

Welcome to Preschool for 2021

NEWSLETTER June 2021

Important Dates.....

- Queen's Birthday Public Holiday 14th June - Preschool is closed.
- Possum Bush Preschool 7th, 11th, 21st & 25th June.
- ***New Dates***
School Photos – 15th to 18th June.
- Wombat Bush Preschool 8th, 10th, 24th June.
- School Holidays 28th June – 9th July.



Please sign in with the
Service NSW QR code
EVERY TIME you visit
preschool. Thank you.



Photos at Preschool –

new dates

Tuesday 15th June to Friday 18th June from 9am.



The Original Pre-School Photographers
At Fotek we are dedicated to YOU!
We pride ourselves on creating the best experience for our centres and the best environment for the children that we photograph.

ORIGINAL PACKAGE 6 page photo album



6 page photo album
Photos may be purchased separately from \$5-\$65



WITH PURCHASE OF THE FULL PACK for an additional \$30 receive a USB containing the 3 individual images shown in your pack

Important: New dates

PRESCHOOL PHOTOS

Tuesday 15th June -

Possums individual photos and group photo.
Wombats group photo.

Wednesday 16th June -

Wombats individual photos and group photo.

Thursday 17th June -

Possums individual photos and group photo.
Wombats group photo.

Friday 18th June -

Wombats individual photos and group photo.
Possums group photo.

*Any questions, please contact the office.
Thank you.*

*** NO PRE-PAYMENT for individual & class photos** is required until the photos arrive back at preschool for you to view and you decide to purchase them. You will then make payment to Fotek using the envelope provided before taking the photos home.

*** Sibling Photos:** If you have more than one child attending Preschool this year and would like to purchase a combined photo pack please complete the 'Shared Pack' form that we will send you before photo day.



'Like' us on Facebook www.facebook.com/springwoodpreschool

Visit our Website for information & events
www.springwoodpreschool.org.au

Photos at Preschool *continued...*

Tuesday 15th June to Friday 18th June from 9am

* The photographer recommends that you do not use sunscreen before photos as it causes shiny patches on the face. Sunscreen can be applied at Preschool after the photos are completed.

* **Pre Paid Family Photos:** If you would like Family photos you will need to complete an order form/envelope which can be collected from the office and book a time/day for the photo. You must include correct payment with the completed Family envelope before the photo day. Times are available from 9am Tuesday, Wednesday, Thursday & Friday. Please speak to Kellie in the office to book a spot, times will be strictly limited to maintain social distancing and not have a crowd of people gathering for photos.



NAIDOC Week – A Poem by Julie-ann Moore

*NAIDOC Week is held every year in the first week of July,
to bring all the community together
to celebrate and unify.*

*Each year Naidoc is given a theme,
that holds great meaning and brings esteem
to the First Nations people so that they can redeem,
their cultural heritage and create new dreams.*

Enrolment for 2022

We are well under way with the enrolment process for 2022.

Families should receive confirmation of their **re-enrolment** via email in early June. We will be offering placements soon after for new enrolments. Our waiting list is very full so if you have a younger child who is not yet on our waiting list, or you know someone who has a child that would like to come to preschool next year, please submit a wait list online from our website or the link below as soon as possible.

[Click HERE for the online waiting list;](#)

They can also contact us with enquiries by email admin@springwoodpreschool.org.au or phone 47513360

Positions are filling quickly so get your application in today.





school leavers list

A list has been displayed on an easel near the sign in/out area under the veranda for children leaving us at the end of 2021 and going to Kindergarten in 2022. Please write your child's name under the school they will be going to next year. This will help your child's teachers as they begin their planning to make a smooth transition for all of the children moving onto "big school" next year. Thankyou.

Late Pick ups & Late fees



This is a friendly reminder that our **closing time is 4pm**. **Late fees are applied for late pickups from 4pm and are charged as follows; from 4pm to 4:10pm or any part of that time period is charged at \$20, and a further \$5 for each 5 minute period after 4:10pm will be charged.**

We understand that everyone is busy and there is always a lot going on but **you must** be within the preschool grounds with enough time to collect your child and leave preschool by our closing time of **4pm**. Please arrive no later than 3:55pm. It would be greatly appreciated if you could also remind any other adults who are authorised to pick up your child of these times too. Should a late fee be incurred, it will be charged to your account. Two staff are required to be paid overtime to stay from 4pm with a child who is picked up late, hence the reason for late fees charged from 4pm.

We don't wish to appear unsympathetic however these times must be enforced for licence and insurance reasons. When children are not collected from the service by 4pm, the Preschool is breaching the conditions of its license. Furthermore, the preschool's public liability insurance only covers accident claims in conjunction with the conditions of our licence, i.e. between the hours as stated above. Thank you for your co-operation and understanding.



Reporting Illness at Preschool

Maintaining a healthy and safe environment for educators and families is paramount. Springwood Preschool educators have a duty of care to ensure the health and wellbeing of the children, educators and families within the preschool by implementing illness exclusion periods for the benefit of the preschool community. We understand that children do become ill however in order to prevent illness and cross infection and due to the number of children at preschool each day and the close proximity of children to each other, we believe that infection control is essential. **PLEASE contact us if your child is unwell so that we may take the necessary steps to follow our infection control procedures.** We are unable to act effectively if families do not advise the preschool of these sorts of illnesses.

In the event of a confirmed case of an infectious illness or vaccine preventable disease at preschool we will issue an email to advise families of the situation and provide a fact sheet from NSW Health to inform families of symptoms, treatment, infectious and exclusion periods. Further to this, The Director must notify the Public Health Unit as soon as they are aware that a child at the preschool has contracted a vaccine preventable disease, making it even more important for families to notify the preschool as soon as possible of illness whether or not you suspect your child may have had the illness at preschool. Thank you for your co-operation.



“Save the Date” for Open Day - Saturday 28th August, 10am – 1pm



Policies currently under review.....

Medical Conditions Policy (General)

Legislation:

Education and Care Services National Law Act 2010
Education and Care Services National Regulation 2018
United Nations Convention on the Rights of the Child 1989
Occupational Health and Safety Act 2000
Health Records and Information Privacy Act 2002
Civil Liabilities Act 2002
Employees Liability Act 1991
Disability Discrimination Act 1992
Anti Discrimination Act 1977
Information Privacy Act 2000

QUALITY AREA 2. CHILDREN'S HEALTH & SAFETY

National Regulations 2018

- 90 Medication conditions
- 92 Medication record
- 93 Administration of medication
- 94 Exception to authorisation requirement—anaphylaxis or asthma emergency
- 95 Procedure for administration of medication
- 96 Self-administration of medication

Other Related I Regulations 2018: Regulations 12, 77, 85–87, 89 103, 136–7 177, 183

Education and Care Services National Law Act 2010: Sections 173, 174(2)

Occupational Health and Safety Regulations 2007

Australian Standards AS3745–2002, Emergency control procedures for buildings, structures and workplaces

Statement:

This policy acts to ensure that:

- Children are supported to feel physically and emotionally well, and feel safe in the knowledge that their wellbeing and individual health care needs will be met when they are not well.
- Families can expect that Educators will act in the best interests of the children in their care at all times; meet the children's individual health care needs; maintain continuity of medication for their children when the need arise.
- Educators feel competent to perform their duties; understand their liabilities and duty of care requirements; are provided with sufficient information and training regarding the administration of medication and other appropriate treatments.
- Collaboration with families of children with diagnosed medical conditions to develop a Risk Minimisation Plan for their child;
- All staff, including casual staff, educators and volunteers, are informed of all children diagnosed with a medical condition and the risk minimisation procedures for these;
- All families are provided with current information about identified medical conditions of children enrolled at the service with strategies to support the implementation of the Risk Minimisation Plan;
- All children with diagnosed medical conditions have a current Risk Minimisation Plan that is accessible to all staff;
- All staff are adequately trained in the administration of emergency medication.

Rationale:

Many families individual needs are reflected and catered for within our preschool. Sometimes children may not have a diagnosis but rather a **Personal Choice** to use a certain product with their child. For example a specific 'sunscreen' and any other **Medical Condition** that does not fall under the heading of Anaphylaxis/allergy/Asthma.



Springwood and District Preschool Kindergarten believes the safety and well being of children, including children who have these general medical choices that do not fit into other categories however this is still a whole community responsibility. Springwood and District Preschool Kindergarten is committed to providing a safe and healthy environment in which children with asthma can participate equally in all aspects of the program. Springwood and District Preschool Kindergarten is also committed to raising awareness of asthma amongst the Preschool community and being actively involved in assessing risks in conjunction with families

Aim:

- To document strategies for implementation of best practice asthma management at Springwood and District Preschool Kindergarten
- To provide appropriate attention as required to children who have other medical conditions other than stated above at Springwood and District Preschool Kindergarten
- To minimise the risk of any advice medical situation occurring whilst children are at Springwood and District Preschool Kindergarten.
 - Ensuring a record is kept for each child and in a central location.
 - Having medical support readily available for children at Springwood and District Preschool Kindergarten
 - Having a policy in place for managing general health conditionals both on and off Springwood and District Preschool Kindergarten premises
 - Providing information to Springwood and District Preschool Kindergarten families
- To comply with the legislative requirements of the Education and Care Service National Regulations legislation, Division 3 – Medical conditions policy and Division 4 - Medications procedure.

Procedure:

- Ask all parents as part of the enrolment procedure (see Enrolment Policy), prior to their child's attendance at Springwood and District Preschool Kindergarten whether the child has any medical conditions.
- A notice will be displayed in an appropriate location at Springwood and District Preschool Kindergarten detailing these individual child instructions.
- Parents will be asked to ensure their child has an adequate supply of appropriate medication clearly labeled with the child's name and including expiry dates. Medication forms as per Springwood and District Preschool Kindergarten's Medication Policy must be completed and signed by the parent.
- Ensure parents/guardians of the child identified with medical conditions are provided with a copy of this *Medical Conditions policy*.
- Provide educators with a copy of the *Medical Conditions policy* and brief them on the medical condition.
- Brief all relief educators on symptoms of the medical conditions the child/ children at the Preschool.
- Complete an assessment of the potential for potential possible triggers, if any while children are at preschool and develop a *Risk Minimisation Plan* (see Attachment 4) for the preschool in consultation with educators and the families of the child/children. Follow this *Risk Minimisation Plan*
- Develop a *Communications Plan* for educators to ensure all are informed about the medical conditions policy and risk minimisation plan for the child.
- Develop a *Communications Plan* for the parents to ensure any changes to the medical management plan and risk management plan for their child at preschool is communicated efficiently and effectively.

Links to Quality Areas and Standards:

Quality Area 2	Children's Health and Safety
Standard 2.1	Each child's health and physical activity is supported and promoted.
Standard 2.3	Each child is protected.
Quality Area 4	Staffing Arrangements
Standard 4.1	Staffing arrangements enhance children's learning and development
Standard 4.2	Management, Educators, co-ordinators and staff members are respectful and ethical.
Quality Area 6	Collaborative partnerships with families and communities
Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Standard 6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
Quality Area 7	Governance and Leadership
Standard 7.1	Governance supports the operation of a quality service.
Standard 7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Source:

Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.allergy.org.au.

Community Services www.community.nsw.gov.au

Department of Education, Employment and Workplace Relations (DEEWR) (2009) *Belonging, Being, Becoming: The Early Years Learning Framework for Australia*. Canberra:DEEWR

Department of Education, Employment and Workplace Relations (DEEWR) (2018) *Education and Care Services National Regulation*





Priority of Access & Equity Policy

Legislation:

Education and Care Services National Law Act 2010

Education and Care Services National Regulation 2018

United Nations Convention on the Rights of the Child

Anti Discrimination Act 1977

NQS6 - Collaborative Partnerships with Families and Communities

Regulations 97 and 168(2)(e) of the Education and Care Services National Regulations

Rationale:

- All children have the right to access a high quality Preschool program. Springwood and District Preschool Kindergarten supports the four interrelated principles of equity, access, participation and rights. We also believe that no family or staff member should be denied access to the preschool by reason of race, ethnicity, culture, religious beliefs, diverse spirituality, gender, ability, lifestyle, perceptions of normality or diversity.
- We recognise that we serve the community and that we must engage all stakeholders in sensitive and respectful relationships. We also recognise that children learn bias and prejudices from an early age and that by promoting inclusive practices children can learn to value difference and diversity.

Aim:

- To honour the rights of child as a citizen at all times and that children have a 'Right' to:
 - A name that is used by adults.
 - [Right to basic needs](#) met by the adults of the service.
 - [Right to participate](#) in all aspects of the curriculum and routines of the preschool and where possible decision making processes.
 - [Right to protection](#) in a safe, responsive, healthy and caring environment.
- To respect the parent's right to make decisions about their child.
- To respect the knowledge and skills of early childhood professionals.
- To provide an educational, mentoring and guiding role to families, staff, children and the wider community.
- To be an advocate for inclusion and the rights of children.
- To challenge and break down stereotypical images.
- To provide a culture of acceptance, respect and fairness.

Procedure:

Springwood and District Preschool Kindergarten Priority of Access

- Enrolment is open to all children aged 3 years up to 6 years of age regardless of race, religion or disability.
- Children's services must not exclude children nor be exclusive to particular groups of children, with the exception of age groups specified in the licensing conditions of the service or to population groups within the meaning of the Anti Discrimination Act 1977.
- Children's Services must respond to the demographics and needs of children, families and communities within the local community.

Priority of Access at Springwood and District Preschool Kindergarten is required to give equal priority of access to:

- children who are at least 4 years old on or before the 31 July in that preschool year and not enrolled or registered at a school
- children who are at least 3 years old on or before 31 July in that preschool year and from low income and Aboriginal families
- children with English Language needs
- children with disability and additional needs
- children who are at risk of significant harm (from a child protection perspective).

There is no order of priority assigned to the list of points above. Priority must be given to the groups outlined above before any other groups, including non-equity three year olds

In regard to Children

- Incorporation of the Early Years Learning Framework Principles, Practices and Learning Outcomes into the curriculum.
- Inclusion of all children regardless of ability, health, race, religion or culture.
- Participation of children in the decision making process in regards to routines and experiences engaged in by them, planned for them and participated in.
- Recognition that children deserve a healthy and safe environment and providing policies and procedures to ensure this occurs.
- Provision of premises and programs that are easily accessible to a wheelchair or mobility aid.
- Provision of rooms that are set out with enough space to negotiate the curriculum.



- Providing play areas that are accessible to all children.
- Table height is adjusted to suit wheelchairs.
- Providing a curriculum that reflects difference and diversity.
- Experiences, books, photos, posters, discussions, group and language times, songs, poems, art work.
- Programs are relevant and engaging rather than stereotypical and 'touristy' or 'tokenistic'.
- Use of equipment and resources that do not lead to stereotypical play.
- Ensuring that all children are promoted, made visible and represented in all aspects of their development.
- Challenging and discussing stereotypes and bias in everyday teaching.
- Challenging media and popular held beliefs and assumptions within the community at teachable moments or in set curriculum.
- Enriching the role playing areas of the curriculum, allowing access and promoting play by all children in these areas.
- By having more than one culture represented in dramatic play areas, in pictures, books and other materials throughout the curriculum.
- Using language and literacy aids such as song, books and other media to promote the inclusion of diversity, difference and abilities and challenge or exclude stereotyping materials.
- Providing choice of materials and provisions.
- Providing an induction process that allows all parties input prior to enrolment.
- Encouraging curiosity and exploration of different family types, sexuality choices, cultural groups, religious and spiritual differences.
- Through projects and discussions.
- Intentional teaching.
- Challenging norms and normality.
- By recognising differing family expectations, daily life and cultural routines and providing a supplementary form on enrolment to help with this.
- Allowing for differing learning styles and personality types.
- Accepting different responses.

In regard to families

- Providing support for parents and children from CALD (Culturally and Linguistically Diverse) families.
- Providing written materials in other languages to support non-English speaking families.
- Providing a gradual and tailored enrolment and induction with personal interviews offered to families on enrolment.
- Providing the Preschool Parent Information Book to all parents.

In regard to staff

- Treating families, children and staff with fairness and equity at all times.
- At all times maintain a professional outlook and respectful communications with all parties; children, parents, families, staff and management.
- Upholding the principles, philosophy and policies of Springwood and District Preschool Kindergarten.
- Challenging any Rights based or Social Justice Inequities within the preschool and the wider social community.
- Through equal employment opportunities.
- Discussion at staff and management meetings of the preschool's philosophy, values, aims and ideals.
- Ensuring educators follow policies, procedure and legislation in regards to the Right of a child to a healthy, safe and responsive environment.
- Acting in accordance to protect the Rights of the Child.

In regard to Management

- In partnership with other professional and support agencies to bring information and services to families and children.
- Promotion within the community that Springwood and District Preschool Kindergarten is a place for all preschool children and their families.
- Ensuring that policies and procedures promote an environment that protects children by being healthy, safe and caring.
- Ensuring that all adults act in and promote the Rights of the Child.
- Challenging stereotypes within the preschool and the broader community through open discussions, casual conversations, parent information nights, newsletters, daily curriculum and programs and as it occurs.
- Viewing children as an integral and important part of the community and reflecting this in the curriculum, preschool philosophy and policies.
- Ensuring that resources and equipment support difference and diversity.
- Providing in-service and training of staff in aspects of multiculturalism, access and equity, diversity and difference, bias and stereotypes, differing abilities, learning styles, personalities, behaviours and sexuality choices.
- Provide a venue at staff and room meetings to engage in critical reflection to break down assumptions and discuss issues.
- Through newsletters and events planned for parents, children and families of the preschool.
- Ensuring the preschool promotes itself in culturally and meaningful ways.
- In challenging media and popular held beliefs and assumptions within the community through written documentation, policies, newsletters, parent and staff resources, at staff meetings.
- In the development of policies and procedures.

In regard to gender

- Not limit, proscribe or describe gendered activity with the exception of breaking down stereotypes and challenging bias.

In regard to race and culture

- Not limit, proscribe or describe racial or cultural activity with the exception of breaking down stereotypes and challenging bias on the grounds of race or culture.

In regard to religion and spirituality

- Not limit, proscribe or describe spiritual or religious activity with the exception of breaking down stereotypes and challenging bias on the grounds of spirituality and religion.

In regard to special rights, differing child needs and inclusion:



- Providing an induction process that allows all parties input prior to enrolment.
- Providing educators with all possible knowledge of the child and their unique qualities.
- Providing a slow enrolment where the family comes for play days may be advised to help assist the smooth introduction and transition to the service.
- Providing in-service and training to educators and parents relating to additional needs and inclusion.
- Discussing and make known terminology and issues relating to any diagnosis.
- Liaising with other agencies for the benefit of the child, parents and staff .
- Providing support for parents with referrals and in transitions to and from other services.
- Enrolment will be tailored to individual needs and requirements.

Non-compliance of this policy is viewed when:

- A child is denied access due to the nature of their physical, cultural, linguistic, racial, spiritual, gendered parents, personality or abilities.
- A child is restricted in their dramatic and pretend play to traditional stereotyped roles.
- Sexual harassment, physical abuse, verbal abuse, visual materials, inappropriate body language, sexist comments or visual materials, sexualisation of children.
- A child or family feels unwelcome due to their choices in sexuality, religion or parent practice, child behaviour, diagnosis or spirituality.
- Where a child, family or parent feels unwelcome due to the colour of their skin, their culture, race or country of origin.
- Where a child, parent or family feels unwelcome due to lifestyle choices, health status or wellbeing.
- Where a child, parent or family feels unwelcome due to the child's personality, behaviour or identified need.
- Practical jokes or teasing that diminishes a person's feelings of self-worth, is critical of their life choices, sexuality, cultural beliefs, ethnicity or gender.

Non compliance of the policy by staff that results in the above named situations may be subject to disciplinary action.

Links to Quality Areas and Standards:

Quality Area 1	Educational Program and Practice
Standard 1.1	The educational program enhances each child's learning and development.
Standard 1.2	Educators facilitate and extend each child's learning and development.
Quality Area 2	Children's health and safety
Standard 2.1	Each child's health and physical activity is supported and promoted.
Standard 2.1.3	Healthy eating and physical activity are promoted and appropriate for each child.
Standard 2.2	Each child is protected.
Quality Area 3	Physical Environment
Standard 3.1	The design of the facilities is appropriate for the operation of a service.
Standard 3.2	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Element 3.2.3	The service cares for the environment and supports children to become environmentally responsible.
Quality Area 4	Staffing Arrangements
Standard 4.1	Staffing arrangements enhance children's learning and development.
Standard 4.2	Management, educators and staff are collaborative, respectful and ethical.
Quality Area 5	Relationships with children
Standard 5.1	Respectful and equitable relationships are maintained with each child.
Standard 5.2	Each child is supported to build and maintain sensitive and responsive relationships.
Quality Area 6	Collaborative partnerships with families and communities
Standard 6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Standard 6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Quality Area 7	Governance and Leadership
Standard 7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
Element 7.2.1	There is an effective self-assessment and quality improvement process in place.

Source:

Because It Matters P/L

Australian Human Rights Commission

<https://www.humanrights.gov.au/education/early-childhood-education>

Australian Children's Education and Care Quality Authority (ACECQA) (2009) *Belonging, Being, Becoming: The Early Years Learning Framework for Australia*.

https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Early Childhood Australia (2006). *Code of Ethics*. Canberra, ACT. Early Childhood Australia.

Department of Education, (Feb 2018) *Education and Care Services National Regulations*.

Department of Education, (Feb 2018) *National Quality Standard for Early Education and Care and School Aged Children*.

<https://education.nsw.gov.au/teaching-and-learning/curriculum/preschool/quality-and-regulations>

UNICEF: International Convention on the Rights of the Child

<https://www.unicef.org/crc/>

