REGENT

LIFE IN CHRIST

EARLY LEARNING PARENT HANDBOOK

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Welcome to Regent College

VISION

To have a reputation in the community as a school known for its academic excellence and use of innovative teaching practices, where belonging, well-being and growth prepare students for their ongoing, educational and faith journey.

MISSION

To provide a Christ-centred, inquiry focused learning environment, in which childhood is to be enjoyed and celebrated, and where students develop a life-long love of learning.

OUR VALUES

Honesty
Respect
Compassion
Responsibility
Courage

COLLEGE CREST

The Motto
'Life in Christ' acknowledges the growth, learning and abundant life found in following Christ.

Regent College exists to educate children to become fully developed followers of Christ. As Godly, competent leaders in society they will become, in effect, Christ's regents.

The Cross
Represents the death and resurrection of Jesus, His love and salvation for all mankind.

The Crown Represents the crown of righteousness.

The Dove
Represents the Holy Spirit who gives power and guidance.

The Book
Represents the Bible—God's Word and our handbook for life.

Early Childhood Code of Ethics

Regent College Early Learning staff will endeavour to abide by the Early Childhood Australia Code of Ethics.

In relation to children, we will endeavour to:

- Act in the best interests of all children
- Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- Provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- Understand and be able to explain to others how play and leisure enhance children's' learning, development and well-being
- Ensure childhood is a time for being in the here and now and not solely about preparation for the future
- Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- Value the relationship between children and their families and enhance these relationships through our practice
- Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- Negotiate children's' participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- Respect children as capable learners by including their perspectives in teaching, learning and assessment
- Safeguard the security of information and documentation about children, particularly when shared on digital platforms.

In relation to families, we will endeavour to:

- Support families as children's first and most important teacher and respect their right to make decisions about their children
- Listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's' learning, development and well-being
- Develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- Learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- Respect families' right to privacy and maintain confidentiality.

In relation to colleagues, we will endeavour to:

- Encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- Build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- Acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- Use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- Participate in a 'lively culture of professional inquiry' to support continuous improvement
- Implement strategies that support and mentor colleagues to make positive contributions to the profession
- Maintain ethical relationships in our online interactions.

In relation to communities and society, we will endeavour to:

- Learn about local community contexts and aspirations in order to create responsive programs to enhance children's' learning, development and well-being
- Collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- Use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- Promote the value of children's' contribution as citizens to the development of strong communities
- Work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- Advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

In relation to the profession, we will endeavour to:

- Base our work on research, theories, content knowledge, practice evidence and our understanding of the children and families with whom we work
- Take responsibility for articulating our professional values, knowledge and practice and the positive contribution our profession makes to society
- Engage in critical reflection, ongoing professional learning and support research that builds our knowledge and that of the profession
- Work within the scope of our professional role and avoid misrepresentation of our professional competence and qualifications
- Encourage qualities and practices of ethical leadership within the profession
- Model quality practice and provide constructive feedback and assessment for children as aspiring professionals
- Mentor new graduates by supporting their induction into the profession
- Advocate for our profession and the provision of quality education and care.

Regent College
Early Learning Philosophy Statement

We believe every child is created uniquely by God with varying life experiences, developmental readiness, and cultural heritage. Our biblical world view is a foundation for all aspects of teaching and learning. That a positive partnership between family, school and community is essential to ensure optimal growth and development of all children.

Our aim is to provide safe, nurturing environments that promote agency and encourage growth. We believe that the environment plays a key role in facilitating rich learning opportunities which cater for individual capabilities. We value the journey and the process of learning through creativity and self-expression.

Our goal is to promote the principle and practices of the EYLF (Early Years Learning Framework) and the spiritual development of each child. We believe that young children are active, involved learners who require opportunities to explore the world around them. Play is an essential element which develops a sense of agency. Children learn best by doing; therefore, we strive for a balance between educator-directed and child-initiated activities. The curriculum is integrated, based on children's interest and experiences, promoting engagement for all.

As early learning educators, we believe it is necessary for all staff to engage in ongoing professional development, keeping up to date with the latest learning pedagogy and theories.

With this foundation, we endeavour to maintain children's curiosity, so they become well-rounded learners, able to make independent choices and act responsibly. Risk-taking, problem solving and resilience are all important dispositions in fostering a love of learning.

Staffing

Principal	Mr Derek Nicholls
Deputy Principal & Education Leader	Mrs Jacqueline Quinlivan
Business Manager	Mrs Cristina Sugiarto

Contact Details

Regent College

☎ **Telephone:** 9470 4569

Email: admin@regentcollege.wa.edu.au

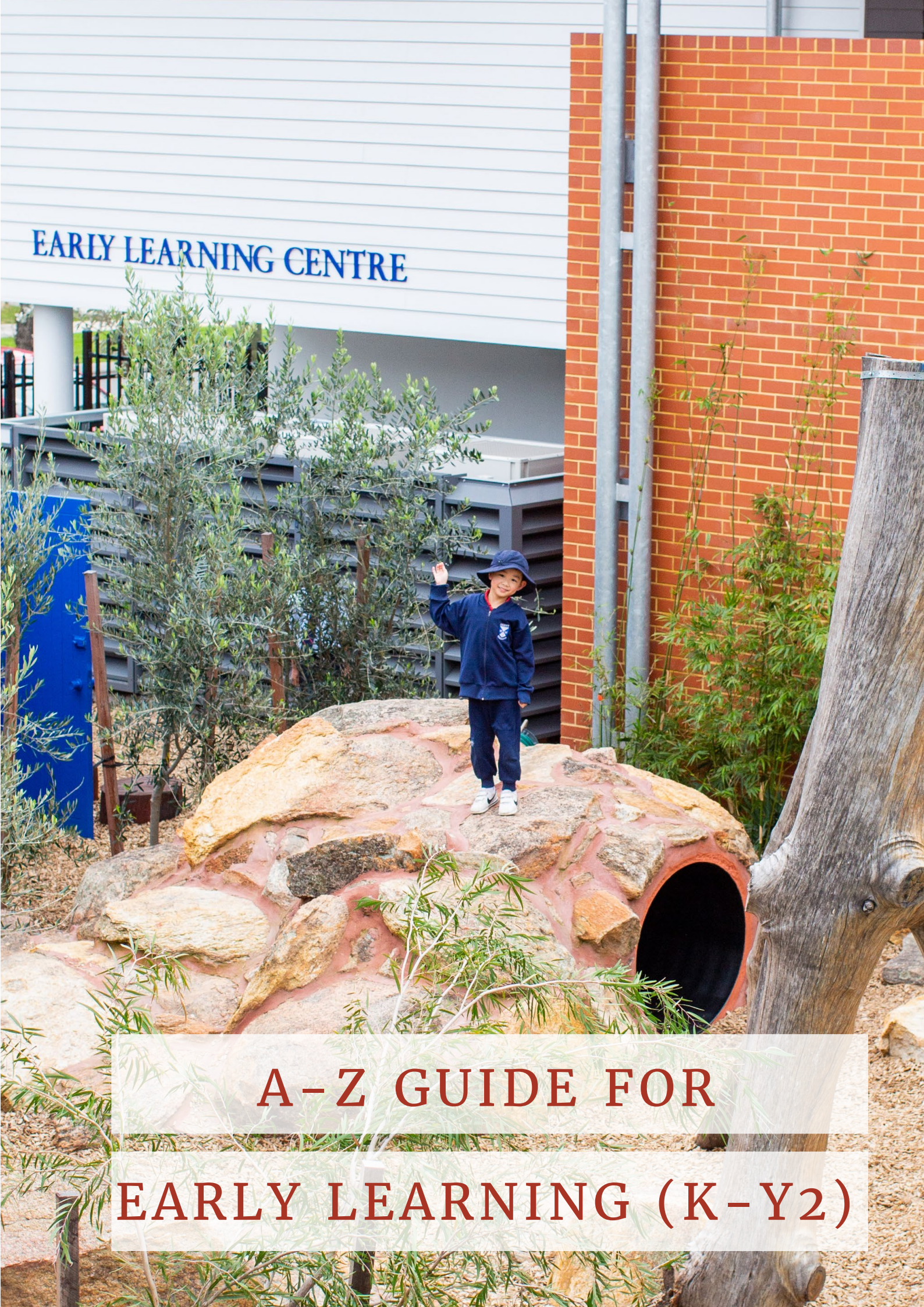
Website: www.regentcollege.wa.edu.au

Salt and Light Outside School Hours Care

☎ **Telephone:** 6181 8214 (7am – 8:30am & 3pm – 6pm)

Mobile: 0447 592 107 (outside hours)

Email: OSHC@regentcollege.wa.edu.au



A-Z GUIDE FOR EARLY LEARNING (K-Y2)

Accidents

1. Most staff members hold current First Aid Certificates; therefore, if a child is injured at school, a qualified staff member will assess the extent of the injury and a judgement made on the course of action.

2. Parents are called if there are any concerns. For minor injuries, an email will be sent to inform parents. For all injuries to the head, including minor injuries, parents will be contacted by phone.

3. If the injury is of a serious nature, such as a broken bone, the School will automatically call an ambulance to take the child to hospital. Parents will be contacted as soon as possible after the ambulance is called. The parents will be liable for the ambulance cost and therefore all parents are urged to take out private ambulance cover.

Assembly

School assemblies are held fortnightly on a Wednesday morning from 8:40am until approximately 9:15am in the school College Hall.

Pre-Primary children may attend assemblies commencing Term 4. Parents and families are welcome to attend if their child is presenring at the assembly and/or are receiving an award.

Kindergarten children do not attend assembly.

Assessment and Reporting

Continual, consistent assessment and reflection are essential in planning learning programs that meet the needs of each child in the Early Learning Centre (ELC). Teachers use a variety of age appropriate methods of assessment throughout the year.

Methods include:

- Check-lists
- Work samples
- Observations
- Anecdotal records
- Digital portfolio
- On Entry Assessment - Pre-Primary to Year 2
- Brightpath Writing Assessment – Oral narrative & recount (Kindergarten & Pre-Primary)
- Brightpath Writing Assessment – Narrative and persuasive (Year 1 & 2)
- Speech and Language screening
- Occupational Therapy screening
- Information provided by families
- PAT Testing

Parents are encouraged and welcome to request an interview by classroom teachers at any stage during the year.

Additional parent interviews will be arranged when or if the need arises.

Pre-Primary

Term 1

- Formal Parent Interviews
- Informal Parent Interviews
- Parent information surveys
- On Entry Assessment- Literacy and Numeracy (Report provided to parents)
- Student Learning Update
- Digital Portfolios
- Work sample folders (available on request)

Term 2

- Formal Report
- Work sample folders
- Occupational Therapy screening (For those children, new to Regent College)
- Speech and Language screening (For those children new to Regent College)
- Informal Parent Interviews
- Digital Portfolios
- Brightpath Oral Narrative Assessment

Term 3

- Informal Parent Interviews
- Work sample folders (available on request)
- Digital Portfolios

Term 4

- Formal Reports
- Work sample folders
- Informal Parent Interviews
- On Entry Assessments (Not all children)
- Digital Portfolios
- Brightpath Assessment- Oral Narrative

Kindergarten

Term 1

- Formal Parent interviews
- Informal Parent interviews
- Parent information surveys
- Work sample folders (available on request)
- Digital Portfolios

Term 2

- Formal Parent Interviews
- Informal Parent Interviews
- Occupational Therapy screening
- Speech and Language screening
- Work sample folders
- Digital Portfolios
- Brightpath Oral Narrative Assessment

Term 3

- Informal Parent Interviews
- Work sample folders (available on request)
- Digital Portfolios

Term 4

- Formal Report
- Work sample folders
- Informal Parent Interviews
- Digital Portfolios
- Brightpath Writing Assessment - Oral Narrative Assessment

Year 1 & 2

Term 1

- Formal parent interviews
- Student Learning Updates
- On Entry Assessment
- Digital Portfolios

Term 2

- Formal Report
- Informal Parent Interviews
- Digital Portfolios
- Brightpath Writing Assessment - narrative

Term 3

- Informal Parent Interviews
- Digital Portfolios

Term 4

- Informal Parent Interviews
- Formal Report
- Brightpath Writing Assessment – Persuasive
- Digital Portfolios
- On Entry Assessment (Not all children)

Athletics Carnival

During Term 4, the children participate in the school Athletics Carnival. The date will be confirmed in late Term 3 or early Term 4.

Attendance

Kindergarten

Regular attendance is encouraged in Kindergarten unless a child is unable to attend due to sickness or for unexpected reasons.

Pre-Primary, Year 1 & Year 2

Students enrolled in compulsory education are required to attend school on all school days, including sports carnivals, excursions and camps (School Education Act, 1999). The College understands that students will occasionally be unwell and unable to attend school. If your child is sick and cannot attend school, please let us know via Parent Lounge before the start of the school day. Families must provide an acceptable explanation for any absence to the College.

We strongly discourage parents from taking planned holidays during the school term. Regent College acknowledges that holidays are an enriching experience, but by law, every student is expected to attend school every school day.

Bags

Kindergarten & Pre-Primary

School bags need to be labelled and large enough to carry:

- Water bottle
- Lunch bag
- Spare set of clothes including underwear.
- Library bag
- Reading/note folder (A4) size.

The staff will request a larger bag if the one provided by parents is too small. School bags also need to be able to be closed easily by the child.

Year 1 & Year 2

It is preferred that Year 1 and Year 2 students purchase the College bag.

Before and After School Procedures

Kindergarten & Pre-Primary

Before School

- Doors open at 8:30am for all children who are being dropped off at the door by their parents.
- All Kindergarten and Pre-Primary children arriving at school before 8:30am should be supervised by a responsible adult and not left outside in the care of an older sibling.
- Kiss and Drive operates from 8:05am until 8:30am each morning. Parents wishing to take advantage of Kiss and Drive may drop off their Kindergarten and Pre-Primary child using this service, leaving them with a staff member from Regent College.
- All Kindergarten and Pre-Primary children using Kiss and Drive from 8:05am will be escorted into one of the ELC rooms and supervised by the Early Learning staff.
- Puzzles and books are available for parents to share with their child from 8:30am until 8:45am, at which time a bell will ring, and the program begins with; praise, worship and prayer. This continues throughout the year.
- Please feel free to join in Praise and Worship with the children and teacher; however, we discourage parents spectating, as we want the children to value and participate in worship. Parent participation will reinforce this.

After School

- Kindergarten finishes at 2:50pm. Parents should pick up their Kindergarten child from the outside classroom door.
- Pre-Primary children finish at 3:00pm and should be picked up from their classroom door.
- If someone other than the child's parent is picking up a child, then it is the responsibility of parents to notify the Early Learning staff in writing. Always sign these notes before handing to the staff. Staff will check photo identification of others unknown to staff.
- Children in Kindergarten and Pre-Primary may be picked up by a sibling, if the sibling is in Year 5 or 6, and demonstrates responsible behaviour at all times at school.
- It is the responsibility of parents to notify staff of any Court Orders regarding parental contact arrangements that may affect who is permitted to pick up the child.
- At 2:50pm, a staff member will escort Kindergarten and Pre-Primary children, who are being collected through Kiss and Drive, to the pick-up point. An Early Learning staff member will supervise the children until they are collected.
- Any child, attending Kindergarten and Pre-Primary, left at Kiss and Drive after 3:10pm, will be booked into OSHC. The child can be collected from there. Children booked into OSHC will be charged according to the OSHC Fee Schedule 2021.
- All other Kindergarten children will remain in the classroom until 3:00pm and supervised by a Kindergarten staff member until parents arrive.
- All Kindergarten children remaining in classrooms at 3:00pm will be booked into OSHC by an Early Learning staff member and parents will be charged according to the current OSHC Fee Schedule.
- All remaining Pre-Primary children who are not being collected at Kiss and Drive will remain in the Pre-Primary room. Any Pre-Primary child remaining in classrooms after 3:10pm will be booked into OSHC by an Early Learning staff member and parents will be charged according to the current OSHC Fee Schedule.

Year 1 & Year 2

Before School

- Children can be dropped off at Kiss and Drive from 8:05am until 8:30am.
- Children should not arrive to school before 8:15am unless they are attending OSHC or through Kiss and Drive.
- Children arriving through Kiss and Drive before 8:15am will be stay in the ELC play area where they can be supervised. After 8:15am they will be released and will go to their classroom.
- A staff member is on duty in the play areas from 8:15am each day.
- Classroom doors open at 8:15am, with school commencing at 8:30am.

After School

- School finishes at 3:00pm.
- Children who are being collected by their parents or carer, will collect their school bags and leave via one of the gates on Colombo Street.
- Children who are being collected through Kiss and Drive, will make their way to the Kiss and Drive area in the ELC playground, where they will wait until their name is called.
- Children attending OSHC will make their own way up to the College hall and check themselves in to OSHC.

Birthdays

If you would like to send in a small treat to celebrate your child's birthday, for example a small cupcake, we will send it home with the students at the end of the day.

Lolly bags are best left for the party at home.

Canteen

Visit the "Current Families Page" on the Regent College website for current information on the canteen / food delivery service.

Christmas Concert

Towards the end of Term 4, the Kindergarten and Pre-Primary children perform a short Christmas Concert for their families. The concert date and more information will be communicated to families in the second half of the year.

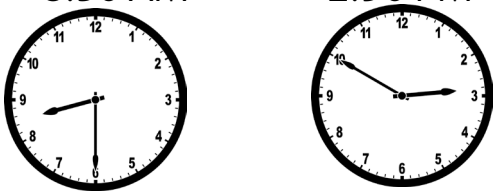
Class Photos

Class and individual photos are taken in Term 3. Exact dates are communicated to families in advance. Please check the school newsletters and website for dates.

Class Hours

Kindergarten Hours:

8:30 AM - 2:50 PM



Staggered start for Kindergarten children

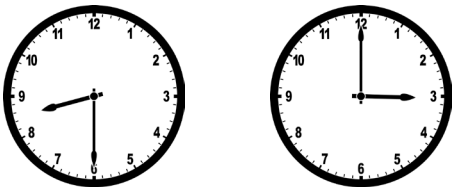
To ensure that all kindergarten children receive the best possible start to the beginning of the year, we believe that a staggered start is vital. The aim is to provide staff opportunity to spend valuable time with each child to enable them to feel comfortable in their new environment. It also provides opportunity for the teaching staff to begin to identify the individual needs of each child.

Please be mindful of starting and finishing times as children often become anxious in their new environment when they are left at school and the other children have already been collected.

Parent interviews will be conducted in the afternoons during the first two weeks of school with the aim of gaining knowledge and understanding of each child; their likes and dislikes, their gifts and their challenges.

Pre-Primary and Years 1 & 2 Hours:

8:30 AM - 3:00 PM



Pre-Primary children attend school full time from day one of Term 1.

Communication

Parents needing to communicate issues with class teachers can do so by the following means:

Email
Staff email addresses can be accessed via Parent Lounge.

Telephone
Regent College Phone 9470 4569.
Please leave a message if it is during class time and the staff will get back to you during their break or after school.

Interviews
Arranged with the class teacher or through the office.

Seesaw
Class learning updates and reminders.

Notes
Please check your child's folder each day for any new notes.

Complaints, Concerns or Feedback

Regent College welcomes and values feedback from all members of the College Community and takes all complaints or concerns that may be raised seriously.

Parents are encouraged to approach teaching staff for an interview if there are concerns at any stage. While teachers are available to chat to parents in the mornings before the mat session (Kindergarten and Pre-Primary), lengthy conversations are best left to an interview, at a time which is convenient to both parents and teachers.

A complaint is an expression of dissatisfaction made to the College about its services, decisions, actions or those of its staff, or about the complaint management process itself.

A complaint can be made by anyone including a student, former student, parent/carer, other family member, staff member, volunteer or member of the wider community.

Our Complaints Handling Policy and Procedures for parents and students are published on our website and sets out the complaints process to assist you if needed. Regent College recognises and acknowledges your entitlement to complain and we hope to work with you in the best interests of the children and young people in our care.

Consumables

Consumables costs, such as crayons and pencils, will be added to fees at the beginning of each year. Staff will purchase all stationery requirements.

Curriculum

A 'Christian school' brings to the process of education a unique foundation on which to build its program. Its foundation built on a belief in the God of scripture, with the Bible acting as a guide in determining the Centre's value system.

Values underpin and shape policies, practices and to some extent the curriculum at Regent College Early Learning Centre.
Our classes begin each day with a time of praise, worship and prayer. Bible lessons and a social emotional program are conducted in all early learning classrooms.

Early Learning staff are committed to providing a program that is based on the mandated: outcomes, principles and practices of the Early Years Learning Framework (EYLF) for Australia, the Kindergarten Curriculum Guidelines and the Western Australian Curriculum (PP, Year 1 and Year 2).

Dental Therapy

Families receive information from Mt Henry Dental Clinic (9313 0552) outlining dental screening and how to arrange free screening appointments.

Parents can contact the clinic directly if there is a concern before the scheduled check-ups.

Early Intervention and Screening

It is through screening and early intervention that the teaching staff can address developmental needs of children who are at risk, to hopefully prevent future learning delays.

Children attending Regent College Kindergarten are routinely screened for speech and language development, as well as fine and gross motor development, commencing late in Term 1 and finalising early in Term 2. Parents are requested to provide permission for children to participate in this screening. The children are individually screened by a qualified speech pathologist and occupational therapist during one of the days they attend Kindergarten.

Once the screenings are completed, the therapists forward a report to both the classroom teacher and parents. These reports provide the teachers with individual assessments of each child, which informs as well as guides, the learning program for each individual child. The reports may also suggest further intervention with a speech and/or occupational therapist for those children who require extra support. Parents are strongly encouraged to follow through with these recommendations.

Children who are new to Regent College in their Pre-Primary year, and have not been screened for speech, language and motor skills development in Kindergarten the previous year, will be offered this service in Pre-Primary. The parents will be forwarded the charge in their account. This screening is not compulsory; however, it is highly recommended.

Since 2017, Regent College has accommodated an onsite, private speech pathologist and an occupational therapist, who conduct clinics on the College grounds. It is anticipated that this will continue in 2022. These clinics are private practices and therefore all communication and payment for services is carried out through the individual therapists not the College.

In Term 1, Pre-Primary, Year 1 & 2 children are assessed using the On-Entry assessment tool which is conducted in many Australian schools. This assessment is a carried out with the class teacher in the first few weeks of the school year and the results are used to inform the design of learning programs that are relevant to meet individual needs.

Throughout the early learning years (K-2), the staff are continually observing children and making judgements on whether early intervention is necessary. Referrals are made, with parental permission and in consultation with suitably qualified staff, to the appropriate professional agency when required.

Email Addresses

It is preferable to provide at least two email addresses to ensure parents receive copies of all correspondence from both the front office and classroom teachers. Remember to log into Parent Lounge to update email addresses when changes need to be made.

Emergency Phone Numbers

It is important that phone numbers and contact details be kept up to date on Parent Lounge at all times, and an alternative contact person provided in case of emergencies when parents are unable to be contacted.

Food Allergies

It is vital that you make the College and staff aware of any food allergies that children may have. Cooking forms part of our learning program in ELC and therefore staff need to be aware of any allergies throughout in the year.

Free Dress Days

From time to time throughout the year the College will have free dress days. On these occasions' children are permitted to wear clothing usually associated with a theme. Parents are requested to see that clothes are respectable and in keeping with the standards of the College. Please be particularly aware of t-shirt slogans.

Excursions

During the year, children will participate in excursions to various curriculum related venues within the metropolitan area. These excursions usually involve the children being transported by bus to the various venues.

Parents will receive electronic communication prior to excursions with necessary details and a request to log into Parent Lounge to give permission for their child to attend the excursion. It is parents' responsibility to notify the School, on a regular basis, of any changes to a child's medical condition that may affect the child while in the care of the School.

Children attending Regent College ELC will occasionally spend some time out of the school grounds investigating the local area. These excursions do not involve bus transport; however, may include: a walk to Raphael Park, a walk to the river, a walk to the local car yards or to the local shops. Parents will be notified.

All excursions costs are included in your annual fees paid to the school.

Fruit Time

Kindergarten children are expected to bring a piece of fruit or vegetable sticks each day they attend. This is not shared but eaten by the child themselves. If the fruit or vegetable requires peeling or cutting up, please do so at home before sending to school. We believe that encouraging children to eat fruit and vegetables at a young age is part of a healthy and well-balanced lifestyle.

Pre-Primary children should bring along a piece of fruit each day. This fruit is not shared but eaten by the child. Acceptable alternatives include yoghurt (except for chocolate flavoured yoghurt's); cheese and plain crackers, vegetable sticks, sultanas and dried fruits. If the fruit or vegetable requires peeling or cutting up, please do so at home before sending to school.

Year 1 & 2 Children are encouraged to continue the practice of eating healthy food selections at recess.

Hair

Children are not permitted to have fashion haircuts such as undercuts. If you are unsure about a style, please ask your childs classroom teacher before having your child's haircut.

Girls hair that touches the collar, should be tied up/back using a plain red (school red) hair accessory. Hair should be kept away from the face.

Boys hair should be worn short, not touching the collar and maintained in a clean, tidy manner at all times. The length should not exceed the top of the collar or be below the eyebrows. In addition, no part of their hair is to be closely cut to the scalp or shaved. A 'Number 2' cut is the closest cut accepted.

Hair Colour

As hair dye often takes considerable time to fade out, children are not to colour their hair.

Immunisation

It is essential to enrolment that all children attending the College have received their full complement of immunisation shots. Children commencing school should already have received their measles and mumps injection. Their booster immunisations against diphtheria, tetanus and polio should be given on or around the child's fifth birthday.
To ensure your child's immunisation records are correct, we request that you update your child's immunisation register on Parent Lounge.

Guide list to exclusion periods for infectious diseases:

DISEASE	PERIOD OF EXCLUSION
CHICKEN POX	Exclude until recovered, or until at least one week after the eruption first appears.
GERMAN MEASLES (RUBELLA)	Exclude until recovered or at least four days after onset of rash.
MUMPS	Exclude until 9 days after the onset of symptoms and a medical certificate of recovery is provided.
HEPATITIS A	Exclude until symptoms subside but not less than seven days after onset of jaundice.
HEPATITIS B	Exclude until symptoms subside.
WHOOPING COUGH	Exclude for two weeks from onset of illness. Re-admit on medical certificate of recovery.
HERPES VIRUS (Cold Sores)	Young children unable to comply with good oral hygiene practices should be excluded while lesions are uncovered and weeping.
SCHOOL SORES	Exclude until 24 hours after treatment has commenced. Sores on exposed surfaces must be covered with a dressing.
HEAD LICE	Exclude until effective treatment has been instituted and nits removed.
CONJUNCTIVITIS	Until discharge from eyes has ceased.

Interviews

Parents are welcome and encouraged to book an appointment to meet with class teachers at any time throughout the year. On occasions, class teachers will initiate an interview if there are concerns regarding a child's development. Please make yourself available for these important interviews.

Kindergarten

Formal interviews are conducted for Kindergarten children during the first two weeks of school in Term 1 and an additional interview will be conducted in Week 6 of Term 2.

Pre-Primary, Year 1 and Year 2

Parents of Pre-Primary, Year 1 and Year 2 children will be invited to attend a formal interview at the end of Term 1 where assessment results are discussed, and learning goals are established.

Formal interviews can be booked through Parent Lounge.

Jewellery

Children may not wear jewellery of any kind except plain round gold or silver stud earring or sleepers for those girls with pierced ears.

Kiss and Drive

Kindergarten & Pre-Primary

Children in Kindergarten and Pre-Primary, who are using the Kiss and Drive facility, will be provided with a wallet sized laminated card to notify staff that the child will be collected through Kiss and Drive in the afternoon. If this card is lost, additional cards can be obtained through the office.

Kindergarten and Pre-Primary children place their cards in the Kiss and Drive box near the classroom door at the beginning of the day. The card is returned with the child each day in their bag or folder. The office also provides a laminated A5 sized Kiss and Drive card to be displayed by the car collecting the child. Please remember to display this card in the car to assist staff supervising the area.

Year 1 & Year 2

Year 1 & 2 children will not be issued with the wallet sized card for Kiss and Drive.

Late Arrivals

It is important that children arrive at school in the morning before the bell at 8:30am.

On the occasion when children arrive to school after the bell, they are required to present themselves to the front office before going to class. A late ticket will be given to children who are late. This ticket needs to be handed to the class teacher once the child arrives at class. Lateness is recorded on the school attendance register.

Lost Items

All items of uniform should be clearly labelled with the child's name. Any uniform that doesn't have a name on it will be placed in the Lost Property box. The Lost Property box is located outside the Uniform Shop.

All lunch boxes, drink bottles and bags should also be labelled with the child's name.
Any containers or plates sent to school with party food, should also be labelled so staff can return them.

Lunches

Lunch suggestions:

- Tuna/chicken/lean meat/egg and salad
- Wholegrain sandwiches/pita bread/roll with healthy fillings such as; lean meat, tuna, chicken, cheese or egg.
- Sushi
- Rice
- Noodles
- Rice flour rolls
- Fresh, dried or tinned fruit
- Low fat/ low sugar yoghurt
- Vegetable sticks with cheese
- 100% fruit juice
- Milk
- Water

Points to be aware of:

- The children will be encouraged to eat their crusts if there are crusts on the bread; therefore, if the child doesn't like eating crusts, please cut them off as you prepare their sandwich.
- Avoid fillings such as honey and jam as they contain high levels of sugar.
- Regent College is an allergy aware school.
- Avoid packing too much.
- Uneaten food will be returned home so you are aware of how much has been eaten.
- Packing a frozen fruit juice drink in with their lunch helps keep the lunch fresh.
- Children are not permitted to share food as some children have dietary or cultural restrictions.
- Please note we are unable to microwave any meals or to store children's lunches in our fridge.
- We encourage parents to provide a variety of healthy food options each day rather than providing the same food option each day.

Medical

Providing up to date details of the child's' medical history and condition is vital to enable the staff to care for all children. Please update these records regularly through Parent Lounge.

It is also important to notify the College if your child contracts an infectious illness or disease. This will enable the staff to notify other parents of children in the centre.

Children with any symptoms should not be sent to school but kept home where they can be monitored and cared for.

Parents will be contacted by phone if a child becomes unwell or injured during school hours. For this reason, update emergency phone numbers regularly through Parent Lounge.

Medication

Staff will administer prescribed medication on the written direction of parents.

Self-administration of medication without adult supervision is strongly discouraged while in attendance at school. Early Learning staff are happy to witness children self-administering medication required for conditions such as Asthma.

When a child becomes unwell at school, a staff member will contact the child's parents for direction.

Newsletters

Whole school newsletters called the "Imprint" will be sent home twice each term. The end of term copy is also available on Regent College website.

This type of communication provides a source of information designed to keep parents informed on school activities and events. Please read these and take note of any events or activities that involve Kindergarten, Pre-Primary, Year 1 & 2 children.

In addition to whole school communication, the Early Learning Centre will provide area specific information via email or through SeeSaw. Please read these and mark event days in your diary.

Notes

Class teachers will send home notes as required. These will be placed in the children's blue folders, so make a point of checking the folder each day.

Occupational Therapy

Parents have access to an occupational therapist who holds clinics on the school grounds. It is the responsibility of parents to cover the costs of any further assessments, reports and/or therapy carried out by the occupational therapist. Contact details will be forwarded at the beginning of
Term 1.

Outside School Hours Care (OSHC)

SALT and LIGHT
outside school hours care
by Regent College

Regent College Outside School Hours Care (OSHC) "Salt and Light", is a licensed childcare provider which is registered for Child Care Benefit and/or Rebates. The program runs 5 days a week in both the morning (7:00am – 8:15am) and the afternoons from 3:00pm to 6:00pm in the OSHC Room (school hall). Bookings are essential as places are limited and can be managed online through the Xplor Home app.

The OSHC staff are qualified and meet regulatory requirements with at least one staff member holding a current first aid certificate at all times. During the morning session, breakfast is available for all children booked in. Activities usually are comprised of quiet reading, board games and /or simple craft activities.

The afternoon activities include; snack time, games, sporting activities, art & craft, a quiet time where homework may be completed and outdoor activities. Children will be supervised at all times and the normal school level of behaviour is expected from each child. Further information including how to register your child for OSHC can be found in the OSHC Parent Handbook via the school website.

Program Cost

The Program is charged at a flat rate. Please refer to the OSHC Page on the Regent College website.

Making Payments

Families will receive an OSHC invoice at the end of each month and payment can be made through:

- The front office
- Direct debit
- BPay
- EFTPOS

Any queries regarding costs or payment are to be directed to the OSHC Supervisor via the OSHC email address: OSHC@regentcollege.wa.edu.au

Parent Volunteers

All volunteers are required to complete an annual Volunteer Induction before volunteering in any capacity at the College.

In addition to the induction, each Parent Volunteer will be required to sign in as a Parent Volunteer at the Administration Office on the excursion day.

Parents helpers are not required to obtain a Working with Children Check (WWCC) to volunteer in the school; however, other members of the family, such as grandparents, aunts and uncles, do require a current WWCC before they are permitted to volunteer.

Parent Involvement

Research supports the importance of parental involvement in the education of their child. At Regent College, we encourage parents and families to be involved as much as possible and endeavour to provide opportunities after hours for those parents who work during the day.

Parents and families can be involved in many ways. Such as;

- Class helper
- Volunteering at excursions
- Parent Collective (PC)
- Parent Representative
- Parent prayer meetings
- Athletics Carnival
- Attending school events (ie College Concert)

Parent Lounge

Parent Lounge links to school records and will enable Regent College families to better manage student information and communication.

Families will be able to view and update:

- Absentee notifications
- Student information including medical details
- Parent information
- College calendar events
- Parent/ Teacher interview bookings
- Academic reports
- Make payment for College fees and view account statements

Parental Visits During School Hours

We welcome and encourage parents to be involved in the education of their child in the Centre; however, for the safety of all children the staff needs to be aware of who is in the school at all times.

For this reason, we ask parents to:

1. Present yourself at the office first to register your attendance at administration and obtain a visitor's badge.

2. Let the class teacher know ahead of time if you are planning to take the child from school.

3. Please sign out at the office as you leave and return your visitor's badge.

Parent Plans and Family Court Orders

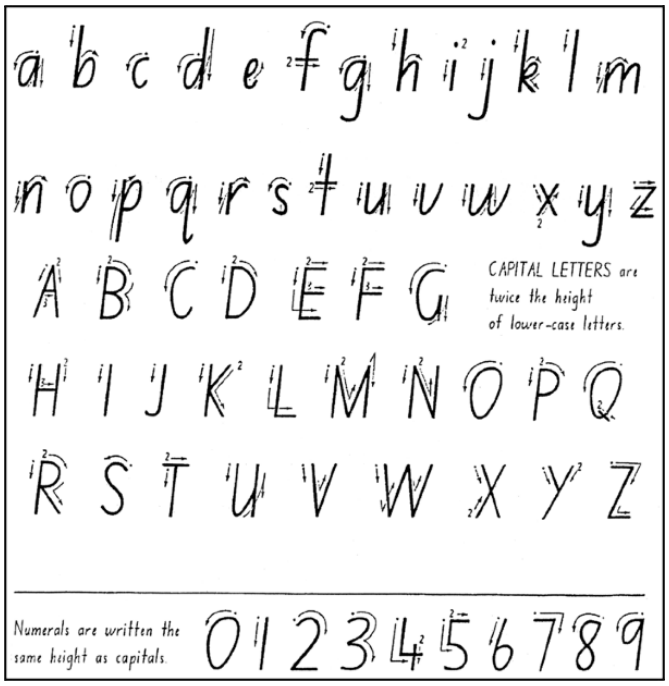
For those families of single parents, both parents are entitled to access a child under the Family Law Reform Act 1995, unless a Parenting Plan or an order of the Family Court provides otherwise. In case of a Parenting Plan or Family Court Order, a copy of the written and signed agreement needs to be provided to the school. Please note that the Principal is obliged to refuse access to a child by anyone he/she considers being a potential or actual risk to the physical or moral well-being of a child.

Personal Toys

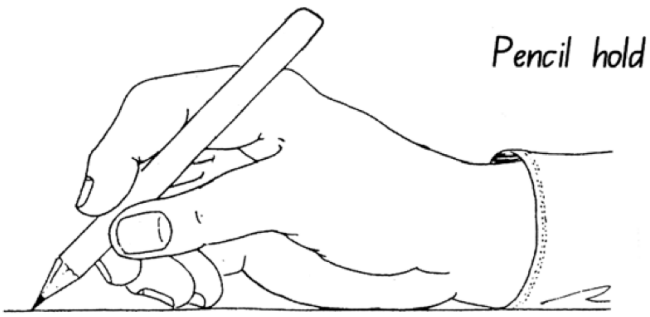
The children are discouraged from bringing in toys or personal belongings to school unless it is requested by the teacher.

Printing

The letter formation style we will be teaching the children at Regent is New South Wales Foundation Font. Please use this guide to assist you when writing at home with your child.



It is vital in the early years to establish and support the correct pencil hold at all times. The diagram below demonstrates an appropriate hold to encourage.



School Nurse

The school nurse will perform routine vision and hearing checks for children aged 4–6 years in Kindergarten and Pre-Primary. Parents will be notified when this will occur.

Throughout the year, teachers or parents may request a review of vision and hearing from the school nurse if there is a concern. Parent permission will be requested before these checks are carried out.

Spare Clothes

With lots of messy work happening during each day, it is advisable to include a full set of clothes in the child's school bag each day; toileting accidents also occur regularly for this age group. For this reason, it is important to include a complete spare uniform.

Speech Therapy

Parents have access to a speech and language therapist who holds clinics on the school grounds. It is the responsibility of parents to cover the costs of any further assessments, reports and/or therapy carried out by the speech therapist. Contact details will be forwarded at the beginning of Term 1.

Sun Safety

Regent College has a **'no hat, no play' policy.** If a child does not have a hat, they will not be permitted to play outside at any stage during the day. We do not allow children to share hats.

All Kindergarten and Pre-Primary children are to wear the red uniform sun hat through all seasons of the year for all outdoor activities. Year 1 & 2 children wear the dark blue uniform sun hat. Each hat should be labelled with the child's name for easy identification. The hats are left at school each day and sent home for washing at the end of each term.

We advise parents to apply sunscreen each day as part of getting ready for school routines. However, sunscreen is available for children to apply before going out in the sun in Terms 1 & 4 and children will be encouraged and assisted in doing so. Please inform the class teacher in writing, if a child has an allergy to sunscreen, and explain the child's sun safety procedure.

Uniform

Uniform is compulsory at Regent College and must be worn at all times unless instructed by the school. Wearing the College uniform correctly is a condition of enrolment and fosters a sense of belonging for students.

All uniform must be purchased from the Regent College Uniform Shop with the exception of red hair accessories, plain white socks and shoes. These three items may be purchased elsewhere providing they meet the school uniform requirements.

Uniform Handbook

The Uniform Handbook can be found on the Current Families Page on the College Website. The Handbook outlines the different summer and winter uniform options.

Uniform Shop

Uniforms can be purchased from the Uniform Shop which is open weekly. Please refer to the Current Families Page on the College Website for Uniform Shop Trading Hours during the school term and holidays.

Uniform Price List and Order Form

Visit the Current Families Page on the College Website for the current uniform price list and order form.

Water Bottles

Our aim is to support families in encouraging healthy lifestyle habits. Drinking water is a vital habit to encourage in the early years of childhood. Please send along a named water bottle each day filled with clean fresh water. These water bottles will be available to the children to drink whenever they become thirsty during the day. Once the water is finished the staff will refill as required. Water bottles will be sent home each day.

Please don't fill the bottle with anything other than water.

Year 1 & 2 Children

Independence:

In Year 1 and 2, children are encouraged to develop independence by carrying their own school bag, changing their reading book, putting their homework folder in the box, saying "good morning" to their teachers, answering questions and learning to tie their shoelaces.

Timetable – Specialists:

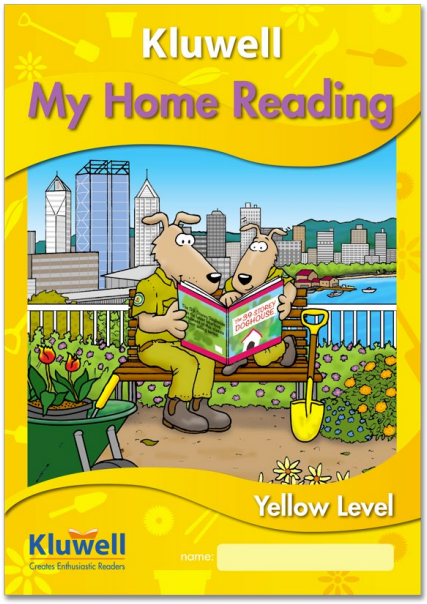
Children in Year 1 and 2 attend the following specialists subjects throughout the week: Sport, Computer (ICT) and Music. Classes will be notified at the beginning of the year which days children should wear sports uniform.

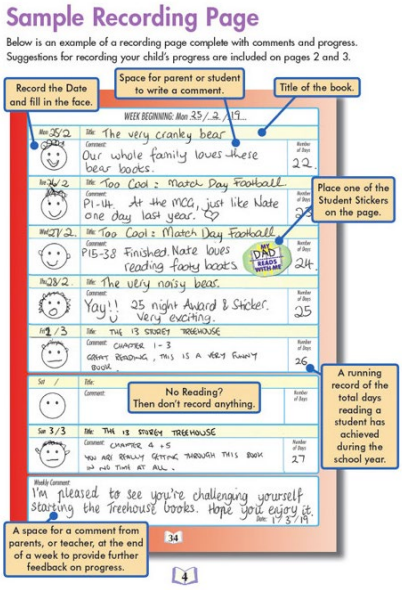
Uniform:

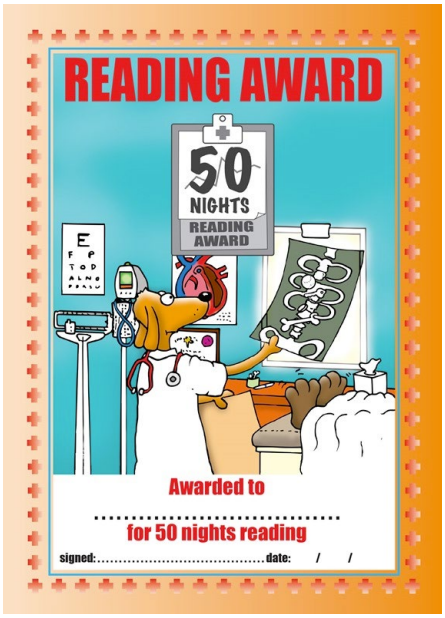
Formal uniform begins from Year 1. Children will continue to wear sports uniform on selected days, depending on the day of their sports lesson. Classes will be notified at the beginning of the year which days children should wear sports uniform.

Home Learning

Children are encouraged to read a minimum of 4 nights per week. Reading is levelled as required. Children must tell their teacher when they have read all the books in their box so they can be tested. Home reading record books should be filled in each night and brought to school each day in blue homework folders.







0 1 2
5 6 7 8 9 10
Numeracy
Creating
Cooking

General Information
Preparing for Kindergarten

It is important to prepare your child as much as possible before they begin Kindergarten.

Here are some suggestions:

- Show your child where you will pick them up from at the end of the day.
- Make sure that they can manage their own uniform by trying it on a few times before the first day.
- Practise unwrapping or unpacking their lunch from their lunch box.
  This includes making sure that they know how to get water out of their water bottle.
- Read stories about starting school.
- If you know another child who is going to be in the same class, try to arrange a play date where you all talk about starting school.
- Talk about what you will be doing while they are at school.
- Don't be late picking your child up. Just a few short minutes can seem like an eternity to a small child.
- Make time once you pick them up to allow the child to talk to you about their day. Sometimes they won't want to talk straight away so be ready to stop what you are doing when they are prepared to talk.
- Young children are often hungry straight after school. Have a healthy snack ready for them. Initially they may struggle to finish their lunch so this will make up for the missed food at lunchtime.
- Don't ask too many questions. Most children will be ready at some stage and often it is at bedtime. Ask open ended questions such as 'What did you learn today?" "What was your favourite part of the day?"
- Pack an extra set of clothes as toilet accidents are commonplace especially in the first few months. Reassure your child if this happens that it is nothing to be worried about and to tell the teacher so she can help.
- All children learn at different rates. Don't compare children especially from the same family. Be positive and encourage any progress or attempts at learning.
- Develop before and after school routines and stick to them.
  For example, your routine in the morning may be:
  - Eat breakfast,
  - Clean teeth,
  - Shower,
  - Get dressed,
  - Pack bag.
- Children love routine and if followed each day it will make your life a lot easier to get out of the door on time in the morning.
- Try not to plan too many after school activities on the way home.
- Keep television viewing to a minimum during the week and viewing before school should be excluded from the morning routine.

APPENDIX 1
When your child....

Parents often feel that their children are not learning anything when they are "just playing." However, this is part of your child's learning experience. There are lots of wonderful things learned when they are playing.

WHEN YOUR CHILD BUILDS WITH BLOCKS:

- She learns to use her imagination to create something from her own thinking.
- She has the satisfaction of being able to make something.
- She learns about sizes and shapes, weights and balances, height and depth, smoothness and roughness.
- She is exercising her body.
- She learns to play with others.

WHEN YOUR CHILD PAINTS:

- He is more concerned with the process he is going through than with a finished product. This is how it should be for this stage in his development.
- He learns about colours and how he can use them.
- He learns to use his imagination and transfers his ideas to paper.
- He gets emotional satisfaction from being able to express himself.
- He learns how to use small muscle coordination to handle a brush.
- He learns to make choices and decisions.

WHEN YOUR CHILD PLAYS ON THE OUTDOOR EQUIPMENT:

- She learns how to use her body effectively.
- She experiences joy in achieving a skill.
- She has fun and relaxation found in bodily movement.
- She learns the limitations of her body.
- She learns safety and caution.
- She learns to take turns and to share a piece of equipment.

WHEN YOUR CHILD PLAYS IN THE HOUSEKEEPING CORNER:

- He learns what the roles of mothers and fathers and children are.
- He understands what it feels like to play at being somebody other than himself.
- He learns how to use his imagination.
- He learns how to cooperate with other children.

WHEN YOUR CHILD MAKES A GIFT OUT OF PAPER AND PASTE:

- She learns about doing things for others.
- She learns how to use materials like scissors and paste/glue.
- She learns how to use her imagination to make the kind of present she has in mind. Again, the process, not the finished product, is important to her.
- She learns about shapes, sizes, colours, and textures.

WHEN YOUR CHILD PLAYS IN THE SAND:

- He finds it soothing to bury his hands in sand and pour sand in and out of cups, buckets and other containers.
- He is able to relax with these types of media and centre his attention on a task.
- He has an opportunity to play alone and not have to compete with other children as with some activities. This is especially important to a child who has trouble getting along with others.
- He has a great opportunity to learn about size and measurement, experimenting with measuring spoons, cups and different sized containers.
- He is not concerned with a final product so he does not find it frustrating.

WHEN YOUR CHILD WORKS WITH PUZZLES

- She has an opportunity to work alone or together with other children
- She gains satisfaction in completing a puzzle and builds her self-confidence.
- She has an opportunity to improve her hand eye coordination.
- She will use skills learned in doing puzzles later when she learns to read-putting letters to sounds, making words with letters, and making stories with words.

WHEN YOUR CHILD LISTENS TO STORIES OR LOOKS AT BOOKS:

- He learns to listen.
- He has an opportunity to increase his vocabulary by hearing new words read to him.
- He learns about different concepts, people and places.
- He learns to enjoy books and reading.
- His mind is stimulated, visualizing the things he is hearing about.

WHEN YOUR CHILD COOKS

- She learns to follow directions.
- She stimulates and uses all five senses.
- She learns to recognize colours and shapes from different kinds of foods and kitchen utensils.
- She has an opportunity to use different tools and equipment to improve small muscle coordination.

WHEN YOUR CHILD LISTENS TO MUSIC, SINGS OR DANCES:

- He learns to appreciate music from different countries, cultures, and time periods.
- He learns to express himself and his ideas.
- He increases his vocabulary.
- He gains satisfaction from participating in an activity that can be fun, physical and/or enriching.

WHEN YOUR CHILD USES MANIPULATIVE ACTIVITIES:

- She explores new concepts, practices emerging skills, and reinforces skills already mastered.
- She develops fine motor practice.
- She learns about classifying, sorting, predicting, problem solving, and analysing results.
- She develops her knowledge of the world around her using real objects and concrete examples.
- She learns how to learn.

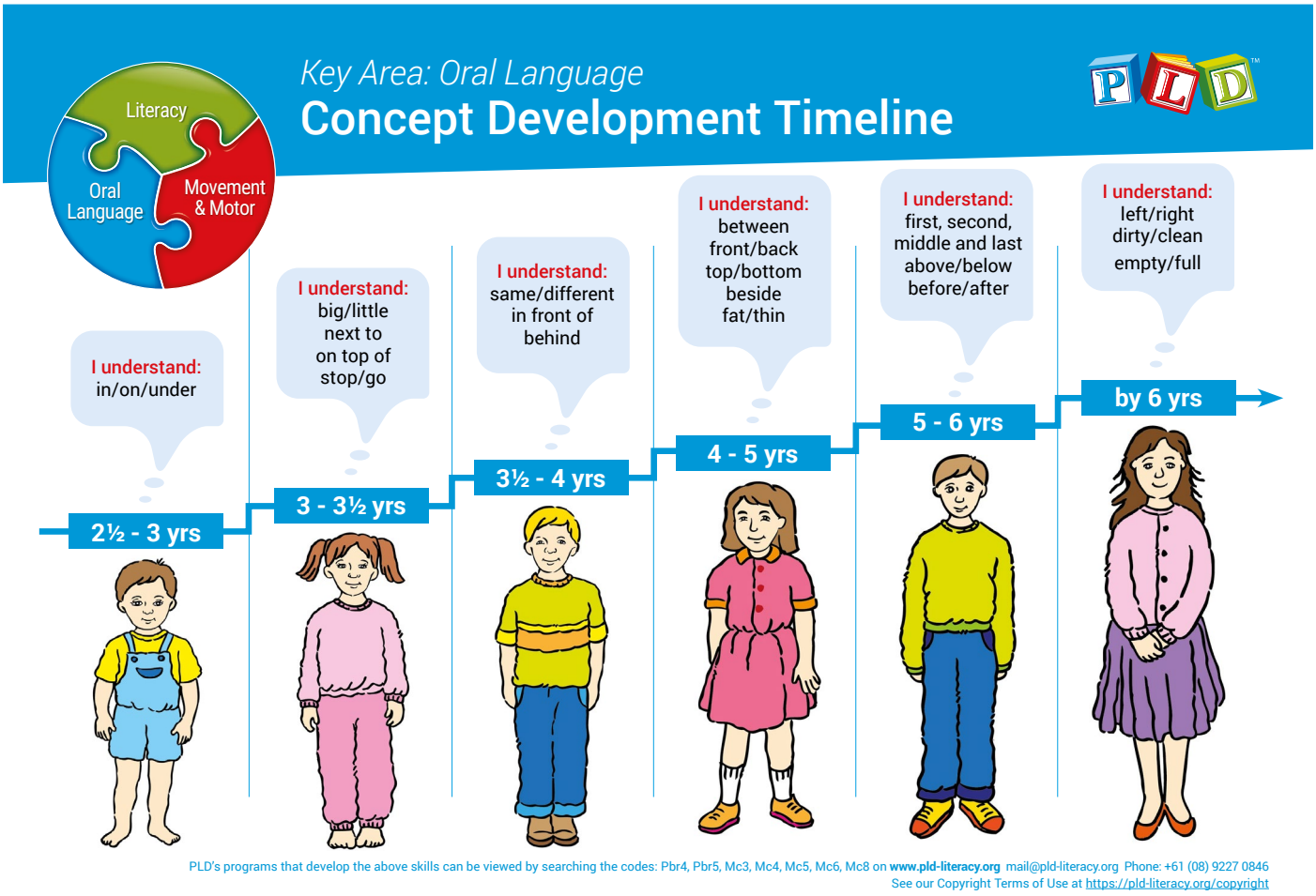
WHEN YOUR CHILD USES TECHNOLOGY AND/ OR COMPUTERS:

- He learns how machines work and how they can help him learn more.
- He practices hand eye coordination using the mouse.
- He is able to learn the processes necessary to use technology.
- He learns how to express his ideas through technology and share his ideas with others.

WHEN YOUR CHILD PLAYS WITH PUPPETS:

- She is able to verbalise her feelings using words.
- She can begin to understand the feelings of others.
- She can role-play and perhaps find solutions to situations that may disturb her.
- She stretches her imagination.

APPENDIX 2
Concept Development



PLD's programs that develop the above skills can be viewed by searching the codes: Pbr4, Pbr5, Mc3, Mc4, Mc5, Mc6, Mc8 on **www.pld-literacy.org** mail@pld-literacy.org Phone: +61 (08) 9227 0846
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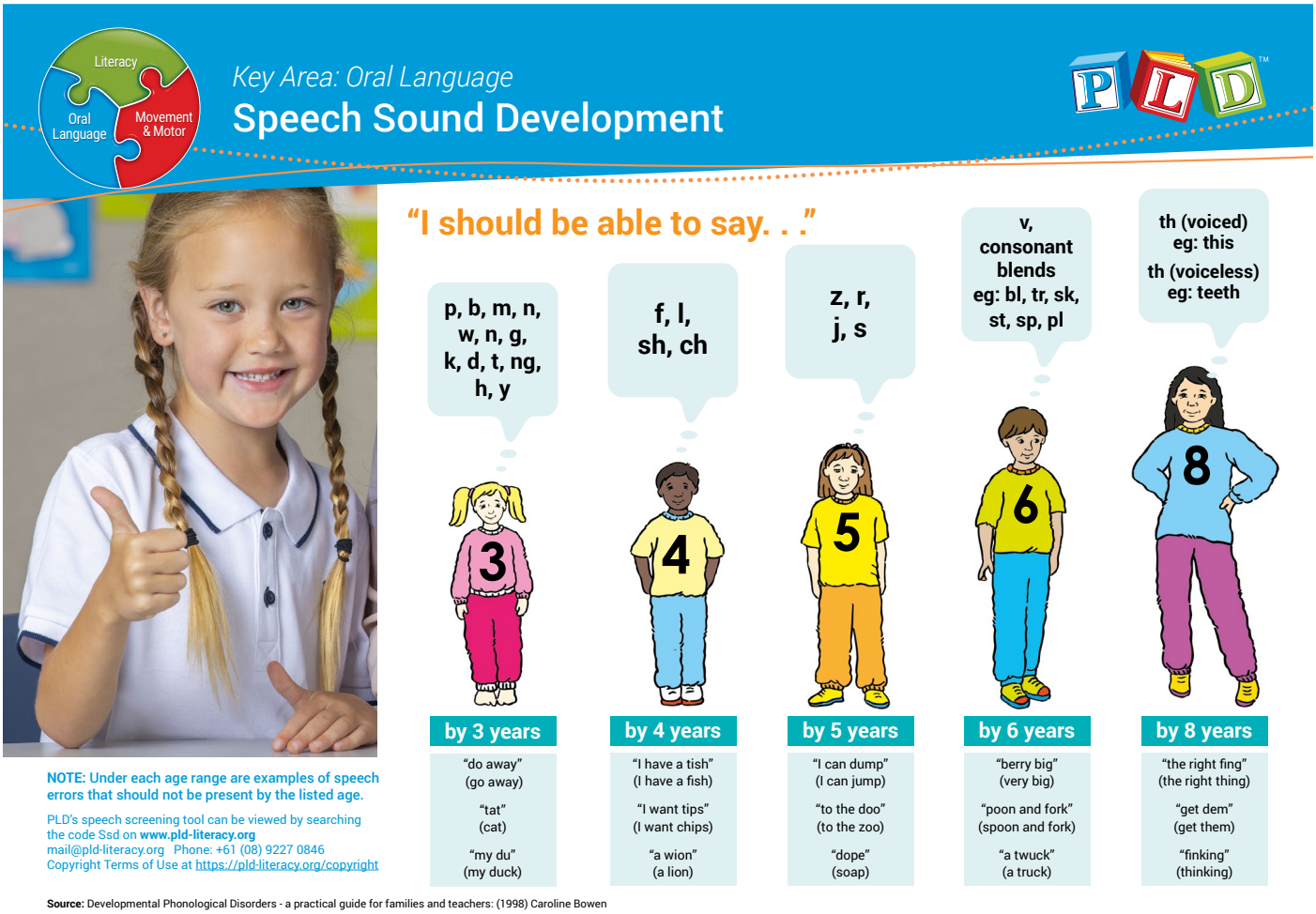
APPENDIX 2
Speech Sound Development



NOTE: Under each age range are examples of speech errors that should not be present by the listed age.

PLD's speech screening tool can be viewed by searching the code Ssd on **www.pld-literacy.org**
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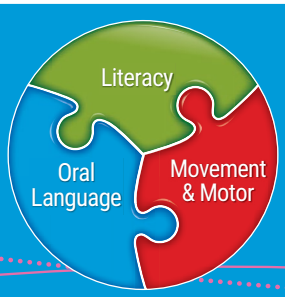
Source: Developmental Phonological Disorders - a practical guide for families and teachers: (1998) Caroline Bowen

APPENDIX 4
Oral Language



Key Area: Oral Language

Now that I am 3 years old... I should be able to:

Speech and Language Developmental Milestones

Tips for Home

- Talk about experiences and places before you go, while you are there and when you get home.
- Look at your child when they talk to you.
- Let them do things for themselves but be there to guide them if they get frustrated.
- Give them opportunities to play with other children.

Causes for Concern

- Your child is frustrated when trying to talk.
- They have a very short attention span.
- They are still using sentences of only two words.
- They do not seem to understand what others say.
- Your child does not look at others when talking.
- They stutter or their words seem to get stuck when they talk.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Follow complex instructions, eg: "Find the cup and put it in the red bucket."
- Understand what objects are used for, eg: "Show me something that we can eat."
- Understand simple 'wh' questions, eg: "What is this?" or "Where's dolly?"
- Understand basic concepts of size (big/small), position (in/on/under) and shapes (circle/square).
- Identify parts of objects, eg: wheels on a car or legs on a dog.

Speaking

- Use verbal language as my main means of communicating. I still use pointing and gestures as well.
- Understand yes/no questions.
- Ask 'why' questions.
- Be understood by my family members and others when I speak.
- I enjoy reading books to others and telling stories.
- Say my full name, eg: John Smith.
- Count to three.
- Use 'I', 'he', 'she', 'we' when talking about myself and others.
- Use 's' at the end of words when talking about more than one item, eg: 'two dogs'.
- Talk about events that have occurred or are going to occur.

Play and Social Skills

- Have favourite books, TV programmes and toys.
- Demonstrate imaginative play. I like dressing up.
- Role play what I see others doing, eg: washing up or driving a car.

Pre-Literacy

Start to notice and focus on print, eg: I start to show an interest in signs/labels, may recognize books by their title, look at books from front to back and left to right.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc3, AR35, 10m4, Pbr4, Sem4 on **www.pld-literacy.org**
mail@pld-literacy.org Phone: +61 (08) 9227 0846

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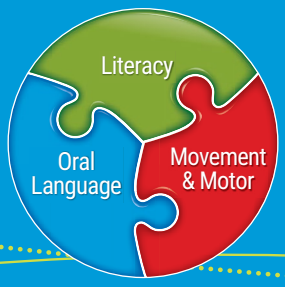

Key Area: Oral Language

Now that I am 4 years old... I should be able to:

Speech and Language Developmental Milestones

Tips for Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in books.
- Talk about past, present and future events with your child.
- Talk about what you are doing and ask your child to retell what you did together.
- Plan and rehearse your child's news before the school news telling day.

Causes for Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or a simple story even with support.
- Difficulty following instructions.
- Difficulty understanding simple 'who', 'what' and 'where' questions.
- Child's speech is difficult to understand.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Follow two-step unrelated instructions, eg: "Get your bag and put your shoes on."
- Follow instructions with up to six key words, eg: "Put the black box and the keys under Daddy's chair."
- Understand words such as 'yesterday' and 'tomorrow.'
- Understand why and when.
- Know colours, some numbers and shapes.

Speaking

- 4 year olds should be verbal with a spoken vocabulary of 1000-1500 words.
- Speak intelligibly with a few speech immaturities remaining.
- Tell news with support.
- Use basic adult-like grammar.
- Ask 'what', 'where' and 'why' questions.
- Tell a long story, sing songs and retell familiar picture books.
- Use future and past tense.
- Use 'and', 'then', 'because' and 'but' in sentences.

Play and Social Skills

- Make friends.
- Use imaginary play.
- Play simple games with rules.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.
- Enjoy social communication with a variety of people.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc4, AR35, 10m4, Pbr4, Sem4 on **www.pld-literacy.org**
mail@pld-literacy.org Phone: +61 (08) 9227 0846
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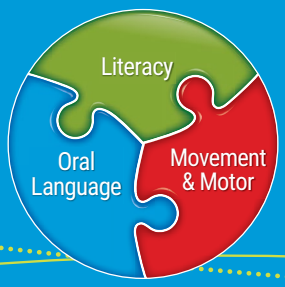

Key Area: Oral Language

Now that I am 5 years old... I should be able to;

Speech and Language Developmental Milestones

Tips for Home

- Read stories and ask questions about the book.
- Encourage your child to retell stories using their own words.
- Make up stories using the pictures in textless books.
- Talk about past, present and future events with your child.
- Give your child the meaning of words they don't know.
- Plan and rehearse your child's news before to the school news telling day.

Causes for Concern

- A small vocabulary.
- Only uses short sentences or sentences with grammatical errors.
- Can not retell an event or simple story even with support.
- Difficulty following instructions with two or more steps.
- Difficulty answering how, when and why questions.
- Child's speech is difficult to understand.
- Poor conversation and social skills.
- Does not enjoy listening to stories.
- Short attention span.

Should you have any concerns about your child's development, consult a Speech Pathologist.

Understanding/Listening

- Follow 3-step instructions, eg: "Get your book, put it in your bag and then put your bag by the door."
- Follow instructions containing the words 'first', 'last' and 'after'.
- Understand everything said to me (age appropriate).
- Answer 'when', 'why' and 'what' questions.
- Understand opposites (hot and cold), location words (next to, between, in front).
- Understand humour and laugh at jokes.

Speaking

- By 5 years old, children should be very verbal with a spoken vocabulary of 2000 words.
- Speak intelligibly with a few speech immaturities remaining.
- Use basically adult like grammar.
- Tell news or stories without any assistance.
- Retell a story accurately.
- Participate in long detailed conversations with a range of people.
- Explain why something happened.

Play and Social Skills

- Enjoy social communication with a variety of people.
- Make friends and engage easily with peers.
- Play fairly in simple games with rules.
- Engage in complex imaginary play.
- Join in and start conversations.
- Use an extensive vocabulary to express ideas and request information.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc5, AR35, 10m5, Pbr5, Sem5 on **www.pld-literacy.org**
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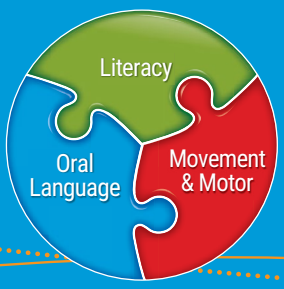

Key Area: Oral Language

Now that I am 6 years old... I should be able to:

Speech and Language Developmental Milestones

Tips for Home

- Encourage your child to retell you their school reader without reading the words, but remembering what happened.
- Ask your child to tell you what they did at school.
- Encourage your child to ask you when they don't know the meaning of a word.
- Talk a lot about events that have happened giving detail and emphasise the sequence of events.

Causes for Concern

- Your child uses very short sentences.
- Your child makes regular grammatical errors such as when talking about the things that have already happened eg. I runned...
- Difficulty expressing themselves so that others understand their story.
- Child's speech is difficult to understand.
- Does not sit and happily listen to a story.
- Has trouble following instructions and regularly forgets what they were asked to do.

Should you have any concerns about your child's literacy development, consult a Speech Pathologist.

Understanding/Listening

- Listen to lengthy picture books.
- Sit and focus in a class-based mat discussion.
- Follow a series of instructions independently.
- Listen to a story without a visual aid.

Speaking

- 6 year olds should be independent communicators with adult-like grammar and a spoken vocabulary of over 2500 words.
- Speak with no articulation or speech sound errors.
- Use language which contains few or no grammatical errors.
- Ask complex questions to find out information.
- Provide detailed answers to questions about the things they have done.
- Explain reasons for things happening.
- Retell a story without the need for someone to prompt them along the way.
- Independently generate ideas and sentences for assigned written tasks.
- Tell detailed news without assistance.

Play and Social Skills

- Keep themselves occupied alone on a task or activity for 20 - 30 minutes.
- Play fairly in complex games with rules.
- Talk easily with familiar people.
- Be able to maintain a conversation with someone about a topic for at least 5 turns in the conversation.
- Use words to explain emotions such as anger, sadness and anxiety rather than physical actions.

PLD's programs that develop the above skills can be viewed by searching the codes: Mc6, Mn68, CCgn1, CCgn2 on **www.pld-literacy.org**
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Skill Set 1: Oral Language

Comprehension Development

The ability to understand questions is critical for participation in social interactions and success across all curriculum areas. The ability to answer question of increasing complexity develops alongside news telling ability. Teachers and parents can use questioning to challenge or lessen the demands on a child's news telling.

Blank, Rose and Berlin (1978) developed a teaching model of questioning that moves children's understanding from the here and now to reasoning and predicting skills. These questions can act as a systematic support for news telling.

Blank Level One: Matching Perception. Questions that should be answered by 3 year olds.

At this level the questions are literal and based on what is in front of the child.

At this level answers tend to be short or nonverbal (i.e. child can respond by pointing).

Examples:

What is it?

What part is this called?

Who is this?

Show me...

Blank Level Two: Selective Analysis Of Perception. Questions that should be answered by 4 year olds.

The child is required to attend to a specific attribute of what is in front of them (e.g. its colour, shape and size).

Examples:

What size is it?
What colour is it?
What is this part used for?
What does it taste / feel smell like?
What shape is it?
Where did you get it from?
Where do you keep it?
Who gave it to you?
What do you use it for?

Blank Level Three. Questions that should be answered by 5 year olds.

The questions become more complex.

Children are required to predict, exclude and sequence information.

Examples:

How did you make it?

How did you feel?

What happened next?

What else could you have used?

Blank Level Four. Questions that should be answered by 6 year olds.

Questions at this level require children to think about what may, might, could or would happen to materials, objects or events, explain how and why, hypothesise and evaluate.

Examples:

Why did that happen?

What would you do different next time?

Why couldn't you do it this way?

What would happen if...?

Why did you use...?

What could you do?

References: Blank, M.R. & Berlin, L. (1978) *The Language of Learning: the preschool years.* New York, Grune and Stratton.

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Recommended resources for Comprehension Development.

Available from www.pld-literacy.org

PLD Learning Resources
Promoting Literacy Development

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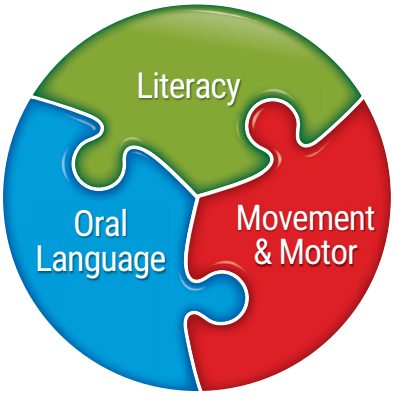
Supporting the Understanding of Questions



When asking a child questions it's important to support and teach them what the question means and how you want them to answer it.

If a child has difficulty understanding a question:

1. Repeat the question using visual cues to support (eg: pictures and gestures)
2. Rephrase the question or ask it in a different way
3. Give two alternative for the child to choose between
4. Model the correct answer

Example

Adult asks: What colour is it the elephant?

Student doesn't respond

Adult asks: I can see elephant's ears are pink. What colour is his body?

Child doesn't answer.

Adult asks: Is he grey or orange?

Child responds: orange

Adult models: He's grey. The elephant is grey.

PLD's programs that develop the above skills can be viewed by searching the codes: **Mc3, Mc4, Mc5, Mc6, Mc8** available from **www.pld-literacy.org**
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APPENDIX 5
Perceptual Motor

Key Area: Movement and Motor

Fine and Gross Motor Developmental Milestones

Now that I am 4 years old... I should be able to:

Tips for Home

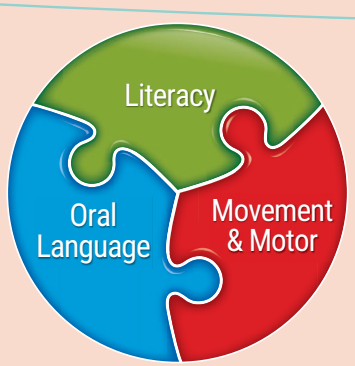
- Encourage your child to undress and dress independently. Help only in the parts they have difficulty with.
- At mealtimes encourage your child to eat their meal independently. Prepare to get messy!
- Provide a range of manipulative activities, eg: play dough, drawing, cutting, gluing, puzzles, beads and pegboards.
- Build some outside playtime into your day, use your local parks or your backyard to run, climb, swing, jump and play ball.
- Join in activities with your child. It is more fun to play together.

Causes For Concern

- Avoids or has difficulty with hand activities, eg: drawing, puzzles or scissor use.
- Has difficulty with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet themselves.
- Avoids or dislikes equipment that is fast moving or off the ground, eg: swings, roundabouts.
- Has difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's development, consult an Occupational Therapist.

Use My Body



- To pedal a small trike
- Run around
- Climb up stairs
- Kick, catch and throw a large ball
- Balance on each foot for a moment
- Stand on tip toe
- Jump with both feet
- Sway and march to music
- Begin to hop on one foot

Use My Hands

- To do simple finger actions to songs
- Build with construction toys
- Hold my pencil with my thumb and fingers and draw simple lines
- Manipulate large buttons
- String beads onto a shoelace
- Complete simple puzzles
- Use scissors to make simple cuts

Make Sense of the World

- Recognise up to five colours
- Show my age using my fingers
- Count five objects aloud
- Put two halves of a picture together
- Understand hot and cold
- Start to remember details on a picture
- Start to sort real objects

PLD's programs that develop the above skills can be viewed by searching the codes: Mhu4, Mcs123, Mpw, WBpw, Ppw, Mlff/Mlfc, DSPPf/DSPPc on

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Key Area: Movement and Motor

Fine and Gross Motor Developmental Milestones

Now that I am 5 years old... I should be able to;

Tips for Home

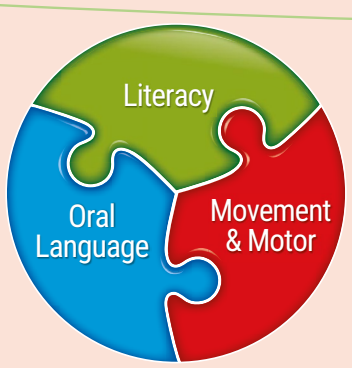
- Have your child help with household chores, eg: setting the table, packing away toys, or putting clean crockery and cutlery away. It's great for matching and sorting.
- Encourage your child to be as independent as possible in dressing, eating, and grooming (ie: teeth brushing, hair brushing).
- Try and build some table activity time into your day, drawing, cutting and gluing. Use a wide variety of materials, and writing implements to keep it interesting.
- Grab a ball and throw it, kick it, bounce it and catch it!
- Play some outside games, eg: skipping with a rope, races that involve hopping, skipping, jumping, running, balancing.
- Join in activities with your child. It is more fun to play together.

Causes For Concern

- Avoids or has difficulty with hand activities, eg: drawing, puzzles, scissor use.
- Difficulties with dressing or eating.
- Stumbles or falls frequently or often bumps into people or objects.
- Has trouble keeping their eyes on what they are doing.
- Avoids or dislikes messy play or unexpected touch.
- Seems very busy and isn't able to calm or quiet self.
- Avoids or dislikes equipment that is fast moving or off the ground, eg: swings, roundabouts.
- Difficulty matching colours, sizes and shapes.

Should you have any concerns about your child's development, consult an Occupational Therapist.

Use My Body



- To pedal a small trike around objects and make U turns
- Run around obstacles and turn corners with speed
- Walk up and down stairs with alternate feet
- Begin to bounce a large ball
- Balance on one foot for the count of 10
- Walk on tip toe
- Walk backwards
- Begin to jump rope
- Hop on one foot for several hops
- Balance on a wide beam
- Begin to skip on one foot
- Catch and throw a beanbag

Use My Hands

- Use my pencil to draw a person and some simple objects
- Fasten small buttons and use a zipper
- Cut out large shapes with scissors
- Screw and unscrew lids, nuts and bolts
- Cut food with knife
- Brush my own teeth
- Colour in a simple picture

Make Sense of the World

- Know most of my colours
- Use my eyes to follow moving objects
- Count up to 10 objects aloud
- Feel objects without looking and can identify simple shapes and objects
- Copy simple patterns
- Differentiate differences in size
- Complete an unfinished drawing
- Start to notice when something is missing

PLD's programs that develop the above skills can be viewed by searching the codes: Mprd, Mcs4, Mlff/Mlfc, DSY1f/DSY1c, DSS1f/DSS1c on

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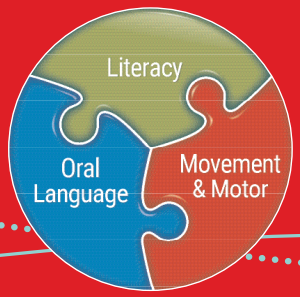
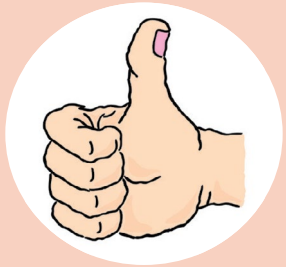
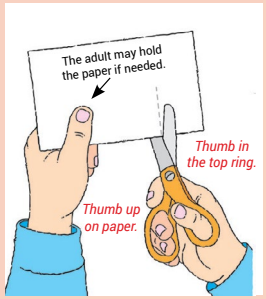
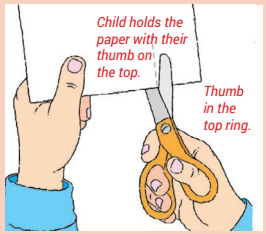


Key Area: Movement and Motor Skills

The Development Cutting Skills







Developmental Norms For Children Learning To Cut With Scissors

At age 2 - 2½ years...

- Child is able to open and shut scissors with two hands.
- Child is able to snip paper. Child holds the scissors in one hand (a dominant hand is not likely established at this stage). The paper may be held by an adult.

At age 3 - 4 years...

- Child is able to cut a 10cm piece of paper in approximate halves. No line is placed on the paper.
- Child is able to cut along a 10cm straight line. Their cut line should not be wider than 1.7cm.

At age 5 - 6 years...

- Child is able to cut around corners (with wide angles) while staying within a line that is 0.6cm wide.
- Child is able to cut along curves while staying within a line that is 0.6cm wide.
- The child is also able to manoeuvre their non-cutting hand to support the cutting.
- Child requires frequent practise to consolidate their cutting skills.

At age 4 - 5 years...

- Child is able to cut along a curved line. Their cut line should not be wider than 1cm.
- Child is able to cut out a range of squares (and with sides measuring as small as 8cm).Their cut line should not be wider than 1cm.
- Child is able to cut out a range of triangles (and with sides measuring as small as 8cm).Their cut line should not be wider than 1cm.
- Child is able to cut out a range of circles (and with diameters measuring as small as 12cm). Their cut line should not be wider than 1cm.
- Child is able to cut out a range of large, simple shapes while staying within a line that is 0.6cm wide.

PLD's programs that develop the above skills can be viewed by searching the codes: Mcs123, Mcs4 on **www.pld-literacy.org**
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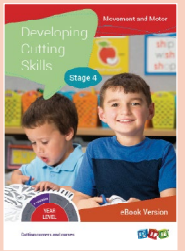
A Note About Hand Dominance

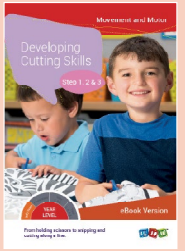
Research suggests that the majority of children show a dominant hand preference by 3 years and most by school age, however some actually establish dominance as late as 8 or 9 years old. Making a preference is important as it allows the child to develop skills and endurance with that hand.

If a child has not yet made a preference, it is suggested that the child be encouraged to participate in activities:

- that involve crossing the midline,
- that use both hands together,
- where both hands are active and
- where one hand does the work and the other one assists.

Don't try to choose the dominant hand but observe which hand is used the most often or is more skilful. It may also be helpful to refer the child to an Occupational Therapist for an assessment prior to commencing year one.





Key Area: Movement and Motor

The Development of Appropriate Pencil Grip

When children first begin to draw using crayons, pencils or brushes they use a dagger grasp. In a natural developmental sequence they will hold the writing implement in a variety of grasps until they settle on a functional tripod grip for handwriting. The developmental sequence is a result of neurological and physical growth in the child.

As we look below at the development of different grasps and drawing skills, we can observe that there is a natural progression as the child's fine motor skills develop. The complexity of the drawing skills increases as the child develops more control over the pencil or crayon in his or her hand. See the following pages for more information.

Dagger

12 Months to 2 Years

- Development of fine pinch grip and precise release of small objects
- Both hands develop skilled function and work together
- Crayon is held initially in the palm *(Palmar Supinate or Dagger grasp pictured right)* Movement mainly occurs from the shoulder, the arm and hand move as a unit
- Makes marks on the paper with a crayon
- Vigorous scribble in imitation
- Scribbles spontaneously
- Draws a stroke then obliterates by scribbling
- Imitates drawing a vertical line

Pronate

2 Years To 3 Years

- Crayon or tools may be held across all fingers, with the palm facing down. Digital Pronate grasp *(pictured right)* movement mainly occurs at the elbow, the forearm and hand move as a unit
- Imitates drawing a circle
- Copies a horizontal line
- Copies a vertical line
- Draws two or more strokes when attempting to copy a cross

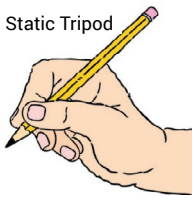
Quadropod

Static Tripod

3 Years To 4 Years

- The fingers (often all four) are held on the pencil shaft opposite the thumb. Quadropod grasp *(pictured top right)*.Movement can occur from the wrist, the hand moves as a unit with the fingers static. Static Tripod grasp *(pictured bottom right)*. Adjustments to the pencil are made with the opposite hand (3½ - 4 years)
- Copies a circle
- Imitates a horizontal cross
- Imitates a zig zag line
- Joins two dots
- Draws a diagonal stroke by following a continuous dotted line
- Traces over a diamond shape (rounded corners)
- Draws a man with a head and one other body part e.g. arms, legs
- Traces and stays on most of the time on a 7cm wide horizontal line

Static Tripod



4 Years To 6 Years

- Child developing ability to manipulate objects between the fingers and palm and rotate objects with the fingers.
- Uses a *Static Tripod grasp (pictured right)* of a pencil consistently
- Developing fine control to manipulate a pencil
- The thumb, index and middle fingers work as a unit for precise control of the pencil, the ring and little fingers provide support. Horizontal movement across the page occurs at the wrist, elbow and shoulder (4½ to 6 years)
- Copies a diagonal line, square, diagonal cross, circle and triangle
- Draws a man with a head, arms and legs
- Colours in a simple picture staying mainly within the lines (no more than 0.6 cm)
- Draws a man with a head, trunk, arms, legs, feet and three facial features
- Connects a series of dots to make a simple drawing

PLD's programs that develop the above skills can be viewed by searching the codes: Mpw, WBpw, Ppw, Mhu4, Mprd, Mlff/Mlfc, DSPPf/DSPPc, DSY1f/DSY1c on **www.pld-literacy.org** mail@pld-literacy.org Phone: +61 (08) 9227 0846

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Key Area: Movement and Motor

The Development of Appropriate Pencil Grip

It is suggested that it is much easier to introduce and reinforce the proper way to hold a pencil than to try and change an inefficient one later in school life where the child has grown accustomed to using it for several years. It is felt that handwriting difficulties could be avoided in later years if there is an early emphasis on strong fine motor skills, learning how to hold a pencil and regular practice on how to use it.

The goal of a proper pencil grip is that it is stable, comfortable and is able to be moved with the smaller muscles of the fingers rather than the whole hand. One important feature of this type of grip is an open and rounded web space, the space formed by the thumb and index finger. It is much harder to move a pencil with finger movements if that is closed.

There are a number of ways to encourage the right grip. One idea is as follows:

Make ok sign with the fingers. Place the pencil between the thumb and index fingers and then drop the middle, ring and little fingers under the pencil. The last joint of the middle finger sits next to the index finger so that it can support the underside of the pencil.

Children can be reminded to hold their pencil with their 'ok' fingers.

Alternatively, the pinch action of the index finger and thumb, with the middle, ring and little fingers tucked into the palm mimics the action of a bird's pecking beak. Children can be reminded to make the bird's beak and hold their pencil.

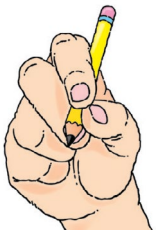
Sometimes children find it hard to keep their middle, ring or little fingers tucked into their palm, often they climb onto the pencil shaft too. Children can try holding a small marble or wishing stone in the palm of their hand as they write to help them maintain the right grip. There are also a large number of commercially available pencil grips that help children hold their pencils correctly as they begin to write.

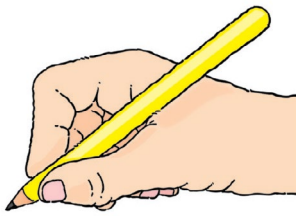
Another useful activity to practise the right grip, is too use extremely short pencils to encourage the child to use their finger tips rather than the whole hand. The shaft of the pencil should rest gently in the webspace. Children can check to see if their pencil is 'lying back on its pillow.'

What Is A GOOD Pencil Grip?

- The pencil shaft is held between the pads of the index finger and thumb of the dominant hand.
- The middle finger sits alongside the index finger supporting the pencil.
- The ring and little fingers curl gently into the palm.
- There is an open, fairly circular web space formed by the thumb and index finger. This is where the pencil shaft will rest.
- Sometimes the pad of the middle finger is on the pencil too, this is acceptable if the web space remains open.

See the following pages for more information.

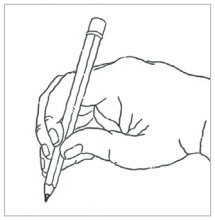




What Is NOT A GOOD Pencil Grip?

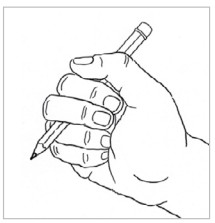
Thump Wrap

Thumb Tuck



Supinate

Transpalmar



Interdigital Brace

Index Grip

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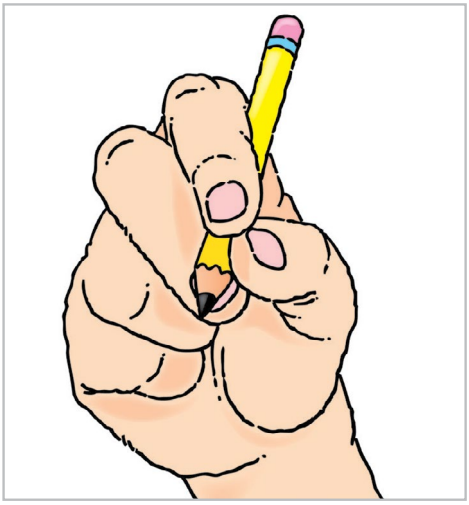
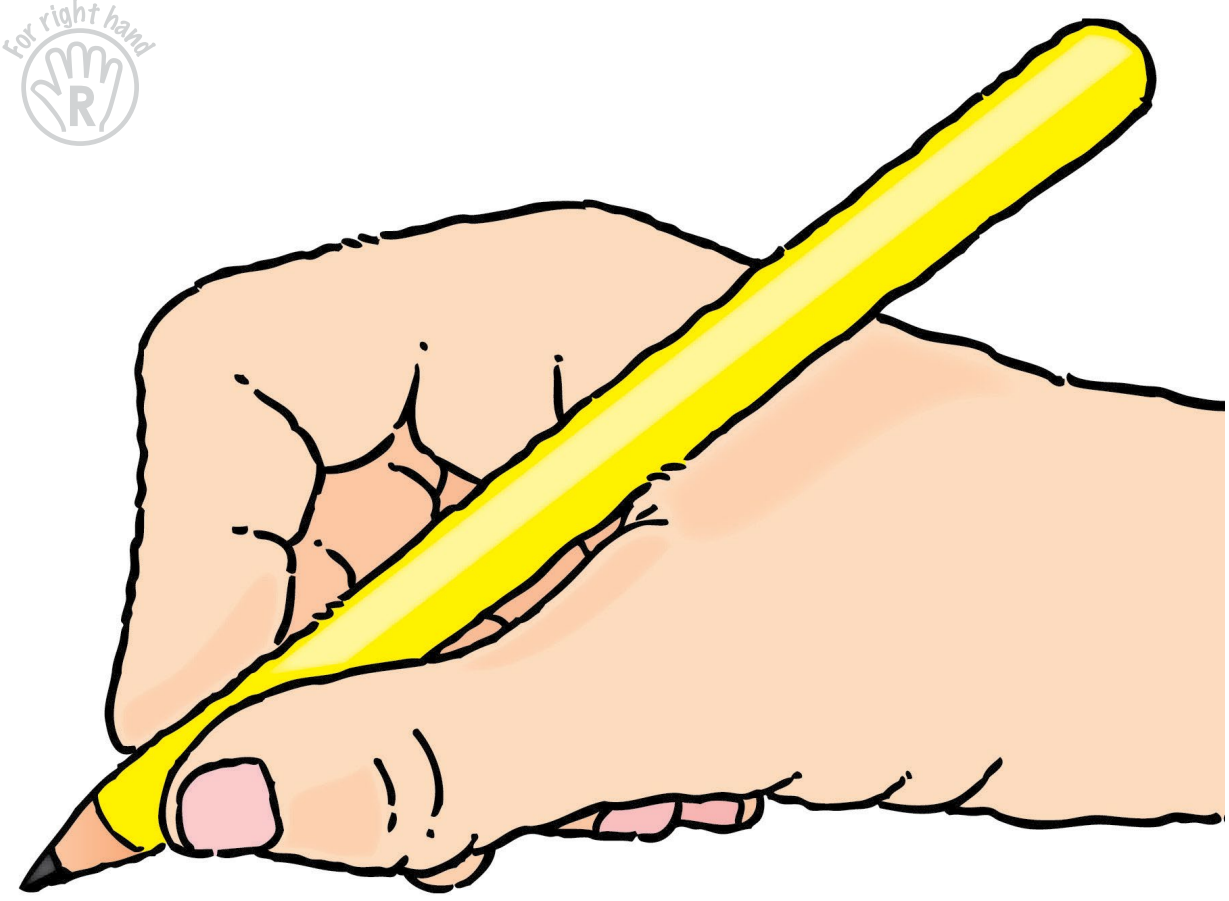
Key Area: Movement and Motor

Good Pencil Grip



What makes it easier?

- Big pieces of paper.
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.



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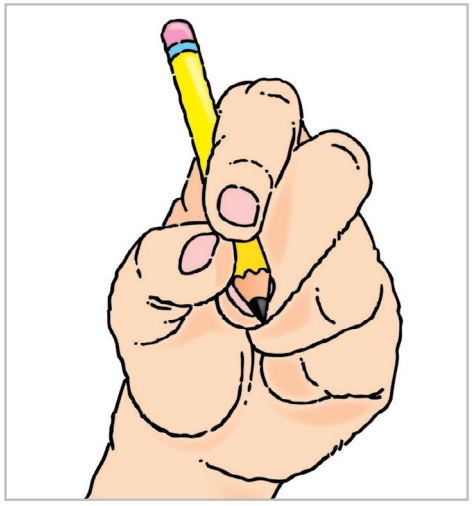
Key Area: Movement and Motor

Good Pencil Grip



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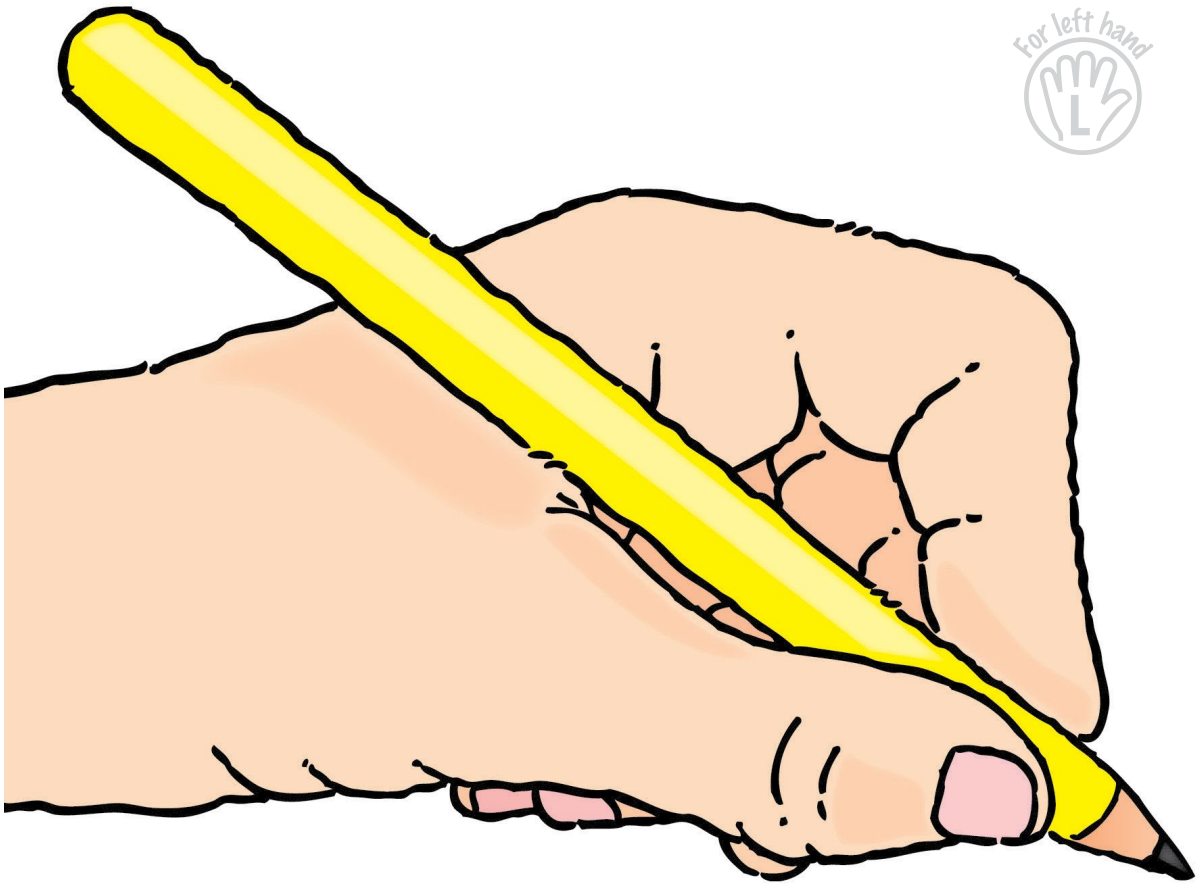
- Big crayons, brushes and markers (larger tools ensure children use the right muscles and hand and finger position for the activity and are less likely to adopt incorrect grasps to control the tool).
- Use thick outlines.



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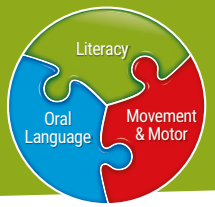
APPENDIX 6
Literacy



Key Area: Literacy

Ages and Stages of Literacy Development

Promoting Literacy Development

Many parents wonder if their child's reading skills are developing at the normal rate. While there are individual differences, there is a general progression of skill development. It is recommended that if you child has not attained the skills outlined for his/her age, that a school-based meeting be scheduled. Following this, it is likely that a referral to a specialist (e.g. Speech and Language Pathologist) may be necessary to provide an in-depth check on your child's development. Research clearly states that the earlier intervention commences the better the outcomes for the child.

3 Year Olds Start to Discover "Writing" Around Them.

- They become interested in the print on signs or labels and may come to recognise some of these in particular.
- They may recognise several books by their covers, know the titles, understand that they are read from front to back, from left to right and by looking at the print rather than just the pictures.
- They may understand that one can use writing for communication through cards and notes, for list making, for finding television programs in the guide and for a host of other purposes.
- Through focusing on print, 3 year olds start to become familiar with letters and may learn to recognise and name some.
- Story telling skills are important for literacy. 3 year olds should start to move from just requesting and commanding to explaining their experiences and telling stories.

3 to 5 Year Olds Start to Engage in 'Sound Play'.

- They begin to focus on the sounds within words (phonological awareness). 4 year olds begin to appreciate and produce rhymes, clap syllables in words and start to notice how certain words sound the same.
- They continue to make progress identifying and reproducing letters. They may even be able to write their own name and mix scribble, some letters and drawing in "writing" notes and stories.
- Story telling skills should continue to develop. Their stories should become fairly easy to follow.

1

4 to 5 Year Olds Start to Figure Out How the Alphabet Works.

- They begin to hear the beginning sound in words. (E.g. 'sun' starts with /s/).
- They learn that the sounds they hear at the start and end of words are represented by alphabetic letters. (E.g. /s/ at the start of 'sun' is represented by a /s/.
- They are able to tell a story without support.

2

5 to 6 Year Olds Start Formal Literacy Learning.

- Learn to recall the alphabetic letter sounds with accuracy and with speed.
- Learn to "sound out" words and over the year reading should become accurate and automatic.
- Are expected to demonstrate their comprehension skills and discuss books they have read or that have been read to them.
- Initially writing is phonetic in nature. Over the year children integrate early phonic concepts such as sh, ch, th, ing, oo, ee. ar, or, all, ck etc. to written tasks.

3

Children in Year 2 Start to Acquire Automatic Processes.

- The challenge in Year 2 is to achieve fluency. This mean reading becomes "effortless". It is through lots and lots of reading practice that children become fast and automatic readers.
- Writing becomes more automatic and less phonetic as children acquire early vowel digraphs such as ou, oa, ow, ir, ur, ue, ew etc.

4

Children in Year 3 and Above are Required to Focus on Comprehension, Writing and the Curriculum

- Children are required to read and write at length and with relative ease. Children are increasingly expected to read silently rather than aloud and are increasingly expected to write independently.
- The content of reading material becomes much more complex and the focus of reading shifts to developing comprehension skills.

5

PLD's programs that develop the above skills can be viewed by searching the codes: 1) CCst 2) CCal/CCalc, CCpfa, CCpfr, CCpfs 3) CCfrw, CCfsw, CCsight, Mfwa, Bsw1, CHph1, Md1 4) CCread, CCspell, Bsw2, CHph2, Md2 5) Bsw3, CHph3, Md3 on **www.pld-literacy.org**
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APPENDIX 7
Early Years Learning Framework

BELONGING, BEING & BECOMING
The Early Years Learning Framework for Australia

Information for families

EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years

"I want my child to have lots of opportunities for creative play"

WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging*, *being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

"The learning outcomes are positive and help me to think about how my child is progressing"

HOW WILL IT WORK?

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

"The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family"

WATCHING YOUR CHILD'S PROGRESS

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

WORKING TOGETHER

By working together parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

FIND OUT MORE

This booklet is an introduction to the Early Years Learning Framework.

To find out more or to access translations visit www.deewr.gov.au/earlychildhood or ask your child's early childhood educator.

Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

APPENDIX 8
National Principles for Child Safe Organisations

Child Safe Organisations
National Principles

National Principles for Child Safe Organisations

1. Child safety and wellbeing is embedded in organisational leadership, governance and culture.
2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
3. Families and communities are informed, and involved in promoting child safety and wellbeing.
4. Equity is upheld and diverse needs respected in policy and practice.
5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
6. Processes to respond to complaints and concerns are child focused.
7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
9. Implementation of the national child safe principles is regularly reviewed and improved.
10. Policies and procedures document how the organisation is safe for children and young people.

For information and resources, go to
https://childsafe.humanrights.gov.au

Australian Human Rights Commission

Australian Government

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