## Service details

<table>
<thead>
<tr>
<th>Service name</th>
<th>Service approval number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dorothy Hughes Kindergarten</td>
<td>2610</td>
</tr>
</tbody>
</table>

### Primary contact at service

**Allirra Rawson**

### Physical location of service

<table>
<thead>
<tr>
<th>Street: Rolleston Avenue</th>
<th>Suburb: Salisbury North</th>
<th>State/territory: South Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone: 8258 2238</td>
<td>Mobile: 0451 153 908</td>
<td>Fax: 8285 5160</td>
</tr>
<tr>
<td>Email: <a href="mailto:Allirra.Rawson290@schools.sa.edu.au">Allirra.Rawson290@schools.sa.edu.au</a></td>
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</tr>
</tbody>
</table>

### Approved Provider

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<table>
<thead>
<tr>
<th>Telephone: 8258 2238</th>
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</tr>
</tbody>
</table>

### Postal Address (if different to physical location of service)

<table>
<thead>
<tr>
<th>Street: 38 Bagsters road</th>
<th>Suburb: Salisbury north</th>
<th>State/territory: South Australia</th>
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<tbody>
<tr>
<td>Postcode: 5108</td>
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### Operating hours

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
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<tbody>
<tr>
<td><strong>Opening time</strong></td>
<td>8:30am</td>
<td>8:30am</td>
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<td>12:00pm.</td>
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<tr>
<td><strong>Closing time</strong></td>
<td>11:30am.</td>
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<td>11:30am.</td>
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<tr>
<td></td>
<td>15:00pm.</td>
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### Additional Information

No onsite parking is provided, however there is 15 minute parking available at the front of the Kindergarten. The centre is open during DECD term dates and closed during school holiday periods. Staff are on the premises on Fridays for programming, planning and setting up of activities. Pupil free days are scheduled as per DECD guidelines and are organised around training needs analysis. A funded Occasional Care service is offered to our community and is run by a qualified early childhood worker on a Tuesday and Wednesday morning from 8:30 – 11:15 a.m., and Wednesday afternoon from 12:00 – 2:45 p.m. At the moment this service is only offered to children over two years of age.

Children are enrolled into session according to staff:child ratios and centre capacity, consideration is given to already established friendship groups and parental needs/wishes.
Our Philosophy

At Dorothy Hughes Kindergarten we share a common belief that children are the future of Australia and we endeavour to provide them with a quality preschool education. We value all children, families and staff and acknowledge that we come from diverse cultural, socio-economic and skill groups. We believe that a sense of wellbeing and belonging are essential to learning.

We offer a curriculum which fosters childhood development and growth and is fun, developmentally appropriate, flexible and spontaneous, emphasising the development of oral language through socio dramatic play, small group and one to one interactions. When we explore the world around us through an inquiry approach, we enhance children’s physical, intellectual, creative, emotional and social development and help to develop the dispositions of persistence, purposefulness, motivation, problem solving and enthusiasm for learning.

We understand the importance of parents and families as young children’s first teachers and welcome and encourage partnerships between teachers, families and communities. This builds trustful, respectful, confident, positive relationships which value cooperation, collaboration and diversity.

We believe that play provides the opportunities for young children to learn the life skills they require to participate in an ever changing world. We believe children need time and opportunity to practise skills in a variety of real life and play situations within an attractive, safe, non-judgemental and supportive environment.

We support transition into the kindergarten and onto school. We aim to provide a safe, relaxed, happy atmosphere which encourages respect, acceptance, tolerance and empathy for all, builds self-esteem and the confidence to have a go at the available learning, encouraging independence and resilience.

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Quality Area 1: Educational program and practice

This quality area of the National Quality Standard focuses on ensuring that the educational program and practice is stimulating and engaging and enhances children's learning and development. In school age care services, the program nurtures the development of life skills and complements children's experiences, opportunities and relationships at school, at home and in the community.

Summary of strengths for QA1

Our program planning consists of a termly plan with goals for all children, using the Early years learning framework. This forms a basis for the fortnightly programs which are based on the needs and interests of individual focus children.

Staff confidently program, plan and evaluate children’s learning using the Early Years Learning Framework; Belonging, Being, Becoming. Children’s individual information from the enrolment package informs curriculum planning.

- Our centre program plans are based on a cycle of focus children for each tri weekly program, including gathering information by observing and documenting skills, teacher perception discussion, learning snapshots.
- Every child has access to a preschool support worker if required, through the DECD preschool support system or if appropriate through the in house system.
- Children from an Aboriginal background have preschool support worker through the in house system if needed and each have an individual learning plan.
- Children and families from a Non English speaking background have some access to Bi lingual support if available.
- All children have access to the support services provided by DECD if parents request, and if applicable.
- Each child has, portfolios, Learning Journeys, reports from Special services etc. which inform our programming and planning.
- Term focus and ongoing programs placed on parent information board with room for children’s voice and parent suggestions.
- Constant discussions are held with Occasional Care staff about the children’s needs and those who may need a referral to DECD or other care agencies.
### Key improvements sought for QA1

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.</th>
</tr>
</thead>
</table>

#### Identified issue
How can we ensure that there is an ongoing improvement cycle around children’s Numeracy learning?

#### Improvement Plan

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>By when?</th>
<th>Progress notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2.1</td>
<td>Each child’s learning and development is assessed as part of an ongoing cycle of planning, documenting and evaluation.</td>
<td>H</td>
<td>Numeracy training accessed throughout 2016 when available. Numeracy and Literacy indicators continually implemented as part of our programming and review process, and to develop educators understanding of numeracy learning in play. (QA4)</td>
<td>All staff will have a greater knowledge and understanding that all children have the potential to become successful learners, and will have the capacity to provide an active learning environment which fosters children’s numeracy understandings. (QA3) Monitor staff understanding through Staff performance meetings, as well as collection of triangulated data as informed by the RRR active learning environment scale. (QA4)</td>
<td></td>
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<tr>
<td>1.2.2</td>
<td>Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning.</td>
<td></td>
<td>Link numeracy strategies to Results plus inquiry (QA4) Regular meetings between Early years leaders within Orion Partnership to collect information and documentation on training needs analysis. Organise whole staff hub meetings around numeracy learning. (QA4)</td>
<td></td>
<td></td>
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<tr>
<td>1.2.3</td>
<td>Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program</td>
<td></td>
<td>Y charts and RRR active learning scale has already been completed by staff with an understanding that these will be revisited later in 2016. Whole staff Hub group meetings will be organised early in term 1, 2016</td>
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</table>
Quality Area 2: Children’s health and safety:

This quality area of the National Quality Standard focuses on safeguarding and promoting children’s health and safety.

Summary of strengths for QA2

- Health care plans are developed with appropriate agencies for children with specific health and care needs, with regular meetings held to assess ongoing care.
- A medical needs list is easily accessible for all staff to identify individual children’s health and allergy needs.
- All staff have first aid, anaphylaxis and asthma training.
- During the hot months Sun cream is applied after lunch to all children who are attending for a full day. Sun cream is also available at sign in table for parents to apply to their children. Children who have sun cream allergies bring their own named cream.
- A sofa is available for rest and sleep if required, as well as an opportunity for quiet play and reading books. Restful areas are also available in the outdoor environment.
- All staff wash hands and wear gloves when preparing food, changing children or dealing with any bodily fluid as per DECD guidelines. Tissues are readily available for children, families and staff. Appropriate changing facilities are available.
- Children wash hands before eating, and after toileting.
- Parents are contacted if their child becomes ill at Kindergarten.
- Healthy eating policy with food suggestions is included in the enrolment package and in policy folder available for all parents. Children are encouraged to bring a named water bottle. Fresh puratap water is available to children at all times and children are constantly encouraged to drink this.
- Healthy snack food is promoted and shared fruit is provided for afternoon snack.
- Physical activity is planned for in curriculum and timetable is changed to allow access to outdoor environment on extremely hot days.
- Kindergarten is staffed as per DECD guidelines and all indoor and outdoor facilities are monitored by available staff.
- Double gates with childproof locks installed at front entrance. Parents asked for written list of any person who may pick up their child. Child not allowed to go home with anyone not stated on signed pick up list.
- Short walk permission form included in enrolment pack. Excursion permission forms given to parents for individually planned excursions connected to curriculum. Risk assessments performed before excursions.
- All staff have current mandatory notification training and access updated training when available.

Occasional Care service has a regular changing timetable and all staff document times children have been changed/toileted.
Quality Area 3: Physical environment

This quality area of the *National Quality Standard* focuses on the **physical** environment and ensuring that it is safe, suitable and provides a rich and diverse range of experiences that promote children’s learning and development.

**Summary of strengths for QA3**

- Both indoor and outdoor environments spacious and resourced appropriately.
- Facilities maintained according to DECD maintenance program through spotless
- Cleaners employed each day
- Procedure to report and mend broken equipment at WHS meetings
- Appropriate nappy change facilities available which meet DECD requirements.
- We have wheelchair facilities including an outside ramp and a disability toilet which meet state requirements for disability. Our outdoor area allows accessibility to most areas for any child in a wheelchair
- Our acoustic ceiling meets requirements for hearing impaired,
- All efforts are made to adapt the physical environment to improve independent access for disabled children e.g sandplay placed on table which is tall enough to accommodate a wheelchair for children who cannot access our sandpit area independently or for medical reasons.
- We have a number of shaded areas in our outdoor learning environment to allow a variety of play in inclement weather, including shaded swing area, cubby house, shelter and undercover sandpit as well as a large verandah.
- Our centre is resourced for all areas of development, with all effort made to update and keep resources current. Our interactive smartboard is accessible to all children within our centre.
- A rainwater tank has been installed and connected to our sandpit and staff constantly have discussions with children around the conservation of our water and the implications of using too much.
- Water saving taps installed in children’s bathroom.
- Child safety gate is installed to prevent children’s access into the kitchen area.
- Staff program for the inclusion and safety of the younger children during Occasional Care sessions.

A gardener is employed to maintain grounds when needed.
### Key improvements sought for QA3

**Standard 3.2:** The environment is inclusive, promotes competence, independent exploration and learning through play

**Element 3.2.1:** Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.

**Identified issue:**

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>What outcome or goal do we seek?</th>
<th>Priority (L/M/H)</th>
<th>How will we get this outcome? (Steps)</th>
<th>Success measure</th>
<th>By when?</th>
<th>Progress notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.2.1</td>
<td>Outdoor and indoor spaces are designed and organised to engage every child in quality experiences in both built and natural environments.</td>
<td>H</td>
<td>Researching and sharing articles on the benefits of nature play and the importance of the indoor and outdoor environments. (QA4) A visit has been planned for early 2016 by a representative of Nature Play SA and he will be advising us on how we can change our environment to allow for a more natural and inspiring learning area. Staff visit to Blair Athol North school and Early Learning centre to gain some ideas and also to discuss the philosophies behind our plan. Share sites and links through social media (QA1, QA4) Note through time what works well and what might need to be changed Continual monitoring and reviewing of benefits to children’s learning (QA1)</td>
<td>The development of a more nature based play curriculum which creates an environment that promotes and encourages independence and creativity through a growth mindset, while developing greater learning dispositions. (QA1,4,5,6) Monitor through conversations with children, the Literacy and Numeracy indicators as well as Active Learning Environment tool. (QA1) Parent feedback (QA6) Children’s work and documented stories (QA1)</td>
<td>Beginning early term 1. Ongoing and ingrained into our philosophy by term 4 2016</td>
<td></td>
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</tbody>
</table>
Quality Area 4: Staffing arrangements

This quality area of the National Quality Standard focuses on the provision of qualified and experienced educators, co-ordinators and nominated and experienced supervisors who are able to develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program.

Summary of strengths for QA4

- Staffing arrangements meet current DECD staffing standards plus employ extra staff to support groups of children such as Aboriginal children, children with Special rights, children with learning and/or emotional difficulties, children from diverse cultural backgrounds.
- All staff have current police checks, first aid training and mandatory reporting training to meet DECD requirements.
- Programming based on individual needs and interests of focus children.
- Children’s observations form the basis for triweekly programmes.
- Weekly planning procedure which includes discussions about individual children, evaluation of programme, preparation of resources.
- All staff are aware of children’s individual needs and discussion about these are held on a regular basis.
- All core staff involved in observations of focus children and these form the basis for triweekly programming.
- Performance plans are available for each staff member supporting their aspirations and training needs.
- Staff are ethical, respectful, tolerant and supportive of each other and respect the need for confidentiality in all discussions.
- Professional standards available for all staff to peruse.
- All volunteers/students given guidelines outlining expectations re: interactions with children/families and confidentiality.
- Confidential discussions held privately with relevant staff.
- Staff attend training opportunities as a team when convenient so all benefit from the new learning.
- Staff are respectful of each other and encourage new thoughts and ideas.
- All staff have the opportunity to contribute in all areas within this centre and its curriculum tasks are divided up to challenge staff for new opportunities and recognition of individual strengths.
### Key improvements sought for QA4

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Educators, co-ordinators and staff members are respectful and ethical</th>
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</thead>
<tbody>
<tr>
<td>4.2</td>
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</table>

<table>
<thead>
<tr>
<th>Identified issue</th>
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</thead>
<tbody>
<tr>
<td>How do we ensure the ongoing critical reflective practices of staff while undergoing staffing changes</td>
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</tbody>
</table>

#### Improvement plan

<table>
<thead>
<tr>
<th>Standard/element</th>
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<th>Priority</th>
<th>How will we get this outcome? (Steps)</th>
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<th>By when?</th>
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</thead>
</table>
| 4.2.2            | Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills and to improve practice and relationships | H        | Acting Director to attend Numeracy and Literacy plus leaders meetings and to continue with numeracy inquiry and agreed self-assessment processes. (QA1,7)  
All staff to attend available training around numeracy in a play based setting. (QA1)  
All staff to attend Hub group meetings set up by the Numeracy and Literacy plus Leaders. (QA1) | Staff continue to support and share ideas with each other, while collaborating on improving teaching and learning practices. (QA1,3)  
Monitor through conversations with children. (QA1,5)  
Parent feedback (QA6)  
Self-review documentation and critical reflection (QA1)  
Staff Performance review documentation and discussions (QA1,7) | Beginning Term 1, 2016.  
Ongoing |
Quality Area 5: Relationships with children

This quality area of the National Quality Standard focuses on relationships with children being responsive, respectful and promoting children’s sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

Summary of strengths for QA5

- We have an open door policy at this Kindergarten, so parents feel welcome to come in before sessions start to read to their child or to interact with them in our centre. We ensure that all families feel welcomed into our centre and that we exude a friendly, happy atmosphere.
- Choice boards are made up for children with special needs to empower them to purposely interact with our curriculum.
- Staff respond to children’s needs and interests throughout the day, maintaining a flexible, responsive programme.
- We ensure that there are daily opportunities for children to engage in individual, small and large group experiences, with large group oral language activities planned daily.
- Role modeling by staff and other children of appropriate interactions and conversations.
- Children are involved in the implementation of kindy rules through discussions and suggestions, as well as individual and group discussions about how our behaviours impact on others.
- Use of positive behaviour management strategies.
- Educators talk positively to the children when addressing inappropriate behaviour, and encourage the development of alternate strategies.
- Children receive lots of encouragement and acknowledgement by staff when their behaviour is positive.
- Regular discussions, meetings and feedback with families of children with behaviour difficulties.
- Staff role model appropriate conflict resolution strategies as well as using role play, social stories etc.
- Children’s portfolios, photos, samples of work, are used for evidence of planned and spontaneous experiences that support shared decision making skills with their peers.
- Relationships with children, families and each other are an integral part of our Kindergarten community.
- Occasional Care and Kindergarten children have integrated sessions at appropriate times when Occasional Care is running.
- Rules/routines for children are age and developmentally appropriate and adaptations are made on mornings when Occasional Care sessions are running.
- Occasional Care children are given the opportunity to join Kindergarten children for special occasions, experiences and centre visitors.
- The Kindergarten children are divided into groups with a core teacher, allowing staff to more easily gain knowledge of the needs and interests of individual children.
Quality Area 6: Collaborative partnerships with families and communities

This quality area of the *National Quality Standard* focuses on collaborative relationships with families that are fundamental to achieving quality outcomes for children and community partnerships that are based on active communication, consultation and collaboration.

**Summary of strengths for QA6**

- Letters are sent out to parents of children on our waiting list and also to those transitioning from Occasional Care or Pre-entry to Kindergarten, stating dates and times for commencement as well as a time for an initial orientation meeting.
- Families are given every opportunity to participate in our programme. We have an open door policy and parents are encouraged to stay with their child for as long as they wish. We also invite parents to participate in excursions and special events and to join our Governing council.
- Parent noticeboard with sign in sheets allowing parents access to all relevant information about our service including current and term programme, policy folder etc. All notices placed on this table as well as in children’s individual pigeonholes. This area also includes information on current community services and events.
- Parent opinion surveys gathered on a bi-annual basis and information within valued and used to inform practice and training needs analysis.
- Links maintained with local schools, Bagsters road community house, and other outside agencies such as CYH who perform a child screening at our centre on a termly basis, referrals to, and meetings held with relevant agencies for children with special needs such as: Child Development Unit, Autism SA, DCSI, Novita, Community Health etc.
- A meeting is held with our local feeder school to have informal discussion on the learning needs of individual children who are transitioning to that school the following year. We also have library visits to the school for our older children and access their playground when availability and staff:child ratio allows.
- Support services meetings held termly with Disability coordinator and speech pathologist to discuss individual needs and support availability for children with specific learning/developmental requirements.
- Negotiated Education plan meetings held with relevant schools for transitioning children who have specific learning/developmental needs. These meetings are held in conjunction with all related parties involved with that child including any outside agencies involved in the care of their health or wellbeing.
- Bilingual support is applied for on a termly basis to assist in the learning needs of all our children from diverse cultural backgrounds.
- Children and families are continuously invited on excursion and community events relevant to our learning curriculum and services such as: CFS, police, Dog safety programme etc. are invited to our premises to assist in the children’s understanding of community helpers etc. Children also participate in special events at the school such as concerts, special visitors or school assemblies.
- We work closely with the Early Years team at our local school, Salisbury North R-7 on a year-long transition program, which helps all children become familiar with routines and expectations when beginning reception year.

We have developed a Facebook page to allow parents another avenue to access information on our centre, as well as articles and information on the benefits of play based learning.
### Collaborative partnerships with families and communities

<table>
<thead>
<tr>
<th>Standard/element</th>
<th>Identified issue</th>
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</thead>
<tbody>
<tr>
<td>6.1.2</td>
<td><em>Families have opportunities to be involved in the service and contribute to service decisions</em></td>
</tr>
<tr>
<td><strong>Identified issue</strong></td>
<td>According to Parent Opinion Survey 2015, parents were unaware of ways or opportunities for them to have a say in matters about this preschool.</td>
</tr>
<tr>
<td>6.2.1</td>
<td><em>The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing</em></td>
</tr>
<tr>
<td><strong>Identified issue</strong></td>
<td>According to Parent Opinion Survey 2015, parents were unaware of ways in which they could become involved in educational activities concerning their child, or how they could participate in decision making about their child’s education.</td>
</tr>
<tr>
<td>6.2.2</td>
<td><em>Current information is available to families about community services and resources to support parenting and family wellbeing</em></td>
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<tr>
<td><strong>Identified issue</strong></td>
<td>Parents have indicated that they are unaware of the provision of information on other support agencies within our community.</td>
</tr>
<tr>
<td>Standard/element</td>
<td>What outcome or goal do we seek?</td>
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<tr>
<td><strong>QA6:</strong></td>
<td>Collaborative partnerships with families and communities</td>
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Quality Area 7: Leadership and service management

This quality area of the National Quality Standard focuses on effective leadership and management of the service that contributes to quality environments for children’s learning and development. Well-documented policies and procedures, well-maintained records, shared values, clear direction and reflective practices enable the service to function as a learning community. An ongoing cycle of planning and review, including engagement with families, creates the climate for continuous improvement.

Summary of Strengths

- Governing council established and regular meetings held and recorded in line with DECD requirements with parents formally and informally invited to join on a regular basis.
- All new Governing council members are given a code of conduct and police clearance.
- All new relief staff given verbal instructions and introductions to the children and their various needs as well as access to and time to read the induction folder.
- Evacuation procedures are clearly displayed in office, Occasional care room and main Kindergarten room.
- Staff appointments are in line with DECD requirements and continuity of service for key staff is a major priority within the centre.
- Four year early childhood educated leader.
- Site priorities are outlined and relevant training and development sourced and shared with appropriate and interested staff.
- Closure days planned around whole site training needs analysis.
- Whole team staff meetings organised.
- In line with DECD requirements all staff have relevant qualifications, first aid, and mandatory notification training.
- All staff and Governing council bodies, students and volunteers at the service have police clearance.
- Enrolments updated regularly on EYS with daily roll updated when needed.
- Attendance is recorded daily and attendance sheets stored according to DECD policies.
- Permissions for all excursion gained and recorded in child’s file.
- Children’s progress is recorded through individual learning plans, portfolio’s and electronic media.
- Medication/asthma forms kept in appropriate files near medicine cabinet.
- Accidents noted in first aid book and copies placed in children’s pigeonholes for parent information.
- Staffing contracts and arrangements noted in staff file folder and electronic media.
- Staff contact details on file.
- Family court orders in child’s confidential file.
- Any changes to centre are discussed with Governing council and recorded in minutes.
- All changes to the running of the centre e.g. change to operating hours etc. are noted in EYS and given to appropriate authorities.
- Grievance procedures for parents available in enrolment pack, parent policy folder and on site website.
- Supervisors and staff readily available to talk to/ set up a meeting for any parent with a grievance about centre/staff.
- Children’s Statement of Learning shared with families early in their third term, and again in the term before they leave for school.