



Canley Vale Public School Preschool

Policies and Procedures

As required in the regulations #168, certain policies and procedures will be in place. These will be reviewed where necessary. Policies and procedures are required in relation to the following:-

(a) health and safety, including matters relating to:

(i) nutrition, food and beverages, dietary requirements;

1. Canley Vale Public School Preschool procedures
2. Nutrition in Schools policy

(ii) sun protection;

1. Canley Vale Public School Preschool procedures
2. Sun Protection policy (Sun Smart)
3. Sun Safety for Students guidelines
4. Sun Safety for Preschool guidelines

(iii) water safety, including safety during any water-based activities;

1. Canley Vale Public School Preschool procedures

(iv) the administration of first aid;

1. Canley Vale Public School Preschool First Aid procedures
2. First Aid Department of Education procedures
3. First Aid support documents

(v) sleep and rest;

1. Canley Vale Public School Preschool procedure
2. NSW Department of Education V3 Sleep and Rest guidelines; Preschool
3. ACECQA Safe sleep and rest practices

(vi) physical activity and screen time;

1. Canley Vale Public School Preschool procedure
2. Statement on Young Children and Digital Technologies

(vii) Munch and Move procedure

(b) incident, injury, trauma and illness procedures complying with regulation 85;

1. Canley Vale Public School Preschool procedures
2. Canley Vale Public School Preschool Child Incident, Injury, Trauma and Illness form
3. Reporting School Accidents policy
4. Reporting School Accidents support documents
5. Reporting Serious Incident policy



Canley Vale Public School

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Principal: Margaret Creagh

(c) dealing with infectious diseases, including procedures complying with regulation 88;

- 1.Canley Vale Public School Preschool procedures
- 2.Infection Control procedures
- 3.Standard Precautions for Infection Control
- 4.Spills of Blood and other Body Substances procedures

- 5.Contact with Blood or Body Fluids procedures
- 6.Sharps Handling and Disposal procedures
- 7.Food Handling procedures
- 8.Vaccination guidelines
- 9.Infectious Disease supporting documents

(d) dealing with medical conditions in children, including the matters set out in regulation 90;

- 1.Canley Vale Public School Preschool procedures
- 2.Canley Vale Public School Preschool Medication Record forms
- 3.Student Health policy
- 4.Anaphylaxis guidelines for Schools
- 5.Anaphylaxis procedures for Schools
- 6.Allergy and Anaphylaxis Management within the Curriculum P-12 procedures
- 7.Consulting with Parents guide: supporting students
- 8.Anaphylaxis, Allergy and Asthma supporting documents
- 9.Administering Prescribed Medication at School procedures: supporting students

(e) emergency and evacuation, including the matters set out in regulation 97;

- 1.Canley Vale Public School Preschool Emergency and Evacuation procedures
- 2.Canley Vale Public School Emergency, Evacuation and Lockdown supporting documents
- 3.Emergency Management guidelines
- 4.Emergency Planning and Response policy
- 5.Emergency and Evacuation supporting documents

(f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulation 99;

- 1.Canley Vale Public School Preschool Arrival and Departure procedures
2. Canley Vale Public School Arrival and Departure supporting documents

(g) excursions, including procedures complying with regulations 100 to 102;

- 1.Canley Vale Public School Preschool Excursion and Incursion procedures
- 2.Canley Vale Public School procedures and supporting documents
- 3.Excursions policy
- 4.Excursion policy implementation procedures
- 5.Department of Education supporting documents



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(h) providing a child safe environment;

1. Canley Vale Public School Preschool procedures
2. Protecting and Supporting Children and Young People policy
3. Department of Education Protecting and Supporting Children and Young People procedures
4. Work Health and Safety policy
5. Canley Vale Public School Occupation Health and Safety consultation statement
6. Safety in the Classroom guide
7. Outdoor Risk Management supporting document

(i) staffing, including

(i) a code of conduct for staff members;

1. Canley Vale Public School Preschool Code of Conduct procedures
2. Code of Conduct policy
3. Code of Conduct Statement of Ethics
4. Code of Conduct supporting documents
5. Professional and Legal Responsibilities of Teachers: Teachers Handbook 2003

(ii) determining the responsible person present at the service;

In DEC preschools, the principal is the nominated supervisor, educational leader and responsible person in charge

1. Canley Vale Public School Preschool procedure
2. Responsible Person supporting documents

(iii) the participation of volunteers and students on practicum placements;

1. Canley Vale Public School Preschool Working with Children Check procedure
2. Working with Children Check policy
3. Working with Children Check procedure
4. Working With Children Check supporting documents
5. Prohibited Employment Declaration supporting document

(j) interactions with children, including the matters set out in regulations 155 and 156;

1. Canley Vale Public School Preschool Student Welfare, Discipline, Anti-Racism, Aboriginal Education, Multicultural Education procedures
2. Canley Vale Public School Wellbeing and Discipline policy
3. Preschool Interactions with Children guide
4. Student Discipline in Government Schools policy
5. Student Welfare and Discipline policy
6. Aboriginal Education and Training policy
7. Anti-Racism policy
8. Anti-Racism for Advice for Schools guide
9. Anti-Bullying: Prevention and Responding to Student Bullying in School policy



1. Anti-Bullying guide
2. Bullying: Prevention and Responding to Student Bullying in School guidelines
3. Multicultural Education policy
4. English As An Additional Language or Dialect Advice for Schools guide
5. EAL/D supporting documents
6. Interpreting and translation services guidelines
7. People with Disabilities: statement of commitment

(k) enrolment and orientation;

1. Canley Vale Public School Preschool Orientation and Transition procedures
2. Canley Vale Public School Preschool Enrolment policy
3. Canley Vale Public School supporting documents
4. Enrolment of Students in Government Schools: summary and consolidation of policy
5. Department of Education and Training Preschool Waiting List support documents

(l) governance and management of the service, including confidentiality of records;

1. Canley Vale Public School Preschool procedures
2. Applying Appropriate Security to Records
3. Department of Education Privacy Code of Practice policy

(m) the acceptance and refusal of authorisations;

1. Canley Vale Public School Preschool procedures
2. Authorisation and Consent policy

(n) payment of fees and provision of a statement of fees charged by the education and care service;

1. Canley Vale Public School Preschool procedures
2. Preschool Class Fees in Government Schools policy
3. Preschool Class Fees in Government Schools support documents

(o) dealing with complaints.

1. Canley Vale Public School Preschool Complaints Handling procedure
2. Complaints Handling policy
3. Complaints Handling policy guidelines



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(a) health and safety, including matters relating to:
(i) nutrition, food and beverages, dietary requirements;

Procedures

Nutrition Food and Beverages

Children need a nutritious, balanced daily diet for their continued physical and intellectual development. Our preschool program promotes good nutrition and helps parents and children to develop good food habits. This is done by providing information to families:

- at the Parent Information session
- in the Parent Handbook
- the school newsletter
- nutrition workshops (run by Community Liaison Officers)
- informal conversations/correspondence with families and children
- through posters, displays and leaflets

This encourages parents to send food to preschool that is nutritionally balanced and educates children to make healthy food choices.

As part of our educational program, educators plan intentional teaching projects, spontaneous and planned discussions with children about the relationship between nutrition, good food habits and physical fitness and good health by using information from recognised health authorities and programs, such as Munch and Move program, Healthy Kids website (<http://www.healthykids.nsw.gov.au>) and the NSW food authority (www.foodauthority.nsw.gov.au).

Our preschool educators create a positive and healthy eating environment. The educators act as role models by eating with the children during mealtimes, drink water throughout the day and maintain good personal nutrition. Independence and social skills at meal times are encouraged by:

- a progressive morning tea that gives the child the choice as when to eat
- conversations between children and children with educators are encouraged during mealtimes

Our preschool promotes healthy eating habits by:

- incorporating health and nutrition in the educational program
- providing nutrition information to parents (as mentioned above)
- ensuring that food is not used as a punishment or reward
- ensuring the availability of water at all times (water bottles kept on table during outdoor play, on food trolley during indoor play and water bottles refilled when needed).

Families provide a packed morning tea, lunch and drink for their child each day. Healthy food items and drink are encouraged to be packed and any unhealthy food items are discouraged. Parents are provided with information on healthy food choices:

- at the Parent Information session
- in the Parent Handbook
- the school newsletter
- nutrition workshops (run by Community Liaison Officers)
- informal conversations/correspondence with families and children
- through posters, displays and leaflets

If any unhealthy food or drink items are given to the child, the child is encouraged to eat the healthy food items and leave the unhealthy food or drink for home. The child is encouraged to participate in a spontaneous conversation on what food items are considered healthy and to be eaten at preschool, and food or drink that is considered a 'sometimes food' that is left for home. Consideration is taken when there are no other healthy food choices available and the child is still hungry. An informal note is also placed in the child's lunchbox reminding families of healthy food and drink choices, as well as an informal conversation with the family about healthy food choices for preschool.



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Parents are encouraged to keep lunches cool by placing them in an insulated lunchbox or cooler bag with a freezer brick. Lunchboxes are stored on the food trolley and kept in a cool area when not used. The educators (in the morning) will check all the children's lunchboxes to ensure there are ice bricks if needed (foods including cheese, Yakult, fresh milk, yogurt, cold meats, sushi with meat/seafood, cooked grains). Lunchboxes without an ice brick, will be provided with a loan ice brick (if needed). A reminder note and/or informal conversation with the parents/families of that child and information posters will remind the parents to place an ice brick in the lunch box. On request, food or drink needing refrigeration is kept in the refrigerator until needed. This avoids the risk of food spoiling.

Educators also consider special dietary requirements of children with health risks and from diverse cultural and religious backgrounds.

Educators are aware of children with allergies or anaphylaxis and have strategies in place. These strategies include:

- Information/pictures of foods to avoid bringing to preschool for families in the Parent Handbook
- Posters indicating foods to avoid bringing to preschool
- Information provided in the school newsletter
- Moving the child with the allergen or anaphylaxis away from possible exposure to foods of risk

Specific Risk Minimisation plans to avoid exposure to known allergens. Advice on reducing food allergens in preschools can be found in the Anaphylaxis Guidelines in the appendix.

Information of special dietary needs (including allergens) are collected during the preschool orientation session prior to the child beginning preschool or during informal conversations throughout the year. This information is recorded on the Parent Information sheet and displayed in prominent areas and information is available in the Casual folder.

As with the P- 6 school, birthday cakes are not encouraged. When parents ask educators to bring a birthday cake to preschool, parents are encouraged to bring a fruit platter or lolly bags for the children to take home at the end of the day.

Family picnics are planned throughout the year. During this time, families are encouraged to bring food from home to share with each other. These foods include cooked home food and store bought food and drinks. Families of children with allergens and/or special dietary need are informed of the up and coming event and together (educator and family) strategies are discussed and planned for their child during these occasions.

Food Preparation and Handling

Food preparation and handling is a part of the daily routines for educators and the educational program, including cooking activities for children. The area where food is prepared or stored is kept clean. Good hygiene and safety practices are reinforced throughout all cooking activities.

When preparing and handling food educators:

- Wash and dry hands before and after eating with soap and water.
- Explicitly teach what good hand washing looks like and we make time to do this prior to food breaks.
- Posters within the bathroom also visually teach this.
- Do not handle food when ill
- Cover and seal any cuts or sores
- Wash fruit and vegetables thoroughly
- Replace washing-up sponges on a regular basis
- Follow the sponge colour guide when wiping food areas down
- Use tongs, spoons or serviettes when serving food
- Keep food covered until served

Cooking experiences are also part of the preschool program. Careful consideration and planning is taken when planning these types of experience. Considerations such as:

- Food allergens or anaphylaxis

- Cultural or religious requirements

May, 2020



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- Teaching intentions and sustained shared conversations
- Adequate time
- Adequate supervision
- Hygiene practices

All children are given the choice to participate in these experiences and are also given the choice to eat the food made.

Educators follow the advice in the Anaphylaxis Guidelines in the appendix to reduce food allergens in the preschool.

A list of children and their reactive foods is updated regularly (updates made through the parent communication plan) and displayed for all staff to see. This is especially important when children with anaphylaxis are attending the preschool.

The Department of Education policies and relevant documents can be accessed from the preschool section of the department's website:

Nutrition in Schools Policy PD/2011/0420/V01

*Education and Care Service Regulations, October 2018;
Regulation 168 (2)(a)*

National Quality Standards, 2.1: Each child's health and physical activity is supported and promoted

*Resources accessible from the preschool section of the department's website; **Healthy eating and physical activity for early childhood resources** Australian Government Department of Health information that promotes the key messages of healthy eating and physical activity, NSW Health initiative **Munch and Move**-Healthy kids: eat well, get active, the early childhood resource hub provides practical information and best practice guidelines for **promoting healthy eating and nutrition in education and care services.***



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(a) health and safety, including matters relating to:
(ii) sun protection;

Procedures

Sun Protection

Sun protection is included in the preschool's learning programs through posters, books, puzzles, intentional and spontaneous teaching moments. When the children are involved in most walks and incursions occurring outdoors, the children are encouraged to wear their hat.

Parents are informed of the preschool's sun protection procedures in the *Parent Handbook* and *Parent information Session and through posters*. Special requirements that children may have with sun protection (including allergies) are discussed with educators during preschool orientation and through formal documentation (sunscreen permission form and non-sunscreen poster).

The following procedures can help children avoid harmful exposure to UV radiation:

- Sun protection measures (including recommended outdoor times, shade, hat, appropriate clothing and sunscreen) are considered when planning incursions, excursions, and playground activities.
 - The daily routine is adjusted taking into consideration the time of the year and depending on the UV rating. Term one (1) and term four (4) often begin the outdoor program beginning of the preschool day and the children and educators are indoors by the recommended UV rating peak.
- Outdoor activities are planned to occur in shaded areas as much as possible. Shade options include portable, natural or built shade. Canley Vale Public School Preschool offers large areas of shade within the outdoor learning environment
- Parents who do not want their child to use sunscreen put it in writing with their wishes clearly stated and signed. A list of children who are not to use sunscreen is displayed near the building exits and in the indoor learning environment. Parents are asked to apply sunscreen to their child before (at home) or on arrival at the preschool, using the sunscreen provided by the preschool that is placed at the outdoor foyer area.
 - Before moving to the outdoor learning area, children are asked if they have had sunscreen applied. If any child has not, they are given the sunscreen to apply themselves.
 - All staff and children should apply a minimum SPF30+ broad-spectrum, water- resistant sunscreen 20 minutes before going outdoors and reapply as recommended on the sunscreen bottle. Staff encourage and show children how to apply sunscreen.
 - Families are required to bring a hat for their child on a daily basis. Families are informed of this during the Parent Information session prior to preschool starting, in the Parent Handbook (written and through pictures) and through one on one conversations. Parents are also regularly reminded to provide a hat through the newsletter, announcements before and after the preschool day one to one communication between educator and parent and posters throughout.
 - Sun safe hats are encouraged by the preschool educators and families are informed of this through the newsletter, Parent Information session (prior to preschool beginning) and in the Parent Handbook. This information is communicated verbally, written and through pictures.
- Educators are encouraged to role model and show sun safe behaviours by wearing a sun safe hat and clothing, applying sunscreen and using and promoting the use of shaded areas for play.
 - Consideration is taken for adults that cover their head (such as the scarf) for religious purposes. The scarf must cover the head, neck, ears, forehead and nose. Any of these areas that are exposed should have sunscreen applied. *These are recommendations from the Cancer Council (2017).*
 - Families and visitors are also encouraged and reminded to model positive sun safe behaviours.
 - If a child has forgotten to bring their hat they are encouraged and reminded to play in the shaded areas during outdoor play. When the child's family comes to pick up their child they are informed of the forgotten hat and are asked to provide it the following day.
 - A hat is provided for a child who consistently does not bring a hat to preschool. This hat will only be used by that child (child's name will be written in the hat) and will remain at the preschool for the year. This hat will be given to the child to take home at the end of the year.

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The Department of Education policies and relevant documents can be accessed from the preschool section of the department's website:

Student Health in NSW Public Schools: A summary and consolidation of policy PD/2004/0034/V01

Sun safety support materials for guidance

Education and Care Service Regulations, October 2018;

Regulation 168 (2)(a)

National Quality Standards, 2.2: Each child is protected

*Resources accessible from the preschool section of the department's website; **NSW Cancer Council Australia Sun***

***Safety** provides information and recommendations about sun safety practices*

Policies in Practice: Sun protection-Early childhood resource hub



- (a) health and safety, including matters relating to:**
(iii) water safety, including safety during any water-based activities;

Procedures

Water Safety

Educators must ensure that any water container that could be a drowning hazard is closely supervised by an educator, safely covered or inaccessible to children (when unsupervised).

Being connected with nature and providing opportunities for exploration, water is included in the educational program and is closely supervised by an educator at all times when the children are present in the learning environment. Water can be used:

- In a trough
- Water container
- Hose
- Watering can
- Bucket
- Water pump

Water containers are to be emptied at the end of the play session and refilled when needed.

At any time after rain, pooled water will be emptied, swept or wiped if the children are to be present in the outdoor learning environment.

Educators annually assess the risk to children around water through a Risk Minimisation plan.

If at any time a planned excursion destination features a body of water, this will be considered and documented in the excursion risk assessment.

No hot water drinks will be held or consumed by any adult at anytime when children are present. Children do not have access to any hot water at anytime when on the premises of the preschool. The rooms that have hot water access (in the kitchen and storeroom where cleaners keep their products), are kept locked at all times.

The children bring their own drinking water from home, daily. If a family has forgotten to pack water, the child is given a clean unused plastic cup with their name clearly printed on the cup. This is filled from the kitchen tap. The children are reminded throughout the day that if their water bottle has emptied to notify an educator so it can be refilled at the kitchen sink. This occurs more regularly during the warmer months.

The children's water bottles are kept on the food trolley alongside their lunchbox, taken outdoors with them and placed on the designated water table (next to their room) or in their locker/schoolbag after lunch. The children can access their water at any time of the day.

The Department of Education policies and relevant documents can be accessed from the preschool section of the department's website: Excursion Policy PD/2004/0010/V07

Education and Care Service Regulations, October 2018; Regulation 168 (2)(a), 274

National Quality Standards, 2.2: Each child is protected



(a) health and safety, including matters relating to:
(iv) the administration of first aid;

Procedures

First Aid

When parents enrol their child in our preschool they need to be assured that all necessary actions will be taken if their child is involved in an accident, emergency, trauma or is ill. At enrolment (on the enrolment form) all parents are asked to give written authorisation for staff to seek urgent medical and hospital treatment or call the ambulance service.

All preschool educators have a duty of care to comfort and care for sick and distressed children and help if they need immediate attention. The child's temperature is checked and monitored. The sick child is sat on the chair in the front parent foyer distanced from the other children and in sight and sound of the educators. The educators regularly comfort and attend to the sick child as needed. With a sick child a common sense approach, and/or a colleague discussion, the child's family is called to come and pick up their child as soon as possible. The K-6 Administration Office is also contacted informing them of the parent arrival. The completion of an Incident, Injury, Trauma or Illness form will be completed within the first 24 hours if the family was contacted.

Staff should use commonsense in an emergency and provide assistance within the limits of their skills and training while waiting for medical services and the family. The K-6 Administration Office is also contacted informing them of the emergency. The completion of an Incident, Injury, Trauma or Illness form is completed when first aid needs to be administered within 24 hours. Early Learning Unit who will then notify the regulatory authority

All preschool educators undertake the DoE mandatory on-line and face to face first aid and/or emergency care training, CPR training, emergency asthma management and anaphylaxis training. This training is completed with the P-6 school staff and is updated accordingly. Copies of the First Aid Certificates, e-emergency care, asthma first aid, anaphylaxis e-learning are displayed in the preschool and a copy is also provided to the school Senior Administrative Manager (SAM).

The *NSW Department of Education: First Aid Guidelines* provides for two first aid allowances to be paid to schools on the basis of need. The first aid officer/s can be called upon whenever they are required within the preschool and through the main office of the P-6 school. All permanent preschool educators hold a Senior First Aid certificate HTLAID0004. All current first aid officer information (photo, name, phone extension and location) is located next to the phone and in each classroom.

The preschool has fully-stocked first aid kits that are accessible to all staff. They are available at:

- the back exit doors of each classroom
- Container on the bottom shelf in the white cupboard of the staff office

When the two preschool classes leave the preschool grounds together (ie assembly, performances, evacuation...) one SLSO will be responsible to take a first aid bag, mobile phone and the other SLSO will be responsible to take all necessary medication.

If each preschool class leaves the preschool grounds separately it is the responsibility of the SLSO of that class to take with them the first aid bag, necessary medication and mobile phone.

First Aid kits providing resources for minor incidents are also available:

- in the middle staffroom
- hanging outdoors, outside the middle staffroom.

The last week of each term the SLSOs check each first aid bag/kit to replenish and/or replace used or old items. A register is signed when this is completed. This is kept with the first aid bag/kit.

The P-6 office staff also check each first aid bag/kit to replenish and/or replace used or old items. This is done annually.

An emergency general Epi pen and general Ventolin is available in the Medicine cupboard stored in the middle staffroom and the First Aid bags hanging at the back exits of each classroom. In addition an emergency Epi pen is also stored in a red locked container above the First Aid kit (for minor injuries) in the middle staffroom. The key to this red Epi pen container is kept in the freezer in the kitchen.



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All children's medical information (displayed outdoors next to the sign in register, on the Medicine cupboard in the middle staffroom; Anaphylaxis children action plans at entry of classrooms and casual folders) and medicines are stored in the Medicine cupboard in the middle staffroom. A cardiopulmonary resuscitation (CPR) chart is displayed in prominent positions in the preschool, both inside and outside.

If an injury appears serious, preschool educators follow the same emergency care procedures as for the P-6 school. This guide includes:

- ensure the child is not moved
- call an ambulance
- the preschool first aid officer or the P-6 school's first aid officer will be called to attend to the child at the accident site
- inform the principal and parents immediately
 - Complete the Incident, Injury, Trauma or Illness form within 24 hours
 - Notify Early Learning Unit who will then notify the regulatory authority

In case of an accident, incident or injury occurring to staff:

- notify the principal or executive staff as soon as possible
- report the accident, incident or injury (Work Health and Safety phone number: 1800 811 523)

The Department of Education policies and relevant documents can be accessed from the preschool section of the department's website:

Student Health in NSW Public Schools: A summary and consolidation of policy PD/2004/0034/V01

First aid procedures & support tools

Education and Care Service Regulations, October 2018;

Regulation 168 (2)(a)

Regulation 136

National Quality Standards, 2.1: Each child's health and physical activity is supported and promoted

2.2: Each child is protected



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Emergency Contacts

Staff will need to act promptly in an emergency. The preschool has the following information, with contact telephone numbers, clearly displayed next to the telephone. These phone numbers include:

- . emergency number – '000'
- . Poisons Information Centre
- . local hospital casualty department
- . local police
- . street address and telephone number of the preschool
- nearest crossroad to the preschool premises
- Senior First aid contacts and extension lines



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(b) incident, injury, trauma and illness procedures complying with regulation 85;

Procedures

Recording Illness, Accidents Incidents and Serious Incidents

When an incident, injury, trauma or illness occurs the child or adult is attended to straight away. If needed, first aid is applied and the individual is kept calm and comfortable and closely supervised. When the individual feels they are able to go back to their daily activities, the individual returns to the learning environment. All teachers in the preschool and P-6 school need to ensure that all illnesses, accidents, incidents and trauma are documented. The Incident, injury, trauma and illness register states the individual's name, date, time and details of the illness, accident or incident any resulting injury or harm and persons that have been notified. It also describes the action taken and by whom, be signed by the teacher, witnessed by another adult and verified by the parents (if involving a child) (maximum of 24 hours after the accident or injury occurred). The Accident, Illness, Trauma and Injury registers are located in the Preschool Office.

A commonsense approach should be taken when deciding whether the accident or illness needs to be reported. An accident, incident or illness report should be prepared for anything that:

- occurs on the premises that is not minor
- an injury to the head
- when first aid action is provided (this includes Asthma and Anaphylaxis)
- When a child becomes ill and the parent is called to pick up their child

When a band-aid is applied to a child for a minor scratch, scrape or mosquito bite that is not identified as being serious to document onto the incident, injury, trauma and illness record, will be documented on the minor band-aid register. This register is at the beginning of the incident, injury, trauma and illness folder (located in the preschool office).

If a child becomes ill at preschool follow the procedure under section ***(c) dealing with infectious diseases, including procedures complying with regulation 88; Sick Children***

- Ensure the child is made to feel as comfortable as possible
- Ensure a bin, tissues and /or a vomit bag are close to the child, if needed
- When indoors, the child is to be seated on the seat in the parent foyer, facing their classroom. The child is to be seated here for easy supervision at all times.
- If in the outdoor learning environment, the child is to be seated on the silver seats (in front of Preschool Blue/Green) or the seats next to Preschool Yellow/Red door to the outdoors
- Parents or emergency contact are called to collect the sick child as soon as possible
- P-6 Administration Office will be contacted informing them of the parent/carer arrival to the preschool
- the Incident, Injury, Trauma and Illness record is completed within 24 hours. The information must include:
 - the name and age of the child; and
 - (ii) the relevant circumstances surrounding the child becoming ill and any apparent symptoms; and
 - (iii) the time and date of the apparent onset of the illness;

If a child becomes ill and it is suspected with an infectious disease follow the procedure under section ***(c) dealing with infectious diseases, including procedures complying with regulation 88; Infectious Diseases.***

If there is an occurrence of an infectious disease at our service, reasonable steps are taken to prevent the spread of the infectious disease at the service.

If there is an occurrence of an infectious disease we must ensure that a parent or an authorised emergency contact of each child being educated and cared for by the service is notified of the occurrence as soon as practicable.



In regards to the child;

- Ensure the child is made to feel as comfortable as possible
- Ensure a bin, tissues and /or a vomit bag are close to the child, if needed
- When indoors, the child is to be seated on the seat in the parent foyer, facing their classroom. The child is to be seated here for easy supervision at all times.
- If in the outdoor learning environment, the child is to be seated on the silver seats (in front of Preschool Blue/Green) or the seats next to Preschool Yellow/Red door to the outdoors
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- P-6 Administration Office will be contacted informing them of the parent/carer arrival to the preschool
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 - the name and age of the child; and
 - (ii) the relevant circumstances surrounding the child becoming ill and any apparent symptoms; and
 - (iii) the time and date of the apparent onset of the illness;

Serious Incidents are outlined below...

All completed reports are kept on file in the preschool (preschool office) for the current year. At the end of each year, all reports will be relocated and stored in the strong room in the P-6 school administration block. A copy will be given to the principal for anything that is not minor. The principal is responsible for any appropriate notifications. Serious incidents are to be reported to the Early Learning Unit who will then notify the regulatory authority. The regulatory authority must be notified within 24 hours of or becoming aware of a serious incident.

In the case of an incident that has occurred to a child, early learning advisors will advise the preschool to complete the relevant parts of the ACECQA Incident, injury, trauma and illness record. The incident, injury, trauma and illness record contains most of the information that the early learning unit will need to make a notification. Additional information required includes; the phone number of a parent or guardian, a description of the child's condition (if known) and any follow up strategies taken in response to the incident, injury, illness or trauma in the additional notes section. It is helpful to include the child's expected return to preschool.

Serious incidents requiring notification include:

- The death of a child while attending the preschool, or following an incident while attending the preschool
- Any incident involving serious injury, trauma, or illness of a child where medical attention was sought (doctor or hospital)
- Any incident where the attendance of emergency services at the premises was sought, or should have been sort
- An incident that requires the approved provider to close or reduce the number of children attending the service for a period
- A circumstance arising at the service that poses a risk to the health, safety or wellbeing of a child or children has occurred or is occurring at the service
- The attendance at the service of any additional child or children being educated and cared for in an emergency in the circumstances set out in regulations 123(5)
- An incident where the approved provider reasonably believes that physical abuse or sexual abuse of a child or children has occurred or is occurring at the services
- Allegations that physical or sexual abuse of a child or children has occurred or is occurring at the service (other than an allegation raised as a formal complaint).



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- If a child:
 1. appears to be missing or cannot be accounted for
 2. appears to have been taken or removed from the premises in a manner that contravenes the National Regulations
 3. is mistakenly locked in/out of the preschool or any part of the premises

NSW Education Public Schools Preschool Notification Guidelines (Department of Education, April 2018)

These reports must be kept until the child reaches the age of 25 years, as with all children attending the P-6 school.

Emergency Services will be contacted by any staff member when responding to a serious incident. The principal and office staff will also be contacted by the same staff member afterwards and made aware of the serious incident and that Emergency Services have been called.

All DoE staff complete the mandatory department e-Emergency Care, CPR and Anaphylaxis training that is completed with the P-6 school staff. In addition, at least one preschool educator is readily available who holds the ACECQA approved first aid, anaphylaxis and asthma qualifications (HTLAID004).

The Department of Education policies and relevant documents can be accessed from the preschool section of the department's website: Student Health in NSW Public Schools: A summary and consolidation of policy PD/2004/0034/V01 First aid procedures, Reporting School Accidents Policy PD/2002/0064/V04, Incident Reporting Policy PD/2007/0362/V03, Emergency management procedure, Preschool notification fact sheet, Preschool notification guidelines

Education and Care Service Regulations, October 2018; Regulation 168 (2)(b), 85, 86, 87 Regulation 136

*National Quality Standards, 2.1: Each child's health and physical activity is supported and promoted
2.2: Each child is protected*

*Resources: ACECQA Incident, Injury, Trauma and Illness record
NSW Education Public Schools Preschool Notification Guidelines (Department of Education, April 2018)*



(c) dealing with infectious diseases, including procedures complying with regulation 88;

Procedures

Sick Children

If a child becomes ill (including temperature, vomiting) while at preschool, parents are contacted and asked to collect them or arrange for their nominated emergency contact to pick them up. The child should be made comfortable, ensure a bin, tissues and /or a vomit bag are close to the child, if needed. The child is kept under adult supervision until they recover or are collected by their parent/nominated person. When indoors, the child is to be seated on the seat in the parent foyer, facing their classroom. The child is to be seated here for easy supervision at all times. If in the outdoor learning environment, the child is to be seated on the silver seats (in front of Preschool Blue/Green) or the seats next to Preschool Yellow/Red door to the outdoors. An Accident, Injury, Trauma and illness form will be completed (within 24 hours of the illness occurring) and signed by the parent in the event that a child becomes ill.

If a child arrives at preschool obviously unwell, the educator will:

- have a conversation with the person bringing the child to preschool about the child's obvious unwellness
- the family will be asked if the child was given medication such as Panadol or Neurophen before arriving

If the child appears too unwell or has received the above medication the family will be asked to take the child home and see the doctor. Explain to the family that children, educators and other staff who are unwell should stay home from education and care services. Even if they do not have a condition that requires exclusion, the best place for an ill child to rest and recover is with someone who cares for them.

▪ When returning to preschool (after an absence of three days or more) a doctor's certificate or a parent letter is encouraged to be provided

Infectious Diseases

Children suffering from certain infectious diseases should be excluded from attending preschool.

Staff should always refer to the *current NSW Health guidelines on exclusion, Staying Healthy - Preventing infectious diseases in early childhood education and care services* and <https://education.nsw.gov.au/early-childhood-education/coronavirus/fighting-covid-19#infectious0>

Standard infection control procedures include (for children and adults):

- Social distancing measures for families when dropping off and picking up their child. These social distancing measures include:
 - Posters displayed in the front outdoor preschool entry
 - Standing on the markings and directional guide indicated on the ground of the outdoor preschool front entry
 - Parents to place lunchboxes and drink bottle on the eating trolley that is available in the outdoor front preschool entry
 - Parents to apply sunscreen available in the outdoor front preschool entry
 - SLSO is waiting in the front outdoor preschool entry to greet, support our social distancing measures/procedures, to sign the children in/out of the preschool (who drops off/picks up the child is also included in the signing in/out)
- Preschool child enters preschool with their schoolbag to the teacher waiting to support them in placing their bag in their locker, sanitise or wash (with soap and water) their hands before entering the indoor learning environment
- Children move straight into indoor/outdoor play
- Visuals of good handwashing procedures are displayed in each of the children's bathrooms of each class, staff toilet and the kitchen
 - Using good hygiene practices (thoroughly washing hands with soap and water (approximately 20 seconds), drying with a paper towel and throwing paper towel into the bin) and/or hand sanitiser. This includes entering and leaving the preschool premises, after toileting, coming indoors from the outdoors, before handling food, before and after changing soiled clothing (also include wearing gloves that are disposed of in the bin once the soiled clothes are in the wet clothes bin), blowing/picking nose, practicing minor accident/incident procedures, after using the compost bin or any other time when needed



- Children are encouraged and reminded to cough or sneeze **into the bend of their elbow**. Once their nose is wiped with a clean tissue and disposed of in the bin the children are encouraged to go to the bathroom to **thoroughly** wash their hands with soap and water and dried with a paper towel
 - Take care of you skin (wearing disposable gloves or a waterproof dressing)
 - Use good handling and disposable procedures (use gloves, and dispose of in 2 tied plastic bags and the bin)
 - Blood and bodily fluids to be cleaned up quickly (wipe up with a dry paper towel and spray with eucalyptus spray and wipe over).
 - If vomit occurs, the vomit sand will be applied and a chair placed over so not to be handled. The vomit sand is located in the locked kitchen
 - Contact with blood and bodily fluids to be washed immediately with soap and water
 - **Daily**, all surfaces are sprayed with a diluted eucalyptus oil and water solution in a spray bottle **or Glen20**. These surfaces include:
 - Tabletops (play areas and eating areas), **individual seats, toys used for the day, children's lockers, rugs and lounge chairs**.
 - **Extensive cleaning procedures undertaken by the contracted cleaners also include using disinfectant to wipe down outdoor fixed equipment and boards, midday cleaning of bathrooms (children and staff), wiping of high touch areas and tabletops**
 - **Paper towels, Chux clothes or** individual sponges are used to clean/wipe specific areas and these are displayed on a poster located in each storeroom
 - Plastic table clothes (used for eating)
 - Children's beds after their week has ended. The beds are washed with detergent, hosed down and sun dried annually
 - Borrowed linen, pillow or soft toys at the end of the children's week.
 - Used plastic toys are sprayed and sun dried at the end of each term. The toy cleaning register is signed
 - **At the end of each term all dress up clothing, soft toys, linen, decorative runners and rugs are taken home by the educator and machine washed**
 - **During COVID-19 pandemic dress up clothing, soft toys, cushions and preschool linen have been removed from each classroom.**
 - Plastic outdoor mats are washed with detergent hosed and sun dried annually. When spills occur this is wiped with a paper towel or sprayed with the diluted solution (if needed) and wiped with a paper towel
- Standard Precautions for Infection Control, Work Health and Safety Directorate; (Appendix A) p 17*

If a child is suspected of having an infectious disease, for example **COVID-19**, they should be:

- Isolated from other children **sat on the lounge seat in parent foyer, facing each classroom** or silver seat next to the classroom if outdoors)
- Made comfortable;
- Supervised by a staff member;
- Parents or caregivers called to collect their child as soon as possible
- An Accident, Injury, Trauma and illness form will be completed (within 24 hours of the illness occurring) and signed by the parent in the event that a child becomes ill.

Refer to Table 1.1 Recommended minimum exclusion periods from the: *Staying Healthy: Preventing infectious diseases in early childhood education and care services, 5th edition, 2013. Australian Government National Health and Medical Research*

If a child contracts a vaccine-preventable disease, preschool staff should inform the principal who will contact parents and if necessary, the nearest public health unit.

Where there is a suspected or confirmed case of COVID-19 in the school/preschool environment, the principal will contact the Department's Incident Report and Support Hotline which operates 24 hours a day, 7 days a week. Any staff member or student who becomes unwell while at school will be isolated in an appropriate space (seated in the parent foyer facing the classroom or outdoors silver seats).

Parents will be called as soon as possible and parent or carer will be asked to collect their child as soon as possible.

NSW Health will notify the NSW Department of Education of any confirmed cases of COVID-19 impacting on the school/preschool.

The Department will follow NSW Health's advice and take any action required to manage the confirmed case of COVID-19.

Where required, a school and preschool may cease operations based on advice from NSW Health to allow time to complete contact tracing and have the school cleaned prior to staff and students returning.



Schools will advise their school community through the school website, Facebook accounts and other local messaging systems of any confirmed cases that impact the school.

Staff and students will be supported to work or learn from home if they are required to self-isolate if they have been identified by NSW Health as a close contact of a confirmed case of COVID-19.

The Incident Report and Support Hotline is available 24/7 to take incident notifications and provide advice and support to schools/preschools at any time.

All children and young people with a health care plan should ensure this is up to date and if required provide additional advice to their school on any additional monitoring in the context of COVID-19.

Resource: Putting the AHPPC guidance into practice in NSW Public Schools <http://www.education.nsw.gov.au/>

All parents must be told of any outbreak of an infectious disease at the preschool (via an information/fact sheet provided by the P-6 School Administration Office) and asked to keep children with infectious diseases at home for the appropriate timeframe. This information can be found in the NSW Health guidelines 'Infectious Diseases of Children factsheet' at <https://www.health.nsw.gov.au/Infectious/factsheets/Pages/default.aspx>. The child must also get a medical clearance from a doctor before they return to preschool.

Parents are encouraged to inform the class educator if a family member has an infectious disease. This can help reduce the risk of the infection spreading to others.

If a child is suspected of having **head lice**, a second educator will be asked to check and confirm any suspicion. This will be done away from the other children as the child's emotional wellbeing is considered. If educators believe the child has head lice, the child's family will be contacted and made aware. As recommended by *Staying Healthy: Preventing infectious diseases in early childhood education and care services, 5th edition, 2013, p 24* the child does not need to be sent home immediately if head lice are detected. The child does not have to be excluded, if effective treatment begins before the next day at the education and care service.

Toileting and Handwashing

All children are encouraged to independently toilet however, some children may need regular or sporadic teacher assistance. The educator (when regularly needed, in consultation with the child's family) will assist the child with their clothing and positioning on or in front of the toilet. The child/ren are then verbally, modelled or guided to the visual cues (located over the children's toilets) to independently wipe their private parts, using the toilet paper, placing the paper in the toilet and independently or with teacher assistance flushing the toilet. All children are then guided to the sink where they are encouraged (verbal, modelled or using the visual cues) to use soap and water, rubbing their hands under the running water. When finished the child/ren are walked to the paper towel dispenser to independently take a paper towel to dry their hands before placing it in the bin (under the paper towel dispenser). All educators assisting any child with toileting will also use the same handwashing procedure as the child/ren.

Education and Care Services National Regulations; 88, 168 (2) (c)

National Quality Standards; 2.1: Each child's health and physical activity is supported and promoted.

NSW Department of Education policy, procedure and guidelines can be accessed from the preschool section of the department's website; Student Health in NSW Public Schools: A summary and consolidation of policy PD/2004/0034/V01 Infection Control Procedure Infectious diseases information

Resource: Staying Healthy: Preventing infectious diseases in early childhood education and care services, 5th edition, 2013. Australian Government National Health and Medical Research

Preschool staff should ensure that parents from culturally and linguistically diverse backgrounds are given information in their first language if necessary and possible.

Use the Telephone Interpreter Service if required when contacting parents - Phone 131 450 (quote client code CO18294).

Adjustments made due to COVI-19



(d) dealing with medical conditions in children, including the matters set out in regulation 90;

Procedures

Supporting Health Care Needs

A medical condition is a condition that has been diagnosed by a medical practitioner (refer to Operational Guidelines, Medical Conditions Policy, for guidance related to this procedure).

Families must indicate on their child's enrolment form (pp 10 and 11) if their child has a medical condition or allergy. Further information is also collected at the preschool orientation interview with the families and again when the child begins preschool.

While parents have primary responsibility for managing their children's health, staff must work with parents to support health care needs while the child is at preschool. This may involve:

- Parents providing medication and/or to be stored on the preschool premises (Medicine cupboard or refrigerator)
- Requesting updated Health Care/Action Plans from the family doctor. P-6 administration office or educators may provide current blank Action Plans for the family to give to the family doctor.
- The P- 6 administration office will follow up with a phone call before the end of the year (prior to beginning preschool) requesting the action plan.
- Performing health care procedures
- Developing an Individual Health Care Plan. An individual health care plan is needed for any child who is diagnosed with severe asthma, type 1 diabetes, epilepsy or anaphylaxis or is at risk of an emergency reaction or requires health care procedures. Information about developing individual health care plans is available at www.schools.nsw.edu.au/studentsupport/studenthealth/individualstud/devimpindhcpplan/index.php.
- Developing a risk minimization plan for all children with a medical condition.
- Developing a Parent Communication Plan for all children with a medical condition.
- The family are provided with a copy of the DoE Policy for Supporting Children with Medical Needs and our preschool local procedure for Supporting Children with Medical Needs.

When a preschool child with an individual health care plan moves on to Kindergarten, the P-6 administration office will provide a copy of the current plan to the future kindergarten teacher.

Giving Medication

All school staff must follow the Department's *Student Health in NSW Public Schools Policy* for administering medication to children. P-6 school staff must assist with administering prescribed medication during school hours, if parents or other carers cannot reasonably do so.

P-6 schools, do not give medication that has not been specifically requested by a medical practitioner for an individual child for a specific condition. In some cases, the medical practitioner may prescribe an over-the-counter medication. If so, staff should follow the same procedures as for prescribed medications.

Educators that volunteer and are trained can give prescribed medication to children in non-emergency situations. The family will be given a copy of our medical conditions procedure once the child has begun preschool.

When receiving or giving medication, staff must consider:

- Medication is to be handed on arrival (when the child begins preschool) to a staff member for safe storage.
- All non-emergency medication needs to be stored in a cupboard or container in the refrigerator (in the locked kitchen), out of reach of children.
- Medication must be in its original packaging with a pharmacy label that states the child's name, dosage instructions and current use-by date. Medication without this labeling must not be given.
- When medication is given to a child, it needs to be recorded and checked by another staff member. The record needs to include the name of the medication, the date, time and dosage given and the names and signatures of staff members who gave and checked the medication (Medication Record form stored in Medication cupboard, middle staff room). This is to be shown and signed by the parents for verification.



All documentation (Individual Health Care Plan, Action Plan, Parent Communication Plan and Medication Record) is to be stored in the Medication folder that is stored in the Medication cupboard in the middle staff room.

Forms to give medication for a prolonged period need to be reviewed and updated if there is a change to the medication dosage or frequency. This information will also be recorded on the Parent Communication Plan. Administration of prescribed medication can form part of an individual health care plan. It is advisable that staff are told if a child is on medication even if it is not given at the preschool. All forms are to be kept in the school until the child reaches the age of 25 years.

There may be times when emergency medication needs to be given to children in the preschool. This must be documented in the individual health care plan and/or risk minimization plan and/or parent communication plan and the administering medication record (particularly for conditions such as anaphylaxis and severe asthma). In an emergency that has not been anticipated in the emergency response section of the individual health care plan, preschool staff will provide a general emergency response that may involve calling an ambulance. In most cases, anaphylactic reactions can be prevented with precautions to avoid the known allergen, however, when anaphylaxis occurs an emergency response is required. This will also be recorded on an Incident, Accident Trauma and Illness form (recorded within the 24 hours after the response).

Parents need to advise the school if their child is diagnosed with an allergy. When this occurs, staff develop a risk minimization plan and Parent communication plan in consultation with parents. Children and their parents will not always be aware that they have a severe allergy. For any unforeseen anaphylaxis or Asthma emergency a general use Epi Pen and Ventolin is stored in each first aid bag (stored in each classroom), in the Medication cupboard (in the middle room) and in the red box (Epi Pen only) stored in the middle room above the first aid box. To help reduce the risk of exposure to a high-risk allergen, our preschool avoids using peanuts, peanut butter or other peanut and or nut products in the program. An information poster is also displayed in the information box in the outdoor front entrance and indoor parent foyer identifying the risk allergens.

All preschool staff undertake the mandatory Anaphylaxis training through the P-6 school. The P-6 school organizes both the online training and the face-to-face training.

Departmental Preschools follow the *NSW Department of Education and Communities Allergy and Anaphylaxis Management within the Curriculum P-12 Procedures*. This document provides current information specifically to help staff and parents in children's services. These guidelines focus on how to manage children who are at risk of anaphylaxis and on the day-to-day running of the service to reduce the likelihood of exposure to relevant allergens.

Educational Care and Service Regulations; Regulations 168 (2) (d), 90, 91, 92, 93, 94, 95,96.

National Quality Standards: 2.1: Each child's health and physical activity is supported and promoted.

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Student Health in NSW Public Schools: A summary and consolidation of policy PD/2004/0034/V01

Allergy and Anaphylaxis Management within the Curriculum P-12-Procedures

Risk management plans

Information about health conditions

Individual health care planning

Administering prescribed medication at school

Resources: ACECQA Medication Record
ASCIA Information for Schools and Childcare
ASCIA Plans for Anaphylaxis and Allergic Reactions



(e) emergency and evacuation, including the matters set out in regulation 97 and 168 (2) (e);

Procedures

Emergency and Evacuation

Each school has an emergency evacuation plan to follow in case of fire, flood, bomb threat or any other emergency situation that requires evacuation of the building. This plan includes procedures for the preschool. For individual responsibilities refer to the Emergency Evacuation Plan 2020.

- During an **evacuation**, Preschool Yellow and Preschool Red exit the preschool building from their front door or their back door, exiting from the front/backyard gate (depending on where the emergency is) and proceed to the P-6 school emergency meeting point (in the cricket nets).
- During an **evacuation**, Preschool Green and Preschool Blue exit the preschool building from their front/back door, exiting from the backyard gate or the front door of the preschool (depending on where the emergency is) and proceeding to the P-6 school emergency meeting point (in the cricket nets).
- During a **lockdown** all the children and staff follow the lockdown procedure quickly and quietly proceeding into the preschool office, turning off all lights, closing the blinds (of the office) and closing the door (remembering to take the keys off the storeroom and office doors) behind them until safe to exit. The SLSOs will also remember to lock the preschool doors before entering the preschool office. The roll will be marked only by looking at the children (if possible) and not verbally so not to draw any attention. Consideration must be taken when there are extra people on the premises. In that case, children and adults will quietly wait in the locker room until it is safe to exit.
- During a **lockout** the SLSO of each room is responsible for locking all gates around the perimeter of the preschool. The SLSO of Preschool Green and Blue will be in charge of locking the front gate of the preschool.

The SLSO of Preschool Yellow and Red will be in charge of locking the back gate of the outdoor play area.

A commonsense approach must be taken to consider the safety of the SLSOs when performing this duty. If it is unsafe to perform these duties, the SLSO will continue as with the lockdown procedure.

Each key is labelled with the name of each gate. The courtyard and front of the preschool gate key is located on a hook at the preschool green and blue storeroom and the preschool yellow and red key is kept alongside their first aid bag. A sign is on top of each key indicating its position. All the children and staff follow the **lockout** procedure quickly and quietly proceeding into the preschool office, turning off all lights and closing the door behind them until safe to exit. The roll will be marked only by looking at the children and not verbally so not to draw any attention. Consideration must be taken when there are extra people on the premises. In that case, children and adults will quietly wait in the locker room until it is safe to exit.

- All preschool staff, including relief staff, should be made aware of the emergency evacuation, lockdown and lockout procedures. Copies of the procedures are displayed at exit points in each classroom, at an exit point in the main preschool exit and in the Casual Teacher folders.

Emergency contact numbers that include the local police, fire brigade, hospital... is displayed above the preschool landline. This phone is just outside of the preschool office.

Regulations states that all staff and children in the preschool need to practice emergency evacuation procedures every 3 months (once per term per group per procedure). Details of each practice, including an evaluation of the procedures followed, are recorded and kept for two (2) years afterwards and also recorded in the Department's In Case of Emergency ICE system by the school principal.

At our preschool each preschool group has the opportunity to practice an evacuation, lockdown and lockout procedure each term. Each of these evacuation practices are evaluated and recorded.

In case of any evacuation, lockdown or lockout procedure at least one (1) first aid bag, mobile phone (placed on silent during a lockdown) and necessary medications will be brought by the SLSOs. Each first aid bag includes current and updated class lists of all four (4) preschool classes and family emergency details (names, addresses, contact numbers).

A risk minimization plan is reviewed annually by all of the preschool staff. Here we identify potential emergencies that are relevant to our preschool.

A serious incident notification must be made to the [Early Learning Unit](#) within 24 hours when there has been an emergency at the preschool that posed a risk to the health, safety or wellbeing of the children.



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Education and Care Services National Regulations, 97, 168 (2)€

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Emergency Management Procedures.

National Quality Standard; 2.2: Each child is protected.



(f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulations 99 and 168(2)(f);

Procedures

Arrival and Departure

The Education and Care Services National Regulations (Regulations 99 & 168 (2)(f)) require staff to pay attention to the arrival and departure of children in the preschool to ensure their safety.

The following procedures are a good guide:

- Children are to be brought to and collected from the preschool by a parent or other person who is authorised in writing by the parent to collect the child. This written authority is stored with the individual child's personal information folder. This folder is stored in the locked preschool office. A notice is available in the casual teacher's handbook informing new staff where to find this information.
- If the parent verbally informs any staff member of a new/unauthorised person is to collect the child at the end of the day the parent is asked for the person's full name. The parent is asked if that persons' details can be included and written on the authority to collect documentation. The full name and phone number is documented on the Authority to Collect form.
- An authorised person is also referred to as a responsible person. We recognize that a responsible person is of late high school age to adult.
- Preschool staff is to receive children directly from parents, or other authorised person, and are not to release them into the care of any unauthorised person. If an unauthorized person comes to collect the child from the preschool, proof of identity (drivers license) will be requested and the parent/s will be contacted for verbal permission.
- When an unauthorized person comes to collect the child and verbal permission from the family has been given the unauthorized persons details will be added onto the list of those who are authorised to collect the child. If the parent/carer is uncontactable the child will not be released to the unauthorized person. The child, preschool educator and the unauthorized person will be taken to the P-6 administration office with a copy of the child's notice of authorisation. The P-6 administration office staff will continue to try and contact the child's parents/carer or emergency contacts.
- Parents who arrive early stay with their child until the preschool starting time unless prior arrangements have been made.
- Children are not to be left in the preschool grounds without adult supervision. If by any chance it is identified that a child has been left unaccompanied by a parent/authorized person before opening time (8:50am) the child will be brought into the preschool where they will be supervised by the educators. The child's educator will contact (by phone) the parent as soon as possible and explain the arrival/departure procedure. A copy of the procedure will also be provided to the parent. If this continues, the principal will be informed and a meeting may possibly be organized between the parent and the principal to discuss the situation and concerns
- A daily arrival and departure register is to be kept. Parents or persons with authorisation sign and write the time, when delivering or collecting a child.
- Extra safety precautions have been introduced to minimize the spread of the infectious disease COVID-19. During this time, families are greeted at the front door by an educator. On arrival, an educator will sign the child in on the register noting who brought the child to preschool. The child will part from the family/carer at the door and only the child will enter the preschool. The child will be greeted by the other educator and assisted to place their bag in their locker and asked to sanitise or wash their hands before beginning the class routine. This procedure continues for the departure of the child. One educator will greet the family/carer at the door, sign the child out noting who came to pick them up. The educator will call the child's name where the other educator will guide the child to the front door (to the first educator). The family/carer will be waiting at the outdoor front entrance for the child.
- The arrival and departure register will be checked by the classroom teacher at 10:00am ensuring all children in attendance have been signed in for the day. The classroom teacher will also check children have been signed out at the end of the day. If a child has not been signed in/out for the day the teacher will sign that child in/out and highlight the information. The parents will also be notified to sign in or out for the day.
- At the end of each day, two staff members (the early childhood teachers) must check all areas ensuring that no child remains on the premises and the Preschool Indoor/Outdoor Check register is to be signed.



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- If a parent or authorized person is late to pick up the child, the child will remain at preschool with the two educators. When the P-6 school 3:00pm bell rings, the educator will contact the parent. If the parent is within the school grounds the child will remain at the preschool with the educators until the parent/authorized person arrives. However, if the parent has not entered the P-6 school, the child will be taken to the P-6 school office where they will wait with the school executive on duty for the late parent arrivals. The parents will be told that their child will be waiting at the P-6 school office and to pick them up from this area.
- The *Arrival and Departure register* needs to be stored on site for three (3) years and kept until the child reaches 25 years of age.

Education and Care Services National Regulations, 99, 168 (2) (f)

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Application to enrol in a NSW government preschool

The Preschool – Obtaining parents' authorisation and consent procedure (attached)

National Quality Standard; 2.1: Each child's health and physical activity is supported and promoted



(g) excursions, including procedures complying with regulations 100 to 102;

Procedures

Excursions

As for the rest of the school, preschool excursions are conducted in line with the *Department's Excursion Policy Implementation Procedures*. Preschool educators should be familiar with the policy and procedures and take a risk management/minimisation approach when conducting excursions to ensure the safety of all children. Regulation 100 states that a Risk Assessment is carried out in accordance with regulation 101.

What to consider when planning an excursion:

- Use the Canley Vale Public School Excursion Planning kit as a guide when planning an excursion.
- Use the ACECQA excursion risk management plan template when planning an excursion.
- There is no specific adult to child ratio for excursions. Once a risk assessment has been made, the educators in consultation with the principal will decide the required number of adults to ensure the children's safety and adequate supervision.
 - Adults beyond the 1 to 10 ratio, do not need to hold an approved qualification (example: if it's determined four adults are required the teacher, SLSO and two parent volunteers will suffice).

Leading and operating department preschool guides, v.1, November 2019

As for the rest of the school, children need parental permission to take part in an excursion. When preparing information about the excursion for parents, it is useful to include the names of staff members and the total number of adults accompanying the children on the excursion.

A mobile phone (to make contact in an emergency), first aid bag (that holds a general use EpiPen, general use asthma reliever medication, general action plans for their use and family phone numbers) and individual medications will also be taken on the excursion.

At least one attending staff member must hold the ACECQA approved anaphylaxis, asthma and first aid qualifications. All attending staff will also have completed a current mandatory anaphylaxis training.

It should be noted that visits to the school are not excursions unless the school is on a completely separate site and the children need to cross a major road to access the school. In this case, the visit will be considered an excursion and the same procedures as an excursion will be followed. However, families will be informed that the visit will be taking place and an annual risk minimization plan for these visits into the school will be prepared. For any regular excursion or regular outing, only one parent authorization and one risk minimization plan is required in a 12 month period unless there is a change.

Risk assessments for an excursion must:

- Identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion and
- Specify how the identified risks will be managed and minimized.



A risk assessment must consider:

- The proposed route and destination of the excursion
- Any water hazards
- Any risks associated with water-based activities
- The transport to and from the proposed destination for the excursion
- The number of adults and children involved in the excursion
- Given the risks proposed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialized skills are required (ie. specialized skills could include life-saving skills).
- The proposed activities and
- The proposed duration of the excursion and
- The items that should be taken on the excursion (eg a mobile phone and a list of emergency contact numbers for children on the excursion)

Excursion information note and authorization must include:

- The child's name
- The reason the child is to be taken outside the premises
- The date the child is to be taken on the excursion (unless the authorization is for a regular outing)
- A description of the proposed destination for the excursion
- The method of transport to be used for the excursion
- The proposed activities to be undertaken by the child during the excursion and
- The period the child will be away from the premises
- The anticipated number of children likely to be attending the excursion
- The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- That a risk assessment has been prepared and is available at the service.

Education and Care Services National Regulations, 168 (2) (g), 100, 101, 102

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Excursion Policy PD/2004/0010/V07, Excursion Policy Implementation procedures, Domestic excursions, Risk Management Plans

National Quality Standard; 2.2: Each child is protected

Resources: ACECQA excursion risk management plan template

Incursions

Many incursions are planned for the year for the children to experience. These incursions are planned and booked the year before they are implemented. All incursions occur within the preschool or K-6 school grounds.

During the *Parent Information Session*, families are informed of the incursions that are booked for their child to experience and the learning benefits of incursions. Information about incursions is also available in the Preschool Handbook. Families are given a list of the incursions that will occur throughout the year and a breakdown of the individual cost to each family.

As with the K-6 school, families are asked to sign an incursion statement giving permission for their child to participate in all the planned incursions occurring throughout the year (this permission is requested at the beginning of the year and stored in the preschool).

Families are asked to pay a one off activity fee for the cost of the incursions. The K-6 school budget may also fund an amount toward the incursions. If families are experiencing hardship when paying for this activity fee, they are encouraged to speak with the school principal.

The Canley Vale Public School Incursion Planning kit is to be used as a guide when planning an incursion. Individual Risk Assessments are updated for the incursions and a copy is placed in the CVPS Google Team Drive. A mobile phone (to make contact in an emergency), first aid bag and individual medications will also be taken on the excursion.

Due to COVID-19 social restrictions, incursions have been ceased until further notice. They are resuming week nine of Term 2.

June, 2020



(h) providing a child safe environment;

Procedures

Child protection

All Department staff must complete the mandatory on-line child protection training to ensure they understand their responsibilities under the child protection legislation.

At Canley Vale Public School:

- Child protection training is completed annually and usually at the beginning of the year during Staff Development Day
- All staff from preschool to year 6 participate in this compulsory training
- All educators understand their role as mandatory reporters of child protection
- Educators must document any concerns of risk of harm to a child
- Educators must report any concerns of risk of harm to the principal as soon as possible.
- If necessary reporting can be made directly to the Child Protection Helpline
- The principal will report the concerns of risk of harm to the appropriate regulatory department. The principal will utilize the Mandatory Reporter guide, as well as take advice from the Department's Child Wellbeing Unit
- If any educator is unsure of the necessary processes to take when reporting suspected abuse, they are encouraged to refer to and use the 'Protecting and Supporting Children and Young people procedures- Flowchart'. These flow charts are located in the Casual Staff folder, policy and procedure folder, staffroom and on the wall of each classroom.
- A notification **must** be made to *Early Learning* (who will notify the regulatory authority on behalf of the preschool) if a staff member or volunteer reasonably believes that, or there is an allegation or complaint of, a child being physically or sexually abused whilst at preschool.

If the complaint relates to the abuse of a child within the service by a staff member or volunteer, a notification needs to be made to the principal and to the NSW Ombudsman (reportable conduct scheme, ph. 9286 1021). The school will be supported through this process by Employee Performance and Conduct Directorate (EPAC).

All teachers must follow the Department of Education child protection procedures if there is a concern about risk of harm to a child. Educators should also support children to develop their self-help skills that enable them to protect themselves and others from harm.

Adequate Supervision

A minimum standard of one adult to ten children (1:10) ratio is maintained for the supervision of the children throughout the day.

During the arrival and departure times both educators are positioned inside the classroom to greet the children and their family/carer as they arrive or depart. The 1:10 ratio is maintained at all times. **Adjustments to the arrival and departure procedures have been altered, according to the social distancing restrictions that have been made due to COVID-19 (refer to section (f) delivery of children to, and collection of children from, education and care service premises, including procedures complying with regulations 99 and 168(2)(f); Procedures: Arrival and Departure).** **Two educators are within each classroom to foyer vicinity and in sound and or/sight of the children.**

This is also maintained during planned educator breaks (morning tea and lunchtime). Teachers and SLSOs from the K-6 school are rostered to relieve the preschool educators during their break time (refer to the current duty roster, located in the staffroom). Preschool educators or K-6 school staff do not leave their duty time until the educators return and ratios are maintained.

In the case of wet weather, only one preschool teacher is relieved at a time. In this case, the preschool teachers share the duty, in the way of a reduced break time and/or extra duty.

During the indoor program time there is always a minimum of one teacher and one SLSO with a maximum class of twenty (20) children.

During the outdoor program time, the minimum ratio requirements of 1:10 are maintained. All educators are positioned in various areas around the yard to optimize the supervision and quality interactions of the children. If at any time an educator needs to leave (for a short time) the indoor or outdoor area they communicate to all educators that they will go. These times include going to the toilet or stepping away to bring out/in a material, resource... Educators do not leave the premises of the preschool at anytime if the minimum ratio requirements are reduced.



Adequate supervision is not only achieved through educator to child ratios. Educators at all times must:

- Ensure they can respond to children immediately, particularly if a child is distressed or in an unsafe situation
- Know where all the children are at all times by actively and diligently monitoring their activities
- Balance supervision and engagement by drawing on a range of skills such as positioning, using peripheral vision and monitoring changes in noise and stress levels
- Have an awareness of potential hazards in the environment and proactively take steps to predict and intervene in situations where children's health and safety may be compromised
- Use flexible positioning and strong communication between educators to ensure all children are supervised

Cleaning

The Education and Care Services National Regulations (regulation 103) requires that children's services premises, including equipment and furnishings are safe, clean and hygienic condition. Each departmental school has a cleaning contractor who aims to keep the whole school safe, clean and in good repair. The cleaning contractor makes sure that the school is cleaned to the cleaning performance standards. Extra cleaning practices have been ordered by the department and are undertaken by the cleaning contractor due to the COVID-19 pandemic. These extra cleaning practices include the wiping down of the fixed outdoor equipment, all door handles and tables before preschool opening and the cleaning of all toilets within the preschool premises in the middle of the day.

Preschool educators need to ensure that furnishings and play equipment are checked regularly and kept in a safe, clean and hygienic condition. Regular cleaning (as appropriate) of tables and chairs, indoor equipment, soft toys, puzzles, books, sand equipment, outdoor construction toys and food preparation areas are done and a cleaning schedule is kept. The SLSOs undertake extra cleaning practices due to the COVID-19 pandemic. These include the daily wipe down or spray of all the tables, learning tools, equipment and food trolley. At the end of each group, children's lockers and chairs are cleaned. A mix of a diluted water and eucalyptus oil spray and/or Glen20 is used.

A SLSO is responsible for the cleaning and checking of the outdoor and indoor environment each morning. This includes:

- Sweeping then wiping all outdoor tables and chairs with a paper towel and diluted water and eucalyptus oil
- Check and sweep (with a dust broom) all spider webs on outdoor play areas
- The safety of the indoor and outdoor areas
- Cleaning register to be signed daily

Cleaning Products

Staff should also consider the type of products used for cleaning desks, toys and equipment in the preschool. Many chemical cleaning products (including disinfectants) may be a potential risk to health, possibly triggering conditions such as asthma, allergies and poisoning. Mild or neutral detergent (a pH level between 6 and 8) and water is suitable for all general environmental cleaning.

Disinfectant is only necessary if surfaces are contaminated with potentially infectious materials that include blood, vomit urine and soiling. The infected surface needs to be cleaned with detergent and water before using the disinfectant.

For all cleaning at Canley Vale Public School Preschool we use:

- Diluted eucalyptus oil in a spray bottle for all general cleaning.
- Gumption for difficult cleaning.

*Staying Healthy: Preventing infectious diseases in early childhood education and care services, 5th edition
National Health and Medical Research Council, 2013.*



Toileting

Parents are asked to supply a clean change of clothing for children at preschool. If a toileting accident occurs educators should:

- Place soiled clothes in two plastic bags and placed in the soiled clothing bucket located in the children's bathroom.
- A label indicating child's name, type of soiling, time and educator's name will be taped onto the plastic bag
- A note will also be taped onto the child's back stating the parent to see the educator
- Use toilet paper and wet wipes to clean a child after soiling their pants. If needed the child will be taken to the preschool shower to be cleaned. Two educators will be present or in close proximity to this area.
- Educators will wear disposable gloves when cleaning up toilet accidents.
- Once the child is clean and the wet wipes have been used, remove gloves so you will not touch the clean child with dirty gloves.
- The dirty wipes and gloves must be thrown into a plastic bag and discarded in the soiled bin located in the children's bathroom.
- After toileting, children are reminded to wash their hands and dry them properly to stop germs that might make them sick.
- Educators wash their own hands after helping children use the toilet.

When a child has had a toileting accident the educator will notify the other educator/s that they will be changing the child in need. The child will be taken into the children's toilet ensuring other children are not present. The bathroom door will remain open at all times allowing the educator that is changing the wet/soiled child, to be in sound of the other children. The educator will wear disposable gloves and the child will be cleaned if necessary and changed quickly into dry clothes. These clothes are the child's clothes brought from home or preschool's spare clothes (if the child does not have spare clothes in their bag). The storage of the soiled clothing are indicated above and both child and educator are to follow the handwashing procedures.

Learning Environments

The children spend part of their day in the outdoor learning environment and also the indoor learning environment. Possible risks are identified and the educators minimise these risks wherever possible. This will be done by:

- Updating the *Outdoor and Indoor Risk Minimisation Plan*, at least annually or when changes occur.
- The outdoor and indoor environments are checked daily by the SLSOs and a register is signed.
- The preschool staff ensuring they are positioned at various areas in the outdoor and indoor environments to maximise the supervision, care and quality interactions of the children.
- Children not entering the indoor learning spaces unless they have asked an educator first.
- Children asking an educator if they need to go to their bag or use the toilet, and the child's whereabouts being monitored while they are indoors or using the bathroom.
- Children are regularly reminded to ask an educator to go inside.
- Children are reminded to always walk when inside.
- The GA, WHS team and the department's general contractors are responsible for the maintenance and safety of all the trees and plants throughout the P-6 school.



Play Equipment

All equipment will be checked, cleared of spider webs and cleaned daily (refer to the COVID-19 cleaning procedure under section (h) providing a child safe environment; Procedures, Child protection: Cleaning).

The educators will initial the outdoor and indoor register (daily) once the outdoor and indoor environment has been checked and cleaned. Broken equipment and toys will be repaired or thrown out where necessary. If any repairs are unable to be undertaken by the preschool staff, the educators will either speak to the P-6 school General Assistant (GA) to attend to the repairs or will be reported in the GAs maintenance book. The GA will then carry out the repairs when appropriate.

Providing challenging play experiences is an essential part of the preschool program. When equipment is placed higher than the minimum requirement of guidelines 600mm a crash mat will be placed under the equipment to ensure the safety of the child.

Within a fall zone, a minimum impact area of 1500mm is required surrounding moveable equipment that is not linked.

At the end of a slide a 2000mm run out section is required.

Refer to Kidsafe NSW

Sandpit and Dirt Pit

Sandpits and dirt pits are fun and an integral and important part of the preschool program. Particular attention needs to be paid to ensure that they are clean to avoid the spread of infection.

There are a number of ways to do this:

- Securely cover the sandpit and dirt pit when not in use to prevent contamination, such as animal excreta, broken glass and other objects
- Check daily and remove contaminated sand or rubbish
- At Canley Vale Public School Preschool we clean weekly with salt. The register is signed weekly.
- Our dirt pit is a mix of sand and soil mix

This can be done by:

- Watering with either mild detergent, diluted household disinfectant or a 1:10 solution of bleach
- Raking through with salt (this is the preferred way at our preschool)
- Digging the sand over monthly to reduce moisture and stop the sand from turning sour (have children turn the sand over as they are playing; this is the preferred way at our preschool)
- keep sand topped up to the maximum level. Sand should be within 100 mm of the top edge of the sandpit edging
- renew the sand annually or as necessary

Kidsafe NSW Inc has information and advice on sandpit safety and design www.kidsafensw.org/

Work Health and Safety

The Department of Education is committed to ensuring a safe and healthy working and learning environment for staff, children and visitors to schools and preschools. As stated by the Department of Education, that the school and preschool premises and an area of 4 meters away from any school entrance is a tobacco, drug and alcohol free area. Accidents are often directly related to a child's growth and stage of development. Parents of preschool-aged children need to be assured that their children are cared for in a safe environment and that staff take every reasonable precaution to protect children from harm and reduce the risk of accidents likely to cause injury.

The Department's Work Health and Safety Directorate offers a range of information and support tools for managing specific hazards and risks in schools, that is also relevant to preschools. It is available at <http://detwww.det.nsw.edu.au/workhealthandsafety>



Chemical safety

Work, Health and Safety Regulations and the Education and Care Services National Regulations (clause 70) state that all dangerous cleaning materials, disinfectants, poisonous and other dangerous substances and medications are kept in a child-resistant container. Children's medications are kept in individual containers that are stored in the middle room/staffroom, medication cupboard. Each container storing medications is clearly labelled with the child's photo, name and class. They must be labeled with a description of contents and directions for their use.

Any potentially hazardous products such as cleaning chemicals/products or aerosol cans are clearly labelled and stored in the locked storerooms and kitchen at all times. A notice is on each of the storeroom doors and kitchen, indicating that potentially hazardous products are stored there.

The following items are kept in secure storage facilities that are inaccessible to children (in rooms with locked doors):

- All cleaning materials, including detergents and disinfectants
- Poisonous and other dangerous substances
- Dangerous tools and equipment
- Toiletries
- Medications (kept in a childproof container in a cupboard and/or refrigerated, if necessary)
- First aid equipment

For more information refer to Chemical Safety in Schools at

<https://detwww.det.nsw.edu.au/assetmanagement/chemicals/foreword.htm> or contact the local WHS manager.

Electrical and fire safety

All electrical equipment should be well maintained. Electrical cords need to be secured safely away from children's reach and exposed power points are fitted with protectors, or inaccessible to children, ensuring children's safety.

When not in use equipment should be stored in a safe place that is inaccessible to children.

Electrical equipment is checked annually and is maintained through the P-6 school.

Fire extinguishers are placed appropriately throughout the building, as in the rest of the P-6 school, and a fire blanket kept adjacent to any cooking facilities. Fire extinguishers are checked annually and are maintained through the P-6 school.

Fire extinguishers and fire blankets are also illustrated on the evacuation diagrams that are located at the exit doors of each classroom (foyer area and back ends of the classrooms).

Education and Care Services National Regulations, 168 (2) (h)

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Child Protection policy: Responding to and reporting students at risk of harm PD/2002/0067/V02, Child protection policy guidelines: Responding to and reporting students at risk of harm. Working With Children Check Policy PD/2005/0264/V07, Work Health and Safety (WHS) Policy PD/2013/0454/V01, Child Protection-Allegations Against Employees Policy DOC 16/1020544

National Quality Standard/s; 2.2: Each child is protected



(i) staffing, including:

(i) a code of conduct for staff members;

Procedures

Preschool Teachers

All permanent preschool teachers appointed to the school by the Department's Staffing Services are required to have an ACECQA approved early childhood qualification, approved to teach in NSW Public Schools and is registered with NESA. Once teachers are appointed to a school by the Staffing Services area, local decisions regarding the way classes are arranged are made by the Principal in consultation with the executive at the school.

For teachers working in a preschool, this can mean that the teacher can also work across P-2 or P-6 depending on their qualifications and the needs of the school.

If the early childhood teacher is unexpectedly absent for 12 weeks/60 days or less, a primary-qualified casual teacher may replace them, only for that time (refer to the preschool link of the department's website).

The relevant employment legislation for teachers is the Teaching Service Act 1980 and the Teaching Service Regulation 2007. Information on the professional and legal responsibilities for teachers is also found in other legislation and departmental policies and procedures such as the Department's *Code of Conduct*.

The preschool teacher is responsible for:

- Planning and implementing a quality play-based program that is relevant to the children in their local context and is guided by the Early Years Learning Framework
- Their own professional development. Consultation with supervisor teacher ensures access to appropriate professional learning
- Update and maintenance of the Professional Development Plan (PDP)
- Translates school policies and programs into suitable learning experiences
- Providing direction and guidance to the support staff in the provision of the program
- Maintenance and updating of all documents relevant to the daily running of the preschool. These include the annual review and updating of the local procedures, the annual (at a minimum) review and updating of the QIP and the implementation of the outlined improvements, review and updating of the philosophy, review and updating of risk minimization plans and medical plans.
- Critical reflection (individually and within the team) on all aspects of the preschool.
- Involved in the P-6 school. This may include attending staff meetings, professional learning and any requirements asked by the principal.
- Continual communication with all stakeholders that include children, families, preschool educators, P-6 staff, local community, P-2 Initiative Officers, Early Learning, preschool network.



Canley Vale Public School

Canley Vale Rd

Canley Vale NSW 2166

Phone 9724 1555

Fax: 9728 1792

www.canleyvale-p.schools.nsw.edu.au

Principal: Margaret Creagh

School Learning Support Officer (SLSO) and Aboriginal Education Officer (AEO)

This position was formerly known as the *teacher's aide preschool*. The school learning support officers/Aboriginal Education Officer working in preschools must hold or be actively working towards an ACECQA approved

- Certificate III in Children's Services
- Certificate III in Early Childhood Education and Care
- Certificate III in Education Support
- Certificate III in Education (Teacher Aide/Assistant)
- Certificate IV or diploma meet the qualification requirement

If required, the ACECQA qualification checker can be used to determine if an SLSO or teacher qualification is approved by ACECQA.

- In the case of a school learning support officer, the replacement must have a Certificate III in children's services.

The SLSO or AEOs role is at the discretion of the principal and primarily works with the teacher to provide the educational program and a healthy, safe and welcoming environment.

The School Learning Support Officer or Aboriginal Education Officer:

- Supports the preschool teacher to implement the preschool program
- Works in partnership with the teacher to provide adequate supervision
- Interacts with children and supports their positive behavior and learning
- Organises and sets up activities
- Replenish resources (paper towels, soap, toilet paper, paints, craft materials)
- Cleans equipment and preschool environments (children's bathroom, outdoor and indoor environments)
- Is involved in the review of all documents relevant to the daily running of the preschool. These include the annual review of the local procedures, the annual (at a minimum) review and of the QIP and the implementation of the outlined improvements and the review of the philosophy
- Implementation of roles outlined within the local procedures
- Observations of children
- Critical reflection on all aspects of the preschool.
- Maybe involved in the P-6 school. This may include attending staff and team meetings, professional learning and any requirements asked by the principal.
- Continual communication with all stakeholders that include children, families, preschool educators, P-6 staff, local community, P-2 Initiative Officers, Early Learning, preschool network.
- Attends to the personal care and needs of young children.
- Update and maintenance of the Professional Development Plan (PDP)

June, 2020



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The collaboration between the preschool teacher and the support staff play an important part in the day-to-day operation of the preschool and the delivery of a quality program.

The SLSOs, preschool teachers and executive staff negotiate the swapping of the SLSOs from one classroom/ Preschool Teacher to another. The SLSO can remain with the same Preschool Teacher in negotiation with the principal, teacher, supervisor and/or executive staff.

Information on the conditions of employment of the SLSO is in the Non Teaching Staff in Schools handbook, Industrial Relations Directorate (02 9561 8780) or the website <https://detwww.det.nsw.edu.au/lists/directoratesaz/ires/indrel/index.htm>

Staffing

Each preschool classroom has a minimum of one approved early childhood teacher and an approved SLSO or AEO that maintains the minimum ratio of 1:10 (one educator to ten children) at all times.

Each preschool teacher has a minimum of 30 minutes release from face to face teaching (RFF) each week, and is replaced by the P-6 RFF teacher. The RFF teacher is often the regular teacher and continues the program of the class.

Support staff are also rostered on in the preschool throughout the week to provide support and additional learning opportunities for the children. These support staff include the community language teachers (CL teachers).

Staff breaks are covered by regular teachers and SLSOs that work within the P-6 school. These staff are rostered by the executive organizing the rosters for the term. The current duty roster is available on the wall in the preschool staffroom.

In the foyer of the preschool (of each classroom side), there is a poster that indicates the staff that are on the class for that day. The poster includes the staff name and photo (where possible) on a tab and the staff tab changes as it is needed. This helps the families of the class know which staff members are with their child for the day.

There is a sign in/out register located next to the back entrance of the staffroom. This sign in register is required to be signed by all staff that will be in contact (short term) with the children or around the children for a period of time (this includes playgroup visits). This includes the teachers and SLSO relieving preschool staff for their duty, RFF teacher and support staff.

There is also a sign in/out register for the staff that are with the children for the day. This includes the regular preschool staff or casual teacher for the day. This register is located in the preschool middle staffroom. Lastly, there is a sign in/out register for short-term visitors. This is located in the parent foyer.

The preschool administrative support allocation is used by the administrative staff allocated for the preschool. This office member is in charge of:

- preschool enrolments and all things involved with enrolments that include the enrolment waiting list, processing preschool enrolment applications and entering details into ERN, communicating with families regarding enrolment, attendance patterns and term dates, the full completion of the enrolment form
- establishing and maintaining group lists
- Fee invoices and receiving fees
- Maintaining preschool immunization register and seeking immunization records after the child has turned 4 years



- Maintaining current and up to date action plans
- some outgoing parent letters

Other administrative tasks are undergone by the preschool supervisor or the preschool staff. The preschool supervisor is allocated one day per week off class and/or extra allocated time (for the preschool staff) as needed to fulfill the required administrative tasks.

The executive staff organizing casual staff are familiar with the qualified, regular bank of relieving casuals that are used when preschool staff members are away. The preschool staff members are also asked of casual teacher preferences if the absence is known. These regular casuals or if needed, new casuals, spend one on one time with the teacher going over the daily timetable and any other necessary information. The casuals (regular or new casuals) are also encouraged to take the time to look through the casual folder in the morning and to ask questions as needed. Once looked through the casual is encouraged to sign the register at the beginning of the folder as proof of reading.

A 'Things to Remember' checklist is also at the front of the casual folder and left on the class bench for the casual staff to remember if all regular preschool staff are absent.

All preschool staff are required to complete their Performance and Development Plan (PDP) during term one, midyear and at the end of the year. The delegated supervisor of the preschool is responsible for the maintenance of each preschool staff members PDP and the PDP is forwarded to the principal (at each stage). A copy of each PDP is also kept on the preschool premises in the preschool office.

All staff are encouraged to access and participate in professional learning. Professional learning opportunities are also forwarded on by Early Learning, the P-2 Initiatives Officer, preschool supervisor and the principal. Staff wishing to attend a professional learning opportunity discusses this with their supervisor and a release request is given to the senior executive approving and organising the release of the staff.



(i) staffing, including:

(ii) determining the responsible person present at the service;

In DoE preschools, the principal is the nominated supervisor, educational leader and responsible person in charge.

In keeping with Leading and Managing the School (PD2004/0024) “the principal occupies the pivotal position in the school and is accountable for leadership and management consistent with State legislation and the policies and priorities of the NSW Government.”

The relieving principal, Mr. Brad Lanham has overriding responsibility for the supervision of the preschool, however he may delegate the supervision of the preschool education program to an executive staff member.

When the principal is off the school premises the next in charge is the Deputy Principal P-2, then Deputy Principal 3-6, then Assistant Principal, Preschool or as delegated by the principal at the time. This information is available with the preschool mandatory documentation located on the door in the parent foyer, entering the staffroom.

Authorised Supervisor

The preschool supervisor/s must understand how young children learn through play and the differences between the preschool and school programs. The authorised supervisor, Mr. Brad Lanham is expected to have a working knowledge of:

- The Early Years Learning Framework
- Be aware of the National Quality Standards
- Be aware of relevant legislations such as the Education and Care Services National Regulations
- Is responsible for the overall supervision of the preschool, as well as the program of activities, and any other specific matters relating to the preschool.

Under the Education and Care Service National Regulations schools may nominate one or two authorised supervisors. The principal of the school (Mr. Brad Lanham) is the first authorised supervisor and it is generally the executive supervising the preschool who is the second (refer to the line of order stated above).



(i) staffing, including:

(iii) the participation of volunteers and students on practicum placements;

Procedures

Volunteers and practicum students

Any volunteers or practicum students will be directed to the school principal, deputy principal or nominated practicum/volunteer supervisor for placement.

The principal, deputy principal or nominated practicum/volunteer supervisor will organise any documentation in regards to the placement. The documentation includes:

- Volunteer's full name
- Date of birth
- Address
- Institution that they are coming from
- Relevant documentation

The principal, deputy principal or nominated practicum/volunteer supervisor must use information provided by the volunteer to confirm that person is not on the Department's Not To Be Employed (NTBE) database via EcPC.

Early childhood or teacher education students completing practical training or undertaking an internship within a preschool must have a WWCC clearance and provide 100 points of proof of identity.

The preschool teacher will then have direct supervision of those students or volunteers.

All preschool staff are aware that at no time will a volunteer or practicum student be left to or included in the supervision of any children.

Volunteers and practicum students are asked to sign the preschool visitors register when they arrive and leave our preschool.

Volunteers and practicum students will support and continue the program of the class/preschool and also fulfill their study requirements.

NOTE:

- Volunteers in the preschool who are a close relative of an enrolled preschooler or parent must supply a declaration that they have no offences that would bar them from working with children and an undertaking to advise the department should they become barred or convicted of a relevant offence and 100-points of proof of identity. They are not required a WWCC clearance. The exception to this is if they are providing personal care to a child or are part of a formal mentoring program, in which case they must provide and have verified, a Working with Children's Check.
- Volunteers or work experience students under the age of 18 years do not need to obtain a WWCC clearance however their full name, date of birth and address should be recorded (*regulation 149*).

For additional detail, refer to the department's *Working with Children Check Procedure*.

Education and Care Services National Regulations, 168 (2) (i), 149.

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Code of Conduct Policy PD/2004/0020/V06, Management of Conduct and Performance Policy PD/2006/0335/V02, Working with Children Check Policy PD/2005/0264/V07, Working with Children Check Procedure, Departmental preschools and the National Regulations

National Quality Standard/s; 4.1: Staffing arrangements enhance children's learning and development.

Resources: Early Childhood Australia's Code of Ethics (this can be accessed via the preschool section of the department's website).



(j) interactions with children, including the matters set out in regulations 155 and 156:

Procedure

At Canley Vale Public School Preschool, we believe relationships with children are responsive and respectful that promote children's sense of security and wellbeing. Relationships of this kind free children to explore the environment and engage in play and learning.

Each child is supported to work, learn from and help others through collaborative learning opportunities.

Interactions with children (Regulation 155)

Staff will:

- Maintain the dignity and rights of each child when interacting with them
- Support each child to develop warm, trusting, respectful relationships with other children and with adults
- Encourage each child to express themselves and their opinions, engaging with them in sustained shared conversations and about things that interest them
- Respond to each child's strengths, abilities, interest and play, to support curriculum decision making

Preschool Program

The preschool routines:

- Provide regular opportunities for the children to engage in meaningful play experiences
- Provide guidance for every child to manage their own behavior and to respect individual differences
- Have regard for each family's cultural values

Student Welfare

New South Wales public education system aims to provide a safe, caring, quality education where every child can learn and grow with confidence and meet individual needs personally, socially and their learning.

This is achieved by the guidance of the United Nations Convention on the Rights of the Child to Play, Education and Care Services National Law and Education and Care Services National Regulations 2018, Procedures and Departmental Policies and the deliverance of the Early Years Learning Framework for Australia; Belonging, Being and Becoming.

Links with families, school community, local community and support services working together help to support and provide a positive wellbeing for each child. During the COVID-19 pandemic links with families continued in the way of weekly phone calls and regular emails. These links between the educators and the families supported the wellbeing of the children and their family.

All students are supported when individual needs are identified. Families and services work collaboratively to provide the best support, care and education for the individual child.

Student Discipline

A positive preschool environment along with positive discipline includes all the elements of the Early Years Learning Framework for Australia as being central. These elements include the Learning Outcomes, Principles and Practices.

Belonging, Being and Becoming; The Early Years Learning Framework for Australia p 10.

Our early childhood service works closely with the K-6 school, families, educators and children in:

- Decision making (learning and teaching program, goals, plans and actions);
- Celebrating successes;
- Clear expectations;
- Valuing and involving relationships, social responsibility and problem solving;
- Self regulation;
- Discouraging gender and cultural stereotyping;
- Establishing networks with other professionals;



- Recognising the child's welfare and relationships with all stakeholders;
- Also using the guidelines of the Canley Vale Public School's Wellbeing and Discipline policy.

Anti-racism

The NSW Department of Education rejects all forms of racism and racial discrimination in our organisation, structure, culture, curriculum, learning and working environment.

This includes:

- Direct and indirect racism
- Racial abuse
- Harassment

Students, staff, family members or community members should not experience any form of racism and it is our responsibility to remove any expression of racism within our environment. Encouraging Australia's cultural, linguistic and religious diversity is paramount in helping to eliminate racist and discriminatory behaviours.

Aboriginal and Torres Strait Islander education

The Department of Education is committed to improving educational outcomes and the wellbeing of Aboriginal and Torres Strait Islander students. Our aim for Aboriginal and Torres Strait Islander families and children's experiences in our preschool is to have a fair, equitable, cultural inclusive, high quality education aiming to achieve their full potential.

Educators will aim to increase the knowledge and understanding of the culture, histories and experiences of Indigenous Australians.

This will be done through:

- Aboriginal and Torres Strait Islander communities as partners in Aboriginal and Torres Strait Islander education and training
- Goal (Professional Development Plans)
- Professional development
- Planning and programming
- Discussions
- Incursions
- Displays

Multicultural education

Community harmony is promoted through policies, procedures and practices to develop an understanding of cultural, linguistic and religious diversity. We engage in inclusive teaching practices that recognise and value the backgrounds and cultures of all families and children.

A large percentage of our families and children are of non-English speaking backgrounds and we support the development of their English language through:

- The support of the Community Language Officers (CLOs)
- Parent workshops
- Bilingual/multicultural literacy
- Specific planning and programming
- Available translators
- Positive community relations

Education and Care Services National Regulations, 168 (2) (j), 155, 156

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Values in NSW Public Schools PD/2005/0131/V01, Student Welfare Policy PD/2002/0052/V01, Student Discipline in Government Schools Policy PD/2006/0316/V03, Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01, Anti-Racism Policy PD/2005/0235/V05, Aboriginal Education and Training Policy PD/2008/0385/V03, Code of Conduct PD/2004/0020/V06, Multicultural Education Policy in Schools PD/2005/0234/V01, People with Disabilities-Statement of Commitment PD/2005/0243/V01, Teachers Handbook 2003: Professional and Legal Responsibilities of Teachers, Care and Supervision of Students(p 5-5) Preschool-interactions with children support documents

National Quality Standard/s; 5: Relationships with children, 5.1: Respectful and equitable relationships are maintained with each child.
June, 2020



(k) enrolment and orientation;

Procedures

Preschool Enrolment

Enrolment within DoE preschools is for one year, the year before starting formal schooling. At Canley Vale Public School Preschool, under exceptional circumstances, a child is able to attend preschool for a second year. Before a second year is considered the child's age is taken into account and the reason/s for repeating. These reasons may accompany a medical diagnosis or that the child would benefit from a second year. If a child is young in age and shows signs of difficulty in settling into the preschool routine, conversations between the family and the educator occur early in the year (usually within the first term). Families could be encouraged to withdraw their preschool enrolment for that year and return the following year. This only occurs when the parents agree to this advise. When these circumstances for a child to attend a second year presents its self, discussions between the family, educator, deputy principal (P-2), principal and or external services (may include LaSt, school counsellor, speech, OT) occur. The final decision sits with the principal.

Children can enrol at our preschool if the child turns four (4) years of age on or before 31st July that year.

Applications for enrolment begin end June where families are encouraged to pick up an application to enrol in a NSW Government Preschool form directly from the P-6 school administration office. Along with the enrolment form, an English or a translated note requesting additional supporting documents are also available.

This enrolment form is available for families that live within the local area. For families that live out of area, they are given an Out-of-Area Canley Vale Public School Preschool Application form.

The families are encouraged to return their preschool enrolment application forms by end July. When the applications are due to be returned, Community Language Officers have a kiosk in the administration office where they answer questions and assist the families with the enrolment application form in their home language. This is available for two hours on the designated day. After the designated return date, the administration staff receive further enrolment application forms where they check off a checklist ensuring all necessary documentation (including medical action plans) is provided.

Out-of-Area application for enrolment and enrolments that exceed availability (in area applications also fill a Canley Vale Public School Application for Preschool form) are placed on a waiting list and are considered only when there is availability.

The principal will offer enrolment, with priority given to Aboriginal or Torres Strait Islander children and those that are disadvantaged (low socio-economic circumstances or children that are unable to access other early childhood services due to disadvantage or financial hardship).

Enrolment will then be offered to:

1. Children living within the school enrolment catchment area
2. Children living outside the school catchment area and who have siblings enrolled in the school
3. Children living outside the school catchment area

By the end of August to early September an official letter of success is sent to the families. This also advises the family of the up and coming Preschool Orientation date.

Once the classes are filled and a vacancy is made available, the position is filled by the next child on the waiting list.

Preschool is offered on a five day fortnight basis. There are permanent Monday and Tuesday groups (Preschool Green and Preschool Yellow) and permanent Thursday and Friday groups (Preschool Blue and Preschool Red) and the Wednesday is alternated between the groups. The Monday and Tuesday group attend on the Wednesday each odd week and the Thursday and Friday groups attend each even week.

Gender, age and language groups (evenly spread) are considered when the group allocation is formed. These groups are formed by the administration staff and is reviewed by the principal and preschool teachers. The group allocation is flexible and open to change by parent request or reasonable circumstances. This information is communicated to the administration staff and principal.



Updated immunization records are provided by the parents as additional supporting documents with the application of enrolment. The administration officer in charge of the preschool places a slip on each child's file indicating when the immunization record needs to be updated. This information is also available on each child's file through ERN. The administration officer in charge of the preschool regularly checks the individual preschool child's soft and hard files for the expiry of the immunization record. When the preschool child turns four (4) years of age a formal letter is sent to the families requesting the updated immunization record.

Preschool Orientation

An orientation program occurs during Term 4 each year for children who will be attending our preschool the following year. The orientation program runs over a course of 5 days. At this time (on a designated time and day), families are invited to visit the preschool for approximately an hour and a half with their child. This gives the preschool staff an opportunity to observe the children and talk with families about their child (likes/dislikes, strengths, interests, learning, cultural and health needs) and the family's needs, expectations and non-authorisations (court orders).

After the orientation program has concluded, a parent information session occurs. At the information session, families are given more information about:

- the preschool program
- what they need to do to prepare their child for preschool
- what to bring to preschool on a daily basis
- services available through the preschool that include speech therapist and the school counsellor

The community language officers also attend the information session to translate to the families in their home language (languages include Khmer, Teo Chew, Mandarin, Vietnamese, Arabic and English).

During this time, families also receive their child's information pack that includes the Canley Vale Public School Preschool Parent Handbook, educators' names, child's class, starting date and time, yearly attendance calendar, incursion info. and the one off incursion fee, NSW foundation font sheet, an information sheet on the Early Years Learning Framework and a Transition to Preschool pamphlet issued from the Department of Education.

On the first day of preschool, small groups of children (5 children) will arrive at staggered times. Families are encouraged to spend some time with their child before leaving for the day. This is designed to allow the educators to give each child and family the individual attention necessary and answer any questions of concern the families may have.

Within the first week of beginning, preschool families are given a permission form requesting critical information. This critical information includes people authorised to pick up the child, non/sunscreen permission, permission to photograph, permission to attend incursions and medical documents.

Preschool Transition to School

Transition from preschool to the P-6 school begins soon after the children begin preschool. The preschool children:

- Participate in the P-6 school evacuation and lockdown procedures as well as the preschool evacuation, lockout and lockdown procedures
- Attend and participating in various whole school assemblies that includes the P-6 school Easter Hat Parade, Education Week, Multicultural Day and Harmony Day assemblies
- Borrow and return library books within the preschool setting
- Attend fortnightly visits to the K-6 school library. During this time the children walk to the K-6 school library, listen to a story being read to them and choose a book to individually look at and share with their peers. This is planned, and carried out by the preschool educators within the K-6 school library.
- Attend the Infants Assemblies. The preschool children walk to the P-6 school hall to watch and participate in the Infants Assembly.
- Walk around the P-6 school to visit areas such as kindergarten classrooms, toilet blocks, designated play areas, administration block, canteen where the children purchase an ice block to eat and out of bounds areas.
- End of year concert practice and performance in the P-6 school hall.



Any time that opportunities arise that the preschool children can be involved in activities and experiences with the P-6 school, we endeavor to attend.

Preschool Orientation to School

Enrolment in a preschool class within the school does not automatically translate to an entitlement to enrol in the school's Kindergarten. *The Enrolment of students in NSW government schools policy and Implementation procedures* apply for enrolment from Kindergarten onwards. During term 4 a *Preschool to School Orientation* program occurs. During this time, the preschool children that will attend a K-6 school other than Canley Vale Public School will attend that school's orientation program. Children who will attend Canley Vale Public School participate in a *Coming to School* program.

There are four *Parent Information workshops* available for the families to attend.

At the *Parent Information workshops*, families are given information about:

- Our school
- School uniforms and how to purchase
- What kindergarten is like at our school
- School tour
- Speech therapy workshop
- Literacy, numeracy and technology workshop
- Excursion information
- Out of School Hour club
- Best Start Assessment information and letter
- Kindergarten pack collection
- School Counsellor service

While the families are attending the *Parent Information workshops*, children who will be attending kindergarten will also be attending four kindergarten activity sessions. At the kindergarten activity sessions the children will:

- Go into a kindergarten classroom with a kindergarten teacher
- Engage in indoor and outdoor play activities
- Sing
- Listen to stories
- Talk about going to kindergarten and the book 'Our School'
- Talk about healthy lunchboxes and healthy eating
- Tour around the school

During this time, the kindergarten teachers spend sometime observing the whole child, including the child's fine motor skills, social skills, speech difficulties. The preschool educators float between the kindergarten classrooms to provide a familiar face and ensure all preschool children are settled, and supported.

The Kindergarten teachers also work collaboratively with the Preschool teachers to ensure a smooth transition for all preschool children, particularly of those with specific needs.

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Enrolment of Students in NSW Government Schools: A Summary and Consolidation of Policy PD/2002/0006/V01

Education and care services regulation; Regulation 168(2) (k), 160, 161, 162

Department Preschool Classes: Enrolment procedure (attached below)

Preschool waiting list application form

Application to enrol in a NSW Government preschool

Schedule of Visa Subclasses and Enrolment Condition



(I) governance and management of the service, including confidentiality of records;

Procedures

Governance and management of the service

Departmental Preschools are governed by various governing bodies that include:

- Department of Education (DoE)
- Australian Children's Education and Care Quality (ACECQA)
- NSW Education Standards Authority (NESA)

The local governance and management of our preschool includes:

- Director
- Principal; the principal occupies the pivotal position in the school and is accountable for leadership and management consistent with State legislation and the policies and priorities of the NSW Government." (Leading and Managing the School: PD2004/0024/V01). *The principal is also the designated Educational Leader, Nominated Supervisor and Responsible Person in charge of the preschool.* The principal's photo is displayed in the preschool entrance (foyer) on the DoE template, noting the principal as assuming these three roles. The principal has the overriding responsibility for the supervision of the preschool however delegates the supervision of the preschool education program to an executive staff member. If the principal is off the school site, the school senior executives (Deputy Principal P-2 or Deputy Principal 3-6) or Assistant Principal, Preschool who is relieving for the principal assumes the three roles mentioned above.
- Deputy Principals
- Assistant Principals

Records about children

Our preschool keeps detailed, current records for each individual child that include family circumstances and the child's personal history for all children attending the preschool. Much of this information is obtained from the *Application to Enrol in a NSW Government preschool*, additional information forms used by our preschool and informal conversations with the families. Information collected from the forms is kept in the preschool.

As for the rest of the school, the preschool keeps records of:

- The names and addresses of people authorised to collect the child
- Permission notes for use of sunscreen or non-sunscreen use, photographing and incursions
- Child's individual program including assessments
- Child's attendance and enrolment
- Information about any cultural or religious practices that need to be observed
- Illnesses, accidents or incidents that occurred and any action taken
- Medication forms, health care plans, parent communication plans, individual risk minimization plans
- General risk minimization plans
- The daily arrival and departure of children
- Excursion/incursion consents that state the number of adults and children attending and emergency contact details for the excursion/incursion

Records which contain personal information about a child are considered confidential.

The Guide to the National Quality Framework operational requirements (part 7.4) includes a table of the type of records which must be kept.

Operational records

Other records need to be kept that relate to the operation of the preschool.

These include:

- *The Program*: programs for children, records about the program including the philosophy, structure of the day and a weekly record. Refer to *The Program* section of the Handbook.
- Quality Improvement Plan
- Preschool policies and procedures
- Current National Education and Care Service Regulations



Visitor attendance: an up-to-date record of any visitors or volunteers to the preschool, including name, signature and arrival and departure times

- Mandatory regulatory information (including operational details, Assessment and Rating details name of nominated supervisor, educational leader and responsible person)
 - *Staff register:* This includes educators time on and off the floor with the children. This register is for all permanent preschool educators, casual staff, relieving staff or staff on duty.
 - *Visitors register*
 - *Staff timetable:* an up-to-date timetable that let families know of staff changes on any one day.

Records in relation to preschool staff are kept by the school and include:

- The daily sign-on register
- Up to date Child protection training
- Up to date First aid training
- Up to date Anaphylaxis training
- Up to date Asthma training
- Staff qualifications
- Staff working with children checks (letter and proof of verification by the department)

As for the rest of the school the preschool is guided by policies that promote the health, safety and wellbeing of children (Regulation 168, Education and Care Services National Regulations, 2018). Copies of these policies are kept with the principal, at the preschool and are available on the parent shelf (located in the main entry of preschool) or upon request.

Retention of records

The following records need to be kept securely on the premises for three (3) years then in secure storage, until the child reaches 25 years of age:

- Records relating to personal information of each child
- Any health related matters including medication forms and illness, injury, trauma or accident records
- Any record in relation to the death of a child while being educated and cared for, as a result of an incident while being educated and cared for, until the end of 7 years after the death.
- Parent authorisations for the child to attend excursions and incursions
- Details of any complaints and subsequent action taken

Records about:

- Programs for children
- Daily attendance
- Developmental records
- Daily routine

Are to be kept for three (3) years after the record is made. Education and Care Services National Regulations 2018, Regulation 183 outlines more information about the storage of records.

All other records are kept in line with departmental policy.

Confidentiality of Records

Any record which contains personal information about a child will be considered confidential and kept in the locked office. The preschool teacher will have access to each child's individual record. Parents will have access to their own child's records on request to the teacher.

The approved provider of the education and care service ensures that information or records (under these Regulations) of all children must not be divulged or communicated (directly or indirectly) to any persons other than:

- For educational, care or medical treatment of the child to whom the information relates to
- A parent of the child to whom the information relates to



- Information kept in educator's records
- Regulatory authority or authorised officer
- Expressly authorised, permitted or required by law or any Act
- Written consent of the person who provided the information

Information that can be easily accessed by all preschool staff include:

- Consent for the child to be collected by someone other than the parent; an authorized person (kept in the locked office)
- Individual health care plans, parent communication plans and individual risk minimization plans for children that require support at school with medication or health care procedures (kept in the Medication cupboard in the staffroom)

Education and Care Services National Regulations, 168 (2) (1), 181, 183

NSW Department of Education policy, procedure or guidelines can be accessed from the preschool section of the department's website; Leading and Managing the School Policy PD/2004/0024/V01, Information Security Policy PD/2015/0465/V01, Information Security Policy Guidelines, Privacy code of practice, Advice16-Applying Appropriate Security to Records: What should and should not be regarded as "confidential" records?, Records management for schools, Code of Conduct Policy PD/2004/0020/V06

National Quality Standard/s; 7.1: Governance supports the operation of a quality service, 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.



(m) the acceptance and refusal of authorisations;

Procedures

Written authorisations and consent from parents or authorised nominees must be obtained when:

- Administrating medication to children
- Medical treatment that includes illness, accident and emergency treatment (due to an accident or emergency by a doctor or hospital and/or transportation in an ambulance)
- Children being taken on excursions, incursions or regular outings
- Departure of children (when leaving the service in the care of anyone other than the parent/s)
- Access to the internet and/or email account
- Permission to publish that includes photographs/videos taken of the child and published on the school social media platforms
- Seeking information from other organisations or government departments about the child based on information provided in Section A of the enrolment form related to:
 - Learning and support needs
 - Special needs
 - Health conditions
 - Required risk assessments
 - Needs noted within the application from other prior to school services, organisations or NSW government departments.
- Application and non-application of sunscreen
- Applying insect repellent onto children whilst at preschool.

All documentation in relation to authorization will contain the child's name, date and signature of the child's parent/guardian or nominated contact person as noted on the enrolment form.

All the consent and refusal of authorisations are present on each individual child's preschool enrolment form (pp 12 and 13) and specific authorisation consent forms (located in the preschool). These can be obtained through the K-6 administration office and the preschool.

The P-6 school principal can exercise the right of refusal if written or verbal authorisations do not comply.

Acceptance and refusal of authorisations is supported by departmental policy and documents can be accessed from the preschool section of the departments website;

Excursions Policy PD/2004/0010/V07

Excursions Policy Implementation Procedures

Application to enroll in a NSW Government preschool

Education and Care Services National Regulations 2018; 92 (3), 93, 102, 160, 161 and 168 (2) (m)

National Quality Standards; 7.1: Governance supports operation of a quality service.



(n) payment of fees and provision of a statement of fees charged by the education and care service;

Procedures

Incursion Fee

During the Parent Information session families are informed of a one-off Incursion fee. This fee is to fund a number of incursions and extra curricula activities provided to the children for the year. The amount of the Incursion fee depends on the total cost of the incursions and activities and divided by the total number of families. The school may subsidise this amount and families are asked to pay the reduced incursion fee as soon as they can. The P-6 school administration office provides a payment envelope. Money is placed in the envelope and given to the P-6 school administration office.

Fees

The preschool fee schedule is based on the *Preschool Class Fees in Government Schools policy*. The standard daily fee of a family paying full fees is \$20.00 per day. A family that holds a current Commonwealth health care card (for low income families), and/or Aboriginal and Torres Strait Islander children pay a standard daily fee of \$10.00.

Collection of Fees

Fees are collected from families each term and the fees begin from the child's first day of term one. Consideration is taken into account and fees may not be charged or are reduced (up to the principal's discretion). Special consideration can be made by the principal for either a short or long term leave. If a family chooses to take extended leave/holiday the principal can decide to relinquish the child's place in the preschool, whereby, they will be placed on top of the waiting list. Fee exemption or reduced fees are not applied in the case of absence due to short term sickness.

The P-6 school administration office provides a payment invoice and envelope by the middle of each term. This invoice and envelope is placed in the individual child's communication pocket located in the foyer of each preschool class. Money is placed in the envelope and given to the P-6 school administration office.

Families have payment options that they can request. This includes:

- Paying as a lump sum
- To pay weekly if preferred.

If a family is Aboriginal or Torres Strait Islander or holds a current Commonwealth health care card, they are advised to provide an updated copy to the administration office and for that term, the fees will be reduced by half. Families without a health care card or pension card will pay the full fees as indicated. Receipts are provided for payments made.

If a family is experiencing financial difficulties, they are encouraged by the P-6 administration office, preschool educators, Community Liaison Officers (CLOs) or choose to speak with the principal. The principal can exempt or reduce the family from paying fees for a negotiated time.

NOTE: Fees are legally enforceable; however, provisions for fee relief and fee exemptions are available, at the principal's discretion and as stated above.

During the period of the COVID-19 pandemic, preschool fees were placed on hold. Therefore, preschool fees were not charged from term one weeks 9, 10 and 11, 2020. This hold on fees continued throughout the entire of term two, 2020. Fees will resume in term three, 2020. Term one weeks 9, 10 and 11 fees that were paid by the families prior to the hold on fees will be placed in credit toward term three fees.



Canley Vale Public School

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www.canleyvale-p.schools.nsw.edu.au

Principal: Margaret Creagh

NSW Department of Education policy, procedure and relevant guidelines can be accessed from the preschool section of the department's website; Preschool Class Fees in Government Schools Policy PD/2011/0423/V01, Finance in schools handbook (FISH), Preschool fee schedule

Education and Care Services National Regulations, 168 (2) (n)

National Quality Standard/s; 7.1: Governance supports the operation of a quality service



(o) dealing with complaints;

Procedures

Dealing with complaints

Most complaints, difficulties and grievances particularly when minor, should be resolved informally with the relevant person. There are provisions for the use of formal procedures depending on the seriousness of the complaint. Concerns or grievances are to be managed quickly, impartially and justly.

A more serious complaint or of any complaint made about an educator or staff member by a parent or family member, must be reported immediately to the principal. A notice of this information is available in the parent foyer on the DoE preschool mandatory template. If one chooses to lodge a complaint higher than the school principal, the contact number to the Early Childhood Education Directorate (ECED) is also available here.

If a staff member has concerns related to the behaviour or actions of another employee, contractor or volunteer, they should contact the *Director, Employee Performance and Conduct Directorate (EPAC)*. Any formal complaint by a staff member about another staff member should be made in writing (using the staff complaint form linked to the staff complaint procedure available on the DoE website). All staff must comply with the Department of Education's *Code of Conduct* procedures and act in a way that encourages a productive and harmonious working environment. *Refer to the Code of Conduct for staff (section li) of the Policy and procedure and supporting documents*. All staff are trained annually by the school principal or e-learning, mandatory training on the Code of Conduct.

If a complaint in regards to a child protection issue is made and it relates within the service by a staff member or volunteer, the principal will be notified immediately. The principal will make a notification to the *Early Learning Unit* as well as the *NSW Ombudsman* (reportable conduct scheme, ph. 9286 1021).

If a complaint relates to a breach of any given regulation, the *Early Learning Unit* must be notified, within 24 hours.

The Early Learning Unit is required to make a notification if a formal complaint has been made alleging that the Law has been contravened or that a serious incident has occurred or is occurring. The principal will call the Early Learning Unit to inform advisors about the complaint so that it can be assessed if the complaint is notifiable. When the complaint is notifiable, the principal will be asked to provide documentation including;

- the complainant name and contact details
- the name of the child/children, gender and date of birth to whom complaint relates
- details including the date complaint was received, a copy of the written complaint (or summary) and any other relevant documentation including correspondence, photos, statements etc.
- steps taken by the preschool/school in response to the complaint

The senior executives such as the supervisor/s and/or principal are responsible for monitoring, evaluating and complying with mandatory reporting requirements of the guidelines.

*Education and Care Service Regulations; Regulation 168 (2) (o)
Regulation 176 (2) (b)*

National Quality Standards: 7.1: Governance supports the operation of a quality service.

*NSW Department of Education policy, procedure or guidelines. These documents can be accessed from the preschool section of the department's website;
Complaints Handling Policy PD/2002/0051/V04
School Community and Consumer Complaint Procedure
Preschool Notification Fact sheet
Preschool Notification guideline*



(a) Health and Safety

v. Sleep and rest guidelines;

Procedures

Sleep and Rest

Each child has their own sleep and rest requirements. Appropriate opportunities will be provided to meet each child's need for sleep, rest and relaxation and as advised by the child's family.

All educators will:

- Ensure that the needs for sleep and rest of individual child at the service are met (Regulation 81).
- Quiet and restful areas are provided both indoors and outdoors and throughout the day.
- Discussions with families about the child's individual sleep and rest requirements occur at the Preschool Orientation and through informal conversations throughout the year.
- Respect for family preferences regarding sleep and rest and the individual child's daily needs will be considered while ensuring the child feels safe and secure.
- Conversations with families will occur (if and when necessary) about the child to not be forced to sleep or prevented from sleeping.
- A range of practices will be used to manage sleep, rest and relaxation needs. Practices include quietly resting (for up to 30 minutes), reading or relaxation activities (yoga or meditation).
- Children who then do not require sleep have opportunities to engage in appropriate quiet play experiences that include drawing, listening to a story, reading, fine motor activities, puzzles, indoor play or outdoor play.
- Each child's circumstances and current health will be determined whether high supervision levels and checks will be required whilst they are sleeping. An example of this is when/if a child is unwell and waiting for their parent/carer they will need to be monitored more constantly whilst sleeping (especially if they have a high temperature, vomited, received minor trauma to the head).
- Adequate and direct supervision and educator to child ratios will be maintained throughout the rest/sleep period (R123).
- Considerations will also be taken for children who are taking medication or recently vaccinated that may experience increased drowsiness (or restlessness).
- Areas for sleep and rest are well ventilated and have natural lighting.
- Beds (that are low to the ground), pillows and cushions that maybe used are clean and in good repair. **Pillow and cushions provided by the preschool are not available during COVID-19 restrictions.**
- Beds are sprayed with a diluted mix of eucalyptus oil and water. Beds are sprayed at the end of the preschool session of each individual child or when necessary.
- Beds are also washed with detergent and hosed with water and left to dry in the sun. This is done when needed (for example when vomited, soiled or urinated on) and annually (at the end of the year).
- Bed linen is brought from home used by the individual child and taken home at the end of the child's week. Our preschool will provide bed linen (when necessary) and will only be used by the individual child.
- **This linen will be taken home by the child, washed and brought back the following week before being used by another child. Bed linen is not available by the preschool during COVID-19 restrictions.**
- **Preschool pillows and cushions that are used by a child will be sprayed by the diluted eucalyptus spray at the end of the day and left to dry overnight. Pillows and cushions will not be available by the preschool during COVID-19 restrictions.**
- Light bedding is encouraged.
- Children will be asked to remove jumpers with hoods and cords, scarves...whilst resting and/or sleeping, to reduce the risk of choking or strangulation.
- Children will sleep and rest with their face uncovered. If a child's face becomes covered whilst they are sleeping/resting the educator's will immediately uncover the child's face.
- Sleeping and resting children and the sleep/rest environments will be closely monitored. This involves checking/inspecting sleeping children at regular intervals, ensuring educators are always within sight and hearing distance of sleeping/resting children so the child's breathing and colour of skin are monitored.



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Sleep and Rest Guidelines, Preschool. NSW Department of Education, Version 3 (28 August 2017)

www.education.nsw.gov.au

Education and Care Services National Regulations: 81, 168 (2) (a)

National Quality Standards: Elements 2.1.2, 2.3.1, 2.3.2, 3.1

Guide to the Education and Care Services National Law and the Education Care Services National Regulations SIDS &

Kids Safe Sleeping Kit: <https://rednose.com.au/>

Community Early Learning Australia: Safe sleep and rest time- www.cela.org.au

SLEEP: Sleep Learning for Early Childhood Professionals- <https://det.qld.gov.au/earlychildhood/news-publications/sector-reports/sleep>

ACECQA: Safe sleep and rest practices- <http://www.acecqa.gov.au/safe-sleep-and-rest-practices>



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Physical Activity and Screen Time Procedure

Rationale

The increasing prevalence of overweight and obesity in childhood reflects the levels of physical activity and sedentary behaviour of entire communities. Developing healthy habits associated with being physically active sets the foundation for good habits in later life and can impact on immediate and long term health outcomes. Early childhood education and care services are an ideal place to develop good habits in young children and influence the behaviours of families. Educators and families can work together to share the responsibility of making physical activity a priority both inside and outside the home.

Service Commitment

Canley Vale Public School Preschool seeks to promote children's physical activity by supporting the development of their gross motor skills and fostering the emergence of their fundamental movement skills through a range of intentionally planned and spontaneous active play learning experiences. Our service also supports limiting the amount of time children spend engaging in screen time and sedentary behaviour for recreational purposes.

Our service is committed to a journey of continuous improvement, striving for quality service provision under the National Quality Framework. We will ensure key physical activity messages within *Munch & Move* are embedded into our curriculum supporting the *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): An Integration of Physical Activity, Sedentary Behaviour, and Sleep* and the *Get Up & Grow* Physical Activity Guidelines.

Further, Canley Vale Public School Preschool recognises the importance of supporting families to promote children's physical activity through positive, respectful and reciprocal relationships.



Relevant Legislation

National Quality Framework

Early Childhood Education and Care Services National Regulations

Part 4.3 Physical environment

Part 4.5 Regulation 155 – Interaction with children

Part 4.5 Regulation 156 – Relationships in groups

National Quality Standard

Standard 1.1 – The educational program enhances each child's learning and development.

Element 1.2.2

Standard 2.1 – Each child's health and physical activity is supported and promoted.

Element 2.1.3

Element 2.2.1

Standard 3.1 – The design of the facilities is appropriate for the operation of a service.

Standard 3.2 – The service environment is inclusive, promotes competence and supports exploration and play-based learning.

Element 4.2.2

Element 5.1.1

Elements 6.1.2, 6.1.3

Standard 6.2 – Collaborative partnerships enhance children's inclusion, learning and wellbeing.

Element 7.1.2

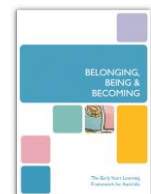
Element 7.2.1

Early Years Learning Framework

Learning Outcome 3 – Children have a strong sense of wellbeing.

Principles – Secure, respectful, reciprocal relationships; Partnerships with families; High expectations and equity; Ongoing learning and reflective practice.

Practices – Learning environments; Intentional teaching; Learning through play; Responsiveness to children; Assessment for learning.



Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years): *An Integration of Physical Activity, Sedentary Behaviour, and Sleep*

For healthy growth and development in:

Infants (Birth to one year)

- Physical activity, particularly through supervised interactive floor-based play in safe environments, should be encouraged from birth. For those not yet mobile, this should include **30 minutes of tummy time** (including reaching and grasping, pushing and pulling, and crawling) spread throughout the day during awake periods.
- Infants should not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair).
- Screen time is **not recommended**.
- When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.



Toddlers (1–2 years)

- Toddlers should spend at least **180 minutes** in a variety of physical activities, including energetic play, spread throughout the day; more is better.
- Toddlers should not be restrained for more than 1 hour at a time (e.g. in a stroller, car seat or high chair) or sit for extended periods.
- For those younger than 2 years, sedentary screen time is **not recommended**.
- For those aged 2 years, sedentary screen time should be **no more than 1 hour**; less is better.
- When sedentary, engaging in pursuits such as reading, singing, puzzles and storytelling with a caregiver is encouraged.



Pre-schoolers (3–5 years)

- Pre-schoolers should spend **at least 180 minutes** in a variety of physical activities, of which **at least 60 minutes** is energetic play, spread throughout the day; more is better.
- Pre-schoolers should not be restrained for more than 1 hour at a time (e.g. in a stroller or car seat) or sit for extended periods.
- Sedentary screen time should be **no more than 1 hour in total throughout the 24-hour period**; less is better.
- When pre-schoolers are sedentary, caregivers are encouraged to engage with them through activities such as reading, singing, puzzles and storytelling.

Key Resources

- NSW Health *Munch & Move* program resources available on the Healthy Kids website www.healthykids.nsw.gov.au
- *Australian 24-Hour Movement Guidelines for the Early Years (birth to 5 years)* – <http://www.health.gov.au/internet/main/publishing.nsf/content/health-pubhlth-strateg-phys-act-guidelines#npa050>
- SunSmart NSW – www.sunsmartnsw.com.au
- Kidsafe – www.kidsafe.com.au

This policy (procedure/guideline) aims to:

1. Promote children's participation in a range of safe active play learning experiences.
2. Provide a positive active play environment which reflects cultural and family values.
3. Promote lifelong learning and enjoyment of physical activity.
4. Limit time spent engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service.
5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour.



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Our strategies to implementing this policy (procedure/guideline) include:

1. Promote children's participation in a range of safe active play learning experiences

Note: Active play learning experiences include planned play (eg. action games/songs, intentional teaching experiences), spontaneous play (eg. child initiated, active play in the indoor/outdoor environments; dancing to music), intentional teaching experiences and everyday physical tasks (eg. helping with gardening; setting up experiences; tidying up spaces).

- Provide opportunities for children to be active every day through a balance of planned and spontaneous active play experiences (including everyday physical tasks), in the indoor and outdoor environments.
- Plan daily intentional Fundamental Movement Skills (FMS) experiences to support children's physical activity and their FMS development. This includes daily warm-up, FMS game and a cool-down. This often occurs during the transitioning between indoor and outdoor play time.
- Foster the development of a range of FMS - including running, galloping, hopping, jumping, leaping, side-sliding, skipping, overarm throwing, catching, striking a stationary ball, kicking, underarm throwing and stationary dribbling.
- Ensure active play experiences are play based, varied, creative, developmentally appropriate and cater to the abilities and interests of each individual child.
- Support educators to provide active play experiences that encourage children to explore, challenge, extend and test their limits.
- Ensure all active play experiences are safe by providing an appropriate environment - ensuring all equipment is developmentally appropriate and well maintained and supervision is constant.
- Encourage children's participation in physical activity of varying intensity (eg. lighter through to vigorous activity).
- Provide space, time and resources for children to revisit and practice FMS and engage in active play.
- Encourage educators to provide opportunities for learning about the importance and benefits of being physically active, and involve children in the planning of active play experiences.



- Encourage educators to actively role model to children appropriate physical activity behaviours.
- Encourage children and educators to consume water before, during and after active play experiences. Water bottles are always accessible to the children and educators. During outdoor play, water bottles are kept on the water table outside of each room. Indoors, the water bottles are kept on the food trolley or the children's locker. When the water bottles run low or are empty an educator will refill the water bottle from the kitchen sink.
- Provide opportunities for physical activity when being within the K-6 school grounds (eg. promoting physical activity and safe active travel).
- Provide opportunities for educators to undertake regular professional development to maintain and enhance their knowledge about early childhood physical activity.

2. Provide a positive active play environment which reflects cultural and family values

- Positively encourage children to participate in a range of active play experiences.
- Provide children with ongoing encouragement and positive reinforcement.
- Provide positive instruction, role modelling of the correct FMS and constructive feedback to children to assist them in developing and refining their FMS.
- Plan active play experiences that are inclusive of and reflect the diverse cultural backgrounds of our educators, families and community.
- Work in collaboration with families and other professionals to provide active play experiences that are inclusive of all children including those with additional needs.
- Promote physical activity for everyone to participate in a fun experience and not for competition.
- Encourage children and families to choose active travel options to and from the service and provide safe storage of active travel equipment while children are in care at the service.
- Encourage children to be understanding and accepting of the different physical skills and abilities of other children.
- Provide families with information and ideas on incorporating physical activity at home, including sharing information about community events that promote children's wellbeing through physical activity.

3. Promote lifelong learning and enjoyment of physical activity

- Provide opportunities and encourage all educators to engage in professional development topics related to promoting physical activity and limiting screen time for example *Munch & Move* training.



- Offer a range of active play learning experiences.
 - Encourage children to be as active as possible during daily active play times.
 - Encourage all children to participate in active play experiences to the best of their ability.
 - Provide opportunities for children to engage in discovery learning about the importance of being physically active and reducing screen time as part of their learning experiences.
 - Assist children to develop daily habits, understanding and skills that support health and wellbeing.
- 4. Limit time children spend engaging in screen time (television, DVDs, computer and other electronic games) and sedentary behaviour whilst at the service**
- Limit the amount of time spent on screens. The pre-schoolers are given 15 minutes at a time of screen time at preschool.
 - Screen time is also used by the educators as an aid to learning
 - Endeavour to limit experiences involving screen use to those which have an educational component – including movement.
 - Discuss with children the role of screen time in their lives and support them in making healthy choices about their use of screen time for both education and recreation.
 - Encourage educators to model appropriate screen behaviours to the children.
 - Encourage the promotion of productive sedentary experiences for rest and relaxation.
 - Ensure that an appropriate balance between inactive and active time is maintained each day.
 - Under no circumstances is the screen to be used as a reward or to manage challenging behaviours.
- 5. Encourage communication with families about physical activity, gross motor and fundamental movement skills development and limiting screen time and sedentary behaviour**
- Make available the *Physical Activity and Screen Time Policy* to all families.
 - Request that any details of children's additional needs in relation to physical activity participation be provided to the service.



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- Encourage families to share with the service links between cultural backgrounds and physical activity.
- Communicate regularly with families and provide information, support and advice on physical activity, gross motor and fundamental movement skills development, everyday physical tasks, active transport and limiting screen time and sedentary behaviour. This information may be provided to families in a variety of ways including factsheets, newsletters, noticeboards, during orientation, parent information sessions and informal discussion.

Monitoring and Review

- Report on active play/physical activity and screen time goals and achievements in the service's Quality Improvement Plan (QIP) where appropriate.
- Review the *Physical Activity and Screen Time Policy* annually.



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Sustainability & Environmental Education at Canley Vale Public School and Preschool

The staff of Canley Vale Public School has formed an Environmental Team that is comprised of three staff members. The members include one K-6 teacher, a Release from Face to Face teacher (RFF) and an IL Deputy Principal. Together they evaluate past accomplishments and set future goals.

It is a priority of the Environmental Team, the staff, students and families of Canley Vale Public School and Preschool to provide ongoing teaching, learning and sustainability/ environmental practices, which include:

- ✓ Sustainability that is explicitly taught across the P-6 framework and curriculum
- ✓ Recycling bins in all learning spaces
- ✓ Large garbage bins throughout the school
- ✓ A roster for the Y6 students to collect full recycling bins and return empty recycling bins to classrooms (P-6)
- ✓ Compost bins Preschool to Year 6 for reusing food scraps
- ✓ Maintenance of the raised garden beds throughout the school (parents are also involved in planting, caring for and using vegetables grown in these garden beds-Canley Vale Café)
- ✓ Networking with the local council to provide plants to plant throughout our school
- ✓ K-6 children are involved in the planting, watering and maintenance of these gardens

Also in the Preschool:

- ✓ Educators model sustainable practices within the preschool by ensuring taps are turned off (teaching children to turn the taps off), turning lights off in rooms that are not being used (staff toilet, kitchen, office, storerooms).
- ✓ The children are taught to respect their environment by using natural items that they find on the ground rather than pulling them off the trees or plants.
- ✓ The children are encouraged to care for and help clean up after play and during/after eating (placing rubbish in the bins). The children are taught not to waste materials in the preschool like using one pump of soap and one paper hand towel to dry their hands.
- ✓ Working towards involving preschool in the planting, watering and maintenance of the gardens within the school (will discuss with the Environmental team on what our involvement will entail)

June, 2020



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✓ We use recycled resources in the children's play that include recycled plastic bottles as funnels and water/sand play tools.

✓ We recycle and reuse scrap paper as craft, collage materials and free drawing paper.

✓ Recycled natural materials used for sustainable collages that can be used and created and displayed at preschool but not to be taken home (objects will be reused).

✓ The children are provided with the opportunity to participate in the 'Sustainability Show' incursion, where they are taught sustainable practices such as, reducing, reusing and recycling.

2020 Goals:

- Continue parent involvement in taking care of vegetable garden around the hall
- Children involved in the Environmental Club to take care of the school gardens
- Maintaining the gardens within the preschool grounds