

ELIZABETH O'GRADY KINDERGARTEN

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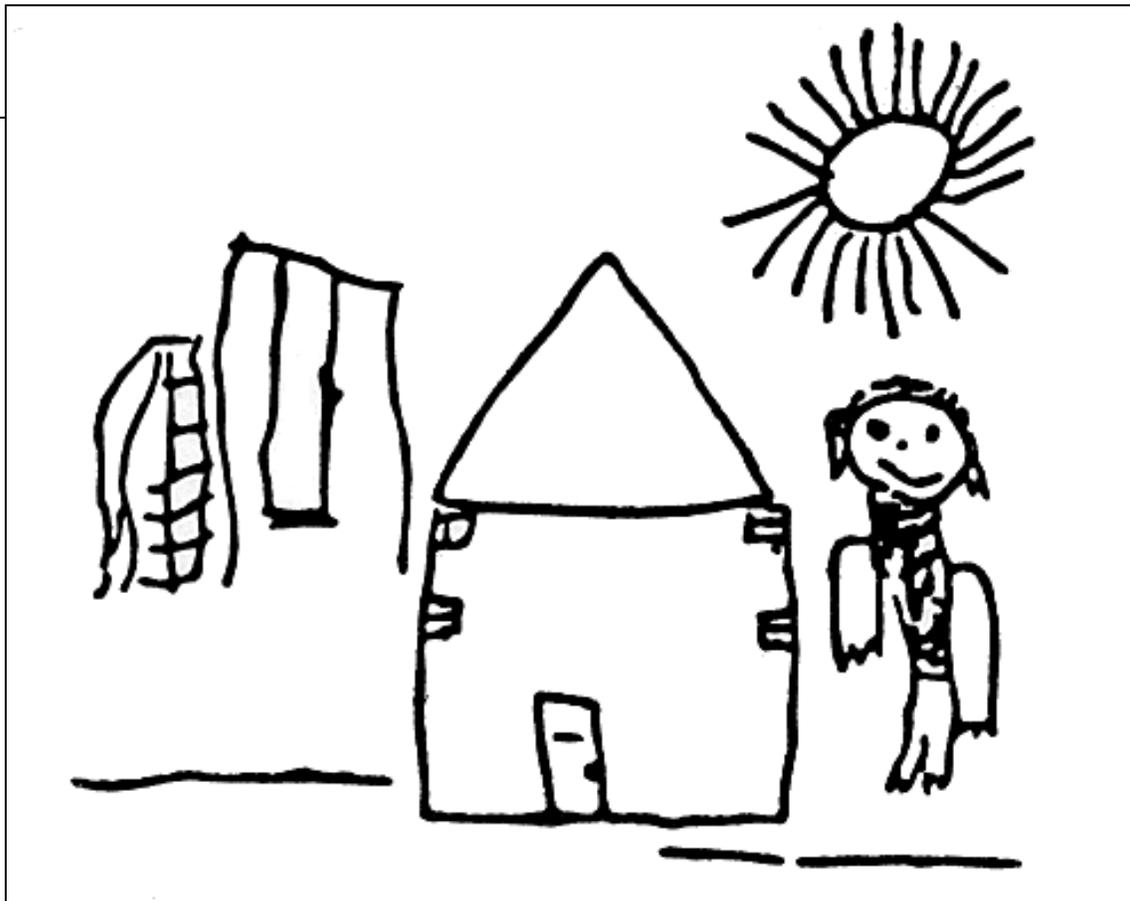
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Government
of South Australia

Department for Education
and Child Development

Information Book



Welcome to Elizabeth O'Grady Kindergarten
a service of the South Australian
Department of Education and Child Development [DECD]

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STAFF

Director: Kellie Holbrook

Teachers: Tim O'Loughlin and Jo Swinbourne

Early Childhood Workers:

Kylie Stevens

Mandeep Kaur (bi-lingual support)

Danielle Linke

Bec Fox

Karyn Desmond (additional needs)

Helen Tomlinson

At times Kindergarten Support and Bi lingual Support staff work with children with additional needs.

PHILOSOPHY

Our vision is to provide a caring, safe and engaging environment where children can play and enjoy learning.

Our aim is to deliver a curriculum that considers each child's background, needs and interests. Our curriculum is guided by the National Early Years Learning Framework. The core values that influence our actions are respect, inclusion and cooperation.

Our role is to support the development of each child's sense of well-being. We believe this is the basis for developing positive learning dispositions such as curiosity, confidence, persistence and resilience.

We strive to maintain quality teaching practices that support the development of children's knowledge, life skills and dispositions. We undergo a constant cycle of reflection and self-review through the use of the Quality Improvement Plan and the Respect Reflect Relate document.

We actively promote environmental sustainability.

We nurture a supportive partnership with families which is responsive to the needs of our diverse community.

SERVICES PROVIDED

The kindergarten provides the following educational program for children in the community.

Kindergarten education for children

Turtle group: Monday and Wednesday 8.45am – 3.30pm and
Alternate Fridays 8.45am-11.45am (Weeks 1,3,5,7,9 of each term)

Dolphin group: Tuesday and Thursday 8.45am – 3.30pm and
Alternate Fridays 8.45am-11.45am (Weeks 2,4,6,8,10 of each term)

Enrolment Policy

State and National policy provides that all children have the right to attend kindergarten for 15 hours/week in the four terms prior to commencing school.

'Same First Day' provides that:

- If a child turns four years of age **before** 1 May, they may start kindergarten in Term 1 in that year
- If a child turns four years of age **on or after** 1 May, they are eligible to start kindergarten from the beginning of Term 1 in the following year.

Aboriginal children and children under the Guardianship of the Minister for Education and Child Development may, subject to resource capability (to be assessed on a termly basis), start kindergarten after their third birthday.

FEES - Kindergarten materials and services charges

◆ Eligible Kindergarten Year

\$180.00 per term

◆ Integration of children with special needs

Early entry is available (where resources permit) for children with **significant additional needs**

\$90/term for a full day/week or \$50/term for a half day/week

◆ Occasional / Emergency care:

This is available by special arrangement with staff and where resources permit.

GENERAL INFORMATION

- Funding

Staff salaries and an operating grant are paid by DECD to the Kindergarten. The kindergarten relies on parent fees to pay for a trained book keeper, water, gas, electricity, telephone, office supplies, cleaning, maintenance, new resources, repairs to equipment, and curriculum materials such as books, posters and art supplies.

Fundraising by the Governing Council is essential for upgrading equipment. **Co-operation and support is requested of all families.**

An invoice will be placed in the notice pockets in week 1 of the term and **prompt payment** is appreciated. (Place the envelope in the fees box near the kitchen.)

No child will be excluded because of financial reasons. Please speak to the director for a confidential fee arrangement if necessary.

- Please collect children on time.

A staff member will say goodbye to your child when you arrive to collect them. If people other than primary care-givers are picking up children, please write this information in the Communication Book which is kept on the bench near the kitchen.

Please sign your child out and assist children to collect their belongings, including any items they may have made during the session.

Please be aware as you leave through the gates that only the child in your care passes through with you.

- Toys and belongings

The staff will not take responsibility for toys and other precious items and discourage children from bringing them.

- Children's clothing

Children need to wear washable **play clothes** that enable them to play safely and that have fasteners which allow for their independent toileting management. Smocks are provided but are not always sufficient protection from messy activities. Please label all clothes and possessions, including lunch boxes and drink bottles clearly with the child's name.

Sensible shoes are requested (please no thongs). Please ensure that your child wears a top with sleeves for UV protection.

Please check the lost property box regularly.

- Library books and take home kits

Please use a library bag to protect and carry books and kits. Parents are responsible for borrowing before and after sessions. Books are displayed on the rack near children's locker area and a borrowing ledger is available to record which books have been borrowed.

- Special Events and Birthdays

Outings and excursions are arranged from time to time to follow up children's special interests. Parent / caregiver participation is requested as high adult: child ratio is essential. A risk assessment is carried out before each excursion.

Children's birthdays are celebrated by singing, and decoration of a cardboard medallion. (Please no cakes or treats)

- Arrival and Departure

If separation is a new experience for your child please talk to the director about transition processes. A gradual transition to kindergarten may be an option. If attendance is regular and routines consistent, most children soon overcome separation anxiety.

All children must be accompanied through the gate and inside the centre by an adult. This is a safety and legal requirement. Children must be supervised by their parent/carer until the main door opens at 8.45. Ensure that children are brought inside so that they can be greeted by a staff member, and when leaving say 'Goodbye' so that they are fully aware that you have left. Parents are required to sign their child in and out on the attendance sheet.

WHAT CHILDREN WILL NEED TO BRING- please make sure all belongings are clearly named

- 1) **A broad brimmed hat.** The kindergarten is a sun safe centre and children need to wear hats when the UV index is 3 or above. We sell broad brimmed hats with the kindergarten logo for \$12.
- 2) **A bag / backpack / case** to keep spare clothes, food, belongings in.
- 3) **Two pieces of fruit / vegetable each day** for a snack in the morning and one in the afternoon, to be easily accessible in their bag (not in their lunch container please).
- 4) **A bottle of water.** The kindergarten has filtered water which the children can access to refill bottles. Please do not pack any other drinks for kindergarten.
- 5) **A spare set of clothes**
- 6) **A healthy lunch** in a named lunch box with frozen cooler. To be placed in the trolley on arrival. Please refer to our nutrition policy for guidance.

ATTENDANCE

To enable each child to gain maximum benefit from participation and to ensure continuity of learning, regular attendance is essential.

Absences

The kindergarten needs to be advised if a child is unable to attend. Infections can be prevented from spreading if unwell children are kept home. Please inform staff of contagious diseases, so that notification can be made and families can be mindful of symptoms.

If you plan a family holiday during term time, please inform the director and record the dates in the communication book next to the kitchen.

OTHER SERVICES

The School Dental Service has a Dental Clinic at Fulham Park Primary School which you are entitled to use. Please see staff for further information.

CYH developmental screenings are jointly organised through the kindergarten.

Access through DECD to Special Education Professionals e.g. Speech Pathologist, Psychologist, Support Workers, Social Worker, Bilingual Assistance

COMMUNICATION AND PARENT PARTICIPATION

Parent Participation

Staff are committed to working in partnership with families as they recognise, acknowledge and value the role that parents and carers have and will continue to have as the child's first educator.

Parents are always welcome at kindergarten. Children enjoy and benefit from parent interest and participation and when skills and interests that are shared.

Volunteer Help

This is always gratefully received. Family members are welcome at any time.

Parents can help by taking washing home, reading stories, assisting with small group activities e.g. cooking, gardening, preparing materials and resources, repairing books and equipment, collecting and returning animals to the Nature Education Centre.

If you have a special skill or talent or just like to help out, please let us know. Help with extra jobs means Kindergarten staff are able to spend more time educating your children. Thank you.

Communication

A *communication book* is kept near the kitchen for parents/carers to record alternative collection arrangements for children.

Notice boards have important information about our program, announcements and upcoming events. Please read notices regularly.

Notice Pockets are provided for each child. Please check daily.

Emails are sent with information about what is happening at kindergarten each week.

Our *face book page* is used for posting events or reminders.

Governing Council

Each year a group of parents/carers, community members and staff are elected to be responsible for the management of the kindergarten.

This includes the development of the Quality Improvement Plan, updating kindergarten policies, management of the budget, maintenance of the centre, fundraising activities and sharing of ideas.

Parents are welcome to share ideas and concerns with staff or members of the Governing Council. Governing Council meetings are held twice a term.

It is a great way to meet other parents and be involved in your child's education.

PROGRAM AND CURRICULUM

Belonging, Being, Becoming

This is Australia's National Early Years Learning Framework (EYLF) for early childhood educators and we use it as a basis for planning, assessment and recording.

The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school. The Council of Australian Governments (COAG) developed this Framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning.

In this way, the Early Years Learning Framework will contribute to realising the Council of Australian Governments' vision that: " *All children have the best start in life to create a better future for themselves and for the nation.*"

The Developmental Learning Outcomes:

- 1) Children have a strong sense of identity
- 2) Children are connected with and contribute to their world
- 3) Children have a strong sense of wellbeing
- 4) Children are confident and involved learners
- 5) Children are effective communicators

Children learn through play and engagement, i.e. through 'doing'

The staff provide a safe yet stimulating environment which supports and extends children's learning and interests. The program contains a balance of quiet/active, indoor/outdoor, independent/group play and explicit teaching times.

CHILD WELL-BEING

The well-being of each child is valued as essential for learning.

Children are encouraged to be organised:

- Helping to pack their own bag (each child will be given a bag tag to aid this)
- Carrying and hanging up own bag
- Putting their lunch container in the trolley each day
- Being responsible for their own belongings
- Dressing themselves and putting on their own shoes
- Pegging up their own paper, putting on smocks, hanging up paintings
- Packing away equipment

Children are encouraged to be confident:

- Being eager for new experiences
- Taking risks
- Having a go

- It's ok to make a mistake

Children are encouraged to learn social skills:

- Greeting and responding appropriately to others
- Learn and use others names
- Share and take turns
- Groups skills such as sitting down, listening, taking turns to talk, contributing to discussion
- Co-operation, friendly play
- Expressing feelings and 'using words' for negotiation

Children are encouraged to be persistent:

- Keep on trying
- Seek help when needed
- Learning that we need to practice new skills

Children are encouraged to be resilient:

- Recognise that we all have different feelings
- Acknowledge that feelings are real
- Learning to understand our bodies response to feelings
- Learn strategies to help manage feelings

Child Protection Curriculum:

Each year students will be engaging with the child protection curriculum. The teachers delivering the program have received explicit training in the Keeping Safe: Child Protection Curriculum (KS:CPC). It is a DECD responsibility under the Children's Protection Act (1993) and the Child Protection Policy (2011) to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved child protection curriculum. Although parent permission is not required under the Education Act (1972), we encourage parents/caregivers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS:CPC is an evidence based, best practice curriculum developed collaboratively with child protection specialists, teachers, educational leaders and other professionals. It is divided into 5 bands specific to the year level of the students and caters for students' language and cultural background, abilities and disabilities.

There are 2 main themes:

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

For the year/age band of learning there are 4 focus areas including:

For Ages 3-5

The right to be safe

- feelings, exploring the topics of safe and unsafe, early warning signs

Relationships

- identity and relationships, fair and unfair, trust and networks

Recognising and reporting abuse

- privacy and names of body parts, touching, recognizing abuse, secrets

Protective strategies

- strategies for keeping safe.

ASSESSMENT AND REPORTING

Enrolment/Induction

- Parents are asked to complete a questionnaire regarding their child's strengths and interests, areas that need further development and any specific information about their child.
- Observation sheets and folders are organised for each child.

During child's attendance

- Observations occur which may include taking photos
- Anecdotal notes written
- Examples of children's work will be collected regularly and placed in their folder. Please take time to share this folder at kindergarten with your child during the year.
- Assessment checklists may be completed to help inform planning and programming
- Term 1- Informal discussion with parent about how their child is settling into kindergarten (children are encouraged to participate in this discussion about their learning)
- Term 3- Informal discussion with parent about their child's progress at kindergarten (children are encouraged to participate in this discussion about their learning)
- Term 4- Statement of Learning given to parents based on the EYLF outcomes. A copy of this is sent to each child's school.
 - Parent Survey to provide feedback to the kindergarten
 - Each child's folder given to families at our graduation ceremony

Assessment of the learning environment is accomplished by using the tools and strategies in the Respect Reflect Relate document. This observation and evaluation tool is used by staff in order to promote wellbeing, a strong sense of connection, optimism and engagement in learning – all of which are critical qualities that will enable children to embrace learning.

Remember staff are always available to chat, share information and discuss your child's needs, progress and development. Please make an appointment if you have a serious concern.

CENTRE POLICIES

In line with National Quality Standards and DECD there are a number of centre policies which are reviewed by staff and the Governing Council on a regular basis. In an abridged form these include:

Grievances or concerns

If you have any grievances or concerns please come and see the Director in order that the relevant discussions and action can take place. Please refer to the parent complaint resolution policy on our website for details.

Behaviour Management

The kindergarten environment provided is safe and nurturing, with an emphasis on positive, optimistic language and co-operative, non-aggressive behaviour. Children are encouraged to take responsibility for their own behaviour, well-being and safety. They are empowered through 'restorative practice techniques' which provide strategies to develop an understanding of the situation and stand up for themselves in a way which does not hurt others. They are encouraged to 'use their words' and say for example, "Stop (behaviour). I don't like it when you (behaviour)." Children are also encouraged to look at and develop an understanding of the results of their actions so they can see consequences of their behaviour whether physical, verbal or emotional. The children are involved in developing rules 'for being safe and happy at

kindergarten' and are given opportunities to practice them. Please refer to the behaviour guidance code on our website for details.

Sun smart

Please ensure that your child has a named broad brimmed hat. We sell broad brimmed hats with the kindergarten logo. Children will be unable to play outside if they do not have a hat when the UV index is 3 or above. Please ensure that children wear tops with sleeves to minimize sun damage when playing outside.

Nutrition

Children are encouraged to eat **healthy, low fat, low sugar food**. Some children are **highly allergic to nuts and seeds** and any food which contains nuts and seeds is prohibited. Please refer to the nutrition policy on our website for more details.

Health and Safety

All staff have had First Aid training and use latex gloves when managing cuts / bodily fluids. Injuries that require more than a band aid are referred to parents and if necessary an ambulance. Records are kept of accidents and parents/carers are informed.

Children who are unwell or have a temperature are to be kept home.

Medication

Staff do not administer any medication unless a medication authority from a doctor is provided. This includes mild pain relief, throat lozenges and any supplements. Children with asthma and/or allergies and other conditions which require medication need to bring a DECD medical form completed by a doctor. Parents are responsible for a child's health while at kindergarten without a DECD plan.

Emergency Procedures

Copies are displayed at the entrances of the building and practiced each term with the children.

Smoke free zone

All kindergartens and schools are smoke free zones.

Training for Reporting Abuse and Neglect

All DECD employees are trained and committed to the prevention of child abuse and the protection of children and all staff update training for Reporting Abuse and Neglect as required.

STARTING SCHOOL

To enable children to make a smooth transition to school, most schools provide opportunities for the child to visit the school through **Transition visits** (to see the prospective class, get to know the teacher and fellow students and to become familiar with the new setting and routines) **prior** to the child's entry to Reception. Close links are maintained with local schools to assist children in making a successful transition to school from the kindergarten setting.

It is the parent/carers responsibility to enroll their child at school.

Local DECD Schools are:

Fulham Gardens Primary School	8356 3726
Fulham North Primary School	8356 9272
Grange Primary School	8353 2688
Henley Primary School	8356 2117

We hope that every child has a happy time playing and learning at Elizabeth O'Grady Kindergarten. If there are any queries or suggestions please discuss them with staff.