For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Welcome to the Tintinara Preschool. We hope you and your child will thoroughly enjoy your association with us.

This handbook has been prepared in an effort to provide you with an insight into the running of the Tintinara Preschool.

The Preschool offers the following sessions every week of the school year:
Tuesdays: 8.30 am - 3.15 pm
Wednesdays: 8.30am - 12.00pm
Thursdays: 8.30 am - 3.15 pm

Should you have any questions please contact me as detailed below.

Kind regards,
Michelle Desmazures
Preschool Coordinator

Staff & Contact Details
Preschool Coordinator: Michelle Desmazures
Preschool Support: Erika Materne
School Phone: 8757 2120
Extension: 25 (Preschool)
Address: 37 Wendt Tce. (PO Box 1596)
Tintinara 5266
Email: Michelle.Desmazures611@schools.sa.edu.au

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Our Philosophy

Tintinara Preschool is a small rural school based preschool that is known for supporting children’s individuality. We are proud of our high level of positive engagement with parents and families. We are embracing of both staff and children being life-long learners and actively promote this. We are acknowledged by our community as having skilled staff in supporting children with special needs, as in reality we see every single child as being unique and special in their own way! The guiding principles of the National Quality Framework are:

- The rights of the child are paramount.
- Children are successful, competent and capable learners.
- Equity, inclusion and diversity underpin the framework.
- Australia’s Aboriginal and Torres Strait Islander cultures are valued.
- The roles of parents and families is respected and supported.
- Best practice is expected in the provision of education and care services.

These guiding principles underpin our philosophy in conjunction with Belonging, Being and Becoming; the Early Years Learning Framework. The outcomes of the Early Years Learning Framework are as follows:

1) Children have a strong sense of identity.
2) Children are connected with and contribute to their world.
3) Children have a strong sense of wellbeing.
4) Children are confident and involved learners
5) Children are effective communicators.

Our daily ‘quality practices’ and interactions with the children that are in our care, through intentional planning of learning opportunities, are driven by the outcomes of the Early Years Learning Framework. At Tintinara Preschool, through our shared understandings of how children learn best, we believe that:

- Every child is a unique individual complete with their own ‘virtual backpack’ that contains their prior knowledge and life experiences and this is acknowledged through our daily actions and interactions.
- Children learn through play experiences designed to promote: high levels of engagement; be developmentally appropriate to the individual child and encourages each individual child to construct their own identities and understandings about the world.
- Parents and families are a wonderful resource as they are their child’s first teachers. They bring with them a great diversity that is acknowledged and respected through our ‘open door’ policy that encourages their involvement and participation to a level that they are comfortable with.
- In providing a safe, secure and supportive learning environment for each individual child in our care we will inspire, encourage and guide them to reach their full potential and to develop the necessary skills and abilities that are required for successful life-long learning.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Guiding Principles & Visions

We believe that:

- Parents are the first and most significant educators of their children and they are entitled and encouraged to join in the work of this preschool, in accordance with the directions of the Preschool Coordinator.

- Children are individuals and we assist their learning, communication skills and total development through providing a safe, fun and stimulating learning environment.

- Total development means challenging experiences in the physical, social, emotional and intellectual areas of a child’s growth and development.

We aim to help children develop:

- a positive self concept
- self discipline
- a positive attitude toward learning
- respect for the needs and rights of others and themselves
- responsibility and organisation
- respect and care for the environment and resources
- cooperation and sharing
- working as part of a group
- self expression through speech, movement and creativity.
- hand and body coordination
- understandings about school behaviours
- preliminary steps in writing
- number recognition
- reading readiness

Tintinara Preschool is: permission giving, collaborative, supportive, risk taking and aiming for excellence!

We look forward to your involvement, cooperation and support.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Enrolment

The 'single intake' policy means that in South Australia:

If your child turns four BEFORE 1st May, they will start preschool on the first day of Term One in that year.

If your child turns four ON or AFTER 1st May, they will start preschool on the first day of Term One the following year.

This policy provides early enrolment into preschools for Aboriginal Children, children under Guardianship and children with special needs. This means that every child will spend 4 terms in Reception. The minimum starting age for children enrolling in government preschools will now be three years and eight months. The minimum starting age for children enrolling in government schools will now be four years and eight months.

The Preschool offers the following sessions every week of the school year:
- Tuesdays: 8.30 am - 3.15 pm
- Wednesdays: 8.30am - 12.00pm
- Thursdays: 8.30 am - 3.15 pm

Variations

There are a number of circumstances under which the Enrolment Policy may be varied. The determining factors that need to be considered in such circumstances include:
- The ability to admit children within the staffing allocation and centre capacity, other than those normally eligible to attend
- The capacity of the centre to provide a developmentally appropriate program for the individual child concerned

Early Admission or Extended Enrolment

Early admission or extended enrolment is negotiable and may be offered to children with additional needs. Early admission or extended enrolment will only occur following full consultation between the principal, Preschool Coordinator, parents and where applicable, personnel from specialist agencies and when it is agreed that extra time will advantage the child educationally.

Lunch Orders

Lunchtime is at 12:30pm on Tuesdays and Thursdays, so no lunch orders are available.

Cost

The Material and Service Charge is currently $66.00 for each student per term. This is CPI indexed and is set by the Governing Council on an annual basis. The Materials and Services Charge needs to be paid to the School front office on receipt of a tax invoice. If you are experiencing difficulties in paying, please speak with the Preschool Coordinator.

Other Services

Please speak to the Preschool Coordinator if you have any concerns about your child starting preschool as support is available through Murray Mallee Community Health and/or the DECD Preschool Support Team.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
General Business and Requirements

- Dress your child in comfortable play clothes, which they can manage when going to the toilet and in which they are allowed to play - paint, glue and other dirty spots are unavoidable.
- A Preschool uniform, that is optional, is available for purchase from the Front Office of the School.
- We do provide smocks for painting and craft activities; however, children do get paint on their clothes. When washing clothes that do have paint on them it is recommended that they are soaked in COLD water before attempting to wash.
- A spare set of clothes can be sent with children in case of major spills or messy accidents. Clothing and other personal articles should be named.
- Preschool has a banking day on Tuesdays.
- A bag/backpack is essential. It must be of a reasonable size to hold your child’s belongings.
- Children will be given a notebook for communication between parents and the Preschool. The book will be in a clear plastic pouch that will also be used to hold notes that are sent home.
- A library bag is required if children wish to borrow from the library. The ideal size is 45-50cm wide and 30-35cm deep.
- The Preschool has the same policy as the school; a broad brimmed hat (with a minimum of 8cm brim) must be worn at all times when children are playing outside, in terms 1 and 4.
- Your child will need to bring a drink bottle of water.
- If your child’s travel and/or carer arrangements change from their normal routine please use their communication book to inform staff of changes.
- If your child is absent a signed note explaining the reason for the absence is required to be given to Preschool staff. A note in the communication book is signed or a completed “Notification of Student Absence” form needs to be given to Preschool staff. These forms are available from the Preschool.

WHAT YOUR CHILD WILL NEED:

- Names: on all clothing (uniforms are optional and can be purchased from the school front office) and possessions
- Preschool Bag: a suitable backpack or a school backpack can be purchased from the school front office.
- Lunchbox: clearly labeled and packed with a frozen block all year round to keep food cool. Including a healthy snack: such as fruit, vegetables, cheese, yoghurt etc
- Hat: a named broad brimmed hat for outside play in Terms 1 and 4 of each year.
- Water bottle: named and filled with water only.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
General Information

Newsletters
Parents are informed of activities, special events and matters that affect the Preschool and children through a Preschool newsletter, which is sent home when needed, usually twice a term. The School newsletter is sent home every fortnight to keep parents informed about the whole school community; this is sent home with the youngest or only child in the family who attends the Preschool or the school. The school newsletter also contains important information re: the Preschool.

Excursions
On occasions the Preschool children will be involved in excursions around the local community. At times we aim to conduct excursions of a larger nature that are usually held in conjunction with the Junior School. If the children go more than 1 km outside of Tintinara a permission note will go home to parents. Otherwise a general permission slip is signed on entry into Preschool that covers your child for any local excursions.

Junior School Assemblies and Learning Celebrations
The Preschool children participate in these whole Junior School events which are usually held every three weeks with children from Reception to Year 6. They are also sometimes invited to attend plays, puppet shows and other cultural events that are suitable for children in their age group. Parents are usually invited and encouraged to attend these shows.

Library
For one lesson per week the Preschool children visit the library. If they have a library bag with them they will be encouraged to borrow 1 or 2 books and a video or DVD. Please teach your child to care for borrowed items. Children's love of books will help their learning and reading - share it with them.

Notice Board
In the front foyer of the Preschool are boards that contain information for parents and children. The information comes from the school and various other organisations. Please take the time to read the information on these boards.

Healthy Eating
The Tintinara Preschool promotes Healthy Eating. Parents/caregivers are encouraged to pack healthy food options for Preschool children to eat. Children are to have water only in their water bottles.

Birthdays are, of course, very special times. Children can bring Birthday cakes in to the Preschool to share. Please speak to the Preschool Coordinator about this, before doing so.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Morning Drop Off and Afternoon Pick Up.
Please ensure that your child arrives at the Preschool prior to 8.45am as the roll book needs to be sent to the school front office at the beginning of the day to record any absences. Parents/Caregivers are welcome to come into the Preschool in the morning until 10:25am. Feel free to join in with the activities on offer!

The Preschool children are dismissed at 3:15pm. Please wait outside the Preschool building to collect your child. Preschool children who travel home by bus will be taken over to the bus lines by the Preschool SSO.

If there are any changes to drop off or pick up arrangements, please let the Preschool Coordinator know ASAP by a note in your child's message book or by phoning the school, who will pass a message on to the Preschool.

Preschool staff are at the preschool every week of the school year as follows:
Tuesdays: 8.25 am - 3.30 pm
Wednesdays: 8.25am - 3.30pm
Thursdays: 8.25 am - 3.30 pm

I look forward to working with you and teaching your child!

Michelle Desmazures
Tintinara Preschool Coordinator
Raising & Resolving Conflict

Expectations & Responsibilities:
Parents and Children can expect:
A safe learning environment, a balanced curriculum, information regarding the Preschools Policies & Procedures, opportunities to be involved in all aspects of the Preschool, be treated with respect, courtesy and consideration, and confidentiality.

We request that when making a complaint parents will:
Treat other parties with respect, courtesy and maintain confidentiality, raise the concern of complaint as soon as possible after the issue has arisen, provide factual information, ask for assistance or further information as needed, and act in good faith.

It is always helpful if you approach the issue in a calm and honest manner. Approaching a child directly is not an appropriate action. At times and for a variety of reasons you may not feel you can talk to the person directly as the first point of calls, please let the Coordinator know if this is the case.

Talk to the Preschool
- Talk to the Coordinator and/or the Preschool SSO.
- If it involves the Coordinator talk to the Principal.
- If it involves the Principal contact the Regional Office.

This could be via letter, telephone call or email.
Your concern will be aimed to be addressed within 15 working days.

Contact the Regional Office
- If you are not satisfied that your complaint has been resolved by the Preschool you may choose to contact the Regional Office for help.

The Regional Office will review your complaint. The Regional Office will aim to resolve your complaint within 20 working days.

Contact the Parent Complaint Unit
- If you are not satisfied that your complaint has been resolved by the Regional Office you may choose to contact the Parent Complaint Unit for help.

This unit has a dual function to provide advice and support for parents about their concerns or complaint and to objectively review complaints that have not been resolved by the Preschool or the Regional Office.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Behaviour Management

The goals of our behaviour management policy is to ensure that the PRESCHOOL is

- Safe
- Supportive
- Friendly
- Caring

Our policy is to promote

- A positive attitude
- Sharing
- Taking turns
- Respecting others
- Appropriate school behaviours

We will discourage

- Negative talk and attitudes
- Running indoors
- Hitting
- Biting
- Throwing sand and objects
- Inappropriate language e.g. swearing, nasty name calling
- Inappropriate behaviour e.g. pinching, unwanted hugging or kissing
- Pushing & Shoving

To encourage acceptable behaviour, staff will

- Model appropriate behaviour suitable to the children's age and understanding
- Arrange the environment to enhance the learning of behaviours that are acceptable
- Use descriptive encouragement where appropriate behaviour is occurring. (eg. "Walking inside is safe - we don't bump into people - Well done.....")
- When unacceptable behaviour is occurring staff will sometimes use: “Thinking Spot” eg. The Preschool Staff will say to a child, “When you are ready to join in nicely, then you can leave the 'Thinking Spot'.”

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Behavioural Consequences

Positive verbal reinforcement – Praise, encouragement, special comments are very effective.
“I really like the way you are playing/climbing/sharing etc. Well done.”

Issue stamps or stickers for appropriate behaviours.
E.g. Helping without being asked, tidying up, picking up rubbish, packing up toys, getting along with others etc.

Reward a group of children by playing a special game, reading a favourite story, listening to tapes or music etc.

Anything that children are doing that is not inappropriate can be commented on in a positive way.

We have a ZERO tolerance policy on violence. If a child exhibits violent or threatening behaviour toward anyone, the child will be removed from the Preschool area and put in the behaviour room in the school front office. The parent will be called to take the child home and a meeting will be scheduled to deal with the behavioural issue and to negotiate re-entry back into the Preschool.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Curriculum & Reporting

The curriculum followed in the Tintinara Preschool comes from The Early Years Learning Framework for Australia - *Belonging, Being and Becoming* (EYLF). The EYLF is designed to promote the vision that “All children experience learning that is engaging and builds success for life.” This means the development of life skills and competencies through nurturing of a positive sense of self. This is seen as a crucial aspect of the individual child’s development and must be nurtured and fostered in the Preschool program.

Play is an essential aspect of learning for young children and planning for play is seen as the central component in developing a curriculum that integrate all areas of a child’s development through play.

Reporting to parents is achieved by:

- **Discussion** - The Preschool teacher is always willing to talk to you about your child’s progress. Working parents may contact the Preschool by phone to arrange an appointment. We also offer Parent/Teacher Interviews in Terms 1 and 3 of each year.
- **Photo Display** - reporting visually to the things your child has been experiencing at Preschool.
- **General displays** - showing work samples of activities and experiences.
- **Newsletters** - informing you of activities that have been happening at Preschool.
- **Learning Portfolios** - are taken home at the end of each term at Preschool. A collection of work samples, photos, and experiences about what your child has been doing at Preschool. You may view these if you ask a staff member.
- **Statement of Learning** - Is a report about your child’s interest and strengths. You will receive this report as your child moves onto school. With your prior permission the report is forwarded to the school that your child will be attending in Reception.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
EARLY YEARS LEARNING FRAMEWORK
A new, national early learning framework for children from birth to five years

WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

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

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

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

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just be—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.
"The learning outcomes are positive and help me to think about how my child is progressing."

**HOW WILL IT WORK?**

Educators will use this new framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning and
- effective communication skills.

"The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family."

**WATCHING YOUR CHILD’S PROGRESS**

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

**WORKING TOGETHER**

By working together, parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

**FIND OUT MORE**

This booklet is an introduction to the Early Years Learning Framework. To find out more or to access translations visit www.deewr.gov.au/earlychildhood or ask your child's early childhood educator.

Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

For further information on any of the above please refer to our "Policies & Procedures Folder" or speak to staff.
National Quality Framework

What the NQF means for you
The National Quality Framework (NQF) for Early Childhood Education and Care helps ensure your child is given the best possible start in life. The NQF has new quality standards to improve education and care across long day care, family day care, preschools, kindergartens and outside school hours care services.

Benefits for families
- greater individual care and attention for children
- better support for children’s learning and development
- educators with increased skills and qualifications
- improved educator to child ratios in most services
- a new rating system of education and care services.

New quality rating system
The National Quality Standard is part of the NQF. It sets a higher benchmark for all children’s education and care services across Australia.

Your service will be given a rating for each of these seven quality areas, and an overall rating.

Ratings against the National Quality Standard
Your child’s service will most likely receive one of the three middle ratings below.

The assessment and rating system has been designed so families and educators understand what quality education and care is, and that quality will grow and develop – this is continuous improvement.

You can be assured that services take health and safety seriously. Your child’s safety and health are important all day, every day.

Significant Improvement Required
Service does not meet one of the seven quality areas or a section of the legislation and there is an unacceptable risk to the safety, health and wellbeing of children.

Immediate action will be taken to address issues.

Working Towards National Quality Standard
Service may be meeting the National Quality Standard in a range of areas, but there are one or more areas identified for improvement.

Meeting National Quality Standard
Service meets the National Quality Standard.
Service provides quality education and care in all seven quality areas.

Exceeding National Quality Standard
Service goes beyond the requirements of the National Quality Standard in at least four of the seven quality areas.

Excellent
Service promotes exceptional education and care, demonstrates sector leadership, and is committed to continually improving.
This rating can only be awarded by ACECQA.

Services rated Exceeding National Quality Standard may choose to apply for this rating.

To find out more about the NQF and how it affects you and your child, talk to your service or visit the Australian Children’s Education and Care Quality Authority (ACECQA) website:

www.acecqa.gov.au/families

www.acecqa.gov.au 1300 4 ACECQA = 1300 422 327

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Family Involvement & Participation

The Preschool acknowledges that parents/caregivers are often unable to help due to work/family commitments. Therefore, the Preschool has a voluntary "Morning Activity Roster" where parents/caregivers can volunteer to come in on Tuesday, Wednesday and Thursday mornings between 8:30am to 10:25am.

You can always assist by listening, praising, talking, playing, reading, assisting with maintenance or just by being there and joining in with the activities.

Some encouraging question beginnings to help lead children to discovery are:

- What if......................................................................................................................?
- Why did......................................................................................................................?
- How did you.............................................................................................................?
- Have you tried...........................................................................................................?
- Where could you......................................................................................................?
- What can you do to....................................................................................................?
- Tell me about...........................................................................................................?
- Can you find another..............................................................................................?
- Could you change....................................................................................................?
- How many ways can you.......................................................................................?

If you would like to volunteer on a regular basis, please speak to Preschool Staff about the DECD requirements that will need to be met in order to do this.

Throughout the course of your child's time at Preschool, there are many opportunities for parent/caregiver involvement and participation, e.g. Sports Day, Splash Day, Excursions.
Governing Council & the Early Years Sub Committee

The Early Years Sub Committee is a group of people with a vested interest in being advocates for children from birth to reception age in the Tintinara District and it is a sub committee of the Tintinara Area School & Preschool Governing Council. Governing Council meetings are usually held on the 3rd and 8th Monday of each school term and there is a position called the Early Years Representative who is elected to can take any issues from the Early Years Sub Committee to the Governing Council. The elected representative will also have access to the names and phone numbers of all parents with children in the Preschool so they can contact parents for opinions or information. Each parent will also be given the contact details of the Representative so they can contact that person with any issues or questions related to the management of the Preschool. Parents and Caregivers are encouraged to be involved at Governing Council level. If you are interested in finding out more about this please contact Preschool Staff.

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Child Health & Wellbeing

AIM
To provide all persons (children, staff, visitors and contractors) at Tintinara Preschool (and whilst attending excursions, seminars etc.) with appropriate first aid care, in the event of an accident or emergency.

HOW IS THIS ACHIEVED

TRAINED STAFF
• All staff and temporary relieving teachers to be trained in the relevant First Aid Training, Asthma Management, Anaphylaxis Management and/or any other relevant training that is required.

FACILITIES
If your child is unwell, preschool staff will contact you and/or any of your approved contacts to come and collect your child, as the best place for a child when he/she is unwell is at home.
In the event that contact cannot be made, your child will be cared for in the preschool or in the sick room in the school front office if this is deemed as the most appropriate course of action.

SICK BAY - in the school front office if required
• Sick Room which is easily supervised with a toilet, hand basin, hot and cold water
• well ventilated area
• beds/ bedding - clean and well maintained
• portable stretcher
• soiled dressing container with disposable bag

YARD BASED
• Each teacher on yard duty will collect the yard duty phone, medical ID cards and duty vest.
In emergencies teacher on duty is to send a runner to the staffroom for help - or take the child to the staffroom / sickroom, or ring the school front office.

EXCURSIONS
• First aid kits will reflect the nature and risks likely to be encountered. It will include at least the contents of a first aid yard duty kit + requirements identified in individual child health care plans.

MANAGEMENT OF MEDICATION ADMINISTRATION
• Administration of Oral Medication at preschool. A letter from a doctor outlining the dose and frequency of the medication is required. Under no circumstances shall staff dispense medication to children unless the parent or guardian has consented in writing.
RECORD KEEPING

- The preschool keeps a record of any minor and/or major injuries.
- Any first aid and/or emergency first aid interventions are documented as required by preschool staff.
- In the case of children, parents/guardians will be informed as a matter of priority of all first aid treatment where medication has been used and/or where there has been a head injury. This is via a written note, telephone call, text message or in person where necessary.
- All emergency numbers/contacts to be current with appropriate information readily available to preschool staff. Parents are to please contact the preschool if details change.
- A note home, phone call, text message and and/or in speaking with parents/caregivers in person will be undertaken by Preschool staff to inform them of any medical situations.

MEDICAL RECORDS

Parents/Guardians of children with medical conditions will be issued a Health Care and/or Action Plan form to be completed by a medical practitioner. The form will advise of first aid procedures to be followed and/or daily medical requirements.
A copy of this will be kept in the preschool in the Action Plan Folder and a copy will be kept in children’s records in the school front office.
- A photographic chart identifying children at risk with special medical needs to be located in the school staffroom, outlining medical conditions and appropriate first aid.

Emergency Situations

Should an emergency occur at the Preschool and/or in the school and a child requires urgent medical treatment we will attempt to get them to your preferred Doctor via an ambulance.
However if non-life threatening and a Doctor is available, they will be taken to the Tintinara Health Centre.
In both cases parents/caregivers will be contacted as soon as possible.

INFECTIOUS DISEASES

Unfortunately there may be times when your child will need to be excluded from attending the Preschool due to suffering from an Infectious Disease.
Exclusion is a necessary procedure in order to keep the other preschool children safe from also becoming ill.
If you are at all unsure as to the best course of action, please contact the Preschool and/or your Doctor. You can also refer to the “You’ve Got What” Reference:


For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Evacuation Procedure for TINTINARA PRESCHOOL

Report Problem to school front office immediately

- Call the CFS alarm 000
- Sound continuous blasts of the siren
- Evacuate to designated assembly area – School Oval
  [All students to be accounted for by means of a roll call by their home group teacher]
- Designated staff to ensure buildings are evacuated
- Staff members to report to Fire Warden
  [Clearance to re-enter building from Fire Warden]

Preschool Staff Check List
- Students
- Medication
- Turn off all lights/electrical equipment
- Close all doors/windows

The first responsibility of PRESCHOOL STAFF is the safety of children and themselves.
Use fire extinguisher only if safe to do so and all children have been evacuated!

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
Please proceed calmly to
EVACUATION AREA

Building Numbers

1  Administration
2  Preschool
3  Toilet Block
4  Boys Change Rooms
5  Girls Change Rooms
6  Classrooms
7  Music/Drama room
8  Classrooms
9  Home Economics

10  Classrooms
11  Computing
12  Library/Resource Centre
14  Technical Studies
15  Science / Art
17  Gymnasium
18  Implement Shed
19  Playhouse

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
## TINTINARA PRESCHOOL – POLICIES AND PROCEDURES

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<th>Is there a site specific policy?</th>
<th>Further Information</th>
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<tbody>
<tr>
<td>1. Nutrition, food &amp; beverages, dietary requirements</td>
<td>YES</td>
<td>SEE NUTRITION POLICY Anything Else? NO</td>
</tr>
<tr>
<td>2. Sun protection</td>
<td>YES</td>
<td>SEE 1 SKIN PROTECTION POLICY 2 HOT WEATHER POLICY Anything Else? NO</td>
</tr>
<tr>
<td>3. Water Safety</td>
<td>NO</td>
<td>Anything Else? YES – SEE EXCURSION PLANNING &amp; RISK MANAGEMENT FOLDER A new Excursion Risk Management Plan and Consent Form are to be used when undertaking an excursion where water is in proximity</td>
</tr>
<tr>
<td>4. Administration of First Aid</td>
<td>NO</td>
<td>Anything Else? YES – SEE FIRST AID FOLDER Where medical attention is, or should have been reasonably sought, the responsible person must notify the regional office and lodge an IRMS report within 12 hours. Qualifications required for First Aid, Asthma and Anaphylaxis – SEE STAFF DOCUMENTATION RECORD ON OFFICE PIN UP BOARD • BELS is an approved program for basic first aid. This does not meet the First Aid Qualification/s requirements of the regulations. • ECD BELS continues to be the recommended course for those staff who are not required to meet the First Aid Qualification/s requirements of the regulations.</td>
</tr>
<tr>
<td>5. Incident, injury, trauma and illness</td>
<td>NO</td>
<td>Anything Else? YES – SEE PROCEDURE BELOW Should one of the following occur at a site then responsible person must notify the regional office and lodge an IRMS report within 12 hours. • Injury or trauma to, or illness of, a child for which medical attention was sought, or ought reasonably to have been sought • Attendance of emergency services at the education and care services premises was sought, or ought reasonably to have been sought</td>
</tr>
<tr>
<td>6.</td>
<td>Dealing with infectious diseases</td>
<td>NO</td>
</tr>
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<tr>
<th>7.</th>
<th>Dealing with medical conditions</th>
<th>NO</th>
<th>Anything Else?</th>
<th>YES – SEE NOTICES ON OFFICE PIN UP BOARD (SCHOOL FRONT OFFICE ALSO HAS COPIES)</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Where a child has been diagnosed as at risk of anaphylaxis:</td>
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<td>1. A notice is to be displayed in accordance with Regulation [173 (2) (f)] (refer Prescribed Information template)</td>
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<td></td>
<td>2. Implement the Allergy Aware (and Anaphylaxis) checklist for Education and Children's Services as required.</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>SEE ACTION PLAN FOLDER IN OFFICE</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>8.</th>
<th>Emergency and Evacuation</th>
<th>NO</th>
<th>Anything Else?</th>
<th>YES – SEE EVACUATION PLAN ON EACH EXIT DOOR &amp; SCHOOL FRONT OFFICE MANAGES THESE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>1. Develop Emergency Instructions and Evacuation Floor Plan and ensure they are displayed in a prominent position near each exit</td>
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<td>2. A Risk assessment is to be conducted to identify potential emergencies relevant to the service</td>
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<td>3. A Record of emergency and evacuation procedures rehearsals (to be conducted every 3 months) – SCHOOL MANAGES THIS</td>
</tr>
</tbody>
</table>

| 9. | Delivery and collection of children | NO | Anything Else? | NO. SEE VARIATION TO PICK UP ON ROOM PIN UP BOARD |

For further information on any of the above please refer to our “Policies & Procedures Folder” or speak to staff.
<p>| | | | |</p>
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</table>
| **10.** Excursions | NO | **Anything Else?** | YES – SEE EXCURSION PLANNING & RISK MANAGEMENT FOLDER
Excursion Risk Management Plan and Consent Form are to be used when conducting an excursion |
| **11.** Child safe environment | NO | **Anything Else?** | YES – SEE MICHELLE DESMAZURES IN THE FIRST INSTANCE AND/OR NANCILEE RICHARDS (Youth Worker)
It is recommended that sites identify a contact person for child protection concerns in their site’s induction process for volunteers and students |
| **12.** Code of conduct | NO | **Anything Else?** | NO |
| **13.** Determining the responsible person present | NO | **Anything Else?** | YES – SEE NOTICE BOARD IN PRESCHOOL ENTRANCE
1. Sites will need to display the prescribed information at the entrance of each site (template provided on website page)
2. The name of the Responsible Person on site at any one time needs to be displayed |
| **14.** Participation of volunteers and students | NO | **Anything Else?** | YES - SEE MICHELLE DESMAZURES FOR INDUCTION
Ensure all volunteers/ students are inducted using the new Induction Checklist attached to the revised policy |
| **15.** Interactions with children | YES | **Anything Else?** | NO
SEE SITE BEHAVIOUR CODE |
| **16.** Enrolment and orientation | NO | **Anything Else?** | YES – CONTACT MICHELLE DESMAZURES FOR FURTHER INFORMATION & SEE ENROLMENT POLICY
Parent/Family Orientation information is to be made available and provided to families |
| **17.** Governance and management of the service; including confidentiality of records | NO | **Anything Else?** | NO |
| 18. | Acceptance and refusal of authorisation | NO | Anything Else? | NO |
| 19. | Payment of Fees | NO | Anything Else? | YES – SEE PARENT HANBOOK OR CONTACT PRESCHOOL STAFF |
|     |     |     | Fees, as set by the Governing Council, need to be published and accessible to families |
| 20. | Dealing with complaints | YES | Anything Else? | YES – SEE PIN UP BOARD IN ENTRANCE/BAG LOCKER AREA |
|     |     | **SEE RAISING AND RESOLVING CONCERNS** |

Policies and Procedures are available to families. Please see Preschool Staff for further Information.