



## PARENT HANDBOOK

Quality Area 6: Collaborative Partnership with Families

***Welcome*** | ***This information booklet is to introduce you to Bellinggen Preschool, and help you and your child enjoy your preschool experience.***

### Contact Information

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Mobile: 0412 298501

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Email: [bellingenpreschool@bigpond.com](mailto:bellingenpreschool@bigpond.com)

Website: [bellingenpreschool.com.au](http://bellingenpreschool.com.au)

Hours: 8.30am to 4.00pm Monday – Friday

For children aged 3 years to 5 years old

Open during the school terms

We are Community Not-For-Profit service

We would like to acknowledge the Gumbaynggirr people who are the traditional custodians of this land

We would also like to pay respect to elders both past and present of the Gumbaynggirr nation and extend that respect to others

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## Our Philosophy



- We believe in acknowledging the original custodians of this land, the Gumbaynggirr people and their language and all Aboriginal and Torres Strait Islander people in the community
- We believe that our philosophy is guided by the principles outlined in the Early Years Learning Framework, National Quality Standards and United Nations Rights of the Child
- This is a place of education, exploration, safety, fun and friendship. A place where learning is fun, stimulating and engaging. A place where children are respected, challenged, encouraged and praised. We value and honour diversity and accept and celebrate differences in other people. We believe each person and their family's values, culture, abilities and language should be acknowledged and accepted and reflected in the preschool's environment.
- We place play in the centre of our preschool program and believe that play is essential in the lives of young children. Through purposeful play, we encourage the children to challenge themselves, their educators and their peers. We want the children to ask questions, be active learners and problem solvers.
- We approach our learning and daily programming in a collaborative way, providing a balance of planned and spontaneous experience through an emerging play based program. We strive for the children to be involved in meaningful, often long term projects based on the child's interests, needs and wishes.
- We believe a sense of wonder, belonging to and love of the land, nature and animals are critical for children to develop lifelong respectful positive and proactive attitudes to our environment and to ensure a sustainable future. We believe in nurturing and protecting our most precious gifts - our children and our planet.
- We believe children should be encouraged and supported to make their own decisions and choices and seek to actively develop problem solving skills in a success orientated environment. We believe in providing opportunities to discover, and learn about themselves others and the environment in an atmosphere that encourages harmonious and meaningful relationships
- We believe in building a community that values children, respects their rights, and gives them love. We believe in building a community that enables children to develop a readiness for the transition to school and a readiness for life.





## Early Years Learning Framework and our Service

The Early Years Learning Framework is a National Early Learning Framework for child from birth to five years. As the Early years are a vital time for children to learn and develop, the framework has been developed to ensure you child receives a quality educational program

The teacher and educators will use the framework in partnership with families to develop learning programs responsive to child's ideas, interests, strengths and abilities and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationship 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

### Play-based learning:

**A context for learning through which children organise and make sense of their social worlds, as they engage actively with people, objects and representations.**

Through the Framework's five learning goals the teacher and educators will assist your child to develop:

- A strong sense of their identity
- Connection and contribution to their world
- A strong sense of wellbeing
- Confidence and involvement in their learning; and
- Effective communication skills

We aim to guide your child in becoming an effective learner through creating an environment that is challenging and stimulating. The overall aim of our program is to help your child in developing all areas necessary for success now and in later years.

## Making your child's progress visible

Using the Early Years Learning Framework, the teacher and educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child. Each child will have their own Learning Journal, which may contain photos, children's words, learning outcomes and practices and principles. This journal is available for you to view at any time.

Our service will also show on-going learning through daily slide show, project work, floorbooks and art displays.

## Fees

A non-refundable enrolment fee of **\$15.00** will be charged.

Full Fees: **\$14.00** per day

There is a Subsidy available for families with a Health Care Card. Subsidised Fees: **\$7.00** per day

Department of Education & Communities also subsidises children from Aboriginal and/or & Torres Straight Island (ATSI) backgrounds. The subsidised fees are \$5.00 per day.

Other charges include a Preschool Hat \$10.00 and Christmas Party \$20.00 will be charged in term 1.

Fees are payable by the 4th week of each term. Arrangements can be made for fees to be paid off in weekly instalments, but **MUST** be paid each week

Receipts will be placed in your child's locker.

**Please see further information in Policies below**

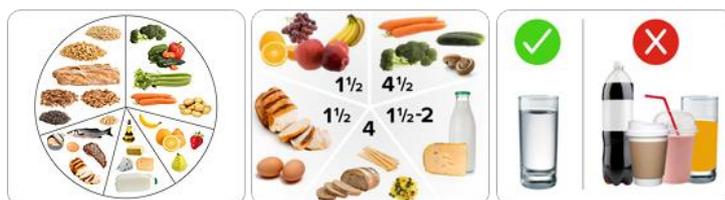
# What to Bring

## Backpack

For independence, we like all children to be able to recognise and open their own bag. Please ensure it is large enough to hold all their belongings and is clearly labelled.

## Morning Tea, Lunch and Crunch & Sip

Families play an important role when it comes to teaching their children about good nutrition and eating habits. It is expected that we see your child consume 30% of the Recommended Daily Intake at our service and is therefore important to make sure your child has enough healthy food for the day.



Families are asked to provide one lunchbox clearly labled with a lid your child can open - please do not send it in a cooler bag, as these are not effective in the fridges. Please supply your child with appropriate cutlery if required. Do not send food to be heated as we are unable to do so.

Our “**Going Green**” policy aims to reduce the amount of garbage produced at our service and therefore ask families to pack “nude food” lunches if possible ie: no plastic, alfoil or grease proof paper.

Lunchboxes should not contain sweet biscuits, chocolate, chips, lollies, fruit bars, noodles, poppers or boiled eggs with shell on (shell off is ok). Sandwiches should contain nutritious fillings. Sprinkles & chocolate spreads are discouraged. Dried fruit, yogurt, sandwiches, salad or quiche, carrot or celery sticks with hommus with at least one piece of real fruit are good additions to your child’s lunchbox.

Below is the recommended average number of standard serves per day in accordance with Nutrition Australia.

CHILDRENS Daily recommended	Vegetables & legumes	Fruit	Grains (cereal)	Lean meat, fish, poultry, eggs, buts, seeds, legumes, beans	Milk, yoghurt, cheese & alternative	Allowance for additional service from any food group*
<b>GIRLS &amp; BOYS</b> 3-5	<b>3.5 – 4.5</b> 1 serve = medium potato or ½ cup cooked vegies or 1 cup salad	<b>1.5</b> 1 serve = 1 apple or 2 small plums or 1 cup diced fruit with no added sugar	<b>4</b> 1 serve = 1 slice of bread or ½ cup cooked rice, pasta, noodles or porridge	<b>1 – 1.5</b> 1 serve = 65 gm cooked lean beef or 100 gm cooked fish fillet or 30 gm almonds or 2 large eggs	<b>1.5</b> 1 serve = 1 cup milk or 2 slices of cheese	<b>0-1</b>

Reference: Nutrition Australia

<http://www.nutritionaustrali.org/nationl/resource/australia-dietary-guideline-recommended-daily-intakes>

## Clothing

Children should be dressed in non-restrictive, serviceable and easy to wash clothes so that they feel free to join in all activities and to develop independence. Shoes also need to allow children freedom to run, climb, hop & jump as well as being easy to take off and put on.

**Unsuitable shoes** are thongs, crocs and gumboots and we prefer that these NOT be worn to preschool. Please also consider clothing that makes it easy for your child to go to the toilet.

**Spare clothes** please supply a complete change of clothes every day in case of accidents

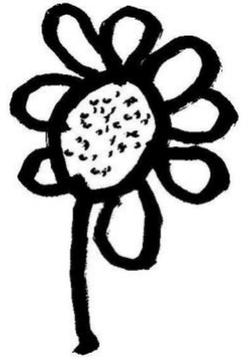
## Rest-time

Due to Hygiene regulations set out in the Education and Care Services National Regulations, a sheet (ideally 2 sheets so that your child can cover themselves when resting), is to be provided by families in a separate **cloth bag** each day your child attends.

## Settling in to Preschool

Introducing your child to preschool can be an emotional time. There are many ways to assist you child with this transition.

Prepare your child by attending your orientation appointment with your child so they can familiarise themselves with this new environment. On arrival each day, ideally your child will be settled at an activity before you leave, however some children find it hard to settle until their parent has gone. What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day. Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the educator who is reassuring your child about their day and when you will return. Rest assured we'll contact you if your child becomes distressed.



### Educators appreciate it when parents:

- ✓ Help their children understand that learning is important
- ✓ Set expectations for learning, by taking into account their child's ability
- ✓ Show an interest in what their child is learning and what is happening in the service
- ✓ Remembering that at this age play is learning too
- ✓ Read the newsletter – online and information sent home in your child's locker and make note of important dates

**“Keeping in touch and working together is the best way to ensure a high quality education for our children, and to help ensure their success not only in the service and the early years, but also in life”**

## Our Team



### **Robyn Watt**

#### **Director/Nominated Supervisor Educational Leader**

Grad Dipl – Early Childhood Education  
Bachelor of Economics  
Frist Aid (HLTAID001, HLTAID003, HLTAID004)  
Working With Children Check – No. WWC0728963  
CHCPRT001 – Identify and respond to children



### **Fiona Davies**

#### **Educator**

Associate Diploma of Social Science (Child Studies)  
Frist Aid (HLTAID001, HLTAID003, HLTAID004)  
Working With Children Check – No. WWC0730349E  
CHCPRT001 – Identify and respond to children  
and young people at risk



### **Helen Tree**

#### **Educator**

Certificate III in Children’s Services  
Frist Aid (HLTAID001, HLTAID003, HLTAID004)  
Working With Children Check – No. WWC006843E  
CHCPRT001 – Identify and respond to children  
and young people at risk



### **Victoria Lewis**

#### **Educator**

Degree Master of Arts  
Cert IV Community Services (Disability Work)  
Certificate III in Children’s Services  
Frist Aid (HLTAID001, HLTAID003, HLTAID004)  
Working With Children Check – No. WWC0162979E  
CHCPRT001 – Identify and respond to children



### **Allashia Pearson**

#### **Educator**

Diploma of Early Childhood Education and Care  
Frist Aid (HLTAID001, HLTAID003, HLTAID004)  
Working With Children Check – No. WWC0503273E  
CHCPRT001 – Identify and respond to children  
and young people at risk

### **Jacqui Balenzano**

#### **Office Administrator/ Educator**

Advanced Diploma of Accounting  
Diploma of Secretarial Studies  
Certificate III in Children’s Services  
Frist Aid (HLTAID001, HLTAID003, HLTAID004)  
Working With Children Check – No. WWC0507681EE  
CHCPRT001 – Identify and respond to children and  
young people at risk

## Communication

Everybody has a different communication style and time for communication.

We have many types of communication we use for families, which include:

- Newsletter
- Telephone Calls
- Emails
- Daily reports in the Reflective Journal
- Formal meeting
- Management Committee Meetings
- Informal discussion at drop off and pickup

Please feel free to discuss your preferred type of communication with staff at any time

## Daily Routines

Our routines allow time for individual play/learning, small group and large group sessions. Physical spaces are made available for educators to provide a range of active and restful experiences and support children to make appropriate decisions regarding participation. Our service is as individual and unique as your child and is tailored to suit the age and developmental stage of all children. The diversity of educators, children, families and wider community all contribute to providing a program full of fun and learning that can be intentional or spontaneous.

Each day caters for all aspects of children’s learning including physical, social, emotional, personal, spiritual, creative, cognitive and linguistic. Children’s learning is dynamic and complex and our environment is designed for this.

# Policies & Procedures



## Accidents and Incidents

The teacher and educators take a proactive approach to safety and assess level of risk appropriate to age and level of skill of each child. So they can feel safe and free to explore their environment.

The teacher and educators hold a First Aid qualification including asthma and anaphylaxis training. Should an accident or sudden illness occur, educators will immediately commence first aid and you will be contacted to collect your child or in emergency situations advised of the plan of action regarding further medical treatment.

If in an emergency, you or your authorised nominee cannot be contacted the Nominated Supervisor will provide the ambulance officers with information regarding your child and a team member known to the child will accompany your child to the hospital and stay until you arrive. Full documentation of the incident will be made.

## Health and Hygiene

Children, the teacher and educators are actively encouraged to practice good personal hygiene, to minimise the instances of illness at the service. We also believe that if your child is ill, the best place for them is to be at home where they can recover faster.

If your child presents with signs of illness, the Nominated Supervisor may advise that they are not well enough to participate in the service's daily activities and you will be asked to make alternative arrangements until they are well or the exclusion period has ended and seek medical advice (you may be asked to provide a medical clearance letter before your child can return).

Should your child become ill at the service, observation, documentation and first aid will commence and you may be contacted to collect your child and to seek further medical advice (Please note that Panadol is not regarded as a first response and can only be administered in emergency situations and with prior written parental consent). It is important that you read the service's Medication Policy carefully to know the guidelines for the teacher and educators to administer medication to your child including Panadol, prescription and non-prescription medication.

A list of common infectious illnesses, their exclusion periods and policies and procedures related to illness and minimising the spread of infectious diseases are available in the office.

## Emergency Evacuation

Emergency evacuation, as well as lockdown procedures are regularly practiced and the preschool has individual plans if in danger of local emergencies, including flood, snake and bushfire. Fire extinguishers are strategically located throughout the preschool. As part of our fire safety measures all children in attendance at preschool are noted from the attendance sheet. Each child is identified during drills. This is why it is important to ensure that you sign your child 'IN' and 'OUT' of the preschool each day.

## Confidentiality of Records

We value your privacy. For more information on our Confidentiality of Preschool Records policy, please ask the Director for more information.

### Immunisation

From 1 January 2018 preschools cannot enrol a child unless the parent/carer has provided documentation that shows that the child:

- is fully vaccinated for their age, or
- has a medical reason not to be vaccinated, or
- is on a recognised catch-up schedule if their child has fallen behind with their vaccinations.

This is a requirement of the Public Health Amendment (Review) 2017.

In the event of an outbreak of an infectious disease it may be necessary to exclude any children who are not fully immunised for their health and wellbeing.

### Medication

If your child requires medication whilst at preschool, a medication record must be filled in and signed by a parent. The medication must be in original packaging and accompanied by a prescription label/doctor's letter (for non-prescription medication) which states who the medication is for and the dosage. Medication must be handed to a staff member and will be stored in a locked cupboard or refrigerator. Under no circumstances is any type of medication to be left in children's bags.

Please refer to the Medication Policy for further information.

### Sun Protection

Our preschool will follow best practice guidelines to protect children, staff, families and visitors from the damaging effects of sun exposure. Our preschool will continue to be a *Sun Smart* service.

The service will use a combination of sun protection measures.

This will include:

- Applying sunscreen before outdoor play
- Activities, where possible will be set up in shaded areas
- Children are required to wear appropriate clothing – e.g. covered shoulders
- Hats to be worn by staff and children, the main Outdoor Activity session will be held 9.00am - 10.30am
- From *April to September*, outdoor activity can take place at any time during the day, and sun protection measures will be taken.

### Rest and Sleep

Bellingen Preschool will ensure that all children have appropriate opportunities to sleep, rest and relax in accordance with their individual needs. We provide beds that comply with Australian Standards. The teacher and educators help guide children to make their decision.

### Fees

To enable Bellingen Preschool to provide high quality early education and care for children we need to ensure we are financially viable at all times. The preschool's financial health and access to our service will be maximised by ensuring families are aware of all fees and fee payment requirements upon enrolment.

#### Start Strong in is the new funding model.

"The NSW Government is committed to ensuring that all children in New South Wales can participate in 600 hours of quality preschool education in the year before school, no matter where they live or what their circumstances are".

For more information go to [www.dec.nsw.gov.au/what-we-offer/regulation-and.../early.../funding/start-strong](http://www.dec.nsw.gov.au/what-we-offer/regulation-and.../early.../funding/start-strong)

To gain the maximum in the new funding 4 year old children eligible to start school the following year (ie turn four before the 31st July) should be enrolled 600 hours per year (15 hours per week). This also applies for three year olds from Aboriginal or Torres Strait islander heritage or low income families whose parents hold a low income health care card.

Three year olds with no subsidy will be transitioned into 50% funding by 2022, commencing with 25% in 2019.

We offer 2 day enrolments as a package and are open 8.30am to 4.00pm Monday – Friday therefore fulfilling the 600 hour criteria for highest levels of funding. Please note that children don't necessarily have to start and finish at those times. Families are encouraged to bring their children before 9.30am or telephone to confirm attendance. Children who do not arrive before 9.30am and have not advised our service of a late arrival, will be marked absent.

### Behaviour Guidance

The teacher and educators follow a Behaviour Management Policy that extends across the whole service giving consistency of expectation. This policy allows children to develop self-discipline, a respect for others, for property and respect for self, whilst learning to regulate their behaviours. If you require further information on this policy please read the full policy in the family information folder.

### Toys

Bellingen Preschool has an abundance of resources and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on staff to track numerous toys throughout the day.

## Regulatory Authorities

Our Service complies with the National Quality Framework (NQF) including the National Quality Standard (NQS), the Early Years Learning Framework and the National Regulations (Education and Care Services National Regulations).

Our Service is regulated by the new national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the Early Childhood Education Directorate, NSW Department of Education. To contact our Regulatory Authority, please refer to the contact details below:

NSW Early Childhood Education and Care Directorate  
Department of Education and Communities [www.det.nsw.edu.au](http://www.det.nsw.edu.au)  
1800 619 113, [ececde@det.nsw.edu.au](mailto:ececde@det.nsw.edu.au), Locked Bag 5107 PARRAMATTA NSW 2124