Parent Information

We provide a fun quality program in a warm, stimulating environment. Community involvement is vital to our successful service. Wentworth Falls Preschool Kindergarten Incorporated is a licensed children’s service operating under the Guidelines of the Department of Education and Early Childhood Development (DEECD). Our Kindergarten Management Committee facilitates the management of the Preschool. A list of the Committee Members is displayed on the notice board at the entrance of the Kindergarten. Copies of relevant legislation EDUCATION & CARE SERVICES NATIONAL LAW ACT 2010 & EDUCATION & CARE SERVICES NATIONAL REGULATIONS may be viewed on table in office along with the copy of our POLICIES.

WHAT HAPPENS IN THE PRESCHOOL- OUR AIM
Our aim is for your child to feel safe and secure in our caring, relaxed, and friendly learning environment. Our program incorporates the National Early Years Learning Framework which aims to meet the physical, emotional, social and cognitive needs of the children through providing guidance, acceptance and encouragement while valuing the importance of free and creative play. To provide a creative environment that provides opportunities to explore areas of interest in science, maths, language, music and the arts in a school development program.

PRESCHOOL YEAR AND SESSION TIMES:
To allow for the smooth running of our preschool, please note the hours of Operation:-
MONDAY – FRIDAY- 8:30am to 3pm
The Preschool is closed on public holidays & school holidays. (Fees are not charged for public and school holidays.)

FEES – See Attached Document

ANNUAL ENROLMENT & MEMBERSHIP SUBSCRIPTION FEE - $50
Fees are payable on all days for which your child is booked. Payment is still required on sick days and family holidays.

Maintenance and Equipment Fee: $20 per term.
FEES MUST BE PAID A FORTNIGHT AHEAD.
If you wish to take your child out of Preschool you are required to give two weeks notice or pay two weeks fees. If you have trouble paying your fees, please feel free to come in and talk to Adena about it. Please put fees in the Red Fees Box in an envelope clearly marked with your child’s name, the amount enclosed and what it is for - fees, excursion etc. or use online banking.

ONLINE BANKING
Commonwealth Bank Katoomba – BSB 06 2559 Acct No 00902397

Fees
Please remember outstanding fees must be paid in accordance with signed agreement. Thank you.
OUR PHILOSOPHY

Our philosophy is to ensure that your child feels safe and secure in our warm, caring, relaxed and friendly learning environment, while encouraging self esteem, resilience, and independence in our play based program. We have an emphasis on providing a home like environment which supports the individual needs and interests of our children and families with open communication with our parents, as we incorporate the Early Years Learning Framework.

The children in their early years seek pleasure in the here and now and a sense of being by taking time to explore the present, growing and developing their own identity.

IN RELATION TO OUR EDUCATORS

Our educators provide a safe and interesting programme assisting the children to achieve their full potential by extending their needs and interests. Our Educators are committed to providing high expectations in each child’s developmental and learning, in the understanding that each child will progress at his or her own pace and in their unique way. The Educators respect each child’s family background and beliefs, being aware of their differences and diversity.

IN RELATION TO THE LEARNING ENVIRONMENT.

Because we are lucky to be in a natural bush setting, we encourage an environmental awareness, appreciating the wonder of nature in the Blue Mountains. We maintain sustainable practices within the Preschool, while taking advantage of nature and the natural world. Being in a small close knit community we rely on the support given by our families in maintaining our high quality care and education. Our families provide an important two way relationship as they share information, skills, values and enhancing their child’s sense of belonging within the preschool and the community.
PARENT INFORMATION

Because you and your child are important to us, I am taking this opportunity to explain some of the Early Childhood principles behind the planning of our curriculum. Your opinion and understanding of our approach to teaching, caring and facilitating your child’s learning will help us to ensure a two way relationship and the smooth running of the Preschool.

Many of the children are entering the social world outside their own family for the first time when they enter our Preschool. During their time with us it is our responsibility to ensure that each child is able to meet the challenges planned for them, building their confidence and faith in their own abilities and self worth.

THE ORGANISATION OF OUR PRESCHOOL

The physical setting of the preschool is very important in setting the mood for enhancing learning and interactions. We have a warm, supportive environment where there is mutual respect for each child, comfortable for both the children and the adults. The rooms have been arranged to encourage children to feel free to choose the activity or learning experience according to their own interest, with plenty of space for them to move around. We encourage the children to solve problems and to think for themselves with the teachers offering guidance where necessary and challenging their thinking and experiences. Our Preschool is bright and clean. It is set up with interesting materials that will encourage each child to explore and manipulate at his or her own pace. Other aspects besides the physical layout of the room also affect the child’s learning. Importance is placed on positive communication between the teacher’s and the children, stimulating the variety of language and developing cognitive skills. Each child is given the opportunity to interact and develop relationships with other children and adults in a pleasant and safe environment. Older children are encouraged to help and interact with the younger children. Older children often help the youngest ones with the routines of the day and model socially competent behavior. It has been established that children in mixed aged groups will listen more to each other, resulting in them thinking more of another’s perspective.

We are a Community Based Non Profit Preschool, and we rely on you to pay our fees on time, so we may keep our Preschool running smoothly, financially. Fees must be paid a fortnight ahead. Thanking you for your cooperation in this matter. We also have a Parent Committee that you are welcome to join.
DUE TO HEALTH REGULATIONS, ALL PARENTS PLEASE TAKE YOUR CHILDREN INTO THE BATHROOM TO WASH THEIR HANDS AT PRESCHOOL BEFORE THEY BEGIN THEIR PLAY IN THE MORNINGS.

WHAT YOUR CHILD NEEDS TO BRING TO PRESCHOOL:-

• A backpack or school bag
• Lunch and Morning tea in one lunchbox clearly labeled with your child’s name. Lunch: - See enclosed for ideas for lunches

WE ARE A NO NUT, NO PEANUT or PEANUT BUTTER preschool, as some of our children have food allergies that are life threatening. (Anaphylaxis)

• We encourage healthy eating at Preschool, except for BIRTHDAYS when a birthday cake is special, and can be shared with the class.

CLOTHING
Make sure your child wears old comfortable clothes for ease in toileting and play, so you won’t have to worry about the state of your child’s clothes.

NOTE:
Garments that comprise of a top and bottom section is the most practical. Please make sure that your child wears sensible shoes, NO THONGS, as they can be dangerous when children are running or climbing.

• A parka and beanie for outdoor play in winter
• A hat (broad brimmed or legionnaires) for outdoor play in summer. Please place hat in top section of their locker for easy access. We will apply sunblock on your child just before we go outside in the morning (Not in the months of June or July). If you do not want us to apply sunblock please let us know.

• Appropriate casual clothing for active play and not their best
• Spare clothing including socks and undies in case of accidents

A favourite teddy or blanket etc. is fine, as sometimes these are comforting for some of the children.

If your child has something special to show the other children, please see the teachers and they will keep it in a place for safe keeping. The children like SHOW and TELL, especially after a holiday etc.
GENERAL INFORMATION

It is the parent’s responsibility to inform the staff if:

- Someone different is picking up your child
- Your child is sick or going on holidays
- Your address and or phone number has changed
- Your child has any allergies or special needs
- You have any problems or concerns

PLEASE REMEMBER TO WASH YOUR CHILD’S HANDS WHEN THEY ARRIVE IN THE MORNING.

Thanking you
DEAR PARENTS

Part A Attachment: LUNCH BOX PROCEDURE

* Please do not send thermal bags as we put all the children’s lunches in the fridge, so thermal bags are not necessary.

* Thermal Bags inhibit the temperature control of food when in the fridge.* Regulations request that no thermal bags are to be used in the fridge.

* Please send one lunchbox containing lunch and morning tea (including fruit)

* Lunch boxes should be plastic and easy for children to open.

* “Décor Tellfresh”, are cheap and come in all sizes (from K Mart or Coles –Woolies), or any similar plastic container, just not thermal bags please.

* Please make sure your child’s name is clearly visible on the lunchbox and drink bottle, either with a sticker or a permanent marker.

* Remember Due to Anaphylaxis – No Nuts – No peanut butter - No yoghurt- No milk(as the runny dairies often end up on the floor or on the children) – Hard cheeses are okay

* We have several lunchbox styles on display near the drinks box. If you need help with lunchbox ideas please see staff.

* Water bottles should be clearly labelled.

THANKING YOU VERY MUCH FOR YOUR COOPERATION

STAFFING PROCEDURE

1. Lunch boxes will be gathered upon arrival. Any lunches that are in thermal bags will be placed into plastic sealed snaplock bags, labelled and placed into the fridge.

2. All lunch boxes will be carefully placed in the fridge at approximately between 9. a.m. to 9.30 a.m.. The thermostat will be checked and recorded on the Fridge Temperature Control Chart.

3. Morning Tea is between 10.45a.m. to 11.15 a.m.

   (i) Lunch boxes will be taken out and children will have morning tea.

   (ii) At the conclusion of Morning Tea lunch boxes will be placed back in fridge. Staff will again check thermostat control of the fridge and recorded on Fridge Temperature Control Chart.

4. Lunch Time is between 12.30 p.m. and 1 p.m.

   (i) Lunch boxes will be taken out and children will have lunch

   (ii) At the conclusion of Lunch Time, lunch boxes will be placed in children’s lockers.

NOTE Any remaining foods that are Meat or Dairy based will be returned to the fridge and collected at departure time.

FREEZER is to be check daily at two intervals and recorded on the Freezer Monitoring Chart

SOURCE NOTE:- Fresh Food :- between 0 degrees to 4 degrees celsius. The Australian Standard for fridges uses a fresh food compartment average temperature of 3 degrees Celsius. It’s a good target to aim for because it means not freezing foods yet still keeping them below 4 degrees Celsius.
MORNING TEA AND LUNCH POLICY

PLEASE PLACE MORNING TEA AND LUNCH INSIDE ONE BOX CLEARLY MARKED WITH YOUR CHILD’S NAME. Please also write name clearly on drink bottle if you are providing one. The lunches will be placed in the fridge.

MORNING TEA is a piece of fruit, dried fruit, fresh vegetables etc if possible. Water is provided for morning tea and lunch or a drink maybe sent from home.

LUNCH consists of a sandwich, salad, sushi, rice, pasta, pizzas, fruit, vegemite, cheese, different breads, rolls, rice crackers, flat breads, cold meats and chopped raw vegetable sticks etc

Please pack a nutritious lunch, for your child. Sweets, cakes and biscuits are not desirable, (except for birthdays). Particularly as so many children have sugar related allergies and weight problems at an early age. Help your child to be part of a health trend by sending fresh foods. Also try not to send too much or a large variety- many children waste much of their Preschool day making decisions about what to eat and how much. (Over eating begins in early childhood)

WATER IS VERY GOOD FOR OUR CHILDREN INSTEAD OF SUGARY JUICES AND CORDIALS.

BIRTHDAYS
Birthdays are very important in a child’s life and we like to make them enjoyable for the children. Please fell free to send along a cake on your child’s BIRTHDAY SO THAT THEY CAN CELEBRATE WITH THEIR FRIENDS. We’ll take a photo.

REMEMBER-DUE TO SOME CHILDREN WITH ANAPHYLAXIS NO NUTS OR PEANUTS OR BY PRODUCTS.

- Children are very happy with a sandwich and a piece of fruit.

Thanking you for your cooperation as we want to ensure that all our children have the opportunity to attend preschool safely
Sickness

The close proximity of children and staff within the preschool makes the chances of cross infection very high. We require your cooperation in keeping sickness to a minimum. Therefore, even if it is only suspected that a child is suffering from and infectious illness and you are unsure, please seek the advice of the staff. In addition, while it is recognized by the preschool that colds are common place in the winter months, it is part of our policy that children with COUGHS, THROAT AND CHEST INFECTIONS and the like be excluded from attending the preschool. As we believe that all children attending preschool should be in good health to benefit and have an enjoyable day. We recommend that if the parents feel that their child does not meet the criteria, then she/he should consider keeping the child home.

Any medication must be labeled with the child’s name and instructions, recorded in the Medication Booklet in the Office and given to the staff.

IMMUNISATION CERTIFICATE

The Public Health (Amendment) Act 1991 Requires parents to provide documented evidence of the immunization status of all children upon enrolment. You are required to provide a signed Immunization Certificate/Record i.e. “Blue Book”, given to each child at birth. THIS DOES NOT MEAN THAT IMMUMISATION IS COMPULSORY BUT YOU MUST LET US KNOW FOR OUR RECORDS.

BIRTH CERTIFICATE
Please provide Birth Certificate to be verified by the Director on enrolment.
Sickness Policy
QA2 – Children’s Health And Safety - 2018

It is centre policy that sick children do not attend the centre:

If your child is sick she/he required the care and comfort of living parents in their home environment.

When to keep your child at home?
If your child has any of the following complaints:

- High Temperature
- Diarrhoea
- Productive Cough (Mucus)
- Conjunctivitis
- Tonsillitis
- Measles
- Rubella (German Measles)
- Cold Sores
- Ringworm
- Impetigo
- Hand And Foot Infection
- Vomiting
- Severe Skin Rash/Infection
- Chicken Pox
- Diphtheria
- Infectious Hepatitis
- Mumps
- Whooping Cough
- Head Lice
- Scabies
- Excessive discharge from eyes/nose/ears

Medication:

When a child has been prescribed medication by a doctor, he/she should be at home according to the doctors instructions. The close proximity of many children, such as we have un the centre, increases the risk of cross infection, not only between children attending, but also to visitors, including possibly newly pregnant mothers, very young babies, and staff members.

If your child requires medication and the doctor sends a letter saying he/she is fit to attend child care then we will administer a maximum of two doses per day as long as it is prescribed by a doctor. “No, over the Counter” medication will be administered unless accompanied by a note from the doctor. Any child on antibiotics must not attend for a minimum of 25 hours, when first taking the antibiotics.

Ensure medication is handed to a staff member and not left in the child’s bag or locker or in the playroom. Child’s name, dosage and time must be clearly labelled on the medication. Please also remember to collect the medicine from a staff member at the end of the day.

See Also:
Dealing With Medical Condition Policy, Section: Administration of Prescribed Medication
Medical Conditions Policy

For the management of medical conditions, e.g. Asthma, Diabetes or a child at risk of Anaphylaxis.

Parents to inform the Director if a child has a specific health care need such as an allergy or relevant medical condition, which will require the parent to provide a medical management plan.

In consultation with the parents to ensure that the risk relating to the child’s specific health care need, allergy or relevant medical condition are assessed and minimized and to ensure that practices and procedures in relation to the safe handling, preparation, consumption and service of food are implemented.

To ensure that all staff are volunteers can identify the child, the child’s medical management plan and the location of the child’s medication are developed and implemented.

The child is not to attend then service without the medication and without the appropriate medical management plan.

The child’s parent to communicate and changes to the medical management plan and risk minimization plan for the child.

This policy to be given to the parent if we are aware that the child has a specific health care need on enrolment.
SEPARATION ANXIETY  -  NEW ENROLMENTS

Some children will find the new experience of Kindergarten very exciting and have no difficulty separating from their parent or caregiver. However, some children may feel threatened or frightened in the new environment and/or may not have separated from their parents for a considerable amount of time prior to attending kindergarten.

During this transition your child’s behavior may change and mood swings may be evident. It is important to support your child and help them gradually settle into their new surroundings.

Initially your child may insist that you stay with them and we believe that this is important. However, if your child continues to have difficulties settling in, here are a few hints and strategies which may encourage a smooth and happy transition for you and your child:

- Come into Kindergarten with your child and help settle him/her into an activity.
- If your child would like you to stay a while, please feel free to do so.

- Once you have said goodbye to your child and the teacher, it is important that you leave. If your child is insecure he/she may become more upset if you hesitate.

- If you are concerned about your child after leaving, please feel welcome to phone us when you arrive home or at any time during the day. Generally, children will have settled down well, as soon as their parents are out of sight.
Dear Parents

We would like to let you know that we are a Community Based Non Profit Preschool, so this means that we rely on your support and your fees to be paid on time, (a fortnight ahead). We have a Parent Committee that you are welcome to join.

We rely on your support in helping to provide the best quality care and education for your child. Please let the staff know of any ideas for programming or ways we can better suit the developmental needs or interests of your child. Please check your personal pocket for your receipts and other personal information. Also please check on the table and on the Notice board in the foyer, for the Newsletter and programming information.

Please see one of the teacher’s to make appointments for interviews or feel free to chat on a daily basis with Sue, Megan, Irena or Adena about your child’s progress at any time throughout the year.

THE CHILDREN’S PORTFOLIO’S
Each child has their own portfolio. These portfolios are kept in their classrooms and will contain a continuum of their needs, strengths, interests, experiences, and photos throughout the year. These are available for your perusal at any time. Your input and ideas, to further your child’s development are most welcome. Your child’s Portfolio are handed to you at the Christmas Concert.

FEES
Also it is important to remember to pay the fees two weeks in advance. **FEES MUST BE KEPT UP TO DATE.** Remember we are a Non-Profit Community Preschool, and we need your fees paid on time to pay our bills. Enrolment will not be accepted until you have signed the FEES AGREEMENT at the end of the Enrolment Form.

Thanking you
Adena
OUR CURRICULUM

BELONGING, BEING AND BECOMING:-The five principles that underpin belonging, being and becoming:-
1. Secure, respectful and reciprocal relationships
2. Partnerships
3. High expectations and equity
4. Respect for diversity
5. Ongoing learning and reflective practice

Our Preschool is based on the view that early childhood children learn in an interrelated environment, incorporating the National Early Years Learning Framework, where there are opportunities to develop language, creativity, science, maths, the arts and social skills. The implementations of these experiences are not seen as separate, as children do not learn or see these areas separately. When children are playing in the sandpit with water, they are learning scientific concepts of what happens with the sand when it is wet and how it absorbs the water when it is dry. When they try to put the wet sand through a sieve, they then realize they must use dry sand for it to work. They are finding the right solution for themselves. As they play and experience the activities in the preschool, they are developing their creativity while solving problems for themselves, interacting with their peers, teachers and the environment. The children are encouraged to control their own learning experiences, with teachers setting up the room to encourage these interests and learning. The interests of each child and individual groups of children, provides the focus of learning and choosing of activities. They are allowed the time to think and develop their own ideas and ways of solving problems. Free play time is available to allow the time for the children to select the activity they are interested in. Experiences and activities that interest children enhance and sustain creativity and problem solving, as they find the right solutions for themselves. Problem solving for ourselves is a necessary skill throughout life, fostering independence and developing confidence.

I hope this newsletter has increased your understanding of our teaching methods and organisation of our Preschool. We view the curriculum as a collaboration between the children, teachers and the parents, incorporating the National Early Years Learning Framework.

Yours sincerely
Adena Jurd (Director)
(B.Teach(E.C.), & B.A.ED., Psych., & Ass Dip E.C.)
## Daily Plan

<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.00 a.m.</td>
<td>Developing children’s interests and learning.</td>
</tr>
<tr>
<td>WELCOMING</td>
<td>Development of Cognitive, social, emotional and Physical, Creative skills—Craft- Puzzles Music</td>
</tr>
<tr>
<td>Children and staff wash hands</td>
<td>Prewriting-Pre-reading skills problem solving Skills-Manipulative skills-Construction and Building-Mathematic and Scientific experiences Learning through play.</td>
</tr>
<tr>
<td>Indoor Activities</td>
<td></td>
</tr>
<tr>
<td>10.30 am</td>
<td>Separate language and music group for 3 year olds &amp; 4 year olds.</td>
</tr>
<tr>
<td>Language and Music Group</td>
<td>Finger Plays-Verse-Stories- Puppets Rhythm-Beat Drama-Creative Dance-Singing-Musical Instruments</td>
</tr>
<tr>
<td>11.00 am</td>
<td>Children bring healthy nutritional snacks – Fruit etc.</td>
</tr>
<tr>
<td>Morning Tea</td>
<td>Developing Self-Help skills, independence, Toileting, Hygiene and Washing hands</td>
</tr>
<tr>
<td>11.15 am</td>
<td>Gross Motor and Social skills developed in a relaxed but planned outdoor environment, catering for the children’s interests and needs Obstacle Course- Climbing- Sand play-Trampoline- etc</td>
</tr>
<tr>
<td>Outdoor Time</td>
<td></td>
</tr>
<tr>
<td>12.30 am</td>
<td>Self-Help skills and Independence learning, Toileting, wash hands then eating healthy food, Socialising and chatting with peers.</td>
</tr>
<tr>
<td>Lunchtime</td>
<td></td>
</tr>
<tr>
<td>1pm</td>
<td>Pre-academic and Prewriting skills developed, and Social, Cognitive, and Manipulative Development</td>
</tr>
<tr>
<td>Indoor Time</td>
<td></td>
</tr>
<tr>
<td>1.30 pm</td>
<td>Children help the teachers to pack away indoor equipment, developing language understanding, sorting, classifying, problem solving, and remembering where things go etc.</td>
</tr>
<tr>
<td>Tidy up Time</td>
<td></td>
</tr>
<tr>
<td>1.45 pm</td>
<td>Stories, and music and a quiet and relaxing time</td>
</tr>
<tr>
<td>Group Time</td>
<td></td>
</tr>
<tr>
<td>2.00 pm</td>
<td>Outdoor activities-Cubby House-Play-gym-Dramatic Play, and time to tidy up outdoor equipment.</td>
</tr>
<tr>
<td>Outdoor Time</td>
<td></td>
</tr>
<tr>
<td>2.30 pm</td>
<td>During this time Children develop their social skills, listening, Concentration, cognitive skills and fine motor skills</td>
</tr>
<tr>
<td>Group Time</td>
<td></td>
</tr>
<tr>
<td>2.45 pm to 3 00 p.m.</td>
<td>Home Time</td>
</tr>
</tbody>
</table>
STAFF QUALIFICATIONS AND TRAINING

Teacher/Director
Adena
Bachelor of Teaching (Early Childhood)
(Queensland University of Technology)
Educational Leader
Bachelor of Arts (Education & Psychology)
(University of New England, Armidale)
Nominated Supervisor
Ass. Diploma Child Care Studies
(Nepean Technical and Further Education)
Senior First Aid
Asthma and Anaphylaxis Training
*CHCCHILD401A

EDUCATOR
Certificate in Active Learning for Children
(Nepean College)
Sue
Senior First Aid
Certified Supervisor
Asthma and Anaphylaxis Training
Certificate III
*CHCCHILD401A

Irena
Bachelor of Teaching (Infants/Primary)
(Sydney Teacher’s College & Sydney Uni.)
Special Education
Senior First Aid
Educator
Asthma and Anaphylaxis Training
*CHCCHILD401A

Tammie EDUCATOR
Diploma of Children Services
Senior First Aid
Asthma and Anaphylaxis Training
*CHCCHILD401A

Amanda EDUCATOR
Diploma in Children Services.
Senior First Aid Asthma and Anaphylaxis
Child Protection Qualification CHCPRT001

* Identify and Respond to Children and Young People at Risk –CHCCHILD401A
EVACUATION – EMERGENCY PROCEDURE

On hearing the ALARM - ALERT – BELL

1. Gather and evacuate all the children from the immediate danger area.
2. Close the door if safe to do so.
3. If safe to do so Retrieve Sign In Book with family emergency contacts, Incident Management Plan, Red Emergency Kit in staff room on shelf, including mobile phone.
5. Ensure all rooms are checked and free of children.
6. Proceed to the safe designated Assembly Area.
7. Phone 000
8. Telephone the Primary School 4757 1604, if need to proceed to there.
9. Account for all the children and staff and volunteers.
10. Children and adults are to remain at the Assembly Area until clearance to return to building has been given by relevant authority or until parent/guardian arrives to collect their child and make sure children sign out.

MEETING POINT – to the back fence or out the front on the grass on other side of road.

PRIMARY ASSEMBLY POINT - Wentworth Falls Public School – 4757 1604
SECONDARY ASSEMBLY POINT - Wentworth Falls Bowling Club – 4757 1503

FOR LOCK DOWN – Remain in the Preschool Main Building.(See Lock down Policy)

POLICE ..........000 WENTWORTH FALLS PUBLIC SCHOOL.....4757 1604

FIRE.................000 DEECD Regional Office.................................9716 2100

AMBULANCE...000 BLUE MOUNTAINS DISTRICT HOSPITAL ..4784 6500

March 2017
Emergency and Evacuation Policy

May 2017

Policy Statement
Our education and care service is committed to identifying risks and hazards of emergency and evacuation situations, and planning for their reduction or minimisation, and ongoing review of planned actions around handling these situations including:

- Conducting ongoing risk assessment and reviews of all potential emergency and evacuation situations, including medical emergency situations (see Medical Conditions Policy);
- Develop specific procedures around each potential emergency situation and ensure full awareness by all staff.
- Ensure regular rehearsal and evaluation of emergency and evacuation procedures.

Goals – What are we going to do?
Emergency and evacuation situations in an education and care service can arise in a number of circumstances and for a variety of reasons. In the event of an emergency or evacuation situation, the safety and wellbeing of all staff, children, families and visitors to the centre is paramount.

Strategies – How will it be done?
Risk assessment for potential emergencies:
In preparing the emergency and evacuation procedures, a risk assessment is conducted to identify potential emergencies relevant to our service.
The Emergency Management Folder is kept in the service office and contains:

- Detailed risk assessment and control measures of potential emergencies the service may be exposed to. Documentation is assessed and updated periodically and when needed as circumstances change.
- Detailed, specific procedures to follow in the event of any emergency or evacuation including:
  o Natural disaster
  o Fire or smoke
  o Bomb threat
  o Snake or other potentially dangerous animal
  o Act of terrorism
  o Chemical, gas or hazardous leaks and spills
  o Loss of power or water
  o Intruders
  o Outbreak of infectious disease or illness
  o Death of a child or adult
Strategies – Continued

- A copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position in the foyer near each exit at the service.
- Staffing rosters ensure that at least one Educator who holds a current approved first aid qualification and has undertaken current approved anaphylaxis management training and approved emergency asthma management training will be immediately available in the event of an emergency.
- Emergency telephone numbers are clearly displayed above every telephone.

Discovering an Emergency

- Educators who discover an emergency are required to alert the Responsible Person immediately so that they can determine and implement control measures.
- After immediate assessment, the Responsible Person will then call LOCKDOWN, LOCKOUT or an EVACUATION depending on the type of emergency.

Evacuation Drills and Emergency Evacuation

- Evacuation drills are carried out every three months without notice, at different times of the day, in accordance with the education and care service national regulations.
- Each drill is documented to include the date, time, how many people in the building according to attendance registers, how many people evacuated, the time it takes to evacuate, what simulated emergency conditions (if any), any problems encountered, weather conditions, and any additional notes. This documentation is kept for a minimum of three years.
- Simulated emergency conditions consider a variety of practice styles such as scenarios in the rooms, around the yards, and out of the grounds.
- There is a large emergency cot that is to be used for any children not walking during evacuations. This cot is to be checked regularly and maintained in a sturdy condition to ensure its safety at all times.
- Emergency whistles are provided in designated areas throughout the service. Whistles are only to be used for evacuation purposes.

After the Emergency is Over

- In the event that the building is unsafe to return to, the Responsible Person will notify parents or emergency contacts to collect each child.
- If able to return to the building, with reassurance and calmness, walk back to the centre following the safety procedures, recheck that all children have returned and discuss as developmentally appropriate the emergency that has taken place.
- Consider counselling services for anyone affected by the emergency.
“Evacuation drills are carried out every three months without notice, at different times of the day, in accordance with the education and care service national regulations.”

### Roles and Responsibilities

<table>
<thead>
<tr>
<th>Role</th>
<th>Authority/responsibility for</th>
</tr>
</thead>
</table>
| **Approved Provider**       | • Ensuring that every reasonable precaution is taken to protect children at the service from harm and hazards that are likely to cause injury (Section 167).  
                              • Ensure the identification of potential emergency and evacuation situations that may arise at the service and risks associated with such situations.  
                              • Ensure the following documents are attached to this policy:  
                                o risk assessment - reviewed at least on an annual basis;  
                                o emergency and evacuation procedures; and  
                                o emergency evacuation oor plan.  
                              • Ensure educators and staff have ready access to an operating telephone or similar means of communication and that emergency telephone numbers are displayed near telephones.  
                              • Ensure educators and staff have ready access to emergency equipment such as re extinguishers and re blankets, and that staff are adequately trained in their use.  
                              • Ensure that emergency equipment is tested as recommended by recognised authorities. |
| **Nominated Supervisor**    | • Implement duties as listed above and directed by the Approved Provider.  
                              • Ensure the emergency evacuation procedures and floor plan are displayed in a prominent position near each exit and that all staff and educators are aware of these.  
                              • Ensure that all staff are trained in the emergency evacuation procedures.  
                              • Ensure that all staff are aware of emergency evacuation points; and  
                              • Ensure that families are regularly reminded of the emergency procedures in place at the service.  
                              • Ensure that rehearsals of evacuation procedures are regularly scheduled, every three months as a minimum, and that the schedule maximises the number of children and staff participating in the procedures.  
                              • Ensure that spontaneous rehearsals take place to ensure staff participate in the simulation of an unplanned, emergency evacuation events; and |
| **Responsible Person**       | • Ensure all scheduled, spontaneous and actual evacuations are documented and reviewed.  
                              • Ensure all staff are provided with re-evaluation forms after each evacuation and able to comment.  
                              • Ensure all emergency contact lists are updated as required. |
Early Childhood Educators Certified Supervisors

- Ensure the sign-in book accurately records attendance of each child.
- Ensure the time of arrival and departure is noted in the sign-in book for every child.
- Sign yourself in/out on the staff attendance record. Display the emergency procedure plan for your room in a prominent position.
- Practice the external procedure by different exits.
- Practice the internal procedure.
- Familiarise yourself with evacuation procedures in each area of the service.
- Familiarise relievers, students and visitors with the procedure at the beginning of the shift.
- Ensure all items in emergency bags are present. Check the number of children in your care regularly throughout the day.
- Provide children with learning opportunities about emergency evacuation procedures.
- Be alert to the immediate needs of all children throughout the scheduled and spontaneous evacuation drills.
- Assist the Nominated Supervisor in identifying risks and potential emergency situations.
- Assist the Nominated Supervisor in developing procedures to lessen the risks associated with emergency evacuations.
- Ensure they are aware of the placement of operating communications equipment and emergency equipment, and are confident in their ability to operate them.

Families

- Familiarise selves with the service’s emergency and evacuation policy and procedures and the service’s Emergency Management Plan.
- Ensure you complete the attendance record on delivery and collection of their child.
- Provide emergency contact details on their child’s enrolment form and ensure that this is kept up to date.
- Following the directions of staff in the event of an emergency or when rehearsing emergency procedures.