

EVANS HEAD PRE-SCHOOL ASSOCIATION INC.

Email: evansheadwoodburnpreschool@gmail.com



EVANS HEAD-WOODBURN PRE-SCHOOL

FAMILY HANDBOOK

Pre-School Policy Guidelines

For further information, or to view Evans Head-Woodburn Preschool policies in full, please go to: www.evansheadwoodburnpreschool.com.au

Centre Locations:

Evans Head
1 Beech Street, Evans Head
Phone (02) 6682 5235

Woodburn-Evans Head Preschool
Woodburn Street, Woodburn
Phone (02) 6682 2993



INDEX

Quickstart Guide	4
Our Mission Statement and Core Values	5
Service Philosophy	6
Our Friendly Staff	7
National Quality Area 1: Educational Program and Practice	8
Curriculum	8
Documentation.....	9
Floor Books	10
The Planning Cycle.....	10
National Quality Area 2: Children's Health and Safety	11
<i>Educators will:</i>	
Supervision.....	11
Risk/Benefit Assessments	11
Knowledge about individual children.....	11
Partnerships	11
Child Protection.....	12
Medication	12
Sick children.....	12
Injuries.....	12
Emergency Evacuation Plans.....	12
Sleep and Rest	12
Sun Protection	13
Food and water	13
Bus Travel (Evans Head Preschool only).....	13
Cyber Safety.....	13
Travel Safety	13
<i>What is your role?</i>	
Food and water	14
Food Safety	14
Legal Custody.....	14
Health Action Plans.....	15
Paracetamol and Ibuprofen.....	15
Medication	15
Sick Kids.....	15
Head Lice	16
Absences	16
Smoking and Alcohol.....	16
Travel Safety	16
Arrival and Departure	17
National Quality Area 3: The Physical Environment	18
Working Bees	18
Boogal Jugoon (Nature Classroom)	19
Clothes and Play	19
Bathrooms	19
Toys	19
Environmentally Responsible.....	20
Boomerang Bags.....	20

National Quality Area 4: Staffing Arrangements	21
Programming and Planning Days	21
Continuity of Staff	21
Volunteers	21
Community Volunteers	21
Governance Structure	22
National Quality Area 5: Relationships with Children	23
Knowing children well	23
Inclusive Practices	23
Social/Emotional Regulation	24
Emotional Bank Accounts	24
Birthdays	24
National Quality Area 6: Collaborative partnerships with families	25
Communicate	25
Get Involved	25
Concerns	26
Complaints	26
Support	26
Codes of Conduct	26
National Quality Area 7: Governance and Leadership	27
Centre Locations	27
AGM	27
Priority of Access	28
Enrolment	28
Re-Enrolment	29
Enrolment Patterns (sessions)	29
Extended Hours	29
Preschool Fees	30
Current Fee Levels	31
Fundraising Levy	31
Ratings and Assessment	31
Confidentiality	32
Membership	32
Appendices	33
(1) Separation Anxiety	34
(2) Nutrition/Food/Beverages/Dietary Requirements Policy	35
Foods for Preschool Lunches – Better Lunchbox Foods	39
Foods for Preschool Lunches – Please Do Not Pack	40
(3) Current Fee Structure	41

- Quickstart Guide -

(1) Before your child can attend:

- (a) We must have a copy of your child's UP TO DATE Immunisation History Statement or a signed Catch-up Schedule.



Immunisation History Statement

OR



Immunisation History Form signed by a registered vaccination provider (e.g. GP).

- (b) **If applicable** – any Parenting Orders/Parenting Plans, Court Orders or Health Action Plans if your child is diagnosed with asthma, anaphylaxis or diabetes.

(2) What to wear?

- Play clothes that can get dirty and are sun-safe.
- Easy fit clothes are great for the bathroom (elastic waists).
- Sandals or closed-in shoes rather than thongs/crocs.

(3) What to send?



A bag big enough to fit everything easily.



Lunch & morning tea in **two separate** containers.



A water bottle.



A wide-brimmed hat (not cap).



Spare clothes



A raincoat



An adult's T-shirt (we will help your child upcycle it into a boomerang bag for laundry).

(4) Label everything!

Please ensure you label everything with your child's name:

- Bag
- Clothes, shoes, hats
- Lunchboxes
- Containers
- Drink bottles, etc.



(5) Leave toys at home!

Please leave toys at home, except for comforters if needed.

(6) Arrival and Departure:

We're not licensed to care for children before 8:00am or after 4:00pm.

Please sign in/out (except during Covid).

Ensure we know who is authorised to collect your child and give permission if you can't be contacted.

(7) Form a partnership with Educators:

Keep us informed of how your child is travelling; what is happening for your family outside preschool.

Educators will chat with you at arrival and departure times. They will build a strong relationship with your child and guide their learning.

Evans Head Pre-School Association Inc.

Our Mission

To provide a rich, inclusive space where children are supported on their journey of life-long learning and citizenship of their world.





Evans Head Preschool Association Inc.

Service Philosophy

We acknowledge the Traditional custodians of this land, the Bandjalang People of the Bundjalung Nation who have nurtured their children and this land for thousands of years. With respect, we welcome all people, Aboriginal & Torres Strait Islander and Non-Indigenous people into our learning community.

We are mindful to enhance connections with *children, families, each other and community as they are central to our sense of belonging*. Our roots were woven into the community in 1973, when parents and the local community saw the need to create a service to educate and care for their children. Today we look back with pride on our community's vision and passion to fundraise tirelessly to build a service at Evans Head and, in more recent times, having the foresight to answer the need to extend our service for Woodburn families. We value the resulting sense of ownership and enduring bonds between our sister services and the way each reflects their unique immediate communities.

Children are active, social learners. They learn best within meaningful relationships, those with their families, friends, cultural group and community. We celebrate children as capable learners, who have their own unique learning style. Parents and educators walk respectfully alongside children on their learning journey. Experienced educators work in partnership with children and their families to co-construct learning experiences, tapping into children's innate curiosity and sense of wonder. Educators are mindful to ask "what is best for children?" when designing environments and experiences to spark and extend authentic play-based learning. We understand that play based learning should be fun, hands on, challenging, spontaneous whilst balancing children's needs for stimulation and calm. Educators will structure the daily routine to support children to achieve flow so as to promote their deep engagement in their learning, and to reflect the natural rhythm of their physical needs. Thoughtful documentation will facilitate children's voices and make learning visible.

We strive to build a community that values every child for the amazing person that they are; that respects their rights and provides security and love. We believe in building a community that empowers children for their transition to school and, more importantly, supports their readiness for life.

We advocate for young children as citizens with the right to "be" and to learn in a way that suits their development and unique learning style. Being 3, 4 or 5 is a precious time, worthy of celebration and protection. It is not just an apprenticeship for school.

In our services children follow their interests, explore, discover, experiment, create, investigate, theorise, problem solve, develop their autonomy and sense of agency, influence their world, think critically, take and balance risks, express their ideas and opinions.

Our services will reflect children, family and educators' culture, language, family grouping, and ability level back to them in an authentic light celebrating our uniqueness and diversity as a strength. We exercise our responsibility to advocate on behalf of children, families and educators; embracing reconciliation and actively engaging with Bandjalang custodians in an authentic and collaborative partnership to maintain a sense of belonging, connection to the land and pride in our shared Aboriginal history and culture.

Children have the right to inherit a world that is sustainable and to experience awe and wonder in that world. A connection with nature and the rhythms of our seasons, the feel of grass underfoot, the sun on our face and breathing fresh air are essential for everyone's development and wellbeing, as well as for the future of our planet. Through action and critical reflection, we collaborate to make our world a better place.

Meet our friendly staff...

Allyson Cuskelly
PRESCHOOL DIRECTOR



Evans Head Centre



Cath Gillespie
Educational Leader



Karen Schaefer
Educator



Kirby Barker
Educator



Mateeka Pye
Educator



Lavandis Kapeen
Educator



Gemma Henderson
Educator

Woodburn Centre



Michelle Stanley-Jones
Educational Leader



Shayne Fitzgerald
Educator



Cathryn Bonser
Educator



Bronwyn Wade
Educator



Kiagh Mannion
Educator



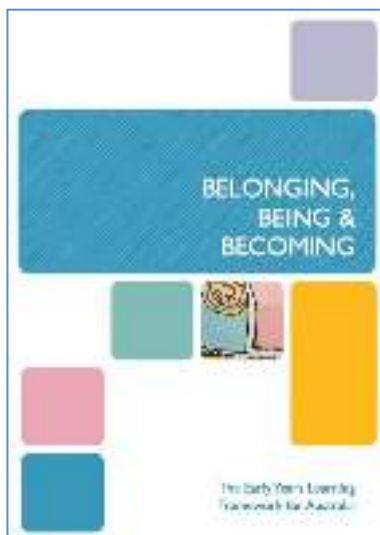
Sandy Clark
Shared Educator



Lisa Stewart
Admin/Finance Officer
Evans Head & Woodburn Preschools

NATIONAL QUALITY AREA: Educational Program and Practice

1



Early Childhood Teachers are experts at designing and implementing “play-based curriculum” to teach young children in an age appropriate way that suits their individual learning style. The Early Years Learning Framework is our curriculum document. It drives our Program and Practice.

Curriculum

In early childhood, we acknowledge that children are learning all the time – every routine, interaction and events is seen as a valuable opportunity for learning. Educators deliberately plan routines, rituals and learning experiences for children to reach 5 key learning outcomes (see below).

EYLF Outcomes:

Outcome 1: Children have a strong sense of identity.

- 1.1 Children feel safe, secure, and supported.
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with and contribute to their world.

- 2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- 2.2 Children respond to diversity with respect.
- 2.3 Children become aware of fairness.
- 2.4 Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing.

- 3.1 Children become strong in their social and emotional wellbeing.
- 3.2 Children take increasing responsibility for their own health and physical wellbeing.

Outcome 4: Children are confident and involved learners.

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- 4.2 Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating.
- 4.3 Children transfer and adapt what they have learned from one context to another
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

Outcome 5: Children are effective communicators.

- 5.1 Children interact verbally and non-verbally with others for a range of purposes.
- 5.2 Children engage with a range of texts and gain meaning from these texts.
- 5.3 Children express ideas and make meaning using a range of media.
- 5.4 Children begin to understand how symbols and pattern systems work.
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking.

Documentation



"By documenting what children are doing [educators] are better able to assess, evaluate and plan for future learning. The information [educators] record in our documentation should help to inform our planning about what to do next." (EYLF- Postcards).



Three children building
The three children played that week. They were happy to give things with their hands and first two attempts to change the structure which resulted in a new structure. They were able to work along the side line with ease. They were able to build confidence for more difficult tasks at this. They were building knowledge, autonomy, independence, resilience and sense of agency. They were truly resilient from challenges and setbacks, supporting the role of children with confidence and autonomy when faced with challenges and setbacks. They were truly resilient. Outcome 1: Children have a strong sense of identity.

APR 19, 2019

"Documentation can include observations and analysis of children's learning, photographs or samples of their work, and any other records that help to capture an individual child's progress" (EYLF Postcards).



"Look Kirby, it's a Jenna Jenna" 16/9/19



Voicing the love and appreciation for his family

Documentation details <small>settings / summative assessment</small>	Images	Links to further documentation <small>resources and links</small>
Theo spent an extended period of time in the dark room using the magna tiles to construct a tower. He asked for my assistance the first time, then once confident enough moved away to build his own tower. Building towers include skills such as working in three dimensions, pattern and height. KB 26/2		EYLF Outcome 4: Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
26/2/19 Theo demonstrates a preference for fine motor activities such as arts and crafts, cutting and drawing. He often requests the company of educators as he participates in these activities.		Outcome 1.3: Theo is developing good relationships with known educators. Outcome 4.1 he is able to follow and extend on his interest with enthusiasm and persistence.
26/3 Theo was watching Ollie and Ollie playing handball for some time. Eventually he picked up the courage and asked to play. It seemed like Theo hadn't really played handball before and Ollie being quite adept showed him some skills. Theo showed commitment to the play trying his very best GO		Outcome 3: Children have a strong sense of wellbeing.

Floor Books

Floor Books are large (A2) project books where children document their learning with the support of educators.

The Floorbook will follow various lines of inquiry stemming from a particular focus.

They are not a “daily diary”. The floorbooks help children to express their own learning and are a central form of documentation for Educators to analyse past learning and plan ahead.



The Planning Cycle

Working in partnership with families, educators draw on their professional knowledge of child development and their knowledge of each child.

The Learning Outcomes guide their planning for children’s learning.

In order to engage children actively in learning, educators identify children’s strengths and interests, choose appropriate teaching strategies and design the learning environment.

Educators carefully assess learning to inform further planning (EYLF p.9).



Google Drive



You are able to access your child’s documentation (Summative Assessment) in Google Drive. We will send you a link via email. Talk to us if you need help to gain access.

Children are social learners, so you can also access your child’s group folder. Educators also upload useful photos of your child’s learning.

NATIONAL QUALITY AREA:

Children's Health and Safety

2

SCRAPES, BUMPS AND BRUISES ARE PART OF GROWING INTO YOUR BODY, learning how to judge risks and how to negotiate the environment within a large group of other active 3 and 4 year olds who are also developing socially, emotionally and physically.

While accidents happen, together we can manage risks.

Educators will:

► Actively supervise children

We engage small groups of children in pockets of learning and play throughout the service. Children are more likely to make mindful choices in their play-based learning with the support of their educators.

► Risk/Benefit Assessments

Educators assist children to weigh up the risks and benefits of a challenge they wish to take on. Educators intentionally teach children to notice and judge the risk posed to themselves and those around them.

► Knowledge about individual children

We have systems to ensure every educator is aware of children with medical conditions, or other challenges that could put them at greater risk. Health Action Plans, Court Orders, Authorisations from parents and guardians are vital for team members to protect children from harm.

► Partnerships

We have a large number of children with varied health and safety needs every day. It is important that we work in partnership with parents and empower children to support their own health and safety.

► Child Protection

Early educators and teachers are mandated by law to report any child at risk of serious harm due to abuse or neglect. As an organisation, and as individuals, we are committed to protecting all children.

► Medication

Educators can't administer Panadol or other "over the counter" medication, only medication prescribed by a medical practitioner. Prescribed medication must be in its original packaging. Two educators must legally document that they have checked the name and dosage on the pharmacy label and the time they administered the dose. This is recorded on a form signed by a parent, or other responsible adult nominated by the family, to authorise medication. Medication is stored securely away from children.

► Sick children

Children who become ill during the course of the day have their temperature checked and noted. Their symptoms are monitored and they are cared for away from other children until their parent, or an authorised adult, can take them home to recover.

► Injuries

Educators complete an Accident and Incident Report as soon as possible once a child has been given TLC and first aid administered. If they have concerns, you will be contacted. Of course, if your child was seriously hurt, our first concern would be to ensure they receive medical care. On the enrolment form, you have given permission for an ambulance to be called in the event of an emergency. We would always contact you as soon as possible.

► Emergency Evacuation Plans

We regularly practice medical emergency scenarios, evacuation drills and lockdown procedures. If you are in the preschool at the time, you will be involved.

► Sleep and Rest

Educators communicate with children and their families about individual needs for sleep and rest. After lunch, we have quiet relaxation time. Everyone snuggles up as educators intentionally guide children through calming experiences such as meditation, Podcasts, yoga, storytelling, etc.

► Sun Protection

Educators help children apply sunscreen and put on their hat before outdoor play. They pay attention to the movement of shade when planning and organising the environment and supervising children. Educators model wearing sun protection (hat, sunscreen, sunglasses), seeking shade and drinking water regularly and support children to do the same.

► Food and water

Children eat morning tea when they are hungry. They always have access to their water bottle. Educators encourage children to eat and drink and monitor those busy children who don't want to take time out to do so. They refill water bottles as needed.

Educators eat with the children and model healthy eating choices, sustainability with low waste lunchboxes, as well as social skills at the table. It is a great time to have conversations and build relationships.

► Bus Travel (Evans Head Preschool only)

Educators partner with parents who chose to send their child to our from preschool on the Government School Bus to keep children safe (Arrivals and Departures Policy and Procedures). Educators will communicate directly with affected parents/guardians about arrangements and routines.

► Cyber Safety

Social media is part of modern communication. Educators will only post photos of children whose parents have been given authorisation to do so. Names of children and other identifying information is used. Parents are asked to respect other families' wishes by never sharing images of other children. Policies and procedures will be regularly reviewed to keep up with changes in technology and community standards and family expectations.

► Travel Safety

TRANSPORT INJURIES ARE THE LEADING CAUSE OF DEATH IN CHILDREN UNDER 14 YEARS OF AGE IN NSW (Kids & Traffic, Macquarie University and NSW Dept. Education).

Risk assessments are completed whenever we transport children for an excursion. Educators are switched onto safety – monitoring gates and fence lines.

They know that arrival and departure times increase risk due to the number of people coming and going through gates and the movement of vehicles around the preschool. If you feel you need assistance, we are here to help you get safely in/out of preschool.

Educators intentionally teach children about travel safety e.g. wearing travel restraints, holding an adults hand to cross roads, alighting a vehicle on the kerbside. They will also pass on information to parents as needed in person, in the newsletter, on signs on social media because keeping everyone safe is important.

What is your role?

☐ Send a water bottle each day

We will refill it as needed.



☐ Food and water

It will be hard to send a healthy lunch if the child next to your child is tucking into a chocolate and coke. Please give your child treats outside of preschool.

Refer to the guidelines at the end of this booklet for what to send for lunch. We suggest simple unprocessed food. Please don't pack too much food/drink on the *"Please don't pack"* list.

Please don't send gladwrap. Other suggestions include small reusable containers, waxed or greaseproof paper, paper bags, cloth napkins, etc.

NO CHIPS, CHOCOLATE, JELLY OR LOLLIES (or foods a 3 year old would think are these things).

FRESH = BEST = SIMPLEST!

Home Cooking – If you wish to do home cooking to send along, choose un-iced muffins or cake, rather than biscuits (which are higher in fat), or sticky foods held together with honey (which will stick to their teeth). We don't clean teeth at preschool.

☐ Food Safety

FYI – We store lunches in the fridge and morning tea on a trolley. Sending meals in two separate containers makes this possible. If perishables are included for morning tea, a cold-pack is advised. Lunch does not need to be in an insulated container as this will prevent the fridge keeping the food cool.

Make sure the containers are **CLEARLY LABELLED WITH YOUR CHILD'S NAME** – it's distressing when someone with a similar lunchbox chomps on your lunch!

Don't forget...
Send lunch and morning tea in **two separate** containers.



☐ Legal custody

If you have been awarded custody of your child, please provide court documents (Parenting Plans, Court Orders, AVOs) prior to your child attending preschool if applicable. A parent cannot be denied access to their child without court documents.

☐ Health Action Plans

Ensure the centre receives an Action Plan if your child is diagnosed with asthma, anaphylaxis or diabetes (signed by a medical practitioner).

☐ Paracetamol and Ibuprofen

If your child has a temperature or pain, please keep them home. If Panadol or Ibuprofen is administered at home before preschool, it will wear off mid morning and your child will start to feel ill. We will need to interrupt your day to collect your child.

☐ Medication

Take care not to leave any medication (over the counter, natural remedies, prescription, etc.) in children's bags where they could be accessed by a child.

Hand over medication in its original packaging, labelled with the Medical Practitioner's instructions, to an educator and complete an Authorisation form. Educators will assist you and ask any questions about dosage, storage and your child's routine. You will sign the form again at departure time and we will return the medication to you. You are welcome to visit to administer medication if you prefer to do so.

☐ Sick Kids

Keep your child at home if they have:

- Elevated temperature;
- Tonsillitis;
- Eye Discharge (conjunctivitis);
- Vomiting and diarrhea (in the past 24 hours);
- Unexplained rashes;
- Poor breathing;
- Any childhood infectious disease e.g. Rubella, Chicken Pox, Measles, Mumps, Impetigo (School Sores); Whooping Cough;
- Cold Sores spread very easily and we ask parents to please keep their child at home;
- Untreated head lice, etc.

N.B. Children need to recover from illness. If a child has not recovered their stamina, they will be unable to participate in a vigorous day at preschool and are not ready to return.

☐ Head Lice

Headlice love clean hair. They are a time consuming dilemma for modern families. If you discover headlice, please treat by applying a thick layer of cheap conditioner and leaving in your child's hair to drown the adult lice. Go through hair to remove every egg – repeat every few days till you are sure you've won the battle. Lice eggs hatch every 6 days and can lay within a day of hatching! A few eggs can turn into a hundred in a very short timeframe.

You do not need to spend a fortune on expensive and toxic treatments, but it will take time. **If you need help – talk to us. We are nit experts!**

☐ Absences

It is appreciated if you could phone to let educators know if your child is going to be away to help with planning for the day. If your child has an infectious illness, it helps us to be aware of other potential cases. Some diseases are notifiable, such as Measles and Gastroenteritis and we must notify NSW Health of cases in our preschool.

☐ Smoking and Alcohol

Smoking is not allowed in close proximity to any early education and care service. Fines apply. Alcohol is not welcome at any events where children are present. If you have consumed alcohol, do not drive to collect your child. If we suspect you have been drinking, we have a duty of care to keep your child safe. Police will be called if necessary.

☐ Travel Safety

- Ensure your child is transported in a correctly fitted authorised child restraint.
- Help your child disembark on the kerbside of the car, not the traffic side.
- Hold their hand from the car until they are safely inside the preschool gate.
- Be watchful of other cars reversing, etc., parents may be distracted by what's going on for their child at the time.

IT IS AGAINST THE LAW TO LEAVE ANOTHER CHILD UNATTENDED IN A CAR.

Call if you need our assistance.

❑ Arrival and Departure

Children need to know what is happening in their daily routine to feel safe and secure. Feeling safe and secure affects their wellbeing and mental health.

Arrivals:

- If your child has separation anxiety, see the appendix about this. Work closely with educators so we can support you both through it.
- Communicate anything happening in your child's world to educators upon arrival. The cat dying is an important event in a child's life which can affect their wellbeing. If educators are aware of what's happening outside the centre, they can support your child. Developmental or behaviour concerns are important. Let us know on arrival or via phone or email that you'd like to talk privately so your child does not overhear.
- All children need to be signed in and out on the Attendance Register. We use this register if there is an emergency evacuation. It is also a legal document that can be subpoenaed in a court of law, so please ensure times, etc. are accurate.

Departure:

- Communicate to your child, and educators, who is collecting your child and when. If this information changes, call to update us. We will prepare your child. Knowing when they are leaving preschool and who with, is important for children's peace of mind.
- Ensure adults authorised to collect your child are listed on their enrolment form with all their contact details. If you need more space to add people, attach another sheet of paper. Just ask if you want to add someone during the year. In an emergency, if you need someone to collect your child who is not on the enrolment form, please phone with verbal consent.
- Only people old enough to be considered responsible are able to collect your child from preschool. Please don't send primary school or lower high school aged siblings to collect your child from preschool.
- Anyone we have not met should bring photo ID to preschool the first time they collect your child. We do not wish to offend – we make requests to keep all children safe. We may phone to confirm with you if we have any concerns.
- If a child is not collected by closing time (4:00pm) and we have not heard from you, we will phone. If we cannot contact a child's parents, we will call other authorised adults. Half an hour after closure, if we cannot contact anyone and have no communication, we will contact authorities. Two staff members are to be in attendance whilst a child is still on the premises.

As such, parents will be required to pay staff wages for overtime worked (see Arrivals and Departures Policy for further information).

NATIONAL QUALITY AREA: The Physical Environment

3

We work to maintain natural play surfaces and resources in our learning environment. Families partner with us by attending working bees or coming into share their expertise with us.

Working Bees

In February and again in Spring, we may organise a working bee at each service.

You can come along on the day to work alongside other families and staff.

If this is not possible, you may prefer to help out by doing a task at a time that fits your family schedule.



Boogal Jugoon (Nature Classroom)

Families can apply for their 4 year old child to attend the Boogal Jugoon or approximately 10 sessions on their regular preschool days (fortnightly in Terms 2 and 3) in the year before school.

This program is highly sought after and spaces are limited. If we have sufficient funding to run the program, families will receive information during Term 1.



Clothes and Play

Children are encouraged to explore messy materials like paint, water and mud. Please set aside older, comfortable, sun-safe clothing for them to wear to preschool (or choose some together at Vinnies).

Please pack at least one full set of spare clothes (extra undies and shorts if they are not confident on the toilet). We encourage children's autonomy – please select clothes they can manage in the bathroom themselves. Accidents occur when children wait till the last minute to go to the toilet and then struggle with fiddly clothes like overalls or belts. Stretch fabrics or elastic waists are best.



Bathrooms

Children share an open plan bathroom where educators can assist them and supervise. Most children are happy with this arrangement. If your child cannot go without privacy, please let educators know so they can access the adult toilet.

Toys

Keep toys at home unless they are a comforter that your child needs for their wellbeing. Let educators know if your child needs a comforter.

Other toys cause all sorts of issues. Please don't send them. If your child really wants to show us something special, you could take it home with you or it could be kept safe in the office till home time.



Environmentally Responsible

We discourage gladwrap and encourage waste-free or low-waste lunches (buying in bulk and using wax wraps or small containers will reduce cost as well as packaging in the environment).

Our food scraps are fed to the chickens at Evans Head Preschool and to the worm farm at Woodburn Preschool. Let uw know if you don't want this to happen and we can send your scraps home.

Boomerang Bags

Please send an adult sized t-shirt/singlet. We will help your child turn this into a boomerang bag for their laundry each day.



NATIONAL QUALITY AREA:

Staffing Arrangements

4

Programming and Planning Days

Evans Head: Alternate Mondays

Woodburn: Alternate Fridays

Children do not attend on Program and Planning Days. Educators reflect upon learning, collaborate on children's documentation and plan for future learning as a team. They also engage in Professional Development.

Continuity of Staff

We have very stable teams. Staff stay long term because our preschools are supportive workplaces where they are valued.

When we do employ casual staff, we try to use a core pool of educators who know our children, our routines and our practices. Hopefully, they also get to know families.

Educators wear name tags to help you know their role as well as their name.

Volunteers

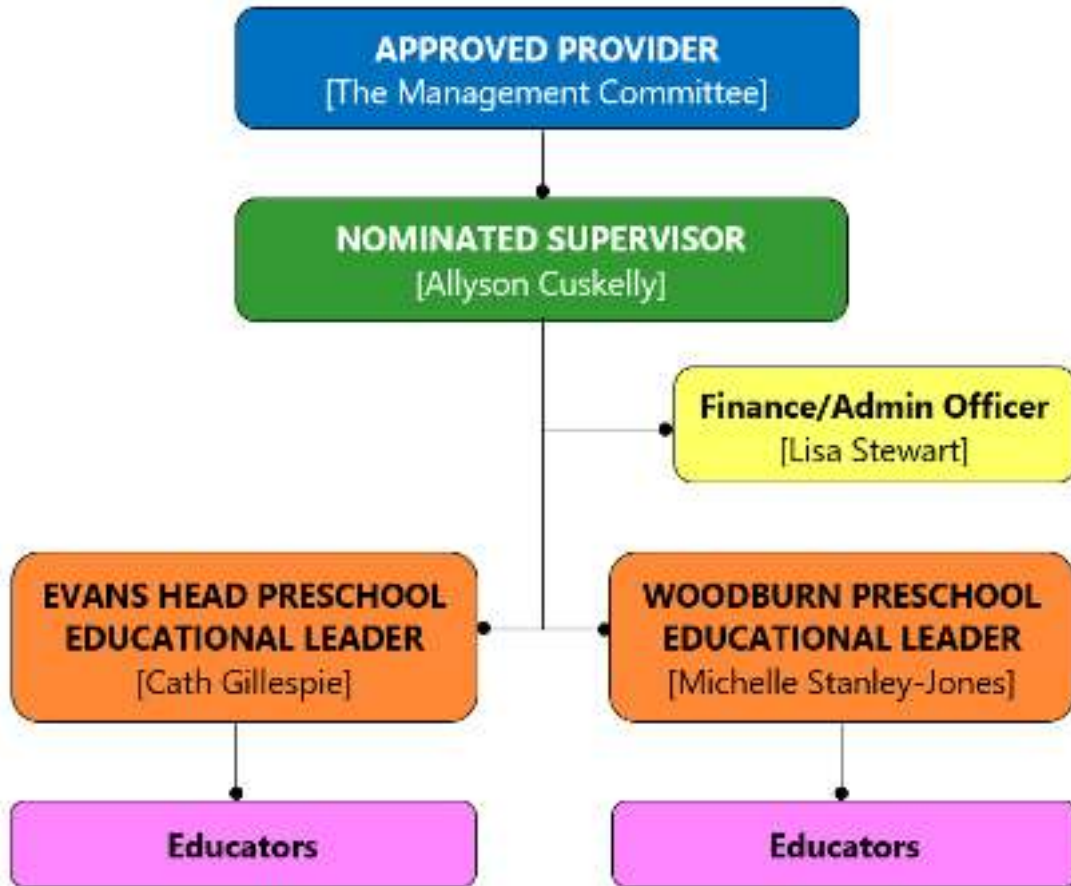
You are welcome to volunteer – in fact, we encourage and appreciate it. Parents do not have to have a "Working with Children Check". You are able to share your skills with us to enrich the program or just help out and give children your most valuable commodity – time!

Time to sit and read a book, dig a hole in the sandpit, do craft – your child will be so proud and it will fill your cup too. A day spent with little people is a happy day.

Community Volunteers

We love community volunteers. We have some regular volunteers, all of whom have "Working with Children Checks" and only ever interact with children under direct supervision of staff.

Governance Structure



NATIONAL QUALITY AREA:

Relationships with children



Knowing children well

Getting to know children begins upon enrolment, before they ever attend. Our teachers will meet with you to build a picture of your child and their world. We want to understand them as a person within a family – their interests, culture, abilities, self expression, development, personality and learning style.

We will walk beside you – as partners, so your child gets the best from their early education.

Inclusive Practices

Our preschools access funding to employ additional educators so that we are always above the regulated ratio for educators to children. This enables us to support ALL children to participate in our program, regardless of ability, gender or culture.

Diversity is a positive thing. Our children benefit from a safe environment where every person is valued and celebrated for their differences.

We now know how important it is for children to see themselves and their family reflected back to them in a positive light.

As an inclusive and safe place, we respect people of all cultures, gender diversity, abilities and sexuality. Kindness, inclusion and respect are our core values.

- **Every child is doing their best!**
- **Every parent is doing their best!**
- **Every educator is doing their best!**

**THIS IS A
NO JUDGEMENT
ZONE!**

Social/Emotional Regulation

Every child develops at their own pace. 3 and 4 year olds cannot yet regulate their emotions. Behaviour is a child's way of communicating what they cannot articulate with words. Our job is to be calm for them, to figure out what they are communicating and how we can help. When they are not coping, it is our job to keep everyone safe and to show kindness.

When a child is calm and coping with the world around them, we can model and intentionally teach them ways to express their needs and emotions productively.

Emotional Bank Accounts

We put a lot of effort into building trusting, caring relationships with children. These strong relationships make it possible for educators to guide or redirect children's behaviour when needed.

Birthdays

Yes, we celebrate birthdays.

Yes, cake is fine –
cupcakes are best for us.



NATIONAL QUALITY AREA:

Collaborative partnerships with families



Communicate

- Pigeon holes/pockets – your child has a pocket at Woodburn or a pigeon hole at Evans Head for their fortnightly newsletter and any other notes, lost items, art, etc.
- Join our Facebook pages:
Public: **Evans Head Woodburn Preschool**
Closed: **Evans Head & Woodburn 2021 Family** (only current families will have access).
- Instagram
- Newsletter – Fortnightly emailed, you can request a hardcopy. This is important to keep up with what's happening and what is ahead on the calendar.
- Text – occasionally we will send out a text reminder of important events.
- Email/phone - Phone important messages through. We do not check emails every day.
- We need to hear your voice... please tell us what you think, answer quick surveys and be part of our Quality Improvement processes. But most importantly, talk to us about your child.

Get Involved

Please feel welcome to become part of your school community. We see staff and families as partners in providing the best possible outcomes for all children.

We encourage a teacher/parent partnership. Please share information with staff about your child's strengths and interests.

Family involvement is an important part of a not-for-profit community preschool. Your interest and support are necessary to maintain our preschool at its high standard.

- Joining the Management Committee
- Roster days assisting staff in the centre
- Working Bees
- Social events

Joining in is a great way to meet other parents and get to know the family of your child's friends.

Concerns

Please talk to us if anything is troubling you. Don't let a small concern fester into a major worry or an angry outburst.

Remember, if it doesn't sound right, it probably isn't. Little people can misinterpret things or fail to see someone else's perspective. So ask questions for yourself. We are all here for one reason – and that is for your child.

Complaints

See our Complaints and Feedback Policy on our website at:
www.evansheadwoodburnpreschool.com.au

We also appreciate feedback. That's how we improve!

If a complaint has been brought to the attention of the Director, and has not been dealt with to your satisfaction, you may choose to make a formal complaint in writing to the Management Committee. If you are still not satisfied, follow this link to the Department of Education:
https://education.nsw.gov.au/content/dam/main-education/early-childhood-education/investigation-feedback-and-complaints/media/documents/Raising_concerns_flyer_for_families.pdf

Support

Parenting is tougher than most of us expect. Please use us as a resource to support you and your family. We provide information for families but this is most effective when it is targeted to your needs.

Codes of Conduct

We have a Code of Conduct for educators as well as for parents/guardians based upon our core values of:



The Code emphasises that **with rights come responsibilities**. The Parent/Guardian Code of Conduct is included in your enrolment pack.

By sending your child to preschool, you agree to abide by the Code – please check it out.

NATIONAL QUALITY AREA:

Governance and Leadership

7

Locations

Evans Head Pre-School Association Inc. is a not-for-profit organisation that runs two community preschools – one situated in Evans Head and one in Woodburn.

Evans Head Preschool

1 Beech Street, Evans Head NSW 2473



Open: Alternate Mondays, Tuesday, Wednesday, Thursday and Friday.
Phone 6682 5235

Woodburn-Evans Head Preschool

Woodburn Street, Woodburn NSW 2472



Open: Monday, Tuesday, Wednesday and Thursday.
Phone 6682 2993

Both pre-schools run in conjunction with the New South Wales Public School calendar.

AGM

Evans Head Pre-School Association Inc. is a community organisation operated by a seven-member Parent Management Committee. The Committee meets twice a term to discuss the pre-school's operation.

The Annual General Meeting is held during March each year. The Committee is elected at this meeting. All parents are welcome to attend the Annual General Meeting of the pre-school and all members can vote.

Whilst your child attends the pre-school, your active support will be very much appreciated, and needed, to keep the preschool maintained and well equipped.

Priority of Access

Under our Funding Agreement with the Department of Education, we must give priority to the following children:

- Children at risk of serious abuse or neglect;
- Children in the year prior to full-time school;
- Children identifying as Aboriginal or Torres Strait Islander;
- Children in families with a low income (Health Care Card);
- Children with a disability;
- Children from culturally and linguistically diverse backgrounds;
- Children with siblings at the service or parents working in the service.

Enrolment

An enrolment is completed for each child to attend preschool.

A re-enrolment form must be completed each additional year of enrolment.

A child is not considered to be on the waiting list until an enrolment form and application fee have been accepted by the service.

Non-Refundable Application Fee

An application fee of \$50 per family will be charged for a child to go onto a waiting list for a place – it doesn't guarantee a place when a child turns 3. If a family no longer requires a place within the service, they will forgo this deposit.

Once a child commences preschool, the \$50 will be deducted from the first term's invoice.





Checklist of what you must provide upon enrolment:

- ☐ Completed enrolment form.
- ☐ \$50 Application Fee.
- ☐ ACIR Immunisation History Statement.
- ☐ Health Care Card (if you have one).

Re-Enrolment

Families who are currently attending the service are advised to have their re-enrolment form for the following year completed before the end of third term (September/October holidays), in order to maintain their priority over new enrolments. Families who do not apply by this cut-off point will forgo their priority and be considered for a new place along with new enrolments.

Enrolment Patterns

Evans Head Centre	Woodburn Centre
<div>Jellum (Fish) Alternate Mondays, Tuesdays & Wednesdays 9:00am to 3:00pm 5 days (30 hours)/fortnight</div>	<div>Woorgoolooohm (Magpie) Mondays & Tuesdays 8:30am to 4:00pm 2 days (15 hours)/week</div>
OR	OR
<div>Bing Ging (Turtle) Thursdays & Fridays 8:30am to 4:00pm 2 days (15 hours)/week</div>	<div>Jena Jena (Echidna) Wednesdays & Thursdays 8:30am to 4:00pm 2 days (15 hours)/week</div>

Extended Hours

Extended hours are available from 8:00am till 4:00pm.

Operating hours at both centres are 8:00am to 4:00pm. Both centres offer Early Bird arrivals (from 8:00am) and late collection (by 4:00pm), for parents needing to utilise the centre before or after their preschool session hours.

Early Bird care is available from 8:00am at \$5.00 per day.

Late Collection is available until 4:00pm for children enrolled for the short 6-hour program at \$5.00 per day.

Preschool Fees

Evans Head Pre-School Association offers affordable fees, as well as subsidised fees for the following priority enrolments:

- 4 year olds*
- Pension/Health Care Card holders
- Children who speak English as an additional language
- Aboriginal or Torres Strait Islander children
- Multiple birth children (triplets and above).

** A 4 year old is a child who turns 4 years old on or before 31st July of the enrolment year.*

Sessional fees are set by the Management Committee. Payment of fees is compulsory whether or not the child attends on the day or days for which she/he is enrolled.

Fees can be paid weekly, monthly or by the term. However, it is preschool policy that fees must be kept 2 weeks in advance at all times.

Fees may increase annually to cover increasing running costs.

PAYMENT METHODS

Fees can be paid via:

- (a) Internet banking (EFT details are printed on the bottom of invoice issued each term).
- (b) Centrepay (regular fortnightly deductions from Centrelink payments).
- (c) By cash/cheque (each term, month, fortnight or weekly).

Please note we **do not have credit card or EFTPOS facilities** available at this point of time.

We prefer methods (a) or (b) because it allows staff to stay with children rather than being in the office to process payments, and it reduces the risk of families falling behind in meeting their financial responsibility of paying fees.

Failure to pay fees will result in your child being withdrawn. If there are any problems in paying fees, please see the Nominated Supervisor ASAP and we can work out a payment plan.

The preschools are partly Government subsidised.

Fee Levels (as at January 2021)

Fees for Non-Priority children - i.e. 3 year old children with no Pension/Health Care Card, who are not Aboriginal or Torres Strait Islander.

3 year olds (enrolled for one day).....	\$31.50 per day
3 year olds (enrolled for a 15 hour session).....	\$41.50 per session

Fees for Priority children - i.e. 4 year olds*, families with Pension/Health Care Card, children who speak English as an additional language, children who are Aboriginal or Torres Strait Islander, or multiple birth children (triplets and above).

4 year olds* (no Pension or Health Care Card).....	\$31.50 per session
Families with a Pension or Health Care Card.....	\$23.50 per session
Aboriginal and/or Torres Strait Islander.....	\$21.00 per session

** Children who are 4 years old or turn 4 years old before 31st July of the enrolment year.*

Fundraising

Parents have been finding it increasingly difficult to make time to engage in fundraising to pay for resources which enrich our preschool learning environment.

Parent Feedback – When we surveyed parents recently, they overwhelmingly told us they would prefer to pay \$20 per term, instead of being asked to fundraise. If this is unaffordable for your family, please talk to the Director or Administrator.

Ratings and Assessment

Education and care services are assessed and rated by their State and Territory Regulatory Authority. Services are assessed against the seven Quality Areas of the National Quality Standard. The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care services in Australia.

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

**Both Evans Head and Woodburn Pre-Schools are
RATED AS EXCEEDING THE NATIONAL QUALITY
STANDARD!**



Confidentiality

In order to provide care, we are required to collect a range of information, some of which is defined as personal or sensitive information, under the Privacy Act 1988.

Under the Act:

'Personal information' means any information or opinion about an identified, or reasonably identifiable, individual.

'Sensitive personal information' means any information or opinion about an individual's racial or ethnic origin, political opinion or association, religious beliefs or affiliations, philosophical beliefs, sexual preferences or practices, trade or professional associations and memberships, union membership, criminal record, health or genetic information and biometric information or templates.

If the relevant personal information requested in the forms is not provided, we will be unable to assess your eligibility to access education and care at our service or your eligibility for any available childcare assistance support or funding that may be, or become, available.

The information that you provide will only be disclosed to relevant National or State based agencies for regulatory or compliance purposes and only if that disclosure is consistent with relevant laws, in particular the Privacy Act 1988.

All personal or sensitive information you entrust to us will be used, stored or disposed of, as necessary, in accordance with the Privacy Principles. By completing and submitting application and association forms, you consent to the collection of all personal information, including sensitive personal information, contained in those forms.

Our Privacy Policy includes information about how to access, and if necessary, correct your personal information, a copy of the policy can be obtained from the services office or is posted on our website.

If you need to talk to anyone about your personal information or to make a complaint, please ask to speak to the services privacy contact officer – our Director.

Membership

At least one parent/guardian of each family will become a member of the Evans Head Preschool Association Inc. (similar to a credit union).

The annual membership fee of \$15.00 is added to your first term's invoice. This is not to be confused with joining the Management Committee. Only 7 parents/community members form the Management Committee.

The money raised from membership fees goes directly to training for Management Committee members.

Evans Head Pre-School Association Inc.
Parent Policy Guidelines



Appendices

1. Separation Anxiety
2. Food and Nutrition Policy for Evans Head/Woodburn Preschool
3. Current Schedule of Fees

Separation Anxiety

Prepare your child for a successful transition to preschool.

Prepare children for what to expect. Show them pictures of the staff and discuss the fun things that happen at preschool.

Let them know how lucky they are to be big enough to go to preschool and make lots of new friends.

Talk to them about the basic routine of the day. Knowing what to expect makes us feel more secure. Feeling alone and not knowing what to expect is scary!

This is the basic routine of preschool. Our daily routine ensures children are able to become highly involved in their play.

- ▶ Arrival – say good morning to everyone and unpack lunch, etc.
- ▶ Morning meeting / Brain Gym
- ▶ Play - inside or outside. (Children are free to choose. Includes morning tea. Children begin to recognise their own needs for hunger and thirst).
- ▶ Lunch (We all eat lunch together. This encourages social skills).
- ▶ Small groups (Specifically planned to promote learning across a variety of developmental areas and children's interests).
- ▶ Play - inside or outside (children are free to choose).
- ▶ Active rest time/yoga/relaxation.

Included throughout the day are numerous planned and spontaneous language and music groups.

N.B. Don't over prepare your child.

Too much focus on a subject can make it seem overwhelming. Mention things from time to time but don't dwell on it all the time.

Do I stay or do I go?

All children are different. Some will join in happily and it will be you who feels abandoned. Others will cling and cry. In general, it is best that your child knows how long you will be at preschool and that you remain consistent in this. For example, *"When we have put your things away I will do one puzzle with you and then we will have a big squishy cuddle and say goodbye"*, or *"I will watch you play for 5 minutes and then it's time to go"*. In general, if parents stay too long it builds anxiety for the child who is dreading the moment when you leave. It is also confusing for children if their parent leaves them and others stay on.

Always say Goodbye

While it is very distressing that your child is upset when you leave, it is healthy for them to cry. Tears are a release valve for emotions. It means that your child is displaying a healthy response to separating from you. In the long run a despairing, detached child will not adjust as quickly as one that shows emotion. At some point parents must leave. Not saying goodbye is unfair. It saves you pain but it increases distress for your child. It may appear easier in the short term to duck away while they are engaged in play, but it doesn't promote growth. They will be less likely to engage with other children or to immerse themselves in play if you may disappear. Repeated goodbyes over weeks build trust that parents will come back. How can children learn to trust that parents will come back? How can children learn to trust their teachers if we allow their most important person to disappear without a word?

Ideas on how to say goodbye

Allow the child to decide how they want to say goodbye e.g. *"OK, it's time for me to go now. Do you want a high-five or a cuddle or a kiss or all three?"* If you can develop a ritual it will be a comfort.

If they are sad, acknowledge their feelings and give them guidance e.g. *"I know you're feeling sad because it is hard to say goodbye. (The closest teacher) is going to give you a big hug so you feel better when I go. You can make a beautiful painting for our fridge. Remember, I will be back after you have a rest. Have a great day. I love you heaps!"*

Keep a positive tone, even if you are dying inside! Ring us in a little while if you are worried that your child may not be settling. We will let you know how they are going. Never tell them you are doing something fun during the day without them. They will think they are missing out.

Remember, your child is in experienced hands. The staff at Evans Head/Woodburn Preschool are a caring committed team with many years of experience between us.

We are here to support you at this exciting, albeit nervous, time in your child's development.



Just ask if you have any concerns.



Nutrition/Food/Beverages/Dietary Requirements Policy

Introduction

Research has shown that one in five pre-schoolers are either overweight or obese. By the time children in NSW reach kindergarten, almost 18% are either overweight or obese.

The 2007 *National Children's Nutrition and Physical Activity Survey* found that the dietary patterns of many Australian children are less than optimal with high consumption of salt and saturated fat, and low consumption of fruit and vegetables.

Given that children are increasingly spending long periods of time in centre-based care, early childhood educators can role model healthy eating and encourage young children to make healthier food choices.

This will contribute to the prevention of weight problems in children, allowing children to thrive physically, socially and intellectually, and in turn contribute to prevention of nutrition-related chronic diseases.

Goals – What are we going to do?

Our care and education service will:

- role model healthy eating and activity throughout the day to all children and families;
- promote the six key *Munch and Move* messages to promote healthy, active habits in children from a young age:
 1. Encourage and support breastfeeding;
 2. Choose water as a drink;
 3. Choose healthier snacks;
 4. Eat more fruit and vegetables;
 5. Get active each day;
 6. Turn off the TV or computer and get active.
- support families in educating their children about healthy food choices.

Strategies - How will it be done?

Professional Development of Staff and Educators

Educators access Munch and Move professional development training or receive similar training and information; www.healthykids.nsw.gov.au

All educators will have access to the Healthy Eating and Physical Activity Guidelines for Early Childhood Settings and Caring for Children: Birth to 5 years (Food Nutrition and Learning Experiences) 2014.

Provision of Food and Drinks at the Service

The Approved Provider will:

- Ensure that all children have access to safe drinking water at all times;
- Ensure that all children are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day;
- Ensure that children are provided with food and beverages which are nutritious and adequate in quantity, and take each child's individual dietary requirements, growth and development needs and any specific cultural, religious or health requirements;
- Ensure that educators and staff are aware of the need to implement adequate health and hygiene practices and use safe practices for handling, preparing and storing food to minimise risks to children being educated and cared for by the service.
- Ensure that functions held on preschool premises (with children in attendance) offer a balance of healthy food options. These functions will be drug and alcohol free.
- Where possible use community businesses and organisations over multi national corporations when planning celebrations and fundraising.

The Nominated Supervisor will ensure that:

- All children will have access to safe drinking water at all times;
- All children are offered food and beverages appropriate to the needs of each child on a regular basis throughout the day;
- Children are provided with adequate quantities of nutritious food and beverages.
Consideration is given to:
 - o growth and developmental needs,
 - o known food allergies, intolerances or health requirements of specific children, in line with recommended dietary guidelines,
 - o specific cultural, religious, or lifestyle choices;
- Educators and staff implement adequate health and hygiene practices and use safe practices for handling, preparing and storing food to minimise risks to children;
- Ensure that all dietary requirements relating to medical conditions are adhered to.
- Families receive a copy of the centre's Nutrition Policy, Parent Policy Guidelines and "Lunchbox Ideas" brochure;
- Emergency food is available.

Staff and Educators will ensure that:

- Foremost, they use their professional judgement and empathy so families feel supported and safe and not judged for their parenting style;
- They develop positive, supportive relationships with families through which to have conversations around health and nutrition;
- Healthy eating is promoted through role modelling and eating with the children;
- Children are encouraged to make healthy food choices;
- All mealtimes are positive, relaxed and social; reflecting family and cultural values;
- Children are encouraged to try new foods, and their food likes and dislikes are respected;
- They are patient with messy or slow eaters;
- Children are positively involved in mealtimes;
- Food is not used as a reward or withheld from children for disciplinary purposes;
- Families and children are encouraged to consider the environment;
- Educators implement adequate health and hygiene practices and use safe practices for handling, preparing and storing food to minimise risks to children;
- Be aware of possible allergic reactions to food, particularly high risk foods e.g. egg, nuts, seafood, dairy and sesame;
- Follow procedures and routines in place to protect children who suffer from allergies;
- Ensure all dietary requirements relating to medical conditions are adhered to.

Supporting Families

The service will provide families with up to date information on dietary requirements of young children to ensure optimal growth and development, and provide families with opportunities to discuss ways to maximise the health and well-being of their child/ren.

Educators discuss children's intake of food and drinks as part of daily interactions with families as required.

A suitable place within the service will be provided where mothers can breastfeed their babies if necessary.

Statutory Legislation & Considerations

*Education and Care Services
National Regulations 2011*

*Children (Education and Care
Services National Law
Application) Act 2010*

Sources

"What is Healthy Food?"

Reviewed in consultation with:

*Maxine Molyneux
Health Promotion Officer
Health Promotion Unit
Northern NSW Local Health
District*

www.health.nsw.gov.au

Related Policies

Food Handling and Hygiene

*Medical Conditions:
Anaphylaxis Management*

*Family Participation and
Communication*

Enrolment and Orientation

Celebrations

The service celebrates special occasions such as birthdays with limited use of "sometimes" foods and with focus on the person or event we are celebrating rather than the food.

Education and Information

Educators will engage children in learning experiences that are fun and enjoyable and incorporate key messages around healthy eating;

Implemented learning experiences will be guided by the EYLF principles and incorporate the child's identity;

Families will be provided with current information about recommended guidelines around dietary requirements, screen time and physical activity.

Policy Availability

This nutrition/food/beverages policy will be readily accessible to all staff, families and visitors, and ongoing feedback on this policy will be invited.

Review

Management and staff will monitor and review the effectiveness of the nutrition/food/beverages policy regularly. Updated information will be incorporated as needed.

Evaluation

Children will enjoy appropriate and healthy food and beverages whilst in the centre. Educators will model healthy eating whilst encouraging a relaxed and social atmosphere for children.

Foods for Pre-School Lunches

Better Lunchbox Foods

Better foods	Examples	Justification
Fruit	Fresh, tinned Fruit diced in fruit juices Fruit puree	High in fibre, vitamins and minerals; low in kilojoules/calories
Vegetables	Salads, carrots, tomatoes, cucumber, corn cobs etc	High in fibre, vitamins and minerals; low in kilojoules/calories
Water	Plain water is the best drink to quench thirst and should always be the drink of choice	Essential for hydration.
Sandwiches, rolls, fruit bread	Preferably wholemeal or wholegrain with healthy filling such as cheese, meat, salad, but other spreads are acceptable	Children need carbohydrates for energy.
Protein foods	Baked beans, spaghetti, cooked pasta/ noodles with sauce, meat, chicken, eggs, etc.	High in protein, (carbohydrates), vitamins and minerals. Meat, chicken, eggs require refrigeration or icepack in lunchbox.
Dairy foods	Plain milk Flavoured yoghurt / fruche Yoghurt tubs, cheese Flavoured dairy desserts such as custard, creamy rice Low fat products for children over 2 years of age.	Calcium content. Flavoured or unflavoured yoghurt is a better choice than other dairy desserts. Look at the label and if the dairy snack doesn't list milk as the first ingredient, it's better left out. Products should have about 170mg of calcium per 100g. Yoghurt or dairy desserts with mixed in lollies are not appropriate All yoghurts and dairy desserts should be kept in the fridge, labelled with the child's name.
Plain Crackers	<u>Plain</u> crackers, rice cakes, corn thins, rice crackers. Wholemeal or multigrain are better choices	Children need carbohydrates for energy. Avoid added artificial flavours and salt.
Cheese and biscuits	Avoid small oven baked savoury biscuits.	These are popular and a good source of calcium. Some may be high in salt so rather than pre-packaged varieties, a better choice would be to make up your own crackers and cheese in a zip lock bag or small container. This reduces cost and packaging.
Un-iced cakes, muffins, slices	Plain un-iced cakes, muffins, scones, pikelets, try to use some wholemeal flour, or include fruit or vegetables in the recipe. Un-iced fruit slices especially if fruit or vegetable based and low in fat.	Lower in fat and sugar and higher in fibre than those listed in the Better left out section.
Popcorn	Plain unflavoured without butter or salt.	Popular – good alternative to chips - Lower in fat and salt.

Please Do Not Pack



Better left out	Examples	Justification
Sticky sweet foods	Muesli bars – all types. Breakfast bars, Fruit filled bars, Fruit roll ups Dried fruit leathers/ bars Rice bar treats	Stick to teeth and cause dental caries. High in sugar.
Salty, fatty foods	Potato chips / crisps, corn chips, cheesy extruded snacks, vege chips. Small oven baked savoury biscuits. 2 minute noodles.	Salt and fat content too high - can be a risk factor for heart disease and high blood pressure. Fat can contribute to obesity. Low in vitamins and minerals.
High fat and or high sugar foods	Lollies, chocolate, carob and yoghurt coated sweets, cough lollies, liquorice etc. Iced muffins, iced cakes or iced buns including lamingtons, chocolate cake or chocolate muffins, muffin bars, breakfast cereal bars Donuts, pastries, croissants Chocolate coated or cream-filled sweet biscuits Chocolate spread with spoon Sweet dip and biscuit packs Sweet biscuits Savoury biscuits (Shapes, etc.) Jelly	Can contribute to obesity, low in vitamins and minerals Can contribute to dental caries. Often high in fat
Sweet drinks	Flavoured milk Cordial Blackcurrant syrups Soft drinks Flavoured mineral water Any drink with caffeine e.g. Coke "Diet" soft drinks	Can contribute to obesity and dental caries. Low in vitamins and minerals Not appropriate for age group.
Fruit Juice	Fruit juice – including 100% juice and 'fruit juice drinks'	Low in fibre but high in vitamins, can contribute to obesity if more than one glass is consumed per day. Better to eat the fresh fruit and drink water or milk.

Current Fee Schedule



Fees as at 1st January 2021

Membership Fee (all levels): \$15.00 per annum

Administration Fee: \$5.00 per family per term

- Non-Priority 3 year-old (enrolled one day): \$31.50 per day
- Non-Priority 3 year-old (enrolled in a session): \$41.50 per 15 hour session
- Priority children:
 - 4 year-olds (turns 4 on or before 31st July of the enrolment year) \$31.50 per 15 hour session
 - Families with a Pension/Health Care Card \$23.50 per 15 hour session
 - Aboriginal or Torres Strait Islander children \$21.00 per 15 hour session

N.B. If a family requests an additional day, it will be charged at the full fee.