



## February Newsletter

The staff for Term 1, 2022 include

- Anne Whittleston (Director / Teacher)
- Jen Reid (Assistant Director / Educator)
- Nathan McGuinness (Community Development Coordinator)
- Tamara Hall (Speech Pathologist)
- Sarah Harry (Occupational Therapist)
- Janet Hazel (Teacher)
- Michelle Cullen (Teacher)
- Roshni Amroliwala (Teacher)
- Magdaline Saredakis (Educator)
- Coby Romano (Educator)
- Adrienne Hicks (Educator)
- Noella Saad (Educator)
- Lisa Mildrum (Educator)
- Jodie Murray (Educator)
- Andrea Randell (Educator)
- Le-arna Rathjen (Educator)
- Julia Tilley (Educator)
- Iona Angely (Educator)
- Rinjani Bonavidi (Educator)
- Jess Maher (Educator)
- Lisa Chalmers (Educator)
- Mayuko Mulholland (Educator)
- Yogini Patel (Educator)
- Kelly McDonald (Educator)
- Cathy Mazzarolo (Admin Officer)
- Kylie Webster (Finance Officer)
- Jo Oliver (Cook / Educator)
- Nobuko Nakajima (Cook / Educator)
- Simon Costello (Groundsperson)

**A warm welcome to families who are new to our Centre and welcome back to our existing families.**

### Covid Management Plan

No matter how much we were hoping for a different start to the New Year, the Omicron wave of Covid – 19 has already provided challenges for us all.

Unfortunately due to 2 separate positive Covid cases connected to our Centre we were directed to close our Childcare Program on two separate occasions in January.

SA Health and the Department for Education has provided new guidance on how to manage cases of COVID-19 in our Children's Centre.

The new arrangements recognise the importance of providing quality education and care for our children while minimising the risk of COVID-19 transmission.

All Department for Education schools, preschools and Children's Centres will from January 31<sup>st</sup> 2022, remain open if there is a case of COVID-19 under the new arrangements.

**It's very important that you notify us immediately if your child tests positive to COVID-19.**

Copies of the new Covid Management Plan were emailed to all families. Copies of the plan are available in our front office or can be resent to you if needed.

### ATTENDANCE

The Department for Education (DfE) Enrolment policy states that children are entitled to 15 hours preschool / week for one year prior to commencing school.

Arriving at 8.30am gives children time to organise their belongings; choose an activity and connect with their peers before the little bells ring to signal time to come inside for a structured group time.

**This half hour (8.30 to 9.00am) is extremely important for your child – PLEASE make every effort to arrive @ 8.30am**

Our Long Day Care Program offers a minimum of 2 days/ week and a maximum of 3 days/ week.

**Please ensure your child's regular attendance!**

**Please phone us and let us know if your child is not attending for the day. Phone: 82512700**

**Please note:** It is a National Quality Standard (NQS) regulatory requirement that children are signed in and signed out when both arriving and departing each day.

**Please ensure that all children are accompanied by an adult before opening the gates- if a child is observed to be on their own please accompany them back to a staff member!!**

The Children's Centre is open from **7am** via the Northern Entrance for children booked into morning Child Care.

The main entrance is opened at 8:30am for all programs including Preschool, Long Day Care and Community Programs. The Department for Education Preschool session times are:

8.30 - 11.30 (morning session) and

12.15–3.15 (afternoon session)

For children new to our Centre, or who have not attended for some time, we ask parents/ caregivers to please remind their child where the toilets and hand washing facilities are located and where and how to get a drink of water.

For safety reasons it is imperative that the Educators are aware of who is going to be collecting your child from the Centre. If for some reason you are unable to make it to the Children's Centre yourself and have arranged for someone else to collect your child - **please write their name in the Comments section of the sign-in sheets and notify a staff member and /or please ring the Centre and notify the staff of these changes.**

This person will be asked to provide proof of their identity (eg driver's license) – if they are new to the Centre.

Please also note that it is **not** appropriate to send siblings into the building while you wait in the car.

### Child Care Subsidy

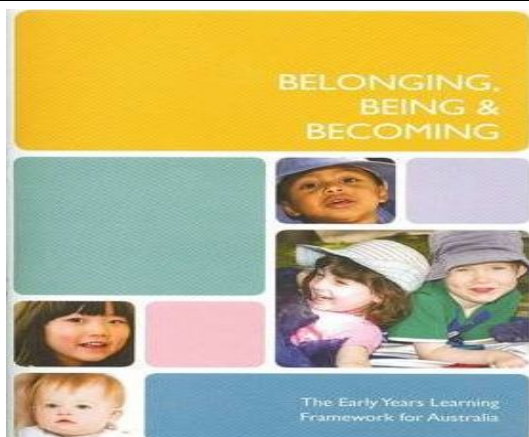
Families whose children access either

- ✓ Long Day Care
- ✓ Between Session Care
- ✓ Before Preschool Care
- ✓ After Preschool Care
- ✓ Lunch and Afternoon Care

**may be eligible for the Childcare Subsidy**

To ensure that you receive your entitled Subsidy

1. **Go into the MyGov App**
  2. **Check for a "Task to Action" to confirm your child's enrolment @ Keithcot Farm Children's Centre Childcare Inc.**
- If you need any assistance with this process, please see Cathy (Front office) asap.*



The **Early Years Learning Framework (EYLF)** describes the principles, practice and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.

The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children's learning providing the most appropriate stimulus for brain development. Through play the Framework recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

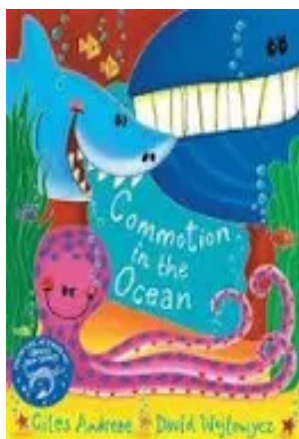
Throughout the year our multi-disciplinary team engage in a range of training and development which keeps us up to date with local and international research. *"There is now an impressive body of evidence from a wide range of sources, demonstrating that early childhood development affects health, well-being, and competence across the balance of the life course. Quality interactions during the earliest stages of life play a crucial role in shaping children's perceptual, cognitive and linguistic ability, their physical, social and emotional development and physical and mental health, activity, skills and behaviour in adult life."* Moore and Australian Research Alliance for Children and Youth.

On 27 January 2022 our integrated Multidisciplinary team of Early Childhood Teachers and Educators from across our Preschool and Long Day Care Programs, along with our Speech Pathologist and Occupational Therapist and our Community Development Coordinator, met together through an online TEAMS platform for a **Professional Learning Day** to reflect on our curriculum priorities.

We have an Improvement Goal which forms part of our Preschool Quality Improvement Plan (PQIP).

**"To increase children's Emergent Literacy Skills".**

To support this we have participated in a 'Buy In' with the Department for Education Support Services to increase the time of our Speech Pathologist (Tamara). This will enable Tamara to work with us on a book based programme focusing on the book **Commotion in the Ocean** across our integrated site.



We use books to target the development of a number of language areas including vocabulary, concepts, following instructions, grammar, questioning, recalling, predicting, sequencing and cause & effect. Current research indicates that using a book as a basis to support oral language and early literacy programming over an extended period of time (such as a school term) has many benefits.

- ✓ The ability to focus deeply on a story to develop children's knowledge and understanding.
- ✓ Being able to explore a range of topics, themes and concepts.
- ✓ A vehicle for deep learning, particularly related to vocabulary and oral language.
- ✓ Lots of opportunities for scaffolding of language particularly due to the repetition built into the book based program.

While reviewing the progress of our 2021 PQIP, one area that was identified by Educators as an area for improvement, is how we support children with their motor skill development. *There is strong evidence to suggest that a child's motor skill development is a strong predictor of a child's ability to participate in intentional learning experiences and their later social and academic achievement.*

To support this we have participated in a Buy In with the Department for Education Support Services to increase the time of our Occupational Therapist (Sarah). This will enable Sarah to individually screen our Preschool children early in term 1. This screening will look at children's gross motor and fine motor skills and provide a baseline from which our Teachers can target specific skills within everyday learning experiences and identify children who require additional support or referral to other services.

Each child has a portfolio which is an interactive way to share our understanding of your child's learning and development. We record "Learning Stories", jottings, photos and anecdotes about your child's experiences in our program in relation to The Early Years Learning Framework which capture important milestones; interests; noticing's and achievements. You could share some stories/photos about your child at home and the things you think are important and add it to your child's portfolio.

That way we can *together* create a lasting record of your child's learning at home, in the community and in our program. Please take the portfolio home to read with your family but ensure it returns so we can add more stories!

In 2022 we will reflect on our principles and practices in relation to **The Rights of the Child**.

The United Nation Convention on the Rights of the Child (UNCRC) contains 54 articles or principles that group children's rights into 4 core areas.

1. **Prevention** – rights to health care and to play and rest.
2. **Provision** – access to high quality Education.
3. **Protection** – from harm, abuse and exploitation.
4. **Participation** – children's right to be "heard" and to express their views on matters that impact on them.

As children become familiar with our routines and begin to develop relationships with others, we will support their learning about fair and unfair as part of developing their sense of equity and social justice.

As Educators we may say to a child ...

*"I know that you want to stay on the swing, but it is time for someone else to have a turn. You can have another turn later".*

As Educators we may ask a child ...

*"Is it fair to take all the blocks so that no one else can play with them?"*

In 2022 we will continue to implement the

**'Keeping Safe' Child Protection Curriculum** - across our site.

'Keeping Safe' is a child safety program for children and young people from age 3 to year 12. It teaches children to:

- recognise abuse and tell a trusted adult about it
- understand what is appropriate and inappropriate touching
- understand ways of keeping themselves safe.

'Keeping Safe' is mandated in all public preschools and schools and is taught by teachers who have completed a full day training course. It is a world-class, evidence-based child safety program that is used by a range of other Australian and international schools.

### Why we teach children about 'Keeping Safe'.

The Department for Education has a legal responsibility to protect children and young people from abuse in its own settings and in the wider community. All children and young people have a right to:

- be treated with respect and to be protected from harm
- be asked for their opinions about things that affect their lives and to be listened to
- feel and be safe in their interactions with adults and other children and young people
- understand as early as possible what is meant by 'feeling and being safe'

In **2022** we will continue to implement **You can do it!**

This program is based on the social-emotional-motivational attitudes and competencies that research indicates are the foundations young people need to be successful and happy. The 5 Social-Emotional Capabilities (Foundations) are:

**Confidence:** Not being afraid to make mistakes, or try something new.

**Persistence:** trying hard and not giving up

**Organisation:** taking care of belongings.

**Getting Along:** sharing; taking turns; being respectful, fair, and caring.

**Emotional Resilience:** knowing how to stop yourself from getting extremely angry, or worried.



Right to Left: Oscar Organisation, Ricky Resilience, Connie Confidence, Gabby Getalong and Pete Persistence.

### Sun Safety

To ensure that the children are protected from the harmful effects of the sun, we ask that all children bring a **named** hat which is either a Legionnaire or wide brimmed style that protects their face neck and ears, each day. Hats with a front peak only (Baseball caps) are not an acceptable means of protection for the neck and ears.

**Please note: hats with ties are a safety hazard – please remove any toggles / ties from your child's hat.**

Navy Blue Legionnaire Hats are available for purchase @ \$4.00 each.

**Sunscreen** will be reapplied through the day in line with the current Cancer Council recommendations.

We use sensitive sunscreen supplied by the Cancer Council.

(If your child has a medical need for a particular brand of sunscreen (eg- allergic to others) **we need a letter detailing exactly what sunscreen your child needs from your Doctor** and you will need to supply this sunscreen.

If you do not want your child to receive any sunscreen- please put your request in writing and it will be filed with your child's personal documentation.

Please do not send children with exposed shoulders/ backs. These children will be asked to put on a t-shirt or will be required to spend all day inside as sunscreen alone is not an acceptable means of protection for these body parts during the hot summer months.

### ADMINISTRATION OF MEDICATION

We are committed to providing and maintaining a safe and healthy environment for staff, children, families, volunteers and visitors. This is achieved through an effective approach to the management of Workplace Health and Safety which includes the administration of medication to children.

Staff at the centre will assist with children's medication if:

- The parent has completed and signed the sites 'Request to Administer Medication' paperwork;
- The child's medical practitioner has completed the necessary sections in the sites 'Request to Administer Medication' paperwork;
- The medication is prescribed by a doctor and has the original label detailing the child's name, required dosage and storage requirements.
- Medication should not be left in a child's bag. It should be given directly to the staff member and stored in the first aid cabinet or fridge.
- Non prescription medication eg Paracetamol, Demazin etc. will not be administered by staff, unless supported by a written medication plan authorised by a Doctor and also written on their surgery letterhead.

### Immunisation

To maintain your child's ongoing enrolment, it is essential that families provide us with **UPDATED immunisation history statements**

The Australian Immunisation Register (AIR) is a national register that records vaccines and Immunisation History Statements can be accessed in the following ways:

- Online through MyGov
- Medicare Express Plus App – once a MyGov account has been created.
- Over the phone by calling AIR 1800 653 809



**Please note:** all our staff and volunteers are double vaccinated and will soon all have the Booster against COVID 19

### Health Checks

As part of a range of services to children and families in SA, the State Government provides funding to Child and Youth Health to offer free health assessments for Preschool children. A CYH Nurse will provide assessments on

**Wednesday 16 February 2022**

Unfortunately due to ongoing Covid restrictions, this may only be a phone consultation.

If your child is 4 years and 3 months or older please collect a consent form from our front office. **Bookings essential**



## Children's Centre Governance

At Keithcot Farm Children's Centre we have 2 Constitutions and two Governing Councils, one for Preschool, Allied Health and Community Development Programs and the other for our Long Day Care program.

Membership of the Governing Council consists of parents elected at the Annual General Meeting in December and the staff leadership team. We still have several vacancies on both Governing Councils and would be delighted if you could nominate for one or both.

Educators and staff in partnership with the 2 Governing Councils

- Identify strategic priorities annually within a Preschool Quality Improvement Plan (PQIP).
- Work collaboratively to strengthen community partnerships
- Use human resources flexibly, effectively and efficiently.
- Are accountable to the local community.

Throughout the year we will be reviewing and updating our Children's Centre Policies.

Our first meeting for 2022 is scheduled for

**Monday 21 February @ 7pm.**

*Due to the ongoing nature of the Pandemic, this meeting will be held online.*

We will review our National Quality Standards (NQS) policies and procedures relating to -  
Quality Area 1: Educational Program & Practices and  
Quality Area 5: Relationships with Children.

- Supervision Policy
- Interactions with Children
- Inclusive Practices
- Curriculum Planning
- Transitions for Children
- Children and Multi-media
- Water safety
- Excursions
- Environment

## Parent Complaint Policy

We all expect quality and expert care and teaching for children in order that they achieve their potential.

We also recognise that at times things may go wrong.

If you have a concern or a complaint, we want you to let us know.

It's important to learn from mistakes or misunderstandings so that we can improve your child's experience and learning, and also improve processes where possible.

A complaint may be made by a parent if they think that the Children's Centre has, for example:

- done something wrong
- failed to do something it should have done
- acted unfairly or impolitely.

Your concern or complaint may be about:

- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice.

Sometimes a complaint is about something we have to do because of State or Federal law. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.

The first step in working through a complaint is to talk to your child's Primary Educator. (If you do not know who this is – please ask Anne or Jen or give us a call on 82512700).

If you still are not satisfied then please refer the concern to

**Anne Whittleston: Director – Education and Care.**

E: [Anne.whittleston916@schools.sa.edu.au](mailto:Anne.whittleston916@schools.sa.edu.au)

## Allied Health in Children's Centres

In 2022 our Centre will continue to participate in the Allied Health in Children's Centres program. This program provides a Speech Pathologist – Tamara Hall and an Occupational Therapist – Sarah Harry one and a half days / week.

In term 1, Tamara has taken leave from Allied Health. She will be working at our Centre through a "Buy In" arrangement and with Support Services.

Speech Pathology and Occupational Therapy have been identified as having key roles in providing early intervention services to promote optimal child development outcomes and complement the role of Teachers and Educators employed across our Children's Centre's.

## Community Development

Nathan, our Community Development Coordinator develops a timetable of programs in collaboration with our multidisciplinary team. Unfortunately these community programs are on hold due to the current restrictions limiting the number of visitors to our Centre.

The programs are selected in response to the needs and interests of families and parents so feel free to email or ring Nathan with your ideas or something in particular you're looking for.

We are offering an Online **Coffee and Catch Up.**

This will be in conjunction with our Occupational Therapist (Sarah) and local Community Development Coordinators including Nathan. A great opportunity for a general chat either about wellbeing; preparing little ones for the year ahead; or letting us know of ideas you would like to discuss as we move forward.

**Please register at least the day before with Nathan**

[NATHAN.MCGUINNESS3@SA.GOV.AU](mailto:NATHAN.MCGUINNESS3@SA.GOV.AU) 82512700

4 February 10.30 – 11.30am

8 February 10.30 - 11.30am

18 February 10.30 – 11.30am

22 February 10.30- 11.30am

## Children's Personal Belongings



Please write your child's name on the inside of their shoes

/sandals. This will make matching the right feet to the right shoes

much easier!

**Please clearly write names on all belongings.**



Please check the **Lost Property Rack** for any items which may belong to your child.

All remaining items will be donated to charity at the end of each term.

## Car Park

The Children's Centre Car Park is available for families to access **before 8.15 am and after 3.00pm**. Please **do not** park in between these hours in the Children's Centre or school carpark as they are for the Children's Centre staff and people who have been issued with a Car Park. Please obey the signs, and do not leave your car unattended in the "Kiss and Drop Zones" during school drop off and pick up times.

We have been informed by the South Australian Police Department (SAPOL) that at the beginning of each school term all available police patrols will be dispatched to all schools, preschools and Children's Centres with the focus on the enforcement of speed limits, parking infringements and dangerous driving.

They may also be drug and alcohol testing drivers. The Tea Tree Gully Council will also be active with parking inspectors supporting the SAPOL initiative.

If you witness a driver breaking the road rules around our Children's Centre, SAPOL are encouraging families and staff to record the vehicle registration number and report it to **131 444**. The Police will talk to and possibly fine these irresponsible people.