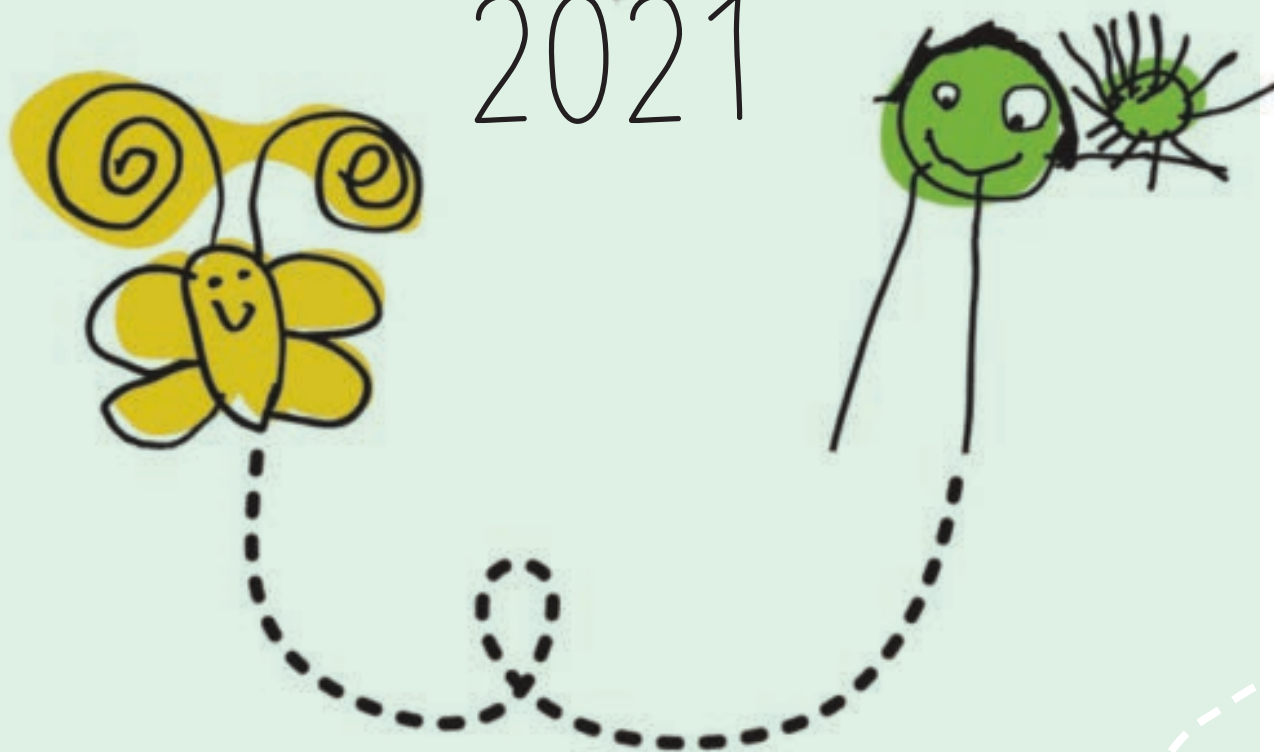


BYRON BAY PRESCHOOL INC.

HANDBOOK

2021



COOGERA CENTRE


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Suffolk Park, 2481
Ph/fax 02 6685 3311
coogera@byronbaypreschool.org.au
admin@byronbaypreschool.org.au

CAVANBAH CENTRE

35 Marvel Street
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Ph/fax 02 6685 7345
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WELCOME

“WHEN CHILDREN FEEL SAFE, SECURE AND SUPPORTED THEY GROW IN CONFIDENCE TO EXPLORE AND LEARN.”

(EARLY YEARS LEARNING FRAMEWORK P.20)

The staff and Management Committee of Byron Bay Preschool welcome you and your family to our community based non-profit preschool. Our aim is to create a happy, safe and stimulating environment for all children and families attending our service.

We believe our role is to support each child and his/her family to work in partnership with our community to ensure the education and wellbeing of all children.

PARENTS IN PARTNERSHIP



“CHILDREN THRIVE WHEN FAMILIES AND EDUCATORS WORK TOGETHER IN PARTNERSHIP TO SUPPORT YOUNG CHILDREN’S LEARNING.”

(EARLY YEARS LEARNING FRAMEWORK)

Byron Bay Preschool acknowledges the role of parents and carers as a child's primary educator during the early years of life. Educators at preschool therefore understand that it is collaboration between homes and preschool that prepares a child for the wider world, and supports their growth and learning. Parents and families are invited and encouraged to be involved in their child's preschool education. We need your contribution and feedback. Your feedback is an essential part of running our preschool. We strongly encourage you to be part of the development of the program through sharing your skills, culture, talents, interests and ideas with us. Parent participation sends a strong positive message to your child that you support them and are part of the preschool environment and their education.

Our Educators at Byron Bay Preschool work to build strong relationships with families. We believe that parents, carers and families are the most important people in a child's life and communication is a vital ingredient to the success of this partnership. Participation is appreciated, and many long lasting relationships between families, children and the wider community often begin from preschool connections. The spirit of a community based preschool is based on respectful and meaningful relationships and we believe forms the basis of building a healthy community.

DID YOU KNOW?

We are required to show evidence of parent feedback on our program, our policy development and our Quality Improvement Plan to be able to pass our assessment and rating visit from the Dept of Education?



“EDUCATORS RECOGNISE THE CONNECTIONS BETWEEN CHILDREN, FAMILIES AND COMMUNITIES AND THE IMPORTANCE OF RECIPROCAL RELATIONSHIPS AND PARTNERSHIPS FOR LEARNING.”

(EARLY YEARS LEARNING FRAMEWORK)

PRESCHOOL HISTORY

Byron Bay Preschool Inc. operates two centres: Cavanbah and Coogera. Coogera is part of the Suffolk Park Integrated Children's Centre in Suffolk Park with Byron Shire Children's Early Intervention Centre and the Toy Library, and currently is a one unit / 20 children per day preschool. It changed from 'Jonson Street' to Coogera in 2010. Jonson Street had been operating as a community run preschool for more than thirty years and from fundraising and a small grant the parents of Byron Bay built Cavanbah which opened in 1986. It is a two unit (40 children per day) preschool and was built from mud bricks made by the community on crown land.

Both centres are managed by the one volunteer parent committee, called the Approved Provider. The Approved Provider is responsible for business decisions and employment of staff. The two centres are also managed by one Director, who is called the Nominated Supervisor and is responsible for the day to day running of the preschool. More detailed governance information is outlined in this booklet.

Byron Bay Preschool is currently in the process of extending the Coogera Centre. The new building (situated on the front lawn near the car park) will be completed in December 2020 and place a further 20 children per day.



WE INVITE PARENTS TO PRESCHOOL TO SHARE THEIR LOVE OF MUSIC, OTHER INTERESTS, SKILLS AND CULTURE.

CENTRE PHILOSOPHY

The philosophical perspectives of the preschool underpin all of our actions and drive our preschool in all aspects, from management and governance to staffing and the pedagogy that occurs with the children. Our philosophy is developed from a combination of decades of Early Childhood experience, education, research in practice and training; children's voices and perspectives, and families' voices and perspectives.

OUR MISSION STATEMENT

Our children are and will continue to be life long learners, and resilient and valued members of our community.



BYRON BAY PRESCHOOL'S MISSION STATEMENT

Our children are and will continue to be life long learners, and resilient and valued members of our community.

GOALS

As a result of attending Byron Bay Preschool, children will have:

- Resilience and a strong sense of self
- An acceptance of diversity
- Enthusiasm for learning
- A sense of happiness and safety in their world
- Families who feel supported
- An ability to sustain meaningful relationships

VALUES

Children, families, staff, management, community partners and funding bodies can expect the following from Byron Bay Preschool:

RESPECT

- Acknowledgement of the traditional custodians of this land
- Honoring of individuality, dignity and diversity
- Open and honest communication
- Valuing the experience and perspective of others

LEARNING THROUGH PLAY

- Spontaneous, interactive and experiential practice
- Provision of a stimulating, social, playful setting
- Co-construction of knowledge
- Promotion of autonomy and initiative
- Promotion of self-worth and citizenship

PROFESSIONAL INTEGRITY

- Maintaining confidentiality and respecting privacy
- Upholding teamwork and community collaboration
- Commitment to high quality service and continuous improvement
- Practice based on sound theoretical and practical knowledge

SUPPORT

- Safe, happy, welcome, and stable environment
- Responsiveness to individual needs
- Listening carefully and responding sensitively
- Opportunity for optimum growth

NATIONAL QUALITY FRAMEWORK

PREAMBLE:

In recognition of the importance of early childhood learning experiences, in 2010 the NSW Government enacted the Children (Education and Care Services) National Law, with the objective of establishing a national education and care services quality framework (the *National Quality Framework*) for the delivery of education and care services to children. The objectives of the national education and care services quality framework are to:

- Ensure the safety, health and wellbeing of children attending education and care services
- Improve the educational and developmental outcomes for children attending education and care services; and
- Promote continuous improvement in the provision of quality education and care services.

The guiding principles of the National Quality Framework are that:

- The rights and best interests of the child are paramount
- Children are successful, competent and capable learners
- The principles of equity, inclusion and diversity underlie this law
- Australia's aboriginal and Torres Strait Islander cultures are valued
- The role of parents and families is respected and supported; and
- Best practice is expected in the provision of education and care services.

The National Quality Framework (NQF) encompasses seven Quality Areas that guide the operation and practice of education and care services, and all seven Quality Areas contribute to the delivery of a quality early education experience for all children. Quality Area 1 (Educational Program and Practice) and the accompanying national curriculum document, *Belonging, Being and Becoming*, the Early Years Learning Framework (EYLF), are particularly relevant as they are the foundation for ensuring that children in all early childhood education settings experience quality teaching and learning.

The EYLF is based on five underlying principles:

1. Secure, respectful and reciprocal relationships
2. Partnerships
3. High expectations and equity
4. Respect for diversity to ensure that all children have equitable access to resources and participation, and opportunities to demonstrate their learning;
5. Ongoing learning and reflective practice.

Learning outcomes for the EYLF are designed to capture the integrated and complex learning and development of all children across the birth to five years range:

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners; and
5. Children are effective communicators

Byron Bay Preschool is committed to these principles and outcomes and they underpin all service delivery.

AN OVERVIEW OF THE EARLY YEARS LEARNING FRAMEWORK (EYLF)

We believe that children learn through play, therefore we support the play-based national **Early Years Learning Framework**. Early childhood educators understand that fundamental to the Framework is a view of children's lives as characterised by *belonging, being and becoming*. The curriculum is developed around five basic principles:

1. SECURE, RESPECTFUL & RECIPROCAL RELATIONSHIPS

Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and interact positively with them.

2. PARTNERSHIPS

Learning outcomes are most likely to be achieved when early childhood educators work in partnership with families and respect each others roles and contribution to the child's life and development. Communication, trust and respect combined with shared insight and collaborative decision making will ensure that children reach their potential at preschool.

3. HIGH EXPECTATIONS & EQUITY

We are committed to equity and believe that all children have the capacity to succeed regardless of diversity of circumstances and abilities.

4. RESPECT FOR DIVERSITY

We honour the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families. We recognise that diversity contributes to the richness of our society.

5. ONGOING LEARNING & REFLECTIVE PRACTICES

We are involved in a culture of professional inquiry and development, so that issues related to curriculum quality, equity and children's well being is examined and reviewed so that new ideas can be generated and the quality of preschool education maximised.

LEARNING OUTCOMES

- Children have a strong sense of self
- Children are connected with and contribute to their world
- Children have a strong sense of well being
- Children are confident and involved learners
- Children are effective communicators

The above learning outcomes acknowledge that children learn in a variety of ways and vary in their capabilities and pace of learning. Over time children engage with increasingly complex ideas and learning experiences, which are transferable to other situations.

The EYLF document was produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments in 2009.

OUR PROGRAM

EARLY YEARS LEARNING FRAMEWORK

All educators collaborate to develop the program, implementing planned and spontaneous learning opportunities throughout the day. They use small, large group and individual experiences to cater for the interests and needs of ALL children. Educators evaluate the program's effectiveness for every child, using the Early Years Learning Framework as their guide.

Underpinning the EYLF document are the concepts of **“BEING, BELONGING, and BECOMING”**

BEING: Childhood is a time to be, to seek and make meaning of the world. “Being” recognises the significance of the here and now in children’s lives. It is about the present and them knowing themselves, 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 the present.

BELONGING: Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighborhood and a wider community. “Belonging” acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships 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.

BECOMING: Children’s identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. “Becoming” reflects this process of rapid and significant change that occurs in the early years as young children learn and grow.



Early childhood educators work collaboratively with families to achieve:

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 sense of agency
- Children develop knowledgeable and confident self identities
- 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 belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- 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

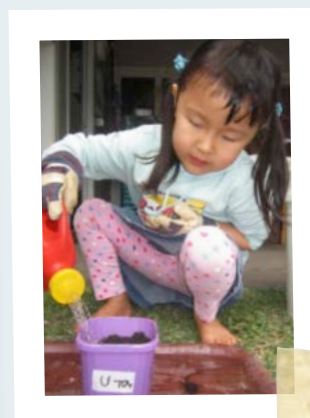
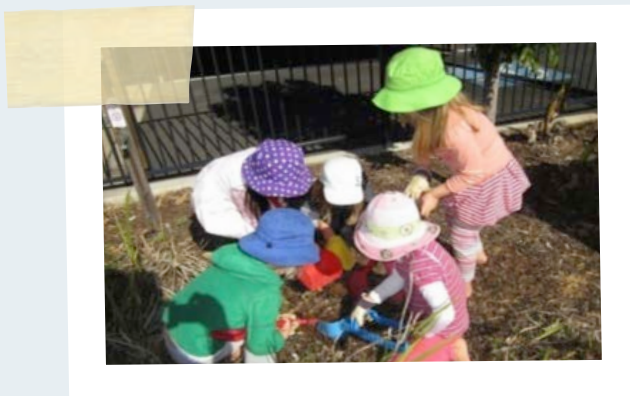
- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of 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 information and communication technologies to access information, investigate ideas and represent their thinking



OUTCOME 2: CHILDREN ARE CONNECTED WITH AND CONTRIBUTE TO THEIR WORLD
CHILDREN BECOME SOCIALLY RESPONSIBLE AND SHOW RESPECT FOR THE ENVIRONMENT

PRINCIPLES & PRACTICES BEHIND THE EYLF

As early childhood educators, relationships are at the heart of everything we do. Genuine, positive relationships with children, families and each other are essential if we want to achieve positive outcomes. We respect parents as the child's primary educator and so work collaboratively with families to work towards the best possible outcomes for their child

When we think about relationships it is usually relationships with children that spring to mind. But the relationships and partnerships that we build with families are just as important.

Children learn best when they have:

- Repeated opportunities to use materials and equipment;
- Repeated chances to engage in experiences; and
- Links between experiences so that their current learning builds on what has been learnt previously and leads into what may be learnt in the future.

Learning occurs when it is meaningful and timely.

- Learning is not always predictable and linear.
- Educators plan with each child and the outcomes in mind.

How do we engage in intentional teaching?

- We carefully and deliberately set up an environment or situation to promote certain kinds of learning or play;
- We plan experiences for a purpose or for specific children; we think about and plan our daily routines; and we think about and plan for the kind of relationships we have with children



“CHILDREN’S LEARNING IS ONGOING AND EACH CHILD WILL PROGRESS TOWARDS THE OUTCOMES IN DIFFERENT AND EQUALLY MEANINGFUL WAYS”.

(EARLY YEARS LEARNING FRAMEWORK)

RECONCILIATION ACTION PLAN

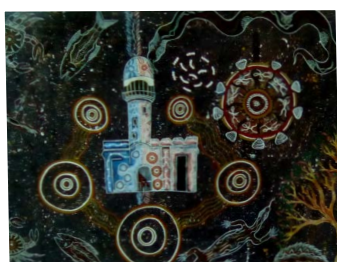
We acknowledge the Arakwal people, the traditional custodians of this land where we live, play and learn.

In 2018 Byron Bay Preschool developed a RAP to build a deeper connection with and understanding of the traditional custodians of Byron Bay's land and sea; the Arakwal, Bundjalung people. Educators, parents and children worked together to ensure an inclusive and respectful environment at preschool for all children and families.

Each year we love to participate in the Dolphin Dreaming Education program run by Cape Byron National Park Trust. We listen to the stories of Aunty Delta's family and learn how to look after the land and sea. We incorporate this knowledge into our every day program at preschool.

Uncle Gavin taught us the 'Bush Rules':

- Absorb what is around you and keep voices to a minimum
- Keep to tracks and leave plants and animal where they are
- Where fishing is allowed only catch what you need
- If you find one of our middens please don't touch them
- Please respect our sacred sites if you know them or where they are
- Remember to look after country so that it can look after us



PARENTS IN PARTNERSHIP

NOTE: Due to COVID restrictions we have been unable to have families entering the preschool to the same extent as in previous years. We have had to reduce parent support and many parents have been dropping their child at the door of the preschool. We are constantly looking for new ways to collaborate with families in our new COVID safe world, and hope to be able to welcome families back in soon.

Parents, extended family members and carers are appreciated when they come in and share their talents, interests and culture with the children and educators at Preschool. Our program is enriched through parents spending time with us. We invite you to develop a sense of belonging; get to know us and the way the program develops and enjoy getting to know your child's friends and teachers. It is really special for children when their family member spends time at preschool.

Time spent contributing or helping at preschool is counted as your 'Parent Contribution' see page 18 'Parent Contribution Levy'.



OUR STAFF

The people working with your children are the most important element in your child having a relaxed, interesting and positive preschool experience. Byron Bay Preschool is fortunate to have a team of highly qualified and experienced Early Childhood trained Teachers and Educators in both Centres.

With a combination of University Teaching Degrees in Early Childhood Education, Diplomas and Certificates in Children's Services with many years of experience, the educators at Byron Bay Preschool offer a high quality play based programme and nurturing environment for your child.

THE DIRECTOR Cavanbah & Coogera Centres



Bridget Isichei

Nominated Supervisor and Director
Early Childhood Teacher

Cavanbah: Mondays, Wednesdays & Fridays

Coogera: Tuesdays & Thursdays

Email: director@byronbaypreschool.org.au

EDUCATIONAL LEADERS

Fiona Harris
Educational Leader
Cavanbah
Early Childhood Teacher
cavanbah@byronbaypreschool.org.au



Nicole Caves
Educational Leader
Coogera
Early Childhood Teacher
coogera@byronbaypreschool.org.au

COOGERA CENTRE'S STAFF



Lee Elliott
Educator



Beatriz Pinto
Educator



Paul Harris
Educator

CAVANBAH STAFF

Early Childhood Teachers



Tracey Morgan

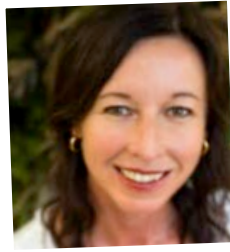


Jennifer Abed

Early Childhood Educators



Sarah Field



Sharon Bourne



Alicia Dawes-Salazar



Ben Quinn



Mia Kern



Nat McCabe

Administration Officer

The main administration office is at our Coogera Centre.

Coogera (t. 6685 3311)

Monday – Friday
9am – 2.30pm



Julia Green

PROFESSIONAL DEVELOPMENT



BYRON BAY PRESCHOOL IS COMMITTED TO ONGOING PROFESSIONAL DEVELOPMENT AND PROVIDES TWO PUPIL FREE DAYS FOR PROFESSIONAL DEVELOPMENT, SHARING OF SKILLS AND COLLABORATIVE LEARNING WITHIN THE TEAMS, ACROSS BOTH CENTERS.

MANAGEMENT OF PRESCHOOL

Our preschool operates under a community-based not-for-profit model of management. This means that we have a management committee (currently comprised of parents of enrolled preschool children) and any profits made by the preschool are fed back into the service. The management committee of the preschool is referred to as the "Approved Provider" under the new Regulations. Our preschool is an incorporated association. This is the preschool's business structure.

Management Committee

The Approved Provider or the Management committee is responsible for the overall performance of the organisation.

- They determine the service's mission and purpose
- Set the strategic directions of the organisation, that is, develop the service's strategic plan
- Appoint and monitor the performance of the director/nominator supervisor
- Ensure staff are employed in accordance with industrial obligations
- Ensure compliance with legal obligations
- Ensure the on-going financial viability of the service
- Monitor and evaluate the service's performance against the strategic plan (including the committee/board's own performance)
- Enhance the profile of the service in the community and recruit and orient new committee/board members (Community Connections Solutions Australia fact sheet, Roles and responsibilities of the Committee/Board).

The Management Committee operates under the NSW Associations Incorporation Act 2009, and the Model Constitution. Therefore, we have executive committee member roles of president, vice-president, treasurer, secretary and public officer, as well as committee members. These positions are annually elected and filled at each Annual General Meeting (AGM) in March.

Preschool Director / Nominated Supervisor

While the director does not have voting rights at committee/board meetings, s/he forms an integral part of the management team. In children's services, the director is employed to: manage the day to day operations of the service including supervising other staff, provide relevant and up-to-date information to the committee/board to assist with their decision-making, work in partnership with the committee/board to achieve the service's mission and purpose, and report to the committee/board on progress against the service's strategic plan.

The director of the preschool is the expert in regards to the pedagogy of the centre and informs the management committee through her knowledge of early childhood education.

At our preschool the director is also the Nominated Supervisor. She is responsible for the operation of the service along with the approved provider and for ensuring it is following the Children (Education and Care Services) National Law and Education and Care Services National Regulations.

Responsible Person

The National Law requires service providers to ensure that at all times the service is educating and caring for children, there is a responsible person present at a centre-based service. A responsible person is either:

- The approved provider
- The nominated supervisor
- A certified supervisor placed in day-to-day charge.

Educational Leader

Under the National Law: Section 169 and the National Regulations: the approved provider of an education and care service must designate, in writing, a suitably qualified and experienced educator, as educational leader at the service, to lead the development and implementation of educational programs in the service. At Byron Bay Preschool we have an Educational Leader at each of our centres. The name of the nominated person is displayed on the main notice boards. Byron Bay Preschool is committed to ongoing professional development and training.



"CHILDREN THRIVE WHEN FAMILIES AND EDUCATORS WORK TOGETHER IN PARTNERSHIP TO SUPPORT YOUNG CHILDREN'S LEARNING."



HOW IS THE PRESCHOOL FUNDED?

Byron Bay Preschool is a non-profit organisation. The NSW Government Department of Education and Communities fund 600 hours of preschool education per child per year (2 days a week). Our preschool provides the opportunity for children to pick up a third day, but this is at a higher daily fee as we receive no funding for children to attend a third day. We receive 40 percent of the funding for 3 year olds than we do for 4 year olds. Affordability is important to us. We attempt to keep our fees as low as possible, whilst providing the best possible learning environments for your children; therefore we have a tiered system of fees. You will be asked to **provide a CURRENT Health Care Card (HCC) to receive the lower rate per day.**

We follow the Start Strong Universal Access Guidelines for three to five year old children. Therefore priority of access will be offered to children in their last year before school, Aboriginal or Torres Strait Islanders, disadvantaged or at risk children, and children who have a disability. At BBPS we also give preference to children who have had a sibling attend the service in previous years. For further information about this Government review please visit <http://www.dec.nsw.gov.au>.

The Department of Education provides additional funding through the Disability & Inclusion Program. It aims to support the inclusion of children with a disability in NSW community preschools.

It is paramount that fees are paid on time and in full two weeks prior to the end of each school term.



“THE EARLY CHILDHOOD YEARS ARE NOT SOLELY ABOUT PREPARATION FOR THE FUTURE BUT ARE ALSO ABOUT THE PRESENT.”

(EARLY YEARS LEARNING FRAMEWORK, PG 7)

2020 PRESCHOOL FEES

Four year old children:	
First two days of attendance:	\$25 per day
Third day of attendance:	\$40 per day
Three year old children:	
First two days of attendance:	\$30 per day
Third day of attendance:	\$40 per day
Aboriginal or Torres Strait Islander:	\$10 per day
Health Care Card Holders:	\$16 per day

APPLICATION FEE

A \$30.00 application fee to be placed on our Waiting List is payable when applying to enrol your child. This fee is non-refundable. Date of application is taken on date of payment.

ENROLMENT CONFIRMATION

A deposit of \$100 (HCC \$60) is paid the year before enrolment to secure your child's position. It is non refundable and is taken off your first term's fee invoice. If it is not paid by the deadline date, the next child on the waiting list will be offered the position.

MEMBERSHIP FEE

As an Incorporated Association, parents/guardians are legally required to become members of our preschool; therefore, once your child is enrolled at the preschool you will be charged \$20 per family annually.

PENALTY RATES

Our preschool is only licensed to have children on the premises until 3.30pm, and our staff finish work at 3.30pm. Therefore, penalty rates apply if parents arrive after this time. We ask that you arrive no later than 3.15pm to allow time to leave by 3.30pm. Late pick ups attract a \$30 fee plus \$1 a minute for every minute after 3.30pm.

XPLOR

Payments can be set up automatically on the Xplor Home app. Our administrator will send out further information should you choose to pay via this option

PAYMENT BY CASH

Fees can be placed in the fees box in the foyer of each preschool. There are envelopes provided. Please ensure they are filled in correctly. **Please inform the director or administrator if you place over \$100 in the fees box.**

PAYMENT BY EFTPOS

Payment by Debit or Credit Card can be made at either centre

ON-LINE PAYMENT

Byron Bay Preschool Inc. BSB: 012554 Account number: 2354 07454

**** your child's full name as the reference.**

AUTOMATIC DEBIT ARRANGEMENT WITH YOUR BANK

We recommend setting up a regular automatic debit arrangement with your bank. This ensures that fees are paid on time and if you continue it through the school holidays you will be paid in full by early November.

INVOICING

You can view your current account balance via the XPlor app. The balance of accounts will be emailed twice throughout the term. Our preschool relies on payment of fees to maintain our budget. We appreciate your effort to keep fees paid up to date and paid in full by the 2nd last week of each term.

FEE ASSISTANCE

If you are claiming fee assistance, you will need to provide a valid /current Health Care Card. If your income level changes you will need to discuss this with the administrator, otherwise full fees will be charged. You will need to provide a current Health Care Card throughout the year; otherwise full fees will apply from date of expiry. Note: back dating an issued invoice is not an option without special committee consideration in extenuating circumstances.

PAYMENT OF FEE

If it is not possible to pay in a lump sum, you can pay weekly or fortnightly. Please contact the Preschool Director or the Office Administrator immediately if you are experiencing difficulties paying your account so that arrangements can be made.

CHANGE OF CIRCUMSTANCES

It is important that you notify the preschool of any change in your financial circumstances so that fees can be adjusted. It is your responsibility to keep your Health Care Card valid to ensure ongoing fee reduction.

UPDATE OF CONTACT/ DETAILS

Each term we will send you an email requesting to inform us about any changes of detail concerning you or your child. Please ensure contact and medical details are always current. We are required to have two emergency numbers. Please update any changes as they occur.

NOTICE REQUIRED

When leaving preschool 2 weeks notice is required, otherwise fees will apply.

PRESCHOOL HOURS & HOLIDAYS

- Opening hours: 8am to 3.30pm. These hours allow for more variable drop off and pickup times to suit families’ needs.
- Preschool runs the same holiday periods as NSW Government schools except for pupil free days. We currently have two pupil free days at the beginning of the year, one the first Monday in term 3 and usually two days at the end of the year.
- Fees are not paid for public holidays or pupil free days; however if your child is absent through illness or personal holidays fees are to be paid as usual. Fees are not payable over the school holiday breaks.

NOTE: The parent contribution levy has been put on hold as part of our COVID Policy to alleviate extra costs and reduce expectations for families to enter the centres. You will not be charged this fee until further notice.

PARENT CONTRIBUTION/ LEVY

During the year we have a number of visitors and experiences come to the preschool, such as children's yoga each term. We also go on excursions that may involve bus fares and other charges, e.g. to Dolphin Dreaming or The Farm. **A \$50 levy is charged to your account each term, unless you or a family member have contributed in some way to preschool.** This may be in the form of helping with fundraising, working bees, regular washing, gardening, giving feedback on policies etc, or being on the parent committee. Fundraising also contributes to covering these additional costs.

We appreciate your time and effort and understand that each family will be able to participate in different ways. There is a list of tasks available in each room / centre. Please discuss how you can contribute each term with your educators. Regular working bees are organised to maintain the buildings and play areas.



PARENTS LEND A HAND TO TOP UP OUR SOFT FALL AREAS WITH BARK DURING A SUNDAY MORNING WORKING BEE. WE ASKED PARENTS;

WHAT IS COMMUNITY TO YOU?

**“COMMUNITY IS BELONGING,
SUPPORTING, CARING AND HELPING.”** SG

**“WHEN PEOPLE BAND TOGETHER FOR A COMMON GOAL-MANY
HANDS MAKE LIGHT WORK.”** JJ

COMMUNITY PARTNERSHIPS

EARLY CHILDHOOD SERVICE NETWORKS & PROFESSIONALS

Byron Bay Preschool believes in and supports inclusive education and care for all children and families. We have strong partnerships with other early childhood services and professionals such as Child and Family Health therapists from the Byron Hospital, Byron Shire Early Intervention Shaping Outcomes, ASPECT, and local schools. Collaboration between parents, educators and health professional ensures optimum outcomes during the early years and future schooling.

Local schools work closely with us to ensure a smooth transition into 'big' school. Our preschool will be participating with the government's initiative to issue a **'Transition Statement'** which give parents and teachers the preschool's perspective of your child's development, and an opportunity for parents and the child to also give their perspective.

Your child's progress and well-being is important to us. Please feel comfortable to discuss any concerns you may have about your child's behavior or development with the Preschool Director and/or your child's teacher. Family meetings can be initiated when working with other professionals or early childhood therapists to develop Independent Educational Programs so that your child can reach their full potential at preschool.

Additional support to help children access the program is available through NSW Department of Education which provides the **Disability & Inclusion Program (DIP)**. Both centres provide an extra staff member for at least three hours per day which is partly funded by this incentive.



THE PARENT CONTRIBUTION SCHEME FUNDS OUR EXTRA CURRICULAR ACTIVITIES.

EACH TERM WE HAVE AN EARLY CHILDHOOD YOGA TEACHER COME TO TEACH YOGA THROUGH STORY TELLING.

EVERY YEAR CHILDREN ENJOY WATCHING CHICKENS HATCH FROM THEIR EGGS.

DOLPHIN DREAMING.



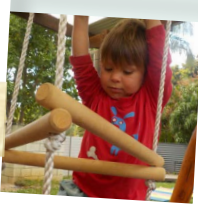
BUILDING COMMUNITY PARTNERSHIPS

NOTE: During Covid the playgroup has been cancelled at certain periods depending on current restrictions. Please keep up to date on whether the playgroup is running by asking at the centre or looking out for signs outside the centre.

FUN(D)RAISING

As a community based not for profit preschool working together to provide a family fun event, or to fundraise connects families with each other and helps to build community. Money raised go towards experiences at preschool, helps provide free parenting courses, and provides funds for our playgroup. Your time and support is greatly appreciated. A fundraising co-ordinator for each centre is elected at the AGM each year.

PLAY GROUP



Mondays (during school terms) **9.30 to 11.30**
At Suffolk Park Integrated Children's Centre
(next to Coogera's room)

Playgroup is a great way for young families to connect with each other in a safe and fun environment for young children and babies. Everyone is welcome and there is a gold coin donation. An educator from preschool facilitates the playgroup.



© Nigel Stewart



THE ARAKWAL PEOPLE ARE THE TRADITIONAL CUSTODIANS OF THE LAND AROUND BYRON BAY.

EACH YEAR WE LEARN ABOUT THEIR CUSTOMS, TRADITIONAL DANCE AND STORIES WHEN WE TAKE THE CHILDREN TO THE DOLPHIN DREAMING EXCURSION WHICH IS RUN BY THE CAPE BYRON TRUST. DELTA IS AN ARAKWAL WOMAN WHO IS ALSO AN EARLY CHILDHOOD EDUCATOR. SHE SHARES HER KNOWLEDGE WITH PARENTS, CHILDREN AND EDUCATORS AT COSY CORNER PICNIC AREA AS WE HAVE OUR FACES PAINTED AND LEARN A LITTLE OF THE LOCAL ABORIGINAL LANGUAGE. THE PARENT CONTRIBUTION LEVY FUNDS THIS EXCURSION.

HEALTH & SAFETY

COVID POLICY

Our COVID policy has created temporary changes to the drop off and pick up procedures. During some stages of the pandemic families may be asked to drop off children at the door. Even when this restriction is in place- if your child is having trouble settling you can still come in the centre to settle your child. An educator will sign your child in and out for you on the iPad during this stage of our Pandemic Procedures.

ARRIVAL & DEPARTURE

It is essential to sign your child in and out when you arrive and depart. Your child may need help to settle in for the morning, and it is important to us that we communicate with you about your child's day. Therefore it is important to make contact with a member of staff on arrival and departure.

Children picked up late after 3:30 will automatically be charged the penalty rates. See page 16.

If your child is to be absent for an extended period of time, please **NOTIFY THE PRESCHOOL.**

It is essential that each day on arrival and departure that your child is accompanied by the nominated adult/s. Please inform your teacher and write details on the sign on sheet if arrangements change for picking up your child. Please take note that it is against our regulations to release a child to a person younger than 18yrs old, who is unknown, who has not been nominated by the parent/carer, is under the influence of drugs or alcohol or is behaving in a manner that leaves us concerned for the child's safety.

WHAT TO DO WHEN YOU ARRIVE/DEPART EACH DAY (DURING NON-COVID PROCEDURE PERIODS)

Upon Arrival:

- Greet the director and other staff at the preschool and let us know you are here.
- Help your child place his/her bag in the locker.
- Help your child place his/her lunch box in the refrigerator and drink bottle in the box.
- Sign your child in on the iPad.
- Convey any messages to the director or other staff members that may be important for your child's day at preschool and advise staff about any changes to pick up arrangements. You can add any person to 'HUB Guests' on the Xplor app if you would like them to pick up your child. For example let the teachers know if they had; a bad night's sleep, need medication, experienced family changes or disturbances, changes to usual departure routine etc.
- Help to settle your child in for the preschool day or seek guidance from the director if your child is unsettled.
- Ensure you always say goodbye to your child before you depart.
- All medications **MUST BE HANDED TO THE TEACHER** and signed in by an authorised person.

Upon departure:

- Greet your child and the director or a staff member.
- Gather your child's belongings including any soiled clothing, bag, lunch box and any medication etc.
- sign your child out on the iPad.
- Listen to your child as they may want to show you things they have done during the day or take artworks etc home.
- The educators will try to let you know how your child's day has been. Please be aware that sometimes this can be difficult if there are many parents to speak to or other children still present.
- Information about your child's day can be found in the documentation of the day which is located in various places including on walls, in journals and via your Xplor Home app. Please spend time viewing these documents as they form a vital part of our communication to you. Ask your child about what you see. This can be a vital link between home and preschool to understand your child's learning at preschool.
- Family meetings can be arranged with your child's teacher to give feedback on your child's progress or the important information.
- Say goodbye to educators and children.

You will find a copy of the ECA Code of Ethics displayed at the preschool. It is expected that all staff and families will uphold the principles and values within it. A copy of the code can be found in the online enrolment pack on our website.

EMERGENCY PROCEDURES

It is important that you understand and comply with any emergency procedures. The primary emergency procedure is that of the fire evacuation. Our policies for emergency evacuation are detailed in the policy books at each centre. Practice drills with all children and staff are regularly implemented each term. A diagram of the evacuation route is located at the exit door in each room.

MEDICATION

Please be aware that educators at the preschool can only give medication to your child if it is prescribed by a medical practitioner. This includes over-the-counter medications, natural remedies etc. Therefore the medication must either contain a pharmaceutical label or be accompanied by a letter from a medical practitioner. These are the regulations under which the preschool operates and are not a decision made by the preschool.

WORKPLACE HEALTH & SAFETY

We adhere to the Workplace Health & Safety Act, 2011. We have a health and safety management plan that involves both staff and parents reporting any potential safety hazards or incidents in the Preschool. Our aim is to provide a safe environment for all that use the preschool. Please report any of your concerns to staff so that these may be addressed.

HAZARD REPORTING

It is important that you report any hazards in the environment as soon as possible to a staff member for them to address. This will ensure that our preschool continues to be a safe place.

CHILD PROTECTION POLICY

Our goal is to ensure that every reasonable precaution is taken to protect children being educated and cared for by the service from harm. Our Staff have a responsibility to defend the wellbeing and welfare of children in their care, and are mandatory reporters. They are responsible to report any children at significant risk of harm.

Definitions

'At risk of significant harm' - in relation to a child or young person means that there are current concerns for their safety, welfare or wellbeing because of the presence to a significant extent of any one or more of the following circumstances¹.

1. The child's or young person's basic physical or psychological needs are not being met or at risk of not being met;
2. The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive medical care;
3. In the case of a child or young person who is required to attend school in accordance with the Education Act 1990 — the parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive and education in accordance with that Act;
4. The child or young person has been, or is at risk of being, physically or sexually abused or ill-treated;
5. The child or young person is living in a household where there have been incidents of domestic violence and, as a consequence, the child or young person is at risk of serious physical or psychological harm;
6. A parent or other caregiver has behaved in such a way towards the child or young person that the child or young person has suffered or is at risk of suffering serious psychological harm

A Child Protection Policy is available to families in the policy book in the foyer at both centers.



FOOD AT PRESCHOOL

We have a detailed Food and Nutrition Policy for BBPS which is based on NSW Health Department's recommendations. Please provide your child with a wholesome morning tea, lunch and drink, preferably water in a bottle (we refill the water bottles throughout the day with water). **DO NOT INCLUDE** sweets, cans of drink, poppers or packets of chips or chocolates (including coated muesli bars and Nutella) as this kind of food may be sent home with your child. Info about "every day food" is provided in our online enrolment pack on our website. We do not heat / reheat food or drinks at preschool.

We run a strict **WASTE FREE LUNCHBOX INITIATIVE!** We hope that you embrace this initiative, and work in partnership to create an opportunity for generational change.

We send home all non recyclable waste, as well as sugary foods, and food products that come in single use packaging (unopened). This is order to help the children and families understand the benefits of a waste-free lunch and to become more aware of food packaging waste.

BENEFITS:

- Helps our children understand how we can take care of our environment and oceans by reducing packaging waste and plastics.
- Promotes sustainability awareness
- Encourages healthy eating

SUN SAFETY

We have an active Sun Safety program. Please ensure that your child has adequate sun protection with appropriate clothing each day, for example, loose fitting shirts or dresses with collars and sleeves that cover the shoulders and chest areas as well as a broad-brimmed bucket or 'legionnaire' hat – **CAPS AND VISORS are NOT SUITABLE**. Cancer Council recommended sunscreen is available for parents to apply to their child on arrival at preschool. Permission for teachers to apply sunscreen is authorised (or not) on the initial Enrolment Form. You may choose to provide your own sunscreen to leave at preschool.

No hat – no playing outside at peak UV times. We follow the cancer council's recommendations to vary these times throughout the seasons. Please make sure that your child's hat is labelled with their name as it may be left at preschool.

COVID-19:

Byron Bay Preschool has taken measures to prevent the spread of COVID-19 in our preschool. We have implemented our Pandemic Policy, which includes measures such as asking adults to hand sanitise at entry, reducing adults in the centres where possible, regular cleaning of toys and requiring 1.5 meter social distancing between adults. Masks are also available for use if required. If you have visited the location of a known outbreak of COVID-19, or you have been in contact with a diagnosed case it is critical you notify the director and that you and your family members do not enter the preschool for 14 days. If you or child show any signs of respiratory illness including cough, runny nose, sore throat or fever please do not enter the premises until symptoms have completely cleared up. Requirements and restrictions are constantly changing and we will update you as any new changes come into place.

PREVENTING INFECTION

Preventing cross infection from child to child/staff is of utmost importance.

Usually if you are in doubt as to whether a child is well enough to attend, he or she isn't. **If your child requires regular medication, you must complete a Medication Authority Form.** All medication must be given to a staff member in original container with a pharmacist or health care professional label including name of child.

The following symptoms will alert you to the fact that your child could be unwell:

- Unusual spots or rashes
- Unusual behaviour (your child is irritable or less active than usual, cries more than usual, feels general discomfort or just seems unwell)
- Fever
- Conjunctivitis (tears, redness of eyelid lining, irritation, followed by sweating and discharge)
- Breathing trouble
- Mucus discharge from the nose (thick, green or bloody)
- Diarrhoea
- Vomiting
- Loss of appetite
- Sore throat or trouble swallowing
- Infected skin patches
- Severe, persistent or prolonged coughing
- Frequent scratching of the scalp – head lice must be treated prior to returning to preschool
- Impetigo must be completely covered and staff need to know of the condition
- Headache, stiff neck
- Yellowish skin or whites of eyes; and
- Unusually dark, tea coloured urine

What to do when a child has symptoms:

- Consult your Doctor
- Keep your child away from Preschool so that others are not infected
- Contact an appropriate staff member and enquire if other children are suffering similar symptoms; and
- Check with staff for exclusion times and procedures in relation to giving medication at Preschool

DIARRHOEA & VOMITING

Diarrhoea and vomiting are potentially contagious and it is our policy that if your child is suffering from either of these, regardless of the cause, they **must be kept away from the Preschool 24 hours** after the last episode and with no recurrent symptoms. This means that **if your child has a loose motion or vomits before leaving home in the morning, the child is NOT to be brought to the Preschool.**

The following is a list of the most common infectious diseases and their exclusion periods:

CONDITION	EXCLUSION OF CASES
COVID	Exclusion of Cases: Exclude until advised by Dept of Health and Medical Practitioner. Notify Preschool Director immediately if case identified or you have had contact with identified case.
Campylobacter	Exclude until diarrhoea has ceased.
Chicken Pox	Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.
Conjunctivitis	Exclude until discharge from eyes has ceased.
Diarrhoea	Exclude until diarrhoea has ceased.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs; the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.
GlandularFever (Mononucleosis)	Exclusion is not necessary.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.
Hepatitis B	Exclusion is not necessary.
HumanImmuno-Deficiency Virus (HIV AIDS Virus)	Exclusion is not necessary unless the child has a secondary infection.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.
Leprosy	Exclude until approval to return has been given by health authority.
Measles	Exclude for at least four days after the onset of the rash.
Meningitis (bacterial)	Exclude until well.
Meningococcal Infection	Exclude until well.
Mumps	Exclude for nine days or until swelling goes down (whichever is sooner).
Poliomyelitis	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.
Ringworm, Scabies, Pediculosis (lice), Trachoma	Re-admit the day after appropriate treatment has commenced.
Rubella (German Measles)	Exclude until fully recovered or for at least four days after the onset of rash.
Streptococcal Infection (including Scarlet Fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received.
Whooping Cough	Exclude the child for five days after starting antibiotic treatment.

We can appreciate that it may be caused by something the child ate, but we can't be sure. We often find that a child who has been sick in the morning usually repeats this throughout the day or even becomes worse and we have to contact you in any case to take the child home.

POLICIES

POLICY & DAILY PRACTICES

Byron Bay Preschool has a number policies and procedures which ensures the safety of children and adults at the service. They outline the aim of the policy, the reasons for the policy and the obligations of all concerned. They also reference legislation which is relevant.

Staff, students and volunteers are made familiar with the policies during the induction process to the centre. Reviewing policies and procedures is ongoing depending on regulative or legislative changes or requirements within the service. Ongoing training is provided for regular staff and volunteers.

The NQS QA 4 (p.111) states the importance of clear policies and procedures to:

- Ensure there are common expectations about how things are done at the service
- Promote consistent practice.

The Management team (the Committee, the nominated supervisor and centre director) write and review the policies and procedures that inform the way the preschool is operated. These policies are informed by all the legal documents that the centre is governed by, including the Education and Care Services Regulations, the National Law, WH&S legislation, Fair Work Australia, the NQF and other relevant sources. It is expected that all families at the centre adhere to the policies and procedures of the service and refer to them when needed.

These policies will aid you, should you need to find information on the grievance procedures, resolution of formal complaints, responding to a complaint, appeals, work-place health and safety (WH&S), staff conduct, leave, child protection, mandatory reporting procedures and policies relating to working with children.

**The policies of Byron Bay Preschool are available for parents' perusal.
They are available in the foyer at each Centre. We currently have policies on:**

<p>Quality Area 1: Educational Program & Practice</p> <p>The Programme Inclusion Policy Children's Additional Needs Developmental Records Transition to School</p> <p>Quality Area 2: Children's Health and Safety</p> <p>Pandemic Policy Sleep, Rest & Relaxation Policy Food and Nutrition Policy Sun Protection Policy Water Safety Policy First Aid Policy Incident, Injury, Trauma & Illness Policy: Notification of Serious Incident (form) Child Protection Providing a Child Safe Environment Emergencies & Evacuation Policy Arrivals and Departure Policy Excursions Policy Infectious Diseases Policy Infectious Disease Notification (form) Missing Child Policy Staff Immunisation Policy Medication and Health Statement Medication Administration Policy Medical Conditions Policy: Asthma, Anaphylaxis & Diabetes Management General Health and Illness Policy Dental and Oral Health Policy Storage of Dangerous Chemicals, Substances and Equipment</p> <p>Quality Area 3: Physical Environment</p> <p>Indoor and Outdoor Environment Policy Environmental Sustainability Policy Environment Statement Cleaning & Maintaining the Environment: Maintenance Schedule / Cleaning Schedule</p>	<p>Quality Area 4: Staffing Arrangements</p> <p>Volunteers & Students Policy: Student/Volunteer Form Staff Appraisal Determining Responsible Person Policy Staff Code of Conduct Policy Staffing Staff Communications Casual Staff Induction of New Staff: Induction Process (form) Staff Development and Training Staff Leave Staff Members' Children Permanent Staff Recruitment and Selection Communication & Dispute Resolution</p> <p>Quality Area 5: Relationships with Children</p> <p>Interactions with Children Policy Guiding Children's Behaviour Policy</p> <p>Quality Area 6:</p> <p>Collaborative Partnerships with Families & Communities</p> <p>Enrolment and Orientation Policy Family Participation and Communication Policy Parent Participation Policy</p> <p>Quality Area 7: Leadership and Service Management</p> <p>Confidentiality Policy Children's Records Policy Governance and Management of the Service Policy: Schedule of Delegations / Summary of Offences under the National Law Fees Policy Complaints Policy : Complaint Register / Customer Complaint Form Financial Management Acceptance and Refusal of Authorisation Policy Priority of Access Policy</p>
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GENERAL INFORMATION

COMMUNICATION WITH FAMILIES

Building respectful and trusting relationships and having daily communication with families is important to our learning program and the wellbeing of our children. Communication between staff and families is encouraged. This is possible at arrival and departure times, at a designated interview time or by telephone on an individual level. Reflective diaries, room displays and individual portfolios are all forms of documentation to share with parents and information about our daily life at preschool.

At Byron Bay Preschool we acknowledge that families are the primary influence in the child's life. We believe that learning outcomes are most likely to be achieved when educators work in partnership with families (Early Years Learning Framework 2009:12).

Staff will:

- Ensure that respectful and supportive relationships with families are developed and maintained.
- Ensure there is shared decision making with families.
- Ensure that communication with families is continuous, honest, open and two-way.
- Ensure that families have opportunities to be involved in the preschool and contribute with authenticity to the decisions of the preschool.
- Ensure there are processes for communicating with families in place.
- Ensure there is current information about the service available to families at all times.
- Support families in their parenting role.
- Respect the values and beliefs of the family regarding childrearing.

(Excerpt from the Preschool's Communication with Families Policy).

We value your feedback and input. If you have any concerns or feedback, please talk to your room leader or the Director. Alternatively you can discuss it with a member of the Committee (Approved provider). Contact names and numbers are displayed on the main notice board. If you would like to make an official complaint there is a procedure in the Policy Book which is in the foyer at both Centres.

EMAIL COMMUNICATION

All parent notes, newsletters and administrative updates and invoicing will be done through your nominated email address. Please ensure that any change to email details are reported to administrators. Parents are welcome to communicate through our emails at either centre

WEBSITE:

www.byronbaypreschool.org.au is mainly used for advertising of the Preschool and general information about the service.

XPLOR:

Xplor is the online platform that manages communication, documentation, child sign in, enrolment and billing for the preschool. It is critical that each parent/carer has their own Xplor log in and that each parent/carer downloads the Xplor home app on their smartphone. Messages, daily updates, learning stories and vital communication will come through this app. You can also manage your bills and direct debits. You can use this app to sign your child in and out of the centre.

NOTICEBOARD and POCKETS

It is important to be informed of forthcoming events, and for this reason we urge you to take the time to examine all notices. Information will also be distributed into pockets. However to avoid unnecessary paper consumption you may elect to provide us with your email address to receive preschool news. This information will be collected at the beginning of the year.

MEETINGS

Committee Meetings are held once per month to address the business of the preschool. Parents are invited to General Meetings. Agendas detailing times and dates are displayed at each Preschool.

DRESS AT PRESCHOOL

Please dress the children in appropriate clothes suitable for play. Check the lost property regularly. Now is a good time to start labeling your child's belongings. A waterproof marking pen is a worthwhile investment. We try to keep a supply of shirts, shorts, underwear etc to cater for the avid water play expert or the occasional accident. We ask that these clothes be washed and returned to the preschool as soon as practical for you. Donations of such clothing are appreciated.

TOYS AND BELONGINGS AT PRESCHOOL

Preschool has many wonderful toys and resources to share and enjoy. When children bring in their own toys they can be lost or broken. This can be very distressing. For 'show and tell' we prefer the children to share something they have FOUND, EXPERIENCED or MADE. Please support us by keeping 'home toys' at home. A comfort toy can be provided for rest time; however, we are not responsible for damage or loss.

TRANSITION TO SCHOOL PROGRAM

Byron Bay Preschool provides a comprehensive Transition to School program to support the children in their move to the very new and different environment of school.

In the year prior to school entry, parents are encouraged to discuss their child's progress in informal discussions with their preschool teacher or to make an appointment for an interview to help decide if you will send your child to school in the following year. Your child's progress is recorded in their individual portfolio, or journal.

We liaise and distribute information from local schools regarding enrolments and Orientation Sessions for the children. When necessary, staff will attend meetings with the family at the school regarding the transition process and needs of the child.

Representatives from the schools may visit to discuss the children entering their school and to see the children in the preschool environment.

It is recommended that parents do their own research into local schools to select the one that best suits their child's needs and family's values. It is the responsibility of the parent to enrol their child at the chosen school. This is usually done during term 2 or early term 3 to ensure a comprehensive orientation process.

UNDERSTANDING PRESCHOOL GOVERNANCE

EARLY CHILDHOOD AUSTRALIA ASSOCIATION (ECA) CODE OF ETHICS

A code of ethics is a set of statements about appropriate and expected behaviour of members of a professional group and, as such, reflects its values.

The Early Childhood Australia Code of Ethics was first developed in 1990 by a national working party, with considerable input from the early childhood field. The 2006 Code of Ethics Agenda resulted in a

It is important that you understand the way the preschool is governed and managed. From January 1st, 2012 a new National Quality Framework came into being to “ensure the wellbeing of children throughout their lives and lift the productivity of our nation as a whole” (Guide to the NQF, ACECQA, 2011:3).

The National Quality Framework (NQF)

All preschools in Australia operate under an Australian Governmental Quality Framework called the “National Quality Framework”

The Law

The foremost component of the NQF is the National Law called “Children (Education and Care Services National Law Application) Act 2010”. This Law regulates education and care services for children.

The Regulations

The way that this law is applied is detailed through the “Education and Care Services Regulations”. These regulations are the practical details and rules under the law (A Really Simple guide to The New Regulations. Community Childcare Cooperative 2011:3).

The National Quality Standards (NQS)

The NQS is a schedule to the National Regulations (The Guide to the National Quality Framework, ACECQA:9). The NQS is part of the Regulations. Amongst other things, the Regulations set out the minimum operational requirements organised around each of the seven Quality Areas of the NQS (Guide to the NQF, ACECQA, 2011:8).

The Learning Framework

NQS 1.1 states, “an approved learning framework informs the development of a curriculum that enhances each child’s learning and development”. The approved learning framework for preschools in NSW is the Early Years Learning Framework called “Belonging, Being & Becoming (DEEWR, 2009). This document is generally referred to as the “EYLF”.

The aim of the EYLF is to extend and enrich children’s learning from birth to 5 years and through the transition to school. It assists services to provide young children with opportunities to maximize their potential and develop a foundation for future success in learning (Guide to the NQF, ACECQA, 2011:10)

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA)

Is the council that oversees the implementation of the NQF, makes the Regulations and appoints members of the ACECQA (see below) board (Guide to the NQF, ACECQA, 2011:6).

The Australian Children’s Education and Care Quality Authority (ACECQA)

ACECQA is the new national body jointly governed by the Australian Government and state and territory governments to oversee the new system.

NSW Department of Education and Communities (DEC)

Under the NQF, each state and territory has its own Regulatory Authority that has primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the NQS (Guide to the NQF, ACECQA, 2011:4). In NSW, the Department of Education and Communities is the Regulatory Authority. ECA – Code of Conduct.

PRIVACY STATEMENT

Children’s services are captured within the definitions of a health service provider under the Privacy Amendment (Enhancing Privacy Protection) Act 2012. This Act was passed in November 2012 and commenced on 12 March 2014. The Act amends the Privacy Act 1988 and includes 13 new Australian Privacy Principles that apply to all organisations in Australia. The Privacy Statement is part of the enrolment form.

The Australian Privacy Principles cover:

1. Open and transparent management of personal information
2. Anonymity and pseudonymity
3. Collection of solicited personal information.
4. Dealing with unsolicited information
5. Notification of the collection of personal information
6. Use or disclosure of personal information.
7. Direct marketing
8. Cross-border disclosure of personal information
9. Adoption, use or disclosure of government related identifiers
10. Quality of personal information
11. Security of personal information
12. Access to personal information
13. Correction of personal information.

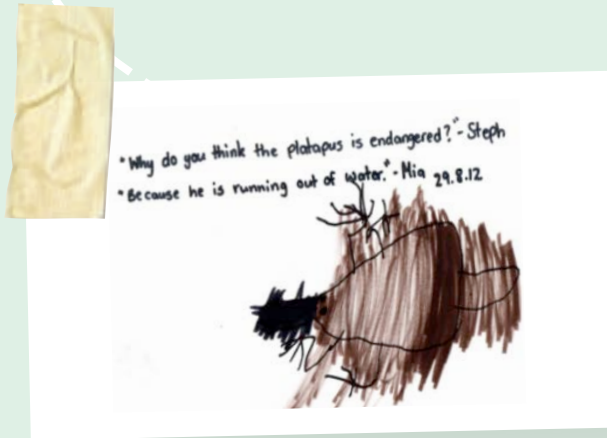
To comply with the Act and its amendments, organisations must have a clear policy detailing the handling of personal information including how they collect, use, and disclose personal information and how they keep it secure. This policy should be readily available.

In practical terms complying with the Privacy Act is likely to mean: telling people you collect personal information and what you will do with it only using personal information about people in ways that they might expect not passing personal information on without telling people giving people the chance to see any information you hold about them if they ask keeping personal information safe and if people ask, telling them how you handle personal information in your organisation.

The Privacy Act exempts employment records where information about employees is only used for employment purposes. The Australian Privacy Principle guidelines provide information about the mandatory requirements for each of the principles.

Link to Privacy Act: www.legislation.gov.au/Details/C2014C00076

ENROLMENT



CURRICULUM IS... "ALL THE INTERACTIONS, EXPERIENCES, ROUTINES AND EVENTS, PLANNED AND UNPLANNED THAT OCCUR IN AN ENVIRONMENT DESIGNED TO FOSTER CHILDREN'S LEARNING AND DEVELOPMENT."

(EARLY YEARS LEARNING FRAMEWORK)

WHAT TO BRING TO PRESCHOOL

On your child's first day, please remember to bring:

- A broad-brimmed, bucket or legionnaire's hat to be left at preschool
- A fitted, single cot size sheet in a cloth bag (please NO pillows or plastic bags)
- During the winter; a lightweight small blanket
- A nutritious morning tea and lunch
- A refillable drink bottle
- A bag for the lunch box and other belongings
- A change of clothes

PLEASE WRITE YOUR CHILD'S NAME ON ALL OF THE ABOVE

The preschool provides water in disposable or plastic cups in case of forgotten water bottle. Each child has a locker space to store their personal belongings. Please ensure your child's bag is big enough for them to fit everything in it and that food containers CAN be opened by your child. This is important for them to gain independence in preparation for 'Big School'. A separate sheet bag is required.

COMPLETE ENROLMENT

You will have provided:

- Immunisation records
- Two emergency contacts
- Any court orders associated with your child (if applicable)
- A valid Health Care Card (if applicable)
- Information regarding your child's medical needs
- Sign all authorisations on the enrolment form

We look forward to meeting you and your child. You will be given a time and date to arrive on your first day. An interview time will be allocated to discuss your child at preschool and answer any questions that you may have. **We welcome and your family to our preschool community.**

USEFUL CONTACTS



Byron Bay Preschool Administration

Phone: (02) 6685 3311

Contact Person: Julia Green

Email: admin@byronbaypreschool.org.au

Website: www.byronbaypreschool.org.au

Director: Bridget Isichei

Phone: 02 6685 3311 / 02 6685 7345

Email: director@byronbaypreschool.org.au

Coogera Centre

Phone: 6685 3311

Email Educational Leader: coogera@byronbaypreschool.org.au

Cavanbah Centre

Phone: 6685 7345

Email Educational Leader: cavanbah@byronbaypreschool.org.au

Child & Family Health Services

For All appointments for 'Ambulatory Services' such as Kids Screen, hearing Checks, Immunisation Clinics, Speech and language support, Occupational Therapy or to talk with a Social workers call **Byron Bay Hospital: 6639 9400**

Northern NSW Local Health District

Phone: 6620 2100

NSW Department of Education (DEC)

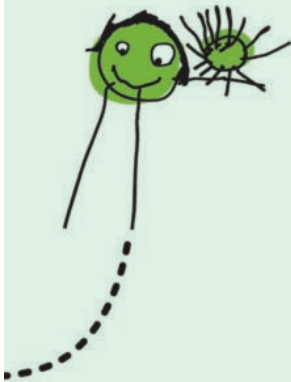
Phone: 1800 619 113 (toll free) Fax: 02 8633 1810

Email: ececd@det.nsw.edu.au

Postal address: Information & Enquiries

Early Childhood Education Directorate, NSW Department of Education

Locked Bag 5107 PARRAMATTA NSW 2124



**BYRON BAY
PRESCHOOL INC.**

