



# PARENT INFORMATION HANDBOOK 2020



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# WELCOME TO GORDON STREET PRE-SCHOOL!



Dear Parents and guardians,

We welcome you and your child to Gordon Street Pre-School. We trust that your child will feel happy and secure in our Pre-School environment and be stimulated by the variety of activities and learning experiences we provide.

This booklet has been put together for your convenience. It contains important information to help you understand the way your Pre-School operates and what is expected from you as a parent. Please read it carefully and put it somewhere safe, so that you can readily refer to it.

For some children, the introduction to Pre-School is their first opportunity to socialise with a large group of their peers. From the secure world of home, they step into a new environment where they begin to learn the fundamental rules of COLLABORATIVE PLAY, preparing them for many of the challenges that lie ahead.

By parents, staff and children working together, we aim to make this time of transition a happy one.



## 2020 TIMETABLE

	3 Year Old Terms 1 & 2	3 Year Old Term 3	3 Year Old Term 4	4 Year Old
MONDAY				9.15am - 2.15pm
TUESDAY	9.15am-12.15pm	9.15am-12.45pm	9.15am-1.15pm	
WEDNESDAY				9.15am - 2.15pm
THURSDAY	9.15am-12.15pm	9.15am-12.45pm	9.15am-1.15pm	
FRIDAY				9.15am - 2.15pm
No. of Children	22	22	22	28
HOURS WEEKLY	6	7	8	15

## 2020 TERM DATES

**Term 1:** 28 January to 27 March

**Term 3:** 13 July to 18 September

**Term 2:** 14 April to 26 June

**Term 4:** 5 October to 18 December

## 2020 PUBLIC HOLIDAYS

Gordon Street Pre-School will be closed on the following dates and public holidays, that fall outside of the school holidays;

Monday 9<sup>th</sup> March

Thursday 25<sup>th</sup> April

Monday 8<sup>th</sup> June

Monday 4<sup>th</sup> November

Tuesday 3<sup>rd</sup> November

Labour Day

Anzac Day

Queens Birthday

Long Weekend

Melbourne Cup Day

## OUR STAFF

### **MARNI WIGHTMAN – DIRECTOR AND EDUCATOR 4 YEAR OLD**



Early childhood education has been a big part of my life for many years. My journey has taken many different paths - all the while focused around the development of young children.

Gordon Street Pre-School has been my second home since 2013. It really is a special place where children can grow and learn in a warm and friendly environment. I believe in building children's confidence, developing imagination, social skills and creativity, all in a place where they feel safe and secure. I particularly enjoy singing and dancing where the children can express themselves freely using their voices and physical movements.

Our Kitchen Garden Program is also a passion of mine. I love helping the children learn about how to plant, care and cook healthy foods. Our expansive garden enables us to plant a variety of fruits and vegetables and then prepare, cook and enjoy meals together.

It is an absolute pleasure and very rewarding to come to kinder each day and help children develop essential life skills all through the wonders of play & structured group times. I'm excited for the year ahead and look forward to meeting our new families, and continuing to work alongside our existing families.

## **DENISE BATCHELOR – EDUCATIONAL LEADER**



My name is Denise Batchelor and I am Gordon Street Pre-School's Educational Leader. I have over 20 years experience in the Early Childhood and Disability field, and have a Diploma of Teaching and Postgraduate Diploma in Early Childhood (Early Intervention). My role as Educational Leader is to support the staff in many different ways to help them deliver the best possible program for your children. I am also the Educational Leader at three other local kindergartens, which enables the sharing of ideas, resources and best practice.

## **MICHELLE WILLIAMS – EDUCATOR 3 YEAR OLD**



I joined Gordon Street Preschool in 2020 as the 3 year old group educator. I have over 15 years experience as an educator both in Melbourne and also in London and I have a special interest in working with children with additional needs, I currently also work with Yooralla. I live in Beaumaris with my husband and 3 children.

It is an absolute privilege to work with young children, to share in their education journey and to work in partnership with their families. Each child is an individual and my play based program is designed to nurture each child and ensure they feel safe and supported in the kindergarten environment. My objective is to guide them into the next stage of development with growing confidence in themselves and an enthusiasm for continued life long learning.

I love to see the children's curiosity and sense of wonder about the world around them. In the 3 year old program we love to have fun with the children, following their interests, singing and dancing and enjoying their introduction into the kindergarten years.

**DAWN LA CAVA – CO EDUCATOR 4 YEAR OLD**



I am a mother of two teenage children who also attended the kinder as “kinder Kids”. I had the pleasure of working with the children and their families at Gordon Street Pre-school since 2010 as the 3yr old and 4yr old Kindergarten Co-educator. I also work part time as a Nanny for families in the Bayside area.

I’m blessed to be able to walk across the road, go to work and adore what I do! I love being involved with your little treasures in every aspect, as they are inquisitive, social, creative and playful. There is much to learn from one another.

I believe that children come to pre-school as strong, capable and resourceful learners who are constantly curious about the world around them and as an educator I am committed in supporting every child’s planning and development. I feel privileged to be sharing in your child’s development and embarking on this journey together with the families of Gordon Street Pre-School.

**MARTINE TAYLOR – CO EDUCATOR 4 YEAR OLD**



Being passionate about children’s education; I have spent much of my life as a Educator. For ten years I worked in a primary school teaching Years 2 and 3 and then broadened my horizons to teach Creative Arts at Melbourne Girls Grammar.

When my twin sons arrived very prematurely, I quickly learnt much more about children’s development! Later I was actively involved at their kindergarten and schools. For 6 years I worked as a co-educator in an early learning centre, and

later joined Gordon Street in 2014. Reading, writing, acting and appreciating music are favourite activities of mine and I particularly enjoy exploring these interests with the children in my care.

Children are born wired for learning. They learn most effectively when they feel safe, respected and supported and when they have the confidence to take “risks”. With a positive sense of self a child finds his or her voice. It is essential for children to feel that they belong, that they respect the world in which they live and that they believe they have an important role to play.

I enjoy working in partnership with the children, families, staff and the wider community at Gordon Street. Together we nurture the love of learning and help to provide children with a sound foundation for learning in the future.

### **OLIVIA WIGHTMAN – CO EDUCATOR 3 YEAR OLD**



I recently graduated from Gowrie Victoria with my Certificate III in Early Education and Care. Having been part of the Gordon Street Community with my daughter, it is an honour to be back here as part of the education team.

I am passionate about early education and providing secure, respectful and reciprocal relationships with all children. I believe if a child feels safe and nurtured the possibilities for fun, play and learning are endless.

Three year olds are a constant source of delight and wonder and each is unique in their own way. What a privilege it is to watch them grow and to provide an inspiring environment in which they thrive.

### **RELIEF STAFF**

We have a number of Relief Staff who have worked at Gordon Street Pre-School over the years, and will continue to support the children when required.

Helen Rafael                      Educator

Amanda Krause                      Educator

## OUR PHILOSOPHY



*“Today you are You,  
that is truer than true.  
There is no one alive  
Who is Youer than You.”  
- Dr Seuss*

At Gordon Street Pre-School we believe that children learn most effectively through a meaningful play-based program that is developmentally and age appropriate. We respect each child’s unique learning style. Providing both free and structured play enables each child to develop their social, emotional, physical, cognitive and communication skills. Our environment is friendly, safe, secure and respectful; inspiring a community of learners both socially and independently.

At Gordon Street Pre-School we believe in encouraging children to assist us in our planning; giving them a sense of ownership. Each child is naturally curious and learns through trial and error. We therefore focus on open-ended activities where the children can freely investigate, explore, take risks and challenge themselves. This promotes their imagination and problem solving skills based on their own interests and ideas. Children are observed and offered assistance to reach their next level of development.

*Children are “active builders of knowledge – little scientists who construct their own theories of the world.”  
- Jean Piaget*

At Gordon Street Pre-School we believe in the importance of developing communication skills at a young age and understand that children express themselves creatively in many ways. We provide enjoyable communication experiences that can be expressed through art, role-play, music, dance, reading and writing.

*“Only when I dance can I feel this free.”  
- Madonna*

At Gordon Street Pre-School we believe our families are the most important source of information regarding their children's lives. We invite families to participate by sharing their needs and abilities and value their support and involvement. By fostering positive relationships with families, staff and children, we create an environment where children feel safe and secure with a strong sense of belonging. These connections also ensure that the learning experiences offered through our program are meaningful, relevant to the child's interests and culturally respectful.

*"It takes a village to raise a child."  
-Nigerian proverb*

At Gordon Street Pre-School the children learn to respect and appreciate each other and the environment. In order for children to truly respect nature and understand the importance of sustainability, we encourage them to explore their outdoor environments and discuss the interrelationship of the land and its animals and people. Our vast outdoor play spaces enable children to be active in their play and to care for their local natural environment.

*"If we want children to flourish, to become truly empowered, then we need them to love the earth before we ask them to save it."  
-David Sobel*

At Gordon Street Pre-School we acknowledge the Wurundjeri, Boon Wurrung and Bunurong people of the Kulin Nation who are the traditional custodians of the land. We respect and celebrate our Indigenous heritage. We lay the foundations for a meaningful understanding of Aboriginal and Torres Strait Islander people and their culture by reading, discussing, listening, viewing, painting and singing.

*"I am the tree you are me  
with the land and the sea  
we are one life not three  
in the essence of life we are one"  
- Kevin Gilbert, Australian Aboriginal*

Whilst we believe structure and routine are highly beneficial for children, programming should be flexible to accommodate individual needs. At Gordon Street Pre-School we celebrate diversity. We are committed to the inclusion of all children in all ways of learning, embracing their strengths, abilities, culture, gender and family structure. We feel proud to play an important part in each child's life.

Our Staff and Parent Committee work together to manage, maintain and continually improve our environment, facilities and services.

## PRESCHOOL CURRICULM



### **VICTORIAN EARLY YEARS LEARNING AND DEVELOPMENT FRAMEWORK “V.E.Y.L.F” (2009)**

We teach in accordance with The Victorian Framework. During the period from birth to eight years, children experience more rapid brain development and acquire more skills and knowledge than in any other period in their lives.

By the time they enter school, children have already developed key communication, learning and thinking skills; learned to build and maintain relationships; and formed a strong sense of their own identity. These skills and knowledge are the foundation for learning at school, and for lifelong learning.

It identifies five Early Years Learning and Development Outcomes for all children:

- Children have a strong sense of **identity**
- Children are **connected** with and contribute to their world
- Children have a strong sense of **wellbeing**
- Children are **confident and involved learners**
- Children are effective **communicators**

The Victorian Framework describes each of these Outcomes for children from birth to eight years, linking the learning outcomes from the Early Years Learning Framework for Australia to the Victorian Essential Learning Standards (VELS) Levels 1 and 2. The Outcomes provide a shared language for all early childhood professionals and families to use when planning for children’s learning and development.



The Victorian Framework identifies eight Practice Principles for Learning and Development, which describe the most effective ways for early childhood professionals to work together and with children and families to facilitate learning and development. These principles are based on the pedagogy of the Early Years Learning Framework for Australia and the Prep to Year 12 Principles of Learning and Teaching, and on the latest international evidence about the best way to support children’s learning. In addition, the Victorian Framework emphasises the importance of supporting the transition of children and families as they move within and across services throughout the early childhood period.



## **NATIONAL QUALITY FRAMEWORK**

This framework is the result of an agreement between all Australian governments to work together to provide better educational and developmental outcomes for children using education and care services. It raises quality and drives **continuous improvement and consistency**. It applies to most long day care, family day care, kindergarten and outside school hours care services.

As a result the preschool has a working document that shows our strengths and what we think are our areas for improvement. This is called our “Quality Improvement Plan” or “QIP”. We will always be asking parents how we can improve our program as we seek to continuously improve our service.

We were assessed in 2015 by the Department of Education and Training as to how we perform against the National Quality Framework. This involved an assessor spending a day observing our preschool in session. We are so pleased to advise we received an “Exceeding” rating for our assessment. This rating aims to help promote transparency and accountability and help parents assess the quality of education and care services available.



## **YOUR CHILD'S PROGRESS**

The time your child will spend at Pre-School is an important stepping stone for his/her educational future. Developmental progress is therefore carefully monitored under all five learning outcomes in the Victorian Early Years Learning and Development Framework.

Individual records are kept by both three and four year old educators and you are invited to access these by appointment at any time.

All parents will have the opportunity to have a parent - educator interview mid-year. You can also discuss the progress of your child with their educator during your parent duty session, and you can contact the Pre-School to arrange an appointment if you wish to discuss your child's progress outside of these times.

If you have any queries or concerns about your child, please speak to the educator as soon as possible.

## OUR EDUCATORS' RESPONSIBILITIES

Each Educator's priority is to plan an interesting and enjoyable program for the children. This involves working with the children both individually and as a group. Parent involvement in the program is important. Educators also assist parents with any queries or concerns that they may have.

Educators perform many administrative tasks that include writing reports, organising incursions, accommodating visitors, ordering supplies, liaising with the Committee of Management and carrying out other tasks as they arise.

Educators need to maintain their expertise by keeping in touch with the teaching field as a whole. This involves attending regular Educators' meetings, professional seminars and workshops throughout the year.

## THE ROLE OF OUR CO-EDUCATORS

Co-workers support and nurture children as they develop socially, emotionally, physically and cognitively.

## PREPARATION SESSIONS

Sessions without children are provided each week for the Educators to develop their programs, maintain children's individual records, prepare materials, attend meetings and organise equipment and supplies for the Pre-School.

## THE PROGRAM

Each fortnight, a program is developed to meet the children's needs and interests, as follows:

- Provides for all areas of a child's development: social, emotional, physical and cognitive.
- Is based on staff observations and records of each child's special interests and developmental progress.
- Emphasises learning as an interactive process. Staff prepare the environment, indoors and out, for children to learn through active exploration and interaction with adults, other children and materials.
- Provides materials and experiences which are relevant to the children's lives.
- Meets the needs of children who exhibit skills and interests outside the normal developmental range.
- Presents challenges as staff provide a variety of activities and materials, and increase the difficulty and complexity as children's understanding and skills develop.
- Provides time for children to explore through active involvement and stimulation for thinking, through questions and suggestions by staff.
- Presents multicultural equipment and materials.
- Provides a balance of active movement and rest throughout the day. The pace of the day will vary, depending on the length of time children attend, but the timetable is flexible and the children are never rushed.
- Emphasises the value of outdoor play and uses the playground as an extension of the indoor play areas where children can practise gross and fine motor skills, and social and cognitive skills with freedom not always possible indoors.

Learning experiences are planned to match each child's developing abilities and to challenge the child's interest and understanding. Children's play - child-initiated - child-directed - staff-supported play - is an essential component of our program.

Parents are invited to provide comments and feedback on our program.

## SIMPLE RULES FOR THE CHILDREN

Throughout the year, the staff will encourage children to adopt some simple rules:

- Always walk inside
- Respect equipment
- Flush the toilet
- Respect others
- Take turns
- Listen to others
- Wash and dry hands before snacks, cooking and after going to the toilet
- Respect the environment

## ENVIRONMENT AND SUSTAINABILITY

Sustainability is emphasised significantly and is a high priority within the program. Children are encouraged to participate in and be mindful of efforts to ensure our environment is cared for through various centre practices. We work together as a community, supporting sustainability, by recycling, reusing and participating in regular discussions.

Staff aim to raise awareness of the importance of healthy eating and a healthy lifestyle. Our vegetable garden gives the children the opportunity to plant, nurture, harvest and enjoy cooking and tasting experiences.

Gordon Street Pre-school has introduced the concept of “nude food” supporting our efforts to reduce landfill. Natural foods are encouraged. Please support our endeavours to create a healthier environment.

## GORDON STREET KITCHEN GARDEN PROGRAM

The purpose of the Kitchen Garden Program is to introduce pleasurable food education to children during their learning years, in order to form positive food habits for life. Pleasurable food education emphasises the flavour as well as the health benefits of fresh, seasonal and delicious food. The children have the opportunity to plant, nurture and grow seasonal fruit and vegetables in the Pre-School’s vegetable garden. Then with the guidance of the educators and parent volunteers have the opportunity to cook a dish from what they have grown. It is expected that each child will cook once per term.

## INCURSIONS & EXCURSIONS

We will have wonderful incursions for all groups and two excursions for the 4 year old group, including our much loved Farm excursion. These will vary from year to year depending on the children’s interests. There is no extra cost for these, therefore if your child cannot attend there will be no refund given. Permission slips will need to be completed by parents for excursions, and a risk assessment will be completed prior for viewing upon request.



## ARRIVALS AND DEPARTURES

Please ensure that you **sign your child IN** when you arrive at Pre-School, and that you **sign OUT** as you leave. To comply with the Department of Education and Training regulations, we must have an accurate record of all present at Pre-School during each session. Everyone can then be accounted for in the event of an emergency situation.

On arrival, wait with your child until a staff member greets you at the door. At the end of the session, children will be dismissed by the staff into your care. It is important that a staff member is aware of both your arrival and departure.

**Children must be signed in and out and accompanied by a responsible adult that is authorised to collect your child, before and after the session.** Ensure that all those authorised to collect your child from Pre-School, such as friends and carers, are listed on your child's enrolment form.

**Remember: Staff can refuse to release your child unless they have written authority. Refer to our "Delivery and Collection of Children" Policy.**

Please make staff aware of any special custody/access arrangements for your child (copies of any documentation regarding custody/access of your child will be required). If during the year there are any changes to the above arrangements, please notify the staff in writing.

## SETTLING YOUR CHILD INTO PRE-SCHOOL

If possible, plan your time so that you don't have to rush to Pre-School. Take a minute or two to talk to the Educator and to look at what your child is doing. Pass on to the Educator anything that has happened on the previous day which has been of importance to the child.

Feel free to visit and observe, even if it is not your day for duty. When collecting your child, show an interest in what your child wants to share with you about his/her day at Pre-School.

Most children feel comfortable in the Pre-School environment. However, it is natural for your child to sometimes feel uneasy about mum or dad leaving, or joining a large group of children. Children react in many different ways.

If your child is having separation problems, the staff will assist you and recommend how long you should stay with them, if it will be of benefit to your child. When it is time to say goodbye to your child, do so promptly, telling your child you will be back to pick him/her up soon. Never slip away without saying goodbye.

## WHAT TO BRING

### **Kindergarten bag**

Each child must bring along a named bag or back pack suitable for storing belongings and to carry home art-work. Please keep a change of clothes in your child's bag, including underwear, shorts and t-shirt etc. Please ensure all of your child's belongings are clearly marked with his/her name. Ideal sized back pack is 45cm x 30cm.

### **Nutrition – snacks and water**

Parents in **4 year old group** are asked to provide their child with a **snack and healthy lunch** in a named lunch box. Please also bring a named **water bottle**.

Parents in **3 year old group** are asked to provide their child with a **snack** in a named lunch box. Please also bring a named **water bottle**.

**We promote healthy eating choices. Please avoid unhealthy snacks such as chips, lollies, sweet biscuits etc.**

We are a **NUT FREE** zone and in light of an increasing number of children with life threatening allergies, we ask that no nuts or nut products come into the Pre-School (including peanut butter and Nutella sandwiches).

Children will be encouraged to use their drink bottles during the session to stay well hydrated. Their drink bottles should only contain water (no milk or cordial).

Lunch boxes will be kept in your child's indoor locker until snack and lunch time. If something in the lunch-box needs to be kept cool please include an ice-pack in the lunch box.

## WASTE

We encourage our children to have positive environmental habits. The Pre-School has a strong preference for rubbish-free snacks, lunches and drinks – in other words, 'nude food'. All items coming to Pre-School should be in re-useable, refillable containers. Please avoid packaged items, eg: squeeze yoghurt packs and cling wrap.

## SHOW & SHARE

Children are encouraged NOT to bring toys to Pre-School. We do, however, often ask for items of interest relating to the program. The Show and Share Box is introduced in the 4 year old program during Term 2.

## CLOTHING

It is important to dress your child in comfortable, sensible clothing that allows them to run, climb and take part in messy play. Although we do provide smocks for messy activities, the best clothes your child can wear are old, comfortable clothes that they can manage themselves. Strong shoes or sandals that fasten or tie to provide secure motor control are essential. Please, no thongs, crocs or long dresses as they are dangerous when climbing. Please ensure clothing is clearly labelled with your child's name.

## SUMMER

### Sun Protection

Sun hat: It is Pre-School policy that every child wears a hat outdoors from 1 September to 30 April. There is a rhyme to help you remember: First of May 'Hats off Day', First of September 'Hats to Remember'. Sunhats should provide adequate protection to the face, back of the neck and ears, i.e. a broad brimmed, legionnaire or bucket hat.

Sunscreen: Please ensure that you apply sunscreen before you bring your child to Pre-School. According to kindergarten regulations we need to reapply sunscreen during the session. We will need for parents to sign a permission form for this. If your child has the need for a specific sunscreen due to allergies, please ensure it is included in your child's pre-school bag and advise the staff. Please refer to our Sun Smart policy in this booklet.

Please ensure your child's shoulders are covered, t-shirts provide much more protection than dresses or tops with shoe string straps.

Pre-school tee shirts and hats with the Gordon Street Pre-school logo can be purchased for \$15 each.

## WINTER

Coats: These are necessary during the winter months, as we do try to get outdoors unless the weather is inclement.

Footwear: If your child is wearing gumboots, please bring comfortable shoes for indoor use.



## BIRTHDAYS

The children love to celebrate birthdays, and we will celebrate each child's birthday with songs and a special pretend cake. We also have a special birthday chair. **We request that you do not send any birthday treats to share with the group please.**



## ILLNESS

Please keep your child at home if he/she is not feeling well or shows any signs of infectious illness. Ring and inform the staff of the reason for your child's absence. If your child becomes unwell whilst at pre-school, we will make all attempts to make your child comfortable and you will be notified immediately. In regard to infectious and communicable diseases, a table is on display at the end of this book listing the current minimum periods of exclusion from Children's Services Centres.

## IMMUNISATION

The Victorian Government has introduced "No Jab No Play" legislation into Parliament. This law came into effect from 1<sup>st</sup> January 2016. From 1<sup>st</sup> January 2016 onwards parents/carers seeking to finalise enrolment for their child in kindergarten will need to provide:

- a current Immunisation History Statement from the Australian Immunisation Register (AIR); AND
- the statement must show that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.

On 28 February 2018, the 'No Jab, No Play' legislation was amended to make it that an Immunisation History Statement from the Australian Immunisation Register (AIR) is now the only form of documentation accepted for the purpose of enrolling in an early childhood education and care service.

Previous forms of documentation, for example a letter from a GP or local council, are no longer accepted.

## LIBRARY

### **For children**

As part of our 4 year old program, we will begin library in term 3. Each child will need to bring a large drawstring bag to enable them to borrow a book from our collection.

### **For parents**

A number of books and information leaflets are available for parents to borrow (in the white box labelled Parent Library near the sign-in book) if they wish. These usually focus on children's development in their early years. You are welcome to donate any suitable book which you no longer use.

## DOGS

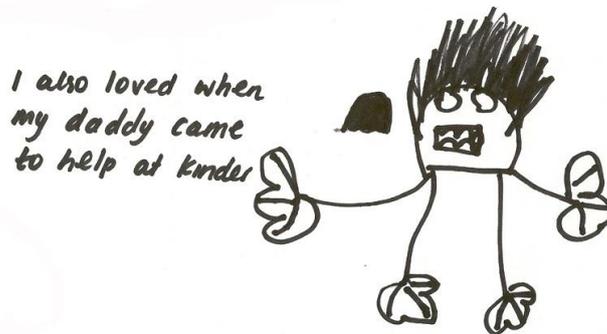
Dogs are not permitted inside the kinder, including inside the front or back yard. If you do have a dog with you when you drop off or pick up your child from kinder, please ensure your dog is secured on a leash, and not within close proximity to the kindergarten entrance gate.

## PARENT HELP

### **PROGRAM PARTICIPATION**

Parent help is appreciated, and parents are always welcome to participate in the program.

You can help by sharing any special talent you may have, for example, music, storytelling, assisting with supervision on excursions and sending along items relevant to the program. You may be employed in an area of community service that can be shared with the children at a Pre-School session (e.g. nurse, fire person, police person). Alternatively, you may wish to share some customs from your country of origin.



### **DUTY**

We welcome and greatly value parent involvement at our service, all parent volunteers require a Working with Children Check. **It is free and is valid for 5 years.** <https://www.workingwithchildren.vic.gov.au/>

During each session, extra help is needed to assist the staff and to carry out tasks around the Pre-School. Whilst on duty, you will have the opportunity to watch your child at play and at work. You will also get the opportunity to discuss the progress of your child with his/her Educator. We encourage you to read our Program book and to make comments in it. You will be able to select your duty dates at the beginning of each term (parents may need to complete more than one duty per term).

If you are unable to perform your duty on your nominated day, please swap with another parent in your group. Also, if a parent on duty is absent and you have a few hours to spare, feel free to fill in – the staff really appreciate your help.

On the following page is a copy of our Parent Helper Briefing Sheet, which is always available for you to refer to at kinder.



## **Gordon Street Pre-School - Parent Helper Briefing Sheet**

Gordon Street Pre School is very appreciative of all Parent Helpers who are willing to commit time to help during a Pre-School session.

### **Parent Helper Responsibilities:**

- You must sign in and out using the visitor handbook located next to the sign in sheet.
- Parent helpers shall exercise mature judgment in supervising children and shall in all instances, respect each child's rights and privacy.
- It is essential that confidentiality is maintained. Parent helpers should only discuss any concerns directly and exclusively with the supervising Teacher/Educators.
- Parent helpers should be willing to perform a wide range of tasks. This includes activities such as copying, cutting, sorting, collating, cleaning, raking leaves, laminating, putting up or taking down artwork, and playing directly with children. Each of these activities makes a contribution to the Pre School. All are valuable to the teachers, staff, and children.
- Teachers will provide written and/or oral directions for activities they want parent helpers to execute.
- Treat your child as you would every other child at the Pre-School. Too much interaction can be disruptive to your child as well as his or her classmates.
- While it is acceptable to bring siblings to the parent helper session, it is the responsibility of the parent to supervise the sibling at all times.

## **Rules to Follow:**

1. Do not discipline the children, alert the teacher if discipline is required.
2. Children are not to share food they have brought in their lunch box. If this is witnessed please alert a teacher immediately.
3. Teachers, not parent helpers are responsible for communication to parents.
4. Please write the children's first name on their artwork. You can ask the child if they would like to write their name first, you may need to write the correct spelling underneath if needed.
5. Please don't complete any tasks, painting, drawing etc for the children as we are trying to encourage their creativity and skills.
6. Please do not take photo's of your child while you are on parent duty, in the interest of respecting the privacy of all of the children at the Pre-School. If you would like photo's taken of your child, please ask the educator or co-educator, who will happily take photo's for you on the Pre-School's ipad.

## **PARENT HELPER SUGGESTED TASKS:**

- File children's completed artwork in the artwork box in the parent waiting area.
- Rake the tan bark from the synthetic turf.
- Use the outdoor vacuum to clear the leaves in the outside parent waiting area.
- Play outside games with the children: What's the time Mr Wolf or Octopus etc.

## **LAUNDRY**

Smocks, face washers, towels and/or dress-ups may be sent home at the end of each week. Parents will be asked to do the washing approximately once a year if necessary.

## **WORKING BEES**

A non-refundable \$50 working bee levy will be charged with your child's term 1 kinder fees, and replaces voluntary labour with paid labour to tidy our grounds and carry out other maintenance tasks. We ask that at least one member of each family attends one of two scheduled working bees each year. As we are a Community Kindergarten, we cannot maintain the grounds and surrounding areas without participation from families.

## FUNDRAISING

Fundraising is vital to enable us to maintain the standard of our premises, equipment and resources. Income derived from fees and government subsidies does not cover equipment purchases and replacements or building and grounds maintenance. Therefore, when we purchase or replace any resources, we do so as a result of your support.

Our Social/Fundraising Committee will choose various fundraising activities, including a social event, which gives parents the opportunity to get to know other families in a relaxed atmosphere. This is an important aspect of Pre-School life as we believe there is a real need for parents to get together and be involved in their child's first years of education.



## NOTICES AND PRE-SCHOOL NEWS

We use EDUCA as a general message board for Pre-School news. EDUCA is a safe online tool for educators to capture and share children's learning with families. With EDUCA, you can view updates about your child's learning and progress, make comments, leave feedback and communicate with teachers. New families to the Pre-School will be emailed an invitation to join EDUCA, prior to the commencement of term 1.



## THE COMMITTEE OF MANAGEMENT

The Committee is made up of parents who volunteer their time to manage the Pre-School. This group is elected at the Annual General Meeting each year.

The contributions made by Committee members are invaluable and the members derive a great sense of achievement from the work they do. The Committee is structured in such a way that no job is too big for anyone. As can be seen by the number of positions - many hands make light work. If you have any questions about the Committee of Management or Committee positions, please email the President on [president.gordon.st.kin@gmail.com](mailto:president.gordon.st.kin@gmail.com)

### **Executive Committee:**

- President
- Vice President
- Secretary
- Treasurer

### **General Committee:**

- Enrolment Officer
- Grants/Sponsorship Officer
- ICT Officer (includes website)
- Marketing/PR Officer
- Fundraising Officer
- Maintenance Co-Ordinator
- Fundraising Co-Ordinator
  - Picture plates and Tea towel co-ordinator
  - Bunnings sausage sizzle co-ordinator
- Disco and Movie night co-ordinator

## COMMITTEE MEETINGS

Meetings are held monthly and all parents are welcome to attend. The minutes of each meeting are kept in a folder near the sign-in sheet, so that you may be kept informed of what is happening at Pre-School.



## ENROLMENTS

Gordon Street Pre-School is a member of Bayside City Council's Central Registration System. Please contact our Enrolment Officer or Bayside Council for further information.

### 4 YEAR OLD PROGRAM

Children must have turned four by 30 April in the year of attendance.

All places are offered subject to Government funding. Should the funding be substantially altered (either increased or decreased), the Committee reserves the right to alter the number of places offered accordingly.

The Pre-school will maintain a maximum of 28 children per 4 year old group.

Fees and funding are currently based on **fifteen hours** of attendance per child each week.

### 3 YEAR OLD PROGRAM

Children must have turned three by 30 April in the year of attendance. Children cannot attend kinder until they turn 3.

The Pre-School aims to maintain 22 children in the 3 year old group. This group does not receive Government funding. Fees are currently based on **six hours** of attendance per child each week, gradually increasing to **eight hours** of attendance per child each week by term 4.

## FEES

Children are deemed to be enrolled at the Pre-School as long as current fees are paid. Fee collection is mandatory and the Committee has the discretion to withdraw service for non-payment of fees.

Fees are reviewed on an annual basis, or as required by the Committee. A non-refundable deposit/holding fee of \$50 per child shall be paid upon confirming acceptance of a place offered.

Incursion/excursion levies are included in term fees.

A non refundable \$50 working bee levy will be charged with your child's term 1 kinder fees, and replaces voluntary labour with paid labour to tidy our grounds and carry out other maintenance tasks. We ask that at least one member of each family attends one of two scheduled working bees each year. As we are a Community Kindergarten, we cannot maintain the grounds and surrounding areas without participation from families.

### Fees for 2020:

- 3 year old program - \$460 per term
- 4 year old program - \$570 per term
- Enrolment Fee (paid upon enrolment) - \$100
  - \* *This fee secures a child's place at Gordon Street Pre School and is payable on acceptance of enrolment. This payment is not refundable and is not deducted from Term Fees.*
- Working Bee Levy (due with the 1st term fees) - \$50
- Late Fee (if fees are paid past due date) - \$10 per week

### Fees for 2021:

- 3 year old program - \$510 per term
- 4 year old program - \$620 per term
- Enrolment Fee (paid upon enrolment) - \$100

*\* This fee secures a child's place at Gordon Street Pre School and is payable on acceptance of enrolment. This payment is not refundable and is not deducted from Term Fees.*

- Working Bee Levy (due with the 1st term fees) - \$50
- Late Fee (if fees are paid past due date) - \$10 per week

### **Payment of fees for 2020**

Invoices will be issued with time frame below and must be paid by the due date.

Term 1 fees will be issued in November of the previous year and will be due by 27<sup>th</sup> November 2019.

Term 1 due	27 <sup>th</sup> November 2019
Term 2 due	30 <sup>th</sup> March 2020
Term 3 due	29 <sup>th</sup> June 2020
Term 4 due	21 <sup>st</sup> September 2020

Parents looking for alternative arrangements should contact the Compliance Officer, email details below. Formal requests should be made in writing and will be treated confidentially.

Fee subsidies (ie reduced fees) are available for eligible families (4 year old group only) that have any of the following cards, visas or documents.

- Health Care Card holders
- Pensioner Concession Card holders
- Department of Veterans' Affairs Gold Card holders
- Temporary Protection/Humanitarian Visas 447, 451, 785 or 786
- Asylum seekers on Bridging Visas A–F
- Refugee and Special Humanitarian Visa 200–217
- Resolution of Status (RoS) visa, Class CD, subclass 851
- Aboriginal or Torres Strait Islander children
- triplets or quadruplets attending a funded kindergarten program in the same year.

If any of the above applies to you please contact the Compliance Officer who will issue you with a revised fee invoice. Supporting documentation (i.e. your health care card) must be sighted by a staff/committee member at the pre-school upon commencement of the program. If the card expires during the year a copy of your new card must be given to staff/committee in order to keep receiving the reduced fees.

Compliance Officer: [compliance@gordonstreetpreschool.org.au](mailto:compliance@gordonstreetpreschool.org.au)

## **EMERGENCY/EVACUATION**

The pre-school is well equipped in the case of emergency. As per kindergarten regulations we need to practise our evacuation procedures once per term. You will be advised of this mock evacuation prior to it occurring. In the practice evacuation we will walk up McNamara Street to our assembly point in Weatherall Road out the front of the shops.

## **DISCLOSURE OF PERSONAL AND HEALTH INFORMATION**

Gordon Street Pre-School is provided funding by the Department of Education and Training for the delivery of services. As part of the service agreement that governs the terms of this funding, the Pre-School is required to collect, use and disclose personal and health information to the department when complying with its obligations under the *Health Records Act 2001* (Vic) and *Privacy and Data Protection Act 2014*.

## POLICIES AND PROCEDURES

To comply with government regulations, the Pre-School has a number of policies in place. They include:

- Acceptance and Refusal of Authorisation
- Administration of First Aid
- Anaphylaxis
- Asthma
- Child Safe Environment
- Child Safe (Formerly Child Protection)
- Curriculum Development
- Dealing with Infectious Disease
- Dealing with Medical Conditions
- Delivery and Collection of Children
- Diabetes
- Emergency and Evacuation
- Epilepsy
- Excursions and Service Events
- Hygiene
- Incident, Injury, Trauma and Illness
- Inclusion and Equity
- Nutrition and Active Play
- Relaxation and Sleep
- Sun Protection
- Supervision of Children
- Water Safety
- Occupational Health and Safety
- Code of Conduct for Parents/Volunteers
- Determining Responsible Person
- Participation of Volunteers and Students
- Staffing
- Interaction with Children
- Information, Communication and Technology
- Enrolment and Orientation
- Fees
- Governance of Management of the Service
- Complaints and Grievances
- Privacy and Confidentiality
- Road Safety and Safe Transport
- Environmental Sustainability

We recommend that parents acquaint themselves with the Policies and Procedures folder for further clarification on any matter. A summary folder can be found near the sign in book at the front of the preschool and on our website. The Committee also welcomes your feedback, comments and suggestions regarding the content of these policies. Such feedback should be directed to our President, preferably in writing (to facilitate follow up).

The following pages outline some of the more common queries parents have and issues that you should be aware of.

# GORDON STREET PRE SCHOOL POLICIES

(THE FULL COPY OF THESE POLICIES AND OTHERS CAN BE FOUND IN THE POLICIES AND PROCEDURES FOLDER)

## Acceptance and Refusal of Authorisations Policy

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This policy outlines procedures to be followed when obtaining written authorisation from a parent/guardian or person authorised and named in the enrolment record and when refusing written authorisation from a parent/guardian or person authorised and named in the enrolment record.

*Note the Committee of Management at Gordon Street Preschool has determined that an authorised nominee cannot be under the age of 16 years.*

### Kindergarten staff are responsible for:

- ensuring that an attendance record is maintained to account for all children attending the service
- keeping a written record of all visitors to the service
- ensuring staff allow a child to participate in an excursion only with the written authorisation of a parent/guardian
- ensuring staff allow a child to depart from the service only with a person who is the parent/guardian or authorised nominee

### Parents/guardians are responsible for:

- reading and complying with the policies and procedures of the service
- signing the Visitor Log Book when they visit the kinder to perform parent helper duties, attend working bees or any times outside of their child's drop off/pick up time.
- completing and signing the authorised nominee section of their child's enrolment form before their child commences at the service
- signing and dating permission forms for excursions
- signing the attendance record as their child arrives at and departs from the service
- providing written authorisation where children require medication to be administered by educators/staff, and signing and dating it for inclusion in the child's medication record.

## Administration of First Aid Policy

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**This policy will provide guidelines for the administration of first aid at Gordon Street Preschool.**

### The Approved Provider is responsible for:

- ensuring that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury
- assessing the first aid requirements for the service. A first aid risk assessment can assist with this process
- ensuring that at least one educator with current approved first aid qualifications (**refer to Definitions**) is in attendance and immediately available at all times that children are being educated and cared for by the service (Regulation 136(1)(a)).
- appointing an educator to be the **nominated first aid officer**. This is a legislative requirement where there are 10 or more employees but is also considered best practice where there are fewer than 10 employees
- providing and maintaining an appropriate number of up-to-date, fully-equipped first aid kits that meet Australian Standards (*refer to Definitions*). The appropriate number of kits will depend on the number of children in the service, the number of rooms and their proximity to each other, and distances from outdoor spaces to the nearest kit
- ensuring a risk assessment is conducted prior to an excursion to identify risks to health, safety, or wellbeing and specifying how these risks will be managed and minimised
- providing and maintaining a portable first aid kit that can be taken offsite for excursions and other activities
- ensuring that first aid training details are recorded on each staff member's record
- ensuring safety signs showing the location of first aid kits are clearly displayed
- ensuring there is an induction process for all new staff, casual and relief staff, that includes providing information on the location of first aid kits and specific first aid requirements
- ensuring that parents are notified within 24 hours if their child is involved in an incident, injury, trauma or illness at the service and recording details on the *Incident, Injury, Trauma and Illness Record*
- ensuring a resuscitation flow chart is displayed in a prominent position in the indoor and outdoor environments of the service
- keeping up to date with any changes in procedures for administration of first aid and ensuring that all educators are informed of these changes.

### Parents/guardians are responsible for:

- providing the required information for the service's medication record (*refer to Definitions*)
- providing written consent (via the enrolment record) for service staff to administer first aid and call an ambulance, if required
- being contactable, either directly or through emergency contacts listed on the child's enrolment record, in the event of an incident requiring the administration of first aid.

## Administration of Medication Policy

This policy will clearly define the procedures to be followed when a child requires medication while attending Gordon Street Preschool. It covers the administration of both prescribed and non-prescribed medication at Gordon Street Preschool, including during offsite excursions and activities.

Medication (including prescription, non-prescription, over-the-counter and homeopathic medications) must not be administered to a child at a service without the authorisation of a parent/guardian or person with the lawful authority to consent to the administration of medical attention to the child. In the case of an emergency, it is acceptable to obtain verbal consent from a parent/guardian, or to obtain consent from a registered medical practitioner or medical emergency services if the child's parent/guardian cannot be contacted. In the case of an anaphylaxis or asthma emergency, medication may be administered to a child without authorisation following the direction of the child's medical management plan. In this circumstance, the child's parent/guardian and/or emergency services must be contacted as soon as possible (Regulation 94)<sup>1</sup>. When educators are required to administer medication, they must abide by specific regulatory requirements, such as written consent, and must follow the guidelines of this policy and the procedures outlined in Attachment 1 – Procedures for the safe administration of medication.

A medication record<sup>2</sup> must be completed with various information (refer policy for details):

### The Approved Provider is responsible for:

- ensuring that medication is not administered to a child being educated and cared for by the service unless it is authorised, and the medication is administered in accordance with the procedures prescribed in Regulation 95
- ensuring that if a child over preschool age at the service is permitted to self-administer medication (Regulation 96), an authorisation for the child to self-administer medication is recorded in the medication record for the child
- ensuring that a medication record that meets the requirements set out in Regulation 92(3) is available at all times for recording the administration of medication to children at the service (Regulation 92). (Refer to the template *Medication Record* (p.171) in the *Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011* or visit: [www.acecqa.gov.au](http://www.acecqa.gov.au) ensuring that parents/guardians are given written notice as soon as is practicable if medication has been administered in an emergency and where authorisation has been given verbally (Regulation 93(2))
- ensuring that the parent/guardian of the child and emergency services are notified as soon as is practicable when medication has been administered in an anaphylaxis or asthma emergency (Regulation 94(2))
- ensuring that at least one educator on duty has a current approved first aid qualification (Regulation 136). (Note: this is a minimum requirement. As a demonstration of duty of care and best practice, ELAA recommends that **all educators** have current approved first aid qualifications.)
- developing and reviewing procedures for the authorisation and administration of medication required for the treatment or management of long-term conditions (see Attachment 1 – Procedures for the safe administration of medication)
- ensuring that all educators are familiar with the procedures for the administration of medication
- ensuring that medication records are kept and stored securely until the end of 3 years after the last date on which the child was educated and cared for by the service (Regulation 183(2)(d))

### Parents/Guardians are responsible for:

- ensuring that any medication to be administered is recorded in the medication record kept at the service premises
- providing a current medical management plan when their child requires long-term treatment of a condition that includes medication, or their child has been prescribed medication to be used for a diagnosed condition in an emergency
- ensuring that the details of authorised persons are kept up to date in the child's enrolment form
- ensuring that prescribed medications to be administered at the service are provided in their original container with the label intact, bearing the child's name, dosage, instructions and the expiry date (Regulation 95(a)(i))
- ensuring that prescribed medications to be administered at the service are within their expiry date
- physically handing the medication to a staff member and informing them of the appropriate storage and administration instructions for the medication provided
- clearly labelling non-prescription medications and over-the-counter products (for example sun block and nappy cream) with the child's name. The instructions and use-by dates must also be visible
- ensuring that no medication or over-the-counter products are left in their child's bag or locker
- taking all medication home at the end of each session/day
- informing the service if any medication has been administered to the child before bringing them to the service, and if the administration of that medication is relevant to or may affect the care provided to the child at the service

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<sup>1</sup> Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011, p.63

- ensuring that their child’s enrolment details are up to date, and providing current details of persons who have lawful authority to request or permit the administration of medication.

### Anaphylaxis Policy

This policy will provide guidelines to minimise the risk of an anaphylactic reaction occurring while children are in the care of Gordon Street Preschool, and to ensure that service staff respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering adrenaline via an auto-injection device.

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#### The Approved Provider is responsible for:

- ensuring that an anaphylaxis policy, which meets legislative requirements and includes a risk minimisation plan (refer to Attachment 3) and communication plan, is developed and displayed at the service, and reviewed regularly
- providing approved anaphylaxis management training (refer to *Definitions*) to staff as required under the National Regulations
- ensuring that at least one educator with current approved anaphylaxis management training (refer to *Definitions*) is in attendance and immediately available at all times the service is in operation (Regulations 136, 137)
- ensuring the Nominated Supervisor, educators, staff members, students and volunteers at the service are provided with a copy of the *Anaphylaxis Policy* and the *Dealing with Medical Conditions Policy*
- ensuring parents/guardians and others at the service are provided with a copy of the *Anaphylaxis Policy* and the *Dealing with Medical Conditions Policy* (Regulation 91)
- ensuring that staff practice administration of treatment for anaphylaxis using an adrenaline autoinjector trainer at least annually, and preferably quarterly, and that participation is documented on the staff record
- ensuring the details of approved anaphylaxis management training (refer to *Definitions*) are included on the staff record (refer to *Definitions*), including details of training in the use of an autoinjector (Regulations 146, 147)
- ensuring that parents/guardians or a person authorised in the enrolment record provide written consent to the medical treatment or ambulance transportation of a child in the event of an emergency (Regulation 161), and that this authorisation is kept in the enrolment record for each child
- ensuring that parents/guardians or a person authorised in the child’s enrolment record provide written authorisation for excursions outside the service premises (Regulation 102) (refer to *Excursions and Service Events Policy*)
- identifying children at risk of anaphylaxis during the enrolment process and informing staff
- following appropriate reporting procedures set out in the *Incident, Injury, Trauma and Illness Policy* in the event that a child is ill, or is involved in a medical emergency or an incident at the service that results in injury or trauma.

#### In services where a child diagnosed as at risk of anaphylaxis is enrolled, the Approved Provider is also responsible for:

- displaying a notice prominently at the service stating that a child diagnosed as at risk of anaphylaxis is being cared for and/or educated by the service (Regulation 173(2)(f))
- ensuring the *Enrolment checklist for children diagnosed as at risk of anaphylaxis* (refer to Attachment 2) is completed
- ensuring an ASCIA action plan for anaphylaxis, risk management plan (refer to Attachment 3) and communications plan are developed for each child at the service who has been medically diagnosed as at risk of anaphylaxis, in consultation with that child’s parents/guardians and with a registered medical practitioner (Attachment 3)
- ensuring that all children diagnosed as at risk of anaphylaxis have details of their allergy, their ASCIA action plan for anaphylaxis and their risk minimisation plan filed with their enrolment record (Regulation 162)
- ensuring a medication record is kept for each child to whom medication is to be administered by the service (Regulation 92)
- ensuring parents/guardians of all children at risk of anaphylaxis provide an unused, in-date adrenaline autoinjector at all times their child is attending the service. Where this is not provided, children will be unable to attend the service
- ensuring that the child’s ASCIA action plan for anaphylaxis is specific to the brand of adrenaline autoinjector prescribed by the child’s medical practitioner
- implementing a procedure for first aid treatment for anaphylaxis consistent with current national recommendations (refer to Attachment 4) and ensuring all staff are aware of the procedure
- ensuring adequate provision and maintenance of adrenaline autoinjector kits (refer to *Definitions*)
- ensuring the expiry date of the adrenaline autoinjector is checked regularly and replaced when required and the liquid in the EpiPen/EpiPen Jr is clear
- ensuring that a sharps disposal unit is available at the service for the safe disposal of used adrenaline autoinjectors

- implementing a communication plan and encouraging ongoing communication between parents/guardians and staff regarding the current status of the child's allergies, this policy and its implementation
- identifying and minimising allergens (refer to *Definitions*) at the service, where possible
- ensuring measures are in place to prevent cross-contamination of any food given to children diagnosed as at risk of anaphylaxis (refer to *Nutrition and Active Play Policy* and *Food Safety Policy*)
- ensuring that children at risk of anaphylaxis are not discriminated against in any way
- ensuring that children at risk of anaphylaxis can participate in all activities safely and to their full potential
- immediately communicating any concerns with parents/guardians regarding the management of children diagnosed as at risk of anaphylaxis attending the service
- ensuring that medication is not administered to a child at the service unless it has been authorised and administered in accordance with Regulations 95 and 96 (refer to *Administration of Medication Policy* and *Dealing with Medical Conditions Policy*)
- ensuring that parents/guardians of a child and emergency services are notified as soon as is practicable if medication has been administered to that child in an anaphylaxis emergency without authorisation from a parent/guardian or authorised nominee (Regulation 94)
- ensuring that a medication record is kept that includes all details required by Regulation 92(3) for each child to whom medication is to be administered
- ensuring that written notice is given to a parent/guardian as soon as is practicable if medication is administered to a child in the case of an emergency
- responding to complaints and notifying Department of Education and Training, in writing and within 24 hours, of any incident or complaint in which the health, safety or wellbeing of a child may have been at risk
- displaying the Australasian Society of Clinical Immunology and Allergy (ASCIA) (refer to *Sources*) generic poster *Action Plan for Anaphylaxis* in key locations at the service
- displaying Ambulance Victoria's *AV How to Call Card* (refer to *Definitions*) near all service telephones
- complying with the risk minimisation procedures outlined in Attachment 1
- ensuring that educators/staff who accompany children at risk of anaphylaxis outside the service carry a fully equipped adrenaline autoinjector kit (refer to *Definitions*) along with the ASCIA action plan for anaphylaxis for each child diagnosed as at risk of anaphylaxis.

**Parents/guardians of a child at risk of anaphylaxis are responsible for:**

- informing staff, either on enrolment or on initial diagnosis, of their child's allergies
- completing all details on the child's enrolment form, including medical information and written authorisations for medical treatment, ambulance transportation and excursions outside the service premises
- assisting the Approved Provider and staff to develop an anaphylaxis risk minimisation plan (refer to Attachment 3)
- providing staff with an ASCIA action plan for anaphylaxis signed by a registered medical practitioner and with written consent to use medication prescribed in line with this action plan
- providing staff with an unused, in-date and complete adrenaline autoinjector kit
- ensuring that the child's ASCIA action plan for anaphylaxis is specific to the brand of adrenaline autoinjector prescribed by the child's medical practitioner
- regularly checking the adrenaline autoinjector's expiry date and colour of EpiPen adrenaline
- assisting staff by providing information and answering questions regarding their child's allergies
- notifying staff of any changes to their child's allergy status and providing a new anaphylaxis medical management action plan in accordance with these changes
- communicating all relevant information and concerns to staff, particularly in relation to the health of their child
- complying with the service's policy where a child who has been prescribed an adrenaline autoinjector is not permitted to attend the service or its programs without that device
- complying with the risk minimisation procedures outlined in Attachment 1
- ensuring they are aware of the procedures for first aid treatment for anaphylaxis (refer to Attachment 4).

**Parents/guardians are responsible for:**

- reading and complying with this policy and all procedures, including those outlined in Attachment 1
- bringing relevant issues and concerns to the attention of both staff and the Approved Provider

## Asthma Policy

This policy will outline the procedures to ensure educators, staff and parents/guardians are aware of their obligations and the best practice management of asthma at Gordon Street Preschool, to ensure that all necessary information for the effective management of children with asthma enrolled at Gordon Street Preschool is collected and recorded so that these children receive appropriate attention when required, and to respond to the needs of children who have not been diagnosed with asthma and who experience breathing difficulties (suspected asthma attack) at the service.

Asthma management should be viewed as a shared responsibility. While Gordon Street Preschool recognises its duty of care towards children with asthma during their time at the service, the responsibility for ongoing asthma management rests with the child's family and medical practitioner.

### The Approved Provider is responsible for:

- providing the Nominated Supervisor and all staff with a copy of the service's *Asthma Policy*, and ensuring that they are aware of asthma management strategies (refer to Attachment 1) upon employment at the service
- providing approved Emergency Asthma Management (EAM) training (refer to *Definitions*) to staff as required under the National Regulations
- ensuring at least one staff member with current approved Emergency Asthma Management (EAM) training (refer to *Definitions*) is on duty at all times
- ensuring the details of approved Emergency Asthma Management (EAM) training (refer to *Definitions*) are included on the staff record (refer to *Definitions*)
- providing parents/guardians with a copy of the service's *Asthma Policy* upon enrolment of their child (Regulation 91)
- identifying children with asthma during the enrolment process and informing staff
- providing parents/guardians with an Asthma Care Plan (refer to *Definitions* and Attachment 2) to be completed in consultation with, and signed by, a medical practitioner
- developing a Risk Minimisation Plan (refer to *Definitions* and Attachment 4) for every child with asthma, in consultation with parents/guardians
- ensuring that all children with asthma have an Asthma Care Plan and Risk Minimisation Plan filed with their enrolment record
- ensuring a medication record is kept for each child to whom medication is to be administered by the service (Regulation 92)
- ensuring parents/guardians of all children with asthma provide reliever medication and a spacer (including a child's face mask, if required) at all times their child is attending the service
- implementing an asthma first aid procedure (refer to Attachment 1) consistent with current national recommendations
- ensuring that all staff are aware of the asthma first aid procedure
- ensuring adequate provision and maintenance of asthma first aid kits (refer to *Definitions*)
- ensuring the expiry date of reliever medication is checked regularly and replaced when required, and that spacers and face masks are replaced after every use
- facilitating communication between management, educators, staff and parents/guardians regarding the service's *Asthma Policy* and strategies
- identifying and minimising asthma triggers (refer to *Definitions*) for children attending the service, where possible
- ensuring that children with asthma are not discriminated against in any way
- ensuring that children with asthma can participate in all activities safely and to their full potential
- immediately communicating any concerns with parents/guardians regarding the management of children with asthma at the service
- ensuring that the service meets the requirements to be recognised as an Asthma Friendly Children's Service (refer to *Definitions*) with The Asthma Foundation of Victoria
- displaying Asthma Australia's *Asthma First Aid* poster (refer to *Sources* and Attachment 3) in key locations at the service
- ensuring that medication is administered in accordance with the *Administration of Medication Policy*
- ensuring that when medication has been administered to a child in an asthma emergency without authorisation from the parent/guardian or authorised nominee, the parent/guardian of the child and emergency services are notified as soon as is practicable (Regulation 94)
- following appropriate reporting procedures set out in the *Incident, Injury, Trauma and Illness Policy* in the event that a child is ill, or is involved in a medical emergency or an incident at the service that results in injury or trauma.

### Parents/guardians are responsible for:

- reading the service's *Asthma Policy*
- informing staff, either on enrolment or on initial diagnosis, that their child has asthma
- providing a copy of their child's Asthma Care Plan to the service and ensuring it has been prepared in consultation with, and signed by, a medical practitioner. The Asthma Care Plan should be reviewed and updated at least annually

- ensuring all details on their child's enrolment form and medication record (refer to *Definitions*) are completed prior to commencement at the service
- working with staff to develop a Risk Minimisation Plan (refer to *Definitions* and Attachment 4) for their child
- providing an adequate supply of appropriate asthma medication and equipment for their child at all times and ensuring it is appropriately labelled with the child's name
- notifying staff, in writing, of any changes to the information on the Asthma Care Plan, enrolment form or medication record
- communicating regularly with educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child's asthma
- encouraging their child to learn about their asthma, and to communicate with service staff if they are unwell or experiencing asthma symptoms.

### Child Safe Environment Policy

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This policy will provide a clear set of guidelines and procedures to ensure all children attending Gordon Street Preschool are provided with a safe environment, all reasonable steps are taken by the Approved Provider, educators and staff to ensure the health, safety and wellbeing of children attending the service, and timely and effective intervention for children and young people who may be at risk of abuse or neglect.

#### **The Approved Provider is responsible for:**

- ensuring children are adequately supervised and that educator-to-child ratios are maintained at all times (refer to *Supervision of Children Policy* and *Interactions with Children Policy*)
- ensuring that the Nominated Supervisor and staff members at the service who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law (Regulation 84)
- ensuring parents/guardians have completed the enrolment form including details of authorised nominees, and permission forms for excursions and administration of medication (refer to *Acceptance and Refusal of Authorisations Policy*, *Delivery and Collection of Children Policy*, *Excursions and Service Events Policy*, *Administration of Medication Policy* and *Dealing with Medical Conditions Policy*)
- ensuring the physical environment at the service is safe, secure and free from hazards for children
- conducting risk assessments for excursions and considering children's safety when leaving the service premises
- ensuring all equipment and materials used at the service meet relevant safety standards (refer to *Service policies* section of this policy)
- ensuring the service is up to date with current legislation on child restraints in vehicles if transporting children (refer to *Occupational Health and Safety Policy*, *Road Safety and Safe Transport Policy*)
- implementing and practising emergency and evacuation procedures (refer to *Emergency and Evacuation Policy*)
- notifying the Victorian Department of Education and Training (DET) if the service premises is in a state of disrepair or is damaged due to a natural disaster (such as fire or flood) and is a risk to children
- ensuring there are appropriate procedures in place for the safe delivery and collection of children (refer to *Delivery and Collection of Children Policy*)
- ensuring that educators and staff comply with the service's *Road Safety and Safe Transport Policy* and encouraging parents/guardians to do so
- ensuring that the Nominated Supervisor, educators and all staff at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
- notifying DET within 24 hours of a serious incident (refer to *Definitions*) occurring at the service
- notifying , DET in writing, within 24 hours of becoming aware of a notifiable complaint (refer to *Definitions*) or allegation regarding the health, safety and/or welfare of a child at Gordon Street Pre School
- implementing and reviewing this policy in consultation with the Nominated Supervisor, educators, staff, contractors and parents/guardians
- identifying and providing appropriate resources and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy (refer to *Sources*)
- protecting the rights of children and families, and encouraging their participation in decision-making
- ensuring the Nominated Supervisor, educators, staff, contractors, volunteers and students are kept informed of any relevant changes in legislation and practices in relation to this policy.

#### **Parents/guardians are responsible for:**

- reading and complying with this policy
- reporting any concerns regarding child safety or wellbeing to the Nominated Supervisor
- abiding by the service's *Code of Conduct*
- familiarising themselves with the service's *Road Safety and Safe Transport Policy*.

## Child Safe Policy

### The Approved Provider is responsible for:

- providing leadership in the development of an organisational culture of accountability for child safety which is open to scrutiny and is continuously reviewed and improved
- advising staff of current child protection legislation, and their legal and duty of care obligations (Regulation 84)
- undertaking child safety reviews to identify the potential for and respond to signs of child abuse at Gordon Street Pre School in consultation with staff, parents/guardians and children (refer to Attachment 1 – Child safety review checklist)
- identifying and implementing appropriate programs and practices to support the implementation of the Child Safe Standards in consultation with staff, parents/guardians and children (refer to Attachment 2 – Implementation of Child Safe Standards)
- conducting recruitment and induction processes for staff in line with this policy (refer to Attachment 3 – Guidelines for the incorporation of child safety into staff recruitment and management)
- screening contractors, volunteers and students in line with their roles (refer to Attachment 4 – Guidelines for the incorporation of child safety into recruitment of contractors and volunteers)
- putting processes in place so that contractors, volunteers, students, parents/guardians and other visitors to the service are not left with sole supervision of individual children or groups of children
- developing and implementing procedures to prevent contact from occurring or responding if it has occurred, when the service has been notified of a court order prohibiting an adult from contacting an enrolled child
- ensuring educators, staff, and where appropriate, contractors, volunteers and students undertake appropriate training on child safety, including recognising the signs and symptoms of child abuse (refer to *Definitions*), knowing how to respond, and understanding responsibilities and processes for reporting (refer to Attachment 5 – Processes for responding to and reporting suspected child abuse)
- developing and monitoring procedures for reporting and responding to suspected child abuse or neglect which are promoted across the service and regularly reviewed in partnership with staff and parents/guardians, and where appropriate contractors, volunteers, students and children (refer to Attachment 5: Processes for responding to and reporting suspected child abuse)
- offering support to the child and their family, and to staff in response to concerns or reports relating to the health, safety and wellbeing of a child at Gordon Street Pre School
- developing co-operative relationships with appropriate services and/or professionals (including Child FIRST) in the best interests of children and their families
- implementing reporting procedures and notifications when there are significant concerns for the health, safety or wellbeing of a child at the service (refer to Attachment 5 – Processes for responding to and reporting suspected child abuse)
- notifying DET within 24 hours of a serious incident (refer to *Definitions*) occurring at the service
- notifying DET within 24 hours in writing of becoming aware of a notifiable complaint (refer to *Definitions*) or allegation regarding the health, safety and/or welfare of a child at the service
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*)
- implementing and reviewing this policy in consultation with staff, volunteers, parents/guardians, and children
- identifying and providing appropriate resources and training to assist staff, contractors, volunteers and students to implement this policy (refer to *Sources*)
- protecting the rights of children and families, and encouraging their participation in decision-making
- keeping staff, contractors, parents/guardian, volunteers and students informed of any relevant changes in legislation and practices in relation to this policy
- ensuring all staff, students, contractors, parents/guardians, volunteers and visitors abide by the *Code of Conduct Policy*
- ensuring an explicit statement of Gordon Street Pre School's commitment to child safety is included in all advertising promotion for the organisation.

### Parents/guardians are responsible for:

- reading and complying with this policy
- reporting any concerns, including in relation to potential child abuse, to the appropriate child protection authorities or the police if immediate police attention is required
- abiding by the service's *Code of Conduct*.

## Code of Conduct Policy

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This policy will provide guidelines to promote desirable and appropriate behaviour, and to ensure that all staff and parent interaction at the service with both children and adults is respectful, honest, courteous, sensitive, tactful and considerate.

### The Approved Provider is responsible for:

- providing a safe environment for staff, contractors, volunteers, students on placement, parents/guardians, children and others attending the programs and activities of Gordon Street Pre School.
- providing guidance through leadership and by being a positive role model
- developing and updating/ reviewing codes of conduct for Gordon Street Pre School in collaboration with the Nominated Supervisor, staff, parents/guardians, children and others involved with the service (refer to Attachments 1 and 3)
- ensuring that staff, volunteers, students and parents/guardians are provided with a copy of this policy on employment, engagement or enrolment at the service and that the current codes of conduct are publicly displayed and promoted to everyone including contractors and visitors
- ensuring that staff complete and sign the *Code of Conduct Acknowledgement* (refer to Attachment 2) and that these are filed with individual staff records upon engagement in the service
- ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations
- developing a culture of accountability within the service for complying with the code(s) of conduct and being prepared to respond when behavioural expectations are not adhered to
- ensuring that all children being educated and cared for at Gordon Street Pre-School are protected from harm and any hazard likely to cause injury (National Law: Section 167) and that the children know who to speak to about any concerns and that their concerns are followed-up
- working with the Nominated Supervisor, staff, students, volunteers, parents/guardians and others at the service to provide an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct
- ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the Approved Provider, Nominated Supervisor or educators under the Law (Regulation 157)
- ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child
- respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal
- notifying DET in writing within 24 hours of a serious incident (refer to *Definitions*) or of a notifiable complaint (refer to *Definitions*) at the service (National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)) via the NQAITS
- referring notifiable complaints (refer to *Definitions*), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (refer to *Complaints and Grievances Policy*)
- activating the *Complaints and Grievances Policy* on notification of a breach of the *Code of Conduct Policy*
- taking appropriate disciplinary or legal action, or reviewing the terms of employment in the event of misconduct or a serious breach of the *Code of Conduct Policy*
- contacting Police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the *Child Safe (formerly Child Protection) Policy*.

### Parents/guardians are responsible for:

- reading the *Code of Conduct Policy*
- completing and signing the Code of Conduct for parents/guardians (refer to Attachments 3 and 4)
- abiding by the Code of Conduct for parents/guardians
- complying with all policies of the service.

## Complaints and Grievances Policy

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This policy will provide guidelines for receiving and dealing with complaints and grievances at Gordon Street Preschool, and for procedures to be followed in investigating complaints and grievances

### The Approved Provider is responsible for:

- being familiar with the *Education and Care Services National Law Act 2010* and the *Education and Care Services National Regulations 2011*, service policies and constitution, and complaints and grievances policy and procedures
- identifying, preventing and addressing potential concerns before they become formal complaints/grievances
- ensuring that the name and telephone number of the Responsible Person (refer to *Staffing Policy*) to whom complaints and grievances may be addressed are displayed prominently at the main entrance of the service (Regulation 173(2)(b))

- ensuring that the address and telephone number of the Authorised Officer at the DET regional office are displayed prominently at the main entrance of the service (Regulation 173(2)(e))
- advising parents/guardians and any other new members of Gordon Street Pre School of the complaints and grievances policy and procedures upon enrolment
- ensuring that this policy is available for inspection at the service at all times (Regulation 171)
- being aware of, and committed to, the principles of communicating and sharing information with service employees, members and volunteers
- responding to all complaints and grievances in the most appropriate manner and at the earliest opportunity
- treating all complainants fairly and equitably
- providing a *Complaints and Grievances Register* (refer to *Definitions*) and ensuring that staff record complaints and grievances along with outcomes
- complying with the service's *Privacy and Confidentiality Policy* and maintaining confidentiality at all times (Regulations 181, 183)
- establishing a Grievances Subcommittee or appointing an investigator to investigate and resolve grievances (refer to Attachment 1 – Sample terms of reference for a Grievances Subcommittee/investigator)
- referring notifiable complaints (refer to *Definitions*), grievances (refer to *Definitions*) or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator
- informing DET in writing within 24 hours of receiving a notifiable complaint (refer to *Definitions*) (Act 174(4), Regulation 176(2)(b))
- receiving recommendations from the Grievances Subcommittee/investigator and taking appropriate action.

**Parents/guardians are responsible for:**

- raising a complaint directly with the person involved, in an attempt to resolve the matter without recourse to the complaints and grievances procedures
- communicating (preferably in writing) any concerns relating to the management or operation of the service as soon as is practicable
- raising any unresolved issues or serious concerns directly with the Approved Provider, via the Nominated Supervisor or through the Grievances Subcommittee
- maintaining complete confidentiality at all times
- co-operating with requests to meet with the Grievances Subcommittee and/or provide relevant information when requested in relation to complaints and grievances.

### Curriculum Development Policy

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This policy will provide guidelines to ensure that the educational program (curriculum) and practice at Gordon Street Pre School is based on an approved learning framework, underpinned by critical reflection and careful planning, and is stimulating, engaging and enhances children's learning and development.

**The Approved Provider is responsible for:**

- ensuring that the educational program is stimulating and engaging, enhances children's learning and development, and is based on an approved learning framework (refer to *Definitions*) (Section 168)
- ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational program (Section 168) (refer to *Inclusion and Equity Policy*)
- ensuring the educational program contributes to each child:
  - developing a strong sense of identity
  - being connected with, and contributing to, his or her world
  - having a strong sense of wellbeing
  - being a confident and involved learner
  - being an effective communicator (Regulation 73)
- designating a suitably qualified and experienced Educational Leader to direct the development and implementation of educational programs at the service (Regulation 118)
- ensuring the staff record includes the name of the Educational Leader at the service (Regulation 148)
- ensuring that the service's philosophy guides educational program and practice
- ensuring that assessments of the child's developmental needs, interests, experiences and participation in the educational program are documented (Regulation 74(1)(a)(i))

- ensuring that assessments of the child's progress against the outcomes of the educational program are documented (Regulation 74(1)(a)(ii))
- ensuring documentation of assessments includes reflection on the period of time the child is at the service, and how documented information will be used by educators at the service (Regulation 74(2)(a)(i)&(ii))
- ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardians (Regulation 74(2)(b))
- ensuring a copy of the educational program is displayed at the service and accessible to parents/guardians (Regulation 75)
- ensuring that parents/guardians are provided with information about the content and implementation of the educational program, their child's participation in the program and documentation relating to assessments or evaluations of their child (Regulation 76)
- developing and evaluating the educational program in collaboration with the Nominated Supervisor, educators, children and families.

**Parents/Guardians are responsible for:**

- communicating regularly with the service in relation to their child's learning and development
- providing input to the development of the educational program in collaboration with the Approved Provider, Nominated Supervisor, educators and children.

### Dealing with Infectious Diseases Policy

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This policy will provide clear guidelines and procedures to follow when a child attending Gordon Street Preschool shows symptoms of an infectious disease; a child at Gordon Street Preschool has been diagnosed with an infectious disease, and for managing and minimising the spread of infectious diseases, illnesses and infestations (including head lice), and managing and minimising infections relating to blood-borne viruses.

**The Approved Provider is responsible for:**

- ensuring that where there is an occurrence of an infectious disease at the service, reasonable steps are taken to prevent the spread of that infectious disease (Regulation 88(1))
- ensuring that where there is an occurrence of an infectious disease at the service, a parent/guardian or authorised emergency contact of each child at the service is notified of the occurrence as soon as is practicable (Regulation 88(2))
- ensuring that information from the Department of Health about the recommended minimum exclusion periods (refer to *Definitions*) is displayed at the service, is available to all stakeholders and is adhered to in the event of an outbreak of an infectious disease (as designated by the Department of Health – refer to *Definitions*) ensuring that the parent/guardian and Secretary<sup>3</sup> are informed within 24 hours of becoming aware that an enrolled child is suffering from:
  - a) Pertussis, or
  - b) Poliomyelitis, or
  - c) Measles, or
  - d) Mumps, or
  - e) Rubella, or
  - f) Meningococcal C,

as required under Regulation 84(1) of the *Public Health and Wellbeing Regulations 2009*

(Note: The Department of Health recommends that services inform the Communicable Disease Prevention and Control Unit – refer to *Sources* – if there is an outbreak of three or more cases of respiratory illness at the service within a 72 hour period, and/or if there is an outbreak of two or more cases of gastrointestinal illness in a 48 hour period.)

- ensuring that a child who is not immunised against a vaccine-preventable disease does not attend the service when an infectious disease is diagnosed, and does not return until there are no more occurrences of that disease at the service and the recommended minimum exclusion period (refer to *Definitions*) has ceased (Regulation 85(2) of the *Public Health and Wellbeing Regulations 2009*). Refer to the recommendations of the current exclusion period table.
- notifying DET within 24 hours of a serious incident (refer to *Definitions*), including when a child becomes ill at the service or medical attention is sought while the child is attending the service
- supporting the Nominated Supervisor and the educators/staff at the service to implement the requirements of the recommended minimum exclusion periods
- ensuring information about the National Immunisation Program (NIP) Schedule is displayed and is available to all stakeholders (refer to: [www.health.vic.gov.au/immunisation/factsheets/schedule-victoria.htm](http://www.health.vic.gov.au/immunisation/factsheets/schedule-victoria.htm))
- conducting a thorough inspection of the service on a regular basis, and consulting with educators/staff to assess any risks by identifying the hazards and potential sources of infection

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<sup>3</sup> In practice, services should contact the Department of Health's Communicable Disease Prevention and Control Unit.

- ensuring that the Nominated Supervisor, staff and everyone at the service adheres to the *Hygiene Policy* and the procedures for infection control relating to blood-borne viruses (refer to Attachment 4)
- ensuring that appropriate and current information and resources are provided to educators/staff and parents/guardians regarding the identification and management of infectious diseases, blood-borne viruses and infestations
- keeping informed about current legislation, information, research and best practice
- ensuring that any changes to the exclusion table or immunisation schedule are communicated to educators/staff and parents/guardians in a timely manner.

**Parents/Guardians are responsible for:**

- keeping their child/ren at home if they are unwell or have an excludable infectious disease
- keeping their child/ren at home when an infectious disease has been diagnosed at the service and their child is not fully immunised against that infectious disease, until there are no more occurrences of that disease and the exclusion period has ceased
- informing the service if their child has an infectious disease or has been in contact with a person who has an infectious disease
- providing accurate and current information regarding the immunisation status of their child/ren when they enrol, and informing the service of any subsequent changes to this while they are enrolled at the service
- complying with the recommended minimum exclusion periods
- regularly checking their child's hair for head lice or lice eggs, regularly inspecting all household members, and treating any infestations as necessary
- notifying the service if head lice or lice eggs have been found in their child's hair and when treatment was commenced
- complying with the *Hygiene Policy* and the procedures for infection control relating to blood-borne viruses (refer to Attachment 4) when in attendance at the service.

#### Dealing with Medical Conditions Policy

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This policy will provide guidelines for Gordon Street Pre School to ensure that clear procedures exist to support the health, wellbeing and inclusion of all children enrolled at the service and that the service practices support the enrolment of children and families with specific health care requirements.

**The Approved Provider is responsible for:**

- ensuring that all staff and volunteers are provided with a copy of this policy and have a clear understanding of the procedures and practices outlined within
- developing and implementing a communication plan and encouraging ongoing communication between parents/guardians and staff regarding the current status of the child's specific health care need, allergy or other relevant medical condition, this policy and its implementation
- ensuring educators/staff receive regular training in managing the specific health care needs of children at the service including asthma, anaphylaxis, diabetes, epilepsy and other medical conditions. This includes training in the management of specific procedures that are required to be carried out for the child's wellbeing
- ensuring at least one educator/staff member who has current accredited training in emergency management requirements for specific medical conditions is in attendance and immediately available at all times that children are being educated and cared for by the service
- establishing robust induction procedures that include the provision of information regarding the implementation of the practices outlined in this policy
- ensuring families and educators/staff understand and acknowledge each other's responsibilities under these guidelines
- ensuring families provide information on their child's health, medications, allergies, their medical practitioner's name, address and phone number, emergency contact names and phone numbers, and a medical management plan signed by their medical practitioner, following enrolment and prior to the child commencing at the service
- ensuring that a risk minimisation plan is developed for each child with specific medical conditions on enrolment or upon diagnosis, and that the plan is reviewed at least annually
- ensuring that parents/guardians who are enrolling a child with specific health care needs are provided with a copy of this and other relevant service policies
- following appropriate reporting procedures, set out in the *Incident, Injury, Trauma and Illness Policy* in the event that a child is ill, or is involved in a medical emergency or an incident at the service that results in injury or trauma.

**Parents/Guardians are responsible for:**

- informing the service of their child's medical conditions, if any, and informing the service of any specific requirements that their child may have in relation to their medical condition
- developing a risk minimisation plan with the Nominated Supervisor and/or other relevant staff members at the service

- providing a medical management plan signed by a medical practitioner, either on enrolment or immediately upon diagnosis of an ongoing medical condition. This medical management plan must include a current photo of the child and must clearly outline procedures to be followed by educators/staff in the event of an incident relating to the child's specific health care needs
- notifying the Nominated Supervisor of any changes to the status of their child's medical condition and providing a new medical management plan in accordance with these changes
- informing the Nominated Supervisor of any issues that impact on the implementation of this policy by the service.

### **Delivery and Collection of Children Policy**

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This policy will provide clear guidelines to ensure the safe delivery and collection of children attending Gordon Street Preschool.

#### **The Approved Provider is responsible for:**

- ensuring parents/guardians have completed the authorised nominee (refer to *Definitions*) section of their child's enrolment form, and that the form is signed and dated (refer to *Enrolment and Orientation Policy*)
- ensuring parents/guardians sign the Visitor Log Book when they visit the kinder to perform parent helper duties, attend working bees or any times outside of their child's drop off/pick up time.
- providing an attendance record (refer to *Definitions*) that meets the requirements of Regulation 158(1) and is signed by the parent/guardian or authorised nominee on delivery and collection of their child from the service every day
- ensuring a child does not leave the service except with a parent/guardian or authorised nominee, or with the written authorisation of one of these (refer to Attachment 2 – Authorisation Form) or in the case of a medical or other emergency (Regulation 99) (refer to *Acceptance and Refusal of Authorisations Policy, Dealing with Medical Conditions Policy, Incident, Injury Trauma and Illness Policy and Child Safe Environment Policy*)
- ensuring a child is not taken outside the service premises on an excursion except with the written authorisation of a parent/guardian or authorised nominee (refer to *Excursions and Service Events Policy*)
- ensuring authorisation procedures are in place for excursions and other service events (refer to *Excursions and Service Events Policy*)
- ensuring that there are procedures in place when a child is given into the care of another person, such as for a medical or other emergency (refer to *Emergency and Evacuation Policy and Incident, Injury, Trauma and Illness Policy*)
- ensuring that there are procedures in place when a parent/guardian or authorised nominee telephones the service to advise that a person not listed on their child's enrolment form will be collecting their child (refer to Attachment 1 – Authorisation procedures)
- ensuring that parents/guardians or authorised nominees are contacted in the event that an unauthorised person arrives to collect a child from the service, and that appropriate procedures are followed (refer to Attachment 1 – Authorisation procedures)
- ensuring that there are procedures in place if an inappropriate person (refer to *Definitions*) attempts to collect a child from the service (refer to Attachment 3 – Procedures to ensure the safe collection of children)
- keeping a written record of all visitors to the service, including time of arrival and departure
- ensuring procedures are in place for the care of a child who has not been collected from the service on time (refer to Attachment 4 – Procedures for the late collection of children)
- ensuring that the educator-to-child ratios are maintained at all times children are in attendance at the service (including when children are collected late from the service) according to the requirements of Regulations 123 and 360 (refer also to *Supervision of Children Policy*)
- notifying DET in writing within 24 hours, and the parents as soon as is practicable, in the event of a serious incident (refer to *Definitions*), including when a child has left the service unattended by an adult or with an unauthorised person (Regulations 12, 86, 176)
- providing parents/guardians with information regarding procedures for delivery and collection of children prior to their child's commencement at the service
- ensuring that educators and staff comply with the service's *Road Safety and Safe Transport Policy*
- encouraging parents/guardians to comply with the service's *Road Safety and Safe Transport Policy*.

#### **Parents/Guardians are responsible for:**

- completing and signing the authorised nominee section of their child's enrolment form before their child attends the service
- signing the Visitor Log Book when they visit the kinder to perform parent helper duties, attend working bees or any times outside of their child's drop off/pick up time.
- signing and dating permission forms for excursions
- signing the attendance record as their child arrives at and departs from the service
- ensuring educators are aware that their child has arrived at/been collected from the service

- collecting their child on time at the end of each session/day
- alerting educators if they are likely to be late collecting their child
- providing written authorisation where children require medication to be administered by educators/staff, and signing and dating it for inclusion in the child's medication record (refer to *Definitions*)
- supervising their own child before signing them into the program and after they have signed them out of the program
- familiarising themselves with the service's *Road Safety and Safe Transport Policy*
- supervising other children in their care, including siblings, while attending or assisting at the service
- paying a late-collection fee for repeated late collection of children. Determined by the Committee (refer to the service's *Fee's Policy*).

### Diabetes Children Policy

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To ensure that enrolled children with type 1 diabetes and their families are supported, while children are being educated and cared for by the service. This *Diabetes Policy* should be read in conjunction with the *Dealing with Medical Conditions Policy* of Gordon Street Pre School.

#### The Approved Provider is responsible for:

- ensuring that a diabetes policy is developed and implemented at the service
- ensuring that the Nominated Supervisor, educators, staff, students and volunteers at the service are provided with a copy of the *Diabetes Policy*, including the section on management strategies (refer to Attachment 1 – Strategies for the management of diabetes in children at the service), and the *Dealing with Medical Conditions Policy*
- ensuring that the programs delivered at the service are inclusive of children diagnosed with diabetes (refer to *Inclusion and Equity Policy*), and that children with diabetes can participate in all activities safely and to their full potential
- ensuring that the parents/guardians of an enrolled child who is diagnosed with diabetes are provided with a copy of the *Diabetes Policy* (including procedures) and the *Dealing with Medical Conditions Policy* (Regulation 91)
- ensuring that the Nominated Supervisor, staff and volunteers at the service are aware of the strategies to be implemented for the management of diabetes at the service (refer to Attachment 1 – Strategies for the management of diabetes in children at the service)
- ensuring that staff have access to appropriate training and professional development opportunities and are adequately resourced to work with children with Type 1 Diabetes and their families
- ensuring that each enrolled child who is diagnosed with diabetes has a current diabetes action and management plan prepared specifically for that child by their diabetes medical specialist team, at or prior to enrolment and signed off by all relevant parties
- ensuring that the Nominated Supervisor, educators, staff, students, volunteers and others at the service follow the child's diabetes action and management plan in the event of an incident at the service relating to their diabetes
- ensuring that a risk minimisation plan is developed for each enrolled child diagnosed with diabetes in consultation with the child's parents/guardians, in accordance with Regulation 90(iii)
- ensuring that a communication plan is developed for staff and parents/guardians in accordance with Regulation 90(iv), and encouraging ongoing communication between parents/guardians and staff regarding the management of the child's medical condition
- ensuring that children diagnosed with diabetes are not discriminated against in any way and are able to participate fully in all programs and activities at the service
- following appropriate reporting procedures set out in the *Incident, Injury, Trauma and Illness Policy* in the event that a child is ill, or is involved in a medical emergency or an incident at the service that results in injury or trauma.

#### All Parents/Guardians are responsible for:

- reading and complying with this *Diabetes Policy*, diabetes management strategies (refer to Attachment 1 – Strategies for the management of diabetes in children at the service), and the *Dealing with Medical Conditions Policy*.

#### Parents/guardians of children diagnosed with type 1 diabetes are responsible for:

- providing the service with a current diabetes action and management plan prepared specifically for their child by their diabetes medical specialist team and signed off by all relevant parties
- working with the Approved Provider to develop a risk minimisation plan for their child
- working with the Approved Provider to develop a communication plan
- working with educators and staff to assist them to provide the most appropriate support for their child
- ensuring that they provide the service with any equipment, medication or treatment, as specified in the child's individual diabetes action and management plan.

## Determining Responsible Person Policy

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This policy will provide guidelines to assist in determining the Responsible Person at Gordon Street Preschool

### The Approved Provider is responsible for:

- ensuring there is a Responsible Person (refer to *Background* and *Definitions*) on the premises at all times the service is delivering education and care programs for children
- ensuring that the service has received a supervisor certificate (refer to *Definitions*) from the Regulatory Authority
- nominating sufficient Certified Supervisors to meet legislative requirements for a Responsible Person at the service at all times, including during periods of leave or illness. Ensuring that a person nominated as a Responsible Person has appropriate skill level, experience, qualifications and approval to work with children, as required under the National Law and National Regulations
- ensuring that the name and position of the Responsible Person in charge of the service is displayed and easily visible from the main entrance of the service<sup>4</sup> (National Law: Section 172)
- ensuring that the service does not operate without a Nominated Supervisor, and that this person has given written consent to be in the role
- ensuring that the name of the Nominated Supervisor is displayed prominently at the service
- ensuring that information about the Nominated Supervisor, including name, address, date of birth, evidence of qualifications and approved training, and a Working with Children Check (refer to *Staffing Policy*) is kept on the staff record (Regulation 146)
- notifying the Regulatory Authority in writing if there is a change of person in the role of Nominated Supervisor (Section 56, Regulation 35)
- ensuring that, in the absence from the service premises of a Nominated Supervisor a Certified Supervisor (refer to *Definitions*) is placed in day-to-day charge of the service
- ensuring that the Nominated Supervisor and Certified Supervisors have a sound understanding of the role of Responsible Person
- ensuring details of supervisor certificates are recorded on the staff record
- notifying the Regulatory Authority in writing if there are any changes to:
  - the name of the Approved Provider
  - the appointment or removal of a person with management or control of the service operated by the Approved Provider
  - the status of the Approved Provider as fit and proper
- notifying the Regulatory Authority if a Nominated Supervisor or Certified Supervisor has their Working with Children Check card or teacher registration suspended or cancelled, or if they are subject to any disciplinary proceedings under the law.

### Parents/Guardians are responsible for:

- reading and understanding this policy
- being aware of the Responsible Person at the service on a daily basis.

## Emergency and Evacuation Policy

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This policy will provide a framework for the development of specific emergency and evacuation procedures, practices and guidelines at Gordon Street Preschool, and to raise the awareness of everyone attending Gordon Street Preschool about potential emergency situations and appropriate responses.

### The Approved Provider is responsible for:

- completing the DET *Emergency Management Plan* (refer to *Sources* for the link), lodging this with the relevant DET regional office and attaching a copy to this policy
- conducting a risk assessment to identify potential emergencies that the service may encounter (Regulation 97(2)) (refer to attached *Emergency Management Plan*)
- developing instructions for what must be done in the event of an emergency (Regulation 97(1)(a)) (refer to attached *Emergency Management Plan*)
- appointing an Incident Management Team (IMT) to oversee safety at the service in the event of an emergency (refer to attached *Emergency Management Plan*)
- developing an emergency and evacuation floor plan (Regulation 97(1)(b)) (refer to attached *Emergency Management Plan*)
- ensuring that the emergency and evacuation procedures are rehearsed at least once every 3 months by all at the service (Regulation 97(3)(a))

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<sup>4</sup> The guidelines to the National Regulations state that, given the Responsible Person in charge may change throughout the day (for example, at a changeover of shifts), this requirement might be met on a whiteboard or interchangeable name plate at the entrance of the service premises.

- ensuring that the rehearsals of the emergency and evacuation procedures are documented (Regulation 97(3)(b)) (refer to attached *Emergency Management Plan*)
- ensuring that a copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position near each exit at the service premises (Regulation 97(4))
- ensuring that those working at, or attending the service, have access to a phone or similar for immediate communication with parents/guardians and emergency services (Regulation 98), and that phone numbers of emergency services are displayed
- identifying potential onsite hazards and taking action to manage and minimise risk (refer to attached *Emergency Management Plan*)
- ensuring all infrastructure and service equipment are regularly checked for condition and maintenance, including emergency exit lighting
- ensuring the location of first aid kits, fire extinguishers and other emergency equipment are clearly signposted
- ensuring all emergency equipment is maintained on a regular basis in accordance with requirements specified by regulations, such as the Australian Standards Building Code e.g. fire extinguishers, smoke detectors, evacuation kits, sprinkler systems and alarm or duress systems
- providing a fully-equipped portable first aid kit (refer to *Administration of First Aid Policy*)
- developing a regular training schedule for staff to ensure that they are able to deal with emergency situations e.g. first aid, emergency management and OHS training
- regularly reviewing, evaluating and updating emergency management plans, manuals and procedures (at least annually or following an emergency incident)
- developing procedures to debrief staff following emergency incidents
- conducting spot checks of documentation and practices to ensure all requirements of this policy are being complied with
- notifying DET in writing within 24 hours of a serious incident (refer to *Definitions*)
- completing the *Incident, Injury, Trauma and Illness Record* (refer to *Definitions*) where required
- notifying DET within 7 days of an incident that required the service to be closed, or a circumstance that posed a significant risk to the health, safety or wellbeing of a child attending the service (National Law: Section 174(2)(c); Regulations: 175(2)(b)&(c), 176)
- reporting notifiable incidents (refer to *Definitions*) in the workplace to WorkSafe Victoria
- engaging with the Metropolitan Fire Brigade and/or Country Fire Authority regarding fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans
- identifying staff and children requiring additional assistance in the event of an emergency (refer to attached *Emergency Management Plan*)
- ensuring that emergency contact details are provided on each child's enrolment form and that these are kept up to date
- ensuring that an attendance record (refer to *Definitions*) is maintained to account for all children attending the service
- keeping a written record of all visitors to the service, including time of arrival and departure
- ensuring all staff, parents/guardians, children, volunteers and students on placement understand the procedures to follow in the event of an emergency
- ensuring there are induction procedures in place to inform new staff, including casual or relief staff, of the emergency and evacuation policy and procedures
- ensuring all staff, parents/guardians, children, volunteers, students on placement and others attending the service are accounted for in the event of an evacuation
- developing procedures to deal with loss of critical functions, such as power/water shut off.

**Parents/guardians are responsible for:**

- familiarising themselves with the service's emergency and evacuation policy and procedures and the service's *Emergency Management Plan* (attached)
- ensuring they complete the attendance record (refer to *Definitions*) on delivery and collection of their children (refer to *Delivery and Collection of Children Policy*)
- providing emergency contact details on their child's enrolment form and ensuring that this is kept up to date
- reinforcing the service's emergency and evacuation procedures with their child
- following the directions of staff in the event of an emergency or when rehearsing emergency procedures.

## Epilepsy Policy

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This policy will outline the procedures to ensure that educators, staff and parents/guardians are aware of their obligations and required strategies in supporting children with epilepsy to safely and fully participate in the program and activities of Gordon Street Pre School, and ensure that all necessary information for the effective management of children with epilepsy enrolled at Gordon Street Pre School is collected and recorded so that these children receive appropriate attention when required.

This policy should be read in conjunction with the *Dealing with Medical Conditions Policy*.

### **The Approved Provider is responsible for:**

- providing all staff with a copy of the service's *Epilepsy Policy* and ensuring that they are aware of all enrolled children living with epilepsy
- ensuring that all staff have current CPR training and are aware of seizure first aid procedures (refer to Attachment 1) when a child with epilepsy is enrolled at the service
- ensuring that all staff attend training conducted by The Epilepsy Foundation on the management of epilepsy and, where appropriate, emergency management of seizures using emergency epileptic medication, when a child with epilepsy is enrolled at the service
- providing parents/guardians of children with epilepsy with a copy of the service's *Epilepsy Policy* (Regulation 91) and *Administration of Medication Policy*, upon enrolment/diagnosis of their child
- ensuring that all children with epilepsy have an Epilepsy Management Plan, seizure record and, where relevant, an Emergency Medical Management Plan, filed with their enrolment record. Records must be no more than 12 months old
- ensuring a medication record is kept for each child to who medication is to be administered by the service (Regulation 92)
- facilitating communication between management, educators, staff and parents/guardians regarding the service's *Epilepsy Policy*
- ensuring that children with epilepsy are not discriminated against in any way
- ensuring that children living with epilepsy can participate in all activities safely and to their full potential
- immediately communicating any concerns with parents/guardians regarding the management of children with epilepsy at the service
- ensuring that medication is administered in accordance with the *Administration of Medication Policy*
- following appropriate reporting procedures set out in the *Incident, Injury, Trauma and Illness Policy* in the event that a child is ill, or is involved in a medical emergency or an incident at the service that results in injury or trauma.

### **Parents/guardians are responsible for:**

- reading the service's *Epilepsy Policy*
- informing staff, either on enrolment or on initial diagnosis, that their child has epilepsy
- providing a copy of their child's Epilepsy Management Plan (including an Emergency Medication Management Plan where relevant) to the service. This plan should be reviewed and updated at least annually
- ensuring the medication record (refer to *Definitions*) is completed in accordance with the *Administration of Medication Policy* of the service
- working with staff to develop a risk minimisation plan for their child
- where emergency medication has been prescribed, providing an adequate supply of emergency medication for their child at all times
- notifying staff, in writing, of any changes to the information on the Epilepsy Management Plan, enrolment form or medication record
- communicating regularly with educators/staff in relation to the ongoing health and wellbeing of their child, and the management of their child's epilepsy
- encouraging their child to learn about their epilepsy, and to communicate with service staff if they are unwell or experiencing symptoms of a potential seizure.

## Enrolment and Orientation Policy

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This policy outlines the criteria for enrolment at Gordon Street Pre School and the process to be followed when enrolling a child at Gordon Street Pre School

### **The Approved Provider is responsible for:**

- In conjunction with Bayside Council, considering any barriers to access that may exist, developing procedures that ensure all eligible families are aware of, and are able to access, an early childhood program
- complying with the *Inclusion and Equity Policy*
- appointing a person to liaise with Bayside Council and be responsible for the enrolment process and the day-to-day implementation of this policy (refer also to Attachment 2 – General enrolment procedures and Attachment 3 – Sample enrolment application form)
- providing opportunities (in consultation with the Nominated Supervisor and educators) for interested families to attend the service during operational hours to observe the program and become familiar with the service prior to their child commencing in the program

- providing parents/guardians with information about the requirements of the law for enrolment, locating and accessing immunisation services and obtaining acceptable immunisation documentation required for enrolment
- ensuring parents/guardians are only offered a tentative place, until the child's immunisation and birth certificate documentation is assessed as being acceptable and the \$100 enrolment deposit has been paid
- assessing the child's immunisation documentation **prior to enrolment** to determine if the child's vaccination status complies with requirements or whether the child is eligible for the 16 week grace period
- ensuring that only children who have acceptable immunisation documentation have a confirmed place in the program
- advising parents/guardians who do not have acceptable immunisation documentation that their children are not able to attend the service and referring them to immunisation services (see Attachment 4 – Letter for parents/guardians without acceptable immunisation documentation)
- taking reasonable steps to obtain acceptable immunisation documentation from a parent/guardian of a child enrolled under a grace period within the 16 weeks from when the child begins attending (Note: the child can continue to attend the service if acceptable immunisation documentation is not obtained).
- ensuring that the enrolment form (refer to *Definitions*) complies with the requirements of Regulations 160, 161, 162 and that it effectively meets the management requirements of the service
- ensuring that enrolment records (refer to *Definitions*) are stored in a safe and secure place, and kept for three years after the last date on which the child was educated and cared for by the service (Regulation 183)
- ensuring that the orientation program and plans meet the individual needs of children and families, and comply with DET funding criteria
- reviewing the orientation processes for new families and children to ensure the objectives of this policy are met
- ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or educators under the Law (Regulation 157).

**Parents/guardians are responsible for:**

- reading and complying with this *Enrolment and Orientation Policy*
- paying \$100 enrolment deposit fee
- completing the enrolment acceptance form and the enrolment form prior to their child's commencement at the service and providing acceptable immunisation documentation of their child's immunisation status and proof of birth date with a birth certificate or passport
- where a child is on an immunisation catch-up schedule, ensuring that the child's immunisations are updated in line with the schedule and providing acceptable immunisation documentation to the service
- ensuring that all other required information is provided to the service
- updating information by notifying the service of any changes as they occur.

### **Environmental Sustainability Policy**

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Gordon Street Preschool is committed to promoting respect for, and an appreciation of, the natural environment among all at the service, fostering children's capacity to understand and respect the natural environment, and the interdependence between people, plants, animals and the land. It is also committed to supporting the development of positive attitudes and values in line with sustainable practices and ensuring that educators and other staff engage in sustainable practices during the operation of the service.

**The Approved Provider is responsible for:**

- collaborating with the Nominated Supervisor, educators, staff, parents/guardians, children and others at the service to identify environmental sustainability strategies for implementation (refer to Attachment 1 – Strategies for environmental sustainability)
- allocating the necessary resources to implement the identified environmental sustainability strategies at the service
- ensuring the Nominated Supervisor and all staff are aware of their responsibilities under this *Environmental Sustainability Policy*
- ensuring the identified strategies (refer to Attachment 1 – Strategies for environmental sustainability) are implemented at the service
- ensuring parents/guardians are aware of, and have access to, the *Environmental Sustainability Policy*.

**Parents/guardians are responsible for:**

- collaborating with the Approved Provider, Nominated Supervisor, educators, staff, children and others at the service to identify environmental sustainability strategies for implementation at the service (refer to Attachment 1 – Strategies for environmental sustainability)
- following the strategies identified and outlined in this *Environmental Sustainability Policy*
- encouraging their children to adopt environmentally sustainable practices at both the service and at home.

This policy will provide guidelines for Gordon Street Preschool to plan and conduct safe and appropriate excursions and service events

**The Approved Provider is responsible for:**

- developing an *Excursions and Service Events Policy* in consultation with the Nominated Supervisor, Certified Supervisor, educators, staff and parents/guardians at the service
- ensuring educators, staff, parents/guardians, volunteers, students and others at the service are provided with a copy of the *Excursions and Service Events Policy* and comply with its requirements
- ensuring that all parents/guardians have completed, signed and dated their child's enrolment form (refer to *Enrolment and Orientation Policy*) including details of persons able to authorise an educator to take their child outside the service premises (Regulation 160)
- ensuring that parents/guardians or persons named in the enrolment record have provided written authorisation within the past 12 months where the service is to take the child on regular outings (refer to *Definitions*), and that this authorisation is kept in the child's enrolment record (Regulation 161) (refer to Attachment 1 – Developing an excursion/service event authorisation form)
- ensuring that a child does not leave the service premises on an excursion unless prior written authorisation has been provided by the parent/guardian or person named in the child's enrolment record, and that the authorisation includes all details required under Regulation 102(4) (refer to Attachment 1 – Developing an excursion/service event authorisation form)
- ensuring that the number of children attending an excursion does not exceed the number for which service approval has been granted on that day
- ensuring that children are adequately supervised (refer to *Definitions*) at all times
- ensuring that educator-to-child ratios are maintained at all times, including during excursions and service events (Regulations 123, 355, 357, 360)
- ensuring only educators who are working directly with children are included in educator-to-child ratios
- ensuring that parents/guardians, volunteers, students and all adults participating in an excursion are adequately supervised at all times and are not left with sole supervision of individual children or groups of children (refer to *Participation of Volunteers and Students Policy*)
- ensuring that a risk assessment (refer to *Definitions*) is carried out for an excursion (in accordance with Regulation 101) before authorisation is sought from parents/guardians (Regulation 100)
- ensuring the risk assessment (refer to *Definitions*) identifies and assesses the risks, specifies how these will be managed and/or minimised, and includes all details required by Regulation 101
- developing strategies to improve children's safety in high risk situations such as excursions near water or near a road (refer to *Supervision of Children Policy*, *Water Safety Policy* and *Road Safety and Safe Transport Policy*)
- ensuring that educators and staff comply with the service's *Road Safety and Safe Transport Policy*
- encouraging parents/guardians to comply with the service's *Road Safety and Safe Transport Policy*
- ensuring that excursions and service events are based on the educational program and meet the needs and interests of children and families at the service (refer to *Curriculum Development Policy*)
- ensuring that there is a clear purpose and educational value to each excursion or service event, and that this is communicated to parents/guardians
- considering the financial ability of families before deciding on an excursion/service event that would require an additional charge. Events that can be planned ahead of time should be included as an expenditure item in the service's budget and, as a result, will not incur additional charges (refer to *Fees Policy*)
- ensuring that proposed excursions/service events are inclusive of all children regardless of their abilities, additional needs or medical conditions (refer to *Inclusion and Equity Policy*, *Dealing with Medical Conditions Policy*, *Asthma Policy*, *Anaphylaxis Policy*, *Diabetes Policy* and *Epilepsy Policy*)
- ensuring strategies are in place to provide an accurate attendance record (refer to *Definitions*) for children attending an excursion, and for children remaining at the service while an excursion is happening
- ensuring that there is an accurate list of all adults participating in an excursion, including parents/guardians, volunteers and students, with contact details for each individual
- ensuring that each child's personal medication and current medical management plan is taken on excursions and other offsite activities (refer to *Dealing with Medical Conditions Policy*, *Asthma Policy*, *Anaphylaxis Policy*, *Diabetes Policy* and *Epilepsy Policy*)
- providing and maintaining a portable first aid kit that can be taken on excursions and other offsite activities
- providing portable first aid kits that contain the required medication for dealing with medical conditions
- providing a mobile phone to enable contact with parents/guardians and emergency services in the event of an incident, injury, trauma or illness (Regulation 98)
- ensuring emergency contact details for each child and the contact details of their medical practitioner are taken on excursions for notification in the event of an incident, injury, trauma or illness.

**Parents/guardians are responsible for:**

- reading and complying with the requirements of this *Excursions and Service Events Policy*
- completing and signing the authorised nominee section (refer to *Definitions*) of their child's enrolment form (refer to *Enrolment and Orientation Policy*) before their child commences at the service
- completing, signing and dating excursion/service event authorisation forms
- providing written authorisation for their child to leave the service premises on routine outings
- reading the details of the excursion or service event provided by the service and asking for additional information if required
- providing items required by their child for the excursion or service event e.g. snack/lunch, sunscreen, coat etc.
- understanding that, if they participate in an excursion or service event as a volunteer, they will be under the immediate supervision of an educator or the Approved Provider at all times
- if participating in an excursion or service event, informing an educator immediately if a child appears to be missing from the group
- supervising and caring for siblings and other children in their care who are not enrolled in the program
- complying with all service policies while participating in an excursion or service event including the *Code of Conduct Policy, Road Safety and Safe Transport Policy, Sun Protection Policy and Hygiene Policy*.

### Fees Policy

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This policy will provide clear guidelines for the setting, payment and collection of fees, ensuring the viability of Gordon Street Preschool by setting appropriate fees and charges and for the equitable and non-discriminatory application of fees across the programs provided by Gordon Street Preschool

**The Approved Provider is responsible for:**

- reviewing the current budget to determine fee income requirements
- developing a fee policy that balances the parent's/guardian's capacity to pay, with providing a high-quality program and maintaining service viability
- implementing and reviewing this policy in consultation with parents/guardians, the Nominated Supervisor and staff, and in line with the requirements of DET's *The Kindergarten Guide* (refer to *Sources*)
- ensuring that this policy is based on the principles of the *Kindergarten Fee Subsidy – Fees Policy* (refer to *Definitions*)
- considering any issues regarding fees that may be a barrier to families enrolling at Gordon Street Pre School and removing those barriers wherever possible
- reviewing the number of families experiencing financial hardship and the effectiveness of the procedures for late payment and support offered
- considering options for payment when affordability is an issue for families
- clearly communicating this policy and payment options to families in a culturally-sensitive way, and in the family's first language where possible
- providing all parents/guardians with a copy of the document containing fee information for families (refer to Attachment 1)
- providing all parents/guardians with a statement of fees and charges (refer to samples in Attachments 2 and 3) upon enrolment of their child, and ensure that the *Fees Policy* is readily accessible at the service (Regulation 171)
- providing all parents/guardians with a fee payment agreement (refer to samples in Attachments 3 and 4)
- collecting and receipting all fees
- collecting all relevant information and maintaining relevant documentation regarding those with entitlement to concessions, where applicable
- complying with the service's *Privacy and Confidentiality Policy* regarding financial and other information received, including in relation to the payment/non-payment of fees
- notifying parents/guardians within 14 days of any proposed changes to the fees charged or the way in which the fees are collected (Regulation 172(2))
- ensuring a notice outlining fees charged by the service is displayed prominently in the main entrance to Gordon Street Pre School.

**Parents/guardians are responsible for:**

- reading the Gordon Street Pre School Fee information for families (refer to Attachment 1), the Fee Payment Agreement (refer to Attachments 4 and 5) and the Statement of Fees and Charges (refer to Attachments 2 and 3)
- signing and complying with the Fee Payment Agreement (refer to Attachments 4 and 5)
- notifying the Approved Provider if experiencing difficulties with the payment of fees
- providing the required documentation to enable the service to claim the Kindergarten Fee Subsidy for eligible families (refer to Attachment 1 – Fee information for families).

## Governance and Management of the Service Policy

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This policy outlines the duties, roles and responsibilities of the Committee of Management of Gordon Street Preschool.

### **The Committee of Management of Gordon Street Preschool is responsible for:**

- developing coherent aims and goals that reflect the interests, values and beliefs of the members and staff, and the stated aims of the service, and have a clear and agreed philosophy which guides business decisions and the work of the Committee of Management and staff
- ensuring there is a sound framework of policies and procedures that complies with all legislative and regulatory requirements, and that enables the daily operation of the service to be geared towards the achievement of the service's vision and mission
- establishing clearly defined roles and responsibilities for the members of the Committee of Management, individually and as a collective, management and staff, and clearly articulate the relationship between the Committee of Management, staff and members of the service
- developing ethical standards and a code of conduct (refer to *Code of Conduct Policy*) which guide actions and decisions in a way that is transparent and consistent with the goals, values and beliefs of the service
- undertaking strategic planning and risk assessment on a regular basis and having appropriate risk management strategies in place to manage risks faced by the service
- ensuring that the actions of and decisions made by the Committee of Management are transparent and will help build confidence among members and stakeholders
- reviewing the service's budget and monitoring financial performance and management to ensure the service is solvent at all times, and has good financial strength
- approving annual financial statements and providing required reports to government
- setting and maintaining appropriate delegations and internal controls
- appointing all staff and monitoring their performance
- evaluating and improving the performance of the Committee of Management
- focusing on the strategic directions of the organisation and avoiding involvement in day-to-day operational decisions, particularly where the authority is delegated to senior management staff within the service.

## Hygiene Policy

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This policy will provide guidelines for procedures to be implemented at Gordon Street Preschool to ensure effective and up-to-date control of the spread of infection, and the provision of an environment that is safe, clean and hygienic.

### **The Approved Provider is responsible for:**

- ensuring that all staff and volunteers are provided with a copy of this policy and have a clear understanding of the procedures and practices outlined within
- ensuring the Nominated Supervisor, educators, staff and volunteers at the service implement adequate health and hygiene practices, and safe practices for handling, preparing and storing food (Regulation 77(1))
- establishing robust induction procedures that include the provision of information regarding the implementation of the practices outlined in this policy
- developing an appropriate cleaning and sanitising schedule that outlines daily, weekly, monthly, quarterly and annual cleaning and sanitising requirements and responsibilities
- arranging for the service to be cleaned and sanitised regularly, including floors and other surfaces, as per the cleaning contract and schedule
- reviewing the cleaner's contract and schedule on an annual basis
- contacting the local council's Environmental Health Officer for information about obtaining a needle/syringe/sharps disposal unit and instructions for its use
- ensuring the service has laundry facilities or access to laundry facilities, or other arrangements for dealing with soiled clothing, nappies and linen, including hygienic facilities for storage prior to their disposal or laundering (Regulation 106(1))
- ensuring that the laundry and hygiene facilities are located and maintained in a way that does not pose a risk to children (Regulation 106(2))
- ensuring that there are adequate and appropriate hygiene facilities provided for nappy changing which are designed, located and maintained in such a way that prevents unsupervised access by children (Regulations 112(2)&(4))
- ensuring that adequate, developmental and age-appropriate toilet, washing and drying facilities are provided for use by children, and that these are safe and accessible (Regulation 109)
- reviewing staff training needs in relation to understanding and implementing effective hygiene practices in early childhood settings

- providing a copy of the NHMRC guidelines for the prevention of infectious diseases in child care for the service
- providing hand washing guidelines for display at each hand washing location
- ensuring there is an adequate supply of non-toxic cleaning and hygiene products, including gloves, at all times.

**Parents/guardians are responsible for:**

- keeping their child/ren home if they are unwell or have an infectious disease that requires their exclusion from the education and care service
- informing the service if their child has an infectious disease
- supporting this policy by complying with the hygiene practices when attending the service or when assisting with a service program or activity
- encouraging their child/ren to develop and follow effective hygiene practices at all times, including handwashing on arrival at the service.

### **Incident, Injury, Trauma and Illness Policy**

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This policy will define the procedures to be followed if a person is ill, or is involved in a medical emergency or an incident at the service that results in injury or trauma, the responsibilities of staff, parents/guardians and the Approved Provider when a person is ill, or is involved in a medical emergency or an incident at the service that results in injury or trauma, and also practices to be followed to reduce the risk of an incident occurring at the service.

**The Approved Provider is responsible for:**

- ensuring that the premises are kept clean and in good repair
- ensuring that staff have access to medication, Incident, Injury, Trauma and Illness forms (available from ACECQA – refer to *Sources*) and WorkSafe Victoria incident report forms (refer to *Sources*)
- ensuring that the service has an occupational health and safety policy and procedures that outline the process for effectively identifying, managing and reviewing risks and hazards that are likely to cause injury, and reporting notifiable incidents to appropriate authorities (refer to *Occupational Health and Safety Policy*)
- ensuring that completed medication records are kept until the end of 3 years after the child’s last attendance (Regulation 92, 183)
- ensuring that a parent/guardian of the child is notified as soon as is practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, trauma or illness while at the service (Regulation 86)
- ensuring that Incident, Injury, Trauma and Illness Records are kept and stored securely until the child is 25 years old (Regulations 87, 183)
- ensuring that there is a minimum of one educator with a current approved first aid qualification on the premises at all times (refer to *Administration of First Aid Policy*)
- ensuring that there are an appropriate number of up-to-date, fully equipped first aid kits that are accessible at all times (refer to *Administration of First Aid Policy*)
- ensuring that the orientation and induction of new and relief staff include an overview of their responsibilities in the event of an incident or medical emergency
- ensuring that children’s enrolment forms provide authorisation for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service
- ensuring that an incident report (SI01) is completed and a copy forwarded to the regional DET office as soon as is practicable but not later than 24 hours after the occurrence.

**Parents/guardians are responsible for:**

- providing authorisation in their child’s enrolment record for the service to seek emergency medical treatment by a medical practitioner, hospital or ambulance service (Regulation 161(1))
- payment of all costs incurred when an ambulance service is called to attend to their child at the service
- notifying the service, upon enrolment or diagnosis, of any medical conditions and/or needs, and any management procedure to be followed with respect to that condition or need (Regulation 162)
- ensuring that they provide the service with a current medical management plan, if applicable (Regulation 162(d))
- collecting their child as soon as possible when notified of an incident, injury or medical emergency involving their child
- informing the service of an infectious disease or illness that has been identified while the child has not attended the service, and that may impact on the health and wellbeing of other children, staff and parents/guardians attending the service
- being contactable, either directly or through emergency contacts listed on the child’s enrolment form, in the event of an incident requiring medical attention
- signing the *Incident, Injury, Trauma and Illness Record*, thereby acknowledging that they have been made aware of the incident
- notifying the service by telephone when their child will be absent from their regular program

- notifying staff/educators if there is a change in the condition of their child’s health, or if there have been any recent accidents or incidents that may impact on the child’s care e.g. any bruising or head injuries.

## Inclusion and Equity Policy

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This policy will provide guidelines to ensure all adults and children at Gordon Street Pre School are treated equitably and with respect, regardless of their background, ethnicity, culture, language, beliefs, gender, age, socioeconomic status, level of ability, additional needs, family structure or lifestyle

### The Approved Provider is responsible for:

- ensuring that service programs are available and accessible to families from a variety of backgrounds (refer to *Curriculum Development Policy*)
- encouraging collaborative, family-centred practice (refer to *Definitions*) at the service
- providing families with information about the role of inclusive practice in achieving positive outcomes for all children, the key values underpinning inclusive practice and the support options available for children attending Gordon Street Pre School
- working with individual families to determine the needs of their child and facilitating the inclusion of both the child and the family into the service
- ensuring that educational programs are delivered in accordance with an approved learning framework, are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (*Victorian Early Years Learning and Development Framework Practice Guide Four: Equity and Diversity* – refer to *Sources*)
- ensuring that the enrolment process is fair and equitable, and facilitates access for all children (refer to *Enrolment and Orientation Policy*)
- tailoring the orientation process to meet the individual needs of children and families (refer to *Enrolment and Orientation Policy*)
- considering barriers to participation in service programs and activities, and developing strategies to overcome these
- considering options to provide appropriate physical infrastructure, staffing and resources to facilitate the inclusion of all children at the service
- ensuring that staff have access to appropriate and accredited professional development activities that promote a positive understanding of diversity, inclusion and equity, and provide skills to assist in implementing this policy (refer to *Staffing Policy*)
- ensuring that the Nominated Supervisor, educators and all staff are aware of the service’s expectations regarding positive, respectful and appropriate behaviour when working with children and families (refer to *Code of Conduct Policy* and *Interactions with Children Policy*)
- considering any issues regarding fees that may be a barrier to families enrolling at Gordon Street Pre School, and removing these barriers wherever possible (refer to *Fees Policy*)
- ensuring that all eligible families are supported to access the Kindergarten Fee Subsidy (refer to *Definitions* and *Fees Policy*), including families with concession cards, Aboriginal and Torres Strait Islander families, and refugee and asylum seeker families
- providing service information in various community languages wherever possible
- using language services (refer to *Sources*) to assist with communication where required, considering the employment of a multilingual worker/s to meet the needs of culturally and linguistically diverse (CALD) families (e.g. *fka* Children’s Services Casual Bilingual Program – refer to *Sources*)
- working with the Nominated Supervisor and educators to ensure appropriate program planning and resourcing for children with additional needs (refer to *Definitions*)
- accessing Kindergarten Inclusion Support Services (refer to *Definitions*) and Kindergarten Inclusion Support Packages (refer to *Definitions*) for children with disabilities, complex medical needs and/or developmental concerns, where required
- where practicable, accessing resources, support and professional development to facilitate inclusion of children with additional needs who are ineligible for specific support packages
- working with specialised services and professionals (e.g. Early Childhood Intervention Services and inclusion support agencies – refer to *Definitions* and *Sources*) to provide support and services for families and children experiencing severe disabilities, complex medical needs and/or developmental concerns
- ensuring that all eligible three-year-old Aboriginal and Torres Strait Islander children and children known to Child Protection are supported to access the Early Start Kindergarten program (refer to *Definitions*)
- accessing support from DET’s Koorie Engagement Support Officers (refer to *Definitions*), the Koorie Preschool Assistants program (refer to *Definitions*) and the Indigenous Professional Support Unit (refer to *Definitions*), where required
- implementing appropriate programs and practices to support vulnerable children and families, including working co-operatively with relevant services and/or professionals (e.g. Child FIRST), where required (refer to *Child Safe Environment Policy*)
- ensuring that service programs are inclusive of children with medical conditions, including anaphylaxis, asthma, diabetes and epilepsy (refer to *Dealing with Medical Conditions Policy*, *Anaphylaxis Policy*, *Asthma Policy*, *Diabetes Policy* and *Epilepsy Policy*)
- ensuring that no employee, prospective employee, parent/guardian, child, volunteer or student at the service is discriminated against on the basis of having or being suspected of having an infectious disease, blood-borne virus (BBV – refer to *Definitions*), illness or medical condition

- ensuring that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner (refer to *Complaints and Grievances Policy*)
- ensuring that all policies of Gordon Street Pre School, including the *Privacy and Confidentiality Policy*, are adhered to at all times.

**Parents/guardians are responsible for:**

- adhering to the policies of Gordon Street Pre School, including this *Inclusion and Equity Policy* and the *Privacy and Confidentiality Policy*, at all times
- communicating with the service to ensure awareness of their child's specific needs
- raising any issues or concerns regarding their child's participation in the program
- being involved in, keeping fully informed about, and providing written consent for any individualised intervention or support proposed/provided for their child
- responding to requests from educators for written permission to arrange for an assessment or collect reports on their child.

### Information, Communication, Technology Policy

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This policy will provide guidelines to ensure that all users of information and communication technology (ICT) at Gordon Street Pre School or on behalf of Gordon Street Pre School:

- understand and follow procedures to ensure the safe and appropriate use of ICT at the service, including maintaining secure storage of information
- take responsibility to protect and maintain privacy in accordance with the service's *Privacy and Confidentiality Policy*
- are aware that only those persons authorised by the Approved Provider are permitted to access ICT at the service
- understand what constitutes illegal and inappropriate use of ICT facilities and avoid such activities.

**The Approved Provider is responsible for:**

- ensuring that the use of the service's ICT complies with all relevant state and federal legislation (refer to *Legislation and standards*), and all service policies (including *Privacy and Confidentiality Policy* and *Code of Conduct Policy*)
- providing suitable ICT facilities to enable educators and staff to effectively manage and operate the service
- authorising the access of educators, staff, volunteers and students to the service's ICT facilities, as appropriate
- providing clear procedures and protocols that outline the parameters for use of the service's ICT facilities (refer to Attachment 1 – Procedures for use of ICT at the service)
- embedding a culture of awareness and understanding of security issues at the service (refer to Attachment 2 – Guiding principles for security of information systems)
- ensuring that effective financial procedures and security measures are implemented where transactions are made using the service's ICT facilities, e.g. handling fee and invoice payments, and using online banking
- ensuring that the service's computer software and hardware are purchased from an appropriate and reputable supplier
- identifying the need for additional password-protected email accounts for management, educators, staff and others at the service, and providing these as appropriate
- identifying the training needs of educators and staff in relation to ICT, and providing recommendations for the inclusion of training in ICT in professional development activities
- ensuring that procedures are in place for the regular backup of critical data and information at the service
- ensuring secure storage of all information at the service, including backup files (refer to *Privacy and Confidentiality Policy*)
- adhering to the requirements of the *Privacy and Confidentiality Policy* in relation to accessing information on the service's computer/s, including emails
- considering encryption (refer to *Definitions*) of data for extra security
- ensuring that reputable anti-virus and firewall software (refer to *Definitions*) are installed on service computers, and that software is kept up to date
- developing procedures to minimise unauthorised access, use and disclosure of information and data, which may include limiting access and passwords, and encryption (refer to *Definitions*)
- ensuring that the service's liability in the event of security breaches, or unauthorised access, use and disclosure of information and data is limited by developing and publishing appropriate disclaimers (refer to *Definitions*)
- developing procedures to ensure data and information (e.g. passwords) are kept secure, and only disclosed to individuals where necessary e.g. to new educators, staff or committee of management
- developing procedures to ensure that all educators, staff, volunteers and students are aware of the requirements of this policy

- ensuring the appropriate use of endpoint data storage devices (refer to *Definitions*) by all ICT users at the service
- ensuring that all material stored on endpoint data storage devices is also stored on a backup drive, and that both device and drive are kept in a secure location
- ensuring compliance with this policy by all users of the service's ICT facilities
- ensuring that written permission is provided by parents/guardians for authorised access to the service's computer systems and internet by persons under 18 years of age (e.g. a student on placement at the service) (refer to Attachment 3 – Parent/guardian authorisation for under-age access to the Gordon Street Pre School ICT facilities).

**Parents/guardians are responsible for:**

- reading and understanding this *Information and Communication Technology (ICT) Policy*
- complying with all state and federal laws, the requirements of the *Education and Care Services National Regulations 2011*, and all service policies and procedures
- maintaining the privacy of any personal or health information provided to them about other individuals e.g. contact details.

### Interactions with Children Policy

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This policy will provide guidelines to ensure the development of positive and respectful relationships with each child at Gordon Street Preschool, and that each child at Gordon Street Preschool is supported to learn and develop in a secure and empowering environment.

**The Approved Provider is responsible for:**

- developing and implementing the *Interactions with Children Policy* in consultation with the Nominated Supervisor, Certified Supervisor, educators, staff and parents/guardians, and ensuring that it reflects the philosophy, beliefs and values of the service
- ensuring parents/guardians, the Nominated Supervisor and all staff are provided with a copy of the *Interactions with Children Policy* and comply with its requirements
- ensuring the Nominated Supervisor, educators and all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and interactions when working with children and families (refer to *Code of Conduct Policy*)
- ensuring children are adequately supervised (refer to *Definitions*) and that educator-to-child ratios are maintained at all times (refer to *Supervision of Children Policy*)
- ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (Regulation 156(2)).
- ensuring educational programs are delivered in accordance with an approved learning framework, are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to *Inclusion and Equity Policy*)
- ensuring the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators (Regulation 73) (refer to *Curriculum Development Policy*)
- ensuring that the service provides education and care to children in a way that:
  - encourages children to express themselves and their opinions
  - allows children to undertake experiences that develop self-reliance and self-esteem
  - maintains the dignity and the rights of each child at all times
  - offers positive guidance and encouragement towards acceptable behaviour
  - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (Regulation 155)
- ensuring clear documentation of the assessment and evaluation of each child's:
  - developmental needs, interests, experiences and program participation
  - progress against the outcomes of the educational program (Regulation 74) (refer to *Curriculum Development Policy*)
- supporting educators/staff to gain appropriate training, knowledge and skills for the implementation of this policy
- ensuring the environment at the service is safe, secure and free from hazards for children (refer to *Child Safe Environment Policy*, *Occupational Health and Safety Policy* and *Supervision of Children Policy*)
- ensuring that the Nominated Supervisor, educators and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- promoting collaborative relationships between children/families and educators, staff and other professionals, to improve the quality of children's education and care experiences

- referring notifiable complaints (refer to *Definitions*), grievances (refer to *Definitions*) or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (refer to *Complaints and Grievances Policy*)
- informing DET, in writing, within 24 hours of receiving a notifiable complaint (refer to *Definitions*) (Section 174(4), Regulation 176(2)(b))
- notifying DET, in writing, within 24 hours of a serious incident (refer to *Definitions*) occurring at the service (Section 174(4), Regulation 176)
- ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- ensuring that individual behaviour guidance plans (refer to Attachment 1 – Procedures recommended for the development of a behaviour guidance plan) are developed for children with diagnosed behavioural difficulties, in consultation with the Nominated Supervisor, educators, parents/guardians and families, and other professionals and support agencies (refer to *Sources*)
- developing links with other services and/or professionals to support children and their families, where required
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).

**Parents/guardians are responsible for:**

- reading and complying with the *Interactions with Children Policy*
- engaging in open communication with educators about their child
- informing educators/staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, relationship issues, a new sibling)
- informing educators/staff of any concerns regarding their child's behaviour or the impact of other children's behaviour
- working collaboratively with educators/staff and other professionals/support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate.
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**Nutrition and Active Play Policy**

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This policy will provide guidelines to promote a healthy lifestyle to children, educators and families at the service, including eating nutritious food, the importance of oral health and participating in physical activity

**The Approved Provider is responsible for:**

- ensuring that the service environment and educational program supports children and families to make healthy choices for eating and active play
- providing ongoing information, resources and support to families, to assist in the promotion of optimum health, including oral health, for young children (refer to *Sources*)
- ensuring the implementation of adequate health and hygiene procedures, and safe practices for handling, preparing and storing food, to minimise risks to children being educated and cared for by the service (Regulation 77) (refer to *Hygiene Policy* and *Food Safety Policy*)
- ensuring that all educators/staff comply with the *Food Safety Act*
- ensuring that all educators/staff are aware of a child's food allergies and/or other medical conditions on enrolment or on initial diagnosis
- ensuring measures are in place to prevent cross-contamination of any food given to children with diagnosed food allergies and/or diabetes (refer to *Anaphylaxis Policy*, *Asthma Policy*, *Diabetes Policy* and *Food Safety Policy*)
- ensuring that all educators/staff are aware of, and plan for, the dietary needs of children diagnosed with diabetes (refer to *Diabetes Policy*)
- providing healthy suggestions for morning/afternoon tea and/or lunchboxes for children
- ensuring that fresh drinking water (preferably tap water) is readily available at all times, and reminding children to drink water throughout the day, including at snack/lunch times (Regulation 78(1)(a))
- ensuring that food and drinks are available to children at frequent and regular intervals throughout the day (Regulation 78(1)(b))
- ensuring that celebrations, fundraising activities and other service events are consistent with the purposes and values of this policy and service procedures.

**Parents/guardians are responsible for:**

- complying with the requirements of this policy
- providing details of specific nutritional/dietary requirements, including the need to accommodate cultural or religious practices or food allergies, on their child's enrolment form, and discussing these with the Nominated Supervisor prior to the child's commencement at the service, and if requirements change over time (refer to *Anaphylaxis Policy*, *Asthma Policy* and *Diabetes Policy*)
- communicating regularly with educators/staff regarding children's specific nutritional requirements and dietary needs, including food preferences
- encouraging their child/ren to drink an adequate amount of water (preferably tap water)

- providing healthy, nutritious food for snacks/meals, including fruits and vegetables where applicable
- providing nutritious food and drinks for celebrations, fundraising activities and service events, consistent with service policy
- encouraging children to exercise by engaging in active play, and walking or riding a bike to the service where appropriate
- discussing appropriate road traffic safety and car safety practices, and role-modelling this behaviour.

### Relaxation and Sleep

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This policy will provide clear guidelines for the implementation of safe relaxation and sleep practices that meet the individual needs of children attending Gordon Street Pre-School.

#### The Approved Provider is responsible for:

- taking reasonable steps to ensure the sleep/rest needs of children at the service are met, with regard to the age of children, developmental stages and individual needs (Regulation 81(1))
- regularly reviewing practices to ensure compliance with the recommendations of Red Nose in relation to safe sleeping practices for children (refer to *Sources*)
- providing information and training to ensure staff are kept informed of changing practices in relation to safe sleep practices for children
- ensuring parents/guardians are consulted about appropriate relaxation and sleep practices for their child
- protecting children from hazards and harm (Section 167)
- ensuring cots provided at the service comply with the most current Australian/New Zealand Standards (refer to *Sources* and Attachment 1 – Cots)
- ensuring that hammocks, prams and strollers are not used to settle children to sleep
- consulting with staff in relation to OHS issues when purchasing new equipment for the service
- ensuring compliance with WorkSafe Victoria's *Children's services – occupational health and safety compliance kit* (refer to *Sources*), including in relation to staff lifting children into and out of cots
- ensuring adequate supervision of children at the service at all times, including during relaxation and sleep
- ensuring that rooms used for sleep and relaxation are well ventilated
- ensuring that there is adequate space to store bedding in a hygienic manner (refer to *Hygiene Policy*).

#### Parents/guardians are responsible for:

- discussing their child's relaxation and sleep requirements and practices prior to commencing at the service, and when these requirements change
- providing information on the child's enrolment form if the child requires special items while resting or sleeping e.g. a comforter or soft toy
- providing a written medical report if their baby/child is not to be placed on their back during sleep. Parents/guardians must communicate alternative resting practices to staff.

### Occupational Health and Safety Policy

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This policy will provide guidelines and procedures to ensure that all people who attend the premises of Gordon Street Preschool, including employees, children, parents/guardians, students, volunteers, contractors and visitors, are provided with a safe and healthy environment, and all reasonable steps are taken by the Approved Provider, as the employer of staff, to ensure the health, safety and wellbeing of employees at the service.

#### The Approved Provider is responsible for:

- providing and maintaining a work environment that is safe and without risks to health (OHS Act: Section 21). This includes ensuring that:
  - there are safe systems of work
  - all plant and equipment provided for use by staff, including machinery, appliances and tools etc., are safe and meet relevant safety standards
  - substances, and plant and equipment, are used, handled, and stored safely
  - material safety data sheets are supplied for all chemicals kept and/or used at the service (refer to: [www.ohsinecservices.org.au](http://www.ohsinecservices.org.au))
  - there are adequate welfare facilities e.g. first aid and dining facilities etc.
  - there is appropriate information, instruction, training and supervision for employees

*(Note: This duty of care is owed to all employees, children, parents/guardians, volunteers, students, contractors and any members of the public who are at the workplace at any time)*

- ensuring there is a systematic risk management approach (refer to: [www.ohsinecservices.org.au](http://www.ohsinecservices.org.au)) to the management of workplace hazards. This includes ensuring that:
  - hazards and risks to health and safety are identified, assessed and eliminated or, if it is not possible to remove the hazard/risk completely, effectively controlled
  - measures employed to eliminate/control hazards and risks to health and safety are monitored and evaluated regularly

- ensuring regular safety audits of the following:
  - indoor and outdoor environments
  - all equipment, including emergency equipment
  - playgrounds and fixed equipment in outdoor environments
  - cleaning services
  - horticultural maintenance
  - pest control
- monitoring the conditions of the workplace and the health of employees (OHS Act: Section 22)
- protecting other individuals from risks arising from the service’s activities, including holding a fete or a working bee etc., or any activity that is ancillary to the operation of the service e.g. contractors cleaning the premises after hours (OHS Act: Section 23)
- providing adequate instruction to staff in safe working procedures, and informing them of known hazards to their health and wellbeing that are associated with the work that they perform at the service
- ensuring that all plant, equipment and furniture are maintained in a safe condition
- developing procedures to guide the safe use of harmful substances, such as chemicals, in the workplace
- ensuring that OHS accountability is included in all position descriptions
- allocating adequate resources to implement this policy
- displaying this policy in a prominent location at the service premises
- ensuring the physical environment at the service is safe, secure and free from hazards for children (refer to *Child Safe Environment Policy*)
- implementing/practising emergency and evacuation procedures (refer to *Emergency and Evacuation Policy*)
- implementing and reviewing this policy in consultation with the Nominated Supervisor, educators, staff, contractors and parents/guardians
- identifying and providing appropriate resources, induction and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy
- ensuring the Nominated Supervisor, educators, staff, contractors, volunteers and students are kept informed of any relevant changes in legislation and practices in relation to this policy
- consulting appropriately with employees on OHS matters including:
  - identification of hazards
  - making decisions on how to manage and control health and safety risks
  - making decisions on health and safety procedures
  - the need for establishing an OHS committee and determining membership of the committee
  - proposed changes at the service that may impact on health and safety
  - establishing health and safety committees
- notifying WorkSafe Victoria about serious workplace incidents, and preserving the site of an incident (OHS Act: Sections 38–39)
- holding appropriate licenses, registrations and permits, where required by the OHS Act
- attempting to resolve OHS issues with employees or their representatives within a reasonable timeframe
- not discriminating against employees who are involved in health and safety negotiations
- allowing access to an authorised representative of a staff member who is acting within his/her powers under the OHS Act
- producing OHS documentation as required by inspectors and answering any questions that an inspector asks
- not obstructing, misleading or intimidating an inspector who is performing his/her duties.

**Students on placements, volunteers, contractors and parents/guardians at the service are responsible for:**

- being familiar with this policy
- co-operating with reasonable OHS rules implemented by the service
- not acting recklessly and/or placing the health and safety of other adults or children at the service at risk.

**Participation of Volunteers and Students Policy**

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This policy will provide guidelines for the engagement and participation of volunteers and students at Gordon Street Preschool, while ensuring that children’s health, safety and wellbeing is protected at all times.

**The Approved Provider is responsible for:**

- developing guidelines in consultation with the Nominated Supervisor and educators for accepting applications from volunteers/students to work at the service
- accepting or rejecting a potential volunteer/student based on the circumstances of the service at the time, in consultation with the Nominated Supervisor
- ensuring that children being educated and cared for by the service are adequately supervised, and the legislated educator-to-child ratios are complied with at all times (Regulations 123, 355, 360) (refer to *Supervision of Children Policy*)
- ensuring that, where required, the Working with Children (WWC) Check has been read/sighted prior to the volunteer's commencement at the service
- ensuring that the staff record contains information for all volunteers/students attending the service with details of name, address, date of birth, days and hours of participation and details of the Working with Children (WWC) Check (Regulations 145, 147, 149)
- ensuring that volunteers/students and parents/guardians are adequately supervised at all times, and that the health, safety and wellbeing of children at the service is protected
- ensuring that volunteers/students and parents/guardians are not left with sole supervision of individual children or groups of children
- ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for, except where this may pose a risk to the safety of children or staff, or conflict with any duty of the Approved Provider, Nominated Supervisor or educators under the law (Regulation 157)
- developing a range of strategies to enable and encourage the participation and involvement of parents/guardians at the service
- providing volunteers/students and parents/guardians with access to all service policies and procedures, and a copy of the *Education and Care Services National Regulations 2011*
- ensuring that volunteers/students and parents/guardians comply with the National Regulations and all service policies and procedures, including the *Code of Conduct Policy*, while attending the service
- developing an induction checklist for volunteers/students attending the service (refer to Attachment 1 – Sample induction checklist for volunteers/students) in consultation with the Nominated Supervisor and educators.

**Volunteers and students, while at the service, are responsible for:**

- ensuring they have provided all details required to complete the staff record
- undertaking a Working with Children (WWC) Check and presenting a current WWC Check card or other notification, as applicable
- understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service (refer to *Privacy and Confidentiality Policy*)
- complying with the requirements of the *Education and Care Services National Regulations 2011* and with all service policies and procedures, including the *Code of Conduct Policy*, while at the service
- undertaking the induction process and completing the induction checklist (refer to Attachment 1) prior to commencement at the service
- following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected.

**Parents/guardians are responsible for:**

- complying with the requirements of the *Education and Care Services National Regulations 2011* and with all service policies and procedures, including the *Code of Conduct Policy*, while attending the service
- following the directions of staff at the service at all times to ensure that the health, safety and wellbeing of children is protected.

**Privacy and Confidentiality Policy**

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This policy will provide guidelines for the collection, storage, use, disclosure and disposal of personal information, including photos, videos and health information at Gordon Street Preschool, and to ensure compliance with privacy legislation.

**The Approved Provider is responsible for:**

- ensuring all records and documents are maintained and stored in accordance with Regulations 181 and 183 of the *Education and Care Services National Regulations 2011*
- ensuring the service complies with the requirements of the Privacy Principles as outlined in the *Health Records Act 2001*, the *Privacy and Data Protection Act 2014* (Vic) and, where applicable, the *Privacy Act 1988* (Cth) and the Privacy Amendment (Enhancing Privacy Protection ) Act 2012 (Cth), by developing, reviewing and implementing processes and practices that identify:
  - what information the service collects about individuals, and the source of the information
  - why and how the service collects, uses and discloses the information
  - who will have access to the information

- risks in relation to the collection, storage, use, disclosure or disposal of and access to personal and health information collected by the service
- ensuring parents/guardians know why the information is being collected and how it will be managed
- providing adequate and appropriate secure storage for personal information collected by the service, including electronic storage
- developing procedures that will protect personal information from unauthorised access
- ensuring the appropriate use of images of children, including being aware of cultural sensitivities and the need for some images to be treated with special care
- developing procedures to monitor compliance with the requirements of this policy
- ensuring all employees and volunteers are provided with a copy of this policy, including the *Privacy Statement* of the service (refer to Attachment 4)
- ensuring all parents/guardians are provided with the service's *Privacy Statement* (refer to Attachment 4) and all relevant forms
- informing parents/guardians that a copy of the complete policy is available on request
- ensuring a copy of this policy, including the *Privacy Statement*, is prominently displayed at the service and available on request
- establishing procedures to be implemented if parents/guardians request that their child's image is *not* to be taken, published or recorded, or when a child requests that their photo *not* be taken.

**Parents/guardians are responsible for:**

- providing accurate information when requested
- maintaining the privacy of any personal or health information provided to them about other individuals, such as contact details
- completing all permission forms and returning them to the service in a timely manner
- being sensitive and respectful to other parent/guardians who do not want their child to be photographed or videoed
- being sensitive and respectful of the privacy of other children and families in photographs/videos when using and disposing of these photographs/videos.

### Road Safety and Safe Transport Policy

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To provide evidence-based guidelines and procedures to ensure that all children attending Gordon Street Pre School are adequately supervised at all times, including on excursions and regular outings, kept safe while travelling as pedestrians, cyclists or passengers in a vehicle and are able to participate in road safety education to assist them in being and becoming safe and responsible road users.

**The Approved Provider is responsible for:**

- ensuring that educators/staff only allow a child to participate in an excursion with the written authorisation of a parent/guardian or authorised nominee including details required under Regulation 102(4). If the excursion is a regular outing, the authorisation is required to be obtained once every 12 months and kept with the child's enrolment record (refer to *Excursions and Service Events Policy*)
- ensuring that a written risk assessment (refer to *Definitions*) is undertaken prior to conducting excursions, including details of the safest route for travel and safety aspects for the chosen mode of transport e.g. motor vehicle, bus, train and tram
- ensuring that all children are adequately supervised (refer to *Definitions*) at all times, including while on excursions and regular outings
- ensuring that road safety education, based on the *National Practices for Early Childhood Road Safety Education* (refer to Attachment 1), is provided
- ensuring that all children attending the service are included in road safety education (refer to *Inclusion and Equity Policy*)
- ensuring that educators and staff have access to regular professional development/training in road safety and are kept up to date with current legislation, regulations, rules, standards and best practice information
- ensuring that bicycle helmets are available, in good condition and meet Australian/New Zealand Standard 2063 where bicycles or wheeled toys (refer to *Definitions*) are used
- ensuring that parents/guardians and visitors to the service are provided with location-specific road safety information (e.g. details about where to park safely when delivering and collecting children and local area speed limits etc.)
- ensuring that parents/guardians are provided with general road safety information about transporting children to and from the service (which might include using the 'safety door' (the rear kerbside door), driveway safety, child restraint information and role modelling safe road use)
- ensuring parents/guardians have access to this policy and its attachments.

*In relation to the safe transportation of children:*

- ensuring that buses hired for use on excursions have seatbelts fitted, and that these are correctly used by all children, staff and volunteers for the entire trip

- ensuring that appropriate procedures are followed in the event of a vehicle crash or transport-related injury involving any children, staff or volunteers from the service (refer to *Incident, Injury, Trauma and Illness Policy*)
- developing procedures for educators/staff to follow where a child is observed being transported to or from the premises in an unsafe manner (refer to Attachment 3 for a sample procedure).

Under duty of care obligations, services must develop appropriate procedures to guide educators and other staff to address situations where a child is observed to be at risk while being transported to or from the early childhood service. This may include instances where a child is observed to be travelling unrestrained, in an inappropriate restraint, riding a bicycle or wheeled toy without a helmet, or instances where a parent/guardian is in an unfit state to drive due to intoxication or impairment.

**Parents/guardians are responsible for:**

- signing and dating permission forms prior to excursions and regular outings
- ensuring that their child travels in a restraint suitable for their age/size when arriving at or departing from the service
- being aware of all location-specific and general road safety requirements including details about where to park to deliver and collect children, observing speed limits in the vicinity of the service, using the 'safety door' (the rear kerbside door), driveway safety and role modelling safe road use
- communicating any issues or concerns relating to their child's safety or wellbeing to the early childhood service
- being aware of this policy and of the service's procedures relating to the safe transportation of children to and from the service.

**Staffing Policy**

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This policy will provide guidelines for engaging staff at Gordon Street Pre School, including employing sufficient numbers of educators to meet legislative, policy and service standards, employing educators with qualifications and experience that meet legislative, policy and service standards, providing appropriate supervision to staff and other adults at the service, and complying with legislation relating to Working with Children Checks and criminal history record checks.

**The Approved Provider is responsible for:**

- ensuring the service has a service supervisor certificate (refer to *Definitions*)
- ensuring that the service does not operate without a Nominated Supervisor (refer to *Definitions*), as required under the National Law (refer to *Determining Responsible Person Policy*)
- ensuring that there is a Responsible Person (refer to *Definitions* and *Determining Responsible Person Policy*) on the premises at all times the service is in operation
- ensuring that the Nominated Supervisor, Certified Supervisors, educators and all staff comply with the *Code of Conduct Policy* at all times
- ensuring that children being educated and cared for by the service are adequately supervised (refer to *Definitions* and *Supervision of Children Policy*) at all times they are in the care of that service (National Law: Section 165(1))
- complying with the legislated educator-to-child ratios at all times (National Law: Sections 169(1) & (3), National Regulations: Regulations 123, 355, 357, 360)
- ensuring that all staffing meets the requirements of the National Law, National Regulations and *the Department of Education and Training as outlined in The Kindergarten Guide* (refer to *Sources*) at all times the service is in operation
- complying with current legislation relating to the employment of staff, including the *Equal Opportunity Act 2010*, *Fair Work Act 2009*, *Occupational Health and Safety Act 2004* and the *Working with Children Act 2005*
- employing the relevant number of appropriately-qualified educators (refer to *Definitions*). Qualifications must be approved by ACECQA (refer to *Background* and *Sources*) (Regulations 126, 361)
- employing additional staff, as required, to provide a quality early childhood education and care program
- ensuring an early childhood teacher (refer to *Definitions*) is working with the service for the required period of time specified in the National Regulations, and that, where required, a record is kept of this work (Regulations 130–134, 152, 362, 363)
- appointing an appropriately-qualified and experienced educator to be the Educational Leader (refer to *Definitions*), and ensuring this is documented on the staff record (Regulations 118, 148)
- ensuring that Educators and other staff are provided with a current position description that relates to their role at the service
- maintaining a staff record (refer to *Definitions*) in accordance with Regulation 145, including information about the Nominated Supervisor, the Educational Leader, other staff members, volunteers, students and the Responsible Person. Details that must be recorded include qualifications, training and the Working with Children Check (Regulations 146–149). A sample staff record is available on the ACECQA website

- complying with the requirements of the *Working with Children Act 2005*, and ensuring that the Nominated Supervisor, Certified Supervisor, educators, staff, volunteers and students on placement at the service have a current Working with Children Check (refer to *Definitions*) or a Victorian Institute of Teaching (VIT) certificate of registration
- ensuring that the Working with Children Check or VIT registration have been sighted and the details kept on each staff record (Regulations 145, 146, 147)
- completing a fit-and-proper assessment (refer to *Definitions*) in accordance with the *Education and Care Services National Law Act 2010* (Sections 12, 13, 14) and the *Education and Care Services National Regulations 2011* (Regulations 14, 15, 16). Where the Approved Provider is not an individual, a fit-and-proper assessment must be completed for each person with management or control of a service e.g. for the executive members of a Committee of Management
- determining who will cover the costs of Working with Children Checks or criminal history record checks (refer to *Definitions*)
- developing (and implementing, where relevant) an appropriate induction program for educators and all staff appointed to the service
- ensuring that volunteers/students and parents/guardians are adequately supervised at all times when participating at the service, and that the health, safety and wellbeing of children at the service is protected (refer to *Participation of Volunteers and Students Policy*)
- ensuring educators who are under 18 years of age are not left to work alone, and are adequately supervised at the service (Regulation 120)
- ensuring that there is at least one educator with current approved first aid qualifications, anaphylaxis management training and emergency asthma management training (refer to *Definitions*) in attendance and immediately available at all times that children are being educated and cared for by the service. Details of qualifications and training must be kept on the staff record (Regulations 136, 145)
- developing procedures to ensure that approved first aid qualifications, anaphylaxis management training and emergency asthma management training are evaluated regularly, and that staff are provided with the opportunity to update their qualifications prior to expiry
- ensuring that staff records (refer to *Definitions*) and a record of educators working directly with children (refer to *Definitions*) are updated annually, as new information is provided or when rostered hours of work are changed (Regulations 145–151)
- ensuring that annual performance reviews of educators and other staff are undertaken
- reviewing staff qualifications as required under current legislation and funding requirements on an annual basis
- ensuring that the Nominated Supervisor, educators/staff, volunteers and students on placement at the service are not affected by alcohol or drugs (including prescription medication) that would impair their capacity to supervise or provide education and care to children (Regulation 83)
- ensuring that all educators and staff have opportunities to undertake professional development relevant to their role to keep their knowledge and expertise current
- ensuring that the Nominated Supervisor and educators/staff are advised and aware of current child protection laws and any obligations that they may have under these laws (Regulation 84) (refer to *Child Safe Environment Policy*)
- informing parents/guardians of the name/s of casual or relief staff where the regular educator is absent
- developing and maintaining a list of casual and relief staff to ensure consistency of service provision
- ensuring that the procedures for the appointment of casual and relief staff are compliant with all regulatory and funding requirements.

### **Sun Protection Policy**

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This policy will provide guidelines to ensure children, educators, volunteers and others participating in Gordon Street Preschool programs and activities maintain a healthy balance of ultraviolet (UV) radiation exposure

#### **The Approved Provider is responsible for:**

- ensuring parents/guardians are informed about the *Sun Protection Policy* on enrolment, including the need to provide an appropriate sunhat and clothing for sun protection (refer to *Definitions*) for their child when attending the service
- providing a supply of sunscreen for use on all persons to whom this policy applies
- ensuring parents/guardians provide an authority for staff to apply sunscreen prior to their child commencing at the service (Attachment 1) and that this is stored with each child's enrolment record (refer to *General Definitions*)
- ensuring children wear appropriate sunhats, clothing for sun protection and sunscreen when attending the service
- providing appropriate spare sunhats for children and adults that will be laundered after each use
- ensuring there is adequate shade in the service grounds to protect children from over exposure to UV radiation (Regulation 114)
- ensuring that program planning includes the application of a combination of sun protection measures for outdoor activities during the times specified in the *Scope* of this policy
- ensuring that the availability of shade is considered in a risk assessment prior to conducting excursions and other outdoor events (Regulations 100, 101)
- ensuring that information on sun protection is incorporated into the educational program

- ensuring educators, staff, children and other participants at the service wear sunhats, clothing for sun protection and sunglasses (optional) when outside, apply sunscreen and seek shade during the times specified in the *Scope* of this policy
- Advising parents/guardians that sunscreen should be applied prior to the session, and (four year old group children) will be re-applied with sunscreen once during the session where necessary
- reinforcing this policy by providing information on sun protection to service users via newsletters, noticeboards, meetings and websites etc.

**Parents/guardians are responsible for:**

- providing a named sunhat (refer to *Definitions*) for their child's use at the service
- applying sunscreen to their child before the commencement of each session during the times specified in the *Scope* of this policy
- providing written authority for staff to apply sunscreen to their child
- providing, at their own expense, an alternative sunscreen to be left at the service if their child has a particular sensitivity to the sunscreen provided by the service
- wearing a sunhat, clothing for sun protection (refer to *Definitions*) and sunglasses (optional) when outside at the service, applying sunscreen and seeking shade during the times specified in the *Scope* of this policy.

### Supervision of Children Policy

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This policy will provide guidelines to ensure the provision of a safe and secure environment for all children at Gordon Street Preschool, and adequate supervision of all enrolled children is maintained at all times.

**The Approved Provider is responsible for:**

- complying with the legislated educator-to-child ratios at all times (*Education and Care Services National Law Act 2010: Sections 169(1), Education and Care Services National Regulations 2011: Regulations 123, 355, 357, 360*)
- counting only those educators who are working directly with children at the service in the educator-to-child ratios (Regulation 122)
- ensuring a minimum of two educators are rostered on duty at all times children are in attendance at the service
- ensuring that children being educated and cared for by the service are adequately supervised (refer to *Definitions*) at all times they are in the care of that service (*Education and Care Services National Law Act 2010: Section 165(1)*)
- considering the design and arrangement of the service environment to support active supervision. This may be supported by a supervision plan (refer to Attachment 1 – Sample supervision risk management template)
- identifying high-risk activities, including excursions (refer to *Excursions and Service Events Policy, Road Safety and Safe Transport Policy and Water Safety Policy*), through a risk management process, and implementing strategies to improve children's safety e.g. increasing adult-to-child ratios above regulatory requirements (Regulation 101)
- ensuring supervision standards are maintained during educator breaks, including during lunch breaks
- providing safe play spaces for children, which allow for adequate supervision, including safe fall zones, good traffic flow, maintenance of buildings and equipment, and minimising trip hazards
- providing staff rosters, and casual and relief staff lists
- developing procedures to inform casual and relief staff about the supervision strategies outlined in this policy
- notifying the Regulatory Authority (DET) within 24 hours of:
  - a serious incident (refer to *Definitions*) occurring at the service, including when a child appears to be missing or cannot be accounted for (*Education and Care Services National Law Act 2010: Section 174(2)(a), Education and Care Services National Regulations 2011: Regulations 12, 176(2)(a)*)
  - a complaint alleging that the health, safety or wellbeing of a child has been compromised or that the law has been breached (*Education and Care Services National Law Act 2010: Section 174(2)(b), Education and Care Services National Regulations 2011: Regulations 175(2)(c), 176(2)(b)*)
- notifying parents/guardians of a serious incident (refer to *Definitions*) involving their child as soon as possible, but not more than 24 hours after the occurrence
- reporting notifiable incidents (refer to *Definitions*) to WorkSafe Victoria
- evaluating supervision procedures regularly in consultation with the Nominated Supervisor, educators and management representatives
- ensuring that educators and staff comply with the service's *Road Safety and Safe Transport Policy*
- encouraging parents/guardians to comply with the service's *Road Safety and Safe Transport Policy*.

**Parents/guardians are responsible for:**

- ensuring educators are aware that their children have arrived at or departed from the service

- ensuring that doors and gates, including playground gates, are closed after entry or exit
- being aware of the movement of other children near gates and doors when entering or exiting the service
- enabling educators to supervise children at all times by making arrangements to speak with them outside program hours
- supervising their own children before signing them into the program and after they have signed them out of the program
- familiarising themselves with the service's *Road Safety and Safe Transport Policy*
- supervising other children in their care, including siblings, while attending or assisting at the service.

## Water Safety Policy

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This policy will outline the procedures that apply to managing water safety, including safety during any water-based activities at Gordon Street Pre School.

### The Approved Provider is responsible for:

- ensuring that children are adequately supervised (refer to *Definitions*) at all times when near water hazards (refer to *Definitions*)
- ensuring that educator-to-child ratios are maintained at all times (*Education and Care Services National Law Act 2010*: Sections 169(1)&(3), *Education and Care Services National Regulations 2011*: Regulations 123, 355, 357, 360)
- conducting a risk assessment in relation to any water hazards on or near the premises that may be accessible to children
- ensuring permission is obtained from parents/guardians for an excursion to a location where there is a water hazard (refer to *Excursions and Service Events Policy*)
- ensuring that water hazards and risks associated with water-based activities are considered in a risk assessment prior to conducting excursions and other offsite events (Regulation 101)
- ensuring increased levels of supervision for an excursion to a location where there is a water hazard (refer to *Supervision of Children Policy*)
- conducting a regular safety check of the service premises (refer to *Occupational Health and Safety Policy*)
- ensuring any water hazards that are not able to be adequately supervised at all times are isolated from children by a child-resistant barrier or fence (particularly large bodies of water including swimming pools, rivers, ponds etc.)
- ensuring that an educator with a current approved first aid qualification (refer to *Definitions*) is in attendance and immediately available at all times children are being educated and cared for by the service (Regulation 136)
- ensuring that details of current approved first aid qualifications (refer to *Definitions*) are filed with each staff member's record
- reporting serious incidents (refer to *Definitions*) to DET
- reporting notifiable incidents (refer to *Definitions*) to WorkSafe Victoria
- ensuring that water safety awareness is embedded in the curriculum
- providing current information to parents about water safety.

### Parents/guardians are responsible for:

- supervising children in their care, including siblings, while attending or assisting at the service
- ensuring that doors, gates and barriers, including playground gates, are closed after entry or exit to prevent access to water hazards
- informing themselves about water safety
- ensuring their children understand the risks associated with water
- recognising when resuscitation is required and obtaining assistance
- considering undertaking approved first aid qualifications, as resuscitation skills save lives.

## DEPARTMENT OF HEALTH EXCLUSION TABLE

### Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts

(Public Health and Wellbeing Regulations 2009)

#### Statutory Rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:

- (a) specified in column 2 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the Table in Schedule 7; or
- (b) specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the Table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note—VPDs are marked in the table with an asterisk (\*). Contact the Department on 1300 651 160 for further advice about exclusion and these diseases.)

#### Schedule 7 – Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009)

In this Schedule, medical certificate means a certificate of a registered medical practitioner.

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
Amoebiasis ( <i>Entamoeba histolytica</i> )	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
Diarrhoea	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Secretary
Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed	Not excluded
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
Hepatitis B	Exclusion is not necessary	Not excluded
Hepatitis C	Exclusion is not necessary	Not excluded
Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
Human immunodeficiency virus infection (HIV/AIDS virus)	Exclusion is not necessary	Not excluded
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Secretary
Leprosy	Exclude until approval to return has been given by the Secretary	Not excluded

Minimum Period of Exclusion from Primary Schools and Children's Services Centres  
for Infectious Diseases Cases and Contacts

[1] Conditions	[2] Exclusion of cases	[3] Exclusion of Contacts
<b>Measles*</b>	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility
Meningitis (bacteria – other than meningococcal meningitis)	Exclude until well	Not excluded
<b>Meningococcal infection*</b>	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
<b>Mumps*</b>	Exclude for 9 days or until swelling goes down (whichever is sooner)	Not excluded
<b>Pertussis*</b> (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
<b>Poliomyelitis*</b>	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Secretary
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary	Not excluded unless considered necessary by the Secretary
Verotoxin producing Escherichia coli (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary	Not excluded
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours	Not excluded

**Further information**

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Unit on 1300 651 160 or visit the [www.health.vic.gov.au/ideas](http://www.health.vic.gov.au/ideas).

January 2010

## **PARENT DIRECTORY**

### **Art Therapy for Pre-schoolers (Emerge) ph 4410-7016**

Provides art therapy for preschool children who have experienced trauma from domestic violence.

### **Aboriginal Women's and family program (Inner Southern Community Health) 18 Mitford Street St Kilda 3182 ph 9525-1300**

Provides information, advice and support to Aboriginal women and families.

### **Australian Association of Family Therapy (AAFT) PO Box 2351 Richmond 3121 ph 9429-9938**

Provides [information about family therapy](#) and the support they offer. Also provides a directory to [find a family therapist](#) in the local area.

### **Bayside Youth and Family Counselling (Bayside City Council) 76 Royal Ave Sandringham 3191**

Provides generalist therapeutic counselling services to young people and their families.

### **Beaumaris Children's Playhouse 24 Grandview Ave Beaumaris 3193. Ph 9589-0566**

Caters for children between the ages of zero and four. Provides an accessible, safe and stimulating play environment for preschool children and a haven for their carers.

### **Bicultural Support for State-Funded Kindergartens 9428-4471**

Provides eligible four-year-old state-funded kindergartens with access to a bilingual worker for a period of time. Bilingual workers are able to support children from culturally and linguistically diverse (CALD) backgrounds to settle and be included into kindergartens.

### **Disability Services: Time for a Break (MOIRA) 928 Nepean Highway Hampton East 3188 ph 8552-2222**

Provides information about respite care and recreation services for people with disabilities and their families in the South Division areas of Bayside Peninsula and Southern Melbourne.

### **Child Protection (DHHS) 3<sup>rd</sup> Floor, 4 – 10 Jamieson St Cheltenham 3192 ph 1300 655 795**

Provides child-centred, family-focused services to protect children and young people from significant harm caused by abuse or neglect within the family. It also aims to make sure that children and young people receive services to deal with the affect of abuse and neglect on their wellbeing and development.

### **Child First 197 Bluff Rd Sandringham 3191 ph 1300 367 441**

Provides family information, referral and support to families, professionals and the general community.

### **Caring Mums (NCJWA) 131-133 Hawthorn Rd Caulfield 3161 ph 9044-5405**

Provides emotional support to women who may feel isolated, anxious or lack confidence in their parenting role.

### **Cheltenham Community Centre 8 Chesterville Rd Cheltenham 3192 ph 9583-0095**

Offers a huge range of activities and programs especially designed for children. Aims to encourage learning through safe, interactive and educational programs. Also offers child care options and holiday programs.

### **Child, Youth and Family Services (Family Life) 197 Bluff Rd Sandringham 3192 ph 8599-5433**

Provides case management support for children, youth and their families to develop goals and promote well being. Practitioners can visit at home, schools or in community settings and can work with other professionals to provide holistic support for families. The purpose is to strengthen family and community relationships and promote the best interests of the child/ young person.

**Community Bubs (Family Life) 197 Bluff Rd Sandringham 3192 ph 8599-5433**

Provides intensive support for families who have an infant.

**Connections – Pre-school Field Officer Program 19 Gordon Street Beaumaris 3193 ph 9584-4884**

Connections UnitingCare offers a diverse range of programs that support the particular needs of children. They aim to provide a consistent approach to addressing the cause of a child's difficulties and devise effective solutions. Their programs promote the health and wellbeing of children and their families, encourage safe and positive relationships, facilitate the development of support networks and promote optimal childhood development.

**Creating Capable Communities (Family Life) Level 126 Young St Frankston ph 9874-0650**

Provides programs and supports to strengthen a family's connection to their community.

**Crisis Assessment Treatment Service (CAT) Monash Medical Centre ph 1300 369 012**

Provides urgent community based assessment and short term treatment intervention to people who experience a mental health crisis.

**Family and Relationships Services (Family Life) Level 126 Young St Frankston 3199 ph 784-0650**

Provides relationship counselling for individuals, couples and children at all stages of the relationship cycle. Counselling can assist with life transitions, self-esteem, grief and loss, pre and post separation, parenting skills, communication, dealing with conflict and stress management.

**Family Reconciliation Mediation Program (FRMP) 19 King Street Melbourne 3000 ph 9611-2416**

Provides brokerage funding for young people to support (but not limited to) family or individual counselling, mediation, relationships, returning home and sector building activities including training.

**Family Violence Counselling 11 Chester St East Bentleigh 3165 ph 9928-8741**

Provides counselling and advocacy to adults, children and young people who have experienced family violence and who are living in or have left abusive relationships.

**Inclusion Support Agency (Noah's Ark) 9975-4888**

Provides support, information and guidance to child care benefit funded Early Childhood Education and Care services to build their capacity to involve children with additional needs from priority groups.

**Infant Team (The Alfred) 999 Nepean Hwy Moorabbin 3189 ph 8552-0555**

Provides a range of wellbeing services for infants and their parents and carers.

**Maternal and Child Health Line 13 22 29**

Provides parents with telephone information, support and guidance regarding child health, nutrition, breast feeding, maternal and family health and parenting.

**Men's Behavioural Change Program (Family Life) 197 Bluff Rd Sandringham 3192 ph 8599-5433**

Provides men with an opportunity to learn and use alternatives to behaving in an abusive or violent manner. Men may be provided with individual counselling assistance prior to and after the group MATES program.

**Nurse on Call 1300 606 024**

Health advice 24 hours a day

**Parentline Victoria (DET) 13 22 89**

Provides a telephone counselling service to parents and carers of children to explore a variety of issues that impact on parenting and relationships.

**Parent Education Sessions (Bayside Council) see**

[http://www.bayside.vic.gov.au/community\\_services/children\\_parent\\_education\\_sessions.htm](http://www.bayside.vic.gov.au/community_services/children_parent_education_sessions.htm)

Provides an opportunity for parents, carers and grandparents to gain support strategies, education and information about their child's development, education and learning.

**Panda Home-Start (Post and Antenatal Depression Association) 810 Nicholson St North Fitzroy 3068 ph 1330 726 306**

Provides a volunteer home visiting program that offers practical support and connection to families.

**Playgroup Victoria ph 1800 171 882**

Playgroup is for babies, toddlers and pre-schoolers and their parents or carers. Playgroups are low cost and run by the parents or carers in them.

**Queen Elizabeth Centre (QEC) 53 Thomas St Noble Park 3174 ph 9549-2777**

Early Parenting Services offering programs for families with children from birth to age four, including outreach programs.

**Safety Centre (RCH) ph 9345-5085**

Provides information, advice, education, services and safety products for sale to reduce unintentional injury.

**SIDS and Kids Bereavement Support Services ph 1300 308 307**

Provides assistance to families who have experienced the sudden and unexpected death of a baby or child, during birth, pregnancy or infancy, regardless of the cause. Services include counselling, support groups, peer support, workshops and a range of bereavement literature for parents, siblings, grandparents and extended family and friends.

**South Eastern Multiple Birth Association (SEMBA) [semba.amba.org.au](http://semba.amba.org.au)**

Provides a support group for multiple birth families, run by parents of multiples.

**For further information please visit [www.bayside.vic.gov.au/community\\_services](http://www.bayside.vic.gov.au/community_services)**