



Thornbury Kindergarten

Bush Kinder

Program Handbook 2021



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PROGRAM REQUIREMENTS

Permission

To participate in this program parents/carers must provide permission for their child via the online enrolment process.

Parents/carers should also provide any changes to their enrolment to the kindergarten including **updating the list of authorised people to collect your child** if you are car pooling.

Communication

We ask parents to **always have their mobile phone with them and turned on** throughout the duration of a Bush Kinder session. It's important that parents are easily contactable when necessary and aware of any updates throughout the session.

Teachers continually assess any changes to a situation while with children and will put into place the established Emergency Management Plan as needed. This may include walking to the identified safe assembly points. Further details can be found in the risk assessment. Please refer to the Session Relocation or Cancellation section for more details.

Please save relevant numbers to your phone:

Contacts for Bush Kinder in session:

Bush Kinder Mobile Telephone		0499 102 144
Early Childhood Teachers	Danielle Logan Heidi Ratje	
Darebin Parklands Ranger	Peter Wiltshire	

Contacts for Thornbury Kindergarten:

Kindergarten	director@thornburykinder.com	9484 1095
President	president@thornburykinder.com	
Director	Angela Storer	9484 1095
Bush Kinder rep	bushkinder@thornburykinder.com	9484 1095

Pick Up & Drop-Off

The drop-off point for the Bush Kinder session is the home base and is indicated in the Session Overview, as well as discussed in the orientation session. Bush Kinder signage will be displayed around the perimeter of the site.



Parents and carers are required to:

<u>Drop-off</u>	<u>Pick-up</u>
Sign your child in using the attendance book and record the time of arrival.	Sign your child out using the attendance book and record the time
Remain with your child at home base until the session begins . All children will assemble here until the Bush Kinder session formally commences.	Ensure the staff are aware that you have collected your child.
Apply sunscreen to your child on days where the UV index is 3 or above	Collect your child's belongings (bag, water, hats, food containers, rubbish).
Dress your child in waterproof pants and top and appropriate shoes for conditions at site.	Be mindful that staff are actively supervising children and may not be able to speak to you until after all the children have departed.

****Remember to bring an extra bag for taking home wet and muddy clothing****

Late Collection of Children

- Please remember that the service late collection policy of charging one dollar per minute also applies at bush kinder. If you are going to be late please call staff and advise them.
- Please make yourself familiar with Thornbury Kindergarten's late policies and procedures.
- Once the Bush Kinder facilities are packed up on site, staff will relocate with your child to Assembly Point A (as marked on the evacuation maps) to wait for your arrival. This facilitates the staff's ability to continue with packing up the Bush Kinder equipment.

Please refer to main Delivery and Collection of Children Policy for full procedures relating to collection by authorised person, late collection and late collection fees.

Clothing

Thornbury Kindergarten's Bush Kinder program is intended to operate across a broad spectrum of weather conditions, allowing children to experience nature and its elements across the seasons. For this reason, there is some particular clothing requirements in the Bush Kinder setting that may differ from requirements in a centre-based environment (see **Clothing** section below)

Please note: if your child is not dressed suitably or appropriately for Bush Kinder, they will not be able to participate in the session. Further details on this can be found in the *Delivery and Collection of Children (Bush Kinder) Policy*.

BUSH KINDER – AN OVERVIEW

Bush Kinder is one of two Thornbury Kindergarten sessions offered in our 4-year-old program (the other is Out & About Kinder). As part of the program, children spend four hours per week at the Darebin Parklands experiencing play and learning in nature.

Children and teachers bring that learning back to home kinder, and home kinder learning can also inform the scope of Bush Kinder experiences and learning. Just like children doing the Out &



About Kinder sessions, children doing Bush Kinder spend their remaining 11 hours of kinder a week at home kinder.

The children's learning at Bush Kinder will:

- Tap into our sense of wonder and curiosity about the world, considering our impact on it.
- Notice birds, plants and insects.
- Develop new ideas for dramatic play informed by our engagement with nature.
- Increase problem solving and resilience as we engage with open ended natural resources and experiences (for example building a bush cubby or tree climbing).
- Challenge and trust children, through play, to experience challenge and develop self-awareness in managing risk according to ability and self confidence
- Look for ways to be creative and to spark our imaginations.

PROGRAM RATIONALE

It is extremely important for lifelong health to be physically active every day. It is recommended that toddlers and pre-schoolers be active for 3 hours every day - active play is the best way for kids to be physically active (Department of Health, 2019). Bush Kinder provides children with natural opportunities to establish healthy habits through active play as they run, climb, jump, balance and build.

Why is play in nature important?

At Thornbury Kindergarten we believe children are competent, capable and eager to learn. Their learning is natural and embedded in the people, places and experiences of their world. We value play in nature because it is intrinsically motivating for children and offers so many opportunities to learn, interact and develop language skills. One of the fundamental principles of a bush kinder program is that children learn to be adaptable, hardy and resilient, one of the ways they do this is by learning to have fun in all weather conditions including rain, which is often the most fun of all!

Learning and Development Outcome 4 of the Victorian Government's Early Years Learning Framework focuses on children being confident and involved learners. It states that "children are active learners in exploring the world ... [and] time in the natural world builds confidence and supports discovery" (Department of Education and Training, 2019) The Bush Kinder program provides a natural environment for children that has no toys or manufactured resources and can encourage the development of long-term learning dispositions such as creativity, wonder, persistence, discovery and confidence as children resource their own learning.

Current research suggests that the identified benefits of bush kinder include:

- children's inner wellbeing is benefitted by being outdoors as the natural environment enhances their health, learning and behaviour by supporting personal and social development, as well as physical and mental health
- the sense of calm and restoration gained from spending time in the bush



- building a sense of belonging and respect for the country by providing children with a connection to nature while they are young. (ACECQA, Jan 2017)

Thornbury Kindergarten's Bush Kinder program is intended to support young children's learning and development through play. Play experiences at Bush Kinder are diverse and vast, but typical experiences and goals may include (though not limited to):

Possible Play Experiences	Learning and Developmental benefit
Playing imaginative games using the resources nature provides	<ul style="list-style-type: none"> • Long term learning dispositions such as creativity, persistence and confidence are fostered as children resource their own learning at the Parklands using their imagination and natural materials rather than have materials provided for them, for example they use a stick to write. • Play in natural environments supports more diverse, imaginative, creative and collaborative thinking. Creativity is an important learning disposition as it encourages the development of problem solving skills, the ability to express yourself and supports taking risks to be actively involved in learning.
Role play	<ul style="list-style-type: none"> • Children develop verbal and social skills to negotiate roles in games and to communicate what an object stands for in a game, for example they use a stone to be a dinosaur egg. • Role play requires the children to share imagination and a goal, drawing on team work and the ability to respond to expectations of behaviour.
Building shelters or other large structures from branches, with the help of other children and adults	<ul style="list-style-type: none"> • Children develop skills in goal definition, planning, measuring, balancing, collaborating, perspective taking, gross and fine motor development and perseverance. • Children are able to increase their awareness and knowledge of mathematical and physics concepts.
Counting objects, looking for patterns in nature, collecting objects and classifying or sorting	<ul style="list-style-type: none"> • Children develop their mathematical understanding as they observe and engage in their natural world. • Lifelong learning dispositions are fostered such as curiosity, problem-solving, persistence and confidence. • Children are supported to advance their understanding of the foundations of mathematical development through matching, sorting, comparing and ordering.



Listening to stories; singing songs and rhymes	<ul style="list-style-type: none"> • Oral storytelling, songs and rhyme contributes to the children's development of pre-reading cognition and concentration. • These opportunities also support relationship building between the educators and children.
Arranging natural items to make a picture, or building a mini-beast habitat	<ul style="list-style-type: none"> • Creating art supports the children in the development of their cognitive processing, problem solving skills, fine motor and muscle control, perceptual development, imagination, resilience, persistence. • These learning experiences also fosters STEM skills such as planning, designing, thinking, measuring and adapting.
Exploring for mini-beasts	<ul style="list-style-type: none"> • As children learn about and are actively part of their natural environment they begin to appreciate and care for the world and the people, plants and animals in it. This type of learning is lifelong and ensures positive, sustainable outcomes.
Drawing / mark-making	<ul style="list-style-type: none"> • Creating art supports the children in the development of creative self-expression, hand-eye coordination, fine motor skills, left / right eye orientation, crossing the midline and cognitive planning.
Climbing trees, walking on logs and rocks, and exploring nature	<ul style="list-style-type: none"> • Children develop strength when they have the opportunity to move and use big muscle groups in a variety of ways every day. • Children who have opportunity to develop confidence in their physical skills will also develop academic and emotional confidence. • Children are supported to assess and manage risk and make appropriate choices which further develops their resilience, self-regulation and autonomy. This assists children to begin to consider the impact of their actions on themselves and on others. In so doing, children learn to take on challenges and accept responsibility. • As children climb, swing, twirl and spin they develop their core strength, spatial and visual awareness, vestibular and proprioceptive systems. Developing these is important for self-regulation and being ready to learn. • Offers opportunities for increasing core strength and big muscle groups necessary for sitting up strong and focusing for group times, as well as developing



	<p>fine motor control.</p> <ul style="list-style-type: none"> • Children are involved in motor planning skills as they balance on a log or a rock and climb trees. • Being physically active can help young children to achieve and maintain a healthy weight. It can also help children to develop strong bones and muscles, enhance cognitive development and emotional regulation, as well as develop movement patterns and motor skills.
Playing hide-and-seek and other group games	<ul style="list-style-type: none"> • Physical activity can provide opportunities for young children to interact with others, make friends and develop social skills. • The larger and unimpeded space within the Parklands is ideal for larger group games which develops the children's ability to understand and follow rules and develops perspective-taking through anticipating the thoughts and actions of peers.
Play involving water where it occurs naturally (for example puddles and walks in the rain)	<ul style="list-style-type: none"> • As children experience the outdoors they develop their understanding of all weather conditions and their own effect on the natural environment. • When interacting with water the children are supported to assess and manage risk and make appropriate choices. This assists children to begin to consider the impact of their actions on themselves and on others. In so doing, children learn to take on challenges and accept responsibility.
Walking within the Parkland environs	<ul style="list-style-type: none"> • Children improve their strength and stamina and develop a sense of responsibility for their own needs. • Children develop responsibility for their own belongings.
Resting / quiet reflection	<ul style="list-style-type: none"> • Children develop an awareness of their own physical needs and limitations which supports the development of responsibility for themselves. • Aids self-awareness and character development
Experiencing a variety of weather conditions and weather changes	<ul style="list-style-type: none"> • As children experience the outdoors they develop their understanding of seasonal cycles and increase their appreciation and connection to the natural world. • Being in a variety of weather conditions supports the development of the children's self-help skills.



Why is being involved in our community important?

Thornbury Kindergarten's Bush Kinder program is intended to build on the existing connection children and their families have to their community.

Bush Kinder helps children develop positive, meaningful connections to people and places and helps children to see themselves as active contributors to the world. As children's sense of connection to trusted people and community increases so too does their sense of belonging and well-being. A strong sense of belonging and well-being underpins a disposition for learning.

Learning Outcome 2 of the Victorian Government's Early Years Learning and Development Framework focuses on children's connectedness with others and the wider world. It says: Thornbury Kindergarten Bush Kinder Handbook 9 "Children strive for connection and seek belonging – to people, country, place and communities that help them to learn about local ways of being... As children experience settings beyond home and kinship groups in which they live, their experiences, relationships and connections broaden."

Taking children out of the service gives children the opportunity to engage meaningfully in the world around them. They are given opportunities to gain the knowledge and life skills necessary to deal with the world around them. Like adults, children learn how to deal with unplanned events, make responsible and appropriate choices and engage curiosity in respectful ways as they engage the full range of learning opportunities that take place in the world. These things can only be learnt through personal experience. (<https://www.cela.org.au>)

SESSION OVERVIEW

Session times

The Bush Kinder sessions will run every Thursday and Friday during kindergarten terms.

Red Group – Thursday	9:30 – 1:30
Blue Group – Friday	9.30 – 1:30

Staff

When children are offsite as part of the Bush Kinder Program the staff to child ratio is 3 staff to 22 children. This is above the Department of Education and Training regulations which require a staff ratio of 1 qualified adult to 11 children. All kindergarten staff have a Level 2 First Aid Certificate.

The children attend Bush Kinder with their group teacher and educator and an additional teacher.

Session Outline

Prior to the commencement of each session, teachers will inspect the bush space for safety.

Each Bush Kinder session will begin with the group meeting together with the teachers. A story may be told or a group discussion may take place. The natural boundary markers of the Bush



Kinder site will be pointed out and discussed as required with the children. The children will then be free to engage in play within the boundaries of the Bush Kinder site.

The children will have the opportunity to play in the rain, roll down grassy mounds, balance along fallen logs, get involved in dramatic play, find insects and draw with sticks in the ground. The teachers will note each child's developmental progression, advancing skill levels and particular interests. The teachers will use this knowledge to support the children's learning just as they do at home kinder. Teachers will support children as they take the risks and face challenges essential to well-rounded learning.

At times a specialist may assist the children's learning. We are fortunate to have access to rangers who know and understand this natural environment. We may also engage the expertise of a musician or a crafts person if this will support the children's learning. We will invite involvement of the Indigenous Australians who have a spiritual and historic connection with this land to share their knowledge and expertise with the children.

Use of Fire Pit

We have introduced a small fire pit at Bush Kinder. The introduction of fire respects children as capable learners and has high expectations for every child's learning and capabilities. This expectation of capability promotes resilience, aids self-regulating behaviour, and is an important protective factor for children's future outcomes.

A thorough and comprehensive risk management plan has been developed which incorporates the following strategies:

- a staff member will be present at all times when the fire is active;
- children will be seated when at the fire at a specified distance;
- the fire will be extinguished well before the end of each session;
- water and a fire blanket will be present at the site at all times;
- fire safety and consistent rules will be discussed with the children prior to use.

Location

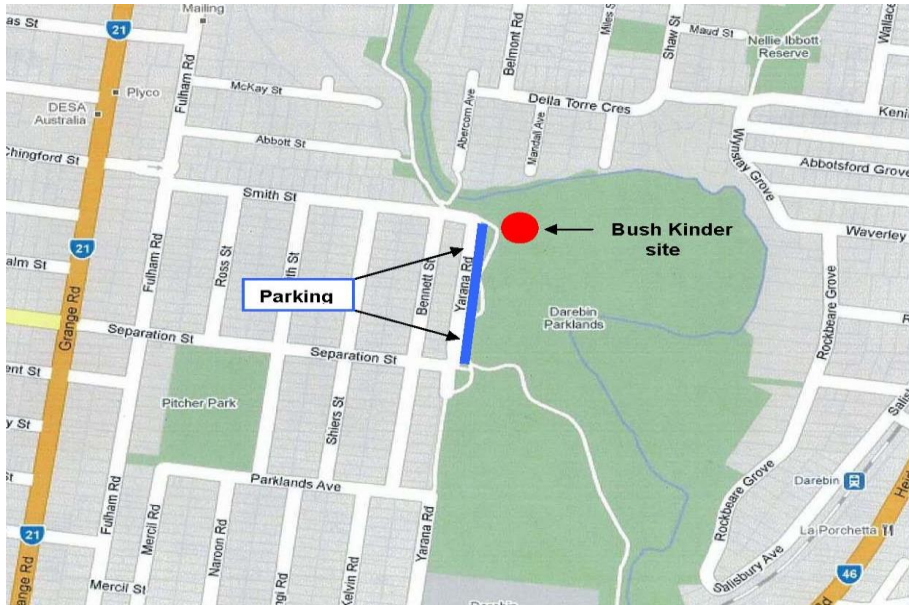
The Bush Kinder home base site is in Darebin Parklands, just off Yarana Rd, between Separation and Smith Streets (closer to Smith Street).

This site has been chosen as it provides clear lines of sight with natural boundaries easily identified by staff, children and volunteers. It also provides the children with the benefit of a predictable and familiar environment to enhance their sense of safety and increase their confidence to explore the limits of their abilities.

Parking Area

Parking is available on Yarana Road between Separation and Smith Streets.





Toilets

To maintain required staff ratios as set by regulations, the public toilets at Darebin Parklands will not be utilised by staff and children whilst at the Bush Kinder site. A camping toilet will be provided for children and staff to use when necessary and housed in an appropriate tent. Staff will attend to any children requiring assistance. The children's use of the toilet will be supervised by staff, and children will only be allowed to use the toilet and change room individually. We ask that the broader kinder community (parents, siblings, volunteers, etc.) use the public facilities located at the end of Separation Street.

Training & Awareness Sessions

Dog and snake awareness sessions will be run as part of the Bush Kinder orientation process for staff, children and parents.

Risk Assessment

Extensive risk evaluation, which includes fire pit risk assessment, has been carried out by Bush Kinder staff and is available on the kindergarten website.

WHAT WILL MY CHILD NEED?

Please refer to the Thornbury Kindergarten policy Delivery and Collection of Children (Bush Kinder) for requirements and procedures regarding the refusal of entry to the Bush Kinder session.

Water

Parents/carers are required to provide a named water bottle of fresh water at all sessions. There will be access to drinking water to refill this when required on site. All participants on site at bush kinder are required to have a water bottle.



Food

Parents/carers are required to provide healthy snacks and lunch in a sealed container for each session for their child to eat. We ask you consider the environment by not including any packaging. We also ask you to be mindful of food allergy precautions when selecting items to include.

Sunscreen

On high UV days, please ensure that your child has applied sunscreen prior to the session commencing. Sunscreen will be available for re-application during sessions.

Clothing

Parents are required to determine appropriate clothing based on the weather forecast appropriate to their session time. Variable weather conditions in Autumn and Spring can mean waterproof clothing is required throughout the year.

It is important that Bush Kinder participants wear appropriate and protective clothing and footwear which:

- Allows children to move freely and undertake activities such as climbing, balancing and running.
- Keeps children warm and dry in cold/wet weather.
- Protects children from the effects of the sun, UV rays in warm weather and high UV conditions.
- Covers body and length of limbs to prevent sunburn, bites, scratches and stings. Such clothing is likely to lessen the severity of a snake bite (Even in warm weather, long sleeve tops, long socks and long pants are recommended - this clothing should be loose fitting and light).
- Keeps feet and toes covered and has a flexible sole to allow children to climb and balance on uneven surfaces.
- Maximises visibility of children to staff.

Your child will require a set of waterproofs - a light rainproof suit worn over clothing and can include a jacket with a hood and pants or overalls. This will ensure that your child stays as dry as possible on wet days. Please consider ease of toileting and your child's growth when purchasing waterproofs. Gumboots are also recommended for wet days.



The following table provides examples of recommended clothing, clothing which is not recommended and unacceptable clothing:

	Warm Weather	Cold Weather /Rain
Recommended clothing and footwear	Light, loose-fitting long-sleeved tops, long socks and long pants, broad brimmed hat or legionnaires hat, closed toe shoes suitable for climbing	Waterproofs (tops & bottoms), long pants, long sleeved top, beanie, gum boots, waterproof gloves, thermals in very cold weather
Not recommended	Short-sleeved tops, long skirts or dresses, shorts, gumboots	Skirts, dresses, bulky jumpers (incompatible with Waterproofs)
Unacceptable clothing and footwear	Open toe shoes, sandals, thongs, crocs, singlet tops and dangly jewellery	Non-waterproof outer clothing (Waterproofs on top of non-waterproof clothing is recommended) Highly flammable polyester dangly clothing, such as costumes.

All children participating in Bush Kinder must bring a change of clothes and footwear as clothing may become wet and muddy. It is recommended that the spare clothing include:

- Spare top and bottoms of appropriate thickness/weight for the weather on the day
- Spare underpants (and singlet in winter)
- 2 pairs of socks
- 1 pair of gumboots (it is **not recommended** that gumboots are worn at all times due to the restriction of movement they impose. Please keep gumboots for wet/muddy days only).

Identification and visibility

Children's clothing at Bush Kinder should maximise their visibility to staff. At each session, all children will be provided with a red wristband which has the Bush Kinder mobile number on it. Thornbury Kindergarten would prefer the children to wear the red Thornbury Kindergarten hat and a Thornbury Kindergarten T-shirt, sometimes over their long-sleeve tops if the weather is cold.

Additional Items

Parents and children are asked **not** to bring toys along to Bush Kinder to better enable children to engage in the natural surrounds.



ATTENDANCE

When shouldn't my child attend?

We ask that parents/carers are diligent and exercise their own judgement in assessing whether it is appropriate for their children to attend Bush Kinder.

Children should not attend Bush Kinder if they are ill, excessively tired or if parents are concerned about their individual health and wellbeing due to forecast weather conditions, for example if weather conditions may trigger asthma or hayfever.

Parents / Carers & Volunteers

We welcome parents and carers to join us at Bush Kinder. It's a great way to be involved in our kinder community. If you do wish to come along please let us know.

In some cases volunteers won't just be appreciated but required. This will be for experiences where the staff determine that additional adult supervision is needed to ensure the safe running of the program. An example might be the creek becoming fast flowing as a result of high rainfall, or to provide additional support for a bush walk undertaken through the park.

Children will remain under the direct supervision of the Lead Teacher (Responsible Person) at all times throughout the session. Thornbury Kindergarten is committed to the safety and wellbeing of all children and we are a child safe organisation.

It is essential that volunteers other than parents and carers hold a Working With Children Check (<https://www.workingwithchildren.vic.gov.au/>), though parents and carers are welcome to volunteer regardless.

Volunteers must register and gain approval for attendance at each session from staff. Volunteers are required to complete a Volunteers form available from the kindergarten.

SESSION RELOCATION OR CANCELLATION

Session Relocation

Thornbury Kindergarten's Bush Kinder program is intended to operate across a broad spectrum of weather conditions, allowing the children to experience nature and its elements across the seasons. However, extreme weather conditions or situations may arise periodically which can put the wellbeing and safety of the children and staff at risk. Outlined below are the parameters within which the Kindergarten can make determinations to re-locate or cancel Bush Kinder sessions. We will always ensure it is safe to attend Bush Kinder. We are guided by information from the Bureau of Meteorology (BOM) website when making these decisions.

In the event of forecast extreme weather (determination PRIOR to session)

Any of the below conditions will require Thornbury Kindergarten staff to make a determination of the location of the Bush Kinder session between 24 hours and up to 1 hour prior to the commencement of the session. The availability of alternative locations and weather conditions will influence the location of the session. A relocated Bush Kinder session could run at the Darebin Parklands BBQ shelter (with permission of Darebin



Parklands Ranger), Penders Grove Primary School or Thornbury Kindergarten. Parents and carers will be notified of the alternative site via email or SMS. It is very important to ensure your contact details remain up to date and you notify your child's teacher of any changes.

Weather Condition	Extreme weather determinant causing relocation
Forecast temperature	36 degrees Celsius or greater OR Lead Teacher decides that it would be appropriate to cancel or relocate the bush kinder session Note there is no pre-set minimum temperature. Thermals and clothing layers should be worn on very cold days (Refer Protective Clothing Policy)
Forecast wind speed	> 45km per hour OR Lead Teacher decides that it would be appropriate to cancel or relocate the bush kinder session
Forecast of electrical storm activity	Thunder storm/electrical storm forecast
Darebin Parklands flooded at or near the Bush Kinder site	On flooding advice from the Ranger.
BOM weather warnings of extreme storm conditions and excessive rainfall	On warning issued by the Bureau of Meteorology

In addition to the above, the Thornbury Kindergarten Committee and Bush Kinder staff have the discretion to relocate a session if it views the weather to be poor for Bush Kinder purposes, even if the extreme weather determinants in the above table are not reached.

The Darebin Parklands Ranger has the authority to override the Thornbury Kindergarten determination on safety and request relocation of a session should the Ranger feel the Bush Kinder site is unsafe.

In the event of an emergency or weather becoming extreme during a session (determination DURING session)

There are times that have been identified that require the Bush Kinder participants to evacuate to a safer location to ensure the safety and wellbeing of the group. In this event, Bush Kinder staff will notify parents via a Broadcast SMS. Parents are asked to familiarise themselves with the designated safe areas and assembly points as detailed in the emergency evacuation maps.

The reasons for relocating during a session include, but are not limited to:

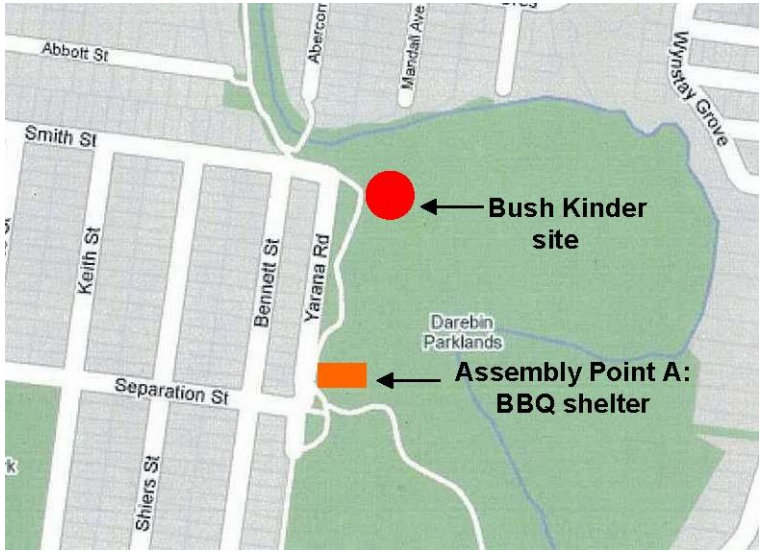

- fire or bushfire
- missing child
- uncontrolled and aggressive dogs off lead



- other animal intruders
- uninvited person/stranger (threatening, causing a nuisance or unease for staff and participants)
- natural events, such as extreme weather, floods, severe winds or thunderstorm
- medical emergency or accident.

Safe Zone Assembly Points and Routes

The safe zone assembly points will differ depending on the nature of the situation:

TORRENTIAL RAIN, HAIL	
<p>Assembly Point A: BBQ shelter</p> <p>Group to wait here until torrential rain and/or hail has passed and it is safe to resume normal activities.</p> <p>Shelter may be sought in the Darebin Creek Environment Centre if the weather shows no signs of abating (see Assembly Point B below).</p> <p>Route: Take shortest safe route possible</p>	 <p>The map shows the area around the Bush Kinder site and Darebin Parklands. A red dot marks the Bush Kinder site. An orange rectangle marks Assembly Point A, the BBQ shelter, located near the intersection of Bennett St and Separation St. Streets shown include Abbot St, Smith St, Keith St, Bennett St, Yarana Rd, Separation St, Shiers St, Mandall Ave, Wynsey Grove, and Darebin Parklands.</p>
ELECTRICAL STORM, EXTREME WINDS	
<p>Assembly Point B: Darebin Creek Environment Centre (next door to Ranger's office)</p> <p>Group to wait here until storm passes and safe to resume activities (recommend 30 minutes after electrical storm activity has ceased)</p> <p>Route: Take shortest safe route possible</p>	 <p>The map shows the area around the Bush Kinder site and Darebin Parklands. A red dot marks the Bush Kinder site. An orange rectangle marks Assembly Point B, the Darebin Creek Environment Centre, located near the intersection of Bennett St and Separation St. Streets shown include Abbot St, Smith St, Keith St, Bennett St, Yarana Rd, Separation St, Shiers St, Mandall Ave, Wynsey Grove, and Darebin Parklands.</p>



C. ALL OTHER EMERGENCY EVACUATION SITUATIONS

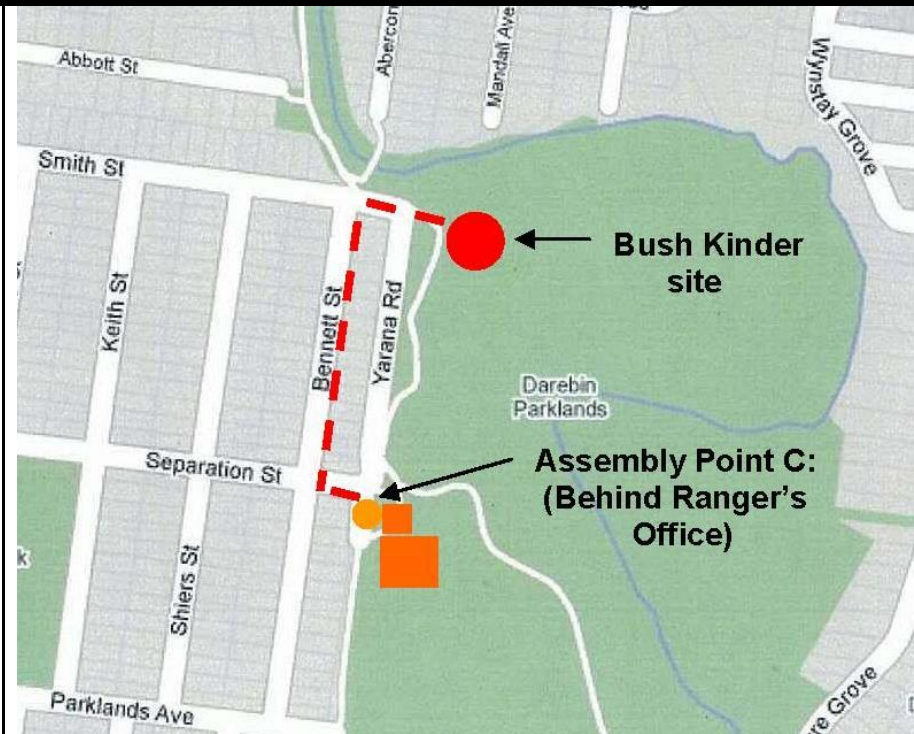
(when NOT necessary to evacuate Darebin Parklands altogether)

If it is not necessary to evacuate Darebin Parklands altogether:

Assembly Point C:

Behind Ranger's Office
(chosen for its central point close to Parklands staff and for ease of communications)

Route: Leave Darebin Parklands at Smith Street, turn left onto Bennett Street, and left at Separation Street and enter parklands behind the Rangers Office.
(see red lines on map for route)



D. ALL OTHER EMERGENCY EVACUATION SITUATIONS

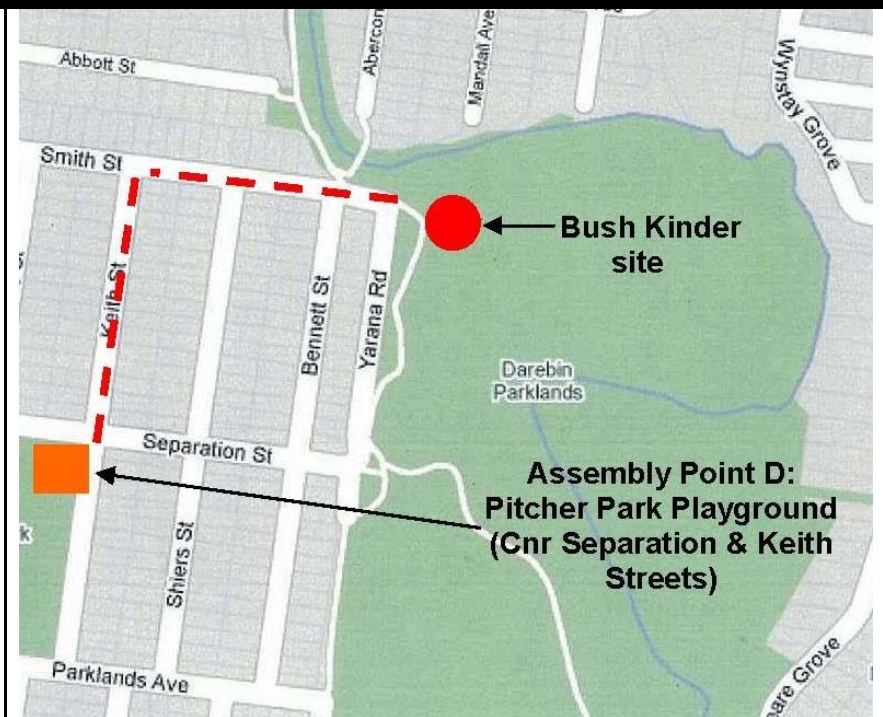
(when NECESSARY to evacuate Darebin Parklands)

If it is necessary to evacuate Darebin Parklands:

Assembly Point D:

Pitcher Park Playground
(Cnr Separation and Keith Streets)

Route: Leave Darebin Parklands at Smith Street, travel west to Keith Street, turn left onto Keith Street, and walk to the Pitcher Park Playground on the corner of Separation and Keith Streets.
(see red lines on map for route)



Session Cancellation

In the following circumstances it may be necessary to **cancel** during the session, in which case you will need to collect your child. The session will not resume at home kinder or Penders Grove Primary School.

Reasons for cancellation	Notification	Contact Person
Accident	SMS	Early Childhood Teacher
Sudden extreme weather	SMS	Early Childhood Teacher
Emergency Evacuation	SMS	Early Childhood Teacher
Park Ranger Advice	SMS	Early Childhood Teacher

Note: If on arrival, Bush Kinder is not set up on site, this means that the session has been **relocated or cancelled**. Please contact your child's teacher on the Bush Kinder mobile.

Thornbury Kindergarten holds the safety of children as paramount and decisions to re-locate or cancel or not to re-locate or cancel are always given the most serious consideration.

Information regarding weather will be obtained from the Bureau of Meteorology website:

<http://www.bom.gov.au/vic/forecasts/melbourne.shtml>

<http://www.bom.gov.au/forecasts/graphical/sectors/VIC.php>

FURTHER POLICY AND REGULATIONS

Bush Kinder is conducted as part of the Thornbury Kindergarten program and therefore is governed by the regulations and procedures of the Kindergarten. Due to location and environmental factors, variations to policy have been identified and different procedures created which are specific to our offsite programs to ensure the safety and well-being of all children, staff and volunteers involved.

We ask parents to view the policies regarding our offsite programs to gain a full understanding of the responsibilities of the Thornbury Kindergarten Committee, staff, volunteers and parents alike.

Full Policy documents are available on the Thornbury Kindergarten website and in the foyers at Home Kinder.

Please contact your child's teacher or the Committee of Management if you would like to discuss any concerns or queries.

Bush Kinder Committee representative: bushkinder@thornburykinder.com

