

# Parent Information

## 2020

199 Bradley street  
Guyra NSW 2365  
(02) 67791715

[preschool@guyra.nsw.gov.au](mailto:preschool@guyra.nsw.gov.au)



"Children learn more quickly during their early years than any other time in their life. They need love and nurturing to develop a sense of trust and security that turns into confidence as they grow"

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Welcome to the Guyra Preschool and Long Day Care Centre/Guyra OSHC!

We are delighted that you have chosen our centre to provide for the needs of your child. You and your family are encouraged to visit our centre prior to the first day of enrolment to give our teachers, and your child, an opportunity to meet and become better acquainted. It will make separating on the first day a bit easier.

The Parent Handbook has been written to describe our program, philosophy, policies, and all the practical details that go into making each day as happy and successful as possible. Please carefully read this handbook and keep it for future reference. The educators at the Guyra Preschool and Long Day Care Centre/Guyra OSHC would be glad to address any of your questions or concerns. Once again, welcome!



## Code of Ethics

The Guyra Preschool and Long Day Care Centre is committed to the safety and wellbeing of all children and young people accessing our services. We support the rights of the child and will strive to deliver a child safe environment at all times. We also support the rights and well being of our staff, carers, and volunteers and encourage their participation in building and maintaining a secure environment for children.

# Our Philosophy

## As Early Childhood Educators we believe-



That positive, genuine and trusting relationships are the foundation to success. Relationships with children that are based on respect, compassion, support, honesty and fairness, allow for children to feel safe, secure and supported in the early childhood setting. When children are confident in their surroundings they interact, engage, feel belonging and have a sense of ownership for both themselves and their surroundings. Positive and genuine relationships build self-esteem in children and allow educators to develop a true understanding of child's interests, needs and development. We endeavour to foster decision making, confidence, independence, resilience and autonomy in each child and encourage them to show respect, empathy and understanding of others at all times.

Positive and encouraging communication both verbal and nonverbal with children and families is essential. Listen to what is spoken, reflect upon what is said and respond with class, dignity and thoughtfulness. Use clear, direct and meaningful communication to convey thoughts and be mindful of body language, tone and pitch of voice and use eye contact. To develop and sustain strong relationships it is imperative for all stakeholders to communicate honestly and positively and at an age appropriate manner. Encourage children and families to express themselves freely, appreciate and utilise other perspectives.

To support the individual rights of each and every child in relation to the United Nation Conventions on the Rights of the Child. Recognise, Embrace, encourage children to actively pursue their rights. Treat and respect each child as an individual and celebrate their difference, strengths and varying learning journeys in each child. Children are equally contributing humans and their voices are just as important as adults. Value their abilities, thoughts, interests and rights and encourage them to be advocates for themselves to build autonomy and resilience. Also reflect upon the Early Childhood Australia Code of Ethics to guide practices within the service.

Embrace, encourage and inclusion of all different cultures and diversity within community. To have equity of regardless of race, gender, back grounds, cultures, beliefs or abilities. All stakeholders are recognised an equals and supported in the setting. Culture and diversity is recognised through a holistic curriculum and inclusion of varied ways of life. Inclusive practise are imbedded to support and provide equality to all children and families with additional needs. Local indigenous families, traditions, histories and custodians are acknowledge, valued and imbedded in everyday practices. Through play, we Endeavour to encourage co-operation, consideration, self-motivation and un-biased attitudes. We encourage allowances to be made for diversity and understand different perspectives. Meet individual needs through creating a diverse and unbiased curriculum and environment.

It is important to be involved in the local community and connect to children's worlds. To provide access and support children to engage into their communities, become aware of the world around them and be seen as the future generations. To advocate for young children in the community and propel them to be a recognised importance of the community and world. Family involvement in the Early Childhood Setting is essential to strengthen relationships, build inclusive and rich curriculums and thoroughly know and understand children. All stakeholders are encouraged and invited to reflect upon policies, procedures and ongoing QIP. Stakeholder's participation is desired for ongoing changes, improvements and development

In a play based learning environment to allow children express themselves freely, make own decisions, determine and push own boundaries, not conform to ideals and grow and learn at their own pace. For children to explore and discover through self-selected experiences and learn life skills through play. Using the EYLF, developmental outcomes, National Quality Standards and continuous cycle of planning and curriculum to enhance children's imagination, activities, involvement and increase their ZPD, by focusing on their strengths and interests and following children lead. Through dramatic and creative experiences children are encouraged to express themselves and develop an appreciation of the creativity of others. To provide opportunities for discovery learning through self-selected experiences. We encourage the development of children's abilities to observe, perceive, explore, investigate, imagine and problem solve. This promotes independent learning and responsibility.

That the natural environment and play spaces children engage with can be the third teacher. In sustainable, ecofriendly environments that promote sensory discovery include open ended resources and promote free play, children learn from their environment. We believe that children need to be aware of the effects they have on the environment and how it can affect the future. Imbedding daily sustainable practises involves children and establishes the cause and effect of their actions on the environment. Children are capable of caring for living things and centre pets, gardening practices and ecofriendly living builds ownership and care for Mother Nature.

It is imperative for children to play, learn and grow in a safe, secure environment, both physically and emotionally. The wellbeing of children is of the utmost importance as children cannot grow, learn, play and develop to the full potential without firstly being safe and having healthy and a positive wellbeing. Children in happy, safe, healthy and supportive environments and relationship will feel free to take calculated risks, speak their minds and explore. Educators need to provide physically safe play spaces, emotionally and mentally safe relationships and support healthy and safe home environments. We also promote healthy eating practices and promote physical activity, Educators led by example using the Munch and Move program.

Educators must be passionate, innovative, creative, dedicated, self-reflective and always open to further professional development. In the ever changing Early Childhood Industry Educators benefit from ongoing training to update their knowledge, skills and keep their passion for the job alive. Educators are role models to children are must conduct themselves in a professional and ethical manner at all times.

# Enrolments

Children between the ages 6 weeks and 6 years are eligible for enrolment at the Guyra Preschool and Long Day care Centre. Children may attend the centre for any period of time between 7:30 a.m. and 6:00 p.m., Monday through Friday. ASC 3.30pm-6.00 at the centre and OSHC VAC care 8am-5.30pm during school terms at the HACC building.

Documents to be completed and returned before enrolment are:

Child Enrolment Form, Birth certificate  
Immunisation report, Medical action plans..

## Withdrawals

A two-week notice is required before withdrawing a child from our centre. Account must be paid in full before withdrawing.

The director of the centre reserves the right to cancel the enrolment of a child at her discretion, or for the following possible reasons:

Non-payment or excessive late payments of fees.

Not observing the rules of the centre as outlined in the parent agreement.

Physical and/or verbal abuse of staff or children by parent or child.

Expired or non-immunizations.

## Holidays

The Guyra Preschool and Long Day Care Centre/Guyra OSHC will be closed on the following holidays: New Year's Day, Australia Day, Good Friday, Easter Monday, Queens Birthday Public Holiday in June. October Labour day. Christmas Eve Day, and Christmas Day. The centre also closes for 2 weeks over the Christmas/ New Years holiday period. Fees are not charged when the centre is closed.



## Fees

Accounts are to be paid 1 week in advance via direct deposit. Accounts summaries will be delivered to families through Parent Pockets on a weekly basis. Fees are payable for all days the centre is opened including children's sick days, family holidays and pupil free days, but excludes when the centre is closed. The non payment of fees or fee in arrears of 2 weeks will put your Childs care position in jeopardy. Child care daily fees are as follows \$82.00 babies (aged 6 weeks to 2 years), \$79.00 toddlers (aged 2 years- 3 years) and \$76.00 Pre-schoolers (aged 3 years- 5 years), \$10.00 before school care, \$24.00 after school care, \$62.00 OSHC Vacation Care. Your Families CCS percentage rate from Family Assistance Office will reduce this fee. Child Care Subsidy (CCS) is available to all families who are Australian Residents. To find out your eligibility, Families must contact the Family Assistance Office 13 16 50. Child Care Subsidy is paid directly to the centre to reduce the gap for families, CCS will be documented on families statements.

## No Trades

Parents may request an added or extra day. We will check our schedule and will let you know if an opening is available.

Children's days cannot be swapped or traded on a casual basis. If needing to swap an enrolled day please see the centre Director to discuss the available options.

## Unexpected Closings

The Guyra Preschool and Long Day Care Centre/ Guyra OSHC may be forced to close when Guyra weather brings snow. If the roads are deemed too dangerous to travel on the centre Director will make a decision to ensure the safety of all staff and children and close the centre until roads are safe to travel on again. On a rare occasion our centre may be forced to close due to a situation beyond our control (e.g. break in, electrical outage, no water service). Every attempt will be made to inform parents of an emergency closing.

## Pick up and Drop off.

Parents are expected to accompany their child into the centre. The teachers are glad to assist you and your child at your drop-off time. It is important for the teacher to keep a watchful eye on all the children in their care, therefore notification to teachers of your child arriving and departing to crucial. You are welcome to stay for a short while and assist your child through this transition. Simply notify the classroom teacher when you are ready to leave and the teacher will assist.

Only the individuals listed on the Child Information Record, or on a written permission note from the parent, will be allowed to leave with a child. The staff is expected to request a picture I.D. from any unfamiliar person (including grandparents). If there is any concern, the staff of the Guyra Preschool and Long Day Care Centre/Guyra OSHC reserves the right to deny a person's request to pick-up a child.

Remember to communicate in writing any changes in your enrolment. You may add or delete names of authorized adults allowed to pick-up your child.

Your child's classroom teacher will be available at pick-up time for short questions. For longer discussions or particular concerns please schedule an appointment.

Your child has waited all day to see you and is excited when you walk in the door. At pick up please give your full attention to your child, as they will have many exciting stories to tell you.

The parent or guardian of a child not picked-up until after closing time (6:00 p.m.), will be charged \$1 per minute. This fee applies per family. Overdue fees will be charged to children's accounts and are expected to be paid within 2 weeks.

"Separation anxiety is a normal stage in a child's life"

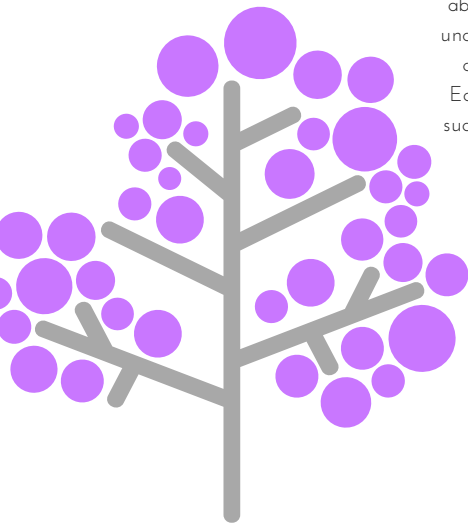
## Settling into care

Introducing your child to care can be an emotional time. It is fair to expect some tearful goodbyes that may last for a week or two or might continue for some months. There are many ways you can assist your child with this transition. Prepare yourself and your child by visiting the centre many times before enrolments begins, this way you can both start to develop relationships with children and educators. Educators and centre director will undertake an orientation with you and your child to ensure the best possible start for all. Provide lots of info to the educators so they can set up, prepare and plan activities or provide beloved interests for your child so they have something familiar in their new care environment. Consistent communication between staff and families, and vis versa is crucial to helping families adjust. We encourage families to participate in centre programs and activities, allowing them insight into the centres activities. We encourage families to 'check in' and phone us throughout the day. Always remember to read your child portfolio, it will have their latest's learning and play experience documented for you to read and provide input on.



## Protecting everyone

All Early Childhood Educators are mandatory reporters and are bound by law to report any suspected child abuse or neglect. This also includes children that are left unattended in cars in the car park. This is an illegal action and must be reported to the appropriate authorities. Educators must record any suspected abuse relating to such as areas as emotional, physical, sexual and neglect.



# staffing

The Guyra Preschool and Long Day Care Centre/Guyra OSHC currently employs 1 Early Childhood Degree Trained Educator, 1 Teacher who is working towards her Early Childhood Degree. 3 Diploma Trained educators, 4 Certificate 3 trained educator and 2 educators currently working towards their cert 3 in Early Childhood Education and Care.



## Confidentiality

All Guyra Preschool and Long Day care Centre/Guyra OSHC occurrences, information, children related issues and family concerns are confidential and are treated with respect. Educators at the centre are also bound by Armidale Regional Councils confidentiality agreement and bound by the ECA code of ethics.





# Communication

Success in Early Childhood is a goal that both parents and educators have for their children.

Learning improves when parents are involved in their child's education.

It is important that educators and parents get to know each other to develop trust and respect. Children succeed when there is an open exchange of information that links the home with the centre.

It is very helpful when parents share children's interests, hobbies and talents, we can then focus the children's learning through their interests, strengths and abilities.

We encourage parents and families to actively participate in the care and education of their children through involvement in decision making, engagement in centre activities and spend time in our centre daily and for special occasions and events.

We also encourage parents to be involved in an advisory and consultative manner to aid in reviewing centre policies and procedures and philosophy.

Policies are reviewed annually and policies review periods are made aware to families in the centres newsletter. Our centres policies are purchased from Centre Support and are adapted to meet the needs of our individual service.

Policy input from families is expected and valued and we look forward to having your input over the next 12 months to ensure our policies directly reflect the best interests of all.

You are welcome to call to arrange a meeting with your child's teacher--even just to become better acquainted!

We have an open door policy to all and welcome anyone at any time.

Concerns or grievances are taken seriously and should all be addressed directly to the centre director,

All outcomes will be discussed with the parent who is concerned.

Each child is provided with a parent pocket which is located in the foyer.

Please check your pockets daily for notes, newsletters, accounts, receipts and all centre related information.

The centre also shares information on the private Facebook group, via notice boards and emails.

Please inform Director if any changes occur in your family such as- change to address, phone numbers, e-mail address, parent/guardian employment, health/immunisations up-dates, etc.

Educators will speak with you informally upon collection of your child or through phone calls if any issues arise during the day.

Information regarding your child's day will be documented daily for you to view. These includes details of sleeping habits, toilet practices, food and drink consumption and most importantly learning and play that are delivered through children's portfolios.



## Higher needs children

The Guyra Preschool and Long Day Care Centre/Guyra OSHC are committed to ensure all children regardless of their capabilities and strengths are catered for.

Children with disabilities and higher needs are welcomed with open arms to enrol, along with the support from Inclusion support agencies that the service can network with to obtain additional funding to employ room aids.

Detailed information from families is required so educators have full background and diagnostic information to ensure children have the best of care. If Educators recognise signs/symptoms of an additional need in your child, educators will arrange to discuss this matter in private.

"Sometimes you need to talk to a 3 year old so you can understand life again"

-Rebecca Eanes



"Play is the highest form of research"

-Albert Einstein

## Clothing.

Because of the wide range of activities it is recommended that children be dressed in washable, comfortable clothing. Plastic aprons will be provided by the centre for art and water activities.

Water activities, sand play, and occasional bathroom accidents necessitate that an extra set of clothing be kept at the centre at all times.

All extra clothing should be marked with the child's name and placed in a labelled plastic bag.

Clothing should include underwear, socks, pants/shorts, jumper and t-shirt.

If wet or dirty clothes are sent home, please return a clean extra set of clothes the next morning.

Licensing requires that children be taken outdoors each day.

Children should be dressed accordingly: light jacket, cap, and rain boots (for damp days) on cold days; heavy winter jacket, gloves, scarf, hat, and snow boots.

Sleeved t-shirts, shorts and enclosed sandals for hot days. An extra jumper or sweatshirt at school is recommended for sudden changes in temperature.

All clothing, including coats, boots and hats, must be labelled clearly with your child's name.

We are a sun safe registered centre which means we play outside at the lower UV ray parts of the day, always try to play in shady areas, always wear wide brimmed hats and never wear sleeveless shirts or singlets.

Children sun safety is very important to us as we work and live in such a damaging climate.





# Nappies and Toilet Training

Parents supply all Nappies. Wipes will be provided by the centre unless the parent makes alternate arrangements.

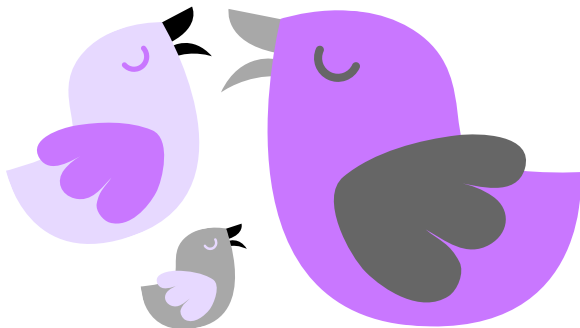
Our teachers are experienced in training young children in how to use the bathroom. It is essential that the parent and teacher communicate about the needs of the child and work together to make this developmental milestone positive and successful.

We recommend that when in training, your child be dressed in "user-friendly" clothing. Overalls, zippers, and snaps are difficult for small children to manage--especially in a hurry! While toilet training, parents are to provide lots of training underwear, socks, and outer clothing. We do not recommend Pull Ups . They seem to only delay the toilet training process.

# Sleep and Rest

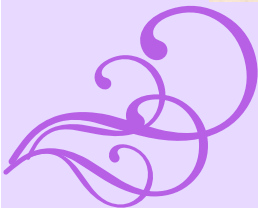
Each child will need a set of cot sheets to use at naptime. Your child's name must be clearly written on the sheets. Pillows are not permitted for use at rest time.

Especially pillows for babies, using pillows in cots is unsafe and is a cot death hazard. Cot sheets and blankets will be sent home to be washed when necessary by families. All children are provided with the opportunity to sleep and rest when they feel tired. Traditional rest time is between 12pm-3pm, varying for different age groups; however children can rest at any time if needed. Older children who do not sleep will undertake quiet relaxing activities such as puzzles, school readiness prep, drawing, slime or play dough creations, yoga, medication and story book reading.



# Bottles, Dummies and Comforters

You may send extra bottles, a small security blanket and/or a pacifier for your child. We always want children to feel secure and confident and if they need comforters to aid their emotional wellbeing then we encourage their use. However we do encourage dummies and comforters to be 'put away' when not emotionally needed. Please ensure all Bottles, Dummies and Comforters are clearly labelled. Staff will make every effort to keep track of these items but will not be held responsible if lost. When you are ready to wean your child, please communicate with your child's teacher so a consistent strategy between home and our centre may be established.



## Meals, Snacks and Food Allergies

Parents will provide formula or breast milk for children. Families supply all food and drinks for children for the entire day. Lunches sent from home should be self-serving or easy to serve and all containers clearly labelled. A microwave will be available. Lunch boxes that have a frozen pack inside are recommended. Children have morning tea at approx. 10am, lunch at approx. 12pm and afternoon tea at 3pm. Children are also welcomed to have breakfast and evening snack if they are here for long days, and can also eat from their lunch box whenever they feel hungry. Our centre follows healthy eating guidelines and has a healthy eating policy that prevents chocolate, chips, lollies and 'sometimes foods' to be consumed whilst in care. The centre also supports nude lunch boxes, which means no wrapping or packaging in lunch boxes to encourage more sustainable practices and healthier food choices. We ask that all 'heat up' meals that need to be heated up to be placed in the bottom crisper draws of the room fridges, so they do not get missed by staff.

## Healthy Choices

While the occasional donut, cake, and sugary packaged products make for a good treat they do not necessarily make a healthy meal. We ask that parents reserve these items for special occasions. Bringing in these items on a daily basis for their child does not encourage healthy eating patterns. We are happy to provide parents with a list of healthy, fun, alternatives upon request.



## Asthma, Anaphylaxis and Allergies.

Asthma and Anaphylaxis are both life threatening illnesses which we take very seriously. We currently have no food restrictions in place however ask that parents be mindful that many children can react both severely and non severely to nuts, eggs, milk and wheat. We ask that we packing lunch boxes families try to steer clear of packing nuts or nut products as many young children may not have been exposed to them in life and may not yet realise they are allergic or anaphylactic.

If there are dietary needs, or allergies, it is the parent's responsibility to notify both the centre director and the classroom teacher. An Allergy and/or Medical Action plan needs to be created in conjunction with staff and medical professionals to ensure children health and wellbeing is maintained. Medical management plans, risk management plans, permission notes and documents to help in case of an emergency, MUST be kept up to date and are made avail be to all staffs information. Asthma puffers and Epi pens are to be purchased and left at the centre along with paraphernalia required to administer so they are always on hand in times of need. They too must be kept in date. Children are not allowed to eat from one another's lunch boxes to prevent children from eating something that they may be allergic to.



## Immunisation

All children who attend child care in Australia are required by law to be fully vaccinated. The Guyra Preschool and Long Day Care Centre/Guyra OSHC require all children enrolled in the program to be immunised.

\*Important: It is your responsibility as parent or guardian, to maintain up-to-date immunisations for your child (ren). Updates must be reported to the centre director in writing.



## Medication

Non-prescriptive medication (Panadol.) as well as prescription medication will only be administered after a parent signs required medication permission form and all medications have DR subscription label with name and dosage instructions for that child. The parent must provide all medications.

Prescription medication must be in the original container and labelled with the child's name.

Staff cannot administer medication (prescription or over-the-counter) without the proper dosage for that child listed on the container. If the container reads, "Consult/see Doctor" then a note from the doctor with the child's weight, and the dosage recommended, must be provided. Panadol will only be administered as a last resort if children become unwell or present a high temperature during the day whilst awaiting their family to pick them up.

Children that are unwell are need Panadol to feel well enough to attend need to stay at home.



# Unwell Children and EXclusion.

You are the best judge of your child's health and we trust you will not bring a sick child to the centre. However, if while in our care your child becomes ill, displays an unknown rash, or acts out-of-character your child's teacher will consult the director and you may be called to come take your child home. When called, you (or an alternate emergency person) are expected to come immediately. This is to protect the health of your child and his/her classmates. Your cooperation is greatly appreciated.

The following criteria will be considered in determining if your child must go home:

- Unknown rash.
- Temperature of 38 or higher.
- Highly contagious condition such as, chicken pox, tonsillitis, Influenza, impetigo, conjunctivitis (pink eye), etc.
- Diarrhoea or vomiting (more than two loose, watery stools). Consideration will be taken if your child is allergic to certain food/drink products or on medication.
- Persistent cough for an extended period of time (cough suppressants and/or allergy medications are not recommended unless prescribed by a doctor)

**If your child is too ill to play outside with his or her class, or participate in regular classroom activities, then your child is too ill to attend the centre.**

The centre follows the Staying Healthy in Childcare guidelines for exclusion periods.

Some exclusion periods are-

- Cold sores- No exclusion period required if sores are covered with waterproof dressings
- Conjunctivitis- Exclusion until discharge from eyes has stopped and treatment has occurred for at least 24 hours.
- Diarrhoea and Vomiting- Exclusion until diarrhoea and vomiting has stopped, children feel better in themselves, can eat and drink normally (usually 24 hours after)
- Ear infections- Children should not attend if they have discharge coming out of their ear or have a temperature.
  - Hand, foot and mouth- exclusion until all blisters have healed and dried.
- Head Lice- Children can only attend childcare once they have been effectively treated and have no live crawling lice present.
- Impetigo (school sores) - Exclusion until antibiotic treatment has commenced; return after 24 hours of treatment and all sores are covered with water proof dressings.
- Influenza- Children with influenza are excluded until they are well, have no temperatures, runny nose etc.
- Pertussis (whooping cough)- Children with pertussis need to be excluded for 21 days from the onset of symptoms and when they have been treated with antibiotics for a full 5 days.
  - Rashes- all rashes should be checked by a DR to determine their cause.
  - Throat infections- 1-3 days or 24 hours after antibiotic treatment.
- Varicella (chicken pox) - children need to be excluded until all blisters have dried.

**Your Child may return to care once they have a clearance from a DR.**

**Please notify staff of any infectious disease so they can notify other families.**

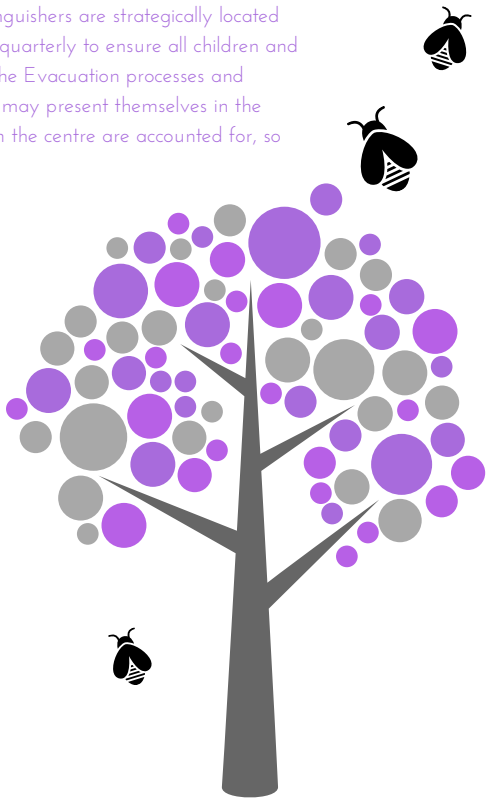


# Accidents and Injuries.

Every consideration will be taken to ensure the safety of your child while in our care. Should an injury occur, an Accident/Incident Report would be completed by the witnessing Teacher and signed by the Centre Director or appropriate person. A copy of this report will be required to be read and signed by parent. A parent or guardian will be called to be notified regarding any serious injury or injury to the head that occurs while your child is in our care. In the event of a major medical emergency or accident, the centre teacher or director will call 000 first. The child will be transported to the hospital noted on the Child Enrolment (or the closest hospital).The parent/guardian will be called immediately.

## Emergency Evacuations

Emergency evacuations as well as lock down procedures are regularly practiced and the centre has individual plans if in danger of local emergencies, including flood, bushfire, fires etc. Fire extinguishers are strategically located throughout the centre. Drill are completed quarterly to ensure all children and educators have opportunities to practices the Evacuation processes and become prepared for real emergency that may present themselves in the future. It is crucial that all people present in the centre are accounted for, so ensure you child is signed in correctly.





"What if I fall?"  
"Oh, my darling, what if you fly?"



# Excursions

Excursions are considered an important part of the educational program and will be taken periodically. The centre will provide the same adequate responsible adult supervision for these excursions as is provided children while in attendance at the centre. You will be notified of all Excursions with an Excursion permission form which will outline all regulation required information and seek your written consent. Parent volunteers are welcome to assist with excursions (and other special events).

The Guyra Preschool and Long Day Care Centre prides itself on the amount of excursions and incursions we have with local community groups, the children frequently excursion to local hospitals, nursing homes, libraries, parks and play grounds and welcome Indigenous groups, health professionals, musical guests and inclusions supports groups to the centre.

## Family Gatherings

The Guyra Preschool and Long Day Care Centre/ Guyra OSHC families have a chance to meet with other families and the teachers several times a year. These gatherings are meant to provide a sense of community and to celebrate the families here at the centre. Dates and times will be posted. Our annual Christmas fair/party is usual held in December, NAIDOC week held in June, grandparent's morning tea held in October, emergency services week any many many more activities throughout the year.

We celebrate preschool graduation by having a big graduation celebration at the local club to allow enough room for all children and extended family to celebrate the graduating children of the year. Family members are invited to, Mother's Day, and Father's Day celebrations as well as Easter hat parades.

## Centre Happenings

The Guyra Preschool and Long Day Care Centre/ Guyra OSHC makes every attempt to keep parents up to date on happenings here at the centre and in the community. Centre newsletters are sent out each month. Parent bulletin boards are in the entrance foyer, Parent pockets are also located in the foyer where all updates are provided. Information and updates are also shared on the Guyra Preschool and Long Day Care Centres face book page and sent via emails. Please read them. It is also the parents' responsibility to keep up to date by being aware and checking for updates. Together, as partners, we will be able to provide your child with a fun and safe learning environment.



## Inclusion and Cultural Diversity

As Australia is a culturally and linguistically diverse nation, we recognise the diversity of all cultures and provide opportunities for all children to develop an understanding of these cultures. Therefore we aim to help foster in each child awareness and acceptance of other cultures through integrating multiculturalism into our curriculum. It is important to understand that culturalism is not tokenism, but is incorporated into our program on a daily basis. This can be achieved through providing and offering a range of books, music, cooking, crafts, singing, clothing, play equipment and other subtle means.

The Guyra Preschool and Long Day Care Centre/Guyra OSHC focuses heavily on the local Indigenous cultures and traditions as it is so specific to our local context.

Guyra Preschool and Long Day Care Centre/Guyra OSHC welcomes those of diverse faiths, ethnic origins, and race.

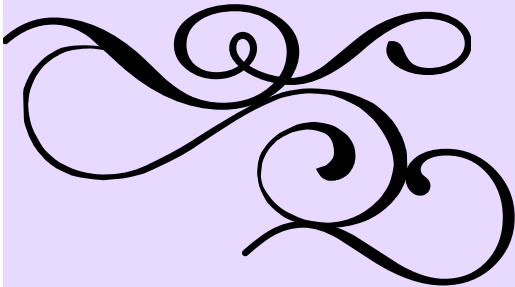
While diversity may include different faiths, gender roles, socioeconomic status, and ethnicity it is not limited to just these areas. We believe that diversity also includes the different physical, cognitive, and social abilities that one possesses. We strive to create a developmentally appropriate classroom environment that not only reflects each child's unique abilities but also encompasses their home culture and experiences as well.

One of the most important things that we can do to teach our children about diversity is through role modelling that all people are treated with kindness and respect. While it is impossible to list all the things we do to encourage diversity, listed below are some of the ways we incorporate diversity into our curriculum at the centre:

- Our CHILD ENROLLMENT form encourages families to share their home traditions with us.
- We collaborate with PEDAL and Northcott to ensure that children with varying abilities have the best resources available to them to meet their needs.
- We encourage families and members of our community to visit with us through out the year, not just special occasions, about their traditions and customs.
- Our teachers incorporate props and materials into the different learning environments that reflect diversity in the above mentioned areas.

## Daily Routines.

Daily routines are flexible and adaptable each and every day to suit the children's needs interests and development. We offer meal times through out the day depending on the children's hunger, sleep and rest times are offered when children feel tired and lethargic, we have indoor, outdoor play depending on the weather (or even love being outside in bad weather), where the children want to play or not to play, we take indoor toys outside and bring outside toys inside. We have planned and spontaneous intentional teaching, group times, story session and structured learning but most of all we have fun. We follow the needs of the children each and every day, while the routine is displayed for reference, we ab and flow as needed to meet the needs of the children.



## Sustainability

At the Guyra Preschool and Long Day Care Centre/Guyra OSHC educators and children work together to learn about and promote the sustainable use of resources and to develop and implement sustainable practices. Our practices include recycling, use of recycled materials, energy efficiency by turning off lights when outside etc., water conservation with eco friendly white goods and using water efficiently, giving our food scraps to chooks and guinea pigs and many more

## Safety

The Guyra Preschool and Long Day Care Centre/Guyra OSHC is proactive when it comes to ensuring everyone's safety. Daily checklists are completed both indoors and outdoors to ensure the environments is safe, clean, dry and well maintained, as well as equipment is not broken and is ample in numbers. We ensure all measure are taken to prevent injury with supervision, correct storage of chemicals and complete risk assessments to determine and manage any possible risks. We plan regular excursion and incursion and also complete risk assessments and plans to ensure children's safety when leaving the centre. We have a registered WHS safety officer on sight and all staff hold current first aid, asthma, anaphylaxis and CPR training.

## Photographs and Publicity

Photographs of the children are used each and everyday in our program. Photos may be taken from time to time and may appear in newspapers, social media, publicity materials and/or educational trainings. Your permission for photographs of your child is sought in their enrolment form. If you do not want your child's photos to be used for publicity purposes or shared on social media please talk to centre director.

## Bodies and Boundaries

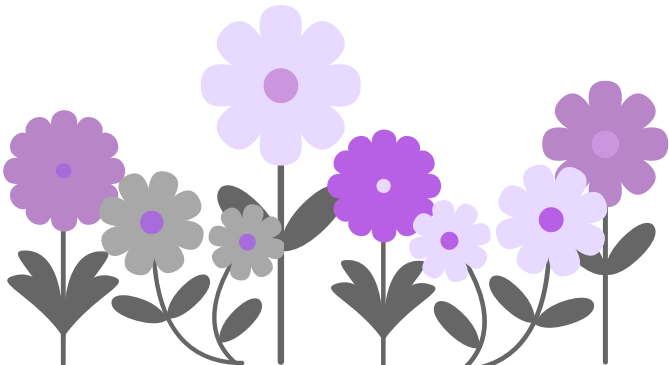
There is a natural curiosity among children with regards to their bodies. When situations arise where we have to speak to children about body parts we use the anatomically correct terms. We also teach children that every person has boundaries and that our bodies are private and should be respected. Parents will be notified if situations occur in the classroom that directly affects their child(ren).

## School Readiness

Educators at the Guyra Preschool and Long Day care centre work closely with children aged 4-6 in order to prepare them best way we can for starting big school. We focus on both emotional and social skills as well as formally school projects. Social and emotional building is attributed by managing own emotions, building resilience and autonomy, making positive decisions, seeking help from peers rather than teachers, taking turns, lining up, toileting and playing collaboratively with peers. Formally schooling is built by Intentional teaching, group time learning, hand writing, correct pencil grip, recognising numbers, letters, colours etc., recognising their own name, assisting with memory retention, following instructions and listening to prompts. We also network with the local schools and meet regular to arrange excursion and incursion with school teacher. Children have the opportunity to meet their teachers and teachers can get to know the children before school begins. Educators also volunteer several time at transition to big school to ensure children have confident starts to their formal schooling.

## Family grouping

We begin every morning family grouping in the same room to ensure children have calm and relaxed drop offs with the comforter of siblings by their side. We enjoy collaborative morning times with mixed age groups till approximately 9.30am, then move into correct rooms aligned with the national regulations for ratios which are- Babies 1:4, Toddlers 1:5, Preschool 1:10 and OSHC 1:15.





## Birthday Celebrations

Parents are welcome to send a birthday cake to share with their child's classmates on birthdays or special occasions. NO CHOCOLATE cakes are allowed, please ensure an alternative is sourced. Discuss with child's teacher in advance about what kind of treat you plan on bringing. This is for the safety of all of the children. Please do not bring in any treats that contain peanuts or peanut products. Ask your child's teacher for suggestions. Parents are always welcome at their child's birthday celebration. If a birthday is to be celebrated away from school and the entire class is not invited, please ensure invitations are sent via the parent pockets and not handed out in the class rooms. Our centre will not distribute mailing lists or phone numbers.



## Treasures and possessions

Sometimes children need/want to bring special toys or newfound treasures to use as a "bridge" between home and school. On these occasions we will work with you and your child to make it a positive sharing experience. Past experience has shown us that often toys from home create problems at school. We encourage you to keep personal belongings and toys at home unless the teacher has scheduled a "show-n'-tell" day. Videos brought in to share with the class must be 'G' rated. The Guyra Preschool and Long Day Care Centre will not be responsible for any lost items.

Important...there are 3 things we feel strongly must remain at home: toy guns, money, and lollies/gum.

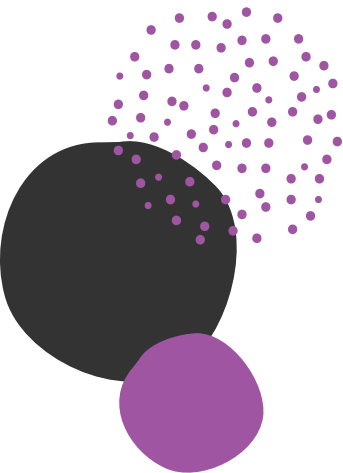


# Policies

Our centres are governed by over 59 policies. These policies ensure the centre operates effectively under the law and regulations. Our policies are available to be viewed at any time, they are currently located in the centre office in a purple folder. As part of your induction to the centre, we will go through the policies so you have a strong understand about them. For your immediate information please find attached 2 policies- Medical Conditions Policy and Child Protection policy. Other policies that

we encourage you to read over are

- \* Administration of Medication policy
- \* Immunisation and Infectious disease policy.
- \* Delivery and collection of children policy.
  - \* Grievance policy
  - \* Fee's policy
- \* Rest, relaxation and clothing policy.
- \* Health, Hygiene and safe food policy.
  - \* Physical environment policy.
  - \* Behavior guidance policy.
  - \* Excursion policy.
- \* Incident, injury, trauma and illness Policy.
- \* Emergency management and evacuation policy.
  - \* Relationships with children policy.
- \* Parental Interaction and involvement in the service policy.
  - \* Staffing arrangements policy.
- Tobacco, drug and alcohol policy.



# EYLF

The Early Years Learning Framework is a National Early Learning Framework for children 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 your child receives a quality education.

Educators will use the framework in partnership with families to develop learning programs responsive to children's ideas, interests, strength and abilities and recognise that children learn through 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 relationships they have with their family, community, culture and place.
- Being is about living here and now. Childhood is a special time if life and children need time to just 'be', time to play, try new things and have fun.
- Becoming is about 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.

Through the frameworks five learning goals educators will assist your child to develop

- A strong sense of their identity.
- Connections with their world.
- A strong sense of wellbeing
- Confidence and involvement in their learning, and:
  - Effective communication skills.

We aim to create an environment that is creative and challenging, stimulating and fun. The overall aim of our program is to help your child in developing all areas for success now and in later years.

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# MYTOP

My Time our Place is a national learning framework for school aged children. It has the same principles and practices as the EYLF, with slightly different learning outcome goals for older children. My Time Our Place is implemented in the same fashion as EYLF but is tailored to meet the needs of older children and have greater outcomes.

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Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan next steps. They will do this by listening, watching and talking to your child. Each child will have their own portfolio or collection of learnings. This will include photos, observations, learning stories, art works. This learning journey is available for families to view at any time. The rooms also display their learning adventures in different ways such as, learning stories on wall, art displays, project work and a program that is evaluated and reflected upon to always improve, plan more, extend learning and expand children's curiosity and engagement.

# National Quality Framework

The National Quality Framework is a government initiative which sets a National Quality Standard creating greater consistency for early childhood education and care services across Australia.

The initiative aims to improve educator to child ratios in service, increased skills and qualifications, national regulations and a quality rating system which will help you make informed choices about choosing an education and care service for your child.

Our centre is currently rated as meeting the National Quality Standards, but our aim is to exceed the national quality standard across all areas of our service. Each centre has a quality improvement plan (QIP) in place to show what is happening to achieve an exceeding rating. The National Quality Framework has just undergone a review nation wide. Initial changes and refinements have been implemented in Oct 2017, with all changes and refinements being fully implemented in 2018. The changes are more user friendly, consolidated to remove over lap and are more achievable. The National Quality Framework looks at areas- Educational Program and Practice, Children's Health and Safety, Physical Environment, Staffing Arrangements, Relationships with Children, Collaborative Partnership with Families and Communities and Leadership and Service Management. Each child care centre in Australia undergoes Assessment and Rating process every 3 years and will also under go 'spot check' visits intermittently to ensure best practise are sought after.

More information about the Early Years Learning Framework, My time Our Place or the National Quality Framework and Standards can be access via the ACECQA website. [www.acecqa.gov.au](http://www.acecqa.gov.au)

*Together, lets make  
2020 and amazing year for  
your child. One they will  
remember forever!*

