



Lilly Pilly Little School Policies

QUALITY AREA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES

Monitoring and Review

These policies are to be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review these Policies every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

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“There is a garden in every childhood, an enchanted place where colours are brighter, the air is softer, and the morning more fragrant than ever again” Elizabeth Lawrence

The staff and management committee of Lilly Pilly Community Pre-school extend a warm welcome to your child. It is a privilege and gift of trust to be caring for your child during these formative years.

PHILOSOPHY & MISSION STATEMENT

Lilly Pilly Little School offers a safe home-like environment based on the National Quality Standard for Early Childhood Education and Care and we are guided by the Early Years Learning Framework and the Child Safe Codes of Conduct.

We are a bridge between home and school where a sense of wonder can be nurtured with respect, reverence and awe.

In our heart of Lilly Pilly lives Rhythm, Rhyme and Repetition.

In our soul of Lilly Pilly lives Play, Predictability and Positivity.

In our actions of Lilly Pilly lives Connection before direction.

- ♥ We strive to nurture in each child a sense of Belonging. We recognize that the child's family is their first teacher and we strive to extend on this by helping to make the children feel as safe, warm and comfortable as possible and part of our Lilly Pilly Home and Family. Predictability is vitally important.
- ♥ To nourish in each child a sense of 'Being', to experience what is happening now, life in the present. For the children in our care to fully experience being four or five years old without the pressure of feeling rushed or hurried to grow up. For the Kingdom of Early Childhood to be celebrated within our Lilly Pilly home so the children feel celebrated and accepted for who they are and that the children are given space and time to be children. Play is vitally important.
- ♥ For the children to feel supported in their sense of Becoming as they experience changes as they grow, learn and develop and for our educators to honour and respect the unfolding development of the children in our care. *We advocate for schools preparing to receive the child rather than preschools preparing the children for school. Respect is vitally important.*

We strive to uphold a sense of Respect, Belonging and Connection for everyone who enters our door; children, guardians, educators and visitors all.



PROGRAM

"Imagination is more important than knowledge"

Albert Einstein

Life in Little School can be compared to living and working in a large family. The group of children comprises of 30 girls and boys between the ages of 3 and 6.

The program is arranged so as to strike a balance between free play, in which the children use their own initiative and general activities and intentional teaching which the whole group participates. There is a daily mix of play and rest, creativity and receptivity, free play and listening. The day is rhythmically structured and ordered to provide artistic and imaginative activities, games and rhyme, music and storytelling. We also include domestic activities such as washing, sweeping and packing away.

The experience of enjoying and caring for their preschool helps children build an appreciation of the environment and fosters a healthy outlook on the wider world.

The education of small children is based on rhythm and repetition. We provide a variety of general activities that adhere to rhythmic sequence. Children have an intimate relationship with their surroundings and this is something we actively cultivate. We take a lot of inspiration from the cycle of the year and many of our activities are linked with events of the seasons. We try to help the children develop an increasingly deep and living relationship with the cycle of nature.

- ♥ Hours of operation are 9am till 3pm. We operate a 5 day fortnight program so children have a long week and a short week.
 - ♥ Our Blossom group is every Monday and Tuesday plus every second Wednesday.
 - ♥ Our Possum group is every Thursday and Friday plus every second Wednesday.
 - ♥ We follow the NSW school holidays.
 - ♥ Daily Requirements
 - ♥ Suitable play clothes and footwear (no thongs or Crocs)
 - ♥ A hat which can stay at Lilly Pilly for the year
 - ♥ A complete change of clothes
 - ♥ A wholesome lunch in a lunch box (please avoid processed and packaged foods we prefer nude food)
 - ♥ Water only in a pop top drink bottle.
 - ♥ Slippers for winter
 - ♥ N.B All items must be clearly labelled

Toys are to stay at home please as experience has shown us that personal toys and games can cause more tears than joy. Nature's treasures and flowers are always welcome for our seasonal table as is a Child's comforter for rest time.

Sickness and vomiting must stay at home, 24 hours after the last vomit. If children require medication, they are often too ill to be with other children. We ask that you keep them home until they have fully recovered.

Nits- please check the night and morning before pre-school as this saves a phone call and early pick up.

Birthdays are an important celebration of Little School life. We celebrate birthdays by creating an afternoon birthday house with parents/siblings/extended family coming in at 2:30pm with a few photographs from birth till present, showing the child's growing up story. We make a birthday cake to share with everyone as we celebrate with each family.

MANAGEMENT:

Lilly Pilly is a non-profit, community-based organisation and registered charity administered by a management committee of parent/carers elected at the Annual General Meeting. The committee meets twice a term on a Wednesday afternoon. Executive positions include President, Vice-President, Secretary, and Treasurer. Parents are also invited to attend meeting in a non-executive role.

Getting involved in the management committee is a great way to have a say in how your child's preschool is run. Ideas, creativity, skills and enthusiasm are welcomed. We love parent involvement, please get in touch!

Lilly Pilly Community Preschool is licensed by the Australian Children's Education and Care Quality Authority (ACECQA) and agrees to comply with the specified code of conduct and regulations. Lilly Pilly is a non-profit, community-based organisation and registered charity.

FUNDING

As a community based preschool we attract a Department of Education grant, this requires us to maintain a certain standard of care and management. The grant together with fees collected from parent/carers represents our budget. It is expended on wages, administration costs, equipment and funds for special projects. As an incorporated body, our financial affairs are subject to independent annual audit.



Enrolment and Orientation

Introduction

Enrolment and orientation procedures form the foundation for strong relationships between families and early education and care settings and promote a quality experience of education and care for children. Good procedures include consistent information around service operation and authorisations promoting compliance and a safe and secure environment for children and families. The relationship we build with parents starts the moment they walk in the door to make enquiries and to put their child on the waitlist. We then invite the parents in for an information/ orientation/ enrolment session, which usually has a high participation rate. We allow time for information to be exchanged, questions to be answered, parents to be reassured and the relationship takes a further step. Parents are then invited back after 3.00 of an afternoon for their children to see the rooms and meet their class teachers.

Goals:

- ♥ Enrolment and orientation processes are planned and implemented.
- ♥ Due consideration is given to culture and language in undertaking processes.
- ♥ Documentation, including authorisations, are completed during the enrolment and orientation process.
- ♥ A thoughtful process is planned in consultation with families, to orient a child and family to the education and care service.

Strategies:

- ♥ Pre-enrolment orientation
- ♥ Lilly Pilly Little School welcomes visits from prospective families and children between 3-4 pm. The Nominated Supervisor or delegated authority may provide the visiting family with a tour of the service environment and information that may include:
 - ♥ service philosophy and curriculum;
 - ♥ approaches to documentation, curriculum and planning;
 - ♥ introduction to educators and staff;
 - ♥ the physical environment;
 - ♥ administrative matters, cost, and fee payment methods;
 - ♥ how to provide feedback.



Next steps

Following a pre-enrolment orientation a family may wish to place their child's name on the waiting list. After consideration of access guidelines and availability of a position by the Nominated Supervisor, the child/ren may be offered a position at the centre.

The family will be asked to accept the offer of the position.

Enrolment

The Nominated Supervisor will conduct an enrolment process following the acceptance of an offer. An enrolment package will be given to the family and will include:

- ♥ An enrolment form-that includes authorisations;
- ♥ Current fee structure and payment details;
- ♥ An information booklet on our Preschool

The information in the enrolment package is retained by the family for future reference.

Prior to conducting the enrolment interview the Nominated Supervisor should consider the language and cultural needs of the family. A translator may be required along with an alternative venue for the enrolment visit.

During the enrolment interview a process of orientation will be planned in collaboration with families to provide the best possible start for the child at the service.

Families will provide the following, prior to the agreed start date for the child:

- ♥ A completed enrolment form including authorisations;
- ♥ Current Immunisation records;
- ♥ Birth Certificate or Passport or other identification;
- ♥ Current contact information for parents and emergency contacts;
- ♥ Information on children's additional needs (including medical conditions, health and developmental concerns).

This information will be kept at the service premises in accordance with service policies and the Education and Care Services National Regulations 2011.

Prior to formally commencing at the service:

- ♥ Prior to the child's first day educators and staff will familiarise themselves with information about the child from the enrolment information provided. They will



ensure they are aware of any medical conditions and how to manage them if required.

- ♥ The Nominated Supervisor will inform the educators and staff of the intended time for any pre-commencement orientation visits.
- ♥ A family member will remain in the premises service during these orientation visits. The child cannot be left at the service until they have formally commenced at the service and are therefore not included in the ratios.
- ♥ During the orientation process educators and staff will interact with the child. They will also be available to the family to answer any questions they may have, this is to be done between the hours of 3 and 4 so as not to compromise the care of the other children.

Upon commencement

On the child's first day of attendance educators and staff will welcome the family and the child, ensuring that there is a space ready for the child's belongings. Educators will reassure the family and assist with separation if required. Throughout the day, educators will contact the family if necessary to let them know how their child is settling.

The Nominated Supervisor will undertake a final check of enrolment details, authorisations and information updates prior to the family departing the service.

Evaluation

Successful orientation and enrolment procedures promote smooth transitions between home and service. Information sharing and the signing of authorisations ensures a safe and secure environment for the child.

Related Legislation

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations: Regulations 168(2)(k), 160, 161, 162, 177, 183
- Privacy Act 1988 (Cth)
- Public Health Act 2010 No 127: Part 5 Division 4, Section 87
- Health records and Information Privacy Act 2002 (NSW)
- Family Assistance Law www.dss.gov.au

Related Guidelines, Standards, Frameworks

- National Quality Standard, Quality Area 5: Relationships with Children - Standard 5.1, 5.2
- National Quality Standard, Quality Area 6: Collaborative Partnerships with Families and Communities - Standard 6.1



RELATIONSHIPS WITH PARENTS POLICY...

Our centre believes in the principle of "the central role of parents as partners in the education of their children" is fundamental to early childhood education. We understand the need to work well in partnership with parents to best support their child's development in these early years. We know that learning and development outcomes for children are more likely to be achieved when educators work in partnership with families. Families are children's first and most influential teachers. We recognize that the time between birth and age six is a time of growth and learning unparalleled in later life. Burton White, an American researcher undertook a 13 year study of how all children develop in the first 6 years of life. He states "In our studies we were not only impressed by what some children could achieve in the first years, but also by the fact that a child's own family seemed so obviously central to the outcome." The importance of what children learn in the home and through their relationship with their parents cannot be underestimated.

- ♥ Every child and parent shall receive support for his/her special needs

All matters relating to children, parents and staff will be treated with respect and in a confidential manner

- ♥ Parents will have the following basic rights to enter our centre:
 - information about their child's programme, development and routine
 - clear channels of communication to present concerns about their child or the centre
 - a fair hearing will be given to any complaints or concerns

Records of children's attendance, together with their fee payment will be kept up to date. The parent's signature on the daily record sheet, together with the daily roll, will be proof of a child's attendance. There is a programme of consultation with parents, through regular newsletters, emails, notices on the noticeboards around the centre, word of mouth, face to face and through parent, staff and director meetings.



Starting your Child

Staff will welcome children to Lilly Pilly Little School and greet them on arrival and involve them in interesting activities. Parents are encouraged not to just leave their child. They must say "Goodbye" to their child on departure and tell them that they will be back to pick them up. Parents may telephone the centre at any time during the day to reassure themselves that their child has settled in. Staff will support and comfort children if necessary when saying goodbye to parents. The parent should not slip out unnoticed as this makes it difficult for the children to trust the next time. Staff will ensure that a child's usual pattern of eating and sleeping is not changed too quickly. Children are not made to sleep, but we offer a quiet time. It is well documented that Regular periods of rest are required for a child to remain healthy. Multicultural children and parents will be made to feel welcome. Information will be provided to staff for learning key phrases in the child's home language. Multicultural music, songs, toys and books will be provided in the home language to assist with settling in. Ethnic child rearing practices will be taken into account and applied where possible.

FAMILY PARTICIPATION AND COMMUNICATION

INTRODUCTION

“Partnerships with families contribute to building a strong, inclusive community within the service. Continuous, honest and open two-way communication with educators assists families to feel connected with their children’s experience in education and care and helps them develop trust and confidence in the service. Shared decision making with families supports consistency between children’s experiences at home and at the service, helping children to feel safe, secure and supported.” Guide to the National Quality Standard (3) ACECQA (2011), p.148

Family participation in the education and care service is an important part of making the service a true a true part of the community and creating an environment that is welcoming and inclusive and supports a sense of belonging for children, families and educators.

GOALS:

- ♥ The education and care service welcomes and facilitates family participation and open communication in the service by encouraging families to engage with their children’s education and care. Families are invited to attend Parent Committee meetings, assist with projects and attend social gatherings. The education and care service has an open door policy for families.
- ♥ The education and care service values the input of families, educators and the wider community to help create service that meets the needs of the children who attend the service.
- ♥ The education and care service encourages open communication through the enrolment and orientation process, policy review, feedback forms, the Parent Committee, the daily program, documentation, formal and informal meetings, emails and conversations.

STRATEGIES:

Approved Provider will:

- ♥ Ensure that parents may enter the education and care services at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- ♥ Ensure that educators provide information to families regarding the content and operation of the educational program, in relation to their child and that a copy of the educational program is available for inspection at the education and care service.



- ♥ Ensure that families have access to documents regarding the assessment of the child's developmental needs, interests, experiences and participation in the educational program and assessments of the child's progress against the outcomes of the educational program.
- ♥ Ensure that parents are notified of any incident, injury, trauma or illness that occurs for their child while at the education and care service.
- ♥ Ensure that administrative spaces are adequate for the purpose of consulting with parents and for conducting private conversations.
- ♥ Ensure that parents are notified of changes to policies or fees and given adequate notice as per the Education and Care Services National Regulations 2011.
- ♥ Ensure that a copy of the Education and Care Services National Regulations 2011 is available for parents to access.
- ♥ Ensure that the enrolment and orientation process provides families with information about the philosophy, policies and practices of the education and care services prior to children's first attendance at the service.
- ♥ Establish a Parent Committee to encourage family involvement in the education and care service. The Parent Committee will elect representatives to oversee and chair meetings. Each Parent Committee meeting will have an agenda and all families will be invited to participate in the meeting. Parent Committee attendees will have input into the continuing improvements within the Centre. A Parent Committee representative will assist with staff recruitment, family activities, encourage community partnerships and service events. A staff representative will attend each meeting.

The Nominated Supervisor will:

- ♥ Develop systems for families to provide feedback regarding the enrolment and orientation process and when reviewing policies and procedures to improve processes and practice.
- ♥ Ensure that parents may enter the education and care services at any time unless such entry would pose a risk to the safety of children/educators or breach court orders regarding access to children.
- ♥ Inform families about the processes for providing feedback and making complaints.
- ♥ Develop an enrolment and orientation procedures that ensures families are provided with information about the philosophy, policies and practices of the education and care services prior to children's first attendance at the service.

Educators will:

- ♥ Inform families about the processes for providing feedback and making complaints.

- ♥ Be available for families at pick up and drop off times to pass on important messages and information about their child's participation in the education and care program..
- ♥ Encourage families to be involved in the education and care service and the program through feedback, visiting the service, bringing in items from the home environment and giving feedback on children's emerging interests and needs.
- ♥ Promote continuous open and honest two way communication with families to assist them to feel connected with their children's experiences in the education and care setting and to develop families' trust and confidence in the education and care service.
- ♥ Value parents as the first and most important educator in their child's life, seeking to share the parent's understandings, knowledge and preferences for their child and seeking to balance individual needs with practice in the education and care service.
- ♥ Recognize that because families, and parents in particular, are often busy with many competing priorities, they will need to consider a range of strategies to build and maintain relationships with each family.
- ♥ Make documentation available to families and prepare documentation in a way that
- ♥ is readily understandable to the parents of the child and to other educators.

Families will:

- ♥ Provide accurate information on enrolment and medical information forms during the enrolment process and notify educators when any information changes.
- ♥ Be invited to contribute to the quality improvement process within the education and care service.
- ♥ Be encouraged to attend children's excursions to help meet required ratios and to support their children's knowledge of and engagement in their community.
- ♥ Be invited to assist with working bees in the education and care service. These will be arranged from time to time to help maintain equipment and the education and care environment and will be a family event where children can also participate.
- ♥ Be invited to family events to be held periodically to help families network and develop friendships in the local community. Educators will be encouraged to attend these events.

EVALUATION

Families feel valued and welcomed as the first and most important educator in their child's life. Continuous improvement in the education and care setting is occurring because collaboration, clear communication, reflection, constructive feedback and positive relationships are fostered between all participants.

Arrival and Departure

Introduction

This policy relates to the arrival and departure of children within the education and care setting. It is the responsibility of staff and families to ensure the safe arrival and departure of children at the education and care setting and the completion of statutory documentation. Practical and safe approaches will promote a smooth transition between home and the centre and confirms children's presence or absence from the service. This ensures a child's arrival and departure at the service continues their safe care and custody.

Goals:

The education and care setting will:

- ♥ Ensure the safe and documented arrival and departure of children at the education and care setting;
- ♥ Support children in settling into the service each day and experience quality education and care through continuity of educators, positive interactions within the community of the service.

Strategies:

- ♥ A record of attendance, kept at the centre, includes full name of each child attending, arrival and departure times, and signature of the person who delivers and collects the child or the nominated supervisor or educator.

Responsibility of: Approved provider or delegated authority.

- ♥ A child will leave the centre only with a parent, authorised nominee, an authorised delegate as a part of an excursion or because the child requires medical care. (This does not include a parent who is prohibited by a court order from having contact.)

Responsibility of: Approved provider or delegated authority.

In addition to these records the responsible person will:

- ♥ Review the Sign In and Out Sheet. Where parents or authorised persons have not signed in a staff member will note that the child is in attendance. Families will be reminded to complete this record.
- ♥ Ensure that two staff members verify all children have been signed out of the centre. If a child is not signed out educators/ staff members will check all areas of the centre

to ensure no child remains. This will be confirmed via the Statement on the Sign In/Out Sheet.

- ♥ Allow a child to leave the centre only with an authorised person who appears able to appropriately care for the child. Educators and staff will always act in the interest of safety for the child, themselves and other children in the care and education service.

It is at the educators' discretion to determine if they believe an authorised person is unable to appropriately care for the child based on the individual case and circumstances

Families/family member or delegated authority will:

- ♥ Sign each child in and out of the service upon arrival and at the time of departure, on Record of Attendance with a full signature.
- ♥ Remain responsible for their child whilst they are on the Preschool premises.
- ♥ Arrival and departure - the experience for the child and family

The responsible person will:

- ♥ On orientation and on the first day of enrolment, remind families that all children need to be signed in and out as a part of regulatory and funding obligations. Families will also be informed that sign on sheets will be used for emergency evacuations and need to be completed by families both on arrival and on departure from the service.
- ♥ Develop rosters to provide for continuity of care for the families and children throughout the day.

Educators and staff will:

- ♥ Set the environment with familiar areas for children to enjoy when they are settling into care. Changes in the environment will be discussed with children and families to promote consistency and to help children feel secure in their setting.
- ♥ Greet families and find out about the child's needs for the day.
- ♥ Support children to participate in an activity, assist with separation for both adults and children and to say goodbye.
- ♥ Welcome families at the conclusion of the day and communicate about the child's day. Any important messages will be passed on to families, including any changes in the child's routine, accident reports or medication needs.

Families/family member or delegated authority will:

Communicate any changes of routine with educators. This communication may include information about medication, a change of routine, a person other than a known authorised adult picking up a child and completing documentation or if there is a change in time of

arrival or departure for a child. These must be known by educators to ensure the safety and wellbeing of each child.

Evaluation:

Arrival and departure times encourage families to interact in the environment build relationships, open communication networks and ensure the safety of children when being delivered and collected from the service.

AFTER HOURS:

WHEN A CHILD IS NOT COLLECTED FROM THE CENTRE, STAFF WILL MAKE EVERY ENDEAVOUR TO CONTACT THE PARENTS OR CONTACT PERSONS NOMINATED ON THE ENROLMENT FORM. AFTER A REASONABLE TIME SHOULD STAFF NOT BE ABLE TO CONTACT ANY OF THE ABOVE THEN THE NOMINATED SUPERVISOR WILL CONTACT THE DEPARTMENT OF FAMILY AND COMMUNITY SERVICES AND THE POLICE DEPARTMENT. AFTER HOURS A SIGN WILL BE PLACED ON CENTRE DOOR AS TO WHEREABOUTS OF THE CHILD.

Related Legislation

- ♥ Education and Care Services National Law Act 2010: Section 167
- ♥ Education and Care Services National Regulations 2011: Regulations 99, 102, 160, 161, 168(2)(m)
- ♥ Family Law Act 1975 (Cth), as amended 2011
- ♥ Children and Young Persons (Care and Protection) Act 1998

ATTENDANCE POLICY

Aim:

To ensure a safe and practical environment where children can feel confident in attendance and participation and to ensure all existing regulations are met

Explanation:

It is essential that clear guidelines exist so that children and their families understand the best practices that ensure a safe and comfortable attendance at preschool

Procedure:

Parents or guardians will ensure the safe and prompt arrival and departure of their child at Lilly Pilly Community Preschool according to our collection of children and the arrival and departure policy. Parents or guardians will provide a healthy lunch for their child at preschool. Sweet cakes and flavoured biscuits, fizzy drinks, chips, lollies and sweet chocolate coated muesli bars are not to be included in children's lunches. Parents or guardians must also provide their child with a hat for sun protection whilst participating in outdoor activities. If a hat is not provided, the child will not be allowed to take part in outdoor activities.

Children are not allowed to bring their own toys from home to preschool. There is always the risk of these toys being lost or damaged and they may cause problems in regard to sharing. A child's special toy required for rest time is allowed to come to preschool.

Staff are not permitted to supervise children that are not enrolled at preschool. Children not enrolled at preschool remain the responsibility of the parent or guardian whilst on the preschool premises. Enrolled children are the responsibility of the staff once they have been signed in and until the child is signed out. Prior to signing in and after signing out, an enrolled child on preschool premises remains the responsibility of the parent or guardian. Children of staff may attend in emergency only and remain the responsibility of that parent staff member.

Children with communicable diseases may not attend preschool. Parents or guardians are encouraged to keep unwell children at home until they are well (please refer to our health policy). Children must be toilet trained prior to coming to Lilly Pilly Community Preschool. In cases of repeated accidents, a child's parents or guardians may be asked to keep their child at home for further toilet training until they are competent. Children with diarrhoea should not attend the preschool. The grounds of the preschool are a smoke free area. Please smoke outside the school grounds. The office area is generally out of bounds except to authorised staff member.

Withdrawal of Your Child from the Centre Policy

When withdrawing your child from Lilly Pilly Little School, two weeks written notice is required, otherwise two weeks fees will be account to you. Please ensure all your fees are up to date before submitting this written notice.

CHILDREN'S BELONGINGS POLICY

Toys and items of value should remain at home. We cannot take responsibility for items your child brings to Lilly Pilly Little School. A lost and found box is located above the children's lockers. Please ensure your child has a backpack. This is to be stored in their locker. Each child should have in their bag a change of clothing at all times. When children remove their shoes, we have a shoe box under their lockers. Please ensure all shoes have their names on them. Children should be appropriately dressed for preschool. They need to wear play clothes (not be dressed up). Children will get dirty, but paint here is non-toxic and water based and therefore will wash out. As we are fostering independence, please do not send your child in overalls or belts. They are too cumbersome to get off when in a hurry to get to the toilet. Shoes need to be of a type that they can manage to get on and off (with assistance with shoelaces). Gym boots are sometimes too difficult for a child to manage. During the winter months, they will need a jacket, parker or coat to put on when playing outdoors, together with a hat or beanie.

LOST AND FOUND POLICY

A lost and found box is located on top of the children's lockers. Please mark all your child's clothing with their full name. Please let us know immediately if your child has lost an item of clothing. If items within the lost and found box are not claimed within a reasonable time frame, they will then be donated to charity. We encourage children to be responsible for their own belongings and to store their belongings in their bags and lockers. Please reinforce the symbol on your child's locker to them and explain that this is where they keep their things.

DELIVERY AND COLLECTION OF CHILDREN FROM THE CENTRE POLICY

Business hours

All children are to be brought into the child's playroom and collected from the centre by a responsible adult. Contact must be made with a member of staff by this adult before leaving the child. A list of adults eligible to collect the child is to be provided at the time of enrolment and staff will strictly adhere to this. Children must be signed IN and OUT of the centre each day, as well as arrival and departure times by a responsible adult in order for parents to be eligible for child care assistance. This is the parents or guardians responsibility. Please do not send other children to collect your child.

Pets: please do not bring your pets inside the child care grounds without consent from the director and staff of Lilly Pilly Little School.

After hours:

When a child is not collected from the centre, the staff will make every endeavour to contact the parents, or contact persons nominated on the enrolment form. After a reasonable time, if staff are unable to contact any of the above then the authorised supervisor will contact the Department of Community Services and the Police department. After hours, a sign will be placed on the centre door as to the whereabouts of the child.

Family Law Policy

Parents, whether married or de facto, have joint legal responsibilities for their children unless there is a court order determining otherwise. As our staff need to be clear about who has legal responsibility, we need to have a copy of any access orders issued by the court. This is a requirement of state licensing regulations. Services are not legally able to allow children to leave the centre without the permission of the custodial parent. In the case where guardianship and custody is legally defined, centre policy must be followed as stated on the enrolment forms. When situations change, a copy of the custody order must be made available to the centre. Where confrontation situations arise over custody, the child will be kept at the centre and other agencies contacted. For example, the Police department and the department of community services.

Related Legislation

- Education and Care National Law Act 2010: Sections 165, 167
- Education and Care National Regulations 2011: 99, 158-159, 168(f), 176
- Family Law Act 1975 (Cth), as amended 2011
- Children and Young Persons (Care and Protection) Act 1988
- Education and Care Services National Amendment Regulations 2020

Visitor and Parents Safety Procedure Policy

Parents and visitors are asked not to smoke in the centre. Visitors are to sign a visitors book with date, time and reason for their visit. The front doors and doors into individual playrooms must be kept shut at all times. The centre gate must be shut at all times. For children's safety in their play environment, they are encouraged not to throw sand, poke themselves or others with sticks, not to harm their own or others property, for example, crafts and toys. No dogs or animals are permitted into Lilly Pilly Community Preschool without prior approval by the director. Please leave your animals outside when delivering or collecting your child. This is for the safety of all those involved (many young children are afraid of animals).

Parent to Centre Communication Policy

Regular newsletters will be produced and emailed to enable parents to be informed as to the happenings in the centre. A noticeboard in the foyer of the centre will also be used to convey centre information to parents. Parents will occasionally asked to provide items for the newsletter such as recipes, family sporting achievements among other things.

Parent or Guardian Involvement Policy

Aim: To encourage parent or guardian participation within the centre and curriculum

Explanation:

Lilly Pilly Little School is committed to encouraging parents or guardians participation in all areas. The director and the committee will assess all suggestions to enhance or change the curriculum

Procedure:

- ♥ parents or guardians are advised on the curriculum for the term
- ♥ parents or guardians are encouraged to discuss with the direct any suggestions and will be advised of appropriate times when they may interact with the program
- ♥ all parents or guardians are notified about meetings both verbally and via the noticeboard and newsletters. This provides a different venue to discuss suggestions

GRIEVANCE PROCEDURE POLICY

General:

If you have a complaint or a grievance concerning the operation of the centre, staff or programme, you are requested to discuss it immediately with the director. Should concerns be raised with a member of staff other than the director, the staff member concerned should refer the person to the director and follow up with the director themselves. It is the directors' responsibility to inform the president or nominated representative of the management committee of the grievance and action taken.

Grievances received from members of the association should be in writing to the president where matters raised will be addressed at the next committee meeting. In circumstances where the grievance requires, a special meeting will be convened to deal with the issue.

All grievances received will be treated in a confidential manner and therefore is expected that all grievances should include the name of the person whom is making the complaint. Written response detailing the outcomes of the investigations of the grievance will be provided by the management committee.

Grievances related to work performance:

This procedure will be conducted by members of the management committee in conjunction with the director. Should concerns involve the director, grievances should be raised directly with the management committee. There are 3 stages in this grievance procedure:

Stage 1: Counselling: The employee will be informed of the grievance relating to the areas of concern. Direction on ways to correct work performance will be given at this time. Notes regarding the counselling session will be taken as a future record if further action is required.

Stage 2: Written Warning: If problems with work performance persist, then a letter of concern will be issued to the employee, advising of the relevant areas, a reminder of the counselling session and what is expected of the employee to aid improvement. A review period will also be set at this time giving the employee an appropriate period to rectify the concerns (depending on the nature, 2 to 4 weeks). The review will be monitored in conjunction with the employee on a weekly basis to gauge and provide feedback of progress. The review period may not apply if concerns involve actions which are of a more serious nature and are not acceptable at any time. The employee, upon receipt of the letter will be offered sufficient time to read and consider the stated grievances. A meeting will

then be called to further discuss the grievances at which time the employee may wish to have union representation.

Stage 3: Final Written Warning. This stage involves a further and final warning again outlining the concerns, counselling and warning sessions to date, expectation on ways to improve performance and a reminder that this is the final warning and that further concerns will result in reconsideration of the employment. It is the right of the staff member to have union representation at any point throughout this procedure.

COMPLAINTS MANAGEMENT POLICY

Aim:

Dealing with complaints effectively is beneficial for clients, staff and the service. If complaints are handled well, the number of complaints received may be reduced. Staff and committee members dealing with complaints are encouraged to:

- ♥ respect and promote client rights
- ♥ encourage staff and consumers to participate in decision making at a range of levels
- ♥ respect confidentiality
- ♥ provide adequate staff training and support
- ♥ All staff involved in complaints handling should treat information as confidential. This means that the name or identity of the person complaining, and any other private information, will only be given to people who need to know it to deal with the issue
- ♥ Encourage written complaints as this protects the person complaining and other people who provide information from any repercussions and any reprisals or victimisation which may occur as a result of making the complaint

Procedure: For simple, straightforward complaints...

- ♥ Staff will discuss and resolve the matter directly with the client, as quickly as possible
- ♥ Staff briefly records their decisions and actions. If the complaint is not resolved, staff provide information about the next level of action and other external options
- ♥ For more complex matters...The complaint is reported to the Lilly Pilly Community Preschool director. If the complaint is regarding the director then the complaint must be reported straight to the management committee. The director then:
- ♥ Consults with the client about their proposed course of action and whether they wish to involve an advocate
- ♥ Explains to the client what is involved at this level, the role of the director and the complaints management policy and procedure
- ♥ Informs the staff member or service that they are the subject of the complaint and ask for their written response to such allegations
- ♥ Set time limits for a response to be given and keep the client informed of further developments
- ♥ Set up a confidential complaints file. This file should contain documentation including date, description of complaint, meeting records and notes from conversations, actions, solutions and the date of resolution

- ♥ Keep records of meetings and agreements, to be signed by the people involved in the process
- ♥ Review the complaint to see if any training needs to be developed or changes made to the system
- ♥ Ensure that anyone who needs to know about the complaint is informed and clear about the outcome

For Serious Complaints

When a complaint involved allegations of criminal behaviour, assault, serious misconduct, fraud, or corrupt behaviour, the president must be informed immediately. The complaint is directed to the office of NSW Ombudsman Child Protection Team, Department of Community services, the NSW Commission for Young People and the Police. The rights of clients and staff are protected, especially in regards to safety and confidentiality. If the complaint is regarding a committee member, approach a Public officer or the centre director.

Seeking External Resolution

If complaints cannot be resolved internally to the client's satisfaction, staff and committee must offer external options. These can include the notification of the Department of Community Services and to form an independent external review panel guided by the ombudsman service

Training and Policy Development

Staff will be trained in complaints handling mechanisms and management. The committee will monitor the complaints system to access any increase or decrease in complaints. Complaints management policy is reviewed annually. Complaints are filed for future reference.

Related Legislation

- Education and Care Services National Law Act 2010: Sections 174(2)(b)
- Education and Care Services National Regulations 2011: Regulations 168(2)(o) and 176(2)(b)
- Privacy and Personal Information Protection Act 1998 (NSW)
- Health Records and information Privacy Act 2002
- Privacy Regulation 2013
- Privacy Act 1988 (Cth)

Related Guidelines, Standards, Frameworks

- National Quality Standard, Quality Area 7: Governance and Leadership Standard 7.1

COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES

- ✚ Families are welcomed at the enrolment orientation evening and invited to be an active member of the Lilly Pilly Preschool family and offered the choice to join the Management Committee (and are made aware of how they would be supported in this role with training, a comprehensive handover from the previous person in the role, and with a handbook and ongoing support provided). Families are invited and welcomed each term to attend a general meeting where they can offer ideas and feedback regarding the preschool.
- ✚ Parents and caregivers are welcomed to visit the preschool before they start to support the transition into care. At drop off time parents/caregivers are welcome to stay as long as they need to settle their child into their day. Often younger siblings will visit and have a play (which supports their future transition into care). Older siblings (past students) regularly visit and enjoy sharing any news with their previous teachers. Extended family members often visit with the child, sharing part of the preschool journey.
- ✚ Educators are communicating daily with parents at drop off/pick up sharing relevant information to promote the child's development and wellbeing. Parents/caregivers are welcomed to call/make an appointment if more in-depth discussion is necessary.
- ✚ Parents/caregivers receive weekly 'chitter chatter' newsletters by email to inform them about the preschool program (activities, songs, recipes etc) and community events. Parents are welcome to respond and email the preschool with any input/suggestions/requests.
- ✚ Display boards are regularly updated in the preschool entrance with information for families. In each room there is a blackboard that is used for notices/news for families and they all have individual mail pockets.
- ✚ Enrolment forms request information from families regarding each child's interests and learning needs. (Shared vision for child).
- ✚ Parents are welcomed to visit and share any skills, cultural practices, learning with the children. There are many examples of this throughout our preschool year.
- ✚ Workshops have been conducted at the preschool for parents (free) on health, child development (in response to parent inquiries/requests).
- ✚ Educators work in partnership with families and regularly support families and children when areas of concern are raised. This has occurred with social stories (eg. new baby), therapeutic stories (eg. difficult emotions and behaviour/family difficulties), information provided (eg. concerns with language development, motor skills, behaviour guidance, local support services). Different cultural celebrations are respected and inclusive within the program. Diversity is respected and welcomed.

- 📚 Books have been added to the bookshelf and read to the children to support children's new experiences (eg. tooth fairy, settling into care{The Invisible String}, off to the doctor/dentist/hospital/kindergarten, new baby). The bookshelf and resources are regularly changed in alignment with children's personal interests (eg. insects, animals, cars, dinosaurs, gardens etc).
- 📚 Children regularly influence the program with stories and show and tell treasures from home.
- ♥ Parents gardening with the children and donating plants.
- ♥ Parents cooking with the children.
- ♥ Storytelling (Panda) presentation.
- ♥ Parent volunteered and took professional group and individual photos of the preschool children.
- ♥ Local bird information presentation.
- ♥ Drumming class.
- ♥ Parents regularly playing games and sharing with the children and educators at drop off (tag, craft, observing new skills at preschool, sharing and supporting science experiments, nursing and caring for guinea pigs, reading books, playing guitar and singing, visiting with new babies, pets visiting, holiday photos and treasures,).
- ♥ Family members attend their child's birthday house where the child is celebrated and photos of their 'growing up story' are shared with the whole preschool class. This is such a very beautiful and special celebration.
- ♥ Family members are invited to attend an end of term celebration each term where the children share their favourite songs and games with the parents. The parents actively participate and musically talented parents often play the guitar. Everyone then shares an afternoon tea all together as a Lilly Pilly family. At the end of Term 3 an artistic parent requested to create a flower mandala with the children in the last week of term as Spring Celebration. This became a whole preschool family experience where children brought flowers from home to share, helped collaboratively to create the mandala, enjoyed songs and mindfulness experiences around the mandala and then shared with parents at happy home time. Such a special experience for everyone!
- ♥ Parents receive weekly updates regarding the preschool program via our childcarers app. This includes group learning experiences (planned and spontaneous) and individual learning experiences. These online posts include photos and learning journey stories that detail the experience, making links to EYLF and we have updated to a new version that also links to the NQF and shares early childhood education theorist's quotes and references. 'Reflections' by the educator and 'What next?'

comments are included by the educator, supporting the cycle of program planning and practice. Parents can respond and make comments to these posts.

- ♥ Staff networked with schools and attended school transition visits with the preschool children to support their transition into kindergarten. Parents and staff have had very regular communication regarding this journey verbally, with handouts, through the chitter chatter weekly newsletter and via our childcarers app. Children have been provided with the opportunity to regularly discuss and role play their transition experiences.
- ♥ Parents have contributed to the preschool with volunteering handyman skills that the children have safely observed as a learning experience.
- ♥ A parent will be attending the preschool next week with his Aboriginal dance troupe to share with the children.
- ♥ Free parent craft afternoons at the preschool. Due to its successful attendance and promotion of parent participation and networking it will be continued each term next year on a Wednesday (as funding allows).
- ♥ Families take turns in the holiday periods to care for the preschool guinea pigs
- ♥ Parents have demonstrated sewing and how to use spinning wheel.
- ♥ A parent painted our welcome sign for the preschool.
- ♥ A parent laid fresh grass in part of the preschool play yard while children observed. The children then assisted with watering and caring for the new grass.
- ♥ Parents have provided recipes to share with the children.
- ♥ Key words and counting in many languages have been shared by families within the preschool program.

Within the community the preschool has networked and collaborated with:

- ✚ The local library (visited to read to all the preschool groups during book week).
- ✚ The local fire brigade (visited all preschool groups for a fire safety presentation, drill practise and allowed the children the opportunity to sit in the truck and use the fire hose).
- ✚ The tissue princess visited to educate the children on health practices and checked children's hearing.
- ✚ The community health nurse visited to conduct eye sight assessments.
- ✚ Local festivals and events (in Brunswick Heads the Old and Gold festival, Twilight Markets, Bikes and Kites festival).
- ✚ Local schools within the community.
- ✚ Shaping Outcomes-Speech Therapists, Occupational Therapists, Early Childhood Educators.

- ✚ Transition to school program for children with additional needs.
- ✚ Regular network meetings with local community preschools.
- ✚ Local spaghetti circus visited and performed.
- ✚ Dog safety presentation.
- ✚ A professional music teacher from the conservatorium of music attended weekly in term 2 and 3 to conduct a music class with the children (also providing professional development for the educators).
- ✚ A local early childhood yoga teacher conducted yoga classes in term 1 and 4.
- ✚ A performer from the local Brunswick Picture House presented an amazing “Dr Hubble’s Bubbles” show for all of the classes.
- ✚ Local businesses donate materials for children’s craft experiences.
- ✚ Local Tafe students attend practicum placements with Lilly Pilly.
- ✚ Local high school students attend work experience at Lilly Pilly.
- ✚ During winter the children go for short walks around the Brunswick community, waving and saying hello to local residents, observing the local building site and seeing where some of their friends live.
- ✚ A local Eurythmy teacher has conducted group learning experiences with staff and children.
- ✚ A staff member attended a local preschools indigenous training workshop with a local elder, Uncle Frank.
- ✚ Department Roadshows are always attended by the Director as an opportunity to network with local services.
- ✚ Where possible, the Preschool supports local businesses with resource purchasing needs.

Lilly Pilly preschool respects and aims to support each family’s individual needs when it comes to styles of communication and service participation. We offer many styles of communication (verbal, notice boards, email/newsletter, childcarers online app, phone calls, handouts), and welcome each family to contribute what they are able, depending on their personal choice, time availability and skills. There are many formal and informal ways that our families can and do contribute and collaborate within the preschool.

