Information Book
Your child will commence kindergarten in the: __________________________ Group

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

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

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STAFF

Director: Kellie Holbrook
Teacher: Tim O’Loughlin
Early Childhood Workers:
   Nancy Filpi
   Kylie Stevens
   Danielle Linke
   Karyn Desmond

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

PHILOSOPHY

To maintain a caring, safe environment so that children can experience and enjoy learning within a play based curriculum, which supports the development of life skills, and values people in our richly diverse community.

VISION

To provide:
- quality teaching practices that supports the development of children’s knowledge, life skills and attitudes.
- a supportive partnership that is responsive to the needs of families and our community.

We believe in…
- Respecting each person as an individual.
- Fostering caring and responsible behavior.
- Encouraging the development of a strong self-esteem.
- Guiding behaviour in a positive manner.
- Developing a committed responsible professional staff team
- Working in partnership with parents and caregivers in establishing priorities for the centre, allocating funding and being involved in the program.

WHAT CHILDREN WILL NEED TO BRING

1) A _broad brimmed hat_. The preschool is a sun safe centre and children need to wear hats when the UV index is above 3.

2) A _bag_. A backpack / case to keep spare clothes, cup, food, belongings in.

3) Two pieces of _fruit / vegetable_ for a snack in the morning and one in the afternoon, each day, to be easily accessible in their bag.

4) A _bottle of water_. The preschool has filtered water which the children can access to refill bottles.

5) A _spare set of clothes_

6) A _healthy lunch_ in a named lunch box with frozen cooler. To be placed on the trolley.
Services Provided

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

Kindergarten education for children

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

Dolphin group: Tuesday and Thursday 8.45 am - 3.30pm and Alternate Fridays 8.45 am -11.45am (Weeks 2.4.6.8.10)

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 preschool in Term 1 in that year
- If a child turns four years of age on or after 1 May, they are eligible to start preschool 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 preschool after their third birthday.

FEES - Preschool materials and services charges

- Eligible Preschool Year
  $170.00 per term

- Integration of children with special needs
  Early entry is available (where resources permit) for children with significant additional needs
  $85/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

Staff salaries and an operating grant (based on attendance numbers) are paid by DECD to the Kindergarten. The preschool pays 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 to cover these ongoing costs. Co-operation and support is requested of all families.
An invoice will be placed in the communication 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 adjustment if necessary.

**ATTENDANCE**

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

**As FUNDING for staffing is based on ATTENDANCE NOT ENROLMENT** regular continuous attendance is encouraged to be able to maintain consistent and quality staff

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**Other services:**

The School Dental Service has a Dental Clinic at Fulham Park Primary School which you are entitled to use. Enrolment forms are available from staff.

CYH developmental screenings are jointly organised through the preschool.

Parent’s Lending Library

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

**Arrival and Departure**

If preschool is a new experience for a child, parents are welcome to stay with them until they are comfortable and settled. A gradual transition to kindy is also an option. Please speak to the director if you have any concerns. 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.

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.

**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.

**Absences**

The preschool 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 to all families to be aware of symptoms.
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 children 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.

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 rack near children’s locker area and a borrowing ledger is available to record which books/kits have been borrowed.

Special Events and Birthdays

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

Children’s birthdays are acknowledged with the singing of some special songs, and decoration of a number 5. (Please no cakes or treats)

COMMUNICATION AND PARENT PARTICIPATION

Parent Participation

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

Parents are always welcome. Children enjoy and benefit from parent interest and participation and 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, computing with children, gardening, preparing materials and resources, repairing books and equipment, putting rubbish bins out and bringing them in, 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 program, announcements and upcoming events. Please read notices regularly.

Pockets are provided for each child for notes. Please check daily.
Emails are sent with information about what is happening at kindergarten each week.

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

This includes the development of the Quality Improvement Plan, the 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.

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**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) has 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.

**Children are encouraged to be independent**

- Carrying and hanging up own bag
- Being responsible for their own belongings
- Dressing themselves and putting on their own shoes
- Pegging up own paper, putting on smocks, hanging up paintings
- Packing away equipment
- Becoming eager for new experiences, taking risks and ‘having a go’
Children are encouraged to learn social skills e.g.

- 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.

Assessment & Reporting

On enrolment 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. This information is used with staff observations of children’s play, interactions and skills to develop Individual Learning Plans and for programme planning.

Samples of children’s work and photos are collected in a folder to show ‘distance traveled’ in learning. During the child’s second term at preschool, information collected will be discussed with parents/carers. A Summative Report of the child’s year of preschool is written and copies given to parents and the school.

Assessment of the learning environment is accomplished by using the tools and strategies in the Respect Reflect Relate document. This observation and evaluative 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 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.

Behaviour Management

The preschool 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 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.

Sun smart

Please ensure that your child has a named broad brimmed hat. 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 (see sheet 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 DEDC medical form completed by a doctor. Parents are responsible for a child’s health while at kindergarten without a DEDC plan.

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

Smoke free zone
All preschools and schools are smoke free zones.

Mandatory reporting
All DECD employees are trained and committed to the prevention of child abuse and the protection of children and all staff have updated their Mandatory Reporting training 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 preschool 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 8356 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.
## OUR VALUES at Elizabeth O’Grady Kindergarten

<table>
<thead>
<tr>
<th>VALUE &amp; definition</th>
<th>ACTIONS: What it looks like, sounds like and feels like</th>
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| **RESPECT**<br/>Have respect for regard, pay attention to, understand, cherish, be appreciative of, affection, praise, admiration, approval, recognition, worthy, consideration, amiable, personable, ethical | Having a learning environment that is safe and caring, that nurtures a culture of trust, honesty, ethics and responsibility.  
- Supporting children to take turns, look out for others, use caring language, being courteous and to share kindergarten resources  
- Modelling, teaching and encouraging empathy and active listening  
- Following and reinforcing our kindergarten rules and understanding fair consequences  
- Acknowledging that children do what they see, they replicate words, actions in their interactions with others and through experiences. |
| **RESILIENCE**<br/>Flexible, buoyant, tenacious, adaptable. | Having a holistic, flexible approach and an optimistic and persistent outlook.  
- Providing a range of learning experiences that encourages children to have confidence to take risks, make decisions, learn from mistakes and to enjoy the freedom of learning.  
- Encouraging interdependence, independence and humour  
- Modeling language and actions to respond to situations in calm and measured ways. |
| **DIVERSITY**<br/>Equity, diversity, acceptance, tolerance, varied changeful, inclusiveness. | We are members of a group where understandings of gender, race, culture and social understandings are developed and experienced  
- Providing a learning program that recognises differences and similarities & promotes and celebrates inclusiveness.  
- Supporting children to consider different viewpoints using inquiry, discussion and analysis to challenges assumptions and stereotypes.  
- Providing opportunities for children to connect with the lives and others through positive interaction and expressions  
- When appropriate using direct instructional language and actions to teach inclusiveness. |
| **FRIENDSHIP**<br/>Trust, harmony, kind-hearted, generous companionable, solidarity, sympathetic, accessible | Providing an engaging play environment that establishes and builds relationships, which generate excitement and enjoyment, while fostering language and social abilities.  
- Allowing children to have ample time and opportunity to shape their play, make choices and share stories, ideas, imagination and knowledge |
| **COOPERATION**<br/>Association, alliance, unify, consolidate, cooperate, pool your efforts. | Understanding that cooperation and teamwork is part of life and ongoing learning.  
- Setting the environment and encouraging children to collaborate in team games and learning projects  
- Maintaining an active and supportive partnership in staff teams and with families  
- Modeling and encouraging the value and quality in others  
- Understanding that there is a need to compromise, accept and tolerate. |

### STRATEGIES we use to enact our values

- Unpacking/brainstorming each Value with children, staff & families ie *what it looks like, feels like, sounds like*. Values Chart is included in staff & Governing Council members’ induction & in parent enrolment package. Values will underpin development & shaping of site policies.
- Learning through dance, music, visual arts and multimedia. Sharing stories and partaking in relevant performances and excursions. Role modeling language and actions to support social skills; ie *Role play games, dramatic play, puppets*. Reinforcing 5 L’s: **Listening, Looking, Legs crossed, Lips ready, hands in Lap**
- Sharing learning with parents & care providers eg displaying current photographs; with comments, learning outcomes outlined in *Early Years Framework & Respect Reflect Relate*.
- Reviewing and evaluating our actions & strategies each term. Develop and revisit curriculum based on a range of theoretical teaching (refer to Educational Guide Belonging Being and Becoming)