

Tenterfield Preschool Kindergarten Inc

Parent handbook



Open Monday-Friday 8am to 3.30pm

90 Wood Street Tenterfield NSW 2372

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Tenterfield Preschool Kindergarten Philosophy

We acknowledge the traditional custodians of the land, we are grateful for the Ngarabal Country and promise to care for the land, water and animals on which we learn and play.

We pay our respects to all elders, past and present, of all Aboriginal and Torres Strait Islanders.

At Tenterfield Preschool we are mindful to develop meaningful connections with children, families, each other, and the community as we establish our sense of belonging. Our Preschool was established in 1958 when parents and the local community saw the need to create a service to educate and care for their children, a PMC was then developed to oversee the Governance of the Preschool. We show respect and appreciation by continuing to strengthen our foundations in the Tenterfield community and strive to build a community that values every child and that respects their rights to feel safe and supported as they prepare for their transition to school and, more importantly, supports their readiness for life.

We respect the rights of children, recognise them as individuals and believe children are social capable learners. We encourage children to follow their interests, explore, discover, experiment, create, investigate problem solve, develop their independence and sense of self identity, influence their world, think critically, express their ideas and opinions, take and balance risks though play. We believe children have the right to simply “be” and to learn in a way that suits their development and unique learning style.

Our weekly curriculum plan is guided by the EYLF, current research, theories and understandings are implemented, and critical reflection is practiced as a commitment to lifelong and ongoing learning.

Educators and leaders model attitudes and behaviours that demonstrate our Commitment to Child Safety. We believe it is our responsibility to embed child safe practices and use this to perform our duties. By implementing the 10 child safe standards and abiding by our well-established policies, procedures and practices we have developed a resilient Child Safe environment which is reflected in our Commitment to Child Safety statement.

Children learn best within an inclusive environment with secure relationships, those with their families, friends, cultural group and community using our uniqueness and diversity as our strengths. Experienced educators work in partnership with families to develop open and trusting reciprocal relationships and communicate to co-construct learning through surveys, daily verbal conversations, and via Storypark. Educators are mindful to develop quality documentation and reflect what is best for children and why when implementing play spaces and experiences to offer holistic inspiring learning through play. We understand that play based learning should be fun, hands on, challenging, messy, spontaneous whilst offering a balance for the need of stimulation and moments of calm throughout their day.

Our service respect children, family and educators’ cultures, language, family dynamic, and potential. We believe it is our responsibility to advocate on behalf of children, support families, and educators embracing cultural celebrations and actively engaging in partnerships with community to maintain a sense of belonging, connection to the land and pride in our shared history and cultures. We embed our Reconciliation action plan in daily practices in the classroom, within the preschool and in our community.

Children have the right to come into a world that is respected and sustainable. By investing in sustainable practices promoting recycling by reducing and repurposing resources, we provide an environment for children to have a strong connection with their planet. We provide opportunities to explore to nature, the rhythms of our seasons and engage in their natural environment, the feel of grass, the sun on our skin, the fresh air we breathe, are essential for everyone’s development and wellbeing, as well as for the future of our planet.

The Preschool Team

Rosemary Dunn

Director/Nominated Supervisor

Bachelor of Education (Early Childhood Education)(Hons), Bachelor of Arts (Hons)
Diploma of Education



Jules Hennessy

Assistant Director / Educational Leader

Diploma of Children's Services



Janene Wright

Early Childhood Teacher

Bachelor of Early Childhood Teaching



Candice Potter

Educator

Diploma of Children's Service



Karyn Giammichele

Educator

Diploma of Children's Services



Liana Meneguzzi

Educator

Cert 111 Children's Services
Working towards Diploma in Children's Services



Emma- Jean Caroll

Educator

Diploma of Children's Services



Sophie Sutcliffe

Educator

Cert 111 Children's Services



Leanne Collins

Casual Educator

Cert 111 Children's Services



Megan Donges

Casual Support Worker/Volunteer



Preschool Management

Tenterfield Preschool Kindergarten Inc. is a community-based Preschool, not a private business.

The service is managed by a Parent Committee consisting of elected representatives from the Annual General Meeting held at the beginning of each year (usually in March), to which all parents and staff are invited.

The Management Committee consists of:

- the Executive team – President, Secretary, Treasurer, Vice President,
- and 8 other elected parent representatives, (“ordinary” committee members)

The Parent Management Committee has the responsibility, along with the Director/Nominated Supervisor, of the total management of the service. Obligations relating to the management are of a legal, financial, employment and policy nature. The Preschool’s management will focus on sustaining a service that reflects quality practices as opposed to focus on profit margins.

Tenterfield Preschool is registered as an Incorporated Association under the ‘Associations’ Incorporation Act 2009’ which provides the legal identity for an organisation such as this.

If you have any suggestions you would like the Committee to consider or are interested in attending an upcoming meeting, please email committee@tenterfieldpreschool.com.au

2025 Management committee

President – Matthew Duff

Vice President – Sarah Jarrett

Secretary – Lharnni Mundy

Treasurer – Jamie Nunes

Licensing and Funding

The NSW Department of Education (DOE) – Early Childhood Education Directorate is responsible for the regulation and funding of this children’s service.

Our funding comes from the *Start Strong for Community Preschools* funding program. This program aims to support access to affordable early childhood education for children aged 3-5 years. (see [Start Strong for families](#) for more information). This funding provides fee relief for families, based on how many hours a week your child is enrolled. The preschool will provide you with the forms to nominate if you would like to claim fee relief from the preschool.

We are regularly assessed by the Australian Children’s Education & Care Authority (ACECQA).

Licensing information

Approved Provider: Tenterfield Preschool Kindergarten Inc.
Provider Approval Number: PR -00004950 No conditions apply
Approved Service: Tenterfield Preschool
90 Wood Street Tenterfield NSW 2372
Service Approval Number: SE - 00009215 No conditions apply
Nominated Supervisor: Rosemary Dunn
Additional Nominated Supervisor: Julieanne Hennessy
Service Rating: Meeting National Quality Standards,
No Service or temporary waivers
Person in charge: Rosemary Dunn (Mon-Thurs)
Julieanne Hennessey (Fri)
Phone: 02 6736 1616 or 0437 675 034
Email: admin@tenterfieldpreschool.com.au

Days & Hours of Operation

<u>MONDAY</u>	<u>TUESDAY</u>	<u>WEDNESDAY</u>	<u>THURSDAY</u>	<u>FRIDAY</u>
8am to 3.30pm	8am to 3.30pm	8am to 3.30pm	8am to 3.30pm	8am to 3.30pm

Closed Public Holidays

Closed School Holidays

Our Program

Early Years Curriculum Framework (EYLF)

The educational program is shaped by *Belonging, being and becoming: The early years learning framework for Australia V2.0* (EYLF) (see [EYLF-2022-V2.0.pdf](#)). This document forms part of the National Quality Framework (NQF) (see [National Quality Framework | ACECQA](#) for more information).



This document describes required principles, practices and learning outcomes for early years education across Australia. The learning outcomes provide guidance for planning and assessment. The sub-outcomes are learning outcomes educators are intentionally working to develop in all children across the varied play experiences at preschool.

Learning Outcome 1 - CHILDREN HAVE A STRONG SENSE OF IDENTITY

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

Learning Outcome 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

Learning Outcome 3: CHILDREN HAVE A STRONG SENSE OF WELLBEING

- Children become strong in their social, emotional and mental wellbeing
- Children become strong in their physical learning and wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

Learning Outcome 4: CHILDREN ARE CONFIDENT AND INVOLVED LEARNERS

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

Learning Outcome 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

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





Policies

Everything we do at preschool is guided by clear policies and procedures. This ensures we apply the necessary laws and regulations to our work with children and are consistent and fair with everyone in the preschool community.

The policies that are most relevant to families include:

- Medical Conditions Policy
- Administration of Medication Policy
- Delivery and Collection of Children Policy
- Grievance Policy
- Fee Policy
- Photography Policy
- Infectious Disease Policy
- Immunisation and Disease Prevention Policy
- Sleep, Rest, Relaxation and Clothing Policy
- Behaviour Guidance (Relationships with Children) Policy
- Health, Hygiene and Safe Food Policy
- Tobacco Drug and Alcohol Policy
- Parental Interaction and Involvement in the Service Policy
- Environmental Sustainability Policy

The guidelines in this handbook have all been provided to reflect these policies.

Location of policies

All preschool policies can be found in the front foyer along with all our prescribed information, service philosophy and code of conduct.

If you would like a particular policy or information regarding policies, please see the Nominated supervisor.

All information we provide or documentation we may request is always in line with policies and procedures, the national law and national regulations.

Our Routine

Term 1 and Term 4

8am-9am: Children arrive at Preschool

- Wash hands
- Lunchbox in fridge
- 10 sips of water
- Name card on wall
- Sunscreen on
- Collect hat and head outside (don't forget your water bottle)

9am: Fruit Break

9:15am-10:30am: Outside play

10:30am: Fundamental Movement

- Transition inside

10:50am-11am: Morning mat session

- Transition to bathroom

11am: Morning tea

11:20am-12:30pm: Inside play inclusive of intentional table experiences

12:50pm-1pm: Middle mat session

- Transition to bathroom

1pm: Lunch

1:30pm-2pm: Rest and wellbeing

2pm-3pm: Either inside or outside play (UV dependent)

3:30pm: Wash hands, Children head home

Term 2 and Term 3

8am-9am: Children arrive at Preschool

- Wash hands
- Lunchbox in fridge
- 10 sips of water
- Name card on wall
- Inside play

9am: Fruit Break

9:15am-10:30am: Inside play inclusive of intentional table experiences

10:50am-11am: Morning mat session

- Transition to bathroom

- Sunscreen on

11am: Morning tea

11:20am-12:30pm: Outside play

12:30pm: Fundamental Movement

- Transition inside

12:50pm-1pm: Middle mat session

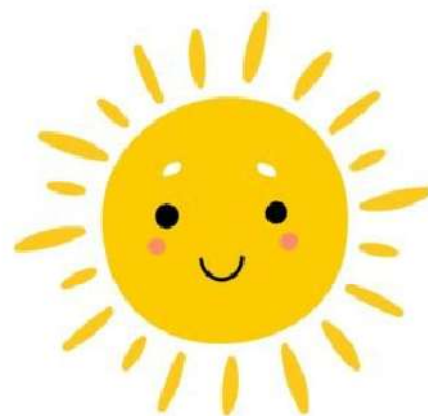
- Transition to bathroom

1pm: Lunch

1:30pm-2pm: Rest and wellbeing

2pm-3pm: Either inside or outside play (UV dependent)

3:30pm: Wash hands, children head home



What to bring to Preschool

Appropriate sun safe clothing

Bucket or Legionnaire-style hat
T-shirts or dresses with sleeves that cover the shoulders
Longer length shorts
Spare clothes suitable to season.
Appropriate footwear that covers the top of the foot suitable for fundamental movement and physical development

Nude food lunchbox

Reusable, sustainable containers
Tortilla Wraps or sandwiches. They can be filled with your child's favourite salad items and ham, tuna, salmon, cheese, vegemite, honey, cheese spread etc.
Yoghurt
Cheese
Fresh Fruit (you will need to wash and cut your child's fruit and pack it in easily opened containers)
Mini Muffins (avoid chocolate)
Rice Crackers, Rice Cakes, Vitawheats or Corn Thins
Water Bottle

Keep it Cool...

Add a small ice brick, include a small drink bottle containing water only.

Lunchbox to be put in the Preschool room fridge.

Tenterfield Preschool is Allergy Aware This means we are aware of intolerances and medical conditions., **Nuts or nut products are NOT encouraged at Preschool, we have anaphylactic children.** While we understand the nutritional value of nuts we want you to keep them for home.

Help us keep all children SAFE and WELL.

What NOT to wear...

Nappies or Pull ups (your child needs to be fully toilet trained prior to their first day of Preschool)
Tank-tops
Strappy Dresses
Short Length Shorts
Long Dresses & Skirts
Loose Cords Belts or Jewellery that can get caught while playing
Thongs, cowboy boots or gumboots.

WHAT NOT TO CHOOSE:

Packaged or pre-wrapped food
Nuts or nut products.
Lollies
Chocolate/ Nutella/ chocolate custards
Drinks including coloured milk, probiotics, up and go, fruit juice, poppers.
Sweet Biscuits
Desert snacks (these are full of sugar, preservatives, artificial colours and flavours)
Chips
Muesli bars and other snack bars (contain large amounts of sugar and fat, may contain nuts)



Label EVERYTHING!

Use permanent markers on packaging and small containers
Use a label marker to print your own labels

Being Healthy and Safe at Preschool

Please keep your child at home if they are suffering from a possible contagious disease (e.g. cold or influenza, gastric virus, chicken pox). Children suffering from a contagious disease should be excluded from Preschool for the duration of the infection. Notify the Preschool immediately if your child contracts a contagious disease as this is your responsibility.

It is also important to notify Preschool Educators of any health or home activities that may affect your child's behaviour at Preschool.

All injuries are recorded, and parents are requested to read and sign the form. A copy of the form will be handed back to you and the original kept on file in your child's file.

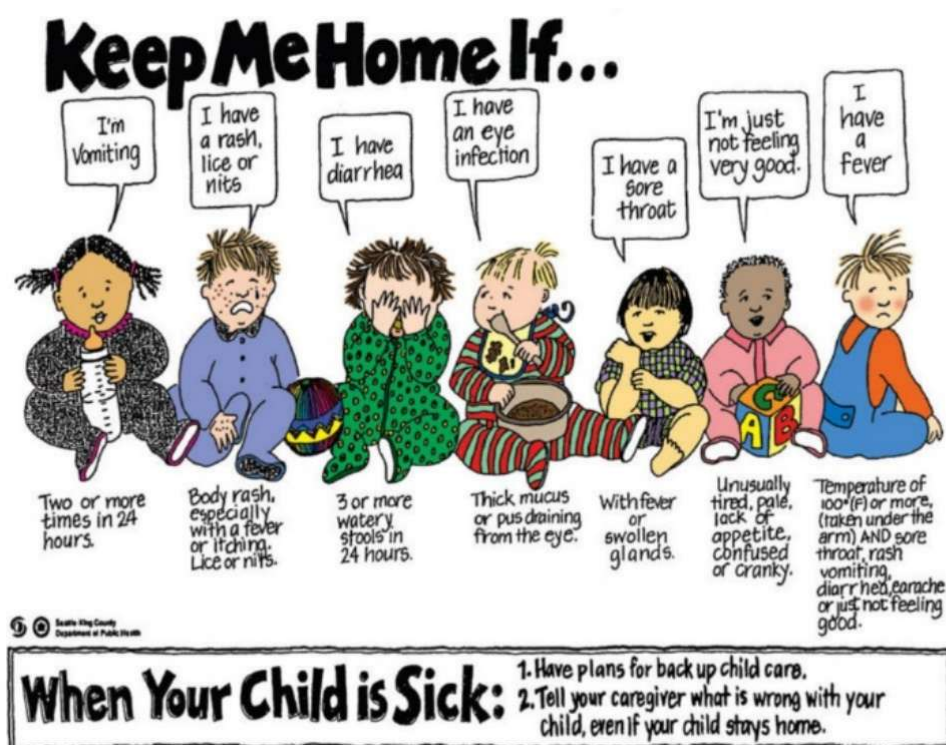
Remember to support your child to wash his/her hands-on arrival and departure to reduce the risk of cross-infection, also support child's siblings to wash hands.

A sign in/out lpad is located in the foyer of the Preschool.

Medications at preschool

Educators will only administer medication **prescribed by a doctor**. Over the counter medication must also be accompanied by written documentation from the doctor.

Medications must be handed to an Educator along with a completed Medication Authority Form. **Under no circumstances should medication be left in a child's bag**. Please remember to collect medication before departing. Two Educators will administer the medication after checking the dosage and expiry date. After administering the medication each Educator will sign the form.



Preventing Infection with Contagious Diseases

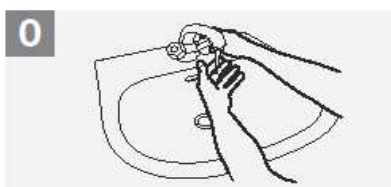
Handwashing is a key practice to avoid infection.

How to Handwash?

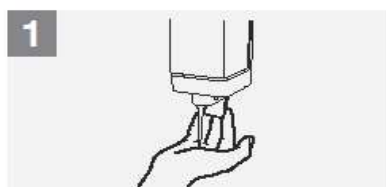
WASH HANDS WHEN VISIBLY SOILED! OTHERWISE, USE HANDRUB



Duration of the entire procedure: 40-60 seconds



0 Wet hands with water;



1 Apply enough soap to cover all hand surfaces;



2 Rub hands palm to palm;



3 Right palm over left dorsum with interlaced fingers and vice versa;



4 Palm to palm with fingers interlaced;



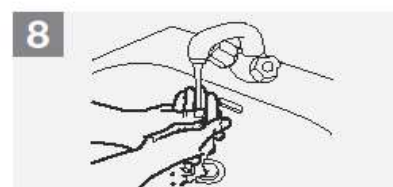
5 Backs of fingers to opposing palms with fingers interlocked;



6 Rotational rubbing of left thumb clasped in right palm and vice versa;



7 Rotational rubbing, backwards and forwards with clasped fingers of right hand in left palm and vice versa;



8 Rinse hands with water;



9 Dry hands thoroughly with a single use towel;



10 Use towel to turn off faucet;



11 Your hands are now safe.



World Health Organization

Patient Safety

A World Alliance for Safer Health Care

**SAVE LIVES
Clean Your Hands**

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May 2009

The Color of **SNOT** and What it Means

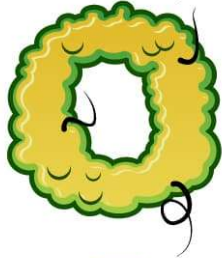


Clear –
You're in the clear!



White/Cloudy –

You're congested. The mucus has lost moisture and thickened because the tissues in your nose are inflamed and swollen. You likely have a cold, infection, or an allergy attack.



Yellow –

Your cold or infection is worsening. Your body is sending many white blood cells to try and fight off your illness. Once finished, they are sent through a mucosal tide which is what gives your boogers a yellow tint. Many people mistake this as a sign of bacterial growth or infection but it's not necessarily the case.



Green –

Your body is trying very hard to fight off your illness. With so many white blood cells being used to ward off infection, the increase in the amount darkens your snot even more. This might be a sign of sinusitis. If you have a fever, nausea, or the symptoms last longer than 12 days- you should see a doctor.



Pink/Red –

Blood. This could be from dryness, irritation, or impact to your nose that has broken the nasal tissue. Did you pick your nose? Try using a humidifier, saline nasal spray, or some triple antibiotic ointment to help with dryness and bleeding.



Brown –

This could also be blood. Another possibility for this color is that you inhaled dirt or smog.

Immunisations

Children need to be immunised to be enrolled in preschool.

You will need to provide an approved form that shows your child is fully immunised for their age OR are on a catch up schedule OR have a medical reason not to be immunised.

See [Childcare and pre-school entry and immunisation](#) for more information.

NSW Immunisation Schedule

Updated February 2025

Vaccines funded under the National Immunisation Program

Childhood vaccines				
Age	Disease	Vaccine	Information	
Birth	Hepatitis B	H-B-VAX II (IM) OR ENGERIX B (IM)	Within 7 days of birth (ideally within 24 hours)	
6 weeks	Diphtheria, tetanus, pertussis, hepatitis B, polio, Haemophilus influenzae type b, Pneumococcal, Rotavirus, Meningococcal B (Aboriginal* children only)	INFANRIX HEXA (IM) OR VAXELIS (IM) PREVENAR 13 (IM) ROTARIX (Oral) BEXSERO (IM)	Rotarix: Dose 1 limited to 6-34 weeks of age Bexsero: <u>Recommended for other children</u> (see AIH*). Prophylactic paracetamol recommended	
4 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, Haemophilus influenzae type b, Pneumococcal, Rotavirus, Meningococcal B (Aboriginal* children only)	INFANRIX HEXA (IM) OR VAXELIS (IM) PREVENAR 13 (IM) ROTARIX (Oral) BEXSERO (IM)	Rotarix: Dose 2 limited to 10-24 weeks Bexsero: <u>Recommended for other children</u> (see AIH*). Prophylactic paracetamol recommended	
* Annual influenza vaccination	6 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, Haemophilus influenzae type b	INFANRIX HEXA (IM) OR VAXELIS (IM)	Children \geq 6 months with at <u>risk conditions</u> for IPD† are recommended to receive an additional dose of Prevenar 13 (see AIH*). Aboriginal* children \geq 6 months with certain <u>at risk conditions</u> may require an additional dose of Bexsero (see AIH*)
	12 months	Meningococcal ACWY, Pneumococcal, Measles, mumps, rubella, Meningococcal B (Aboriginal* children only)	NIMENRIX (IM) PREVENAR 13 (IM) MMR II OR PRIORIX (IM or SC) BEXSERO (IM)	Bexsero: <u>Recommended for other children</u> (see AIH*). Prophylactic paracetamol recommended
	18 months	Diphtheria, tetanus, pertussis, Measles, mumps, rubella, varicella, Haemophilus influenzae type b	INFANRIX OR TRIPACEL (IM) PRIORIX TETRA (IM or SC) ACT-HIB (IM or SC)	
	4 years	Diphtheria, tetanus, pertussis, polio	INFANRIX-IPV OR QUADRACEL (IM)	Children with at <u>risk conditions</u> for IPD† are recommended to receive an additional dose of Pneumovax 23 (see AIH*)

At risk groups, adolescents and adults

Age/group	Disease	Vaccine	Information
All people with asplenia, hyposplenism, complement deficiency and treatment with splenic antibodies	Meningococcal ACWY	NIMENRIX (IM)	See AIH* for <u>required doses and timing</u> . Additional groups are recommended to receive these vaccines but these are not funded
	Meningococcal B	BEXSERO (IM)	
\geq 5 years with asplenia or hyposplenism	Haemophilus influenzae type b	ACT-HIB (IM or SC)	If incompletely vaccinated or not vaccinated in childhood
\geq 18 years	Zoster	SHINGRIX (IM)	Eligible people \geq 18 years <u>considered at increased risk of herpes zoster due to an underlying condition and/or immunomodulatory/immunosuppressive treatments</u>
Year 7	Diphtheria, tetanus, pertussis	BOOSTRIX OR ADACEL (IM)	
	Human papillomavirus	GARDASIL 9 (IM)	
Year 10	Meningococcal ACWY	MenQuadfi (IM)	
Pregnant	Influenza, Pertussis, Respiratory syncytial virus (RSV)	INFLUENZA BOOSTRIX OR ADACEL (IM) ABRYVO	Influenza: Any trimester Pertussis: each pregnancy between 20-32 weeks RSV: pregnancy between 28-36 weeks
Aboriginal* people \geq 50 years	Pneumococcal	PREVENAR 13 (IM) then PNEUMOVAX 23 (IM)	Prevenar 13: \geq 50 years Pneumovax 23: <u>2-12 months later</u> (see AIH*) Pneumovax 23: at least 5 years later Shingrix: \geq 50 years
	Zoster	SHINGRIX (IM)	
\geq 65 years	Zoster	SHINGRIX (IM)	Shingrix: Funded for people \geq 65 years
\geq 70 years	Pneumococcal	PREVENAR 13 (IM)	Pneumococcal funded for people \geq 70 years
People with at risk conditions for IPD†	See the online AIH* for <u>conditions recommended to receive Prevenar 13 and Pneumovax 23</u>		

Influenza

Age/at risk condition	Recommendation	Information
All children \geq 6 months to $<$ 5 years	ANNUAL INFLUENZA VACCINATION	Discuss influenza vaccination with other present family members
Aboriginal* people \geq 6 months		Children aged less than 9 years of age who are receiving the influenza vaccine for the first time should receive 2 doses of the vaccine, 4 weeks apart
People with at risk conditions \geq 6 months		
\geq 65 years		
Pregnant women		For vaccine brands and eligibility see: www.health.nsw.gov.au/immunisation/Pages/flu.aspx

* The term Aboriginal includes all people of Aboriginal and Torres Strait Islander people. † IPD: invasive pneumococcal disease. AIH*: www.immunisation.nsw.gov.au
February 2025 © NSW Health, SIREN (NP NSW) 250073

* The term Aboriginal is inclusive of Aboriginal and Torres Strait Islander people. † IPD: invasive pneumococcal disease. AIH*: www.health.nsw.gov.au/immunisation/health.aspx
February 2025 © NSW Health, SPBN (NP NSW) 250079.

Toilet Training



Children need to be fully toilet-trained prior to their first day.

This means your child should be able to take themselves to the toilet, pull down and up their own clothes and wipe themselves.

Educators will always assist with toileting but we do not have nappy changing facilities.

Sunscreen

Sunscreen applications are applied on arrival as part of our morning routine.

We regularly measure UV levels: we head for shade at 5 or above. We go indoors when UV levels reach 6.

We supply and use Cancer Council 50+ sunscreen. If you do not wish for your child to use this sunscreen, please let us know and or you can provide your own.



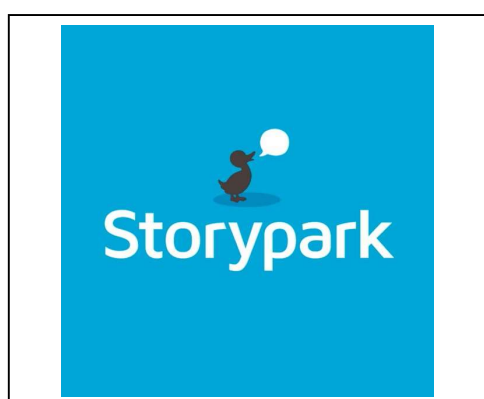
Communication with Preschool

HubHello

HubHello is the digital platform you used to enroll your child and sign your child in and out each day.

Children must be signed 'in' and 'out' each day the child attends as required by the Regulations governing all NSW Centre-based facilities. Signing in is also an important safety measure as the HubHello attendance record is used as the roll in an emergency.

It is your responsibility to update your child's information regularly and let the preschool know of any changes.



Storypark

Storypark is the communication platform used at preschool. It is exclusive to our preschool community. We do not share information with other services who use the same platform.

You will receive daily reflections, observations and learning related updates via Storypark.

The photos used on Storypark cannot be shared or used by you on other social media platforms. We take our confidentiality seriously and if this occurs, you will be asked to remove such posts on social media.

The preschool also uses Storypark to share our observations about your child with you, as part of our observation, assessment and planning cycle. Your child will be observed each semester Term 1&2 and Term 3&4).

Integrating children's and family voices

The family is a child's first teacher. We value the learning your child brings to preschool. It is the beginning point for all learning and development. We listen carefully to children's questions and actively provide opportunities for conversation during play, all learning experiences and reflection times. We use that information to guide the play and learning experiences we provide each day.

Each semester your child will be an Indoor or Outdoor Helper. This gives your child the opportunity to choose experiences in the indoor or outdoor environment for the day and decide what to share with their peers. In this way your child will have a voice in the learning experiences we offer.

You will receive personalized observations integrating images and your child's comments and explanations.

We will also send you a "weekend sheet" for you to add your family input. We then use this input to design and implement ideas into the weekly curriculum plans and add your input we capture children's and family's voices.

UN Convention on the Rights of the Child



In Child Friendly Language

"Rights" are things that every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about the rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.

Article 1
Everyone under 18 has these rights.

Article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3
All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 4
The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 5
Your family has the responsibility to help you learn to exercise your rights, and to ensure that your rights are protected.

Article 6
You have the right to be alive.

Article 7
You have the right to a name, and this should be officially recognised by the government. You have the right to a nationality (to belong to a country).

Article 8
You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

Article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

Article 11
You have the right to be protected from kidnapping.

Article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

Article 13
You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 14
You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 15
You have the right to choose your own friends and join or set up groups, as long as it isn't harmful to others.

Article 16
You have the right to privacy.

Article 17
You have the right to get information that is important to your well being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 18
You have the right to be raised by your parent(s) if possible.

Article 19
You have the right to be protected from being hurt and mistreated, in body or mind.

Article 20
You have the right to special care and help if you cannot live with your parents.

Article 21
You have the right to care and protection if you are adopted or in foster care.

Article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

Article 23
You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 24
You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 25
If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.

Article 26
You have the right to help from the government if you are poor or in need.

Article 27
You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

Article 28
You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

Article 31
You have the right to play and rest.

Article 32
You have the right to protection from work that harms you, and is bad for your health and education. If you work, you have the right to be safe and paid fairly.

Article 33
You have the right to protection from harmful drugs and from the drug trade.

Article 34
You have the right to be free from sexual abuse.

Article 35
No one is allowed to kidnap or sell you.

Article 36
You have the right to protection from any kind of exploitation (being taken advantage of).

Article 37
No one is allowed to punish you in a cruel and harmful way.

Article 38
You have the right to protection and freedom from war. Children under 15 cannot be forced to go into the army or take part in war.

Article 39
You have the right to help if you've been hurt, neglected, or badly treated.

Article 40
You have the right to legal help and fair treatment in the justice system that respects your rights.

Article 41
If the laws of your country provide better protection of your right than the articles in this Convention, those laws should apply.

Article 42
You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

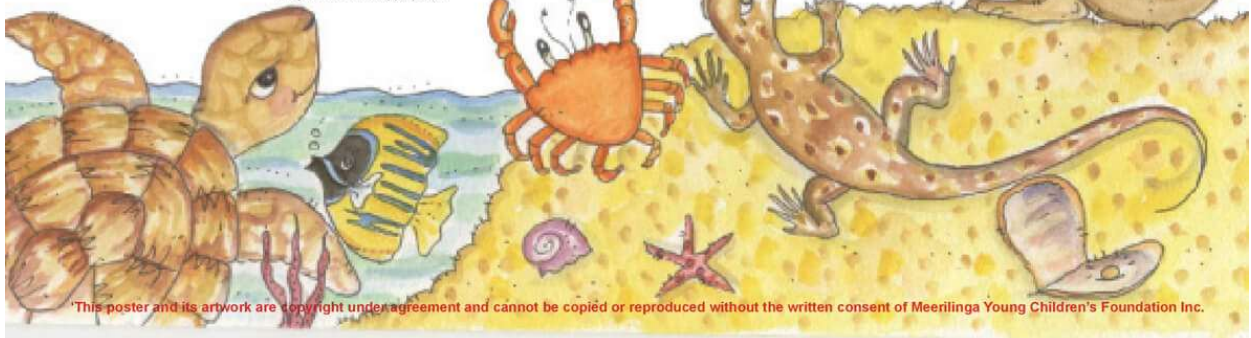
Article 43 to 54
These articles explain how governments and international organisations like UNICEF will work to ensure children are protected with their rights.

A collaborative
Children's Week
Project between
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Department for
Communities



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Family and Visitors Code of Conduct (summary version)

A full version of our Families and Visitors Code of Conduct is available from the Director

PLEASE:

- Be respectful – speak politely, listen to others, and use appropriate language
- Support our educators in caring for your child – work collaboratively and raise concerns respectfully
- Help us maintain a child safe environment – act appropriately around children and report any safety concerns
- Follow our health and safety rules – keep your child at home if they're unwell, follow staff instructions, and help keep our service safe for everyone
- Follow our policies and procedures – including those for drop-off, pick-up, fees, health, hygiene, medication, food and drinks, clothing, and enrolment updates
- Be fair and inclusive – treat all members of our community with kindness and respect, regardless of their background or abilities
- Keep our service alcohol, drug and tobacco-free

PLEASE DON'T:

- Act aggressively or offensively towards anyone
- Threaten, bully, harass, or discriminate against anyone
- Gossip or make negative comments about staff, families or children
- Physically discipline any child at the service, including your own
- Take or share photos, videos or recordings of children, families or staff without permission
- Share the private information of staff, other families or children
- Smoke, vape, or consume/be affected by alcohol or illicit drugs at our service
- Offer staff money

Grievances and Complaints

Parents with concerns are asked to speak with the Nominated Supervisor. The Nominated Supervisor will then investigate the matter. The Nominated Supervisor will arrange a quiet place and time for consultations between parents and staff members; it is our policy that any issues that may be distressing are not discussed in the hearing of the children.

Every attempt will be made to achieve an outcome that is satisfactory to all parties.

Nominated Supervisor
Rosemary Dunn
6736 1616 or 0437 675 034
admin@tenterfieldpreschool.com.au

Should you feel that your concerns have not been adequately addressed through this process please contact the Committee President.

Management Committee
President : Matthew Duff
committee@tenterfieldpreschool.com.au

If you are still dissatisfied with the outcome please contact

Department of Education
1800 619 113
Email: ececd@det.nsw.edu.au

OR

ACECQA
1300 422 327
enquiries@acecqa.gov.au

<https://www.acecqa.gov.au/>

<https://www.acecqa.gov.au/nqf/national-law-regulations>