



FAMILY HANDBOOK

Thank you for being a part of our preschool community





DEAR FAMILIES,

Welcome to the Sustainable Play Preschool community. Please read this Handbook to learn more about our philosophy, practices and procedures, so that we can work with you as an effective team to nurture your child's learning and holistic wellbeing.

For your child, we provide a high-quality, play-based, educational curriculum. The curriculum is guided by our educational philosophy, family and Educator beliefs, the Early Years Learning Framework and a range of early childhood theorists.

Our relationships with children and our families is our strong foundation - open communication is key. Do not hesitate to call or email us with concerns or questions and be sure to download and understand how to use our child care app OWNA, on which we are active and frequently communicate important information with our families regarding service-wide news and your child's individual learning updates.

Please visit us in the front office whenever you would like. We offer a Clothing Exchange in our foyer - we encourage you to both take clothing and contribute some. Our Community Library is located on our front verandah and our Community Seed Library is in our foyer outside the kitchen. When our families are regularly communicating with our Educators and office team and staying abreast of OWNA updates and posts, it facilitates us providing the best care for your child. On our end, we will continue to strive to exceed the National Quality Standards and to cultivate a better, more sustainable future for all.

We look forward to getting to know you and your family!

Sustainable Play Preschool Team

WHAT'S INSIDE?

PAGE 01

OUR VISION, MISSION AND
PHILOSOPHY

PAGE 06

OUR PRESCHOOL
CURRICULUM

PAGE 15

ACCESS TO PRESCHOOL
& ENROLMENT

PAGE 19

WHAT TO EXPECT FROM
SUSTAINABLE PLAY
PRESCHOOL

PAGE 23

HEALTH AND SAFETY

PAGE 26

MAKING ENROLMENT
CHANGES

PAGE 28

POLICIES AND
PROCEDURES



OUR VISION

We envision a world where children develop awareness of sustainable practices and animal ethics, advocating for the environmental health of our planet in a responsible and empowered way.

Children are the future, and as the global need for sustainable development increases, so does the need to implement sustainability into children's education.

OUR MISSION

We weave sustainable and ethical practices into all aspects of children's learning, wellbeing and educational outcomes through our high quality, play-based curriculum.

Our preschool centres its educational philosophy on sustainable ideals. We provide a safe and supportive environment, encouraging holistic learning for all children.

We embed eco-friendly practices into our daily rhythm, prioritise play-based child-directed learning in our natural environments, and fuel children and staff with our award winning plant-based menu.

We hope our efforts will encourage children to connect with the natural world and grow to become its advocates.

OUR EDUCATIONAL PHILOSOPHY

Our educational philosophy encompasses 8 areas, that work in harmony to provide children with a optimal early learning experience.



SUSTAINABILITY

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THE THIRD TEACHER - THE ENVIRONMENT



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INTENTIONAL TEACHING



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CONNECTION



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Read on for a breakdown of each area, supported by language from the EYLF



HOLISTIC EDUCATION

By implementing a holistic approach to education and learning, we provide opportunities for every child to find identity, meaning and purpose in life through connections with the community, connections to ethical values, connections to sustainable practices, and connections to the natural environment including the interdependence between people, plants, animals and the land.

Through our planning cycle (see EYLF graphic on next page), we look at the whole child and all areas of learning and development.

We seek to engage children in hands-on, child-led teaching and learning processes and encourage personal and collective responsibility.

OPPORTUNITIES ARE EQUAL

We provide access to resources and support required for every child to have equal opportunities to learn and participate in our educational program. This involves offering heavy work and sensory-inclusive play opportunities that assist in the regulation of children with additional needs.

We work with allied health professionals to create an inclusive environment where all children can thrive.

Our service embraces the diverse beliefs and values of our community and we support children in the exploration of a range of cultures and racial identities in order to encourage unprejudiced minds.

Children are encouraged to use reflective thinking skills to consider how and why things occur and to find different and new ways of doing.



LIFELONG LOVE OF LEARNING

We plan for discoveries, creativity, collaboration, curiosity and more through the play-based curriculum.

This encourages children's participation and supports them in developing a lifelong love of learning and personal growth. We believe that children should be leaders of their own learning.

We provide educator support, as required, to ensure that each child has the confidence to fully participate in meaningful, hands-on learning experiences. We hope that by making education fun, children grow into lifelong learners with a positive view of educational spaces and figures.

INSPIRE OTHERS

By embedding sustainable and ethical education and practices into our daily routine we hope to build children's knowledge and environmental awareness naturally, through observation and participation. We invite our preschool community to make green changes in their homes and in the community and to inspire others to minimise human impact and environmental damage, creating a better future for all.

SUSTAINABILITY

Sustainability is a main educational theme at Sustainable Play Preschool. Our service utilises rainwater tanks, solar panels and vegetable gardens. Children are encouraged to investigate, learn and share knowledge with educators about how these resources work, how gardens grow and are used to produce food that is then prepared within the service. We buy Australian made and recycled products where possible, and support local businesses.

Children and staff compost food scraps at meal times as well as manage our three composting systems: one open bay composting system, two vermicomposters and composting tumblers. We maintain an effective recycling program - including consideration of reuse, repair or repurposing items before recycling. We implement ways to minimise waste, reduce energy and reduce water consumption.

INTENTIONAL TEACHING

We take an active role in children's learning and encourage children to access higher level thinking skills by wondering with children. We model and demonstrate as we engage in sustained shared thinking, asking open ended questions and inviting children to share their interests and ideas.

To support active participation, we identify opportunities to assist children to become involved in play and build on interests and ideas that have been previously observed. While we implement deliberate, purposeful and thoughtful teaching practices, educators ensure they respond to children's needs and interactions at the time, as well as focusing on the curriculum goals.

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Intentional teaching: involves educators being deliberate, purposeful and thoughtful in their decisions and action. Intentional teaching is the opposite of teaching by rote or continuing with traditions simply because things have 'always' been done that way.

- EYLF Framework

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THE THIRD TEACHER - THE ENVIRONMENT

When planning for the learning environment, educators collaborate with children and create intentional, purposeful environments to support children's sense of agency and to encourage collaboration between children.

The organisation of the learning environment fosters creative exploration, demonstrates respect for children's work, while encouraging children to wonder, investigate, explore, hypothesise and represent their learning through a range of media.

We establish aesthetically pleasing environments that reflect the identity and culture of each child and family - this aims to encourage the child's connection to preschool.

The physical environment plays an integral part of our Educational Curriculum and allows for children to be active contributors and influence their world and learning outcomes.



CONNECTION

At Sustainable Play Preschool developing nurturing relationships is a top priority. Connection impacts all areas of child development. We view caregiving through the RIE (Resources for Infant Educators) lens, which involves prioritising relationships and valuing routine caregiving moments as opportunities for connection.

Relationships play a crucial role in learning and supporting children in developing a sense of belonging. To support this we designate each child a 'primary educator', to be responsive to children, to provide them with quality serve-and-return interactions and provide children with sufficient time to think, process and respond. Strong primary educator relationships enable children to develop confidence, feel respected and feel valued at preschool.

We provide opportunities for children to recognise and label emotions as well as develop self-regulation through our co-regulation spaces. We promote a healthy lifestyle for children through our yoga and meditation mindfulness activities and plant-based menu.

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The relationship you have with your child shapes the structure and function of their brain.

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- Dr. Dan Siegal

OUR PRESCHOOL CURRICULUM



Our curriculum has a strong focus on fun, play-based learning experiences and is guided by the Early Years Learning Framework. Every learning experience provided at our Preschool takes a holistic approach to education, development and aims to provide the best learning outcomes for each child.

Play-based learning is a priority. We provide children with large blocks of time to explore and learn to understand the world around them as they come to communicate, discover, imagine and create. A child's work is play and when left to lead their own play, children develop positivity and motivation to learn and develop life-long skills. We encourage children to learn through play by providing access to open-ended materials and loose parts which can be moved, arranged, manipulated and experimented with in many ways.

THE IMPORTANCE OF EARLY EDUCATION

A child's participation in an organised early childhood education program assists in the development of cognitive abilities, and also helps with enhancing social and emotional skills while interacting with their peers.

Research strongly supports the benefits of enrolling children for 600 hours in the year before school, so they arrive at school ready to participate in ongoing learning.

Early childhood education helps children by:

- Creating a life-long passion for learning.
- Helping them develop social skills.
- Encouraging the development of fine motor and sensory skills.
- Fostering language development and vocabulary.
- Priming children to be creative .
- Equipping them to cope with problem solving.

THE EARLY YEARS LEARNING FRAMEWORK

The Early Years Learning Framework (EYLF) was developed to ensure every child receives quality education programs in their early childhood setting.

This is a vital time for children to learn and develop.

The Frameworks' vision is for all children to experience play-based learning that is engaging and builds success for life.

It has a specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

The Framework has been designed for use by Early Childhood Educators working in partnership with families, children's first and most influential Educators in order to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognises that children learn through their play.

Educators utilise the EYLF comprehensive planning cycle to document individuals and groups of children's learning and development.

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

Together, these themes facilitate foundations for children's learning to meet the early years' education standards.



BELONGING

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

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

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.

EYLF LEARNING OUTCOMES



Outcome 1 Children have a strong sense of identity	<ul style="list-style-type: none"> • 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.
Outcome 2 Children are connected with and contribute to their world	<ul style="list-style-type: none"> • 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.
Outcome 3 Children have a strong sense of wellbeing	<ul style="list-style-type: none"> • Children become strong in their social and emotional wellbeing. • Children take increasing responsibility for their own health and physical wellbeing.
Outcome 4 Children are confident and involved learners	<ul style="list-style-type: none"> • Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity. • Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating. • Children transfer and adapt what they've learned from one context to another. • Children resource their own learning through connecting with people, place, technologies, natural and processed materials.
Outcome 5 Children are effective communicators	<ul style="list-style-type: none"> • Children interact verbally and non-verbally with others for a range of purposes. • Children engage with a range of texts and gain meaning. • Children express ideas and make meaning using differing media. • Children understand how symbol and pattern systems work. • Children use information and communication technologies to access information, investigate ideas and represent their thinking.

NUTRITION PROGRAM

Sustainable Play Preschool provides plant-based nutritional meals and snacks to children from a rotating seasonal menu that meets the Australian Guide to Healthy Eating.

Children with allergies or specific dietary requirements are provided with a tailored version of the regular menu to suit their individual needs.

To encourage our Preschoolers to make the most of every meal and snack, we choose to serve our meals deconstructed, allowing children to select foods they are familiar with or would like to eat.

Learning bowls are encouraged to enable children to choose to add unfamiliar or new foods. The learning bowl is used to look at, talk about and maybe one day, try a new food.

Our menu features Bush tucker ingredients (as noted with the symbol indicated on the menu) and when possible, organic produce from the Preschool vegetable garden.

We encourage children to learn where their food comes from and to empower them with the tools to eat sustainably while being thoughtful to our planet and its creatures.

Children will be invited to participate in planting, growing, and tending to fresh produce in the Preschool garden – harvesting, helping prepare, cook, and then continuing the cycle by composting leftovers to be later used to feed our garden plants.

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Our job is to set up the situation with expectations and rituals about the way we want mealtimes to go...then let go of the rest and employ trust in our child, because children need to be able to navigate the message that only they can receive about their hunger and satiation.

-Janet Lansbury

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QUALIFIED AND PASSIONATE EDUCATORS

Our Curriculum is implemented by qualified Early Childhood Educators. We strive to maintain above award Educator ratios at the Preschool.

All Lead Educators hold ACECQA approved Early Childhood Teaching Degree (University) or Diploma in Children's Services. Our Assistant Educators either hold an ACECQA approved Certificate III in Children's Services or are working towards completing their certificate via traineeships, under the supervision of our dedicated Lead Educators.

All Educators are passionate about working in Early Education and hold a strong interest in sustainability, plant-based nutrition, relationships, culture and/or eco-friendly practices.

INCLUSION

We encourage the enrolment of children from all types of families, regardless of nationality, religion or gender. Our qualified Educators endeavour to support children to the best of their ability, this includes children at varying developmental stages, children with disabilities and/or additional needs.

We believe that all children should have access to, can participate meaningfully in, and experience positive outcomes from early childhood education at our Preschool service.

Depending on your child's needs, we may be able to provide additional support to ensure effective participation in our Preschool curriculum. This may include;

- Additional Educator/s
- Cultural support
- Amendments to curriculum
- Modified environments and equipment



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**We hope that by
making education
fun, children, right
through to
adulthood, never
stop learning. ”**

John Dewey





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Working with children aged between two and five, ‘risks’ such as a fire pit, real tools and high climbing apparatus were implemented at an early education centre and were ultimately found to improve children’s confidence and promote a better assessment of risky behaviour.”

- The University of Newcastle, Australia ‘Open flames and real tools deter our toddlers from risky business’

RISKY PLAY

“Risky play can be defined as a thrilling and exciting activity that involves a risk of physical injury, and play that provides opportunities for challenge, testing limits, exploring boundaries and learning about injury risk” - Sandseter 2007; Little & Wyver, 2008.

We believe that Educators and parents need to weigh up the risks versus the benefits of risk-taking in the early years. There are so many benefits of taking risks for children’s agency, learning and wellbeing, together Educators and children consider and reflect on if particular risks are appropriate to further develop their skills and development.

Assessing and taking risks allow children to follow their own instincts, ideas and interests, in their own way for their own reasons enabling children to experience positive exhilaration of thrill, overcoming fear of the unknown and the feeling a sense of achievement when the risk has passed.

We believe that children who have opportunities to effectively assess and manage risk at an early age will be better equipped to deal with risk as an adult.



PLAYING OUTDOORS

Playing outdoors encourages children to connect with nature and the environment around them and provides opportunities for children to learn about the natural world. Children learn science concepts tangibly such as how plants grow, the changing of the seasons or animal life cycles. Opportunities for children to spend time playing outdoors supports their motor, sensory, social and cognitive development.

Angela Hanscom's research on outdoor play reports that "swinging on tyres and playing on monkey bars has been replaced with longer class periods and fine motor exercises used for training the brain have been replaced with bright screens and the swipe of the finger. While technology is still important for children to learn, too much is preventing our kids from transitioning from right-brained thinking to a left-brained education system (organisation, reasoning, problem solving, expressing thoughts on paper).

What we have found is that the more children are removed from free play and opportunities to develop their gross and fine motor skills, hand-eye coordination, proprioceptive and vestibular systems, the more prone they are to sensory and behaviour issues in the classroom."

Our open-door practice reflects current research supporting the benefits of access to the outdoors. Psychologist Peter Gray notes "Children who do not have opportunities to play particularly outdoors and with other children demonstrate increased evidence of anxiety, depression, feelings of helplessness and narcissism."

BUSH KINDY

Our Bush Kindy program is based on the concepts of Nature Kindergartens and Forest Schools in the United Kingdom and it has become an important part of our Preschool curriculum and connection with the community.

Our regular Bush Kindy program allows for risk-taking and exploration, promotes an attachment to nature and the land.

It facilitates play and problem solving and develops survival, resilience and self-regulation skills all while exploring and connecting to the local community and bushland.



SCHOOL READINESS

The years before school are crucial for children to develop the skills they need for school and life. We have reciprocal relationships with local schools and invite kindergarten teachers to attend our service to get to know children who will be attending their schools the following year.

Our curriculum provides opportunities for children to visit local schools and practice practical skills for school.

We support children in developing strong foundations for learning and ample opportunities for practising skills such as;

- Fine and gross motor skills
- Turn-taking
- Sharing and playing cooperatively with others
- Recognising shapes numbers and colours
- Pencil grip
- Recognising their own name, articulating their needs
- Using manner and listening to others
- Following instructions and responding to questions
- Reciting songs, rhymes and retelling stories
- Recognising, labelling and regulating emotions

We also support the development of independence and self-help tasks such as personal hygiene and the ability to recognise and care for their own belongings.





ACCESS TO PRESCHOOL & ENROLMENT

ENROLMENT

To be eligible to enrol at Sustainable Play Preschool children must be aged 2, 3, 4 or 5 years old.

If your child turns 6 years old in the year before they transition to kindergarten, their enrolment will continue, and they will be supported in completing their Preschool education at our service.

We encourage you to visit our Preschool, see the environments, meet the Educators and get a sense of a day in the life of a Sustainable Play Preschooler.

Our Centre Director will take you through the Preschool, explain our program in depth, and explain what your family can expect on a daily basis. We also encourage you and your little one to take part in any activities occurring while you're there.

A tour of the Preschool gives you the opportunity to see firsthand what we have to offer while providing you with time to clarify any questions you may have regarding the service and our orientation and enrolment process.

As a part of your tour, you may be invited to join our waitlist or to enrol, depending on your requirements and current vacancies.

PUBLIC HOLIDAYS

Our service is closed on public holidays, however, fees still apply for any regular bookings that fall on a public holiday.

You will still be eligible to receive CCS until all 42 absent days have been used.



PRIORITY OF ACCESS

Where there is a waiting list for our Preschool services, the Australian Government has developed 'Priority of Access Guidelines' to ensure the system is fair when a number of parents are applying for a limited number of vacant places, or if the service is full and a Priority 1 or 2 child (see below) requires our services.

- **Priority 1:** a child at risk of serious abuse or neglect.
- **Priority 2:** a child of a single parent or parents who satisfy the work/training/study test under Section 14 of the 'A New Tax System (Family Assistance) Act 1999'.
- **Priority 3:** any other child.

Within these main categories, priority should also be given to the following children:

- Children in Aboriginal and Torres Strait Islander families
- Children in families which include a disabled person
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$45,114 for 2017-18, or who or whose partner is on income support
- Children in families from a non-English speaking background
- Children in socially isolated families
- Children of single parents

Our Preschool service may require a Priority 3 child to vacate a place to make room for a child in a higher priority group. We can only do so if the family is:

- Notified when their child first entered care that the service follows this policy
- Given at least 14 days' notice of the need for their child to vacate

Please note that failure to meet these Guidelines is a breach of the conditions of continued approval and may result in a service being sanctioned under the A New Tax System (Family Assistance) (Administration) Act 1999.

CHILD CARE SUBSIDY (CCS) AND HOLIDAYS

The government Child Care Subsidy (CCS) is paid for up to 42 absences for each child, per financial year. You can use these absence days for any reason, including if the child is on holiday and without providing any evidence. CCS will only be paid if you haven't already reached your fortnightly entitlement of subsidised hours based on your activity test result.

CCS will be claimed for all absent days, including public holidays, however you can only use an absence day after your child has physically attended the service for the first time.

In shared care arrangements, the allocation of 42 absences per financial year relates to the child, not each individual claimant. Additional absence days beyond the initial 42 allowable absences are available for the following reasons, defined in the Family Assistance Law:

- Your child, yourself, your partner or another person with whom the child lives is ill.
- Your child has not been immunised against a particular infectious disease, the absence occurs during an immunisation grace period and a medical practitioner has certified that exposure to the infectious disease would pose a health risk to your child.
- The absence is because your child is spending time with a person other than the individual who is their usual carer as required by a court order or a parenting plan.
- The service is closed as a direct result of a period of local emergency.

- Your child cannot attend because of a local emergency (e.g. because they are unable to travel to the service), during the period of the emergency or up to 28 days afterwards.
- You have decided that your child should not attend the service for up to seven days immediately following the end of a period of local emergency.

Evidence will be required for additional absence days. Your enrolment will be cancelled, and Centrelink will be notified that your child is no longer attending if they have had 1 or more weeks of unexplained absences. Please notify the Preschool Director of any sick or planned absent days.

CCS will not be paid if your child has not yet attended the service for the first time for the current enrolment period.

LATE PICK UP FEE

In unforeseen circumstances families can run late, resulting in after-hours pick up. We ask that if you know prior to closing time that you may be running late, you make alternative arrangements to have your child/children collected. If you cannot make alternative arrangements please call the service to inform Educators of your situation.

While we understand that families can run late from time to time, this causes the service to operate outside our approved hours of trading. In the event of a child being picked up after the Preschool closing time a late fee of \$10 for the first 5 minutes and \$2 for each minute thereafter will be charged to your account. This ensures the service can cover the costs associated with operating outside of approved trading hours, for example, overtime payment of 2 qualified Educators.



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**The best classroom
and richest cupboard
is roofed by the sky. ”**

Margaret McMillan

WHAT TO EXPECT FROM US



ORIENTATION

Included in your enrolment confirmation email will be a link to book orientations for your child at a time that suits you best. To support your child/children's transition to Preschool, we encourage you to participate in at least one orientation day.

We have found that families who schedule at least 3 orientation days, have the best settling in period, though it can be challenging no matter how many orientations you do. Scheduling orientations at different times of the day will assist in providing your child with predictability, enabling them to know what to expect from the service when they spend their first day with us.

At orientation, you and your child will learn where your child's room is, where to place their belongings and where the bathrooms are located. Your child will meet their Primary educator with whom, they will hopefully cultivate a strong connection. Orientations will help you and your child establish familiarity with our Educator team before their first day.

At the 1st Orientation, your child's Primary Educator will connect with you to discuss any learning goals, challenges, expectations and routines you may have for your child/children.

The goals of the orientation period are for your child to explore their new environment, to meet other children, to participate in the Preschool curriculum and to start building connections with our Educator team.

WHAT A DAY LOOKS LIKE

Each morning, it is best to be consistent with your drop off routine to ensure a safe and predictable experience for your child.

Each day children will engage in a play-based educational curriculum that offers progressive morning and afternoon tea times. We promote small group experiences including eating lunch in smaller groups to promote more meaningful conversations and interactions among children and Educators.

We encourage children to play in all weather (excluding extreme weather conditions) and we support children's sense of agency by keeping doors open to indoor and outdoor play. This enables them to choose where and how they want to engage throughout their day. Our children participate in regular bush kindy excursions, from a rotating roster to ensure all children are provided with opportunities to participate.

BEHAVIOUR GUIDANCE

Our Educators are trained in positive behaviour guidance strategies through professional development, mentoring and practice. These strategies are implemented in their work with children, educating them about rules and responsibilities, acceptable and unacceptable behaviours and actions.

We support children in developing emotional awareness through recognising and labelling emotions and strive to provide each child with the skills required for self-regulation. By providing small and quiet spaces for children they're enabled to escape or 'calm down' when required and return to play when they feel ready.

A PREDICTABLE MORNING ROUTINE

1. **Sign in** your child each time they arrive (if your child will be absent, please contact us and sign for any absent days on the next attendance day or mark them as absent via the app)
2. **Place your child's belongings** in their selected space/locker.
3. **Let an Educator know that your child has arrived.**
4. **Always let your child know when you are leaving.**
5. If you are unable to collect your child, please **inform Educators of who will pick up your child.** If this person is not an authorised nominee as specified on your child's enrolment form, written consent from a parent/caregiver will be required to release your child.



THE OWNA APP



Sustainable Play Preschool uses the OWNA Childcare App, so you can see your child's daily information, learning stories and centre updates at your convenience.

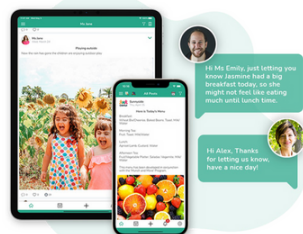
On OWNA, Educators share photos, videos, stories and reflections in real time. Parents can read and respond to posts, upload their own photos, and stay updated on preschool announcements.

The app is available via an iOS (Apple) or Android enabled device. OWNA provides a secure environment to coordinate communication between preschool staff and our preschool families.

Collaboration between parents and educators is at the heart of our service and we understand that our service only improves with increased engagement between our preschool staff and our preschool families.



OWNA lets you get closer than ever before, with daily updates, private messaging and instant notifications directly from your phone.



PARENT CHEAT SHEET

Use the QR code to the right to view OWNA's cheat sheet. The cheat sheet shows you how to access permission forms, **view your child's daily information, like how long they slept for and how much they ate, and more!**

PARENT CHEAT SHEET



PLEASE COMPLETE THE FOLLOWING:

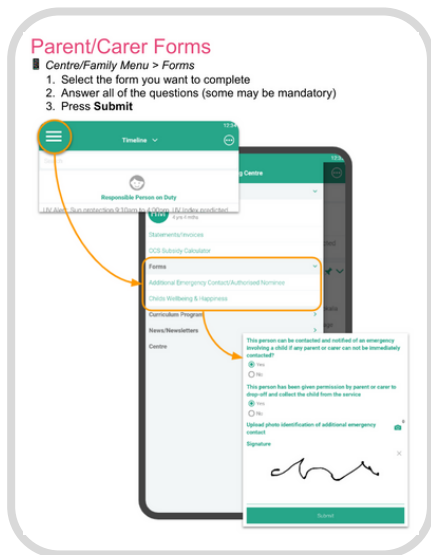


Upon enrolment, please complete the below forms -
all are accessible on the OWNA app.

PERMISSION FORMS

Using the hamburger button at the top left of the OWNA home screen (see image)

- Allergy Acknowledgment
- Social Media/Advertisement Consent
- Photography and Video Consent
- Lighting controlled fires with children.
- Bush Kindy and Community excursion
- Ongoing Incursions
- Onsite Preschool Access



DIRECT DEBIT REQUEST FORM



Use the QR code to view an image of where to find this form in the OWNA app.

COMPLYING WRITTEN ARRANGEMENT (CWA)



Use the QR code to view an image of where to find the CWA in the OWNA app.

HOW TO HELP YOUR CHILD SETTLE IN

WHILE GETTING READY OR ON THE WAY TO PRESCHOOL

Help prepare your child by remaining positive. Talk about things your child might participate in that day, try and include things that you can guarantee will occur. E.g. you can play outside, you can do some painting, etc.

A QUICK DEPARTURE

It's important to leave after you say goodbye to your child. Even if your child becomes upset, cries or clings, it's time to go. Educators will assist you (or explicitly ask for help) in leaving. Prolonging the goodbye only makes it harder for yourself and your child. It can also prolong the time it takes for your child to settle.

CONSISTENCY

Be consistent when it is time to go, the below script may support you through this; "Mummy/Daddy is going now; 'Educator name' is here and I'll be back this afternoon"

1

2

3

4

5

6

THE GOODBYE

You're welcome to stay with your child as long as you like, but when it's time for you to leave, a quick departure is always easiest. Let your child know it's time for you to go, say good-bye and leave promptly.

RECOGNISE AND LABEL EMOTIONS

If your child displays separation anxiety, acknowledge their emotion and provide reassurance, e.g. "I know you feel sad when I leave, but you have fun at Preschool and I always come back."

If you have ongoing concerns about your child's separation anxiety, don't hesitate to discuss these concerns with your child's Educators or the Preschool Director.

EASE YOUR MIND

Feel free to call the Preschool at any time to check in and see how your child has settled and how their day is going.

WHAT TO BRING TO PRESCHOOL:



CLOTHING, SHOES & HAT

- Clothes that are comfortable and 2-3 changes of spare clothes (weather appropriate).
- Shoes can be closed-in or sandals. **Closed-in** shoes are essential for bush kindy.
- Broad brimmed, bucket or legionnaires style hat
- Drink bottle

Please ensure all items are labelled with your child's name.

WETBAG, RAINCOAT & BOOTS

- Children will be provided with opportunities to play in all weather so bring a raincoat and boots.
- For those times when your child may require changing, a reusable wet bag helps us towards our sustainability goals.

Please ensure all items are labelled with your child's name.

SLEEP & COMFORT

- Your child will need 1 set of cot sheets if they like a sleep or rest at preschool.
- If your child likes a comfort item to feel safe, please bring it along.

Please ensure all items are labelled with your child's name.

SENSE OF BELONGING

- To assist in developing your child's sense of belonging at preschool, please bring a photo of your child with the special people in their life to display in the classroom.
- Alternatively post a photo to OWNA and our staff will print it out for you to share with your child.

NAPPIES AND BOTTLES

- If your child requires a bottle, bring it along, empty. The preschool will provide milk for your child.
- If your child requires breast milk or formula, you will be required to bring this each day.
- If your child uses nappies, bring at least 6 nappies each day. Educators endeavour to change each child's nappy every 2 hours or more if required.



If your child requires medication, please see staff.



HEALTH & SAFETY

PRESCHOOL IMMUNISATION REQUIREMENTS

Parents must provide an Australian Immunisation Register (AIR) History Statement (that shows a child is up to date or can't be immunised for medical reasons) OR an AIR Immunisation History Form (that shows a child is on a recognised catch-up schedule), when enrolling a child in childcare. This can be obtained with your Medicare account through myGov.

After each immunisation, parents are required to provide an updated AIR Immunisation History Statement to the service. Children who have not had all the recommended immunisations for their age will only be enrolled once they start on a catch-up schedule.

Your GP/nurse needs to fill out an AIR Immunisation History Form, send it to the AIR and give you a copy so that it can be provided to our service.

Please be aware that children who have not had all the recommended immunisations for their age may need to stay at home during a disease outbreak. This is to protect the child and to stop the spread of disease.

Overseas immunisation schedules can differ from the Australian schedule. If your child was immunised overseas, their immunisation record will need to be checked by a GP/nurse who will transfer the information to the AIR.

Parents are required to obtain an updated AIR Immunisation History Statement to give to our service.

ACCIDENTS, ILLNESS AND INJURY

For every accident, illness and injury which occurs on the Preschool premises an Accident, Illness and Injury form will be completed and upon notification, it is required to be acknowledged and signed by a parent or caregiver upon pick up.

If a substantial injury has occurred, but doesn't require treatment other than first aid, parents will still receive a courtesy call to ensure they have been notified prior to pick up.

If an accident, illness or injury requires medical treatment other than first aid, the Preschool Director or Responsible Person will be called immediately to assess and recommend if the parent is to be contacted to collect the child or if an ambulance is to be called.

If an accident or illness requires the administration of medication, an Educator and Preschool Director will need to receive verbal permission from a parent or caregiver.

The Preschool Director and Educator will both sign the permission form identifying the parent, the date and time permission was provided. Upon pick up, the parent will be required to sign the form to acknowledge that medication has been given to the child.

National Health and Medical Research Council guidelines 'Staying Healthy in Child Care – Preventing Infectious diseases in child care 5th Edition 2013' will be followed regarding any exclusion periods for unwell children.

MEDICAL CONDITIONS, ALLERGIES AND DIETARY REQUIREMENTS

During the enrolment process, you will be required to identify any allergy or dietary requirements your child may have.

If your child has an allergy you will be required to have your doctor complete a Medical Management Plan and Anaphylaxis Action Plan if applicable.

All children with dietary requirements will be required to have a Dietary Requirement Plan completed by a parent or caregiver.

All employees, volunteers and students will be made aware of children's allergies and dietary requirements and informed of the location of all management plans and medications associated with these plans.

It's possible for a child with no history of anaphylaxis to have their first anaphylactic reaction whilst at Preschool, if this occurs, employees are required to follow emergency first-aid procedures and ring for an ambulance immediately. Parents or caregivers will be informed as soon as possible.

If your child has a diagnosed medical condition, allergy or dietary requirements you will be asked to complete a Medical Management Plan to ensure Educators respond appropriately to your child's needs.

If your child requires medication while in attendance you will need to inform Educators and complete a Medication Administration Form.

INFECTIOUS DISEASE AND UNWELL CHILDREN

National Health and Medical Research Council guidelines 'Staying Healthy in Child Care – Preventing Infectious diseases in child care 5th Edition 2013' will be followed regarding any exclusion periods for unwell children.

If a child becomes unwell whilst at Preschool, parents or caregivers will be notified and asked to take the child home and return to the service after the recommended exclusion period has ended. The child will be separated from the other children where possible and supervised until they have been picked up from the service.

The Preschool Director will call an ambulance if urgent medical attention is required. Parents or caregivers will be contacted as soon as possible, and all medical and ambulance costs will be the parent's responsibility.

If an infectious disease is suspected or identified, Educators have a duty of care to all children and a responsibility to minimise the risk to children, this includes the transmission of infectious diseases.

- If your child is showing signs of illness or infectious disease while in our care, we will contact you and request that you collect your child and have them assessed by a medical professional.
- If your child is unwell or doesn't have the energy to fully participate in a full day of Preschool, we encourage you to make alternative arrangements for care.

- To prevent the spread of infectious diseases, we encourage everyone who enters or leaves our Preschool to wash and dry their hands properly.
- Anyone with or displaying the signs of an infectious disease will be excluded from the learning environment for the period recommended by Staying Healthy in Child Care or until a medical practitioner has provided a clearance letter to state they are no longer infectious and are well enough to return to Preschool.
- If it is suspected or has been confirmed that your child is suffering from an infectious disease, please notify the Preschool Director as soon as possible to ensure appropriate procedures are put into place to prevent the spread of infection.
- Where there are confirmed infectious diseases at our service, all families will be notified promptly and a notice detailing the condition will be displayed at the Preschool.

All illnesses at the Preschool are recorded on an Accident, Illness or Injury Form.

COURT ORDERS

We endeavour to ensure the safety of every child. If there are court orders which in any way affect your child at Preschool, for example, persons who may deliver and collect your child, a copy of the court order will be required.

Please provide a copy of any court order as soon as possible. All court orders will be kept securely, and your privacy will always be respected.

A photograph of three children in a bright, modern preschool classroom. They are gathered around a wooden table, engaged in an activity. One child is standing and reaching for something on the table, while two others are seated. The room has large windows, colorful artwork on the walls, and various toys and materials on shelves and the table.

CHANGES TO ENROLMENT

CHANGING ENROLLED DAYS

We do our best to support the changing needs of families. If you need to change or cancel your child's Preschool enrolment, **we require two weeks written notice.**

If we have vacancy on your required day, this will be provided to you as soon as the day is available. If your requested day/s are at full occupancy you will be added to the waitlist for those day/s.

If your child does not attend their last enrolled day, full fees will be charged to your account for the days they are absent until the final enrolment date has passed.

INCREASING ATTENDANCE DAYS

Additional days can be requested at any time and taken immediately if available.

If unavailable, your request for additional days can be added to our waitlist.

CEASING ATTENDANCE

Sustainable Play Preschool requires two week's written notice if you wish to cancel your child's enrolment.

If your child does not attend their last enrolled day, full fees will apply.

If your child stops attending Preschool before their enrolment ends, your CCS entitlements will not be applied to absent days after the last attendance day.

SWAPPING ATTENDANCE DAYS

We understand that family life is busy and from time to time, you may need to swap your enrolled days due to unforeseen circumstances.

If you would like to swap your child's regular day/s (one-off occurrence), and the desired alternative day/s is available in the same week, this can be offered to you. We will notify you as soon as is practical, if we are able to accommodate your request.

If your child does not attend on the confirmed alternative day/s, or if the requested alternative day/s are not available and your child does not attend on their regular day/s, normal charges will apply for the absence.

If you would like to permanently change your child's enrolled days, you should contact the Preschool Director as soon as possible to ensure we are able to accommodate your new requirements.

We require at least two weeks' written notice of enrolment changes.

If we have a vacancy on your required day, this will be provided to you as soon as the day is available.

If your requested day/s are at full occupancy you will be added to the waitlist for those day/s.



CASUAL BOOKINGS

Casual bookings are only available for families with permanent bookings.

Casual bookings will be charged according to the chosen session window and your child's age. Casual bookings can be booked 2 weeks in advance, or up until 8am the morning of the desired attendance day.

If you wish to cancel a casual booking, notification to the preschool is required by 8am the morning of the day booked. If the booking is not cancelled by this time, normal fees will apply.

A notification will be sent to families that have days selected for casual care availability, families will then have the ability to select the day and create a booking.



POLICIES & PROCEDURES

NATIONAL QUALITY FRAMEWORK

The National Quality Framework (NQF) is Australia's system for regulating early learning and school-age care including legislation and national quality standard, sector profiles and data, and learning frameworks.

It provides a national approach to regulation, assessment and quality improvement for early childhood education and care and outside school hours care services across Australia.

One feature of the NQF is that it sets out a series of National Quality Standards to assess and give ratings to all early childhood education and care services, including Preschools like Sustainable Play Preschool.

The NQF includes:

- National Law and National Regulations
- National Quality Standard
- Assessment and quality rating process
- National learning frameworks

QUALITY AREAS

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside school hours care services in Australia.

The NQS includes 7 quality areas that are important outcomes for children.

Services are assessed and rated by their regulatory authority against the NQS, and given a rating for each of the 7 quality areas and an overall rating based on these results.

NATIONAL QUALITY STANDARDS

Quality Area 1 Educational program and practice	<p>Educational program and practice of Educators are child-centred, stimulating and maximise opportunities for enhancing and extending each child's learning and development.</p>
Quality Area 2 Children's health and safety	<p>Children have the right to experience quality education and care in an environment that safeguards and promotes their health, safety and wellbeing.</p>
Quality Area 3 Physical environment	<p>The physical environment is safe, suitable and provides a rich and diverse range of experiences that promote children's learning and development.</p>
Quality Area 4 Staffing arrangements	<p>Qualified and experienced Educators, who develop warm, respectful relationships with children, create predictable environments and encourage children's active engagement in the learning program.</p>
Quality Area 5 Relationships with children	<p>Relationships with children are responsive, respectful and promote children's sense of security and belonging.</p>
Quality Area 6 Collaborative partnerships with families and communities	<p>Collaborative relationships with families are fundamental to achieving quality outcomes for children, and community partnerships based on active communication, consultation and collaboration are essential.</p>
Quality Area 7 Governance and leadership	<p>Effective leadership and governance of the service contribute to quality environments for children's learning and development. Effective leaders establish shared values for the service and set a clear direction for the service's continuous improvement.</p>

KEY POLICIES FOR FAMILIES

Quality Area 1 Educational program & practice	<ul style="list-style-type: none"> • Educational Planning and Documentation. • Supporting Participation and Inclusion. • Inclusion, Culture and Diversity
Quality Area 2 Children's health and safety	<ul style="list-style-type: none"> • Administration of First Aid • Arrival and Collection of Children. • Child Protection. • Child Safe Environment • Control of Infectious Disease • Excursions and Incursions • Incident, Injury, Trauma and Illness • Medication Administration • Medical Conditions Management • Nutrition and Food Safety • Safe Transportation of Children. • Sleep and Rest • UV/Sun Safety/Sun Protection • Water Safety.
Quality Area 3 Physical environment	<ul style="list-style-type: none"> • Environmental Sustainability. • Equipment and Safe Building
Quality Area 4 Staffing arrangements	<ul style="list-style-type: none"> • Recruitment. • Rostering Staff.
Quality Area 5 Relationships with children	<ul style="list-style-type: none"> • Behaviour Guidance. • Child Interaction. • Respect for Children
Quality Area 6 Collaborative partnerships with families and communities	<ul style="list-style-type: none"> • Enrolment • Family Rights and Responsibilities. • Family Communication • Orientation • Transition to School.
Quality Area 7 Governance and leadership	<ul style="list-style-type: none"> • Confidentiality and Privacy. • Dealing with Complaints/Grievances • Notification and Reporting. • Payment of fees • Writing, Reviewing and Maintaining Policies

To access and read our Policies and Procedures, log onto the OWNA app.

STATUTORY REQUIREMENTS

Regulatory authorities administer the National Quality Framework (NQF) in each state and territory, usually as part of that state or territory's education department or agency. In most cases the regulatory authority is the first point of contact for providers. They are responsible for:

- Granting approvals, including provider approval and service approvals
- Assessing and rating services against the National Quality Standard
- Working with ACECQA to promote continuous quality improvement and educating the sector and community about the NQF

Regulatory authorities also have a range of powers and tools to facilitate continuous improvement and ensure compliance with the NQF, including the ability to issue compliance notices. If you have any concerns, we encourage you to address these concerns with the Preschool Director. We welcome your feedback and we will endeavour to be the best we can be and meet all expectations of families and children within our care. If you're not completely satisfied, your regulatory authority can help you with making a complaint about a service. Below are the contact details for the NSW Regulatory Authority:

Early Childhood Education Directorate, NSW Department of Education

Website: education.nsw.gov.au

E-mail: ececd@det.nsw.edu.au

Phone: 1800 619 113 (toll free)

Fax: (02) 8633 1810

Address: Locked Bag 5107 Parramatta, NSW 2124

NATIONAL LAW AND REGULATIONS

The National Law and National Regulations outline the legal obligations of approved providers, nominated supervisors, and Educators and explain the powers and functions of the state and territory regulatory authorities and ACECQA.



