

ROSIE'S EARLY LEARNING COMMUNITY ENGAGEMENT PROGRAM 2024



Program Handbook

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1. PROGRAM OVERVIEW

The National Quality Standards reminds us that community engagement is important because of its impact on 'children's wellbeing and learning' (NQS Standard 6.3). We therefore need to consider community engagement not just in terms of our own actions, but how it affects children's experience. In other words, 'How does our involvement with the community genuinely help to connect children (as well as ourselves) to the wider world?'

At Rosie's, we recognise and value the fact that we are part of a community and we are proactive in building on the connections therein. We acknowledge that building and maintaining community relationships takes time and regularly review our community engagement to capitalise on the rich learning opportunities afforded to the children. Highlighting the connections we have to the community, and making them visible for children, is an important way to do this—involving children wherever possible in such connections makes the experience meaningful in the child's eyes.

Children are developing a sense of connectedness to their world. This connectedness helps them relate to the values, traditions and practices of their families, kindergartens, communities and the wider world. It supports them to learn about the interconnectedness of people and environments. Over time, this learning transforms the ways they interact with others and how they think about the world as 'global citizens.' *QKLG*

At Rosie's we believe childhood is precious and that an important part of childhood is being outside in nature. Children are natural learners and exploring the bush area of DHSS allows the children to engage with nature and their environment in many different ways. The children gain many opportunities to grow and develop skills, a greater respect for their natural environment and a connectedness to local surrounds. This provides your child with the time and an ideal environment for them to learn in through uninterrupted play in the bush, using what nature has provided as learning materials.

Current research shows that children today are spending much more time indoors and in front of screens and participating in structured activities. Being outdoors and exploring nature will help change these trends as children begin to value and appreciate the joy that nature based activities can provide for an overall sense of well being and positive identity.

2. PROGRAM AIMS

The Community Engagement Program aims to:

- Shift community perception of capabilities of young children
- Provide children with opportunities to be influencers in the community and genuine active citizens
- Engage in the local community, interacting with business owners and community members. We see this as an opportunity for Rosie's children to advocate the competencies of young children
- To develop outdoor learning and nature play as an entitlement for all children
- To provide children with a wide range of high quality natural outdoor experiences
- To develop a curriculum/framework that provides inclusive, regular, continuous and progressive outdoor learning and nature play for all children
- To improve the effectiveness of outdoor learning through planning and evaluating outcomes
- To develop nature play spaces within the centre and community spaces,
- To provide educators with relevant training, support and encouragement to deliver the curriculum, where most appropriate, in an outdoor setting
- To actively seek opportunities to build strong links with our local community, families, businesses and organisations to widen the outdoor learning and nature play opportunities that we can provide

3. WHAT ARE THE COMMUNITY ENGAGEMENT PROGRAMS?

1. Visits to local shops on regular basis to collect fruit and mail
3. Acknowledgement of Country – opening ceremonies at various locations in conjunction with Uncle Barry Watson
4. Engagement with Logan Together

3a. KINDERGARTEN ONLY COMMUNITY ENGAGEMENT PROGRAMS

1. School visits to Daisy Hill State School (kindy program only)
2. Kindy in the Bush experience at Daisy Hill State School (kindy program only)
3. Kindy in the Bush experience at Usher Park, Rose Street

4. GENERAL OVERVIEW OF ALL PROGRAMS

➤ LOCATION of PROGRAMS

Daisy Hill State School – 20-50 Daisy Hill Road

Allamanda Road Shops – all shops/businesses including those on opposite side of road

Cupania Street Shops – all shops/businesses

Usher Park Bush Area – 3 Rose Street, Daisy Hill

Staff Qualifications/First Aid

- Staff in attendance will be *two qualified early childhood educators*
- Qualified staff attending will have a Full First Aid Certificate.

Training and Awareness

- Staff will regularly educate children on dog and snake awareness
- **SEE BELOW FOR INFORMATION ON DOG AND SNAKE SAFETY AWARENESS**

When Does the Program Run?

Community Engagement Sessions will run between Term Two and Three.

What if it's Cancelled?

Sessions may be cancelled ahead of time, at short notice or during a session depending on weather, evacuations, or staff illness.

When might my child not attend?

We ask that parents/carers are diligent and exercise their own judgement in assessing whether it is appropriate for their children to attend. Children should not attend if they are ill, excessively tired or if parents are concerned about their well-being due to forecast weather conditions.

ADULT ENGAGEMENT

Being the Other Responsible Adult

Parents, carers, grandparents, aunts and uncles, provided they are aged over 18yrs are welcome to join us on these sessions to provide extra adult supervision.

Can I bring a sibling?

The success of the program relies on the other responsible adult being able to engage fully with the educators and children. Therefore, we are unable to accommodate siblings in any of the Community Engagements programs.

PARTICIPATION

To participate in the Community Engagement program parents/carers must complete and return to Rosie's Early Learning prior to the first session an **Excursion Permission Form**. These will be handed out in July so that the form covers the whole of year.

Parents/carers should also provide any changes to their enrolment forms **including updating the list of emergency contact numbers**.

COMMUNICATION and CONTACTS DURING COMMUNITY ENGAGEMENT SESSIONS

You will be informed when your child will be engaged in a community excursion prior, however, we also spontaneously take small groups out, that are in addition to scheduled excursions.

We request all parents/carers to **always have their mobile phone with them and turned on** throughout the sessions to enable us to contact them in the case of an emergency. In the event that we are unable to contact you we will attempt to call other emergency contacts on your child's enrolment form.

Shaun Thompson	Owner/Approved Provider	0426297144
Makaela Meikle	Centre Manager	0421 428 248
Lynda Lalor	Kindergarten Teacher	0411 886265
Kerry Towerton	Supporting Educator	0414 714 440
Adam Anderson	Supporting Educator	0432 121 089

CONTACTS FOR ROSIES EARLY LEARNING

Rosie's Early Learning	rosiesearlylearning@gmail.com	3808 3051
Owner/Approved Provider	Shaun Thompson	0410 671 971
Centre Manager	Makaela Meikle	0421 428 258

KINDERGARTEN SPECIFIC COMMUNITY ENGAGEMENT PROGRAM

➤ School Awareness/Engagement

The children will participate in events such as Sports Day, Easter Bonnet Parade, Under 8's Week, Book Week, NAIDOC and any other events that we are invited to. Additionally, regular visits to engage with the Early Years School Teachers provides children with opportunities to develop an awareness of, and familiarity with school environments and expectations. Additionally there will be opportunities to engage with the school caretaker/groundsman.

➤ Kindy in the Bush at Daisy Hill State School or Usher Park, Rose Street

The Kindy in the Bush component will:

- a) facilitate a deep respect and appreciation of nature
- b) assist in the development of self risk assessment skills in a dynamic and challenging environment
- c) encourage creative play with minimal use of tools and manufactured resources
- d) support children and staff to integrate nature-based play into their daily program

Each Kindy in the Bush session will begin with the finding of a suitable area for children to engage in Acknowledgement to Country. Discussions will occur about the significance of the land on which the children are standing, local Indigenous people, and ways to care for the land. Children will explore bush areas, searching for bugs and insects and enjoying being at one with nature. DHSS has a partnership with the Daisy Hill Koala Centre whereby the school provides land to grow trees as food for the koalas. We will join this partnership and regularly liaise with Conservation Department staff to learn ways to help koalas.

Managing the delivery of Outdoor Learning and Nature Play

Teaching and Learning

Through the monitoring of teaching and learning e.g. forward planning meetings, weekly discussions, classroom observations, educator's self-evaluation, summative assessment records we closely monitor the use of outdoor learnings as a key element of the learning experiences at Rosie's Early Learning.

Educators have been, and will continually be provided with relevant training in outdoor learning and nature play to support continuity of the program, to increase confidence and ensure practices are relevant.

We believe that children benefit greatly from the opportunity to encounter and manage small risks for themselves as this helps build their self-confidence, resilience and independence. Risk Benefit assessments have been carried out and are monitored for use of all outdoor areas on-site/off-site. As per Rosie's *Excursion Policy*, risk assessment will be available for families to view and will be carried with staff during the experience.

Nature Play and Outdoor Learning Policy

Philosophy

At Rosie's Early Learning we believe that children derive tremendous benefits from engaging in regular nature play and learning opportunities outside of the centre. Forest schools have been operating successfully in Northern Europe for over 50 years and are known here in Australia as Bush Kindy.

Nature play provides experiential opportunities that allow children to respond positively to challenges and responsibilities, to manage risks and to cope with change. Active outdoor learning and frequent nature play readily develops learning skills such as enquiry, experiment, feedback, reflection, review, communication, problem solving, an enterprising attitude and cooperative learning.

Additionally, some key ways that engaging in the natural environment is beneficial to the health and wellbeing of the children and adults are:

- enhanced personal and social communication skills
- increased physical health, supporting the development of healthy, active lifestyles
- enhanced mental and spiritual health
- enhanced sensory and aesthetic awareness
- the ability to assert personal control and increased sensitivity to one's own well-being

The Early Years Learning Framework supports the child's learning within their own environment to enable them to construct their own learning. There is strong evidence that good quality learning and nature play adds much value to class/indoor learning. It can lead to a deeper understanding of the concepts that span traditional subject boundaries and which are frequently difficult to teach effectively using classroom methods alone.

Quality learning experiences in 'real' situations that are well planned and safely managed are known to enhance the learning opportunities for children.

Rosie's Early Learning will regularly communicate the aims and benefits of unstructured nature play to parents and the wider community in order to increase the understanding of its value and importance.

Health and Safety (refer to Rosie's Excursion Policy)

Risk Benefit Assessment (refer to Rosie's Excursion Policy)

Risk Analysis and Benefits (see Bush Kindy Risk Benefit Assessment Policy and Excursion Policy)

Extensive specific risk analysis/benefits assessments of all the environments visited by the children have been carried out by the staff and are available to view (please see staff if you would like a copy). Risk analysis/benefits assessment is an ongoing process, that forms an integral part of our program and practice. Educators and children are constantly performing on the go risk assessments and we ask that all participants be actively involved in this process through feedback, response and discussion.

Due to the off-site location of the Community Engagement program and changed environmental factors, variations to the policy may have been identified and different procedures and Bush Kindy specific policies have been created where needed to ensure the safety and well being of all educators, children and volunteers involved in the program.

Parents/adults joining us on our Community Engagement program are provided with a copy of the policy and risk analysis and benefits and are expected to read prior to coming. You may also view the policies to gain a full understanding of the responsibilities of the educators, parents and volunteers.

Bush Kindy Risk Benefit Assessment Policy (to be read in conjunction with centre Risk Management Policy and Excursion Policy)

It is crucial that children are given the opportunity to develop their self-esteem, independence and risk taking in a safe environment. To minimise the risk of harm to children and staff the following procedures **MUST** be followed:

1. A full and detailed risk benefit assessment must be carried out by the Bush Kindy Leader for each session. Included within the risk benefit assessment must be any hazards found, who is at risk, the severity of the hazard, existing control measures and action required. Where appropriate, daily amendments must be made to the standing Risk Benefit Assessment.
2. Involve all staff and parents, where possible, throughout the Risk Benefit Assessment process.
3. The Bush Kindy Leader must carry out a full safety sweep of the nature play site prior to each session and any hazards must be recorded along with the action taken, if required.
4. Any risks related to specific activities should be recorded on the corresponding lesson plan.
5. In high winds, thunderstorms or severe temperatures, sessions should be postponed or taken indoors.
6. Ensure all children and staff are aware of potential hazards and how to avoid/work around them.
7. Ensure that all staff have read and are aware of the *Emergency/Incidents Procedure Policy* and that they understand their role.
8. The Bush Kindy Leader must demonstrate and teach children the necessary skills to move safely around the site, being mindful of wildlife and how to use hand tools and fire safety, where appropriate.
9. Ensure a '**NO PICK, NO LICK**' rule is adopted in all Bush Kindy sessions, except for designated snack times, bush tucker planned activities or campfire sessions.

Bush Kindy Expectations/Rules

- Look after your Bush Kindy.
- Do not pick anything that is growing.
- Do not put your fingers or anything else in your mouth.
- Stay within the boundary rope; we don't go over it and we don't go under it

Bush Kindy Routine Procedures

Procedures to be carried out before each session:

- Bush Kindy Leader must conduct a thorough sweep of the site. This will be done before each session to check for any litter, glass, animal faeces, sharp objects etc. Any such items should be collected using plastic bags and disposable gloves.

- Bush Kindy Leader will complete a safety sweep of the area and this should state if any hazards were how and how they were dealt with. Checklist must be signed and dated.
- Bush Kindy Leader will set up boundary ropes, base camp and activities and ensure the area is safe for the program.
- Bush Kindy Leader is required to check trees for any broken or dead branches which may fall. Check that there are no dead twigs protruding at eye-level from bushes etc.
- Bush Kindy Leader must check the weather conditions. If it is unduly windy, high heat, or a thunderstorm is imminent or has commenced, the Bush Kindy session will be taken indoors or cancelled.
- Check for wildlife.
- Ensure Sun Safety requirements are met.

Procedures to be carried out as part of each session:

- All educators and children to put on the appropriate outdoor clothing and footwear as listing in Clothing Requirements section of the handbook. Children will be encouraged to change independently.
- Before leaving the premises, sign all children and educators out, take copy on session and leave a copy with Centre Manager.
- Ensure First Aid bag is fully stocked and all required medication for children such as Epipens, Inhalers and MMP).
- All staff to take their personal mobile phones (fully charged) to be used in emergency.
- Educators must ensure they have the correct adult/child ratio for the group.
- Whilst walking to the designated site one educator must be at the front of the group and the other at the back.
- Regular head counts to be documented (maximum of 15mins) and immediately arriving at the entrance to the site.
- Bush Kindy leader must complete a safety sweep of the area, making loud noises to scare off any wildlife.
- Prior to the session commencing on site, all educators and children to discuss/recap rules and safety rules.
- Children to go for a group walk through the area to encourage awareness of risk, and discuss Rules of Bush Kindy and observe boundaries.
- If food is taken and prior to eating all children to use wet wipes and/or sanitiser.

Procedures to be carried out at the end of each session:

- Bush Kindy leader to gather children at base camp and undertake head count to ensure everyone is accounted for.
- Pack everything away and ensure the natural environment is left as it was.
- Count all the tools back into storage containers.
- Educators to do a sweep of the area to ensure all items are picked and no rubbish is left.
- Bush Kindy leader to sign children back into the centre.
- Children and educators to sanitise hands before entering building.
- Children and educators to change out of bush kindy clothes
- Return equipment to storage areas.
- Bush Kindy leader to collect any documentation and/or observations from other educators.

Bush Kindy Excursion/Travel Policy (as per the centre's Excursion policy)

Designated Person Responsibilities

Bush Kindy Leader (Forest School Leader Level 3 qualification)

- Carry out a safety sweep of the Bush Kindy area prior to each session and each term, complete a full Risk Assessment.
- Pack the Bush Kindy Excursion bag, ensuring it contains everything required for the session (see equipment list).
- Plan sessions, depending on children's interests, progress and skills.
- Support the children, as needed, to change into appropriate Bush Kindy clothing, encouraging independence.
- Head count the group and recap Bush Kindy rules before leaving the centre.
- Revise Bush Kindy rules at the site and run through 'sticky elbows' for a head count. Discuss plants/areas children need to be mindful of, show images and point out where they are in the area.
- Introduce any new resources, activities and allow time for children to become familiar with them.
- Continually observe and supervise children whilst encouraging independence through child initiated experiences.
- Provide children with advance notification at least 10minutes before the end of the session.
- Ensure all equipment is gathered up and do a head count before leaving the site to return to the centre.

Educators (as per Staff Engagement Policy & Staff Handbook)

- Support the children, as needed, encouraging independence e.g. toileting).
- Ensure close supervision of children whilst walking to/from Bush Kindy site.
- Continually observe and supervise children whilst encouraging independence through child initiated experiences.

Additional Educators (for children with additional needs)

- As per the centre's Service Support Plan.

Bush Kindy Clothing Requirements (for staff and children)

All children must be dressed appropriately to participate in Bush Kindy sessions. To achieve full participation, spare clothing and footwear will be kept at Rosies and provided to children, as necessary.

Parents are required to determine appropriate clothing based on the weather forecast appropriate to their session time. Unfortunately, children may be unable to attend a Community Engagement session if they have arrived with unsuitable clothing/footwear. It is important that children wear appropriate clothing and footwear which:

- allows them to move freely and undertake activities such as climbing, balancing, and running
- keeps them warm and dry in cold/wet weather
- protects them from the damaging effects of the sun, UV rays in warm weather and high UV conditions.
- minimises risk of bites, scratches and stings
- in the case of footwear, keep feet and toes covered and has a flexible sole to allow them to climb and balance on uneven surfaces

All Year

- ✓ Enclosed shoes and socks

Winter/Cooler Months

- ✓ Jumper
- ✓ Rainwear

Summer/Hotter Months

- ✓ Sun hat
- ✓ Sun screen applied prior to joining group (at home or upon entry to Rosie's)

Change of clothes: The Community Engagement 'on-site kit' will contain spare clothing and ponchos for general use.

Medications (see attached form)

Parents and carers of children with anaphylaxis, asthma or other medical condition must ensure they discuss their emergency plans with staff prior to commencing the first session. Children's medication and action plan will be taken and stored in the teachers backpack at all times, to ensure it is always on hand.

Sunscreen (as per centre's Sun Safety policy)

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

Identification Vests will be provided to all children and adults attending and they will also wear a **badge** specifying the name of the centre and contact phone numbers for the staff on the excursion. Children will not have their name or details displayed.

Emergency/Incident Procedures during Bush Kindy (to be read in conjunction with the centre's Incident/Injury/Illness & Trauma policies)

All staff will be briefed on what to do in an emergency.

Should this occur during any of the excursion staff will follow the evacuation procedure of the place of attendance. Staff will familiarise themselves with these throughout the year. In this event, staff will notify parents via telephone or SMS of the designated safe area, depending on the emergency.

The reasons for relocating include, but are not limited to: Fire or Bushfire, missing child, aggressive dogs off leads, 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.

Minor Accident/Illness

A first aid kit will be taken to the Bush Kindy area for the duration of each session. There will be a list of medical details and emergency actions for children with specific needs (allergies, inhalers, epipens). Additionally, a snake bite kit will be taken.

1. In the event of a minor injury to a child, first aid will be applied by a designated First Aider. They will either be treated in the Bush Kindy area or back at Rosie's, depending on the severity of the injury. At all times staff attending Bush Kindy will hold current First Aid qualifications. Incidents will be documented as per the Incident/Injury/Illness & Trauma policies.
2. If a child is ill or has an allergic reaction during Bush Kindy, s/he will be aided by the Bush Kindy Leader or accompanying educators. Medical details will be checked and if required, s/he will be given their inhalers or epipen immediately. The parents and centre will be called to alert them of the situation.

Major Accident/Head Injury

In the event of a major accident the following procedures will be followed:

1. If a child can be escorted by an educator and the injury can be aided within the Bush Kindy site s/he will be treated and the incident documented as per the Incident/Injury/Illness & Trauma policies.
2. If a child's injuries require immediate hospital treatment, **000** or **112** will be dialled from the Bush Kindy Leader's phone (refer to calling an Ambulance policy). The parent/guardian will be called as soon as possible, and a staff member sent to meet the ambulance. The injured child will remain accompanied by a qualified First Aider until the ambulance arrives. All other children will be

supervised away from the incident by other staff members. The incident will be documented as per the Incident/Injury/Illness & Trauma policies.

3. The Bush Kindy session will cease, and all staff and children will return to the centre immediately. The incident will be discussed with all the children that were in attendance and their parents/guardians, if necessary.

Evacuation (also refer to the centre's Emergencies, Evacuation & Lockdown policies)

If staff or children report any objects, animals, or people they deem to be suspicious/harmful they must report these to the Bush Kindy Leader, who will then make the decision of whether to evacuate the Bush Kindy site.

Missing Child

In the unlikely event that a child appears to be missing from the Bush Kindy site, the situation will be **acted upon immediately** and the following procedure must be followed:

1. The Bush Kindy Leader must be informed.
2. Activity for the rest of the group will cease and they will be given a whole class low level risk activity, supervised by one staff member.
3. The Bush Kindy Leader (and any additional adults) will conduct a search, which should last no longer than 10 minutes.
4. If the child has not been found the Bush Kindy Leader will call **000** or **112**.
5. The Bush Kindy Leader will contact the centre and Approved Provider and the parent/guardian.
6. The incident will be documented as per the Incident/Injury/Illness & Trauma policies.

Emergency Contact Numbers

Ambulance/Fire Service/Police	000 or 112
Rosie's Early Learning	3808 3051
Shaun Thompson/Approved Provider	0426 297 144
Makaela Meikle/ Director	0421 428 258

Bush Kindy Toileting Considerations

All children will be encouraged to use the toilet before departing the centre for Bush Kindy.

If a child needs the toilet during a session, they will be directed to the Bush Kindy toileting area for a 'tree wee.' Water and antibacterial gel must be used afterwards (consent for this will be gained through parental consent form). The other educator, adults and children will remain outside the toilet area.

OR toilet facilities in the are will be used. Bush Kindy Leader will do a safety sweep of facility prior to child using it. Child will be accompanied at all times whilst in the facility.

In the event of a toileting accident, the child will be cleaned and changed using spare clothing. Soiled clothing will be bagged and stored for collections as per the centre's Toileting policy.

Dog and Snake Safety

Rosies Early Learning

What are the warning signs a dog is agitated?

Dogs cannot speak to us but their body language can tell us a great deal. Dogs will show you if they are uncomfortable in a situation with a child (or with you).

A dog may indicate that it wants to be left alone by:

- showing you its teeth and growling
- backing or moving away
- wagging its tail slowly and stiffly from side to side or raising its tail over its back
- opening its eyes wide and staring, yawning or licking its lips
- the hair on its neck and back standing up



<https://www.youtube.com/watch?v=PNYM5IwaLml>

Ways to safely interact with dogs

- Be calm, respectful and gentle around dogs.
- Never approach a dog that is:
 - sleeping, eating or chewing a bone
 - playing with its toys
 - injured or sick
 - in its kennel
 - on its bed
 - in a car or on the back of a ute
 - tied up
 - fighting or play fighting
 - behind a fence or gate
 - with its puppies
 - not with its owner and does not know you



How to respond to a dog bite

- Stay safe. Secure the dog and move the victim into a safe area without placing yourself in danger.
- Control any bleeding
- Clean the wound.
- Cover the wound.
- Consult your doctor.
- Report the incident to the Logan City Council.

• If approached by an unknown dog:

- Stand very still and do not run, as the dog may chase.
- Be very quiet.
- Curl your fingers and keep your arms down by your sides.
- Look away from the dog and not into its eyes.
- Wait for the dog to go away.
- Tell an adult what happened.
- If you get knocked over, curl up into a ball and stay very still and quiet. Once the dog has gone away, get up and walk away slowly.
- Always ask the owner, "May I please pat and play?"

Always ask the owner if it's okay to pat the dog

If the owner says "Yes":

- Hold the back of your hand out with your fingers curled under.
- Allow the dog to sniff your hand.
- If the dog backs away or is not interested, do not say hello or try to pat the dog.
- If the dog sniffs your hand and does not back away or change its behaviour, pat it gently under the chin or chest.
- Do not ever pat the dog on the head or nose.

Strategy

Snakes are protected by Australian Federal Law; most snake bites happen when people try to catch or harm a snake. It is recommended to keep a compression bandage in every First Aid Kit.

What to do if you see a snake:

- Blow the whistle to notify staff and adults in Bush Kindy.
- Within 3m – freeze like a tree – you are not a threat, let the snake pass by
- More than 3m – freeze, then on command of the adult move slowly backwards, with no sudden movement.
- Move all children away from the area as soon as possible.
- Keep an eye on the snake from a safe distance and if needed, call a snake catcher –
 - ✓ Southside Snake Services – 0408 886 225
 - ✓ Logan Snake Catcher & Removal – 0434 146 109

Snake First Aid

- ✓ **DO NOT MOVE THE PATIENT**
- ✓ Apply a compression bandage the full length of the limb, over clothing, starting the bandage below the bite and continuing over the bite towards the trunk of the body.
- ✓ Mark the site of the bite on the top of the bandage
- ✓ Call 111 or 112, note the time of the bite.
- ✓ Take a photo of the snake if possible or note any distinguishing markings on it to help identify it.
- ✓ Most bites occur on limbs - if bitten on the arm then bandage the arm with the elbow bent and place in a sling. If bitten on the leg apply a splint if possible

Rosies Early Learning Community Engagement program is held at various locations and snakes are rarely sighted in the surrounding areas.

Snakes rarely attack humans and are generally shy, timid animals that will avoid conflict. However, particular care is to be taken near long grass or hollow logs, near water or near rocks in sunny positions.

Snakes are protected under the Wildlife Act 1975 and should not be harmed or killed. Bites may occur if people try to harm or kill snakes.



https://www.youtube.com/watch?v=BOXia0A_9xQ



Snake Bite Prevention Behaviours (Source: Victorian Poisons Information Centre, Austin Health)

- o Leave snakes alone
- o Wear adequate clothing and closed in shoes (not sandals/thongs)
- o Never put hands in hollow logs or thick grass without prior inspection
- o When stepping over logs, carefully inspect the ground on the other side
- Ensure children are reminded on a regular basis that if they encounter a snake, to move away quietly and report the sighting immediately to a teacher.
- In the event that a snake is encountered calmly move children away from the snake. [Staff must not attempt to touch or harm the snake].



Queensland Poisons Information Centre:
Phone 13 11 26 The role of the QPIC is to provide the people of Queensland with prompt, up-to-date and evidence-based clinical information and advice to assist in the management of poisonings and suspected poisonings.



<https://www.youtube.com/watch?v=H63T-ICyimQ>

Snake-bite First-Aid

- **Apply a clean dressing over the bite to absorb any venom for testing.**
- **Firmly apply a small bandage directly over the bite and dressing to compress the bite.**
- **Next use a large compression bandage to wrap the entire limb, start at the extremities and bandage up towards the body, over the small bandage, up to armpit/groin. Leave fingers/toes visible to check for circulation. Bandage the arm in the natural resting position with the elbow bent.**
- **Use a splint or a sling to immobilise the limb.**
- **Keep the patient calm, still and lying flat. Don't let them use a phone etc!**
- **Call the ambulance.**
- **Mark the location of the bite on the outside of the bandage.**
- **Take note of the time of the bite for medical staff.**
- **Always bring the first-aid to the patient, never move the patient unless absolute necessary.**



Source – Southside Snake Services

Rosie’s Early Learning Three Year Ecological Impact Plan

Base Camp

Overuse of the base camp area will result in ground erosion. Therefore, children and educators will be encouraged to limit the time they spend in this area to group meetings, session introductions, musical sessions and fire-based work. If in the future this ground becomes significantly damaged, a possible new base camp area will be decided. Any ash residue from campfires must be spread lightly around the whole forest site to avoid a build-up in the base camp area.

Log Seating and Bug Hotels

The logs used for seating and bug hotels will be moved regularly to reduce their impact on the flora and fauna living under and around them.

Pathways

During the months when stinging nettles and brambles grow more frequently, pathways will be cut for children and educators to use, rather than cutting it all back. In sites that are prone to having snakes, it is important to cut pathways and less dense areas for children to explore within.

Plants and Trees

Flora will need to be coppiced when necessary, to encourage new growth, However, the ‘No Lick, No Pick’ rule must be enforced rigorously to ensure no man-made damage is caused to any plants.

Year 1	Year 2	Year 3
<p>1.Establish suitable area for base camps and ensure long thin logs are used so base camp can be moved around regularly.</p> <p>2.Develop and implement an action plan that includes Approved Provider, Centre Managers, Nominated Supervisor, Bush Kindy Leader and educators, and families. This includes the development of policies, handbook, checklists etc.</p> <p>3.Consult with experts – Logan City Council/Daisy Hill Koala Centre – to create an agreement to use the areas over three years. Parks and Wildlife – to recognise and identify wildlife Flora and Fauna within the local area. Land Care – to identify and support local projects within the area.</p>	<p>1.Audit the space and consult if any changes to area required.</p> <p>2.Consult with experts as per Year 1.</p> <p>3.Reflect and review policies and procedures handbooks and the program.</p> <p>4.Update permission forms as necessary.</p> <p>5.Introduce new challenges, experiences and ideas to the children.</p> <p>6.Replant local plants.</p> <p>7.Bring in new natural resources to replace old, e.g. sticks and logs.</p>	<p>1.Audit the space and change area.</p> <p>2.Develop and implement an Action Plan that includes Approved Provider, Centre Managers, Nominated Supervisor, Bush Kindy Leader and educators, and families. This includes the development of policies, handbook, checklists etc.</p> <p>3.Consult with experts – Logan City Council/Daisy Hill Koala Centre - to create an agreement to use the areas over three years. Parks and Wildlife – to recognise and identify wildlife Flora and Fauna within the local area. Land Care – to identify and support local projects within the area.</p>

<p>Local Indigenous consultant – to help incorporate Indigenous culture into our Bush Kindy program.</p> <p>Arborists – to have all trees checked for the age and safety requirements.</p> <p>Natural Playground Architect – to develop a nature play playground for the 15month-three year old children to have similar experiences within the service.</p> <p>4.Ensure all staff involved in Bush Kindy had had adequate training e.g. Nature Play one day Bush Kindy course and in house training to explain job responsibilities.</p> <p>5.Plan activities throughout the week using a variety of locations within the area.</p> <p>6.Gather resources to support and assist the activities within Bush Kindy e.g. protective equipment.</p> <p>7.Create a PowerPoint/Ebook for families to introduce the concept of Bush Kindy. Provide examples of documentation to support the Bush Kindy program e.g. handbook, agreements and requirements to children to attend.</p> <p>8.Discuss the Bush Kindy rules with children and set up small games/experiences that educators and children can engage in to help prepare for Bush Kindy.</p> <p>9.Take regular photos and document any changes within the area to help identify the ecological impact.</p>	<p>8.In under 3’s playground replant if required, sand and oil timers, check trees, plus all of the above.</p> <p>9.Ensure all staff involved in Bush Kindy have had adequate training e.g. Nature Play one day Bush Kindy course and in house training to explain job responsibilities.</p> <p>10. Plan activities throughout the week using a variety of locations within the area.</p> <p>11.Gather resources to support and assist the activities within Bush Kindy e.g. protective equipment.</p> <p>12.Update PowerPoint/Ebook for families to introduce the concept of Bush Kindy. Provide examples of documentation to support the Bush Kindy program e.g. handbook, agreements and requirements to children to attend.</p> <p>13.Discuss the Bush Kindy rules with children and set up small games/experiences that educators and children can engage in to help prepare for Bush Kindy.</p> <p>14.Take regular photos and document any changes within the area to help identify the ecological impact.</p>	<p>Local Indigenous consultant – to help incorporate Indigenous culture into our Bush Kindy program.</p> <p>Arborists – to have all trees checked for the age and safety requirements.</p> <p>Natural Playground Architect – to develop a nature play playground for the 15month-three year old children to have similar experiences within the service.</p> <p>4. Reflect and review policies and procedures handbooks and the program.</p> <p>5.Update permission forms as necessary.</p> <p>6. Update PowerPoint/Ebook for families to introduce the concept of Bush Kindy. Provide examples of documentation to support the Bush Kindy program e.g. handbook, agreements and requirements to children to attend.</p> <p>6.Introduce new challenges, experiences and ideas to the children.</p> <p>7.Replant local plants.</p> <p>8. Bring in new natural resources to replace old, e.g. sticks and logs.</p> <p>9.In under 3’s playground replant if required, sand and oil timers, check trees, plus all of the above.</p> <p>10.Ensure all staff involved in Bush Kindy have had adequate training e.g. Nature Play one day Bush Kindy course and in house training to explain job responsibilities.</p>
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		<p>11. Plan activities throughout the week using a variety of locations within the area.</p> <p>12. Gather resources to support and assist the activities within Bush Kindy e.g. protective equipment.</p> <p>13. Discuss the Bush Kindy rules with children and set up small games/experiences that educators and children can engage in to help prepare for Bush Kindy.</p> <p>14. Take regular photos and document any changes within the area to help identify the ecological impact.</p>
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Sources/Links

- Education and Care Services National Regulations
- National Quality Standards
- Forest School Learning Initiative Limited – training and documentation
- Nature Play Qld – Forest School Learning
- Sara Knight Forest School and Outdoor Learning in the Early Years
- Sara Knight Risk and Adventure in Early Years Outdoor Play
- Inspired Early Childhood Consultancy – Benefit Risk Assessment tool

Review

This policy will be reviewed annually.

The review will be conducted by:

- Management
- Employees
- Children
- Families
- Interested parties

Last reviewed: March. 2024

Due for review: June 2025

Bush Kindy Essential Equipment List

(this equipment must be taken out and remain at Bush Kindy for the duration of every session)

- Bush Kindy program book
- Wagons and locked metal box with key
- Medical and emergency contact forms for every child and adult
- Two charged mobile phones
- First Aid Kit (fully stocked) and booklet (including snake bite kits – if there is a greater risk of snakes, bandaids, antiseptic wipes, bandages, scissors, tape, head thermometer, tissues, protective gloves)
- Wet wipes
- Large and small water bottle
- Emergency, Evacuation and Lockdown procedures policy
- Individual medication and container for inhalers and Epipens
- Carry bag for soiled/dirty clothing
- Sun cream
- Spare hats
- Antibacterial gel
- Insect repellent
- Bush Kindy identification tags
- Toilet paper and lined container to store waste

My Bush Kindy Kit

- Emergency rucksack with essential equipment
- Wagon and tarp/picnic blanket
- Small baskets with handles
- Bug containers
- Sticky/masking tape
- Scissors
- Sandwich bags
- Water
- ID charts or apps for flora and fauna
- Magnifiers
- Natural twine/string
- Art resources (pens, crayons, paper)
- Large paint brushes

Date: Time: Bush Kindy Leader:

Risk Assessment on Tools

General rules for tool use:

- Tool usage will be a one on one activity, supervised by the Bush Kindy Leader.
- All tools must have an individual risk assessment.
- Bush Kindy Leader to have access and responsibility to ensure safe storage at centre.
- Bush Kindy Leader to ensure safe storage enroute and while at site.
- Children are not to walk around with tools.
- Always ensure tools are lean and sharp before use.
- When using tools, ensure you have a roped off, designated tool area where you and the children sit to use tools.

Penknife:

- Children must be fully supervised by Bush Kindy Leader.
- Always sit down when using penknife.
- Ensure penknife is closed and locked when not in use.
- Open penknife away from you , sitting down, with plenty of space around you.
- Always use the penknife away from your body.
- Always ensure the children are supported when using the penknife, on a one to one or one to two ratio, dependent on age and experience.

Bow Saw:

- Ensure guard in in place when not in use (if it has one).
- Must be used with Bush Kindy Leader.
- Always use in the designated tool area.
- Use bowsaw with a saw horse (where possible).
- Talk with the children about how to work with bowsaw.
- Ensure safe storage and handling in Bush Kindy.

Safety Sweep Checklist

Items in Kit	Yes/No	Comments
Hazardous weather checked		
Emergency kit and phones		
Specific medication		
Staff briefed		
Children & staff signed out, list of those attending left at centre		
Equipment ready		
Children appropriately dressed		

Hazard	Yes/No	Action taken/measures
Slippery areas		
Broken glass/needles		
Vandalism/intruder		
Pooling water		
Boundary established		
Tool area roped off		
Low branches		
Signs of hazardous wildlife		
Tidy basecamp		
Brambles/nettles/thorns		
Hidden footholes		
Branches at risk of falling		

Other hazards identified/action taken:

Date: Time: Bush Kindy Leader:

Bush Kindy Essential Equipment Checklist

Items to be checked (prior to leaving)	Yes/No	Comments
Bush Kindy program handbook		
Moveable wagons, tarp, picnic blanket		
Emergency rucksack with essential equipment		
Medical and emergency contact forms for every child and adult		
Two charged mobile phones		
Staff contact numbers		
Bush kindy roll		
Ratio sheet		
Medical considerations		
First Aid Kit (fully stocked) and booklet (including snake bite kits – if there is a greater risk of snakes, bandaids, antiseptic wipes, bandages, scissors, tape, head thermometer, tissues, protective gloves)		
Wet wipes		
Large and small water bottle and children's		
Emergency, Evacuation and Lockdown procedures policy		
Copy of risk assessment		
Individual medication and container for inhalers and Epipens		
Carry bag for soiled/dirty clothing		
Sun cream		
Spare hats		
Antibacterial gel and insect repellent		
Bush Kindy identification tags		
Toilet paper and lined container to store waste		
Bush resources and art supplies		

Date: Time: Bush Kindy Leader:

Agreement between Rosies Early Learning and the Landowner

This agreement is between:

..... (user) and(landowner).

This form sets out the terms and conditions of the use of the land between the user and the land owner as a clear understanding for all parties.

Terms and Conditions

- The land will be used during school terms only.
- A maximum of **12** children will be accompanied by a Level 3 Bush Kindy Leader (BKL), with an appropriate number of additional educators, depending on the group size and age ratios.
- A Risk Benefit Assessment will be undertaken each term.
- The BKL will undertake a safety sweep prior to every session to ensure the area is safe.
- The land will not be used during extreme weather conditions e.g. windy or stormy.
- Centre health and safety policies will always apply. BKL has relevant First Aid qualification, as does supporting educator. BKL will ensure they have means of communication and an emergency plan should they need to take an injured person out of the bush or evacuate the bush for any reason.
- Any light management tasks necessary to maintain the safety of the site will only be undertaken with the agreement, and following advice of the landowner.
- BKL will ensure the land is left tidy with minimal environmental impact, with flora and fauna left undisturbed, especially during nesting/breeding seasons. Please see attached Environmental Impact Policy.
- All activities are covered by the users (Rosie’s Early Learning) insurance as part of ‘legitimate activities outdoors’ for which parental consent has been obtained.

Signed on behalf of the user:

Signed on behalf of the landowner:

Name.....

Name.....

Position.....

Position.....

Bush Kindy

Child Medical Information Form

Child Name		Date of Birth	
Home Address		Medicare Card No.	
Emergency Contact Name 1.		Emergency Contact Name 2.	
Emergency Contact Number 1.		Emergency Contact Number 2.	
Doctor	Name		Address Phone

Has your child any of the following?

Illness	Yes/No	Comments/ Medication needed Please specify
Asthma/Bronchitis		
Sight/hearing difficulties		
Heart condition		
Diabetes		
Epilepsy		
Allergies: e.g. pollen, nuts, materials		
Have you ever been stung or bitten ? If yes, describe the reaction		
Date of last Tetanus injection		
Any medical issues, we should be aware of?		

Parents Signed:

Date: