

# Enrolment Handbook

2027



**Northern  
Rivers**  
Preschools

Northern Rivers



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

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# Jingi Walla



“When children feel safe, secure and supported they grow in confidence to explore and learn.”  
(Early Years Learning Framework)

The Director, Management Committee and Staff of Northern Rivers & Byron Bay Preschools welcome you and your family to our community based non-profit preschool. Our Cavanbah and Coogera Centres have both been independently rated by the Australian Education and Care Quality Authority (ACECQA) as Excellent. Only 25 of the 7000 Early Childhood Education and Care (ECEC) centres in Australia have achieved this top rating. We are committed to providing the highest quality early childhood education and care for your child.

**At Northern Rivers Preschools we provide:**

- More degree trained early childhood teachers per group than any other service in the Northern Rivers
- Leading approaches and innovate early childhood pedagogy
- Individualized programs that attune to each individual child's needs

We provide a happy, safe and stimulating environment for all children and families attending our service.

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



# Excellent Rated

A leading provider of Early Childhood Education and Care (ECEC) in Australia

Northern Rivers & Byron Bay Preschools comprises of 3 high-quality non-profit, community-based early childhood education centres in Byron Bay & Kunghur. We pride ourselves on delivering responsive innovative programs in which every child will thrive. Both Byron Bay Preschool Coogera and Cavanbah have independently received the 'Excellent Rating' awarded by ACECQA. Only 25 centres in Australia currently hold the 'Excellent Rating' the top category obtainable, awarded for exceptional practice under the National Quality

Standards. Northern Rivers Preschool is currently the only multi centre early childhood organisation in Australia to have a majority of its services hold this top rating.

We are proud to have provided Byron Bay's children with exceptional early childhood education since 1976.



# Parents in Partnership

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

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

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



# Preschool History

Byron Bay Preschool has been providing preschool education to our local community since 1976. We were the first preschool in our region, and we are proud to combine our long history, with our contemporary high-quality approach to exceptional early childhood education.

Byron Bay Preschool Coogera is part of the Integrated Children's Centre in Suffolk Park with Shaping Outcomes and the Toy Library, with a new room added in the beginning of 2021. It is now a two unit (40 children per day) preschool. It changed from 'Jonson Street' to Byron Bay Preschool Coogera in 2010. Jonson Street had been operating as a community run preschool for more than thirty years and from fundraising and a small grant the parents of Byron Bay built Byron Bay Preschool Cavanbah which opened in 1986. It is a two unit (40 children per day) preschool and was built from mud bricks made by the community on crown land.

In 2024 Northern Rivers Preschool opened our Kunghur centre, to provide much needed Early Childhood Education and Care to the regional community. We also run a licensed bush program called Nature Hearts.

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





# Our Philosophy

At Northern Rivers Preschools our children and educators deeply respect the Aboriginal custodians of the land that we live and learn on. Our pedagogy embodies Aboriginal and Torres Strait islander history, knowledge, wisdom and cultural practices. We work with our community to advocate unity and harmony for all cultures and peoples.

**Children are paramount in all decisions made at Northern Rivers Preschools . We mirror the values of our families and community and care deeply about the natural world around us, healthy living, sustainably and living in harmony with all life on our planet. Child Safety is a top priority at Northern Rivers Preschools.**

We value respectful relationships between children, educators and families. Every child, educator and family member belong and has an important place in our preschool. Northern Rivers Preschools believe in strong collaborative leadership where

all educators, children and families have the opportunity to utilise their strengths and lead initiatives. The leadership team use a distributed approach to inspire all educators to contribute.

Children learn through play, and are competent and capable of using their own unique ideas and ways of being. The United Nation Convention on the Rights of the Child guides our practice. Our children have the right to a voice, to lead their own learning and participate in decision making. Children have boundless potential, limitless possibility and deserve endless opportunities for curiosity and wonder.

# Our Mission Statement

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

## Goals

As a result of attending Northern Rivers Preschools, children will:

- Be resilient and have a strong sense of self
- Value diversity
- Have enthusiasm for learning
- Have a sense of happiness and safety in their world
- Have families who feel supported
- Have an ability to sustain meaningful relationships

# Our Values

Children, families, staff, management, community partners and funding bodies can expect the following from Northern Rivers Preschools:

### RESPECT

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

### PROFESSIONAL INTEGRITY

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

### LEARNING THROUGH PLAY

- Spontaneous, interactive and experiential practice
- Social and playful setting
- Co-construction of knowledge
- Promotion of autonomy and initiative
- Promotion of self-worth and citizenship

### SUPPORT

- Safe, happy, welcoming and stable environment
- Responsiveness to individual needs
- Listening carefully and responding sensitively



# National Quality Framework

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

The objectives of the national education and care services quality framework are to:

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

The guiding principles of the National Quality Framework are that:

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

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





# An Overview Of The Early Years Learning Framework (EYLF)



The EYLF is based on five underlying principles:

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

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

6. Children have a strong sense of identity
7. Children are connected with and contribute to their world
8. Children have a strong sense of well-being
9. Children are confident and involved learners; and
10. Children are effective communicators

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



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

## 1. SECURE, RESPECTFUL & RECIPROCAL RELATIONSHIPS

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

## 2. PARTNERSHIPS

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

## 3. HIGH EXPECTATIONS & EQUITY

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

## 4. RESPECT FOR DIVERSITY

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

## 5. ONGOING LEARNING & REFLECTIVE PRACTICES

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

## LEARNING OUTCOMES

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

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

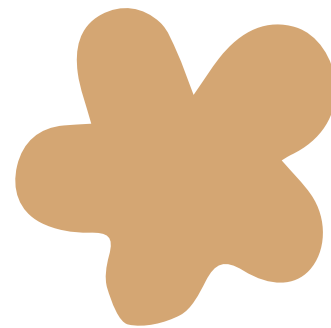
The EYLF document was produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments in 2009.



# Our Program

We embrace creative approaches to education and sustainability. Our school strives to maximise every child's potential, providing a well-balanced and high quality teaching program in close collaboration with parents. We teach the NSW Education Standards Authority curriculum with a fresh, engaging and progressive approach.

Teachers and educators collaborate to develop the program, implementing planned and spontaneous learning opportunities throughout the day. They use small, large group and individual experiences to cater for the interests and needs of ALL children. Teachers and educators evaluate the program the program's effectiveness for every child, using the Early Years Learning Framework as their guide. Each room is led by a degree qualified, registered early childhood teacher. Teachers have 4 year Bachelor Degrees in Early Childhood Education (or higher) and are Registered with the National Education Standards Authority. Educators have a two year diploma in Early Childhood Education or a Certificate 4.



Underpinning the EYLF document are the concepts of **BEING, BELONGING & BECOMING**

## BEING:

Childhood is a time to be, to seek and make meaning of the world. "Being" recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

## BELONGING:

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighborhood and a wider community. "Belonging" acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. "Belonging" is central to being and becoming in that it shapes who children are and who they can become.

## BECOMING:

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



# Learning Outcomes

Early childhood educators work collaboratively with families to achieve:

|                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outcome 1:</b><br>Children have a strong sense of identity                  | <ul style="list-style-type: none"><li>• Children feel safe, secure, and supported</li><li>• Children develop their emerging autonomy, inter-dependence, resilience and sense of agency</li><li>• Children develop knowledgeable and confident self-identities</li><li>• Children learn to interact in relation to others with care, empathy and respect</li></ul>                                                                                                                                                                                                                                                 |
| <b>Outcome 2:</b><br>Children are connected with and contribute to their world | <ul style="list-style-type: none"><li>• Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</li><li>• Children respond to diversity with respect</li><li>• Children become aware of fairness</li><li>• Children become socially responsible and show respect for the environment</li></ul>                                                                                                                                                                                            |
| <b>Outcome 3:</b><br>Children have a strong sense of well-being                | <ul style="list-style-type: none"><li>• Children take increasing responsibility for their own health and physical well-being</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Outcome 4:</b><br>Children are confident and involved learners              | <ul style="list-style-type: none"><li>• Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity</li><li>• Children develop a range of skills and processes such as problem-solving, inquiry, experimentation, hypothesising, researching and investigating</li><li>• Children transfer and adapt what they have learned from one context to another</li><li>• Children resource their own learning through connecting with people, places, technologies and natural and processed materials</li></ul> |
| <b>Outcome 5:</b><br>Children are effective communicators                      | <ul style="list-style-type: none"><li>• Children engage with a range of texts and gain meaning from these texts</li><li>• Children express ideas and make meaning using a range of media</li><li>• Children begin to understand how symbols and pattern systems work</li><li>• Children use information and communication technologies to access information, investigate ideas and represent their thinking</li></ul>                                                                                                                                                                                            |



# Principles & Practices Behind the EYLF

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

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

## Children learn best when they have:

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

## Learning occurs when it is meaningful and timely.

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

## How do we engage in intentional teaching?

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



"Developing secure relationships ignites children's ability to learn and is a protective factor in ensuring children's safety."



# Reconciliation Action Plan

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

Byron Bay Preschool continues to work on and grow our Reconciliation Action Plan (RAP) to build a deeper connection with and understanding of the traditional custodians of Byron Bay's land and sea; the Arakwal, Bundjalung people. Educators, parents and children worked together to ensure an inclusive and respectful environment at preschool for all children and families.

Our cultural facilitator leads the reconciliation action group to update the RAP each year and ensure our service continually grows our understanding of the Bundjalung People, their history, perspectives and culture.

We endeavour to embed Aboriginal and Torres Strait Islander culture and language into our service on every level and support our children and staff to foster an ever-deepening connection with the land.

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

## Uncle Gavin taught us the 'Bush Rules' (Binungal):

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



# Management of Preschool

## Our Director

Bridget Isichei is the director of Byron Bay Preschool, Coogera, Cavanbah Centres, Kunghur and Nature Hearts. Bridget has a Master's Degree in Educational Administration and Leadership, a Bachelor of Education (Early Childhood), and Certificate 4 in Training and Assessment. Bridget has 17 years of experience in a director/ area manager role and over 25 years of experience in the early childhood education and care sector. Bridget is currently President of the Northern Rivers Preschool Alliance, an organisation that supports 50 local preschools in Northern NSW.

## Our Parent Management Committee

Our preschool operates under a Community-Based Not-For-Profit model of management. This means that we have a management committee (currently comprised of parents of enrolled preschool children) and any profits made by the preschool are fed back into the service. The management committee of the preschool is referred to as the "Approved Provider" under the new Regulations. Our preschool is an Incorporated Association. This is the preschool's business structure:

### Management Committee

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

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

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

# Our Job Roles

## Preschool Director / Nominated Supervisor

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

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

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

## 2IC

The 2IC is second in charge of the centre and supports the director with day to day management of the organisation. The second in charge also acts on the directors behalf if the director is absent or not available.

## Responsible Person

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

- The Approved Provider
- The nominated supervisor
- A certified supervisor placed in day-to-day charge.

## Educational Leader

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



# How is the Preschool funded?

Northern Rivers Preschool is a **not-for-profit** organisation. The NSW Government Department of Education funds 600 hours (2 days a week) '\$20 a day' preschool education per child per service.

In 2027 the NSW government provides two days of '\$20 a day' preschool for all children (3,4 and 5 years old). Children with additional needs are funded three '\$20 days' a week. You are eligible to claim two days of '\$20 a day' preschool at more than one NRP preschool. Therefore, you can enrol in Coogera and Cavanbah, or either centre and Nature Hearts and receive four days of '\$20 a day' preschool, two days at each service (pending availability).

At Coogera and Cavanbah you can choose any two consecutive days of enrolment (pending availability), however Nature Hearts days are run Wednesday and Thursday only. We follow the 'universal preschool' guidelines. Aboriginal children, children with additional needs and children with health care cards are given priority of enrolment. At NRP we also provide priority to siblings of current and past children. The department of education also provides disability and inclusion funding, to support the inclusion of children with additional needs.





# Estimated Fees 2027

MEMBERSHIP FEE

As an Incorporated Association, parents/guardians are legally required to become members of our preschool; therefore, once your child is enrolled at the preschool you will be charged \$20 per family annually. **Please note:** Third day of attendance has a higher daily fee.

FEE SRUCTURE

| Age Category                         | Fees      |
|--------------------------------------|-----------|
| All ages: First two days             | \$20/Day  |
| All ages: Third day                  | \$120/Day |
| Priority Families: First two         | \$0/Day   |
| Priority families: Third day         | \$20/Day  |
| Priority families (second enrolment) | \$20/Day  |

**NOTE: Fees are not payable over the school holiday breaks. Fee rates are based on your age at 31st July for that year.**

FEE RELIEF FUNDING:

You may claim two days at two different NRP centres, totalling a maximum of 4 days (at \$20 per day). If your child has additional needs you may claim three days at one centre and two at another- totalling 5 days of preschool.

Please see link to this form below

[click here >](#)

# Paying a voluntary contribution:

Why pay a voluntary contribution to our preschool on top of your fees?

We invite families to pay a voluntary contribution on top of the compulsory fees to support our preschools to continue to provide high quality early childhood education and care at an exceptional level. Our organisation is not for profit and is run for the community by the community. Paying a voluntary contribution supports our organisation to hire more experienced teachers, and to provide higher ratios of staff so every child gets the individual attention they require.

Our organisation also supports vulnerable families in the community through a range of support groups, parenting classes and play groups.

We also support mental health and wellbeing of the elderly community through intergenerational programs. You can help support the work we do for the Northern Rivers community, and support our high quality provision through a voluntary contribution each year.

|          |        |
|----------|--------|
| Option 1 | \$50   |
| Option 2 | \$200  |
| Option 3 | \$1000 |
| Other    |        |



# Payment

This is our 2027 preschool fee schedule. The School year is divided into four terms. Fees will be invoiced at the commencement of each of the four terms.

**AUTOMATIC PAYMENTS USING OWNA.**

You will need to set up a direct debit through your enrolment process to pay your fees.

**ON-LINE PAYMENT**

**Byron Bay Preschool Inc.**  
**BSB:** 012554  
**Account number:** 2354 07454  
**\*your child's full name as the reference.**

**INVOICING AND PAYMENT**

You can check your account balance at any time through the OWNA App. You can also contact [admin@nrp.org.au](mailto:admin@nrp.org.au) for any account queries. Please contact us if you are having any difficulties paying your fees so we can work a solution with you.

**CHANGE OF CIRCUMSTANCES**

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

**UPDATE OF CONTACT/ DETAILS**

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

**NOTICE REQUIRED**

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







# Our Staff

The people working with your children are the most important element in your child having a relaxed, engaging and positive preschool experience.

Our team of highly qualified and experienced teachers and educators are committed to providing a safe and engaging environment for children to make the most of their preschool day. All groups are led by an experienced degree-qualified early childhood teacher.

With a combination of university degrees in early childhood education, diplomas and certificates in children's services with many years of experience, the educators and teachers at Northern Rivers Preschools & Byron Bay Preschools offer a very high-quality program and nurturing environment for your child.

## Leadership Team



**Bridget Isichei**

Director

Master of Educational Leadership, Bachelor of Education (ECEC), Diploma of Teaching (ECEC) and Cert IV Training and Assessment

Email [director@nrp.org.au](mailto:director@nrp.org.au)



**Melanie Stinchcome**

Assistant Director, Educational Leader & Early Childhood Teacher at our Cavanbah Centre

Bachelor of Education (Early Childhood)

Email [cavanbah@nrp.org.au](mailto:cavanbah@nrp.org.au)



**Sheriden Waddel**

Assistant Director and Educational Leader at the Coogera Centre

Bachelors Degree in Early Childhood Education

Email [coogera@nrp.org.au](mailto:coogera@nrp.org.au)

## Admin Staff



**Jenna Bousfeild**

Email [admin@nrp.org.au](mailto:admin@nrp.org.au)



# Community Partnerships

Northern Rivers & Byron Bay Preschools believes in and supports inclusive education and care for all children and families.

We have strong partnerships with other early childhood services and professionals such as Child and Family Health therapists from the Byron Hospital, Shaping Outcomes, ASPECT, and local schools. Collaboration between parents, educators, health professional and specialists ensures optimum outcomes during the early years and future schooling.

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

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

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



# Communtiy Programs



## Intergenerational Programs

Byron Bay Preschool is a member of the Australian Institute for Intergenerational Practice and commits to running ongoing programs where small groups of children and elderly people can work together on common interests including gardening, cooking, and choir.

This program is run in partnership with our local aged care facilities. Research indicates that intergenerational programs build community mental health, allow children to build important relationships with elders, learn new wisdom, and learn to care for others. Intergenerational Programs give the elderly a sense of meaning and purpose, reduce loneliness, and allow elderly citizens in our community to pass on their wisdom and life experiences.

Children regularly visit local aged care homes and engage in gardening, cooking and singing projects. Supported by our intergenerational programs' facilitator. A robust body of research indicates that Intergenerational Programs reduce loneliness and build sense of purpose for the elderly, they also strengthen our community and provide children with enriched layers of wisdom, life experience and learning.



## Village Vibes

Community Groups

A village approach to connecting and creating support groups for parents and families facing similar challenges. Build your village and meet new friends by coming along to our Village Vibes groups.

### Village Vibes Baby

Our Village Vibes Baby - a group for babies 0-12 months supporting their parents/ carers). One of our qualified early childhood teachers (and mum of three) coordinates the group with the help of facilitators. The weekly networking group is designed to discuss new ideas for your baby's development and talk through common issues new parents may be facing. If you have a baby under 12 months and are looking for a new way to network, learn new ideas, and make new friends, contact us and leave your name, email, and contact number.

### Village Vibes Playgroup (Under 6)

Our Village Vibes Playgroup (all children under 6). This playgroup is run by a qualified Early Childhood Teacher. Come along for a play, promote early socialisation for your children and meet new friends while you are here!

### Village Vibes Inclusion

A parent connection group for families raising Neuro Divergent children. Northern Rivers Preschool is committed to fostering an inclusive, supportive, and well-connected community for all families. These sessions will serve as a safe, welcoming space for sharing, learning, and connecting with others who understand the unique joys and challenges of raising neurodivergent children.

For further details contact:  
Jenna Bousfield  
0431 964 151  
admin@nrp.org.au



# Embedding Aboriginal Culture & Making Connections

The Arakwal people are the traditional custodians of the land around Byron Bay. Each day we embed and broaden our respect and understanding of the Arakwal People, their perspectives, knowledge, culture and history. Each day through our relationships with Arakwal and Bundjalung Elders we extend our understanding of caring and being on Country.

## Cultural Connections Facilitator

Our Cultural Connections Facilitator works two days a week supporting educators and teachers to embed Aboriginal and Torres Strait Islander culture, as well as your home culture in our services. Child learn the history, language and culture of the Arakwal People and are supported to understand local aboriginal values including the importance of connecting to our land and country. Your home culture is an important part of your child's identity, and it is critical to us that we embed and represent your values, language and special events.

# Enrolment & What to Bring

Use our handy packing checklist to make sure your little one has everything they need for a happy, comfortable and fun-filled day.

**WHAT TO BRING TO PRESCHOOL**

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

- A broad-brimmed, bucket or legionnaire's hat to be left at preschool
- A nutritious morning tea and lunch
- A refillable drink bottle
- A bag for the lunch box and other belongings
- A change of clothes

**PLEASE WRITE YOUR CHILD'S NAME ON ALL ITEMS LISTED**

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

**COMPLETE ENROLMENT**

**You will have provided:**

- Immunisation History Statement from the Australian Immunisation register- must say 'up to date.'
- Two emergency contacts
- Any court orders associated with your child (if applicable)
- A valid Family Health Care Card (if applicable)
- Information regarding your child's medical needs
- Sign all authorisations on the enrolment form

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





# Health & Safety

## ARRIVAL & DEPARTURE

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

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

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

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

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

### Upon Arrival:

- Greet the director and other staff at the preschool and let us know you are here.
- Help your child place his/her bag in the locker.
- Help your child place his/her lunch box in the refrigerator and drink bottle in the box.
- Sign your child in on the iPad.
- Please inform your teacher if arrangements change for picking up your child, and email [admin@byronbaypreschool.org.au](mailto:admin@byronbaypreschool.org.au). For example, let the teachers know if they had a bad night's sleep, need medication, experienced family changes, changes to usual departure routine etc. You can add any person to 'HUB Guests' on the Xplor app if you would like them to pick up your child.
- Help to settle your child in for the preschool day or seek guidance from the director/ teacher if your child is unsettled.
- Ensure you always say goodbye to your child before you depart.
- All medications **MUST BE HANDED TO THE TEACHER** and signed in by an authorised person.

### Upon departure:

- Greet your child and the director or staff member.
- Gather your child's belongings including any soiled clothing,

bag, lunch box and any medication etc.

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

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

## EMERGENCY PROCEDURES

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

## MEDICATION

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

## WORKPLACE HEALTH & SAFETY

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

## HAZARD REPORTING

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

## CHILD PROTECTION POLICY

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

## DEFINITIONS

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

1. The child's or young person's basic physical or psychological needs are not being met or at risk of not being met;
2. The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child or young person to receive medical care;

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

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

# Health & Safety

## Continued



### SUN SAFETY

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

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

### FOOD AT PRESCHOOL

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

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

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

#### BENEFITS:

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

### PREVENTING INFECTION INCLUDING COVID

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

Usually if you are in doubt as to whether a child is well enough to attend, he or she isn't. **If your child requires regular medication, you must complete a Medication Authority Form.**

All medication must be given to a staff member in original container with a pharmacist or health care professional label including name of child.

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

- Unusual spots or rashes
- Unusual behaviour (your child is irritable or less active than usual, cries more than usual, feels general discomfort or just seems unwell)
- Fever
- Conjunctivitis (tears, redness of eyelid lining, irritation, followed by sweating and discharge)
- Breathing trouble
- Mucus discharge from the nose (thick, green or bloody)
- Diarrhoea
- Vomiting
- Loss of appetite
- Sore throat or trouble

swallowing

- Infected skin patches
- Severe, persistent or prolonged coughing
- Frequent scratching of the scalp – head lice must be treated prior to returning to preschool
- Impetigo must be completely covered and staff need to know of the condition
- Headache, stiff neck
- Yellowish skin or whites of eyes; and
- Unusually dark, tea coloured urine

#### What to do when a child has symptoms:

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

### DIARRHOEA & VOMITING

Diarrhoea and vomiting are potentially contagious and it is our policy that if your child is suffering from either of these, regardless of the cause, they **must be kept away from the**

**Preschool 24 hours** after the last episode and with no recurrent symptoms. This means that **if your child has a loose motion or vomits before leaving home in the morning, the child is NOT to be brought to the Preschool.**

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



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

| CONDITION                                         | EXCLUSION OF CASES                                                                                                                                                                                             |
|---------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| COVID                                             | Exclusion of Cases: Exclude until child has no symptoms.                                                                                                                                                       |
| Campylobacter                                     | Exclude until diarrhoea has ceased.                                                                                                                                                                            |
| Chicken Pox                                       | Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.                                             |
| Conjunctivitis                                    | Exclude until discharge from eyes has ceased.                                                                                                                                                                  |
| Diarrhoea                                         | Exclude until diarrhoea has ceased.                                                                                                                                                                            |
| Diphtheria                                        | Exclude until medical certificate of recovery is received following at least two negative throat swabs; the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later. |
| GlandularFever (Mononucleosis)                    | Exclusion is not necessary.                                                                                                                                                                                    |
| Hepatitis A                                       | Exclude until a medical certificate of recovery is received, but not before seven days after the onset of jaundice or illness.                                                                                 |
| Hepatitis B                                       | Exclusion is not necessary.                                                                                                                                                                                    |
| HumanImmuno-Deficiency Virus (HIV AIDS Virus)     | Exclusion is not necessary unless the child has a secondary infection.                                                                                                                                         |
| Impetigo                                          | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.                                                                                       |
| Leprosy                                           | Exclude until approval to return has been given by health authority.                                                                                                                                           |
| Measles                                           | Exclude for at least four days after the onset of the rash.                                                                                                                                                    |
| Meningitis (bacterial)                            | Exclude until well.                                                                                                                                                                                            |
| Meningococcal Infection                           | Exclude until well.                                                                                                                                                                                            |
| Mumps                                             | Exclude for nine days or until swelling goes down (whichever is sooner).                                                                                                                                       |
| Poliomyelitis                                     | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.                                                                                                             |
| Ringworm, Scabies, Pediculosis (lice),Trachoma    | Re-admit the day after appropriate treatment has commenced.                                                                                                                                                    |
| Rubella (German Measles)                          | Exclude until fully recovered or for at least four days after the onset of rash.                                                                                                                               |
| Streptococcal Infection (including Scarlet Fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.                                                                                                      |
| Tuberculosis                                      | Exclude until a medical certificate from an appropriate health authority is received.                                                                                                                          |
| Whooping Cough                                    | Exclude the child for five days after starting antibiotic treatment.                                                                                                                                           |

IMMUNISATION

According to the NSW Public Health Act a child will not be able to enrol in an Early Childhood and Care Service after January 1, 2018, unless you have provided the preschool with your child’s ‘Immunisation History Statement’ (HIS) which must be provided from the ‘Australian Immunisation Register’ (AIR) and have an ‘up to date’ status. If your child is not up to date please speak with our admin officer about ‘catch-up schedule requirements.’ Oversees immunisations must be loaded on the AIR at a NSW doctor’s clinic, and the Australian IHS must be provided before enrolment.

You can obtain your child’s History Statement or Exemption Form by visiting: [www.medicareaustralia.gov.au](http://www.medicareaustralia.gov.au) online or email: [acir@medicareaustralia.gov.au](mailto:acir@medicareaustralia.gov.au) or Phone: 1800 653809

Policies

POLICY & DAILY PRACTICES

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

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

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

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

The Management team (the Committee, the nominated supervisor and centre director) write and review the policies and procedures that inform the way the preschool is operated. These policies are informed by all the legal documents that the centre is governed by, including the Education and Care Services Regulations, the National Law, WH&S legislation, Fair Work Australia, the NQF

and other relevant sources. It is expected that all families at the centre adhere to the policies and procedures of the service and refer to them when needed.

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

The policies of Northern Rivers Preschool are available for parents’ perusal. They are available in the foyer at each Centre. We currently have policies on:

**Quality Area 1: Educational Program & Practice**  
The Program  
Inclusion Policy  
Children’s Additional Needs  
Developmental Records  
Transition to School

**Quality Area 2: Children’s Health & Safety**  
Pandemic Policy  
Sleep, Rest & Relaxation Policy  
Food and Nutrition Policy  
Sun Protection Policy  
Water Safety Policy  
First Aid Policy  
Incident, Injury, Trauma & Illness Policy:  
Notification of Serious Incident (form)  
Child Protection  
Providing a Child Safe Environment  
Emergencies & Evacuation Policy  
Arrivals and Departure Policy  
Excursions Policy  
Infectious Diseases Policy  
Infectious Disease Notification (form)  
Missing Child Policy  
Staff Immunisation Policy  
Medication and Health Statement  
Medication Administration Policy  
Medical Conditions Policy: Asthma, Anaphylaxis & Diabetes Management

General Health and Illness Policy  
Dental and Oral Health Policy  
Storage of Dangerous Chemicals, Substances and Equipment

**Quality Area 3: Physical Environment**  
Indoor and Outdoor Environment Policy  
Environmental Sustainability Policy  
Environment Statement  
Cleaning & Maintaining the Environment:  
Maintenance Schedule / Cleaning Schedule

**Quality Area 4: Staffing Arrangements**  
Volunteers & Students Policy: Student/ Volunteer Form  
Staff Appraisal  
Determining Responsible Person Policy  
Staff Code of Conduct Policy  
Staffing  
Staff Communications  
Casual Staff  
Induction of New Staff: Induction Process (form)  
Staff Development and Training  
Staff Leave  
Staff Members’ Children  
Permanent Staff Recruitment and Selection  
Communication & Dispute Resolution

**Quality Area 5: Relationships with Children**  
Interactions with Children Policy  
Guiding Children’s Behaviour Policy

**Quality Area 6: Collaborative Partnerships with Families & Communities**  
Enrolment and Orientation Policy  
Family Participation and Communication Policy  
Parent Participation Policy

**Quality Area 7: Leadership & Service Management**  
Confidentiality Policy  
Children’s Records Policy  
Governance and Management of the Service Policy:  
Schedule of Delegations / Summary of Offences under the National Law  
Fees Policy  
Complaints Policy : Complaint Register / Customer Complaint Form  
Financial Management  
Acceptance and Refusal of Authorisation Policy  
Priority of Access Policy

# General Information

## COMMUNICATION WITH FAMILIES

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

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

**Staff will:**

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

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

## EMAIL COMMUNICATION

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

## WEBSITE

[www.nrp.org.au](http://www.nrp.org.au) is mainly used for advertising of the preschool and general information about the service.

## OWNA

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

## MEETINGS

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

## DRESS AT PRESCHOOL

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

## HOLIDAYS AND ABSENCE

Northern Rivers Preschools programs are heavily funded by the Dept of Education. Children are eligible for up to 600 hours free a year. We have a long waitlist, and many children are waiting for a preschool place. We have an accountability to make sure Dept Funds are being well utilised and places are not empty. You are eligible for up to three consecutive weeks absence (this can be taken adjoined to the holidays). After this time your place will be given to the next child on the waitlist. Extensions of one week may be granted in exceptional circumstances (family death overseas etc), and children away for medical reasons are exempt.

## TRANSITION TO SCHOOL PROGRAM

Northern Rivers Preschools provides a comprehensive Transition to School program to support the children in their move to the very new and different environment of school.

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

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

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

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



# Understanding Preschool Governance

**EARLY CHILDHOOD  
AUSTRALIA ASSOCIATION  
(ECA) CODE OF ETHICS**

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

The Early Childhood Australia Code of Ethics was first developed in 1990 by a national working party, with considerable input from the early childhood field. It is important that you understand the way the preschool is governed and managed. From January 1st, 2012 a new National Quality Framework came into being to “ensure the well-being of children throughout their lives and lift the productivity of our nation as a whole” (Guide to the NQF, ACECQA, 2011:3).

**The National Quality Framework (NQF)**

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

**The Law**

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

**The Regulations**

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

**The National Quality Standards (NQS)**

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

**The Learning Framework**

NQS 1.1 states, “an approved learning framework informs the development

of a curriculum that enhances each child’s learning and development”. The approved learning framework for preschools in NSW is the Early Years Learning Framework called “Belonging, Being & Becoming (DEEWR, 2009). This document is generally referred to as the “EYLF”. The aim of the ELYF is to extend and enrich children’s learning from birth to 5 years and through the transition to school. It assists services to provide young children with opportunities to maximize their potential and develop a foundation for future success in learning (Guide to the NQF, ACECQA, 2011:10)

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

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

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

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

**NSW Department of Education (DoE)**

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

**PRIVACY STATEMENT**

Children’s services are captured within the definitions of a health service Provider under the Privacy Amendment (Enhancing Privacy Protection) Act 2012. This Act was passed in November 2012 and commenced on 12 March 2014. The Act amends the Privacy Act 1988

and includes 13 new Australian Privacy Principles that apply to all organisations in Australia. The Privacy Statement is part of the enrolment form.

The Australian Privacy Principles cover:

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

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

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

The Privacy Act exempts employment records where information about employees is only used for employment purposes. The Australian Privacy Principle guidelines provide information about the mandatory requirements for each of the principles. Link to Privacy Act: [www.legislation.gov.au/Details/C2014C00076](http://www.legislation.gov.au/Details/C2014C00076)

# Contacts

**Byron Bay Preschool Administration**

**Contact Person:** Jenna Bousfield

**Mobile:** 0431 964 151

**Email:** [admin@nrp.org.au](mailto:admin@nrp.org.au)

**Website:** [nrp.org.au](http://nrp.org.au)

**Director:** Bridget Isichei

**Mobile:** 0421 031 544

**Email:** [director@nrp.org.au](mailto:director@nrp.org.au)

**Coogera Centre**

**Phone:** 6685 3311

**Email Educational Leader:** [coogera@nrp.org.au](mailto:coogera@nrp.org.au)

**Cavanbah Centre**

**Phone:** 6685 7345

**Email Educational Leader:** [cavanbah@nrp.org.au](mailto:cavanbah@nrp.org.au)

**Child & Family Health Services**

For All appointments for ‘Ambulatory Services’ such as Kids Screen, hearing Checks, Immunisation Clinics, Speech and language support, Occupational Therapy or to talk with a Social workers contact Byron Bay Hospital

**Phone:** 6639 9400

**Northern NSW Local Health District**

**Phone:** 6620 2100

**NSW Department of Education (DoE)**

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

**Email:** [ececd@det.nsw.edu.au](mailto:ececd@det.nsw.edu.au)

**Postal address:** Information & Enquiries

Early Childhood Education Directorate, NSW Department of Education  
Locked Bag 5107 PARRAMATTA NSW 2124



**B B K N W E**



**Northern  
Rivers**  
Preschools

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