

Parent Information Handout

Lilly Pilly Little School acknowledges the Arakwal people of the Bundjalung Nation as the Traditional Custodians of the Land on which our service now stands.
We acknowledge First Peoples' connections to the land, sea and sky and pay our respects to Elders past, present and emerging. We honour and respect Aboriginal and Torres Strait Islander peoples' heritage and ongoing relationship with Country.

The staff and management committee of Lilly Pilly Little School extend a warm welcome to your child. It is a privilege and gift of trust to be caring for your child during these vital years. We strive to develop and nourish respectful, supportive relationships with families to ensure a positive experience for children, parents and staff and to maintain a smooth running of our preschool.
Our preschool offers a safe home like environment based on the National Quality Standard for Early Childhood Education and Care. We are guided by the Early Years Learning Framework (ELYF) V2.0 and the Child Safe Standards (Office of Children's Guardian). Children's safety, rights and wellbeing are paramount.

Hours of operation
Lilly Pilly hours are 9am until 3pm. We ask you to honour and respect these hours please as it allows staff to prepare and organise to provide our high-quality preschool program and environment.
We operate a 5-day fortnight program so children have a long week and a short week (a calendar will be provided.)
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, school development days and public holidays.
Unfortunately, we cannot offer make up days if your child is away due to family holidays/sickness.

Drop off and pick up time
Each day, the director or an educator will greet you at the entrance to sign your child in on arrival and out at departure. We are required by legislation to maintain a digital attendance record at all times. This record may be used in the event of an emergency

situation at the Service. Please let us know at drop off who will be coming to pick up your child.
Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, an authority to collect form must be provided in writing to the nominated supervisor. Our staff may ask to view photo identification of the adult collecting your child from care to confirm their identity.

Lilly Pilly car park land can be a busy place during drop off and pick up times. We ask that parents be extremely mindful of danger when arriving and departing from our service.

- *Please always hold your child's hand when in car park land*
- *Be alert of reversing drivers in the car park as it is very difficult to see small children*
- *Never leave a child or infant unattended in the car*
- *Please do not leave the front gate / door open*
- *Always do a visual check around your vehicle before driving*

Commitment to child safety
Our Service is committed to ensuring the safety and wellbeing of children is maintained at all times whilst being educated and cared for by educators and staff at Lilly Pilly Little School. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.
Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) (NSW) and maintain up to date with knowledge of child protection law, child protection training and child safety training.
Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high-quality supervision and care to child in addition to holding a validated Working with Children Check.
We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our nominated supervisor or management committee president if you have any concerns.

Paramount Considerations
We believe that children's safety, rights and best interests ae the paramount consideration for all Service operations, decisions and functions. Our service ensures that child safety, wellbeing and best interests take priority over all other considerations, including financial interests or other obligations of management, and are embedded in our daily practices, policies and procedures.

Code of Conduct

The Code of Conduct establishes the standards for all employees of our service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlines in the Early Childhood Australia's (ECA) Code of Ethics. The values that underpin our work ethic include equality, respect, integrity and responsibility.

Our educators and staff

Our Service is made up of a team of high-quality professional educators who are committed to and passionate about early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children.

We create an environment that promotes and enables children's participation and is welcoming, culturally safe and inclusive for all children and their families.

Our educators are continually evaluating how our curriculum meets the educational and wellbeing needs of our children and reflect on ways to improve children's learning and development and are supported by a team of highly qualified professionals. Our educational leader and early childhood teachers guide our educators in providing quality, research based educational programs.

Our educators take into account children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Check/Clearance and a current approved First Aid, CPR, Emergency Asthma and Anaphylaxis qualifications.

National Quality Framework

Our service complies with the Australian Government's National Quality Framework (NQF) which consist of the legislative framework of the Education and Care Services National Law, Education and Care Services National Regulations, the National Quality Standards (NQS) and a rigorous assessment and rating system. Our educational program and curriculum are based on the Australian Early Learning Framework (EYLF) V 2.0.

We regularly self-assess our practices against the NQS and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assist in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement. Further information about the NQF can be found at https://www.acecqa.gov.au/national-quality-framework

Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) V2.0 guides early childhood educators, early childhood teachers and approved providers to inform educational programs and practices that emphasise play-based learning and extend and enrich children's learning and wellbeing from birth to 5 years and through the transition to school.

<u>The vision of the EYLF is</u>:

All children engage in learning that promotes confidence and creative individuals and successful lifelong learners. All children are active and informed members of their communities with knowledge of Aboriginal and Torres Strait Islander perspectives. (EYLF, V2.0, p.6)

Fundamental to the EYLF is a view of children's lives as characterised by belonging, being and becoming. From birth, children are connected to family, community, culture and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, the develop interests and construct their own identities ad understandings of the world.

The EYLF is made up of learning outcomes, principles and practices which educators use in their documentation of children's learning and in their reflection and planning.

Belonging:

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong to diverse families, neighbourhoods, local and global communities. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being:

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the present, as well as the past in children's lives. It is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about children being in the here and now.

Becoming:

Children's identities, knowledge, understandings, dispositions, capabilities, skills and relationships change during childhood. They are shaped by different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as children learn and grow. It emphasises the collaboration of educators, families and children to support and enhance children's connections and capabilities, and for children to actively participate as citizens.

(EYLF. 2022. V.2.0. p.6)

Children's learning, development and wellbeing are communicated through 5 Learning Outcomes.

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 and confident self-identities and a positive sense of self-worth*
- *Children learn to interact in relation to others with care, empathy and respect*

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*

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*

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, place, technologies and natural and processed materials*

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*

Children's learning, development and wellbeing are communicated through 5 learning outcomes.

- *A strong sense of identity*
- *Connections with their worlds*
- *A strong sense of wellbeing*
- *Confidence and involvement in their learning*
- *Effective communication skills*

Regulatory Authority

Regulatory authorities administer the NQF in each state and territory, usually as part of that state or territory's education department or agency. The regulatory authority in each state/territory has day-to-day contact with services and ensure compliance with the NQF.

To contact our regulatory authority, please refer to the contact details below:

NEW SOUTH WALES
NSW Early Learning Commission
Phone: 1800 619 113
Locked Bag 5107 Parramatta NSW 2124
Email: information@earlylearningcommission.nsw.gov.au

Daily Requirements

Suitable play clothes and well fitted footwear (please avoid thongs or Crocs)
A wide brimmed sun hat which can stay at Lilly Pilly for the year
A complete change of clothes (water play can be splashy)
A wholesome lunch in a lunch box (please avoid processed and packaged foods. We prefer nude food when possible)
Water only in a pop top drink bottle (and no glass bottles please.)
Slippers for winter or warm socks with non-slip grip on the base (that are well fitted)
N.B Please remember to label all items clearly

Goals For Your Child at Our Service

Educators' practices and the relationships they form with children and family's have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the EYLF and include:

- *Mutual respect and empathy*
- *Concern and responsibility for self and others*
- *A sense of self worth*
- *Social awareness*
- *Respect for diversity*
- *Caring for Country and First Nations Cultural Learning*
- *Importance of sustainability*
- *Self-discipline and self-regulation*
- *Creative intelligence and imagination*
- *Self-confidence as an independent learner*
- *A love of learning*

Communication

Is vital and we are available to answer any questions or concerns. You can share information with educators at drop-off/pick-up. If you need more time to talk please

let the director know and we will organise a meeting time for more in-depth conversation.
Please share with us your understanding of your child's strengths, interests, abilities and needs.
You will be able to access the Story Park App, an interactive system that allows parents to follow their child's learning journey and communicate with their teacher. (We will email your login details towards the end of January.)
Each Friday in term we email our Chitter Chatter Newsletter to families with Lilly Pilly information and interesting articles and local events.
Everyone also has a pocket pouch with their child's name on it (at the entrance of each playroom) in which invoices, receipts and notes can be placed.

Toys
Are to please stay at home, we find that personal toys, games and belongings cause more tears than joy and they can be broken/lost. (If it is a new/special toy perhaps your child can bring for show and tell and then it goes in our happy home time basket.)
Nature's treasures and flowers are always welcome for our seasonal table as are special books to read in our day. If needed, your child may bring their one soft cuddly toy/comforter for rest time.

Photography and Personal Devices
As part of the enrolment process, we will ask for your authorisation to take images and video of your child during normal activities. Images and video may be used as part of our observation and programming process and shared with our Service app (StoryPark). Images may also be shared with our parent community through our weekly Chitter Chatter emails.
This authorisation can be withdrawn at any time by providing a written request to the nominated supervisor. Images and videos will be stored securely at the Service and access available to authorised personal only. They will be deleted and destroyed when no longer required, or if retained for compliance purposes, kept for a period of 3 years after the child's last day of attendance.
Our Service adopts and aligns with the National Model Code and guidelines for taking images or videos of children and ensures that only Service issued approved devices are used to take images or video of children. We have strict protocols for appropriate storage of images and video.
We request families comply with the guidelines of the National Model Code and not take images or recording videos of children whilst at Lilly Pilly.

Health and Hygiene
Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices.
All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors wash their hands on arrival. Our educators teach and model correct hand-

washing techniques to children and regularly clean and disinfect high touch objects throughout the Service to reduce the spread of infection.

Sickness

Any illness needs to be reported to the Director as soon as possible. We are required to follow departmental exclusion guidelines for the best interest of everyone at Lilly Pilly. If children require medication, they are often too ill to be with other children. We ask that you keep them home until fully recovered.
Niggle naggle nits are common in the early years. Please check hair the regularly, ideally each morning before preschool.

Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following infectious diseases so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).
Exclusion for common or concerning conditions(Australian Government, National Health and Medical Research Council, Staying Healthy 6th Edition 2024)

CONDITION	*EXCLUSION*
Chicken pox	*Exclude until all blisters have dried – this is usually at least 5 days after the rash first appeared in non-immunised children, and less in vaccinated children.* *See the guidelines for contact exclusions*
Conjunctivitis or eye discharge	*Exclude until discharge from the eyes has stopped (unless a doctor has diagnosed non-infectious conjunctivitis)*
Ear infection	*Not excluded unless they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding)*
Fever	*Exclude until the temperature remains normal, unless the fever has a known non-infectious cause.* *If the child has gone home from the Service with a fever but their temperature is normal the next morning, they can return to the service.* *If the child wakes in the morning with a fever, they should stay home until their temperature remains normal If a doctor later diagnoses the cause of the child's fever, follow the exclusion guidance for that disease.*
Gastroenteritis ('gastro') *Campylobacter infection* *Cryptosporidiosis* *Giardia infection (giardiasis)*	*Exclude until there has not been any diarrhoea or vomiting for at least 24 hours*

Rotavirus infection *Salmonella infection (salmonellosis)* *Shigella infection (shigellosis)*	
Norovirus infection	*Exclude until there has not been any diarrhoea or vomiting for at least 48 hours*
Hand, foot and mouth disease	*Exclude until all blisters have dried*
Head lice	*Not excluded, as long as effective treatment begins before the next attendance at the service.* *The child does not need to be sent home immediately if head lice are detected*
Hib (Haemophilus influenza type b)	*Exclude until the person has received treatment for at least 4 days*
Measles	*Exclude for at least 4 days after the rash appeared.* *See the guidelines for contact exclusions*
Meningitis (viral)	*Exclude until person is well*
Meningococcal infection	*Exclude until the person has completed antibiotic treatment*
Mumps	*Exclude for at least 9 days or until swelling goes down (whichever is sooner)*
Pneumococcal disease	*Exclude until person has received antibiotic treatment for at least 24 hours and feels well*
Rash	*Not excluded unless combined with other concerning symptoms (fever, tiredness, pain, poor feeding)*
Respiratory conditions and infections *Bronchitis and bronchiolitis* *Common cold* *COVID-19 (also refer to state or territory advice)* *Croup* *Flu (influenza)* *Human metapneumovirus* *Pneumonia* *RSV (respiratory syncytial virus)*	*If a person has respiratory symptoms (cough, sneezing, runny or blocked nose, sore throat), exclude them only if:* *• the respiratory symptoms are severe, or* *• the respiratory symptoms are getting worse (more frequent or severe), or* *• they also have concerning symptoms (fever, rash, tiredness, pain, poor feeding)* *Otherwise, do not exclude.* *A person can often have an ongoing cough after they have recovered from a respiratory infection.* *If their other symptoms have gone and they are feeling well, they can return to the service*
Shingles(zoster infection)	*Exclude children until blisters have dried and crusted.*

	Adults who can cover the blisters are not excluded (they are excluded if blisters cannot be covered) *See the guidelines for contact exclusions*
Skin-related infections *Cold sores (herpes simplex)*	*Not excluded if the person can maintain hygiene practices to minimise the risk of transmission.* *If the person cannot maintain these practices (for example, because they are too young), exclude until the sores are dry.* *Cover sores with a dressing, if possible.*
Fungal infections of the skin or scalp (ringworm, tinea, athlete's foot) *Impetigo (school sores)* *Scabies and other mites causing skin disease*	*Exclude until the day after starting treatment* *For impetigo, cover any sores on exposed skin with a watertight dressing*
Warts	*Not excluded*

When Should I Not Send my Child to the Service

Please monitor your child's health and do not bring your child to the Service if they are suffering from an infectious disease/illness or are generally unwell.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- Staying healthy: Preventing infectious diseases in early childhood education and care services, 6th Edition. Our policies and procedures for Dealing with Infectious Diseases is available for all families to view.

Our Service is a busy and demanding day for the bodies and minds of our children. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an Injury, Incident, Trauma and Illness Record completed by the educator which includes information about your child's illness, their symptoms, general behaviour and any action taken. You will be requested to sign and acknowledge the details in this record.

Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been had diarrhoea and/or vomiting, they will be excluded until there has not been any diarrhoea or vomiting for at least 24 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

Medical conditions – Allergies, Asthma, Diabetes or Epilepsy: *It is vital that we are aware of any medical conditions including allergies, asthma, diabetes, epilepsy or anaphylaxis including any potential triggers. Families are required to indicate any medical conditions on the enrolment form. Our service requires a medical management plan or ASCIA Asthma/Anaphylaxis Action Plan to be completed by your general practitioner to assist in managing your child's needs. This must be provided prior to your child's commencement at Lilly Pilly. In consultation with the nominated supervisor, you will be asked to develop a risk minimisation plan and communication plan to assist our educators and staff. If your child requires medication whilst at Lilly Pilly, you must complete an Administration of Medication Record to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to the nominated supervisor (or responsible person) for safe storage.*
Educators can only administer medication that is:

- *Prescribed by a registered medical practitioner (with instructions attached to the medication or in a written form from the medical practitioner)*
- *In it's original packaging and have the original labels clearly showing your child's name*
- *Before the expiry/use by date*

Incidents, Injury or Trauma
We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. All educators at Lilly Pilly have first aid, asthma, anaphylaxis management and CPR qualifications and first aid kits are located throughout the service.
Parents or authorised nominees will be notified of all occurrences of incidents, injury, trauma or illnesses, and asked to acknowledge and sign an incident, injury, trauma and illness record within 24 hours. In the event of a minor injury, first aid will be provided as required.
If an injury or incident is serious and we believe urgent medical attention is required, the nominated supervisor/responsible person will contact an ambulance immediately. We will attempt to contact a parent/guardian or an authorised nominee to advise of the situation. If you are unable to meet the ambulance at the service, we will send one of our educators to accompany you child in the ambulance. Please note that the cost of the ambulance cover is the responsibility of each family.

Emergency and Evacuation Procedures
Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation rehearsals in week 7 of every term. These Emergency and evacuation rehearsals are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Educators are trained to use fire safety equipment located within the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated. Educators will follow

the instructions of emergency services and the regulatory authority in times of emergency.

Work place Health and Safety
We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family member and visitor.
Each morning our educators conduct daily safety checks on the indoor and outdoor environment to ensure that any potential risks are rectified before the children use the equipment or area.

Birthdays
Are such a very important celebration at Lilly Pilly. We honour the children's birthdays by creating an afternoon birthday house with parents/siblings/extended family coming at 2:30pm with 5 photographs from birth until present. We will make our special Lilly Pilly birthday cake with the children to share at the end of the day.

Behaviour Guidance
We encourage children to engage in cooperative and pro-social behaviours. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow a Behaviour Guidance Policy that extends across the whole service giving consistency of expectation in all rooms. We use a positive approach to guiding children's behaviour to help them develop a respect for others, for property and respect for self. Inappropriate disciple towards any child is strictly prohibited at Lilly Pilly and will not be used under any circumstances.

Rest and Sleep
Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for the children; we read a resting time story and can play quiet relaxing music in the background. Your child may wish to bring a snuggly to have at rest time. Please feel free to discuss your child's rest or sleep needs with educators.

Sustainability and Caring for Country
Our Service is passionate about sustainability and Caring for Country. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure and teaching. We incorporate First Nation and local cultural learning within our intentional teaching program. In order to empower our sustainability program, we emphasise children's ability to make a difference as active citizens, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, developing an appreciation of the natural world, encouraging them to participate in a recycling program and reducing energy, conserve water and actively helping to care for our gardens. We aim to provide children with the skills and knowledge required to take an active role in caring for the environment and to think about ways they can contribute to *a sustainable future.*

Sun Safety

We work with the National SunSmart Early Childhood Program to ensure children's health and safety is maintained at all times. We use a combination of sun protection measures whenever the UV Index Levels are predicted to reach 3 or above. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences, and we conduct regular risk assessments to ensure the play space and equipment is safe for children. Children and educators must wear hats and appropriate clothing, including footwear, when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (SPF50+ broad-spectrum water resistant).

Management

We are a non-profit community-based organisation and registered charity, governed by a management committee of parents/carers elected at the Annual General Meeting. The Constitution of the pre-school is available upon request. The Annual General Meeting is held in March each year. All parents/carers are invited and welcome to attend. A parent/carer of each child attending pre-school must be a full member of the Association. This entitles you to vote at our general meetings, which you are invited to attend.

Funding/Fees

As a community preschool, we are funded by NSW Department of Education (DoE) which requires us to maintain a certain standard of care and management. At the beginning of 2027 the NSW Department of Education is introducing the Universal Preschool Funding program with the support of NSW Childcare and Economic Opportunity Fund Board. (Together they will be the two source agencies for funding). The goal of this new funding model is to allow families to access a preschool service with reduced fees. Parents are required to complete a consent form for the NSW Department of Education as part of the enrolment.
Any grants, the DoE funding together with term fees and enrolment fees collected from parents/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 an independent annual audit.
Please note: Fees are subject to change each year.

Invoices

All families will be invoiced at the end of term 4 for the $250 Enrolment Fee. (This is inclusive of the annual fee of $20 for our Storypark App (which is subject to change) and $2 for our Association membership.) Term Fee invoices will be issued early each term. We request that any invoices are paid in a timely manner and before your child commences at Lilly Pilly (it is really supportive for our book keeper and treasurer with their financial book keeping.)

Family involvement

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

- *Your occupation or hobby (eg. cooking and crafts)*
- *Home culture*
- *Recyclable items*
- *Special events*
- *Suggestions*

Enrolment Requirements/Documents

Parents will be provided with an information pack during the orientation process which will include the paperwork and enrolment forms to be completed and returned. The following information is required before a child commences at Lilly Pilly.

- *A completed Lilly Pilly enrolment form including the NSW Department of Education consent form, medicare number, doctor contact.*
- *Current up to date immunisation records*
- *Birth Certificate*
- *Health Care Card (if applicable)*
- *Current contact information for parents and a minimum of 2 emergency contacts*
- *Information on children's additional needs (including medical conditions, allergies, health and development concerns)*

The NSW DoE requires mandatory online digital enrolment and attendance for any child attending a Community Preschool. Lilly Pilly staff will enter this information from the enrolment documents on our digital platform.

We request that management is kept up to date with any parenting court orders or parenting agreements under Family Law if applicable. Our Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We will only allow children to leave the service with the written permission of the custodial parent/guardian. Without a court order we cannot stop a parent from collecting a child.

Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- *Collect your child from the service*
- *Be an emergency contact*
- *Consent for medication*
- *Consent to medical treatment or ambulance*
- *Authorise an educator to take your child outside the service premises*
- *Authorise the education and care service to transport or arrange transportation of your child*

Please understand that it is essential that we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the

nominated supervisor (or responsible person) of any changes to enrolment information including:

- *Your residential address*
- *Health of your child*
- *Telephone/mobile numbers*
- *Contact details for any parent or authorised nominee*
- *Family changes (parenting orders)*
- *Emergency contact information details*

Orientation

Orientation is an important start for your child and family to connect to our preschool. We encourage each child to attend our preschool in the company of a family member before they start their first day with us. This gives you and your child the opportunity to gain an understanding of our program, the layout of the room, where to put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. The nominated supervisor will offer suitable times and days for visits.

If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to the Service.

Over the years many families have taken a photo of their child under our Lilly Pilly sign at the entrance of our preschool, on their child's first and last day of Lilly Pilly. A special memory.

Policies

Lilly Pilly is licensed by The Australian Children's Education and Care Quality Authority (ACECQA) and agrees to comply with the specified code of conduct, required compliance and regulations. Policies are available to read in our entrance foyer at preschool. This includes our Child Safe Standards Policy, Child Protection Policy, Complaints and Feedback Policy and Grievance Procedure, Nutrition Policy and Sun Safety Policy. These policies are regularly under review each year.

If you have any questions, concerns or issues whatsoever, please always feel welcome to make time to discuss with the most appropriate person (ie: child's Teacher/Educator/Director.) Please see either the Director or the President of our management committee for any complaints or grievances. We will follow best practices in accordance with our policy and procedure to ensure the best outcome.

Program

Life in pre-school can be compared to living and working in a large family. There are 2 rooms (Frangipani Flower Friends Room and Honey Hum Hive Room) with 15 girls and boys between the ages of 3 and 6 in each. The program is arranged so as to strike a balance between free play, in which the children use their own initiative encouraging autonomy and general activities and intentional teaching where the whole group or small groups may participate. We aim to always listen to the children and follow their interests. We appreciate if you can share any significant events with us so we can also

include this in our program planning (eg. moving house, special visitors, holiday trips, dentist visit.) We also welcome parents and extended family to share any interest/skills at Lilly Pilly. In the past we have had parents/grandparents play musical instruments, cook, knit, present information on sea life, bring pet insects to visit and work in our garden. At Lilly Pilly 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 feel very safe/secure when they know what is happening next in the day. It also eliminates the need for constant verbal direction.

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 experiences/activities are linked with events of the seasons. We incorporate the Tweed/Byron Local Aboriginal Land Council 6 Season Calendar regularly within our program. We try to help the children develop an increasingly deep and living relationship with the cycle of nature (including sustainability concepts) and we invest a lot of time and love in our Lilly Pilly garden for the children to enjoy.

Our aim is to provide a preschool environment that encourages creative play. Play is the child's 'work'; they learn to solve problems, anticipate difficulties, self-regulate emotions, plan ahead, communicate with others, negotiate differences and ask for guidance and help when necessary. It is crucial, therefore, to create a space that allows them to play creatively and imaginatively.

"Imagination is more important than knowledge"

Albert Einstein

Privacy Statement

Lilly Pilly Little School will not use personal information for any purpose that is not reasonably required for the appropriate or effective operation of the Service. The privacy of all information provided is paramount which we as a Service will protect at all times.

Personal information gathered by the Service may be accessed by and exchanged with staff educating and caring for a child, by administrative staff or for legal requirements. Personal information collected may include, medical information, income and financial details, contact information, children's developmental records, legal information, employment/martial information, qualifications, staff entitlements, and information required under the National Law and National Regulations.

We may disclose personal information where we are permitted or obligated to do by Australian law. This may include

- *Government employees*
- *Authorised officers during Assessment and Rating*
- *Lawyers in relation to a legal claim*
- *Debt collection agency where fees are outstanding*
- *Officers carrying out an external dispute resolution process*
- *Protecting individuals from serious misconduct or to prevent a serious threat to a life, health or safety.*

Personal information is stored in a safe and secure manner, using locked filing cabinets or password protected database and computer. Information is backed up electronically and stored securely. Hard copy information is stored securely at the Service and archived in accordance with regulatory requirements when no longer needed.
Our Service will gather written authorisation prior to disclosing personal information. This may include, displaying medical plans or early intervention services.
We are committed to safeguarding and protecting the privacy of personal information and adhere to the Australian Privacy Principles. By providing our service with personal information, you consent to the collection, storage and use of personal information in the ways described in our policy and collection statement.

LILLY PILLY LITTLE SCHOOL PHILOSOPHY

Lilly Pilly Preschool 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 V.2.0 and the Child Safe Codes of Conduct.
We are the bridge between home and school where a sense of wonder can be nurtured and nourished with respect, reverence and awe. We value learning in nature and caring for Bundjalung land.

- *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 recognise that the child's family is their first teacher and we strive to extend on this by helping to support 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 moment. For the children in our care to fully experience being three, 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 enjoy their childhood. We hear the children's voices and promote their autonomy.
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. We are committed to support ongoing learning for children, educators and families.
Respect is vitally important.

We work towards continuous improvement of our Service and practice guided by regular collaboration and critical reflection which shapes our commitment to our QIP (Quality Improvement Plan) and RAP (Reconciliation Action Plan).
We strive to uphold a sense of respect, reverence, belonging and connection for everyone who enters our door; children, guardians, educators and visitors all.

OUR FRIENDLY EDUCATORS



Director: Nikki Farrell (10 years Lilly Pilly)

Hi, my name is Nikki and I was naturally drawn to my early childhood career at a young age. When I was 15 years I completed my high school work experience placement at a preschool in Bundaberg. I thoroughly loved my time at this preschool as it showed me the joy of seeing the world through the eyes of children. In 1993 I completed my studies in a Bachelor of Teaching (Early Childhood) and have worked in various roles in early childhood education and care ever since. I have been in a Director role, a Vocational Trainer and locally have worked with Ballina/Byron Family Day Care and Spaghetti Circus in Mullumbimby. I have worked in Vanuatu for four years as a Kindergarten and Preschool Teacher/Head of Early Childhood Education Centre at Port Vila International School. I have also travelled to China as an early childhood consultant and was then the Assistant Director at Federal Community Children's Centre when I returned to Australia in 2017 with my husband and three children.

My spare time is filled with my own children, family and friends. I love to cook and go for beach walks with my dog and I have enjoyed studying some units in a Masters in Child Play Therapy.

My children were blessed to attend Lilly Pilly Preschool years ago and I was absolutely delighted to join the Lilly Pilly Aunties in 2018. Throughout my career I have always been passionate and advocated for the importance of the early years. Children are our future and I find it a privilege to share each child's learning and growing journey with their family.



HHH Early Childhood Teacher / Assistant Director: Kiera Reddick (13 years Lilly Pilly)

From a young age I knew that I was going to work alongside children. Their enthusiasm to create and learn is not only inspiring and motivating but is a joy to be around.

I have worked in the childcare industry for many years, and I have had experience teaching in preschools, long day care centres and I have worked as a nanny abroad. I grew up as a Spaghetti Circus kid, performing and teaching throughout my youth. These rich and colourful experiences have shaped who I am today and form the basis of my philosophy.

In my spare time I love to spend time playing with my own children and being mummy. I love to sing, dance, explore in nature, spend time with my family and friends, and I love to teach.

I am a Degree Trained Early Childhood Educator, and have recently completed a year long course in Steiner Education; The Art of Early Childhood.



FFF Early Childhood Teacher: Ingrid Guyler (5 years Lilly Pilly)

Hello, My name is Ingrid & I am an Early Childhood Teacher. I studied at Macquarie University & graduated in 1992. I started my Lilly Pilly journey as a parent and since, I have taught in numerous local settings as well as tutoring/supervising Early Childhood students at Southern Cross University. I have also participated in workshops/training at Shearwater Steiner School. I look forward to sharing children's magical exploratory learning discoveries through nature and nurturing their sense of wonder for the world. I am passionate about being an advocate for maintaining a high quality caring and nurturing environment for young children as these are their vital years.



HHH Full time Educators: Heather Charles (35 years Brunswick Heads Preschool/Lilly Pilly)

My journey as a childcare worker started when I became a mother to three children. I realised the importance of early learning and development, discovering each child was an individual with individual needs.

My love of children and my caring, nurturing happy nature and dedication took me on the early childhood teaching pathway into Lilly Pilly Preschool. I have worked here at Lilly Pilly Preschool for 25 years, first as permanent-partime and now fulltime. I have also had the opportunity to gain experience as a casual in a number of preschools in our local area, working as a support worker for children with additional needs.

I value the importance of children learning through play, song, dance and discovery of their world. When I am not in my Lilly Pilly role, I enjoy spending time with my grandchildren, gardening, cooking and being in nature.



FFF Possum Group Educator: Tania Collins (5 years Lilly Pilly)

I am mother to three beautiful boys who have steered me on a journey of conscious parenting for the last 18 years and in that time they each attended Lilly Pilly Little School. I was so inspired by the pre-schools rhythmical program and magic, that I sought the beautifully crafted "Art of Early Childhood" course offered by Samford Valley Steiner School in 2019. I then completed a diploma is "Early Childhood Education and Care" in 2022 while working in a support role at Lilly Pilly.

Caring for children is a privilege and I continue to be inspired by their joy and sheer delight in the simple things, their authenticity and their invaluable teachings. It is my passion to offer children a sense of awe in this ever increasingly busy and technological world. I also love to be creative and to explore the wondrous beauty in nature.



HHH Blossom Group Support Educator: Mardi Browning. (11 years Lilly Pilly)

Hi my name is Mardi. I 'm a mother of one beautiful daughter who came to Lilly Pilly several years ago. It was a magical experience for her, and I feel so blessed to be able to come back and share in the magic again here at Lilly Pilly.

I have always loved being with children, playing and caring for them, working as a nanny at a young age, and spending time volunteering for preschools in Spain, Morocco and Guatemala.

I have been here as a support worker at Lilly Pilly for the past two years. It is a role that I cherish, and feel blessed to be able to my spend time with here the children, supporting them and watching as they grow, explore, create and play.

I have a Diploma in visual Arts, where I mastered in drawing. I have studied Diploma in early childhood and education as well as permaculture. I have plans to further my studies in early childhood and education to deepen my knowledge and experience in this area.



HHH Possum Group Support Educator: Tastu Tokunaga.(4 years Lilly Pilly)

Hi, my name is Tatsu. I am originally from Japan but I now live in Ocean Shores with my wife and daughter. In my free time I love surfing and gardening. I have worked as a support teacher in New Zealand for 8 years before moving back to Australia. Alongside that I have been working as an energy healer for which I completed training in Japan in 1999. I am passionate about working with children. I like to share happiness, a sense of humour, excitement and kindness with children and to grow empathy together. I am looking forward to meeting you and your child.



FFF Possum Group Educator: Kerryn Harris (37 years Brunswick Heads Preschool/Lilly Pilly)

For the past 37 years I have had the joy and privilege of being part of children's play in early childhood education. It began in the late eighties after completing a Diploma in Teaching.

I was lucky to become part of a great team in 1989 at Lilly Pilly Preschool, then known as Brunswick Heads Community Preschool. The team and preschool has since grown alongside my passion and professional growth. I have a Diploma in Children's Services at Byron Bay Community College.

For me, working with children gives a beautiful insight into humanity and life and what's important. I thank children for that, as they have certainly enriched my life.

Along with my love of my family is my love and appreciation and desire to preserve the environment. Its beauty and wonders can take me walking, sailing, kayaking or horse riding. My animals (dogs, horse, chooks) are also very dear to my heart. I do my best to follow a self-sufficient path, with a good veggie patch. I also find cooking very fulfilling. All these beautiful things make me happy!



FFF Blossom Group Educator Rana Sturm (10 years Lilly Pilly)

Hi, my name is Rana and I am a permanent part time educator in the Frangipani Flower Friends Playroom here at Lilly Pilly.
I am a mother to my beautiful twin girls Hazel and Lola and have been an educator here at Lilly Pilly Little School for the past 10 years. I am a passionate Diploma trained educator and completed my advanced Diploma at Swinburn University in Melbourne in 2016. I absolutely cherish my time with children and love to explore the wonders of their world. They always spark new joy and curiosity in my day and seeing their eyes light up at new discoveries is an absolute highlight for me. I volunteered here at Lilly Pilly when I was 19 years old and the magic of the pre-school is something that stuck with me for so many years and was a real driving force behind completing my study in order to return this beautiful space.
Outside of Early Childhood Education I love to spend my time with my family, camping, dancing or training at the gym.



Support Educator: Fernanda Lena (3 years Lilly Pilly)

My name is Fernanda Lena, I am an Early Childhood teacher trained in Brazil, where I come from, and a Diploma of Child Care, trained in Australia. My connection with Lilly Pilly started in 2023 when I worked as a casual bilingual support worker. This wonderful experience made me very curious about Waldorf Steiner education, so in 2024 I trained at the Sydney Steiner College completing a Steiner Education Early Childhood course. Most of my professional years in early childhood were spent in Sydney where I lived and worked in children services for two local government areas for 25 years. I have travelled extensively and lived in a few countries before settling in Australia.
I respect and value the principles of diversity, social justice, strong and respectful relationships with children and their families and connection to the community and to country.
The importance of maintaining the home language is also high in my agenda. In our family we speak 4 languages and are very proud of it.
I believe every child is unique and is connected and supported by family, culture and community. I learn from them as much as they learn from and are guided by me



Support Educator: Jess Hannagan (2 years Lilly Pilly)

As a little girl I was very blessed to spend the first four years of my schooling at a beautiful Steiner School and I have been involved in Steiner education in one way or another for many years. Some years ago I enjoyed working with Ballina Byron Family Day Care and Rainbow Bridge Family Day Care. I also took care of children through In Home Care. Eight years ago, I was fortunate enough to work at Lilly Pilly Preschool! For seven years I enjoyed working at Shearwater Preschool. I thoroughly enjoyed running my own private Day Care in my home for five years. I returned to Lilly Pilly at the beginning of this year and I absolutely love being here!

I feel deeply honoured and grateful to have young children in my care. I am passionate about Steiner inspired early childhood education and childhood development, among other things. I trained in Community Services before moving into Early Childhood Education and Care. I have a strong musical background and love share music with children.



Support Educator: Kristy Ezeanata (6 years Lilly Pilly)

Hi there, my name is Kristy...
My Lilly Pilly journey began when I was just 4 years old. I attended Brunswick heads community preschool which is now known as Lilly Pilly.. I was so blessed to have our beautiful Kerryn as my teacher.
Watching my Mum become the most beautiful educator growing up, I always said I would love to be just like her, so here I am, diploma trained working alongside the most beautiful team and of course my Mum. I Have four beautiful children who are all now in school. As I was an educator here many years ago, I have now returned to continue my journey and share my love.
Working with children brings so much joy, every day is never the same. I love being a part of this magical space and watching the children grow.



Support Educator: Sabrina Nederlof (3 years Lilly Pilly)

Hello, I'm Sabrina. I'm a passionate mum who loves working with young children and supporting them as they discover the wonderful world around them. I'm blessed with two beautiful little ones of my own, who constantly inspire me to embrace the joys, surprises and challenges of parenthood.
Through my own journey as a mum, I've developed a deep appreciation for the love, patience, care and understanding every child needs to feel safe, valued and free to grow into their own unique little person.
I love the magic of early childhood: little muddy hands, big imaginations, curious questions, spontaneous adventures and the wonder that can be found in the simplest things.
Originally from the Netherlands, I've called Australia home for over 11 years. You'll often find me near the ocean, enjoying hikes, spending time with family and friends or dreaming about my next adventure.
I'm excited to continue learning and growing alongside the beautiful Lily Pilly community. I feel very fortunate to be part of a place that values the rhythms of nature, the magic of imagination and the importance of allowing children to develop at their own pace.
I look forward to sharing in the everyday adventures, little discoveries and special moments that make these early years so precious.

"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