letter for the week. The children are given opportunity to talk about what they have brought at Group Time. This forms an important part of our literacy programme both encouraging oral language development and phonetic awareness as an essential pre-reading skill.

Early Writing

During their time at preschool many children begin experimenting with pre-writing and writing skills. They learn to write their name and practise letters. It is very important that good habits are developed at a young age. Bad habits are difficult to unlearn. Please refer to the correct letter formation chart and help your child develop a suitable pencil grip. See attachment pg. 47.

Group/Mat Time

Near the end of each session we hold Group Time. The children sit on the carpet and we play games, sing songs, etc.

When picking up your child at the end of each session we would very much appreciate it if you could respect the learning that is happening by SILENTLY watching. Extra noise and activity is very distracting for both students and teachers! If you do need to speak to another parent about something, you are very welcome to stand just outside the door under the veranda. If you would like to speak to one of the staff members we are always willing to speak to you at the end of every session. Please arrange a suitable time with us.

Parent Corner

You are encouraged to regularly visit our Parent Corner by the kitchen and make use of the resources we have for you.

We have a parent library with books on various aspects of parenting that you are welcome to borrow.

You will find information about our local primary schools and student uniforms that are for sale.

You are welcome to help yourself to tea and coffee from the kitchen and stay a while as you read!

Literacy and Science Kits

You will also find a stand of Literacy and Science Kits for children to borrow in the Parent Corner.

The kits are designed for parents/carers to use together with your child. They are a way you can be actively involved with your child's literacy development and help to foster a love of literature.

Each kit contains a book, activity card and materials to extend and enhance the story. The activity card has ideas of questions that you can ask your child as you look at and read the story together. The questions are at different levels to cater for various stages of development.

Kits may be borrowed for a maximum of 2 weeks. Only 1 kit may be borrowed per person at a time so that other families have access to them too. You will find the borrowing procedure outlined on a card near the kits.

We encourage you to make good use of the kits and just ask you to make sure all the components are clean and in the bag when you return them.

Have lots of fun together!

Photographs

A professional photographer photographs the children individually and in a group during Term 3 each year. The photographs are available for purchase.

We regularly photograph the children using our digital cameras subject to parents written consent. These photographs are stored and used as a method of recording student progress, interests and achievement. Some are displayed in the gallery section of our preschool website.

Laundry

Parents will be asked to do the laundry periodically during their time at the preschool. Staff will let you know when it is your turn.

Children's Birthdays

We celebrate the children's birthdays at preschool in line with the Healthy Eating Guidelines. We have a special chair for the birthday child to sit on during Group Time and present them with a card and playdough cake. We ask that parents don't send cake or lollies along. We will endeavour to make the birthday child feel special without the use of unhealthy food!

How You Can Be Involved

Parent Help

We encourage your involvement in the Centre at whatever level or capacity you are able. Please feel free to have a coffee and chat, spend some time playing with your child or check with the staff if there are any odd jobs that need doing. If you have some time, we always appreciate help cleaning up at the end of each session.

If you're wondering how you can be involved, consider the suggestions below:

- Help with the weekly washing
 - Roster is placed on the parent noticeboard.
- Give time at preschool during session times (playing with small groups of children, helping children with puzzles, etc)
- Support fundraising events
- Read stories with small groups of children
- Demonstrate a hobby or craft or play a musical instrument
- Assist with end of session clean-up
- Become a member of the Governing Council or one of the subcommittees

- Volunteer for typing or sewing (particularly mending!)
- Help with excursions and special events.

Your involvement will help make our Centre a better community service. Regular participation will require a current specific criminal history check and RAN-EC training.

Governing Council

The Governing Council consists of executives and council members elected annually from the parent body and community.

This Council is involved in making decisions regarding the governance of the preschool. Your involvement in this committee is encouraged and welcomed.

The Governing Council is responsible for:

- Setting broad direction (in conjunction with site leader)
- Developing broad directional policy
- Initiate and approve recommendations and strategies
- Monitor progress
- Report progress
- Supporting staff and other parents in their work for the Centre.

Meetings are held monthly at a time most suitable for the elected members. All parents are welcome to attend meetings and contribute to the efficient running of our preschool.

Helping With the Programme

Our programme is displayed on the noticeboard by the rear door of the preschool. Parents are encouraged to read the programme. We welcome your ideas, comments and resources. Copies of the programme are available for you to take home.

Spending Time with Your Child at Preschool

Parents are always welcome to spend time at the Centre, observing, asking questions and working with the children. You may wish to read stories to small groups or supervise an activity with children, such as cooking, making play-dough, share a talent with us (musical instruments, craft work etc). We have a group time, usually at the end of each session, when the children all come together on the carpet or the lawn to listen to a story, sing songs and play games together.

Your involvement benefits your child, other children and the staff.
Feel free to come and JOIN IN THE FUN!

Participating parents will be required to follow and meet the criteria of the Loxton Preschool Centre Volunteers Policy which includes a current specific Criminal History Screening Check and Responding to Abuse and Neglect Induction Session.

Children's Work

At the end of each of your child's sessions there are often paintings, constructions and woodwork that the children have completed for collection from drying racks or shelves to take home. Please help your child collect these and value their efforts.

Materials You Can Collect For Our Programme

We make great use of many recycled items in our making box. Your junk is our treasure! If you have any of the following materials that you no longer need we would love to have them.

WASTE MATERIALS:

cardboard boxes	cardboard sheets
cotton reels	wool scraps
material scraps	stockings/socks
buttons	wall paper
shredded paper	stamps
computer paper	ribbon scraps
lids	paper off cuts
bottle tops	magazines
corks	cards
foam and foil trays	newspaper
cardboard rolls (not toilet rolls)	

ESSENTIAL CONTAINERS/MATERIALS FOR NATURE STUDY:

icecream containers with lids	yoghurt containers
shells	feathers
gumnuts	pine cones
icecream buckets with lids	2 litre drink bottles
bird nests	meals on wheels type food containers
margarine and cream containers with lids	

Please do not send any containers/boxes that have contained nuts or medicine. No toilet rolls or milk cartons thankyou!

Fundraising

The Governing Council asks for your assistance in raising much needed funds. Raffles, sports days and open days are some of the fundraising activities that you may be asked to support. If you have any suggestions to help raise funds, please see the staff or members of the Governing Council.

Odd Jobs

We always have lots of jobs that need doing like covering books, cutting out things, making resources, etc. These could be completed in your own home or at the preschool.

From time to time we have handyman jobs and are always open to new ideas. If you are available to help please could you let us know. We will be very grateful!!

Sustainable Practices

We strive to implement environmentally sustainable practices in all parts of the preschool and instil in children the importance of these as we responsibly care for our world. We utilise recycled materials in art/craft activities, feed our food scraps to the chickens, collect outside hand washing water for the garden, harvest rain water in collection tanks for garden irrigation, utilise subsurface and drip irrigation to minimise water usage, use the four bin system and conserve energy.

We encourage families to use minimal packaging in their child's lunch boxes to help eliminate waste that goes to landfill.

Emergency Procedures

Children may be evacuated through 3 exits (all accessible and identified).

Staff member who sights the threat will blow the whistle continually. (Whistles are located at each exit and at front of shed in left corner.)

Staff Responsibilities

Inside teacher Collect roll (in art storage area by the fee box) and Visitor Sign in book.
 Marshall children to sand-pit (assembly point).
 Check all people are out of the building.
 Call roll.

Outside teacher Go straight to assembly point and seat children.

E.C.W Collect cordless phone.
 Collect first aid kit (on shelf near back door) and children's medications (medication cupboard near adult toilet).
 Check yard to ensure every person has evacuated. (children & adults)

Emergency Services

E.C.W. contacts by phone (if able to).

EMERGENCY SERVICES	Dial 000
Police:	85847283
Ambulance:	85847876
State Emergency Service:	85845800

Assembly Points

For Inside Threat:

Whistle will sound. Assemble outside in sand-pit.

For Outside Threat:

Bell will ring. Bell is situated on top shelf in the shed. All personnel to assemble inside the Preschool building.

Evacuate if needed to Child-Care Centre (Tobruk Tce) through the gate near the hen house.

Positive Tips to Help Your Child Reach His/Her Potential and To Have Fun at Preschool

Successful Transition from Home to Preschool

Remember that this is a learning experience and a new one for many children and parents. It may take several attempts.

Be firm and follow through whatever you say with the appropriate action. ie. "I will stay and do one painting/one puzzle etc, then I will go". Make sure that you do as you say. Remember, you are the parent, you are in control.

Reassure your child that you will be here to collect them or inform them and the staff who it will be. Try always to be on time. You make the decision to go. Do not ask your child for permission. This indicates that the child is in control and you need their permission.

Leave your child (if this is what you said you would do) even if he/she is crying. Ring back to check with the staff to reassure yourself. Be assured that your child is not the first one to cry, many do. Try to leave your child at other times and places also. This teaches them to be more self-reliant and secure.

Attend regularly.

It will be even harder later on for your child to separate. Help your child by insisting that they care for their bag/shoes/hats etc and let them locate their own locker. They will need to recognise their bag and its position at fruit time etc.

Help them to be responsible for their possessions.

Be part of the Educational Team.

We are here for your children! Be aware of the Behaviour Management Code and the Preschool rules. Encourage your child to listen and comply with them. Make their learning easier by encouraging them to learn to be responsible for their own actions.

Please continually refer back to your information booklet throughout the whole year. It contains a lot of relevant information.

Discuss any concerns with the staff. Ask for information and progress on your child. This is a busy centre and we always try to keep you informed, but please do not hesitate to ask if you have any concerns. Be amazed just how much your child will mature and learn in a little over a year. We always are.

The Centre Expects

- Support for Centre policies and procedures such as Behaviour Management, Skin Protection and Health Policies.
- Parents to treat staff with respect and listen to their point of view.
- That concerns at the Centre will be raised through the agreed channels including the Centres documented Resolving Concerns Procedures.
- Confidentiality will be maintained.

Mediators

Counsellors or social workers are available in some communities to assist in the resolution of concerns.

Advocates

Support might be enlisted in specific areas about particular concerns, such as students with disabilities.

Support People

At times support people might be enlisted to assist in the resolution of concerns or to brief with the person or attend a meeting with another person.

Confidentiality Statement

It is important that your concerns are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is important to do this wisely.

For example, discussion or criticism of the Centre or staff within the child's listening does not support the child's education particularly as it can undermine trust and confidence.

Similarly, staff are expected to keep concerns that have been raised confidential and must not discuss the issue/s in front of the children. Staff would also expect the matters to be resolved with parents and care givers appropriately.

Raising and Resolving Concerns

Context

Good relationships between home and preschool give our children a better chance of success. Student learning is at the heart of everything we do. Our learning, teaching and care programmes are underpinned by our commitment to the following principles:

1. A constant focus on quality and standards
2. Equity and access for all students
3. Accountability
4. Partnership

This section provides information about avenues of communication, which strengthen the partnership between parent/care providers and the Preschool providing quality education. It acknowledges the importance of the relationship between care givers/parents and staff.

Your concerns may relate to:

- Your child's progress and development
- Your child's behaviour
- Another child
- Other Centre related issues

Process for Raising Concerns

The Usual Procedure to Be Followed

1. In the first instance arrange to talk to the person who knows about the situation,
The Director
The Teacher
Early Childhood Worker

It will always help the situation if you are calm and honest in your approach. You should not approach children directly.

2. Your concern deserves time in order to be resolved. Let the person know about your concern with a note or a telephone call. This means they will be prepared and have all of the necessary information. A time can then be set up which suits you both.

There may be times when you feel, for a variety of reasons, that you are unable to speak to the person described as the first point of call. If this is the case, let the Director know.

Where possible, it is best if you speak directly to the person concerned.

All personal matters, such as those about children, parents or staff relationships should be raised directly with the Centre through the Director or another staff member, in a confidential manner.

It is a golden rule that children reporting on an incident at preschool or at home always make it sound as dramatic as they can. We take stories about you with a pinch of salt and it is often wise to give us the benefit of similar trust. If you think something is wrong in the Centre you should go directly to the teacher. Teachers like you to take the courtesy of making an appointment so your needs don't clash with those of others.

Please refer to the Parent Concerns and Complaints Procedure in the Policy section of this handbook.

Recommended Exclusion Periods from Preschool for Various Illnesses

Guidelines for Infectious Diseases

Glossary of terms:

INCUBATION:- The time interval between initial contact with an infectious agent and the appearance of the first sign or symptom of the disease in question.

INFECTIOUS PERIOD:- The length of time a person who is infectious can pass the infection on to others.

CONTAGIOUS PERIOD:- The length of time a person can carry the infectious agent of a contagious disease.

Infectious Diseases:

Transmission is possible throughout the period of established infestation. Infection will continue unless the child is medically treated. Immunity does not occur.

Blood-borne Diseases:

Our policy for the prevention of infection:

The Preschool has policies and practices in place to prevent infection from blood-borne diseases, including AIDS and hepatitis B and C. Staff carry latex gloves and bandaids at all times. The children are taught about safe handling of blood at Preschool.

MAIN POINTS:

- (a) Blood can carry viruses that can make us very sick.
- (b) All blood spills need to be covered.
- (c) It is not safe to handle someone else's blood.
- (d) It is safe to handle your own blood. You can put your own hand on your own blood spill.
- (e) Children are encouraged to apply their own bandaids as the need arises.

- (f) Latex gloves must be worn when providing first aid to another person who has a blood spill.
- (g) Staff always use latex gloves in managing blood spills.

Recommended exclusion periods from child care, preschool and school

Disease or condition	Exclusion of case	Exclusion of contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until no diarrhoea for 24 hours	Not excluded
Campylobacter infection	Exclude until no diarrhoea for 24 hours	Not excluded
Candidiasis	See Thrush	
Chickenpox	See Varicella-Zoster	
Cytomegalovirus infection (CMV)	Exclusion is NOT necessary	Not excluded
Conjunctivitis	Exclude until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitis)	Not excluded
Cryptosporidium infection	Exclude until no diarrhoea for 24 hours	Not excluded
Diarrhoea (no organism identified)	Exclude until no diarrhoea for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the next 48 hours later	Exclude contacts living in same house until cleared to return by appropriate health authority

Disease or condition	Exclusion of case	Exclusion of contacts
Food poisoning	Exclude until well – no vomiting or diarrhoea for 24 hours	Not excluded
Giardiasis	Exclude until no diarrhoea for 24 hours	Not excluded
Glandular fever (infectious mononucleosis, EBV infection)	Exclusion is NOT necessary	Not excluded
Hand, foot and mouth disease	Exclude until all blisters are dry	Not excluded
<i>Haemophilus influenzae</i> type b (Hib)	Exclude until person has received appropriate antibiotic treatment for at least 4 days	Not excluded
Head lice (pediculosis)	Exclude until appropriate treatment has commenced	Not excluded
Hepatitis A	Exclude until medical certificate of recovery is received, and until at least 7 days after onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is NOT necessary	Not excluded
Hepatitis C	Exclusion is NOT necessary	Not excluded
Herpes simplex (cold sores, fever blisters)	Young children and others unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions should be covered by a dressing where possible	Not excluded
Human immunodeficiency virus (HIV/AIDS)	Exclusion is NOT necessary. If the person is severely immunocompromised they will be vulnerable to other people's infections	Not excluded
Hydatid disease	Exclusion is NOT necessary	Not excluded
Impetigo	See School sores	
Influenza and influenza-like illnesses	Exclude until well	Not excluded
Legionnaires' disease	Exclusion is NOT necessary	Not excluded
Leprosy	Exclude until approval to return has been given by an appropriate health authority	Not excluded

Disease or condition	Exclusion of case	Exclusion of contacts
Measles	Exclude for at least 4 days after the onset of the rash	Immunised and immune contacts are not excluded. Non-immunised contacts of a case to be excluded from child care until 14 days after first appearance of rash in last case, unless immunised within 72 hours of first exposure during infectious period with first case. All immunocompromised children should be excluded until 14 days after first day of appearance of rash in last case
Meningitis (bacterial)	Exclude until well and has received appropriate antibiotics	Not excluded
Meningitis (viral)	Exclude until well	Not excluded
Meningococcal infection	Exclude until appropriate antibiotic treatment completed and until well	Not excluded
Molluscum contagiosum	Exclusion is NOT necessary	Not excluded
Methicillin resistant <i>Staphylococcus aureus</i> (MRSA) skin infection	Exclusion is NOT necessary unless infected skin lesions on exposed surfaces cannot be completely covered with a dressing.	Not excluded
Mumps	Exclude for 9 days after onset of swelling	Not excluded
Norovirus	See Viral gastroenteritis	
Parvovirus infection (Fifth disease, erythema infectiosum, slapped cheek syndrome)	Exclusion is NOT necessary	Not excluded, but people who are anaemic, immunocompromised, or pregnant should be informed of possible risk of getting infection
Pertussis	See Whooping cough	
Respiratory Syncytial Virus	Exclusion is NOT necessary	Not excluded
Ringworm/tinea	Exclude until the day after appropriate treatment has commenced	Not excluded
Ross River virus	Exclusion is NOT necessary	Not excluded
Rotavirus infection	Exclude until no diarrhoea for 24 hours	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash	Not excluded
<i>Salmonella</i> infection	Exclude until no diarrhoea for 24 hours	Not excluded

Disease or condition	Exclusion of case	Exclusion of contacts
Scabies	Exclude until the day after appropriate treatment has commenced	Not excluded
Scarlet fever	See Streptococcal sore throat	
School sores (impetigo)	Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing	Not excluded
<i>Shigella</i> infection	Exclude until no diarrhoea for 24 hours	Not excluded
Shingles	See Varicella-Zoster	
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received appropriate antibiotic treatment for at least 24 hours and feels well	Not excluded
Thrush (candidiasis)	Exclusion is NOT necessary	Not excluded
Toxoplasmosis	Exclusion is NOT necessary	Not excluded
Tuberculosis (TB)	Exclude until medical certificate is produced from appropriate health authority	Not excluded
Typhoid, Paratyphoid	Exclude until approval to return has been given by an appropriate health authority	Not excluded unless considered necessary by public health authorities
Varicella-Zoster (chickenpox and shingles)	Exclude until all blisters have dried (usually 5 days)	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise, not excluded
Viral gastroenteritis (viral diarrhoea)	Exclude until no diarrhoea for 24 hours	Not excluded
Warts (common, flat and plantar)	Exclusion is NOT necessary	Not excluded
Whooping cough (pertussis)	Exclude from child care, school or workplace and similar settings until 5 days after starting antibiotic treatment, or for 21 days from the onset of coughing	Household and child care contacts (in the same child care group) of the case who have received < 3 doses of a pertussis containing vaccine should be excluded from child care for 14 days from the last exposure to the infectious cases, unless they have already completed 5 days of recommended antibiotic treatment, in which case they may return
Worms	Exclude if diarrhoea present	Not excluded
<i>Yersinia</i> infection	Exclude until no diarrhoea for 24 hours	Not excluded

Community Services

Child and Family Health Services

The Centre works closely with the CAFHS nurse and developmental screening for children before commencing school is arranged through the preschool.

Woodleigh (Loxton Community Child Care Centre)

This is situated adjacent to the preschool. Care is available for children from birth-5 years. Before and after preschool sessions are available.

Family Day Care Service

Several Family Day Care Providers are available in the Loxton community to care for children. Details are available from the staff.

Country Health Connect

The preschool has access to the services of Speech Pathologists, Dietician, Podiatrists, Physio and Occupational Therapists.

Contact 85802500

Paediatric Continence Service

Contact 0477327882

SA Dental Health Service

The Riverland Oral Health Centre is located at 10 Maddern Street, Berri. Parents are requested to phone 85802700 to make the necessary appointments.

Play Groups

Various playgroups are conducted in the town. Please ask staff for current details.

Kindergym

Kindergym is for 0-5 year old children. It provides a play environment which stimulates children to explore and develop their physical skills.

Tuesdays, Wednesdays and Thursdays from 9-10:00am at the R.A.O.B. Hall, Gratwick Rd, Loxton.

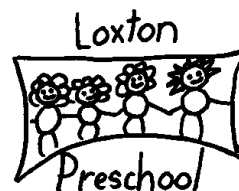
Contact Belinda Schulz, 0408390344

Loxton Preschool Centre Policies:

Loxton Preschool Centre

Parent Concerns and Complaints Procedure

Parent Concerns and Complaints Procedure



At Loxton Preschool Centre we believe parents are partners in the education of children. Regular two-way communication between parents/carers and the preschool is essential in helping children achieve their potential.

Our preschool is committed to ensuring that anyone with parental responsibilities for a young person can raise a concern or complaint, with confidence that it will be heard and responded to in an appropriate and timely fashion.

GUIDING PRINCIPLES

Safety of children is always the first priority. Our procedures are underpinned by the following principles:

1. All persons in the Loxton Preschool Centre community including children, parents, staff and volunteers have the right to be treated with respect and courtesy in accordance with the preschool's values.
2. Parents have the right to raise concerns and make enquiries or complaints about any aspect of preschool life.
3. Information about how, where and to whom complaints can be made should be visible and accessible through preschool procedures.
4. Complaints will be acknowledged and addressed promptly within specified timelines.
5. Individual complaints will be assessed objectively and without bias using principles of natural justice.
6. The rights and responsibilities of all parties will be considered and balanced in attempting to find a mutually acceptable outcome to complaints.
7. The confidentiality of all parties will be maintained wherever possible.

We recognise that sometimes things go wrong and you may feel that your expectations are not being met. If you have an unresolved issue or a complaint please raise it. It is important to work together, talk, listen and find solutions so we can improve our services to the community.

The following information will walk you through **the steps** you can take when you have a complaint or concern.

Issue Number 2
Issue 3

Issue Date: 01/12/2016
30/07/2019

Review Date: 30/07/2021
Review Date: 30/07/2021

Types of concerns and complaints

You may choose to make a complaint if you believe that a government public education or early childhood service has:

- done something wrong
- failed to do something they should have done
- acted unfairly or impolitely.

Your concern or complaint may be about:

- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice.

Complaints may be about something we have to do because of state or federal law. In such cases we will talk to you and help you understand the requirements and why they exist.

Steps to take if you have a complaint.....

Step 1: Talk to us at the preschool first

If your concern or complaint relates to an issue concerning your child's education or experiences you should talk to the teacher as soon as possible.

We try to resolve concerns or complaints at the local level wherever possible. The care worker, teacher or staff member involved should always be your first point of contact. Make a time to talk to them to discuss your concerns, either in person or over the phone. You may want to put your concerns in a letter or email.

If your concern is about the staff member, then you may wish to contact the site leader, the Preschool Director.

The leader will look into your concerns and get back to you. They will work with you and the staff member to resolve the issue. Most complaints are resolved quickly, often within days. The local site leader will aim to resolve your complaint within four weeks, although complex and contentious matters may take longer. If this is the case we will advise you.

Step 2: Central resolution

If you are not satisfied that your complaint has been resolved at the local level, you may choose to seek support from the Department for Education Education Complaint Unit which is part of the Customer Feedback Unit:

Complaints about education and early childhood services

Education Complaint Unit

Phone: 1800 677 435

Email: education.educationcomplaint@sa.gov.au

The complaint unit will:

- assess your complaint
- work with you to decide what action is needed
- let you know what has been done and when you can expect to hear about the outcome
- advise you about how you can escalate your concerns if you haven't been satisfied by the outcome.

They can help you by:

- providing advice and support about the issues behind the complaint
- advocating with local sites to ensure all options for resolution have been explored
- objectively reviewing complaints that have not been resolved at the local level, including through a formal review.

Step 3: Other ways to resolve your issue

If we can't resolve your issue through the previous steps, you may choose to seek independent advice and review by an external agency. The circumstances of your complaint will influence whether this option is available.

External agency contact point:

SA Ombudsman
Toll free: 1800 182 150
Phone: 8226 8699
Email: ombudsman@ombudsman.sa.gov.au
www.ombudsman.sa.gov.au

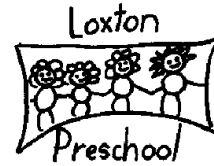
Find out more

<https://www.education.sa.gov.au/department/about-department/contact-department/feedback-and-complaints-about-school-or-preschool>



Policy

Healthy Food Supply and Nutrition



NQS

QA2	2.1	Each child's health and physical activity is supported and promoted.
	2.1.1	Each child's wellbeing and comfort is provided for.
	2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.

NATIONAL REGULATIONS

Regs	77	Health, hygiene and safe food practices
	78	Food and beverages
	79	Service providing food and beverages
	90	Medical conditions policy
	91	Medical conditions policy to be provided to parents
	162	Health information to be kept in enrolment record
	168	Education and care service must have policies and procedures

EYLF

LO3	Children recognise and communicate their bodily needs (for example, thirst, hunger, rest, comfort, physical activity).
	Children are happy, healthy, safe and connected to others.
	Children show an increasing awareness of healthy lifestyles and good nutrition.
	Educators promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community.
	Educators discuss health and safety issues with children and involve them in developing guidelines to keep the environment safe for all.
	Educators engage children in experiences, conversations and routines that promote healthy lifestyles and good nutrition.
	Educators model and reinforce health, nutrition and personal hygiene practices with children.

Who is affected by this procedure?

- Children
- Families
- Educators/Employees
- Governing Council

Aims

Our preschool aims to promote healthy lifestyles, good nutrition and the wellbeing of children, educators and families. We also aim to support and provide adequately for children with food allergies, dietary requirements and restrictions and specific cultural and religious practices. This dietary information will also be provided to families so they can plan healthy home meals for their child.

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

Implementation

The preschool has a responsibility to help children attending the service to develop good food habits and attitudes. By working with families and all educators, we will also positively influence each child's health and good nutrition at home. As stated in the *National Regulations (Regulation 79 [4])*, we recognise that these requirements do not apply to food or a beverage provided by a parent or family member for consumption by their child at the preschool.

Curriculum

Our preschool's food and nutrition curriculum:

1. Is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*.
2. Includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about a variety of foods available for good health.
3. Includes opportunities for children to develop practical food skills like preparing and cooking healthy food.
4. Integrates nutrition across the curriculum where possible in line with the Early

Years Learning Framework and National Standards.

The Learning Environment

Children at our preschool:

1. Have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day.
2. Are encouraged to bring their own named drink bottle containing water.
3. Will eat routinely at scheduled break times.
4. Eat in a positive, social environment with staff who model healthy eating behaviours.
5. Use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods.

Our preschool:

5. Provides rewards/encouragements that are not related to food or drink.
6. Understands and promotes the importance of breakfast and regular meals for children.
7. Teaches the importance of healthy meals and snacks as part of the curriculum.
8. Is a breastfeeding friendly site.

Food Supply

Our preschool:

1. Encourages healthy food and drink choices for children in line with the *Right Bite* strategy
2. Ensures healthy food choices are promoted and are culturally sensitive and inclusive
3. Excludes all NUTS on the premises due to children enrolled with severe allergies (refer to NO NUT policy for further details)
4. Ensures a healthy food supply for preschool activities and events in line with the *Right Bite* strategy, and limits the use/supply of 'red' category foods (sometimes foods), to a maximum of twice per term
5. Displays nutrition information and promotional materials about healthy eating
6. 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:

- Provide children with important minerals and vitamins

- Encourage a taste for healthy foods
- Encourage chewing which promotes oral muscle development

Fresh fruits and vegetables are recommended. Other suggestions include :-

- dried or preserved fruit
- unsweetened yoghurt
- cheese
- unsalted crackers

LUNCH TIME

Parents and carers are encouraged to supply suitable food to:

- Provide children with important minerals and vitamins
- Encourage a taste for healthy foods

A healthy lunchbox might include a sandwich/wrap/salad/dried biscuits, fruit, yoghurt, vegetable sticks, etc.

Excluded foods include popcorn (due to inhaling risk) and all nuts.

Drink bottles containing water only are encouraged. These may be stored in the fridge. Cordial is not acceptable.

FOOD AND DRINKS PROVIDED TO CHILDREN

- Parents and caregivers 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

SPECIAL EVENTS e.g. end of year class party

Parents and caregivers are encouraged to provide healthy food choices, however 'red' category foods may be included in line with the *Right Bite* Strategy.

Food Safety

Our preschool:

1. Promotes and teaches food safety to children as part of the curriculum.
2. Encourages staff to access training as appropriate to the *Right Bite* strategy.
3. Provides adequate hand washing facilities for everyone.
4. Promotes and encourages correct hand washing procedures with children and staff.
5. Stores children's lunches in the refrigerator.

Food-related Health Support Planning

Our preschool:

1. 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 and Industry

Our preschool:

1. Invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy.
2. Provides information to families and caregivers about the *Right Bite* strategy through a variety of ways including:-
 - Newsletters
 - Policy development/review
 - Information on enrolment
 - Pamphlet/poster displays
3. Promotes the alignment of fundraising with the *Right Bite* strategy.

Sources

- Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools (2008), incorporating the Eat Well SA DECS Healthy Eating Guidelines (2004)
- Education and Care Services National Regulations 2011
- National Quality Standard
- Get up and Grow, Health Eating and Physical Activity for Early Childhood
- Dietary Guidelines for Children and Adolescents in Australia

Review

The policy will be reviewed bi-annually.

Review will be conducted by:

- Governing Council
- Educators/Employees
- Families
- Interested Parties

Document History	Version	Approved Date	Description of Change	Next Review Date
	1.0	01/12/2016	Policy Developed	01/12/2018
Reviewed	2.0	15/08/2019	Updated in line with NQS changes	15/08/2021

Approved by Governing Council _____ Director's Signature _____

Nut Free Zone:

A guide for parents or guardians

In the interests of good health and the establishment of good eating patterns, the Loxton Preschool Centre have a Food and Nutrition Policy.

As there are children at the Loxton Preschool Centre with a life threatening Nut Allergy, it is vital that parents/carers are aware that the centre is a NUT FREE environment.

What is a food allergy?

A sudden reaction to a food chemical (protein).

Symptoms of a food allergy include:

- Hives
- Swelling
- Eczema
- Bowel symptoms (diarrhoea, pains)
- Difficulty breathing

A severe allergic reaction can cause swelling of the airways, causing difficulty breathing.

The foods most likely to cause allergies in young Australia children are cow's milk, Soy, Fish and shellfish, Wheat, **peanuts and tree nuts.**

However, there is no need to avoid these foods unless your child has an allergy. They are important contributors to health.

How will the changes to the food policy affect you?

- No nuts or foods containing nuts will be allowed to be consumed at Loxton Preschool Centre (See 'Lunch Box Ideas' pamphlet)
- No nuts or nut products (including shells) will be used in the center's play activities.
- Any inappropriate foods (unacceptable or unsuitable) will **NOT** be offered to your child at meal times (these foods will be sent home).

Many foods contain traces of nuts, therefore it is important for you to become familiar with reading labels (see reverse side of pamphlet).

Unacceptable foods (likely to contain nuts):

- Nuts: all including nut butters and oils
- Nut butters eg. Nuttalex tm, peanut butter, hazelnut spreads ie. Nutella.
- Pre-prepared commercial foods (biscuits, muesli bars, chocolate etc.)
- Any product with the statement 'may contain traces of nuts' should not be sent to the Loxton Preschool Centre.

Foods that should not be brought to Loxton Preschool Centre (unsuitable):

- Sugary sandwich spreads, eg honey, chocolate spread, 100's and 1000's
- Potato chips (high in fat and salt)
- Snack foods eg corn chips, twisties etc (high in fat and sugar)
- Muesli bars (high in sugar)
- Popcorn (high risk food for choking)
- Roll-ups, Fruit metres (high in sugar and stick to teeth)
- Chocolates (high in fat and sugar)
- Biscuits (high in fat and sugar)
- Cakes/buns/pastries (high in fat and sugar) unless modified.

Becoming a Label Reader

- Helps you learn more about the foods you are eating
- Helps you choose suitable commercial products to send with your child to care

Step 1: Read the 'ingredients' list

- Ingredients are listed in order of quantity from largest to smallest
- Food ingredients that can cause some individuals adverse reactions - such as peanuts or other nuts- will be listed on the label, usually in the ingredients list, however small the amount
- Look for warning statements such as '*this product may contain traces of peanuts or tree nuts*'. These products should not be sent to Loxton Preschool Centre

Step 2: Respond to the 'ingredients' list

- Foods containing nuts or nut products can be consumed at home but should not be sent to the Loxton Preschool Centre in your child's lunch box.

Action will be taken if inappropriate food is repeatedly sent to the Centre, endangering the life of other children.

What if I suspect my child has a food allergy?

- Contact a dietitian or your local GP
- Inform the Loxton Preschool Centre and obtain a sheet of contact details for specialists etc.

For more information about food allergies and intolerances contact the Dietitians at RRHSI (see below)

LOXTON PRESCHOOL
CENTRE
Anzac Crescent,
LOXTON SA
Ph: 8584 7481
Fax: 8584 7413



This pamphlet has been prepared by:
Riverland Regional Health Services
Dietitians
CONTACT US:
Riverland Regional Health Service Inc.
Cornwall Street, Berri SA 5343
Ph: (08) 8580 2500
Fax: (08) 8580 2550
November 2002

Behaviour Code



NQS

QA5	5.1	Respectful and equitable relationships are maintained with each child.
	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	The dignity and the rights of every child are maintained.
	5.2	Each child is supported to build and maintain sensitive and responsive relationships.
	5.2.1	Children are supported to collaborate, learn from and help each other.
	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

NATIONAL REGULATIONS

Regs	155	Interactions with children
	156	Relationships in groups

EYLF

LO1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Children develop knowledgeable and confident self identities.
	Children learn to interact in relation to others with care, empathy and respect.
LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
	Children respond to diversity with respect.
	Children become aware of fairness.
	Children become socially responsible and show respect for the environment.

Who is affected by this policy?

- Children
- Families
- Educators
- Governing Council

Aims

Our Service aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the preschool. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the preschool.

Purpose

Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As an educator team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

As a staff team we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including

resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.

- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two way communication with families to ensure that each child's rights are met

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

At Loxton Preschool Centre we:-

Support and encourage these ACCEPTABLE BEHAVIOURS:	Discourage these UNACCEPTABLE BEHAVIOURS:
Respecting and caring for each other Sharing equipment / adult time Taking turns Being cooperative Being polite to other children and adults Listening Helping someone Using appropriate language and actions to express feelings Being friendly Including others Appropriate use of manners Valuing other people's property	Harming and threatening others Inappropriate language Unsafe throwing – eg sand, toys, stones Destruction of equipment/resources Gun/sword play Endangering self and others Bullying Deliberately excluding children

Sources

- Early Years Learning Framework
- National Quality Standard
- Department for Education Guidelines
- Riverland Preschool Directors Group

Review

The policy will be reviewed bi-annually.

Review will be conducted by:

- Governing Council
- Employees
- Families
- Interested Parties

Reviewed: 30/07/2019

Date for next review: 30/07/2021

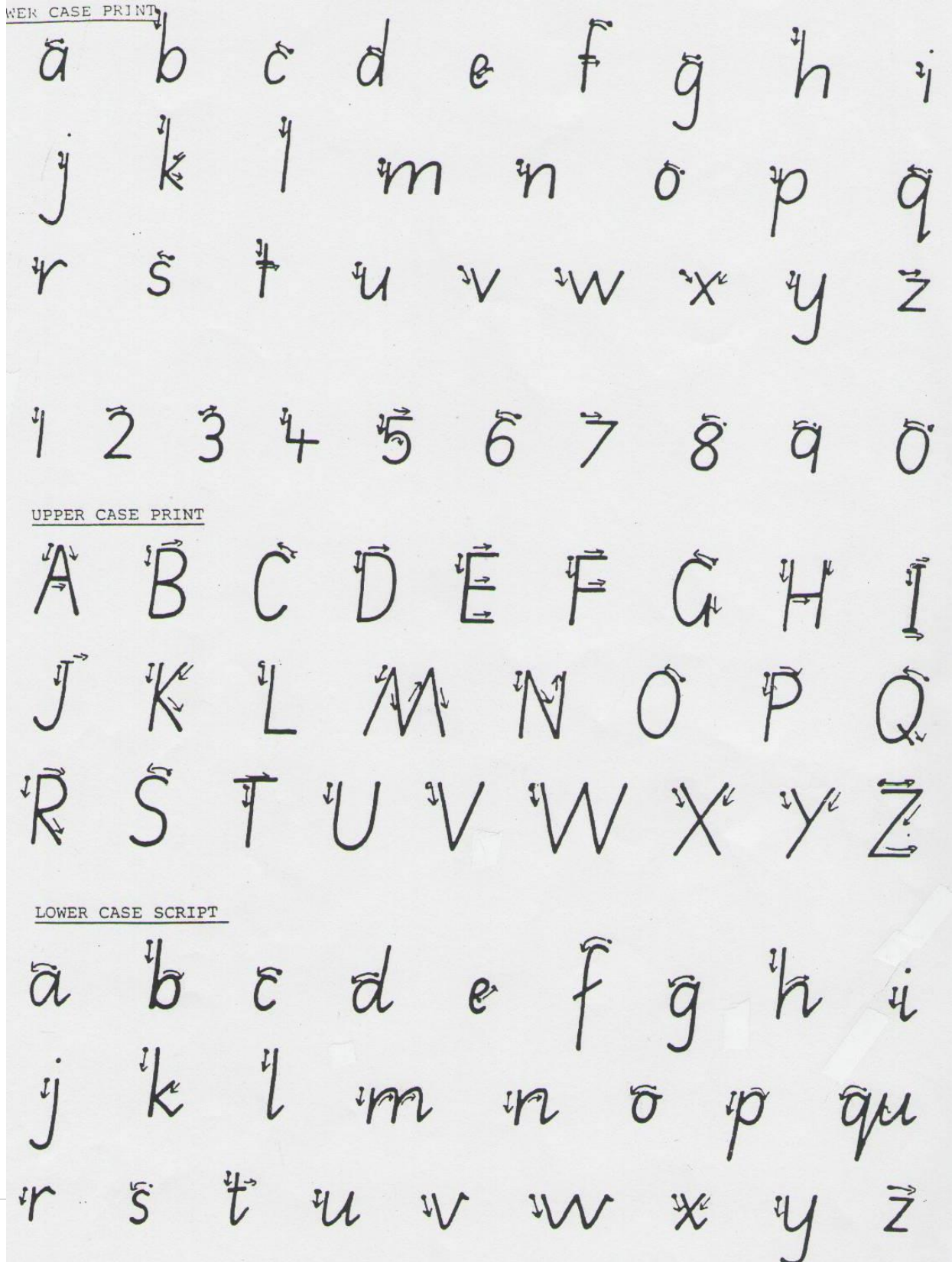
Ratified by Governing Council _____ Director's Signature _____

Resources:

South Australian Print

Below is a copy of the print that will be taught in the first years at school. You may wish to refer to this if your child shows an interest in any form of writing.

See example:



The Handwriting Songs

These songs can be heard on the *Handwriting Songs Cassette*.

Words by Lyn Wendon and Vivien Stone

Annie Apple

At the leaf begin.
Go round the apple this way.
Then add a line down,
so Annie won't roll away.

Bouncy Ben

Brush down Ben's big, long ears.
Go up and round his head
so his face appears!

Clever Cat

Curve round Clever Cat's face to begin.
Then gently tickle her under her chin.

Dippy Duck

Draw Dippy Duck's back.
Go round her tum.
Go up to her head.
Then down you come!

Eddy Elephant

Ed has a headband.
Draw it and then
stroke round his head
and his trunk to the end.

Firefighter Fred

First draw Fred's helmet.
Then go down a way.
Give him some arms
and he'll put out the blaze.

Golden Girl

Go round Golden Girl's head.
Go down her golden hair.
Then curve to make her swing,
so she can sit there.

Harry Hat Man

Hurry from the Hat Man's head
down to his heel on the ground.
Go up and bend his knee over,
so he'll hop while he makes his sound.

Impy Ink

Inside the ink bottle draw a line.
Add an inky dot. That's fine!

Jumping Jim

Just draw down Jim, bending his knees.
Then add the one ball
which everyone sees.

Kicking King

Kicking King's body is a straight stick.
Add his arm, then his leg, so he can kick!

Lucy Lamp Light

Lucy looks like one long line.
Go straight from head to foot
and she's ready to shine!

Munching Mike

Make Munching Mike's back leg first,
then his second leg, and third,
so he can go munch munching in a word.

Noisy Nick

'Now bang my nail,' Noisy Nick said.
'Go up and over around my head.'

Oscar Orange

On Oscar Orange start at the top.
Go all the way round him, and... then stop.

Peter Puppy

Pat Peter Puppy properly.
First stroke down his ear,
then up and round his face
so he won't shed a tear.

Quarrelsome Queen

Quickly go round the Queen's cross face.
Then comb her beautiful hair into place.

Red Robot

Run down Red Robot's body.
Go up to his arm and his hand.
Then watch out for this robot
roaming round Letterland.

Sammy Snake

Start at Sam's head
where he can see.
Stroke down to his tail,
oh so care-till-ly!

Talking Tess

Tall as a tower make Talking Tess stand.
Go from head to toe,
and then from hand to hand.

Uppy Umbrella

Under the umbrella
draw a shape like a cup.
Then draw a straight line
so it won't tip up.

Vicky Violet

Very neatly, start at the top.
Draw down your vase, then up and stop.

Walter Walrus

When you draw the Walrus wells,
with wild and wavy water,
whizz down and up and then...
whizz down and up again.

Fix-it Max

Fix two sticks, to look like this.
That's how to draw a little kiss.

Yellow Yo-yo Man

You first make the yo-yo sack
on the Yo-yo Man's back,
and then go down to his toes
so he can sell his yo-yos.

Zig Zag Zebra

Zip along Zig Zag's nose.
Stroke her neck...
stroke her back...
Zzzzooon! Away she goes.



Annie Apple



Bouncy Ben



Clever Cat



Dippy Duck



Eddy Elephant



Firefighter Fred

Letterland Characters



Golden Girl



Harry Hat Man



Impy Ink



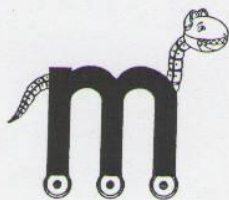
Jumping Jim



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Oscar Orange



Peter Puppy



Quarrelsome Queen



Red Robot



Sammy Snake



Talking Tess



Uppy Umbrella



Vicky Violet



Walter Walrus



Yellow Yo-yo Man



Zig Zag Zebra

Recipes

COOKED PLAYDOUGH	CORNFLLOUR GOOP
<p>2 cups flour 4 tablespoons cream of tartar 2 tablespoons cooking oil 1 cup salt 2 cups water food colouring</p> <p>Mix all ingredients in a saucepan and stir constantly over medium heat (good for arm muscles) until mixture congeals.</p>	<p>2 cups cornflour 1 cup water food colouring if desired</p> <p>Slowly add the water to the cornflour in a bowl. Stir until the water is absorbed by the cornflour. Add food colouring if desired. Play with goop in large containers with spoons, cups, hands, sticks, etc. TIP! To remove goop from carpets, allow it to dry, then brush or vacuum. Goop may be re-used after it has dried out. Crumble it to a powder then restore it to the original consistency by adding water, a spoonful at a time.</p>
UNCOOKED PLAYDOUGH	MICROWAVE PUFF-PAINTING
<p>3 cups flour 1 ½ cups salt ½ cup oil food colouring water</p> <p>Mix all ingredients to the right consistency. Keep in an air tight container.</p>	<p>1 tablespoon self-raising flour 1 tablespoon salt few drops of food colouring</p> <p>Mix the ingredients together using enough water to make a smooth paste. Make 3 or 4 different colours. Paint on to thick paper or cardboard, then microwave on high for about 10 seconds or until the paint is dry.</p>

COOKED FINGER PAINT	SALT CRYSTAL GOOP
<p>2 cups cornflour 5 cups cold water</p> <p>Mix the cornflour to a smooth paste with a little cold water using a large pot. Add 5 cups of cold water using a large pot. Add 5 cups of cold water and stir over low heat for about 10 minutes until the mixture has thickened to a consistency that will pour slowly and keep its shape briefly when moulded or patterned with fingers. Colour can now be added.</p>	<p>1 cup flour 1 cup water 1 cup salt food colouring</p> <p>Mix all the above ingredients together and put into squeeze bottles. When it dries, the crystals shine.</p>
FLUFFY PAINT	SLIME
<p>2/3 cup soap flakes 1/3 cup water powdered paint or food colour</p> <p>Combine all the ingredients and whip until fluffy. Paint. Be careful not to get into eyes as it will hurt. Rinse with water or a damp cloth.</p>	<p>1 cup soap flakes dissolved in 2 litres of warm water food colouring if desired</p> <p>Allow the mixture to stand until it becomes thick and slimy. Beat with eggbeater or fork to make it froth. Put slime in a wide, open container or trough. Provide children with egg beaters, spoons, funnels, cups, sponges, sieves, whisks, etc for them to experiment with.</p>

Department for Education

Loxton Preschool Centre is part of the South Australian Department for Education. The Education Director is based at the Riverland Education Office and can be contacted on 85952323.

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

INDEX	
Aboriginal & Torres Strait Islander Student Enrolment	6-7
Assessment and Reporting	9-10
Attendance Procedure	11
Behaviour Code	43-46
Be You	7
Bringing & Collecting Children	15-16
Car Parking	16
Centre Expectations	26
Child Absences	12
Children Under Guardianship of Minister	6-7
Children's Birthdays	21
Children's Medications	12
Children's Work	23
Community Services	33
Confidentiality Statement	26
Contents	2
Continence Care Support	7,33
Curriculum	4-5
Daily Routine	16-18
Dental Clinic	33
Department for Education	51
Early Entry	6
Early Intervention Support Services	7
Early Writing	20
Emergency Care	7
Emergency Procedures	24-25
Exclusion Periods for Various Illnesses	29-32
Fees	13
Fine Motor and PreLit Group	7
First Aid	12
Footwear	15
Fruit Time	14
Fundraising	24
Goop	50
Governing Council	22
Group/Mat Time	20
Handwriting Songs	48

Hats	15
Health Checks	8
Healthy Food Supply and Nutrition Policy	37-41
Helping with the Programme	22
How You Can Be Involved	21-22
Illness at Preschool	12
Index	52-54
Infectious Diseases	28-32
Information Sharing, Communication	18-19
Be You	7
Laundry	21
Letter Table	19
Letterland Characters	49
Letterland Handwriting Songs	48
Literacy and Science Kits	20-21
Loxton Public Library Visits	8
Materials You Can Collect for our Programme	23
Newsletters	19
Note Pockets	18
Notices	19
Nut Free Zone	42
Odd Jobs	24
Parent Concerns and Complaints Procedure	34-36
Parent Corner	20
Parent Help	21-22
Personal Information	14
Philosophy –We Believe	3
Photographs	21
Play Groups	33
Playdough	50
Policies	34-46
Positive Tips to Help Your Child Reach their Potential	25-26
Pre-entry	6
Process for Raising Concerns	27-28
Programme	19
Purpose	3
Raising and Resolving Concerns	27-28
Recipes	50-51

Resources	47-51
Routines	17-18
School Transition Programme	8
Schools We Service	8-9
Session Times	11
Sessional Preschool	6
Slime	51
South Australian Print	47
Speech and Language Groups	8
Spending Time with Your Child at Preschool	22-23
Staff Team	11
Successful Transition from Home to Preschool	25
Sustainable Practices	24
Term Dates	12
Term Planners	19
Uniform	15
Values	4
Vision	3
Welcome	1
What Happens at Preschool	17-18
What to Bring to Preschool	14
What to Wear	14