

KARCULTABY SCHOOL BASED PRESCHOOL

RESPECT - RESPONSIBILITY - PERSEVERANCE

Parent Information Handbook





Contents

1. Welcome
2. Enrolment
3. Statement of philosophy
4. Curriculum
5. Assessment and reporting
6. Session times
7. Bus travel
8. Fees
9. Communication
10. What your child needs to bring
11. The daily routine
12. Behaviour
13. Support services
14. Community library
15. Parental involvement
16. School transition
17. Policies

Contact Information

Phone: 08 8626 3077

Front office mobile: 0409 684 164

Principal's school phone: 0419 467 540

Bushfire safe refuge phone: 08 8626 3097

Postal address: PMB 9 Minnipa SA 5654

Email: dl.1123.info@schools.sa.edu.au

Website: www.karcultas.sa.edu.au





1. Welcome!

Welcome to Karcultaby Area School Based Preschool. We acknowledge the Wirangu and Nawu people, as the traditional owners of this land. We are fortunate that our Preschool is located on school grounds, which means we can access and share school facilities. Our unique location means that we are surrounded by 300 acres of land.

We understand that families are their child's first and most influential educators. At Karcultaby School Based Preschool we aim to create secure, trusting, and respectful partnerships between home and preschool. We value family voice and use their contributions to identify and build on each child's strengths. We encourage families to join the Early Years Committee, Governing Council and/or Parents and Friends Committee, so they can be further involved in their child's learning journey.

At Karcultaby School Based Preschool, we will offer a play-based learning environment. Learning through play enhances children's social, emotional, physical, and cognitive skills and capabilities. Our aim is to provide an environment that is flexible, child-centred and encourages group and individual learning. Educators and children will co-construct learning together, as we view children as competent and capable learners.

This handbook outlines some information about Karcultaby School Based Preschool and how it operates. If you have any comments or questions, please don't hesitate to contact our staff. We feel privileged to be a part of your child's learning journey and look forward to working closely with you and your family.

Sincerely yours

Neil Seaman (Principal)
Karcultaby Area School

Developing life-long learners



2. Enrolment

Children are entitled to access four terms of preschool in the year before they start school for a total of 600 minutes. There are two major intakes for children enrolling in preschools. Intake 1 for children starting at the beginning of the year (term 1), and intake 2 is for children starting mid-year (term 3).

Intake 1- Children who turn 4 years of age before May 1, are eligible to start preschool at the beginning of the school year (term 1).

Intake 2- Children who turn 4 years of age before 1 November are eligible to start preschool mid-year the same year (term 3). Children that start in the mid-year intake will commence reception in the following mid-year and will undertake 6 terms of reception.

Early entry

Early entry to preschool is available for children who meet the specific requirements of:

- Aboriginal children and children under guardianship of the Minister
- Identified gifted and talented
- Interstate and overseas transfers
- Australian Defence Force families

Early entry may be considered for:

- Children with additional needs and/or disability
- Children with emerging English as an additional language or dialect (EALD)
- Children who are at significant risk due to family circumstances.

Early entry is decided on a case by case basis. Principals may negotiate early entry when:

- Additional time at preschool is likely to significantly improve a child's learning and developmental outcomes and,
- Consultation has occurred between the principal, preschool staff, parents/carers and, where applicable, support personnel.

Early entry may commence for up to 3 hours per week in the first term. This can then increase to a maximum of 6 hours per week from the beginning of the second term of early entry.



Enrolment continued

Proof of age requirements

At the time of enrolling in preschool, parents or guardians are required to provide proof of their child's birth date. One of the following documents will be accepted:

- Passport
- Birth certificate
- Official Centrelink documentation which states the child's name and birth date.

Immunisation evidence

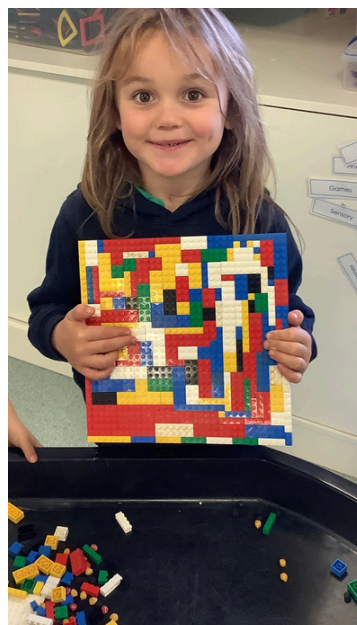
To enrol in preschool, your child **must** be up to date with all immunisation requirements and an approved immunisation record, from My Gov/Medicare must be presented at the time of enrolling in preschool. The No Jab No Play policy is part of the South Australian Public Health Act.

Preschool enrolment form

Families are required to complete a preschool enrolment form which includes details about medical conditions or allergies. More information may be requested from preschool staff to ensure the safety of your child while at preschool. If anything changes throughout the year, please let staff know.

Supported Program

The Principal and preschool teacher in negotiation with the Early Years committee will determine whether there will be an invitation to Supported Program. The supported program must comply with the Education and Care Services National Regulation and no more than 10 children can attend the program when one staff member is present. Priority must be given to eligible preschool enrolments. A supported education program may be provided to children for a maximum of two terms prior to enrolling in preschool.





3. Statement of philosophy

Acknowledgement

Here is the land. Here is the sky. Here are my friends, and here am I. We thank the Nawu and Banggarla people for the land on which we learn and play. Hands up, hands down. We're on Nawu and Banggarla ground.

Our Place

Karcultaby School Based Preschool aims to create secure, trusting, and respectful partnerships between home and preschool. We value family voice and use their contributions to identify and build on each child's strengths.

Karcultaby School Based Preschool offers a play-based learning environment. This enhances children's social, emotional, physical, and cognitive skills and capabilities. We provide an environment that is flexible, child-centred and encourages group and individual learning.

Our values

We value

- Respect
- Responsibility
- Perseverance

Our Beliefs

We believe:

Our children are curious, open and able to be in the moment. They bring knowledge and interests from their home and community life. They are connected, supportive, caring and empathic. Every child is capable and competent and has rich potential.

That families are children's first and most enduring educators. They know their children and can advocate for them. Building partnerships with families through open communication and trusting each other, supports children's learning, development and wellbeing.

Children learn when they are able to engage with and draw on their thoughts, ideas and questions and through hands on experiences. They need to initiate and drive their own learning, both individually and collaboratively, as they construct understandings of the world. They thrive when they have opportunities to think critically, question, explore, be intentional and creative.

A welcoming, inclusive and engaging environment supports children's learning. Children engage with curiosity and creativity within the learning environment and have both rights and responsibilities to each other and the natural world.

Opportunities to use open ended materials, with the ability to revisit and go deeper with inquiry provokes thinking and learning. An environment that promotes sustained shared thinking and conversation builds children's communication and meaning making.



3. Statement of philosophy continued

Our Commitments

We will base our planning on individual interests, strengths and funds of knowledge in order to support each child to engage fully through play. We will actively seek information and ideas from families to use as a basis for intentional and responsive teaching.

We will strive to build authentic and meaningful relationships with families, where they feel welcome and encouraged to engage in their children's learning and development.

We will ensure that children develop skills and dispositions to support exploration of their thoughts, theories and learning, both individually and collaboratively. Provision of opportunities for sustained shared thinking, intentional purposeful play and communication will be embedded in our ongoing practice.

We will create and provide open ended and engaging learning environments that are accessible for children so they can initiate and follow their inquiries and learning. We will support children's understanding of rights, responsibilities and sustainability. Our learning spaces will be responsive to the culture and context of children's family and the wider community.

Our intentions

In 2024/5 we will

- Investigate ways to explore the ideas behind children's interests to plan intentionally for the group and for individuals
- Create a welcoming environment for families and plan for and implement face to face celebrations for families of children's learning twice a year
- Build capacity and confidence of educators to extend sustained shared thinking throughout the program and across the year.
- Reflect and gather data on the responsiveness of the learning environment to children's culture and context.

Endorsed by KAS Governing Council 23/09/2024



4. Curriculum

Preschool learning and development

The Early Years Learning Framework (EYLF) and literacy and numeracy indicators will be used to guide the programming, planning and assessment of children's learning.

The educational program builds on children's needs, interests and developmental levels through a play-based curriculum. We aim to provide opportunities for children to develop their curiosity, self-confidence, independence, social skills, problem-solving, literacy and numeracy skills. The mandatory Child Protection curriculum is taught every year.

Children's voice is actively engaged and incorporated within the program context. Extra curricula activities are organised to enrich children's learning, which include excursions, guest visitors and performances and whole school activities.

Integration with Reception/Year 1

In 2025, we will continue to integrate with the Reception/Year 1 students wherever possible. Activities and opportunities will include a weekly timeslot to encourage social and emotional development held in the Preschool and when possible, joint excursions to local events and locations. Reception/Year 1 students will occasionally be invited to play in the preschool yard with the preschool children at lunch times.

Early Years Learning Framework

Curriculum outcomes

- Children have a strong sense of identity
- Children are connected and contribute to their world
- Children are confident and informed learners
- Children are effective communicators
- Children have a strong sense of wellbeing.

Children have a strong sense of identity

Children learn about themselves and construct their own identity within the context of their family and wider communities. This includes relationships with people, places and things and the actions and responses of others. When children have positive experiences they develop an understanding of themselves as significant and respected, and feel a sense of belonging. ('who I am', 'how I belong' and 'what is my influence?').

Children are connected with and contribute to their world

Children broaden their experiences as participants in different relationships and communities. When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently. Children become socially responsible and show respect to the environment.

4. Curriculum continued

Children are confident and involved learners

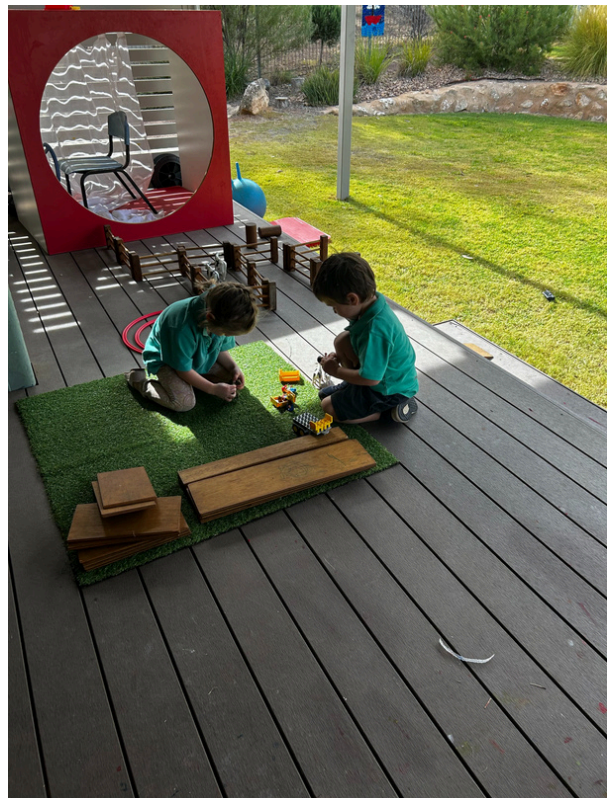
A sense of security and strong wellbeing gives children the confidence to explore and experiment and try out new ideas. This enables them to develop competence by being active and involved in their learning. Children use processes such as exploration, collaboration and problem solving across all aspects of the curriculum. Developing dispositions such as curiosity, persistence and creativity enables children to participate in and gain from learning.

Children are effective communicators

Literacy and numeracy capacities are important aspects of communication and are vital for successful learning across the curriculum. Children are intrinsically motivated to exchange ideas, thoughts, questions and feelings and use a range of mediums like dance, drama and music to express themselves, connect with others and extend their learning. Children's use of their home language underpins their sense of identity and is respected in order to develop competency in English language.

Children have a strong sense of wellbeing

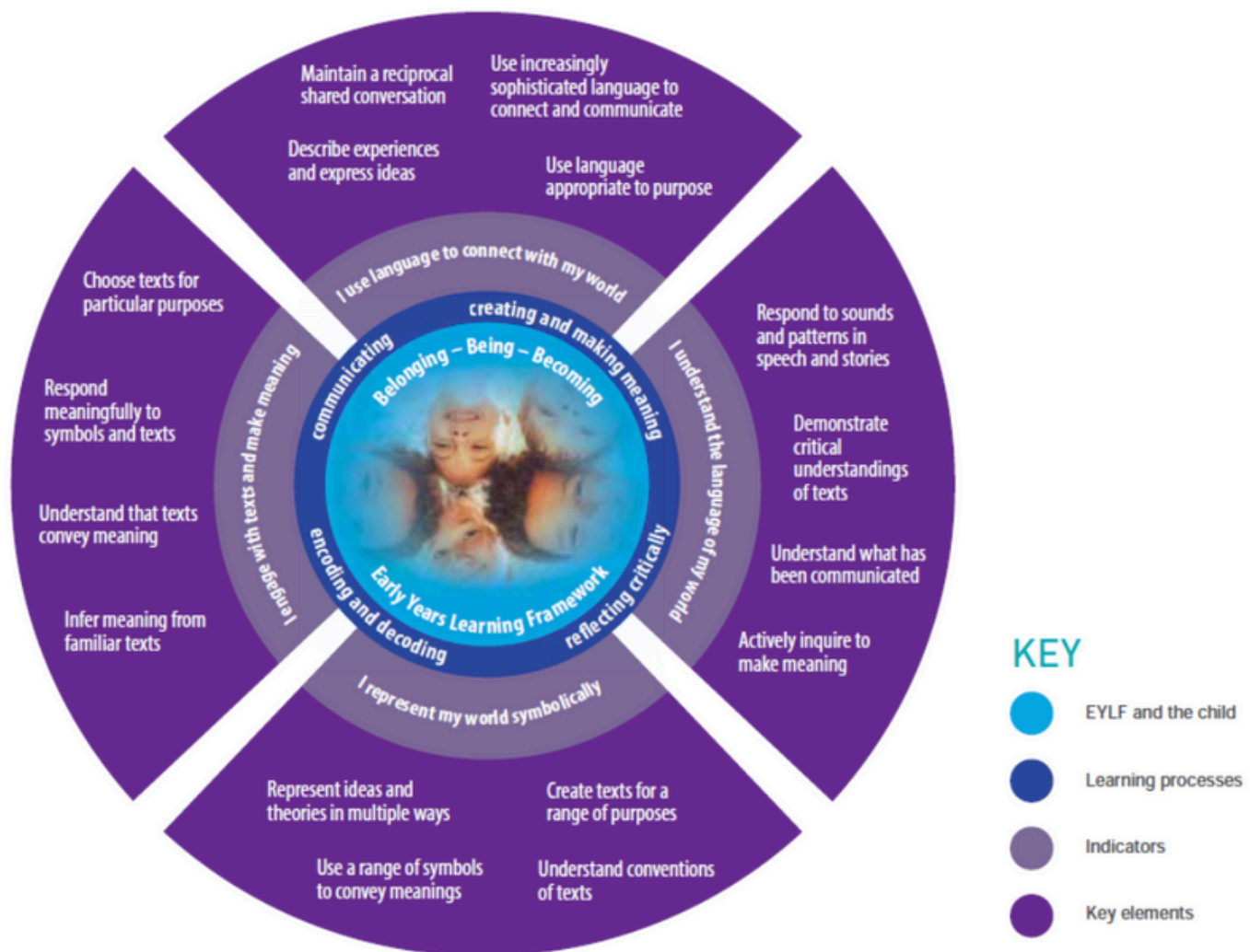
This includes good physical health, feelings of happiness, satisfaction and successful social relationships. A strong sense of wellbeing provides children with confidence and optimism and maximises their learning potential. Learning about healthy lifestyles including nutrition, personal hygiene, physical fitness, emotions and relationships is integral to wellbeing and confidence.



Literacy

Literacy is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, reading and writing.

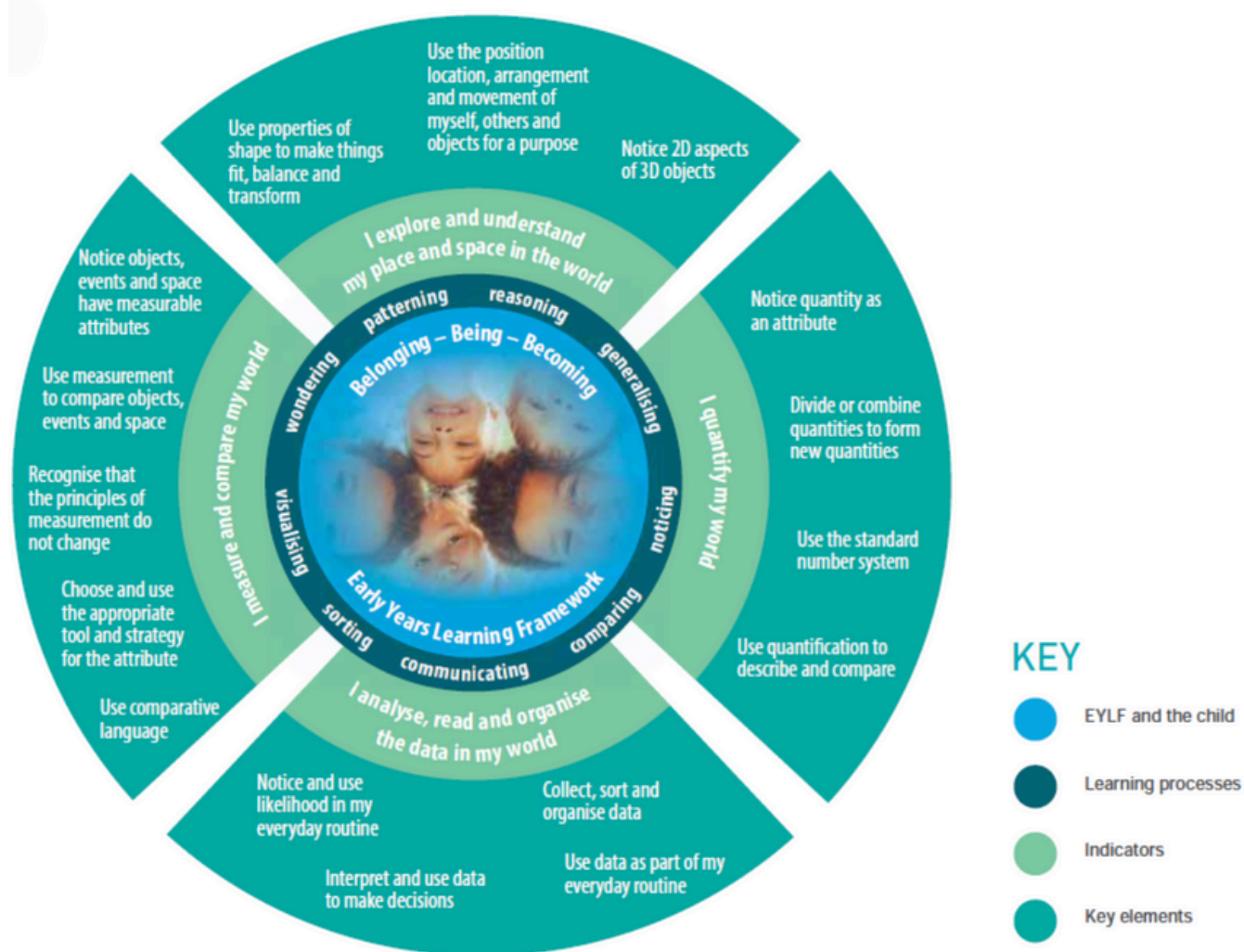
Contemporary texts include electronic and print-based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. Children benefit from opportunities to explore their world using technologies and to develop confidence in using digital media.



Numeracy

Numeracy is the capacity, confidence and disposition to use mathematics in daily life. Children bring new mathematical understandings through engaging in problem solving. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives. Spatial sense, structure and pattern, number, measurement, data argumentation, connections and exploring the world mathematically are the powerful mathematical ideas children need to become numerate.

Numeracy continued



Keeping Safe: Child Protection Curriculum

The Child Protection curriculum is implemented in schools, kindergartens and child care centres. The two main themes are:

- We all have the right to be safe.
- We can help ourselves to be safe by talking to people we trust.

Preschool Quality Improvement Plan

Preschools use the National Quality Standard (NQS) as the basis for self-assessment and planning. Each preschool is required to develop and implement a Preschool Quality Improvement Plan (PQIP) that targets improvement at the site level. The PQIP is informed by the results of self-assessment against the NQS and analysis of children's learning.

Preschool parents will be involved in the review process for the implementation of the priorities of the PQIP.



5. Assessment and reporting

As part of our commitment to monitoring and assessing individual children's progress we use a range of strategies including:

- Observations
- Samples of work and photos
- Discussions with the children
- Information from parents
- Learning stories and pedagogical documentation
- Screeners, including social skills, speech and Phonological Awareness Skills Mapping (PASM)

You will be informed about your child's progress through:

- Informal discussions and photos
- Interviews with families and children
- Learning stories and pedagogical documentation
- Newsletters and emails
- PASM screener twice a year
- **Intake 1** Statement of Learning in term 4.
- **Intake 2** Statement of Learning in term 2.

6. Session times

Preschool follows the school terms. At times there may be student free days which enable staff to attend training and development. This is in line with Department for Education guidelines.

School Term Dates

2025		2026	
Term 1:	28 Jan -11 Apr	Term 1:	27 Jan -10 Apr
Term 2:	28 Apr - 4 July	Term 2:	27 Apr - 3 July
Term 3:	21 July - 26 Sep	Term 3:	20 July - 25 Sep
Term 4:	13 Oct -12 Dec	Term 4:	12 Oct -11 Dec

Session times continued

Session times are from 8.45am when the school bus arrives until 3.10pm when the buses leave. Student free dates will be communicated directly to families by staff, in the preschool newsletter and the school newsletter.

Term 1	Tuesday and Thursday
Term 2	Tuesday and Thursday Alternate Wednesdays, odd weeks (1,3,5,7,9)
Term 3	Tuesday and Thursday Alternate Wednesdays, odd weeks (1,3,5,7,9)
Term 4	Tuesday and Thursday Alternate Wednesdays, odd weeks (1,3,5,7,9)

7. Bus travel

Preschool children are able to use the school bus to attend preschool as long as there are seats available. Permission may be withdrawn if the bus becomes full with primary or secondary students. Please contact the Front Office at KAS if you wish to use the bus and they will provide you with relevant information, including pick up/drop off times and locations. Preschool students are only permitted to travel on their designated bus.

We have three buses that bring children to school.

The bus route names and the regular drivers are:

• Minnipa	John Goodwin	0400 903 645
	and Rick Hewson	0429 824 652
• Cungena	Brian Moroney	0413 343 396
• Chandada	Patrea Carey	0400 872 885
	and Bronwyn Tomney	0427 891 113

All buses operate on UHF channel 11

Parents/carers are to notify bus drivers when children are not on buses.

Pick up and drop off times and locations will be communicated to families. Children need to be at bus stops at least 5 minutes before the bus is due in the mornings. Buses will not wait for late children.

Families are required to supply a booster seat for the bus. The booster seat must meet the legislated rules and Australian Standards. 'Choosing the right restraint for your child' publication by the Government of South Australia will give you the information you need and will be part of your enrolment pack (copy to be emailed).

Families are also required to complete the 'Authorisation for Transport of children in Education and Care Services' form. The Principal will complete a Risk Assessment for each child travelling on the bus and this can be accessed or viewed on request.

Bus travel continued

All children are required to follow the bus rules and the 'School bus use code of practice'.

Our 'Bus Travel Policy' is available on request and is displayed in the preschool.

8. Fees

Fees for preschool are \$65 per term regardless of how many sessions children attend.

Invoices will be issued. Please return payment promptly to the preschool or school front office or pay via direct deposit on internet banking.

Fees may be paid annually, termly or in installments.

You will be advised of Supported Program fees, if this program is available.

9. Communication

We believe good communication is vital in sharing information and supporting good relationships with families.

Confidentiality

Educators respect the confidentiality of all matters relating to your child and family unless we have written or verbal consent.

Information noticeboard

On the notice board in the preschool there is important and interesting information about the preschool and other children's services and community events.

Newsletters

Families will receive a preschool newsletter once per term, informing them about significant preschool dates and the term program. Families can also ask at the front office to receive the school newsletter via email.



Communication continued

Visitors sign-in

If you are visiting the preschool or picking up or dropping off your child, please go through the school front office and sign in.

Communication book/ absences

We have a communication book used for sharing daily information with families. Families are particularly encouraged to use it to let staff know of any upcoming absences. Please inform educators if your child is being collected by someone other than yourself.

Emails or text

Preschool or school staff may communicate relevant information via email, text, Facebook and school newsletter.

If you have any concerns please contact Jane through the front office 8626 3077 or email: Jane.Forrest306@schools.sa.edu.au

Change of details

Please inform staff if there are any changes in your contact details as current records are important in an emergency.

Grievance Procedure

Our staff are here to ensure you and your child enjoy a happy and healthy experience at Karcultaby Preschool. Should a problem arise that you feel you need to resolve with our staff, then please let us know. Communication is key. The first person to speak to is always the teacher or a staff member. Should this not be the case and you find yourself unsatisfied with the outcome, please contact the Principal, preschool director, delegated leader or manager who can work with you and the educator to resolve the problem. All grievances will be taken seriously and our best efforts to resolve the issue will always be forthcoming.

Our Grievance Procedure is available on request and is displayed in the preschool policy folder.





10. What your child needs to bring

Please name all personal items clearly.

- Wear practical clothing and shoes

Old stock of Karcultaby School Based Preschool t-shirts, jumpers and hats are available for sale. New Karcultaby School Based Preschool t-shirts and jumpers can be ordered. Please see information in the enrolment pack.

- Broad brimmed hat without a chin cord to be worn when playing outside
- Water bottle
- Healthy snack/lunch in re-useable containers
- Bag/backpack (large enough to fit child's belongings in)
- Change of clothes
- Communication book (children will receive this when they start)
- Sunscreen applied before arriving.

What to leave home

- Toys or special items unless they are related to the curriculum. Should your child need a security toy, please discuss with staff.

11. The daily routine

8:45- On arrival at preschool, children are encouraged to sign in and unpack their bags, which includes putting lunch boxes onto the bench, drink bottles in the basket and hats in their locker.

Free Play- Throughout the morning, preschool children can participate in indoor play. A variety of learning provocations will be designed, according to children's interests and needs.

Morning mat time- Preschool children come together in small group or as a whole group. This may involve a story, singing, number rhymes, games and CPC discussions, helping children to become confident and involved. During this time, we discuss the daily routine and apply sun block.

Fruit time- Children are encouraged to go to the toilet, wash their hands and eat their fruit or vegetable snack (followed by other food snacks if needed).

Free Play- Children may choose to play in a range of play-based learning opportunities, indoors or outdoors. A variety of learning provocations will be designed, according to children's interests and needs.

Lunch time mat time- Preschool children come together in whole or small groups, focussing on literacy/numeracy games, music and/or movement.

12:50-1:30 Lunch time- Children are encouraged to go to the toilet, wash their hands and eat their lunch.

Free Play- Children may choose to play in a range of learning opportunities outside. Occasionally (dependent of preschool numbers) the R/1 children join the pre-schoolers for a lunch time play.



The daily routine continued

Relaxation time- Children are encouraged to join in with relaxation, focussing on mindfulness and regulation activities or quietly play indoors.

Afternoon Snack- Children are encouraged to go to the toilet, wash their hands and eat their afternoon snack. Children need to pack their bags in preparation for bus travel.

Free Play/ Pack Up/ Afternoon Mat time- Children have an opportunity for one final play, before assisting with packing up and final goodbyes.

3:05pm- Is home time and staff walk and assist children with getting onto the bus. Staff ensure children are properly secured in their child restraints.

*For one lesson a week, children visit the library to hear a story and borrow some books/ DVD's.

* Preschool children integrate with Buddy Class to engage in combined learning opportunities.

12. Behaviour

At Karcultaby School Based Preschool we:

- Believe everyone has a right to be safe
- Provide a safe and supportive environment
- Promote positive relationships
- Provide strategies for managing and regulating behaviour.

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these including using safe feet, safe hands, safe mouth to verbalise these expectations as reminders to children
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist their child's wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.

Our 'Behaviour Guidance Code' is available on request and is displayed in the preschool policy folder.

13. Support services

The following support services are available through the Department for Education:

- Bi-lingual support
- Speech and Language
- Special Education
- Psychology
- Social Work

If staff believe a referral for a child may be required, they will discuss this with families and only with permission will it be submitted.

Child and Family Health Services (CAFHS)

CAFHS conduct medical and developmental checks on children from the age of 4 years and 3 months. Included are height, weight, hearing and eyesight tests. If you wish to seek advice about your child's health and development contact CAFHS on 1300 733 606.

14. Community Library

The preschool children visit the library once a week and after listening to a book being read, children are able to return borrowed items and borrow more. There is a limit of four borrowed items (3 books and 1 movie).

The community library on-site is well equipped with fiction, non-fiction, reference, magazines, audio-visual equipment, CDs, Health leaflets and many other resources. Our library is a part of South Australia's Public Libraries One Card system.

Patrons are able to become members of our library for free and have access to over 3 million items from throughout the state. The ease of searching for items and being able to place holds via the web is an excellent service. Material can be borrowed online from home and it will be delivered to the Karcultaby library. It can be returned through any community library. Library staff can help with this.

Families are strongly encouraged to borrow books from the library, as reading to children helps them learn about their world. It is a vital part of language and literacy development.

Families and wider community members are welcome to use the facilities at any time, including two computers for free online browsing.





15. Parent involvement

There are many ways to be involved in your child's learning during their preschool year;

- Encouraging oral language skill development at home; reading to them, discussing things of interest, listening to them uninterrupted, questioning etc.

More ideas can be found at <https://www.education.sa.gov.au/parenting-and-child-care/parenting>

- Being a guest visitor, in negotiation with staff, to share a skill or help with an activity;
- Being an active member of the Early Years committee;
- Consider taking on the chairperson, secretary or governing council representative roles;
- Offer to do some administration tasks, cleaning or gardening;
- Participate in fundraising activities;
- Respond to surveys /giving feedback on specific/general matters.

Early Years committee

The Early Years Committee is made up of all preschool parents/carers and a playgroup representative. It meets at least once per term. The committee is a sub-committee of the Governing Council. The roles of chairperson and secretary are elected from within the preschool parent body for the year, which could be on a rotation basis throughout the year.

Minutes are kept of all meetings and parents/carers are welcome to read them at any time. Information from meetings is included in the newsletter or sent home as required. Your input will certainly be valued.

16. School transition

Intake 1

The transition dates listed below may change, however revised dates will be communicated with families early in term 4.

Week 3

Parents/carers are invited to visit the foundation/year 1 class until recess on a preschool day which includes a school tour with the principal and a school information pack.

Week 4

Preschool children visit the reception class for a half day on a preschool day.

Week 5

Preschool children visit the reception class for a full day on a preschool day.

Note: If a child misses a session, they will not be able to make it up at another time.

Intake 1

The transition dates listed below may change, however revised dates will be communicated with families early in term 4.

Week 3

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School transition continued

Week 4

Preschool children visit the reception class for a half day on a preschool day.

Week 5

Preschool children visit the reception class for a full day on a preschool day.

Note: If a child misses a session, they will not be able to make it up at another time.

Extended transition

An extended transition, at the request of parents, may be granted to children with additional needs and/or disability, and who have a One Plan. Children may access additional time at preschool, for one term, in the form of a transitional arrangement with the school, if in the professional judgement of the preschool teacher and the school principal, and in collaboration with the relevant support services personnel and the family, additional time in the preschool learning environment would maximise the child's educational outcomes. During this transition period, the enrolment of the child will be at the school.

17. Policies

Our preschool must comply with all relevant Department policies, our site specific policies and the Education and Care Services Lae Act and Regulations. If you would like a copy or digital version of specific policies, please contact the preschool teacher or Principal. We are guided by the National Law and Regulations.

The Education and Care Services National Law is available at:

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

The Education and Care Services National Regulations is available at:

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

A summary of the some of the key policies are listed below.

- Local healthy food supply and nutrition policy
- Local sun protection policy
- Local water safety procedure
- Local sleep and rest procedure
- Site emergency management plan
- Local safe transportation procedure
- Local safe arrival procedure
- Service behaviour
- Statement of philosophy
- Quality Improvement Plan

Sun protection

The children are asked to wear broad brimmed hats when playing outside during term 1,3 and 4. We ask that you apply sunscreen to your child prior to coming to preschool otherwise sunscreen is available for children to apply on arrival and again throughout the day. The school provides SPF 30 or higher broad spectrum sunscreen. We ask that children wear sun protective clothing, including shirts with sleeves.



Policies continued

Allergy aware

If we have children who have severe food allergies, we will let you know as it's important to develop appropriate risk minimisation strategies. Children's needs are always considered in all activities particularly children with anaphylaxis.

First Aid and Medication

If your child requires the centre to administer medication, you must have a Health Care Plan from your doctor which states your child's name, frequency and size of dosage. A Medication Agreement must be completed by parents/ medical professionals, as medication will not be administered without this.

If your child requires regular or permanent medication (for Asthma and Allergies) please ensure that the centre has their own labelled box of medication for your child in the case of emergencies. Medication should never be left in children's bags.

Please note that these medical/health care plans MUST be given to the preschool teacher at the beginning of the preschool session to ensure the safety and wellbeing of your child.

Children who require antibiotics also require a health care plan from your doctor, before staff can administer this to them. Unless it is stipulated in the health care plan, staff are not allowed to administer pain relief to children.

Please also note that educators who do not feel comfortable administering medication are NOT compelled to do so and other arrangements will need to be made. Educators who administer medication will communicate this with parents at the time of administration.

Preschool educators will also complete a Safety and Risk Management plan, in conjunction with families, for any children who have a health care plan.

Minor injuries will be treated by staff, recorded and reported to families.

In the event of your child becoming ill or having an accident at preschool, we will contact you or your emergency contact person. In an emergency, staff will call an ambulance, which will be at the family's expense.

Child Illness or infectious disease

If your child is unwell prior to coming to preschool, it is in the best interests of all children to keep them home until they are well.

Please inform staff when your child has an infectious illness so the spreading of it can be minimised. A number of contagious illnesses require children to be exempt from attending preschool. Please contact staff if unsure.

[You've Got What? | SA Health](#) link explains exclusion periods for Preschool children.

Emergency Management/ Bushfire 'catastrophic' fire rating

If a catastrophic fire rating has been notified prior to the school day, our school and preschool will not open and buses will not run. Our bushfire rating is R2 –high risk and we have an emergency management plan as well as a bushfire response plan.

If a fire rating has been upgraded to catastrophic during a school day, school and buses will operate as normal unless exceptional circumstances apply.

If a bus route is cancelled, children will be supervised at school until it is safe to resume the travel or families collect them. Staff will contact families.

Bus drivers will make decisions to ensure the safety of the children if an emergency emerges en-route.



1800 000 279

Contact will be made with all families via text or phone, so it is imperative all contact details are up to date.

All school closures are coordinated by the education department Security and Emergency Management unit.

For more information on days of 'catastrophic' fire danger ratings, including school closures and changes to bus services, contact the Education Department Emergency Information Hotline on 1800 000 279.

Emergency procedures (Shelter in place, Lock down, Onsite Evacuations and Offsite evacuations) will be practised, regularly.

Rest and Sleep

A quiet place will be provided for children to relax, rest /and or sleep. Children will be offered relaxation time, each day after lunch. KAS Preschool will adhere to Safe Sleeping for Infants and Young Children Procedure at all times. We ask families to express sleep/rest routines and cultural preferences that may impact rest practices.

Children will use the blue mats (approved equipment) to rest during relaxation time and will be adequately supervised.

A risk assessment will be conducted and reviewed annually regarding safe sleep/rest procedures.

Mandatory reporting

Educators are legally obliged to report any indications or incidence of child abuse that comes to our attention.

Smoke Free Zone

Please be aware that the preschool and school premises, buildings and grounds, are a SMOKE FREE ZONE.

