

PLAN OF MANAGEMENT

83 JOCELYN & 54 CHESTER HILL ROAD CHESTER HILL

Proposal: Consolidation of existing allotments, alterations and additions to existing buildings and change of use to an educational establishment, with associated parking and landscape works

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1. Introduction

This Plan of Management (PoM) has been prepared for the proposed Educational Establishment, located at 83 Jocelyn Street, Chester Hill legally identified as Lot 100 DP 1214339 and 54 Chester Hill Road Chester Hill, legally identified as Lot 23 DP 14324. The Educational Establishment is designed to cater for a total of 228 primary school children from Kindergarten to Year 3. In preparation of the PoM the following legislation and policies were considered:

- (a) State Environmental Planning Policy (Transport & Infrastructure) 2021 – Chapter 3 Educational Establishments and Child Care Facilities – Part 3.4 – Schools -specific development controls
- (b) Design Quality Principles
- (c) State Environmental Planning Policy (Biodiversity and Conservation) 2021 – Chapter 6, Catchments
- (d) State Environmental Planning Policy (Resilience and Hazards) 2021 – Chapter 4, Remediation of Land
- (e) Canterbury Bankstown Local Environmental Plan (CBLEP) 2023
- (f) Canterbury Bankstown Development Control Plan (CBDCP) 2023

2. Project Description & Executive Summary

The proposal is for the “*Consolidation of existing allotments, alterations and additions to existing buildings and change of use to an educational establishment, with associated parking and landscape works*”. Details of the proposal are as follows;

- (a) Consolidation of existing 54 Chester Hill Road and 83 Jocelyn Street Chester Hill.
- (b) The proposal will involve minor internal demolition works to the existing buildings on 83 Jocelyn Street, and Fitout of those building to cater for class rooms and a range of facilities for an educational establishment.
- (c) The facility will cater for a maximum of 228 primary school students from kindergarten to year 3. There will be a maximum of 20 staff at any one time at the facility.
- (d) The proposal involves the conversion of 54 Chester Hill Road for parking in association with the facility and will cater for 22 car spaces inclusive of one disabled space and 23 bike spaces
- (e) The main entrance for parents will be through Chester Hill Road, for parents dropping off their children. The vehicles will enter 54 Chester Hill Road, and wait to drop their children off at the kiss and drop zone adjacent to the school hall. Parents will then exit off Jocelyn Street.
- (f) Bus drops off will occur off Jocelyn Street. Waste collection will also occur off Jocelyn Street.
- (g) The school will comprise of the following facilities;
 - A building fronting Jocelyn Street comprising of a reception area, sick bay, store room, 2 office spaces and meeting rooms
 - The proposal will also result in a total of 13 classrooms, with an average floor area of 60-65m²
 - The school will also contain a hall with ancillary amenities and a kitchen. The hall will be used only for school activities such as assemblies and school events during school hours.
 - The school will also contain a creative arts room, music room and library.
 - The proposal will contain 4 main playground areas for the children located in between the existing buildings that are converted. The school will also contain a large oval space at the south-west corner of the site.
 - There is a designated staff room located on the first floor of the only two storeys building at the centre of the site.

- The existing dwelling at the south-west corner of the site fronting Ridge Street will be converted to an admin space for the use with the school, with meeting rooms, communal areas and office spaces.
- (h) The main hours of the school will be between 8am and 3:30pm Monday to Friday for the main school operation. However, it is expected staff will arrive from 7am and leave by 6pm to prepare for the school day and undertake tasks required for the school operation.
- (i) Students will arrive either via a vehicle or the school bus. Parents arriving via a vehicle will be waiting in a vehicle loop that starts from Chester Hill Road, and kids will be dropped off in the appropriate kiss and drop zone adjacent to the school hall. The vehicle loop will be patrolled by staff to ensure the efficient running of the process.

3. Children Schedules

In the morning, parents would generally arrive between 8am-8:30am. Pick-up by parents generally commence from 3pm-3:30pm.

Children will generally have 8 classes a day with each lesson being 45 minutes long. All students will remain within their designate year class room and stream throughout the day. Recess will occur between 10:30am and 11:00am every day, with lunch occurring between 12:30pm and 1:00pm every day of the week. A standard class schedule for the school is as follows;

K Diamond Individual Timetable - Term 1 2024						Classroom 2	
	Monday	Tuesday	Wednesday	Thursday	Friday		
8:30 - 8:35 am - 5min	Assembly and Prayer /Morning Administration - Roll /Prep						
8:35am - 8:45am	PDHPE FITNESS 10 mins per day						
8:45 am - 9:00 am 15 min	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH		
9:00 am - 9:45 am 45 min	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH		
9:45 am - 10:30 am 45min	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH		
10:30 am - 11:00 am Recess - 30 min							
11:00 am - 11:45pm 45 min	HISTORY /Library Lesson	MATHEMATICS	11:00am - 11:15am English 11:15am - 11:45am MATHEMATICS	MATHEMATICS	MATHEMATICS		
11:45pm - 12:30 pm 45 min	11:30am-12:00pm HISTORY 12:00pm - 12:30pm MATHEMATICS	MATHEMATICS	11:45am-11:05pm PDHPE 12:05pm - 12:30pm CREATIVE ARTS/CLUBS	MATHEMATICS	Science and Technology		
12:30 pm - 1:00pm Lunch - 30 min							
1:00pm - 1:45pm 45 min	LANGUAGE Ms Dib	LANGUAGE Ms Dib	LANGUAGE Ms Dib	LANGUAGE Ms Dib	RELIGION Ms Gnade		
1:45 pm - 2:25pm 40 mins	HISTORY	Science and Technology	CREATIVE ARTS/CLUBS	PDHPE	Science and Technology		
2:25 pm - 2:55pm 30 min	HISTORY	MATHEMATICS	CREATIVE ARTS/CLUBS	PDHPE	CREATIVE ARTS		
NESA Compliance % & Time	English 25-35% 415 min - 581 min	Mathematics 20% 315 min	Science and Technology 6 - 10 % 98 min - 164 min	History 6 - 10 % 98 min - 164 min	Creative Arts 6 - 10 % 98 min - 164 min	PDHPE 6 - 10 % 98 min - 164 min	Additional Up to 20 % 315 min
ASC % & Time	34 % 540 min. (9 hrs. 0min)	20 % 315 min. (5hrs. 15 min.)	8% 125 min. (2 hrs 5mins)	8% 130 min. (2 hrs. 10min)	8% 125 min. (2 hrs 5 MINS)	8% 140 min. (2 hrs 20 MINS)	15% 250 min (4 hrs. 10 min)
5 hrs. & 25 min = 325 min per day = 1625 min per week = 27 hrs. 5 min. NB: The classroom teachers except where indicated on the timetable teach all KLA's.							

Figure 1: Standard class schedule

The type of classes will vary depending on the age group; however, the number of classes and recess and lunch times do not change.

Outdoor Play

The outdoor play area schedule is based on the recommendations of the acoustic impact assessment prepared by Koikas Acoustics dated 14 April 2025, which states the following maximum number of children are permitted in each play area at any one time.

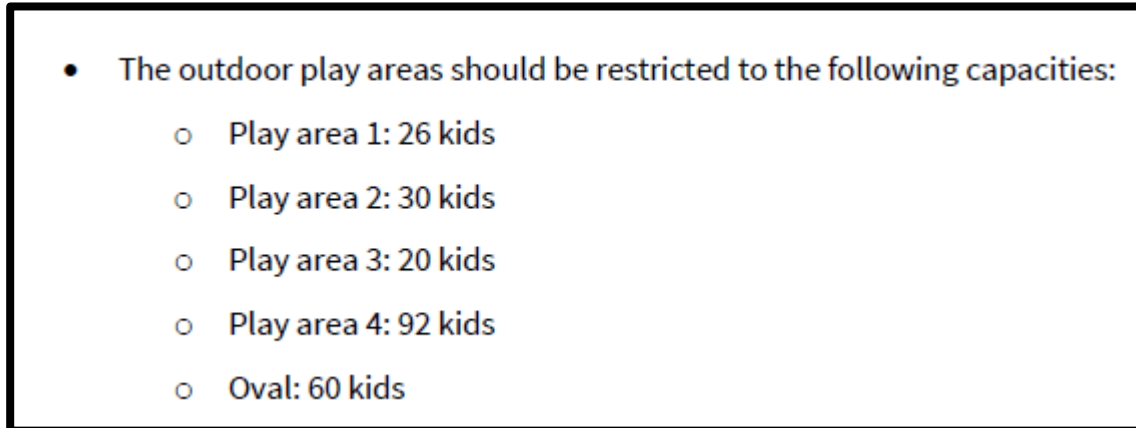
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- The outdoor play areas should be restricted to the following capacities:
 - Play area 1: 26 kids
 - Play area 2: 30 kids
 - Play area 3: 20 kids
 - Play area 4: 92 kids
 - Oval: 60 kids

Figure 2: Extract from Acoustic Impact Assessment for maximum students in each play area

4. Outdoor Play and Supervision

Outdoor Activities

Outdoor activities vary from day to day and are dependent upon the weather and the programme, including:

- Ball games
- Team play
- Balancing, Climbing, Stepping
- Using variety of gross motor skills development equipment
- Environmental and nature-based activities
- Supervised play
- Free play

Monitoring

The monitoring process for outdoor play will be undertaken by staff of the school to ensure the appropriate safety of the children

The outdoor play area will be used only during the school hours of operation.

All outdoor activities are fully supervised and monitored. Teachers and children are encouraged to participate in quiet play activities.

The specified outdoor play policy and times shall be adhered to.

Exceptional circumstances may apply.

The school shall ensure that outdoor play activities are conducted in an orderly fashion and that excessive noise from children playing, etc., is avoided wherever possible and practical.

Play groups, with appropriate child numbers, will be schedule in accordance with the recommendations in from the Acoustics Consultant Koikas Acoustics (report dated 4 September 2024).

Outdoor Sun protection Policy

This Sun Protection Policy provides guidelines to:

- Ensure all children, educators and staff have some UV exposure for vitamin D.
- Ensure all children, educators and staff are well protected from too much UV exposure by using a combination of sun protection measures during the daily local sun protection times (issued whenever UV levels are 3 and above).
- Ensure the outdoor environment is sun safe and provides shade for children, educators and staff.
- Ensure children are encouraged and supported to develop independent sun protection skills.
- Support duty of care and regulatory requirements.
- Support appropriate WHS strategies to minimise UV risk and associated harms for educators, staff and visitors.

Rationale

Exposure to ultraviolet (UV) radiation in childhood is a major risk factor for developing skin cancer later in life. By implementing a best-practice Sun Protection Policy and practices, the school can help protect staff, educators and children from UV radiation and teach children good sun protection habits from an early age.

Procedures

To assist with the implementation of this policy, educators and children are encouraged to access the daily local sun protection times via the free SunSmart app or at www.sunsmartnsw.com.au

The sun protection measures listed below are used for all outdoor activities during the daily local sun protection times (issued whenever UV levels are 3 and above), typically from September to the end of April in New South Wales.

Where possible, active, outdoor sun safe play is encouraged throughout the day.

SunSmart practices consider the special needs of infants. All babies under 12 months are kept out of direct sun during the sun protection times (when UV levels are three and above).

Practices

Scheduling outdoor activities (Quality Area 2: Children's health and safety)

The school will ensure that outdoor activity times and sun protection practices are inclusive of the below:

October - March:

Outdoor activity between 11am and 3pm (daylight saving time) will require Sun protection practices at all times when outside.

April - September:

Outdoor activity can be planned at any time of the day. Sun protection practices are required between 10am and 2pm except in June and July when the UV Index is mostly below 3.

All sun protection measures will be considered when planning excursions and all events held at the service.

Seek shade (Quality Area 2: Children's health and safety)

Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area particularly in high-use areas.

The school will provide and maintain adequate shade for outdoor play. Shade options can include a combination of portable, natural and built shade. Regular shade assessments should be conducted to monitor existing shade structures and assist in planning for additional shade

Children are encouraged to choose and use available areas of shade when outside.

Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.

Slap on a hat (Quality Area 2: Children's health and safety)

Staff, educators and children are required to wear sun-safe hats that protect their face, neck and ears.

Sun-safe hats include:

- bucket hats with a deep crown and brim size of at least 5cm (adults 6cm)
- broad-brimmed hats with a brim size of at least 6cm (adults 7.5cm)
- legionnaire style hats.

Please note: Baseball caps or visors are not sun-safe hats.

Children without a sun-safe hat are required to play in an area protected from the sun (e.g. under shade, balcony or indoors) or will be provided with a spare hat.

Clothing (Quality Area 2: Children's health and safety)

Staff, educators and children are required to wear sun-safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- loose fitting shirts and dresses with sleeves and collars or covered neckline
- longer style skirts, shorts and trousers.

Children without sun-safe clothing are required to play in an area protected from the sun (e.g. under shade, veranda or indoors) or will be provided with spare clothing.

Sunscreen (Quality Area 2: Children's health and safety)

Staff, educators and children are required to apply at least SPF30+ broad-spectrum water-resistant sun screen 20 minutes before going outdoors and reapply every 2 hours. Sunscreen is stored in a cool, dry place and the expiry date is monitored.

Role Modelling (Quality Area 5: Relationships with children)

Staff and educators are required to act as role models and demonstrate sun-safe behaviour by:

- wearing a sun-safe hat, clothing and sunscreen, and using shade
- wearing sunglasses (optional) that comply with the Australian Standard 1067 (Sunglasses: Category

2, 3 or 4)

- encouraging families and visitors to role model positive sun-safe behaviour when at the service.

Education and Information (Quality Area 1: Educational program and practice. Quality Area

5: Relationships with children. Quality Area 6: Collaborative partnerships with families and Communities)

Services are required to incorporate sun protection information regularly into learning programs and communicate information to staff, educators, families and visitors. Further information is available from the Cancer Council NSW website www.cancercouncil.com.au/sunsmart.

Policy Availability (Quality Area 6: Collaborative partnerships with families and communities. Quality Area

7: Leadership and service management).

The Sun Protection Policy, updates and requirements will be made available to staff, educators, families and visitors.

Educators, staff and families are provided with information on sun protection and vitamin D through family newsletters, staff and parent handbooks, noticeboards and pamphlets.

When enrolling their child, families are:

- informed of the service's Sun Protection policy
- asked to provide a suitable sun protective hat and sun safe clothing
- required to give permission for educators to apply sunscreen to their child
- encouraged to use SunSmart measures themselves when at the service.

Review (Quality Area 8: Leadership and service management)

Management, staff and educators will regularly monitor and review the effectiveness of the Sun Protection Policy.

The schools Sun Protection Policy will be updated and submitted to Cancer Council NSW every two years to maintain SunSmart status.

Sources:

www.sunsmart.com.au

www.cancercouncil.com.au

Education and Care Services National Regulations 2011.

5. Visual Privacy and Child Security

The outdoor play areas at the ground floor are hidden from the streetscape and are easily accessible from the surrounding class rooms

The proposed design of the school has good amenity with its appropriate indoor and outdoor learning spaces, access to sunlight, natural ventilation, outlook, visual and acoustic privacy and ease of access for all age groups and mobility. The adjacent landscape buffer and the integration of landscaping with the boundary fence increase visual and acoustic privacy of the school.

The built form has been designed, to maintain privacy of adjoining properties, whilst enabling sufficient sunlight to the school. The subject site has proposed boundary fencing along the two side and rear boundaries to ensure the security of children and appropriate acoustic attenuation measures in accordance with the Acoustic Report are implemented.

The report concluded the school is considered to be acceptable from an acoustic perspective. The proposal includes appropriate noise attenuation recommendations. The proposal provides for acoustic attenuation barriers at certain location of the school with a maximum vertical height of 1.9m, with a 0.5m cantilever above.

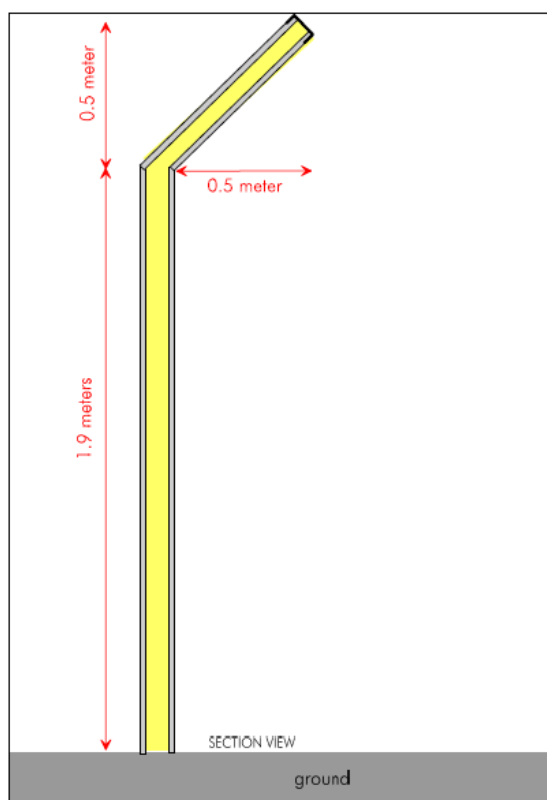
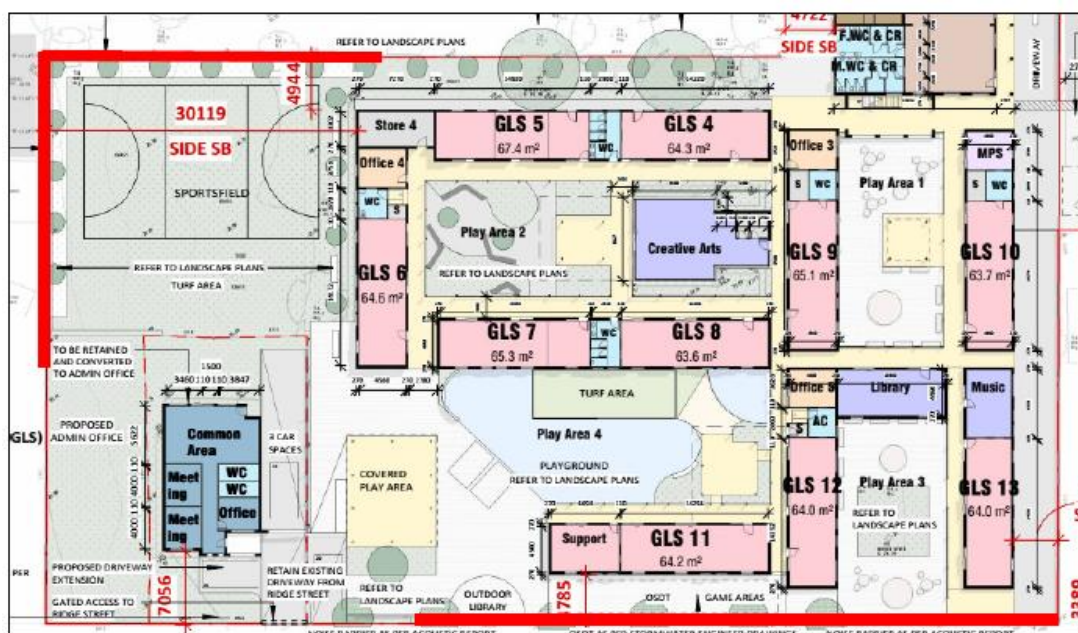


Figure 7. Section view of proposed noise barriers (image source – Koikas Acoustics)

6. Noise Attenuation/Noise Management Policy

Noise Attenuation

All noise attenuation recommendations of the acoustic impact assessment prepared by Koikas Acoustics, dated 14 April 2025, will be implemented during the operation of the school inclusive of the following;

5.7 RECOMMENDATIONS

The assessment has found that noise emissions from the proposed primary school (outdoor and indoor), mechanical plant, waste/deliveries and noise generated during drop-off/pick-up will meet the project noise objectives with the following requirements for noise mitigation implemented in the design and operation of the premises:

5.7.1 Outdoor play areas

- The outdoor play areas should be restricted to the following capacities:
 - Play area 1: 26 kids
 - Play area 2: 30 kids
 - Play area 3: 20 kids
 - Play area 4: 92 kids
 - Oval: 60 kids

5.7.2 Indoor play areas

- Windows and doors must be closed so that the noise is suitably contained internally.
- Glass windows and doors are to be no less than 6.38 mm laminated glass and fitted with acoustic seals.

5.7.3 Mechanical plant and equipment

- The Fantech HUD634 kitchen exhaust fan will require a silencer that achieves a 10 dB reduction. Alternatively, another kitchen exhaust fan could be installed with an L_{Aeq} 75 dB or lower.
- A preliminary mechanical plant noise assessment has been conducted including fifteen (15) typical AC condenser units and one (1) typical kitchen exhaust fan located on the roof was found to achieve the nominated acoustic planning levels.
- A detailed assessment of mechanical plant noise must be completed before construction once the details and locations of the mechanical plant have been confirmed.

5.7.4 Barrier construction materials

- Unless otherwise specified in this report, proposed noise barriers on the architectural drawings and those specified by Koikas Acoustics are to be constructed of either:
 - a. Double-lapped and capped timber
 - b. 9 mm fibre cement sheeting fixed to a suitable framing structure
 - c. Masonry (70 mm thick or above)
 - d. Transparent materials such as 10.38 mm laminated glass or 15 mm thick Perspex panels
 - e. 'Slenderline' from Quickbuild Systems or other proprietary noise wall solutions such as SlimWall by Modular Walls, Klionic panels or similar.
- It is to be noted that gaps between the panels and the posts or the ground will significantly reduce the effectiveness of the noise barrier and may lead to non-compliant noise levels at the adjoining premises. Therefore, all gaps should be minimised.
- 2.4 m high solid noise barriers with the top 0.5 m cantilevered 45° to the play areas are required to the extent indicated in **red** as seen in Figure 7. A section view of the proposed noise barrier is shown in Figure 8.

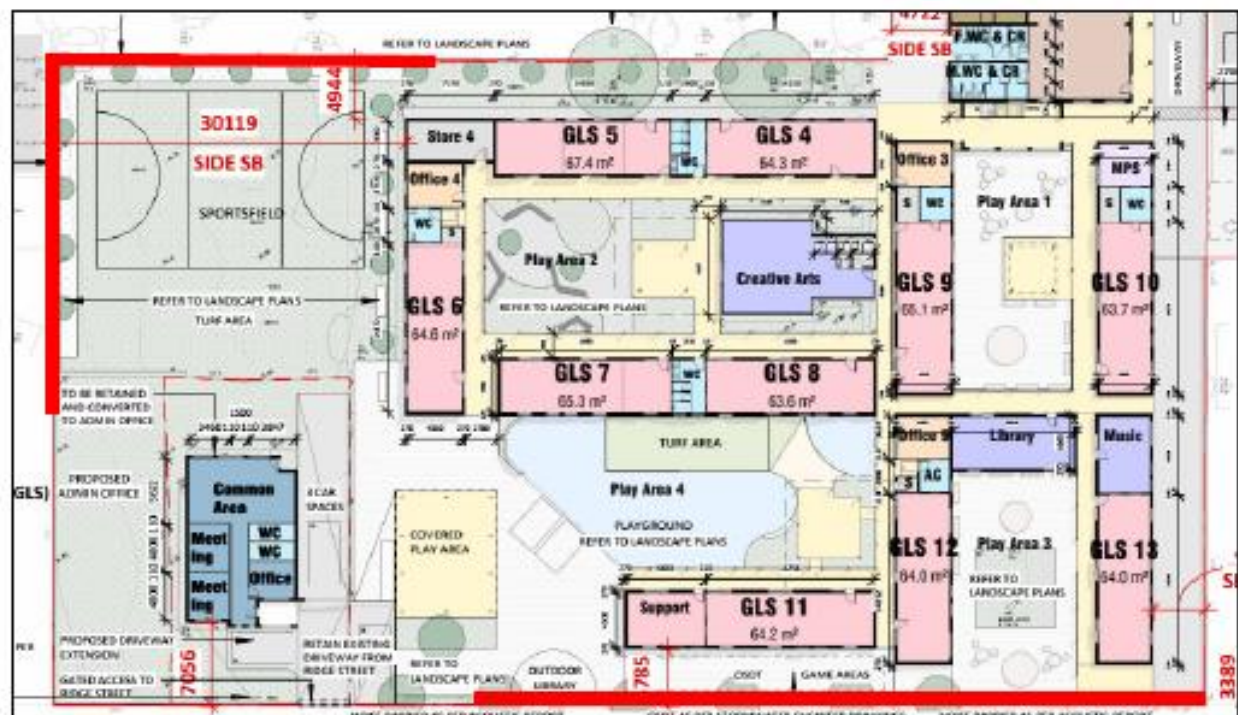


Figure 7. Extent of proposed noise barriers (image source - Furfaro Architects)

5.7.5 COMPLAINTS HANDLING

A site contact and phone number should be distributed to all surrounding premises and displayed on the site noticeboard for any complaints arising due to noise and/or vibration generated during the operation of the site. The site should have clear complaints-handling procedures and staff who are well-versed in the complaints handling procedures.

A register of all complaints must be kept on-site and readily available. Details within the complaints register should include, but not be limited to:

- Date and time of the complaint,
- The person receiving a complaint,
- Complainant's phone number,
- Site contact to who the complaint was referred for action,
- Description of the complaint,
- Action to be taken,
- The time frame for action to be implemented.

All complaints should be given a fair hearing and adequately investigated. This may involve scheduling a relevant consultant to substantiate or refute any received complaint, and/or verifying any remedial action taken by the site manager by way of on-site testing.

Noise Management Policy

The school will –

- Implement a separate daily program for both the warmer and cooler months should be established to regulate the total time spent outdoors and indoors (as detailed above).
- Display the outdoor play program and ensure that this is made publicly available to parents and neighbours.
- Ensure that a contact phone number for the school Management is made available to neighbours to facilitate communication and to resolve any neighbourhood issues which may arise due to operation of the school.
- Ensure that staff are made aware of the need to minimise noise to the neighbouring residences
- Ensure that children who are or become unsettled and are crying whilst outdoors will be comforted immediately and if still crying will be encouraged to go inside with an educator to be comforted
- Ensure the supervision of children playing in the outdoor areas and make every attempt to encourage children not to make unreasonable noise
- Follow the supervision plans established by school to ensure that the children are effectively and efficiently supervised and monitored at all time.

- Ensure that parents and guardians are informed of the importance of noise minimisation when entering the site, dropping off or picking up children.
- Will make every effort to ensure that amplified music is avoided to meet the noise criteria.
- Ensure that where safe, possible, and appropriate, the windows of indoor playrooms remain closed during use.
- Staff arriving prior to 7am and parking in the allocated staff spaces are to ensure they do not create unnecessary noise

7. Parking and Traffic Assessment

A revised traffic Impact Assessment has been prepared by Traffix, dated July 2025.

The Traffic Report has recommended based on the proposal, that the proposed 228 Children, with a minimum of 20 Team Members (Staff) at any one time will require 20 Car Places in total. A total of 22 have been provided for on-site inclusive of one disabled space

The assessment undertook the impact on key intersections around the vicinity of the site. The report concluded that the intersections will maintain a Level of Service A, which is the optimal intersection performance.

The proposal provides for adequate parking on-site;

Table 3: Council Parking Rates and Provision

Type	No. of Staff	Parking Rate	Parking Spaces Required	Parking Spaces Provided
Educational Establishment (Non-Tertiary)				
Staff	20	1 space per employee or classroom (whichever is greater)	20	22
Totals			20	22

It is evident from **Table 3** that the proposed development requires a minimum of 20 spaces under Council's DCP. In response, the development provides a total provision of 22 spaces. Noting that 20 spaces for staff with the remaining three (3) utilised by visitors. Therefore, the development provides a compliant staff parking requirement in accordance with Council's DCP.

The proposed arrangement would provide five (5) designated on-site student drop-off / pick-up spaces. These are accessed via Chester Hill Road and will be utilised by all parents/carers driving to the school. This area will have a capacity for 14 vehicles to queue with a passing opportunity adjacent the drop-off / pick-up spaces.

The operational details for the proposed student drop-off and pick-up can be found in the revised Preliminary Operational Traffic Management Plan (POTMP) (reference: 23.350r01v01), prepared by Traffix, dated July 2025. The key operational details from the POTMP are summarised below.

The proposed arrangement would provide five (5) designated on-site student drop-off / pick-up spaces. These are accessed via Chester Hill Road and will be utilised by all parents/carers driving to the school. This area will have a capacity for an additional 14 vehicles to queue. That is, a total of 19 vehicles within the school grounds are able to be accommodate for queuing.

Drop Off

During the morning drop-off, parents/carers are to approach the available space as directed by a staff member and are advised not to exit their vehicles. Teachers are to remove student/s and bag/s from the vehicle. Please refer to **Figure 5** for staff configuration during drop-off period. Five (5) Staff members required for proposed drop-off and go arrangement. Parents are to leave the site after drop-off has occurred to ensure efficient operation.

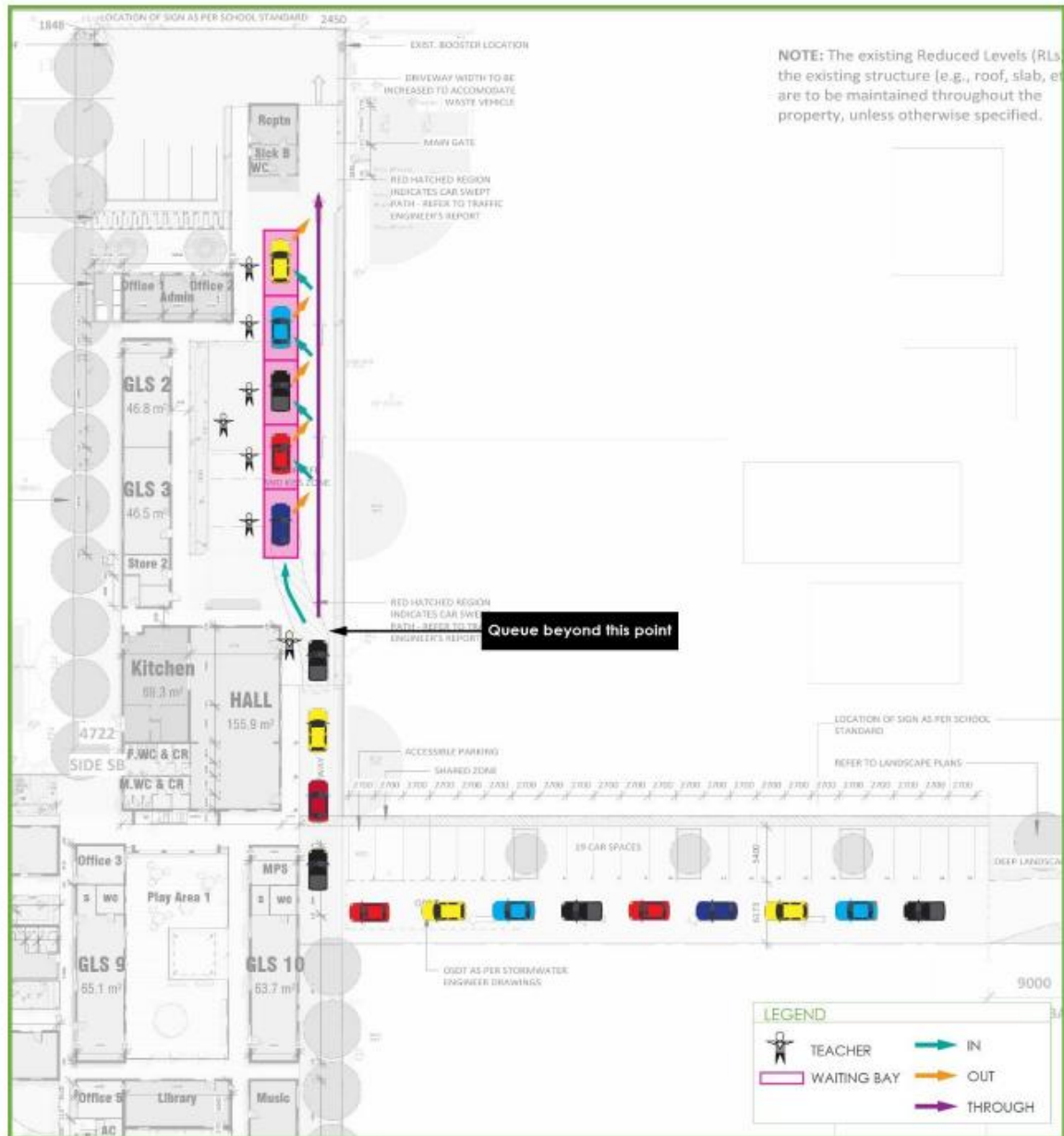


Figure 5: Morning Drop-off Arrangement

Pick-up

- Reference should be made to the **Figure 6** for student pick-up arrangement. A minimum of 10 staff members are proposed for a pick-up and go arrangement. The staff members will be stationed around the school grounds, with their responsibilities outlined below.
- Staff member at driveway will contact the staff members at the pick-up zone in the school to prepare the student for pick up. They will be identified by parents/carers placing the students name on their dashboards.
- Staff member in school will help locate the child and ensure they enter the waiting bay once parents / caregivers enter the queue.
- Staff member in waiting bay will ensure child is prepared to get picked up prior to their parents/carers entering the drop-off / pick-up spaces.
- Staff member at queuing point instructing parents when to enter the pick-up bay.
- 5 x staff members at pick-up / drop-off zone will assist in helping the children get into their parents / carers car. Therefore parents / carers do not have to leave their cars, streamlining the entire process.

It is noted that all drop-off and pick-up spaces are independent which will allow for vehicles to egress when children are loaded or unloaded. That is, in the event of a delay or emergency, vehicles are able to egress without relying on other spaces.

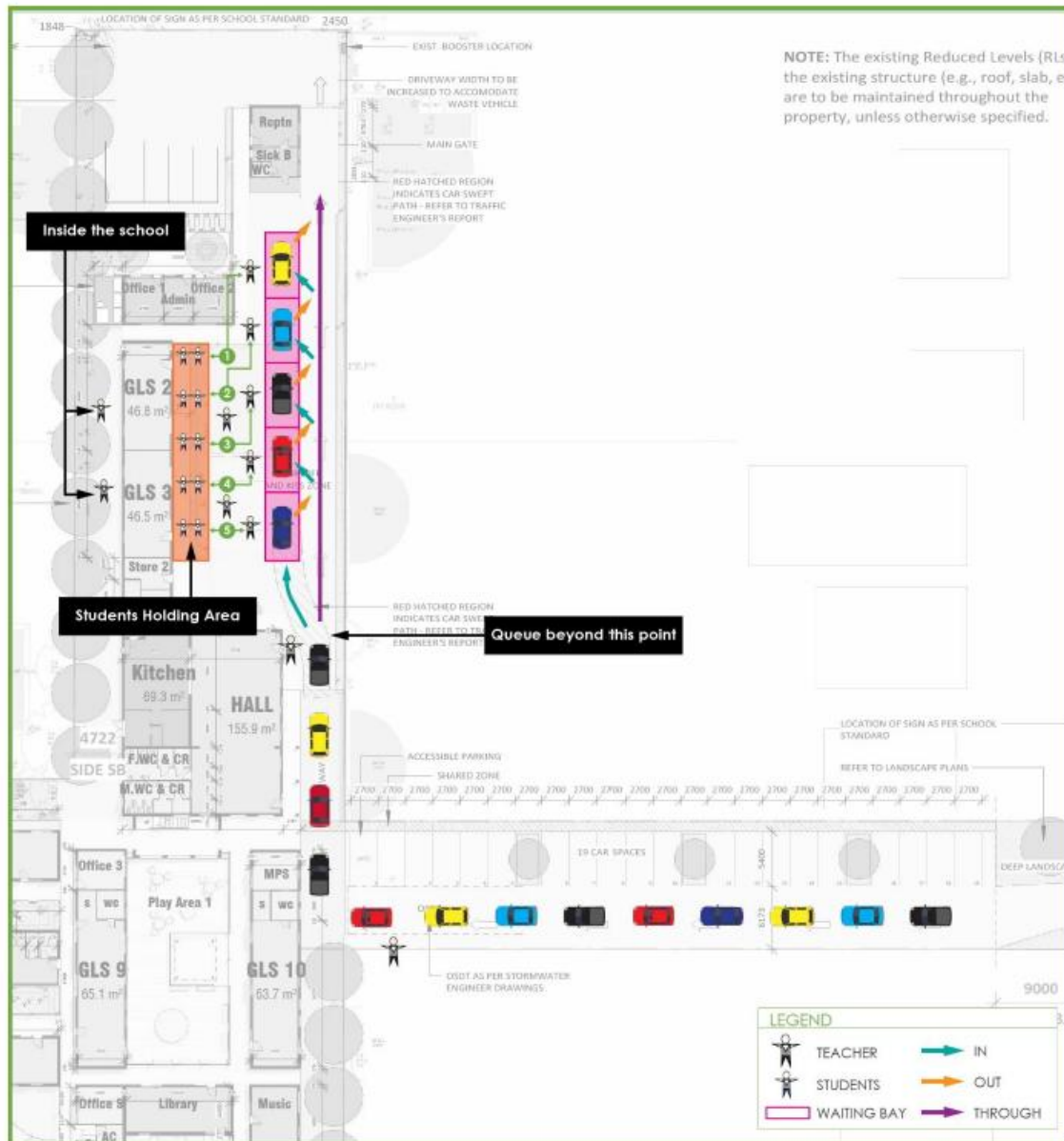


Figure 6: Afternoon Pick-up Arrangement

Private Bus Parking

The school proposes three (3) on-site bus parking spaces, with the school shuttle proposed to access the site via Jocelyn Street. It has been confirmed by the school operation that the buses during the afternoon pick-up will be staggered to accommodate 3 sets of 3 buses at a time. All bus arrival and departure times will be scheduled, ensuring one-way flow at the access point. This arrangement currently occurs with the existing school at Yagoona and operates satisfactorily.

Refuse Collection

The school proposes waste collection by a 10.6 metre waste vehicle accessing the site via Jocelyn Street. It has been confirmed by the school operation that the waste collection will occur outside of school hours ensuring adequate space is provided for forward in/out movements.

Accessible Parking

Council's DCP specifies an accessible parking rate for schools (Class 9b) of one (1) space for every 100 car parking spaces or part thereof. Therefore, a single accessible parking space is required. In response, a single accessible parking space has been proposed, complying with Council's requirements.

Neighbourhood Parking Policy

A neighbourhood parking policy will be presented to all parents and staff at their commencement of the use of the school. The policy will outline the following;

- Staff members who drive to the site are to occupy designated on-site staff parking spaces, in preference to parking on-street;
- Parent / visitors who drive to the site are to occupy designated on-site visitor parking spaces, in preference to parking on-street. Parents on-site parking will be limited as the children drop off and pick up procedures will be adhered to

Traffic Management Measures

Al Sadiq School will implement a number of traffic management measures to encourage sustainable travel and to safely manage on-site traffic operations. These measures are detailed below:

Traffic Management

- Management of traffic during morning peaks by staff members.
- Management of traffic during afternoon peaks by staff members.

Observation and Supervision

- The school allocates and rosters staff to supervise and manage the drop-off / pick-up zone on each day. During afternoon pick-up periods, staff monitor vehicles entering the car park and call the relevant student to ensure they are prepared for pick-up once the parent / carer arrives at the zone.
- The school to allocate at one (1) staff member at the queuing, five (5) staff members at drop-off / pick-up zone, two (2) staff members in waiting bay with the students and two (2) staff member within the school grounds with students to ensure they head to the waiting bay when required.
- During critical peak periods (start of school term) additional staff are allocated to manage traffic along the Chester Hill Road access driveway.
- The school allocates one (1) staff for students using public transport.

Education and Awareness Training

- Road safety education is taught as part of the school's curriculum.
- Regular reminders are sent to parents to remind them of the available public transport facilities.
- Questionnaires and notice hubs are sent to parents at the beginning of the year to understand and plan for travel arrangements.
- 'Ride to School' initiatives have been planned and undertaken to encourage active travel.
- The Parents Association advocates car-pooling and encourages carpooling with other families.

8. Access and Security in the school

The school will have the following security measures in place:

- Surrounding child-proof fences and gates
- Security cameras and CCTV – external and internal
- Back to base alarms.
- Swipe card access to all staff to the school including any designated cleaners after hours.

All Families, Visitors, Stakeholder (people) attending or visiting the proposed school will be required to visit the ground floor office upon arrival at the school.

9. Waste Management

Aim: To ensure that school waste is properly and safely disposed of in accordance with local government regulations, workplace health and safety policies and environmental guidelines.

Reason: Proper rubbish removal and waste management is an important aspect of the day-to-day operations of a school. Waste must be held and disposed of in a manner which is safe to children, staff and families, does not impact negatively on the community and has regard to the environment. Waste management practises must also comply with relevant local government regulations, other school policies and work place health and safety guidelines.

Internal Rubbish Bins

- Use separate garbage containers in the nappy change (must be covered bin), bathrooms, kitchen and play areas.
- Ensure indoor garbage containers are waterproof and have a tightly fitting lid.
- Line indoor garbage containers with appropriate bin liners.
- Empty daily at a minimum unless required more frequently and insert new liners.
- Clean indoor garbage containers weekly.

External Waste Management

The school will be serviced by a private commercial waste collection service, the school will seek assistance from their nominated service provider in the calculation of suitable bin sizes based upon school size. Our normal collection frequency is weekly.

Practice, Cleanliness and Hygiene

- All boxes should be broken down prior to placing in bins.
- All decomposable rubbish should be tied or sealed bags.
- Keep outdoor garbage area clean.
- Do not place rubbish outside unless it will fit into the bin.
- Clean outdoor garbage container if there has been a spill.
- Monitor external waste bin and area for signs of pests and rodents and odours.
- Report any sign of pest build up or infestation to cleaner to provide a complete clean of the rubbish area.
- Report odorous bins that cannot be effectively cleaned or damaged bins to collection service and request replacement.
- If the collection service's bins are full prior to regular weekly collection date, contact the facilities team to arrange for interim collection.
- Ensure the collection service is aware of any special needs of local community and neighbours when

collecting rubbish.

- Hands should be cleaned after any handling of garbage.

Environmental Sustainability

- The educators will model sustainable practices by embedding sustainability into all aspects of the daily running of our service operations including:
 - recycling materials for curriculum and learning activities
 - minimising waste and effectively using service resources
 - turning off equipment and lights when not in use
 - Using the least hazardous cleaning substance appropriate for the situation, for example, ordinary detergent for cleaning dirt from tables and other surfaces.
 - Where possible, composting
 - where possible, maintaining a worm farm
 - maintaining a no dig vegetable/herb garden
 - Incorporating water wise strategies such as drip irrigation and ensuring taps are turned off and leaks fixed.
 - where possible, using food that we have grown in meals on our weekly menu
 - implementing environmentally friendly pest management

10. Landscaping

Landscaping will be implemented and maintained in accordance with the comprehensive landscape plan designed by Apex Studios, revision C, dated 11 March 2025. All plantings and landscape features will be maintained in optimal condition by the proprietor for the benefit of the children using the school and the adjoining properties and surrounding community.

11. Fire and Emergency Evacuation Procedures

The fire or emergency evacuation of the premises will be undertaken in accordance with the designated evacuation procedures. All evacuation procedures will be clearly posted at the school in accordance with the relevant regulations. All staff will be appropriately trained in all evacuation procedures at induction and refresher training will be undertaken on a regular basis as required by the relevant legislation. All parents will be informed of the evacuation procedures at the commencement of the use of the service. Practice drills will be undertaken on a regular basis as required by legislation.

a) Emergency Evacuation policy

Purpose

This policy will provide a framework for:

- The development of specific emergency and evacuation procedures, practices and guidelines at the school
- raising the awareness of everyone attending the school about potential emergency situations and appropriate responses.

Policy Statement

Values

The school is committed to:

- providing a safe environment for all children, staff and persons participating in programs at the school
- having a plan to manage emergency situations in a way that reduces risk to those present on the premises
- ensuring effective procedures are in place to manage emergency incidents at the service
- ensuring an appropriate response during and following emergency incidents to meet the needs of the children, their families, staff and others at the service.

Scope

This policy applies to the Approved Provider, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of the school, including during offsite excursions and activities.

Background and legislation

Background

The Education and Care Services National Regulations 2011 define an emergency in relation to an education and care service as any situation or event that poses an imminent or severe risk to the persons at the service premises e.g., flood, fire or a situation that requires the service premises to be locked down.

Comprehensive emergency management includes prevention, preparedness, response and recovery. Services are required to have policies and procedures in place detailing what needs to be done in an emergency, including an emergency and evacuation floor plan. These policies and procedures must be based on a risk assessment that identifies potential emergencies relevant to the service (Regulation 97).

Legislation and standard

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011: Regulations 97, 98, 168(2)(e)
- National Quality Standard, Quality Area 2: Children's Health and Safety, Standard 2.3: Each child is protected; Element 2.3.3 – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
- Occupational Health and Safety Act 2004

Definitions

The terms defined in this section relate specifically to this policy.

Attendance record: Kept by the service to record details of each child attending the service including name, time of arrival and departure, signature of person delivering and collecting the child or of the Nominated Supervisor or educator (Regulation 158(1)).

NSW Rural Fire Service (NSW RFS): The NSW Rural Fire Service (NSW RFS) is the world's largest volunteer fire service. Their members provide fire and emergency services to approximately 95 percent of NSW. NSW RFS members attend a range of incidents and activities:

- Bush and grass fires
- House and structure fires
- Storm damage
- Search and rescue
- Motor vehicle accidents
- Community education
- Bush fire mitigation.

The responsibilities of the NSW RFS are set out under the [Rural Fires Act 1997](#).

Duty of care: A common law concept that refers to the responsibilities of organisations to provide people with an adequate level of protection against harm and all reasonable foreseeable risk of injury.

Emergency: Includes any situation or event that poses an imminent or severe risk to the persons at the education and care service premises e.g., flood, fire or a situation that requires the service premises to be locked down.

Hazard: A source or situation with a potential for harm in terms of human injury or ill health, damage to property, damage to the environment or a combination of these.

Incident, Injury, Trauma and Illness Record: Contains details of any incident, injury, trauma or illness that occurs while the child is being educated and cared for by the service. Any incident, injury, trauma or illness must be recorded as soon as is practicable but not later than 24 hours after the occurrence.

Notifiable incident: An incident involving workplace health and safety that is required by law to be reported to WorkCover NSW. Notification is required for incidents that result in death or serious injury/illness, or dangerous occurrences. For a complete list of incidents that must be reported to WorkCover NSW, refer to the Incident, Injury, Trauma and Illness Policy.

Risk management: A structured approach to managing uncertainty related to a threat; a sequence of activities including the identification, assessment and prioritisation of risks followed by co-ordinated and economical application of resources to minimise, monitor and control the probability and/or impact of those risks.

Serious incident: An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the service in contravention of the regulations or is mistakenly locked in/out of the service premises (Regulation 12).

A serious incident should be documented in an Incident, Injury, Trauma and Illness Record (sample form available on the ACECQA website) as soon as possible and within 24 hours of the incident.

The Regulatory Authority (ECECD) must be notified within 24 hours of a serious incident occurring at the service (Regulation 176(2)(a)).

Records are required to be retained for the periods specified in Regulation 183.

State of emergency: A situation in which the government is granted special powers, by constitutional or legal provision, to deal with a perceived threat to law and order, or public safety.

Workcover NSW: WorkCover's role is to assist in securing the health, safety and welfare of workers in NSW (<https://www.workcover.nsw.gov.au/>)

Procedures

The Approved Provider is responsible for:

- Ensuring that plans to effectively manage incidents and emergencies are developed in consultation with the relevant authorities, practised, implemented and regularly reviewed.
- conducting a risk assessment to identify potential emergencies that the service may encounter (Regulation 97(2))
- developing instructions for what must be done in the event of an emergency (Regulation 97(1)(a))
- developing an emergency and evacuation floor plan (Regulation 97(1)(b))
- ensuring that the emergency and evacuation procedures are rehearsed at least once every 3 months by all at the service (Regulation 97(3)(a))
- ensuring that the rehearsals of the emergency and evacuation procedures are documented (Regulation 97(3)(b))
- ensuring that a copy of the emergency and evacuation floor plan and instructions are displayed in a prominent position near each exit at the service premises (Regulation 97(4))
- ensuring that those working at, or attending the service, have access to a phone or similar for immediate communication with parents/guardians and emergency services (Regulation 98), and that phone numbers of emergency services are displayed in each room of the service, near the phone
- identifying potential onsite hazards and taking action to manage and minimise risk ensuring all infrastructure and service equipment are regularly checked for condition and maintenance, including emergency exit lighting
- ensuring the location of first aid kits, fire extinguishers, line holding ropes and other emergency equipment are clearly signposted
- ensuring all emergency equipment is maintained on a regular basis in accordance with requirements specified by regulations, such as the Australian Standards Building Code e.g., fire extinguishers, smoke detectors, evacuation kits, sprinkler systems and alarm or duress systems
- providing a fully-equipped portable first aid kit
- developing a regular training schedule for staff to ensure that they are able to deal with emergency situations e.g., first aid, emergency management and WHS training
- regularly reviewing, evaluating and updating emergency management plans, manuals and procedures (at least annually or following an emergency incident)
- developing procedures to debrief staff following emergency incidents
- conducting spot checks of documentation and practices to ensure all requirements of this policy are being complied with
- notifying ECECD in writing within 24 hours of a serious incident (refer to Definitions)
- completing the Incident, Injury, Trauma and Illness Record (refer to Definitions) where required
- notifying ECECD within 7 days of an incident that required the service to be closed, or a circumstance that posed a significant risk to the health, safety or wellbeing of a child attending the service (National Law: Section 174(2)(c); Regulations: 175(2)(b)&(c), 176)
- reporting notifiable incidents (refer to Definitions) in the workplace to Workcover NSW
- engaging with Fire and Rescue NSW and/or NSW RFS regarding fire safety awareness and training for the service, including demonstrations of fire equipment, basic fire safety, smoke alarm, fire blankets and escape plans
- identifying staff and children requiring additional assistance in the event of an emergency
- ensuring that emergency contact details are provided on each child's enrolment form and that these are kept up to date

- ensuring that an attendance record (refer to Definitions) is maintained to account for all children and staff attending the service
- keeping a written record of all visitors to the service, including time of arrival and departure
- ensuring all staff, parents/guardians, children, volunteers and students on placement understand the procedures to follow in the event of an emergency
- ensuring there are induction procedures in place to inform new staff, including casual or relief staff, of the emergency and evacuation policy and procedures
- ensuring all staff, parents/guardians, children, volunteers, students on placement and others attending the service are accounted for in the event of an evacuation
- developing procedures to deal with loss of critical functions, such as power/water shut off.

The Nominated Supervisor is responsible for:

- ensuring that the emergency and evacuation floor plan is displayed in prominent positions and that all parents/guardians, volunteers, contract staff and relief staff are briefed and aware of the procedures
- ensuring that children are adequately supervised at all times and protected from hazards and harm (refer to Supervision of Children Policy)
- ensuring that the Emergency Evacuation Plan is followed in the event of an emergency
- testing alarms and communication systems regularly
- informing the Area Manager and Approved Provider of any serious or notifiable incidents (refer to Definitions) that must be reported to ECECD or Workcover NSW.

Service Supervisors and other educators are responsible for:

- implementing the procedures and responsibilities in this policy and the service's Emergency Evacuation Plan
- supervising the children in their care and protecting them from hazards and harm (refer to Supervision of Children Policy)
- providing support to children before, during and after emergencies
- checking that the attendance record (refer to Definitions) is completed at the beginning and end of each day
- checking that the emergency evacuation procedure is displayed in prominent positions and that all attending the service are made aware of these
- rehearsing emergency evacuation procedures with the children at least once every 3 months (or more often, as required) and ensuring that these are documented
- providing feedback regarding the effectiveness of emergency and evacuation procedures to inform policy, procedures and manuals etc.
- completing the Incident, Injury, Trauma and Illness Record, as required
- informing the Nominated Supervisor and/or Area Manager about any serious incidents or notifiable incidents (refer to Definitions) at the service
- attending first aid, emergency management and WHS training, as required
- communicating with parents about emergency procedures
- raising children's awareness about potential emergency situations and appropriate responses.

Parents/guardians are responsible for:

- familiarising themselves with the service's emergency and evacuation policy and procedures and the service's Emergency Evacuation Plan
- ensuring they complete the attendance record (refer to Definitions) on delivery and collection of their children (refer to Child Arrival, Departure and Access Policy)
- providing emergency contact details on their child's enrolment form and ensuring that this is kept up to date
- reinforcing the service's emergency and evacuation procedures with their child
- following the directions of staff in the event of an emergency or when rehearsing emergency

procedures.

Volunteers, students and visitors, while at the service, are responsible for following this policy and its procedures.

Evaluation

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider/Management Team will:

- review the policy to determine whether it adequately addresses a range of potential emergency situations
- regularly seek feedback from everyone affected by the policy regarding its effectiveness particularly following an emergency
- assess the ability of the Nominated Supervisor, Service Supervisors, educators, staff, children and others to follow the policy and procedures in the event of an emergency
- review procedures, including evacuation procedures, to determine their effectiveness, including timing and processes
- use information gained from spot checks and the Incident, Injury, Trauma and Illness Record to inform proposed changes to this policy
- revise the policy and procedures as part of the service's policy review cycle, or as required by legislation, research, policy and best practice
- consult with emergency services such as Fire and Rescue NSW, to ensure the policy and procedures meet current best practices
- notify parents/guardians at least 14 days before making any change to this policy or its procedures.

Sources

- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard
- Fire and Rescue NSW www.fire.nsw.gov.au/
- NSW Rural Fire Services www.rfs.nsw.gov.au/
- Workcover NSW <https://www.workcover.nsw.gov.au>

b) Emergency Evacuation Procedure

Mobility of Children

- Children with a disability who are unable to walk will be placed into the emergency evacuation cot and this is wheeled out by 2 educators.
- Children able to walk in the at the school will evacuate by holding onto the red evacuation rope.

Process of Evacuation

- a) Inform the children we are going to evacuate.
- b) Staff member to grab the roll book and evacuation Backpack.
- c) Another staff member to grab the red rope.
- d) Stand at the door/exit that you are evacuating from (check the door is safe to exit).
- e) Ask the children to line up at the door and hold the red rope.
- f) Staff member one (1) to stand at the front of the line of children and hold the end of the red rope.
- g) Staff member two (2) to stand at the back to the line of children and hold the end of the rope.

- h) Evacuate to the assembly area.
- i) Count the children and do a roll call.
- j) Proceed back to the school in a line with one staff member at either end of the rope
- k) When back in the school count the children and do a roll call and talk to the children about the emergency.

Role of Educators

- Immediately when the alarm sounds (**3 whistle blows or via PA**) educators will return to the group with which they are working if it is safe to do so. Educators will then assist with the evacuation.
- Educators are to ensure that sign in/out rolls and emergency contact lists remain in the vicinity of that particular group of children at all times and if evacuation is required that a primary carer collect that roll and list in the process of evacuating children.
- After the alarm has been raised, group children and evacuate through the nearest exit to the designated safe area with the children's sign in/out roll and emergency contact lists.
- Primary carer to call roll and settle children.
- Supervise and reassure children.

Nominated Supervisor's Role:

- Collect educator sign in book, a phone, and emergency contact list and evacuation bag.
- Use red phone to alert Staff on other levels
- Check toilets, kitchen, classrooms, cot room, and laundry and staff room
- Ring **000** as soon as possible.
- Follow children and other educators to designated area (see map)
- Oversee and check attendances of children, educators, volunteers, families and visitors.
- Supervise and reassure children.
- Complete the written record detailing the evacuation

Lockdown Policy

Not all emergency situations will require education and care services to evacuate from the premises. Some situations, such as the threat of a violent person or a police operation in the vicinity, may require the service to go into lockdown.

Examples of potential lockdown situations:

When there is a foreseeable threat of harm to staff, children or visitors caused by but not limited to the following -

- Severe weather
- Toxic/chemical spills
- Dangerous and/or threatening persons
- Unwanted/uninvited visitors
- Violent, intoxicated and/or drug affected persons
- Dangerous animals
- Unidentified external disturbance

Lockdown means that the education and care service locks all doors and windows and where possible, removes children, educators and other adults from view. These situations may take time to be resolved and locations should be selected to allow for easy access to kitchen, bathroom and nappy change facilities. These areas will need to allow for children to engage in small or large group experiences during the lockdown period.

STEP ONE

Whoever finds or is made aware of the emergency sounds the alarm and notifies the Nominated Supervisor.

STEP TWO

All educators and staff lock external doors and windows and close blinds or curtains where possible. All available adults are to assist with moving babies and younger children to the designated assembly point.

STEP THREE

Where Police did not notify the education and care service of the emergency, the Nominated Supervisor on premises calls either:

- Landline – 000
- Mobile – 112

Stating name, address of the service and the nearest cross street. STEP

FOUR

Delegated first aid person collects the emergency pack, mobile phone, emergency contact lists, staffs sign in sheets and children's attendance records (there may need to be a delegated first aid person for each room of the education and care service).

STEP FIVE

Check attendance rolls. If a person is missing, advise the Nominated Supervisor as soon as possible.

STEP SIX

All educators and staff support and supervise children's wellbeing until the situation is resolved.

STEP SEVEN

Delegated first aid person administers first aid if necessary.

STEP EIGHT

From the assembly point, the Nominated Supervisor continues to liaise with emergency services and other relevant agencies.

STEP NINE

Delegated communications person contacts families or emergency contacts to notify them of the emergency. If advised, arrange for children's collection.

STEP TEN

Remain in lockdown until advised of the all clear by emergency services.

When and how to ring an emergency service:

To contact emergency services dial 000 from landlines or 112 from mobile phones. Be prepared for the information they may ask you by having the following information ready:

- A contact phone number
- Your name and the education and care service name;
- Your location - know your street address and the nearest cross road;
- Note any specific landmarks;
- The exact location of the emergency within your service – e.g. in the backyard;
- Best entrance to use;
- A brief description of the emergency; and
- The name of the person who will meet the emergency services

Power Cuts

In the event of power failure the Nominated Supervisor should immediately try to determine if the failure is based at the school or whether it covers a larger area.

The following procedures will be taken:

- Contact Facilities/Maintenance and the school Manager, to inform them of the power failure.
- Head office to contact Power Company to determine the extent of loss and when power will be restored
- Children will remain inside if fallen power lines are near the school.

If the power cut is expected to continue for some time then contact parent/ guardians to collect children. Children should be comforted and reassured. An SI01 form must be submitted to the Regulatory Authority within 24 hours of the power outage occurring resulting in the school having to close www.acecqa.gov.au/national-quality-agenda-it-system

- If the problem is within the school, Head office will call an Electrician and arrange for the problem to be fixed.

Water Cuts

In the event of water cuts the Nominated Supervisor should immediately contact the Sydney Water board and try to determine if the cuts are based at the school or whether it covers a larger area.

The following procedures will be taken:

- Contact Head office and the school Manager.
If the water cut is expected to be long term please notify Head office and your Area Manager.
- If the water cut is expected to continue for some time, contact parent/ guardians to collect children.
- Notify the Regulatory Authority and submit an NL01 form via NQA ITS www.acecqa.gov.au/national-quality-agenda-it-system within 24 hours of the event occurring.

Emergency packs

Emergency packs should be checked to ensure there are adequate and replenished supplies available should an emergency occur. Schedule monthly checks of emergency packs as part of the audit process for your first aid kit.

Emergency pack contents guide:

- A fully stocked portable first aid kit
- A site plan identifying exits from the building, safe spaces to shelter and assembly points
- Asthma inhalers, auto adrenalin injection devices and / or other emergency medications required by children and staff
- Bottled water and plastic cups
- Packet of biscuits or an easily transported snack
- Spare nappies, gloves, wipes, plastic bags and tissues
- Sunscreen
- Portable emergency contact sheet (laminated)
- A fully charged, working mobile phone
- A copy of the evacuation plan and procedure
- Some books or resources to entertain children (only if possible)

Lockdown Procedure

Nominated Supervisor/ Responsible Person in Charge's Role:

- Sound the Air Horn **3 times** and makes the following announcement (PA system can also be used)

"This is a lockdown" "This is not a fire drill"

"Everyone is to stay in the classrooms, remain seated, keep calm and quiet"

- Call 000 for emergency services
- If safe, accompany/direct emergency services to the location of the emergency
- After official declaration from police officer that the lockdown is over and service is no longer at risk, sound the air horn for 5 seconds or use PA to make following announcement:
"The Lock Down has now ended. Everyone follow me and the educators in an orderly manner".
- Complete the written record of the lockdown that occurred using Lockdown Practice Form.

Role of Educators:

- Close and lock all exterior doors and entrances.
- Children who are outdoors will be directed to immediately return to the classroom.
- Immediately lock all doors and windows, keeping all children inside one room on each level, and in a calm and controlled situation (e.g. reading stories)
- Educators do not need to take children across each level unless directed, or if the emergency is on that level.
- Staff need to record the names of children in the classroom and compare these names to classroom roll calls (if possible to access). Any missing and/or extra children are noted. Details are provided to police or emergency services department at the earliest opportunity.
- Only authorised persons should be allowed access to the service premises during lockdown i.e. Police, Fire brigade and/or Ambulance.
- Staff to remain in classroom on their designated level with children until they receive official notification from authorised person.

12. Staff Room

The staff / team room is located on second storey of the central building of the school. The staff room facilities provided are intended for the use of educators while on lunch breaks as well as to provide a quiet area for educators to relax and unwind whilst at work.

The staff room will also consist of an area where educators are able to complete children documentation such as children's portfolios, program and planning and observations. The staff room will also have lockable lockers for educators for their own personal belongings.

13. Nutrition, food safety and preparation

Our Service recognises the importance of safe food handling and healthy eating to promote the growth and development of young children and is committed to supporting the healthy food and drink choices of children in our care. It is acknowledged that the early childhood setting has an important role in supporting families in

healthy eating. Our Service therefore recognises the importance of supporting families to provide healthy food and drink to their children.

Early Childhood Education and Care (ECEC) Services are required by legislation to ensure the provision of healthy foods and drinks that meet the requirements for children according to the *Australian Dietary Guidelines*. It is essential that our Service partners with families to provide education about nutrition and promote healthy eating habits for young children to positively influence their health and wellbeing. Dietary and healthy eating habits formed in the early years are shown to continue into adulthood and can reduce the risk factors associated with chronic adult conditions such as obesity, type 2 diabetes and cardiovascular disease.

The school recognises the importance of healthy eating for the growth, development, and wellbeing of young children and is committed to promoting and supporting healthy food and drink choices for children in our care. This policy affirms our position on the provision of healthy food and drink while children are in our care and the promotion and education of healthy choices for optimum nutrition. We believe in providing a positive eating environment that reflects dietary requirements, cultural and family values, and promotes lifelong learning for children, as we commit to implementing and embedding the healthy eating.

14. The Community

The school location is such that key relationships will be developed with Canterbury Bankstown Council, the Chester Hill Community, local businesses commercial and retail tenants, schools, sporting clubs, shops and other community facilities.

We are committed to supporting our children, families, as well as The Local Community. We are motivated and driven by our philosophy of providing children diverse opportunities to stimulate and engage in the safer wider community.

We believe our children are important ambassadors of the school and to the local community. We are constantly looking to make an impact in our local communities; buying local and being actively involved in community clubs, visiting local libraries, charities and events. Through our partnerships with local Charities & Businesses, we inspire our children to be aware of the benefits of giving back to the Local Community.

We also value the extensive knowledge a family has about their child. We work in partnership with families to create shared learning and development goals for each individual child that respectfully integrates culture, traditions and beliefs and individual abilities.