

Celebrating Our Children

Parenting Information Booklet



Bankstown Version 2007
Bankstown Child Protection Interest Group

Acknowledgements

CANTERBURY

This Parenting Information Booklet is the dedicated and combined efforts of the workers and services listed below, as members of the Canterbury Child Protection Committee:

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CANTERBURY CITY COUNCIL

City of Cultural Diversity

BANKSTOWN

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Introduction

Welcome to **Celebrating Our Children**.

What comes to mind when you hear the word children?

Is it fun, hard work, challenging, tantrums, school, rewarding, laughter or
play?

Maybe it's all of these ...

The aim of this booklet is to put together the ideas and information that we as workers find useful, helpful and fun in the work we do with children & families.

We want this information in one place, easy to access and in a way that is easy to read and hopefully enjoyable too!

Our idea is to share some of this with parents, carers and professionals who have the enormously challenging and rewarding job of caring and working for children.

We hope that in sharing some of the things that help us in our jobs, it can also help you in all your jobs.

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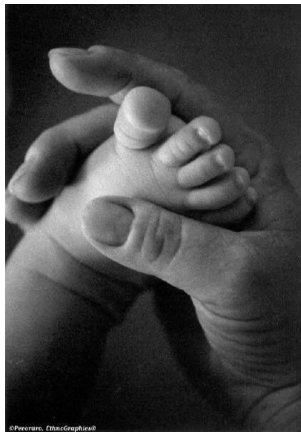
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“IF I HAD MY CHILD TO RAISE ALL OVER AGAIN”

If I had my child to raise all over again,
I'd finger paint more, and point the finger less
I'd do less correcting, and more connecting
I'd take my eyes off my watch, and watch with my eyes
I would care to know less, and know to care more
I'd take more hikes and fly more kites
I'd stop playing serious, and start serious play
I'd run through more fields and gaze at more stars
I'd do more hugging, and less tugging
I would be firm less often, and affirm much more
I'd build my child's dignity first, and the house... later
I'd teach less about love of power and more about power of love.

Author: Diane Loomans



1:

**Talking
With
Children**

Children Learn What They Live



If children live with criticism
They learn to condemn

If children live with hostility
They learn to fight

If children live with ridicule
They learn to be shy

If children live with shame
They learn to be guilty

BUT...

If children live with tolerance
They learn to be patient

If children live with encouragement
They learn to be confident

If children live with praise
They learn to appreciate

If children live with fairness
They learn justice

If children live with security
They learn to have faith

If children live with approval
They learn to like themselves

If children live with acceptance and friendship
They learn to love the world

Let baby know ...

You are happy they are here

You are happy they are your child

Their needs are important to you

They are special to you

It is OK to explore and experiment

That you will support and protect them

It is OK to do things as many times as they need to



Let toddler know ...

You are happy they are starting to think for themselves

It is OK to be angry

It is not OK to hurt themselves or anyone else

It is OK to ask for help

A relationship with children grows with regular positive contact-
part of everyday life.



Children enjoy spending time with their dads-

Children like their dad to show interest in their world.

Being a dad is about.....

- Taking time to learn about stages of growing up
- Taking time to find out your child's talents
- Becoming a part of the activities they enjoy
- Sharing in the life of your child

Boosting Children's Confidence!

When children feel good- they act good.....

they have the confidence to try new things

they can see and enjoy their own success

they value and respect themselves and others



Choose Words With Care

- If children misbehave, remember to tell them it's their **BEHAVIOUR** you don't like - not them
- Try to stay calm and be fair
- Encourage and praise children so they keep trying
- Let children know you are there to help if they need you
- On the next page are some examples of things you can say to your children that demonstrate that you care about them and what they are doing

12 ways to *praise* a child!

You are a
good
listener.....

You're
special

What an
imagination!

I like the
way you

You are
responsible

You mean a
lot to me

Fantastic
job

I'm proud of
you

Now you've
got it!

Great
effort.....

Wow, you
figured it
out!

Beautiful
work

2:

Play

and

Learn

Play is one of the most important needs a child has

Play is one of the ways children learn

Play helps children manage their feelings

Play helps build relationships

Play is relaxing and is fun!



When they play, children develop:

Intellectually (mentally) by....

- Learning about why things happen when you do something – eg: hitting a mobile to make it move
- Learning about space, size and solving problems
- Learning about shapes, sizes and numbers – eg: puzzles
- Learning to concentrate and remember – eg: memory games

Motor Skills- (how to use their bodies) by.....

- Using and controlling their muscles – eg: pushing and pulling toys, riding on toys, running and rolling
- Using their hands and eyes to work together – eg: eating finger food, catching a ball, drawing
- Moving around – eg: climbing through tunnels, swinging on swings

When they play, children develop:

Emotionally and Socially by...

- Experiencing pleasure and success – eg: building a tower
- Gaining control of feelings – eg: rocking a doll, pretend play
- Co-operation with other kids – eg: sharing and taking turns
- Feeling relaxed – eg: water and play dough activities

Language Skills by...

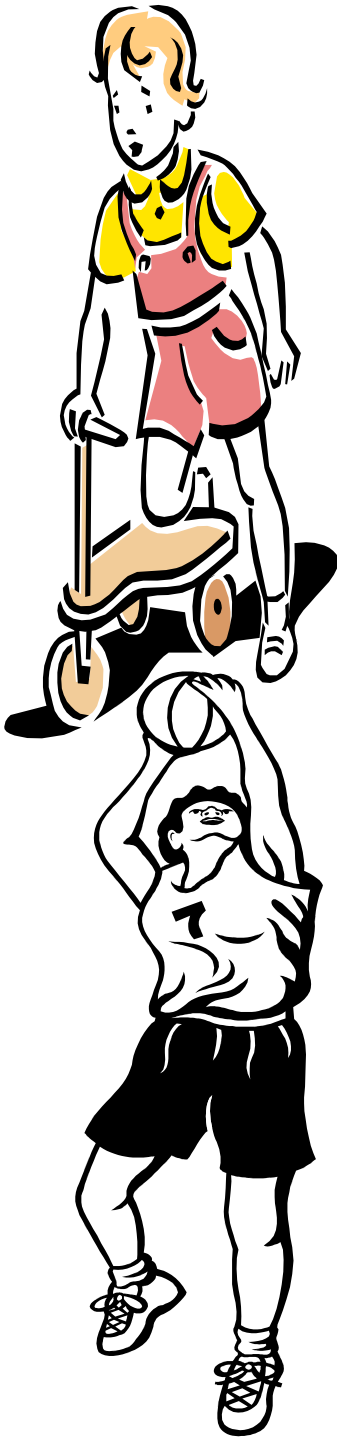
- Learning about communication – eg: baby games, pretend play, talking and listening, reading books together
- Using words and finding out what they mean – eg: stories, Nursery Rhymes

Have Fun!!

When children are 0–3years they love to play with:

- Music boxes and wind chimes
- Rattles, squeeze toys and balls
- Plastic containers of various sizes
- Blocks for building and stacking
- Push – pull toys like truck
- Pretend play equipment – child size furniture, tea sets, tool sets.
- Big boxes
- Dress up clothes
- Simple puzzles
- Play dough, paint, crayons, pencils, chalk
- Picture books, tapes and stories
- Playing outside

When they're 3-6 years they like:



- Toy phone, clock and house keeping toys
- Play sets – cars, planes, farms, village
- Riding toys and climbing equipment
- Children's scissors, finger paints, textas
- Story books
- Simple board games
- Matching games
- Make believe games
- Gardening – digging, planting and watering
- Kicking and throwing balls

When they're 6-9 years, they like:

- Kites, balls, skates, and bikes
 - Science and craft kits
 - Printing sets and computers
 - More difficult puzzles
- Racing car sets
 - Lots of art material – paint, paper
- Sport with other kids
 - Writing made up stories
- Reading and going to the library

When they're 9-12 years they like:

- Making things and putting things together
- Riding bikes and throwing frisbees
- Roller skating
- Card games
- Bats, balls and team sports
- Drawing and painting
 - Being read to
 - Growing things and learning about the world
 - Listening to music and watching videos

Helping children Play

Follow the child's lead
but make sure the
game is safe –
don't let it to
get out of control.

Show you are interested
in what they like to do
and be sensitive to their
moods.

Let the child make the rules.

Help them work out their
own ideas.

Some children enjoy
rough play and find it
hard to stop.
Encourage children to
calm down by lying
still and breathing
calmly.

Allow plenty of time.

Allow for
experimenting and
mistakes.

Don't compete
with children; this
can stop them from
wanting to play
with you.

Instead of asking '*what is it?*'
when talking about children's
artwork, ask '*would you like to tell
me about it?*'
or '*show me what it does?*'

**ALWAYS
HAVE
FUN!**

3:

**Sharing
Children's
Schooling**

Starting School

Is my child the right age to start school?

Children can start Kindergarten at the beginning of the school year in NSW Government schools if they turn five on or before 31st July.

Some children may be ready to start school at a younger age if they have learnt things early. For others it may help being a little older, but by law, all children must start school by their sixth birthday.

The school will ask for proof of your child's age when starting school.

When is a child ready for school?



Children develop at different rates and learn skills in different ways. It is the school's job to respond to the needs, development and way of learning of each child.

For some children, learning might be in their home language, not English. This includes Aboriginal children and children where English is a second language (ESL).

Here are some skills for most children starting Kindy, and these can help to make it easier for both them and parents too! Encourage children to try the things mentioned below, but don't worry if they can't do all of them. Talk to the Kindergarten teacher, and together you can support and help your child's learning.

When a child starts school they may be able to :

Language

- ★ Talk to other people about familiar objects and events
- ★ Answer and ask simple questions
- ★ Can tell you what they need
- ★ Follow simple instructions
- ★ Use books for enjoyment or for looking at pictures
- ★ Identify pictures in books, magazines, on television or video
- ★ Use a variety of things (pens, pencils, textas, paintbrushes, sticks in the dirt) to draw, to scribble or to write
- ★ Join in singing familiar songs

Mathematics

- ★ Recognise that numbers can be used to count
- ★ Use words like *all*, *many*, *a lot*, *more*, *less*
- ★ Identify things in a group that are different
- ★ See differences in shapes
- ★ Can tell the difference between opposites – up and down, under and over, in front and behind, day and night



Personal/ Social Skills

- ★ Use the toilet by themselves
- ★ Can say their own name and address
- ★ Settle in to unfamiliar settings and new experiences
- ★ Can finish a task, and tidy up afterwards
- ★ Play together with other children – shares and takes turns
- ★ Can sit still to listen to a story for a few minutes
- ★ Are curious about the world
- ★ Can share an adult's attention with several other children
- ★ Participate in imaginative play



Physical Skills

- ★ Use scissors to cut along a straight line
- ★ Enjoy a variety of indoor and outdoor play
- ★ Can put on and take off jumpers, shoes, socks independently
- ★ Make and designs things using a variety of materials

What can I do to help children be ready for school?

- ★ Visit the school together with your child
- ★ Be positive about school and learning
- ★ Talk with them about school
- ★ Use your local library
- ★ Read to them – talk about what might happen next in stories
- ★ Share many different experiences
- ★ Support them to keep their home language while learning English
- ★ Read to them in their home language
- ★ Give them different things to play with – water, mud, sand, paper, pens, paint
- ★ Help build curiosity by asking questions and getting them to ask questions in return
- ★ Have an up-to-date immunisation certificate

Parents enrolling Kindergarten students will be asked to show the school an Immunisation Certificate. All children are allowed to be enrolled, but under the law - *Public Health (Amendment) Act 1992*- children who don't have proof of immunisation may be asked to stay at home when there is an outbreak of vaccine-preventable disease.

Who can I talk to about children's readiness for school?

Make an appointment to speak to:



- ★ Your child's pre-school or day care teacher or carer
- ★ The school principal, school counsellor, school K-2 supervisor
- ★ The Kindergarten teacher at school
- ★ The ESL teacher at school
- ★ The Aboriginal Community Liaison Officer or Aboriginal Education Assistance.
- ★ The Special Education Consultant
- ★ Transition to School

Transition to School

Most schools have orientation days to welcome children to Kindergarten. These happen near the end of the year before they start. Many schools also have transition to Kindergarten programs for a few weeks in the second part of the year.

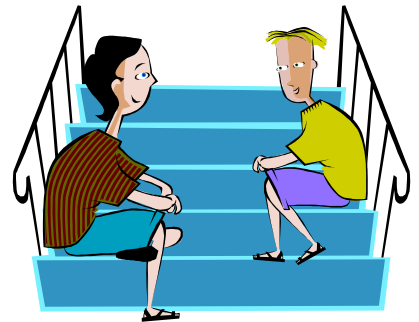
To find out more, contact your local school or visit the NSW Department of Education and Training website www.det.nsw.edu.au



HELP CHILDREN LEARN BY:

Speaking and Listening

- ★ Talking about what they are doing
- ★ Talking about things that are funny, serious or sad
- ★ Listening to stories children tell you
- ★ Encouraging children in pretend play
- ★ Speaking with children in their first language
- ★ Talking about what you are going to do during the day





Reading and Viewing

- ★ Letting children see you reading and viewing for different reasons – eg the newspaper for information, a book for fun, or TV programs for information
- ★ Playing looking games to help them notice little things like signs with the first letter of their name
- ★ Showing your child different sized packets in the supermarket and talking about them
- ★ Reading magazines with children
- ★ Giving them a chance to choose food from a menu
- ★ Reading bus, train, cars or other street signs to your child

Drawing and Writing


- ★ Letting children see you drawing and writing for different reasons – a letter to a friend or doodling on a piece of paper
- ★ Give them a chance to draw and write on paper, in sand, on misty windows or on bark
- ★ Letting children tell you stories about their drawings
- ★ Giving paper, pencils, textas, chalk, and pens to use
- ★ Letting children practice using the computer
- ★ Putting children's drawings & paintings on the fridge or on the wall



4:

**Looking
After
Yourself**

Try to relax!

- BREATHE!
 - Go for a walk by yourself or with a friend
 - Eat some good healthy food
 - Go outside to a park or beach
 - Do something physical
 - Listen to music
 - Go to yoga or meditation
 - Read a book/magazine/newspaper
 - Have a bath
 - Talk to someone 
 - Count backwards 5, 4, 3, 2, 1..

Tips on dealing with your feelings

- Feelings are normal- everyone has them!
- It is ok to admit to yourself when you are angry, happy, sad etc – you don't have to pretend that you're OK
- Try to recognise *why* you feel this way
- Find ways to cope with these emotions
- Think positively

Five Steps to Beat Stress

Step 1:

Get to know your stress!

Your body will let you know if it's feeling stress- it might tell you by having a dry mouth, trouble sleeping, heart pounding, teariness, running to the toilet, poor concentration (and many more).

Everyone is different – make your own list of ways your body tells you it is feeling stress – sometimes other people are better at seeing our stress.

Step 2:

Find ways of calming your stress.

Identify soothing tools ready to use!

It helps us to think clearly about the cause of our stress and what to do:

- take some deep breaths
- count backwards
- stop for a cup of coffee or tea
- go for a walk

Step 3:

Think happy thoughts.

Are you being too hard on yourself? Are you jumping to conclusions? Are you making things out to be worse than they really are?

Practice positive self-talk – things we say to ourselves (our thoughts) that will be helpful.

Step 4:

Problem busters – find solutions to the problem. Ignoring the problem sometimes makes it bigger.

Make a list of possible solutions, talk it over with someone and take action.

Step 5:

Gaining strength and support.

You are not alone – who are the people who listen and give good advice when you have a problem? Talking with others can help.

5:

**Keeping
Children
Safe**

Children need to be safe to learn and grow up happy and healthy

Being safe means:

- not having to worry about grown up things
- not being scared all the time
- people listening to what children say
- knowing what will happen every day (Routine)

Some tips for keeping children safe

- Knowing where your child is and having a phone number for people who are taking care of them
- Teach children their home phone number
- Encourage to tell or talk to teacher or somebody they trust if something is wrong
- Encourage children to express their feelings and emotions
- Get to know who your child's friends are
- Let children know that they can tell you about things that worry them and make the time to listen
- If you see changes in your child's behaviour that concerns you, don't hesitate to ask for help or advice from the class teacher, doctor etc...
- Teach children practical ways to keep themselves safe, tell them that they are allowed to say 'no' to people who make them feel uncomfortable
- Let children know that they are in charge of their bodies and that if anyone touches them in a way that they don't like, they can tell somebody they trust
- Help children to think of people in their lives that they trust and who will listen and believe them. Draw pictures of the people to help them to remember

Talking with your child will help -

- **keep you up to date with your child's life**
- **keep your child safe**
- **know what your child needs**
- **teach your child to trust their feelings.**

**Everyone has the job of keeping children safe
and
All children deserve to live without fear**

Things that scare and are not OK

Physical Abuse:

This when people who have the job of looking after children hurt them on purpose by hitting, beating or shaking, bruising, burning or breaking bones (fractures).

Emotional Abuse:

This is a pattern of not giving or showing children any love, warmth, affection and attention. It may also involve an adult always putting a child down, or 'picking on' them.

Neglect:

This is the failure to provide basic physical and emotional necessities of life. These things may include a proper diet, medical care or clothing.

Sexual Abuse:

Child sexual assault is any sexual act or sexual threat forced on a child or young person. It includes a range of behaviours. An adult, adolescent or older child can use their authority or power to involve a child in any sexual activity.

Domestic Violence:

Domestic violence includes emotional, sexual or physical abuse, social isolation, financial control or denial, by one or more members of the family against another. Violence in the home means kids are unsafe.

Everyone is hurt when abuse occurs -

- The child being abused is hurting
- The adult doing it is hurting
-

Source: NSW Interagency Guidelines for Child Protection Intervention (2000); NAPCAN 'Child Abuse – Whose Problem' (2002); and NAPCAN 'Domestic Violence Hurts Children Too' (2002)

Discipline vs Punishment

What's the difference?

- Disciplining children does not mean hitting them- it means giving them rules to follow, and giving consequences that they can learn from
- Hitting children lowers their self-esteem and also hurts and humiliates them
- Spanking a child teaches them that violence is the best method of control and encourages them to hurt other kids
- There are many other ways to solve conflict – for example:
 - talking it through,
 - giving reasonable non-physical consequences,
 - taking away special toys for a time etc
- However, sometimes when things get really hard and you are tempted to hit your child, take a look at this list of things to do instead
- Keep this list on your fridge for easy access to simple ways to avoid hurting your child

10 things to try

- #1** Close your eyes, take 3 deep breaths – in and out slowly
- #2** Put your child in a safe place and leave for a few moments
- #3** Phone a friend or relative to help calm down
- #4** Cool off — have a shower or a hot relaxing bath
- #5** Look through a magazine, book or newspaper
- #6** Make yourself a warm drink
- #7** Remember the positive things about your child
- #8** Turn on the radio or TV
- #9** Do some exercise, or go for a short walk outside
- #10** Are you still feeling mad? Punch a pillow or throw a ball

Remember to make sure that your child is safe when considering each point

Things to try at home.....

SIX HOME FEATURES THAT HELP KEEP KIDS SAFE

How safe are our homes?

Three out of four serious injuries to young children occur in the place you'd think they'd be safest – their own home.

Try checking your home against the following list of home safety features:

1. Pools (and spas) that are fully fenced, with well maintained, self-closing gates.

Why?

Young children drown quickly and silently. Around 20 children under five drown each year in unfenced pool or pools with poorly maintained fences or gates. Young children are exploring their world and have no sense of danger. They need constant supervision around high risk areas such as pools and in the bath.

2. Hot water from bathroom taps set at a delivery temperature of 50°.

Why?

Hot water burns like fire. Many Australian homes have hot water coming from their taps at temperature that can burn a child's skin in one second.

3. Barriers such as stairs and fireguards in place to keep children away from hazards.

Why?

Falls down stairs and steps are common and because young children are 'top heavy', head injuries can often occur. Babies and toddlers don't understand "hot". They are attracted to bright colours – like the flames of a fire – and may touch hot surfaces while simply exploring their world.

4. Child resistant catches fitted to cupboards where dangers like medicines, cleaners, matches and lighters are stored.

Why?

Young children are curious and don't understand danger. Telling them "not to touch" is not enough to keep them safe. Dangerous products need to be stored away safely.

5. Smoke alarms installed with Fire Brigade advice and checked regularly.

Why?

House fires continue to claim Australian lives every year. Young children are at risk as they are quickly overcome by smoke. Smoke alarms provide a warning that may be critical to survival.

6. Play areas fenced off from the street and the driveway.

Why?

Cars and kids don't mix. Young children have no fear of cars and are not easily seen by drivers. Many Australian toddlers are being killed or injured in their own driveway each year.

Kidsafe estimates that if these six features were in place in all Australian homes, they would help prevent more than half of all home injury deaths among children under five and thousands of children from the trauma of a hospital visit.

A Parents Guide to Kidsafe Homes is available from Kidsafe Centres at a small cost.

Families wanting more information on making their home safer for children can contact:



Kidsafe House

Hainsworth Street

Westmead

Phone: 9845 0890 (Monday – Friday from 10:00am to 3:00pm)

Cost: \$2.00 per person

Source: Adapted from 'Keeping your Kids Safe' - Department of Fair Trading, June 2001 & Kidsafe House Tours (Updated September 2003)

Seatbelts

In NSW:

- The driver of a car is responsible for ensuring that where restraints are available, children who are passengers use them at all times.
- Except when no seatbelt is fitted to a vehicle (only very old cars), all occupants 16 years and older must wear seatbelt.
- Babies under 12 months must be in an approved child restraint.
- Children between 1 and 15 years must wear a child restraint or a seatbelt if one is available. There is nothing as good as an approved child safety seat for children weighing between about 9kg and about 18kg. Children should continue to use one for as long as possible.
- If no restraint is available, children under 16 must travel on the back seat.

For more information contact:

Road Safety Officer

Bankstown City Council

Jenny Murray

9707 9424

or

www.rta.nsw.gov.au



Choose the right restraint to suit your child's height, weight and age

Don't take any chances with your child restraint – it could save your child's life: **Choose correctly – Fit correctly – Use correctly – Check correctly**

Important safety points

Infant restraints, child seats and booster seats with full backs provide excellent protection for children if they are fitted correctly.

Determine the suitable restraint, child seat or booster seat for your child by giving consideration to your child's height and weight as well as their age.

Remember:

- It is illegal to carry a child in your arms in a motor vehicle. In a crash the child could be crushed, thrown around the vehicle interior or thrown out of the vehicle.
- Never put a seatbelt around both yourself and a child on your lap.
- Children must never share a seatbelt, it's illegal.



Always use a child restraint that has been certified to meet the Australian Standard.

For a free copy of the brochure
A buyer's guide to child restraints call **1800 06 06 07**.

Helmets

A helmet, when fitted correctly, can reduce the risk of head/brain injury by up to 85 per cent. A helmet not worn correctly **does not** provide enough protection.

By law, you must wear an approved bicycle helmet while cycling in NSW. Approved helmets are marked with an Australian Standard Approved Notification (either red or black).

There are three types of helmets:

Soft shell – a foam shell with a fabric cover.

Micro shell – a foam shell with a thin plastic cover.

Hard shell, – a foam shell with a thicker plastic cover.

The hard shell is better for children as the helmet can take more rough treatment than the other types.

Fitting your helmet:

- The helmet should fit comfortably and securely on the head when the straps are fastened.
- The straps should not be twisted and should not cover the ears. When done up correctly, the straps should provide a snug fit over the ears and under the chin.
- Make sure the helmet isn't too heavy for young children (they might have to wear it for a few hours).
- Choose a bright coloured helmet so other road users can see you.

Replace your helmet if:

It's been dropped onto a hard surface or involved in an accident.

You see any cracks in the foam.

The straps look worn or frayed.

If you are cycling with a passenger on a tandem, tag-along or bicycle trailer, your passenger must also wear an approved bicycle helmet.

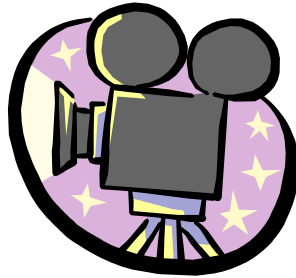
Toy Safety Checklist



- Check for sharp edges or rough surfaces that can cause cuts and splinters
- Buy washable, non-breakable toys for babies. Anything small enough to fit into a 35mm film canister can choke a child less than three years of age
- Look for toy chests with removable lids. Any chest big enough for a child to crawl into must have ventilation holes
- Read the labels on toys. "*Not suitable for children under three*" means that there are small parts which could be swallowed; it is not about skill level or intelligence
- Check toys regularly for loose parts that children might put in their mouth
- Check that there are no gaps or holes that could squash a child's fingers
- Be careful of toys that make loud noises; they can be harmful to a child's sense of hearing. Pay attention to toys that are held against the ear, such as walkie-talkies and toy mobile phones
- Check for ventilation before buying tents, masks, helmets etc
- Ensure ride on toys are stable, appropriate to the age of the child and will not tip over
- Toy bikes should have really good brakes

Help for Children's Movie Choices

The **Young Media Australia Helpline** now has a Movie Review Service for parents and caregivers to check whether a selected movie is OK for children or has violence and other material that may be scary for younger children.



Helpline operators come from strong child development and parenting perspectives and can help parents make good choices about holiday movies.

The Helpline is a national, free call, 24 hours a day, 7 days a week operation that also has access to a Telephone Interpreter Service (TIS).

The Helpline number is:

1800 700 357



Information is also available on the
Young Media Australia Website:

www.youngmedia.org.au

A Guide to Safety on the Internet

◆ **Protect:**

- Use a screening program or filter to block entry to websites
- Explain to children that not all the information is good, helpful or useful
- Check that they understand how stranger dangers apply to internet

◆ **Teach:**

- Learn about the net - supervise and guide children using it
- Learn what they already know
- Focus on sites that are fun, educational and interesting
- Encourage them in a range of activities versus 'web surfing'

◆ **Monitor:**

- Consider placing the computer in a shared common area
- Set up rules about internet use
- Rules can be signed by you and your child
- Use a browser programme to check websites that they visit
- Find out about the internet policy at your child's school

Source: Multimedia Series- The Internet and Your Child/Victoria Parenting Centre

A useful website for beginners is:

www.sofweb.vic.edu.au

For more information, just click on:

www.safekids.com

6:

**Out
and
About**

Things to do in Bankstown

You can find information on fun things to do with children in the **Bankstown Community Information Directory**.

You can get a copy by calling the **Bankstown City Council** on **9789 9300**. You can also call the **Community Information Officer** on **9789 9441**.

You can also find information on the Bankstown City Council's website at: www.bankstown.nsw.gov.au

Libraries in the local Bankstown area



Libraries have activities after school and during school holidays

After school FREE homework tutoring is available during school term.

Holiday activities will be posted on the website 3-4 weeks before school holidays start, and a flyer will be available from your local libraries.

Your local library has activities such as morning tea for the community, story time, internet training for adults and children to enjoy.

For further information, please visit or call your local libraries.
Your local libraries are:

Bankstown Library

62 The Mall
Bankstown
Phone: 9707 9722

Chester Hill

Chester Hill Rd
Chester Hill
Phone: 9707 9740

Greenacre Library

Community Place,
Greenacre
Phone: 97079744

Padstow Library

Cahors Rd
Padstow
Phone: 9707 9747

Panania Library

Anderson Ave,
Panania
Phone: 97079737

Activities for Families with Children ages 0-12 Years

Swim

Wran Leisure Centre

Address: Gundaroo Street, Villawood.

Phone: (02) 9726 2283

Revesby Swim Centre

Address: Amour Park, Marco Ave, Revesby

Phone: (02) 9771 2148

Birrong Swim Centre

Address: Wellington Road, Birrong

Phone: (02) 9644 8300

Greenacre Swim Centre

Address: off Banksia Road, Greenacre

Phone: (02) 9796 7015

Play

Paul Keating Park

The Mall, Bankstown

Sheltered amphitheatre, large grass area, exelos (wheelchair accessible), seating and sheltered children's playground.

Alice Park

Reynolds Avenue, Bankstown

Facilities include landscaped gardens, a playground and seating.

Maluga Passive Park

Gascoigne Road and Rodd Street, Birrong

Facilities include a passive recreation area, duck pond, lakes, landscaped grounds, playground, paved exercise walking trails and toilets.

Lake Gillawarna

Henry Lawson Drive, Georges Hall (access from Beatty Parade, Georges Hall)

Facilities include artificial lakes, an exercise track, picnic facilities, shelter, a playground, timber fired BBQs, river frontage and disabled access, public toilets.

Greenacre Heights Reserve

Greenacre Road, Greenacre

Facilities include a playground, landscaped gardens, pathway and seating

Find out About Childcare

Child Care Access Hotline:
1800 670 305

NSW Family Day Care
1300 301 998

Children's Services Switchboard
9557 0900 and 1800 803 820
www.community.nsw.gov.au

Bankstown Council's
Customer Service Centre
9707 9999

**Bankstown Children's Services
Community Development Officer**
9796 1561

**National Childcare Accreditation
Council**
82601900 Or 1300 136 554

Services for Families

Bankstown Community Resource Group
Information and referral for children's services

9796 1561

Jannawi Family Centre
Support groups & child abuse prevention

9750 0500

Creating Links
Assists families experiencing stress or crisis.

8713 7700

Helplines for Families

Bankstown NSW DOCS Helpline
Helpline for child protection issues and concerns with regard to the welfare of children

132111

DOCS Domestic Violence Line (24 Hour)
DV telephone crisis counselling, referral & accommodation service for women & children who have been experiencing Domestic Violence
Confidential Support, immediate assistance

1800 656 463

Child Abuse Prevention Service (CAPS) – Crisis Line
24 hour telephone family crisis counselling & advice line with information and support to prevent child abuse, Anonymous Service

1800 688 009

Kids Help Line
Free counseling and advice for children and young people

1800 551 800

Parent Line
Help for parents with child raising issues & problems

13 2055

Early Childhood Intervention Info line 1300 656 865
For families with children with additional needs

NSW Interpreting and Translating Hotline (24 hours) 1300 651 500
Bookings for interpreters & translators

Ante-Natal & Post-Natal Services / Helplines

Information, referral and support for new mothers

Breast Feeding Help Line 8853 4999

Karitane Care Line (24hr) 1800 677 961

Prenatal Classes (Bankstown Hospital) 9722 8000

Tresillian Parents Help Line (24 hr) 1800 637 357

Dial-a-Mum Inc 94776777

Neighbourhood Centres

Provide a range of services, information & referral.
Support groups, financial help, English classes, after school care etc. to local communities.

Chester Hill Neighbourhood Centre 9645 3700
89 - 91 Waldron Rd. Chester Hill

Coolaburro South Bankstown Neighbourhood Centre 9774 2426
5 Polo St. Revesby

Creating Links 8713 7700
7/372 Chapel Rd, Bankstown

Greenacre Neighbourhood Centre 9750 7982
171 A Waterloo Rd, Greenacre

Health

Bankstown Community Health Centre
36-38 Raymond St Bankstown

9780 2777

Immunise Australia Program Info Line

1800 671 811

Information support line to help parents on children's immunisation.

EMERGENCY		
Ambulance / Fire Brigade / Police From mobile phone	24 hours	000 112
MEDICAL EMERGENCY		
- Bankstown Hospital	24 hours	9722 8000
- Poison Information Centre	24 hours	131126
- Dental Emergency Info Service	After hours	9369 7050
- Chemist Prescription Emergency Service	24 hours	1300 882 294
LOCAL POLICE STATIONS		
Bankstown Bass Hill Revesby	24 hours	9783 2199 9645 9999 9774 2444