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Home



Find out more about our goals and our focus in our philosophy statement (PDF 655KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/anglevale_philosophy.pdf).

Governing council

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. Read through what a governing council does
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

Contact us

Preschool director: Ms Dana Gifford

Phone: (08) 8284 7786

Fax: (08) 8284 8179

Email: dl.2627.leaders@schools.sa.edu.au

Street address: 45 Fradd Road Angle Vale SA 5117

Postal address: 45 Fradd Road Angle Vale SA 5117

What we offer

We offer a number of programs and services to support your child's early years learning
(<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

Preschool program

Times

Your child can attend preschool for up to 15 hours per week.

Monday and Tuesday group

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.00pm	8.30am to 3.00pm	8.30am to 12.30pm alternate weeks	–	–

Thursday and Friday group

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 12.30pm alternate weeks	8.30am to 3.00pm	8.30am to 3.00pm

Fees

The parent contribution is \$150 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/angle-vale-preschool/getting-started/enrolment-and-fees>) page for more information.

What to bring

Children need to bring these items each day:

- a bag they can easily open
- change of clothes (including socks and underwear)
- drink bottle containing water only
- healthy snack
- packed lunch.

Put the healthy snack and lunch in 2 different containers. The snack will stay in your child's bag and their lunch will go in the black tubs. We are unable to put your child's lunch in the fridge, so if it is hot weather please include an ice pack in their lunch box.

Many of our activities are messy. Your child should wear comfortable and old clothes so they can get dirty, and their shoes should be suitable for running and climbing.

Please write your child's name on all their belongings. Named belongings can easily be returned to you. Check our lost property box for any lost unnamed items.

What not to bring

Children should not bring these things:

- food with whole nuts
- fizzy drinks or cordial in their water bottle
- toys from home (if your child has a comfort toy, please discuss this with us).

We will supply your child with a hat that stays at kindy. This costs \$12 and is invoiced in term 1.

Additional information

We visit Angle Vale School library on Tuesday and Thursday mornings.

See our parent participation and governing council information (PDF 111KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/anglevale_governing-council.pdf) for how you can help us.

We use the Seesaw app to send you information and photos of your child's adventures at kindy. See how we communicate (PDF 132KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/anglevale_communication.pdf) with you.

Please refer to SA Health

(<http://www2.sahealth.sa.gov.au/wps/wcm/connect/public%20content/sa%20health%20internet/health%20topics/health%20conditions%20prevention%20and%20treatment/infectious%20diseases/exclusion%20from%20childcare%20preschool%20school%20and%20work>) for information about infectious diseases and exclusion periods.

Please read our drop-off and pick-up procedure (PDF 113KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/anglevale_drop-off-and-pick-up.pdf).

Disability support

There is support available for children with disability
(<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool 1 term earlier, in term 4 the year before starting their preschool year, if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 6 hours per week, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/angle-vale-preschool#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts

Once your child is offered a place, you will receive an information pack and have the opportunity to book into an orientation session.

Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$150 per term.

We may have activities or go on excursions during the year that involves a small cost.

When to pay

We will invoice you each term. Payments are due before each term starts.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a clear sealed money bag and include a payment sheet. Put the bag in the payments box near the office. We cannot give change.

EFT information

You can pay by direct deposit.

BSB: 105009

Account number: 065826140

Please put your child's name in the notes as the reference.

Immunisations

When you enrol your child you will be asked to provide evidence of their immunisation status (<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Reports and plans

National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



Overall Rating: Exceeding NQS

Quality Area Ratings

- | | | |
|----------|--|---------------|
| 1 | Educational program and practice: | Exceeding NQS |
| 2 | Children's health and safety: | Exceeding NQS |
| 3 | Physical environment: | Exceeding NQS |
| 4 | Staffing arrangements: | Exceeding NQS |
| 5 | Relationships with children: | Exceeding NQS |
| 6 | Partnerships with families and communities: | Exceeding NQS |
| 7 | Leadership and service management: | Exceeding NQS |

Rating for: Angle Vale Preschool

Rating issued: October 2016

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Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 1041KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/anglevale_qip.pdf)

Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community
- partnership arrangements with other groups.

Site context statement (PDF 110KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/anglevale_site_context_statement.pdf)

Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/2627_AnnualReport.pdf)

Parenting support

Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program
(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.



Angle Vale Preschool Parent Complaint Policy

(Parent guide to raising a concern or complaint)

A complaint may be made by a parent or carer that feels that the preschool has, for example, done something wrong, failed to do something it should have done, acted unfairly or impolitely. A concern or complaint could be raised regarding the type, level or quality of services; the behaviour or decisions of staff or; a policy, procedure or practice.

Angle Vale Preschool Parent Complaint Procedure

(Parent guide to raising a concern or complaint)

The first step in working through a complaint is to make contact with the preschool director to discuss your concern. It may be necessary to arrange a meeting time out of normal preschool session times so your concerns can be discussed privately.

If you feel the complaint has not been dealt with to your satisfaction, you are able to contact the DECD Northern Adelaide Regional Office on 8256 8111. It will be assumed that you will have already made the preschool aware of your complaint and have had a meeting in order to discuss the issue. If this has not happened, you will be referred back to the preschool. The DECD Northern Adelaide Regional Office will then be able to further attempt to support a resolution.

If you feel the outcome is still unsatisfactory, you are able to contact the DECD Parent Complaint Unit hotline on 1300 677 435. Again, it will be assumed that the first two strategies have already been tried and exhausted, before contacting the DECD Parent Complaint Unit. If this has not happened, you will be referred back to the preschool or the DECD Northern Adelaide Regional Office.

Policy & procedure to be included on preschool website.

Parent Complaint Policy: Staff Protocol

Step 1: Parent complaint is raised. Discuss with parent. Hopefully resolved, or ask parent to discuss with Director. Staff member discuss with Director first!

Step 2: If concern is raised with Director, document nature of complaint and strategies discussed about overcoming the complaint. If parent is still unhappy, they are able to contact DECD Northern Adelaide Regional Office.

Step 3: If parent is still unhappy and resolution not reached after discussions with Regional Office, parent may contact DECD Parent Complaint Unit.

Director and staff to document information relating to the complaint for as long as necessary. Maintain confidentiality at all times.

Reviewed: September 2019

Next Review: September 2021

Assessment and Reporting

All children attending the Angle Vale Preschool have a portfolio, which may include samples of their work, photographs and learning stories. The portfolio remains at the centre whilst the child is in preschool, but will be taken home by the child upon completion

Various statements of learning and learning stories will be added to your child's portfolio throughout the year.

A summative report will be written by staff near the end of your child's pre-school year. Your permission is needed for it to be passed onto your child's school and ensure continuity of learning.

Please feel free to seek verbal feedback on your child's development and progress at any time, If we are busy, we will arrange a suitable time.



Angle Vale Preschool

Behavioural Guidelines

At the Angle Vale Preschool we believe:

- Preschool is a place to learn, have fun and feel safe
- With support from families, volunteers, staff and support services, children will build on their existing knowledge, in order to: communicate, respond and interact in ways that are safe, supportive and caring within our Preschool setting.
- Children will have opportunities to: continue their lifelong learning towards becoming responsible members of their community and to develop the ability to self-regulate.

We encourage and support the social, emotional, physical, and mental development of all our children; we aim to be inclusive, fair and respectful of all experiences a child brings to the Preschool setting.

We encourage these respectful responses	These reactions are not encouraged
<p><u>Respect</u></p> <ul style="list-style-type: none"> • Respect and care for each other • Support each other • Take turns • Co-operate • Share • Be Polite • Listen • Care for the environment, their possessions and Preschool property • Value the efforts of others <p><u>Health and Safety</u></p> <ul style="list-style-type: none"> • Follow Preschool routines and structures • Respect Preschool expectations • Basic Hygiene- wash hands before contact with food, and after toilet use. • Walk inside the building and on the verandah <p>We encourage these respectful responses</p>	<p><u>Intentional Harm to others</u></p> <ul style="list-style-type: none"> • Hit • Kick • Spit • Push • Pinch • Bite • Use of sand, stones, bark chips and objects to throw at others or at property <p><u>Other Actions</u></p> <ul style="list-style-type: none"> • Climb fences/gates • Destruction of any property or possessions • Verbal abuse, including threats <p>These reactions are not encouraged</p>

<u>Communication</u> <ul style="list-style-type: none"> • Use age appropriate and developmentally appropriate social language (e.g. “stop kicking me” and “can I please have a turn”) • Express and share learning in ways that are safe <u>Personal Safety</u> <ul style="list-style-type: none"> • Keep your own body safe • Ask for support, communicate the need for support • Make an effort to solve problems 	<u>Bullying</u> <p>Bullying is repeated verbal, physical, social or psychological actions that are harmful to others and involve the misuse of power by an individual or group towards one or more persons. (This does not include single incidents of conflict, fights and altercations between equals/ peers)</p>
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Preschool staff responsibilities:

- Acknowledge that children come to Preschool from a variety of backgrounds and with a range of skills, attitudes and cultures.
- Communicate consistently, clearly and respectfully, the routines, expectations and boundaries that exist at preschool.
- Give children encouragement, and support their respectful responses and efforts
- Provide a stimulating, safe learning environment with clear, safe and fair boundaries
- Role model : 1) respectful communication and supportive responses
 2) problem solving strategies
- Encourage children to solve their own problems and intervene, divert, support and assist when necessary
- When frequent harmful intentional reactions are exhibited, (see previous page), a child will be withdrawn from the area, to a ‘quiet’ space. Following or during this time, staff will discuss, demonstrate, communicate or negotiate appropriate alternatives with the child. Incident records will be made in this instance.
- On rare occasions, when a child’s reactions are harmful or dangerous to themselves, or others, caregivers will be contacted.
- Every respectful and supportive effort will be made to diffuse, modify or circumvent a child’s reactions, and/or to calm the child.
- If a child continues to display frequent, unsafe, destructive and/or violent reactions, the Director, in consultation with parents, may choose to submit a referral for additional support and/or develop an Individual Learning Plan.

Families can help support:

- Discuss and explain with your child the respectful responses listed. Answer their questions and encourage their efforts.
- Communicate with staff as often as possible; find a way to communicate that is comfortable for you and your family. Share any questions or concerns that you may have, and inform staff
- Encourage your child to communicate fairly and openly, with respect for his/her Preschool.
- Continue to advocate for your child and their rights and responsibilities.

Issue Number: 7 Issue Date: September 2019

Next review date: September 2021

Newsletters and Notes

Newsletters and other information will be placed in your child's note pocket. Additional information may also be displayed on the gate or Parent Notice Board. Please read all information and do not hesitate to seek feedback from staff.

Seesaw App

At Kindy we will be utilising the Seesaw app. This will allow us to send you information, newsletters and also photos of the children's adventures at Kindy. Please be respectful of other families and their children and **do not** share photos on any social media. We look forward to this extending our interaction with all families. Information on installing and using the app will be given to each family.

Programme

The staff teams engage in ongoing programming that is based on observations of individual children and then building on these children's strengths, needs and interests.

Our curriculum is supported by The Early Years Learning Framework for Australia, Belonging, Being & Becoming. The curriculum is designed to promote key outcomes of learning for an integrated approach.

Learning Outcomes for Children Birth To 5 Years.

Outcome 1: Children have a strong sense of identity.

Outcome 2: Children are connected with and contribute to their world.

Outcome 3: Children have a strong sense of wellbeing.

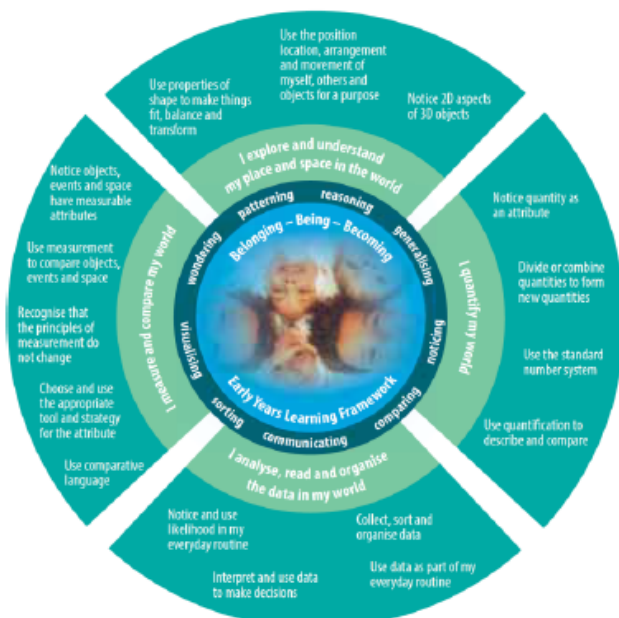
Outcome 4: Children are confident and involved learners.

Outcome 5: Children are effective communicators.

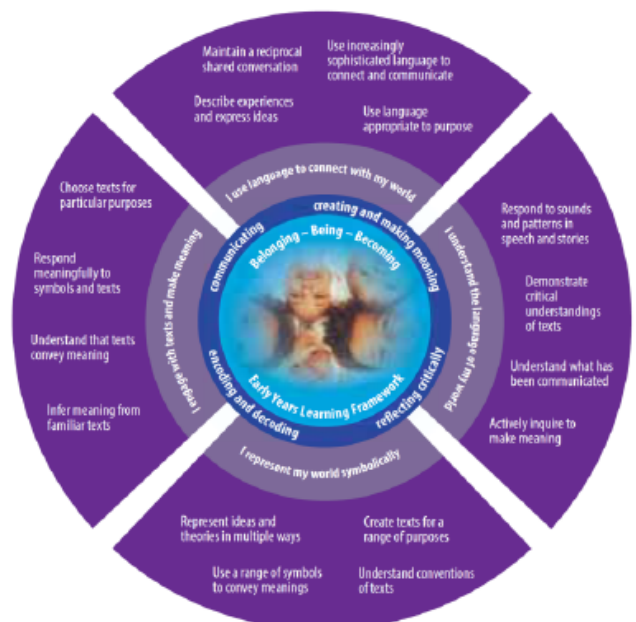


Below are the Literacy and numeracy indicators charts onto which observations of learning that children have demonstrated while at kindy can be documented.

Numeracy key elements



Literacy key elements



Programme

Child Protection Curriculum

Australia supports a United Nation agreement that children are to be protected from all forms of abuse, exploitation and violence. Abuse may be sexual, physical and/or emotional. Australia has laws to prevent and respond to the abuse or neglect of children. In South Australia this law is called the Children's Protection Act. Under this Act people who work and volunteer in schools, preschools and care settings are called mandated notifiers. This means that they must report child abuse or neglect if they have reasonable belief that a child is being harmed. All people employed in the Department of Education and Child Development receive regular training in this responsibility.

Schools, preschools and Childcare Centres have the responsibility to protect children and keep them safe when they are in their care. Schools and Centres work with families and other agencies to keep children safe. The Child Protection Curriculum is a key program designed to teach all children from a young age, in an appropriate way, to:

- Recognise abuse and tell a trusted adult about it
- Understand what is appropriate and inappropriate touching
- Understand ways of keeping themselves safe

The Child Protection Curriculum is embedded into the program and also includes focus sessions. Information will be sent home about content prior to the sessions. Educators have training to teach the Child Protection Curriculum.



Wear Old Clothes to Kindy!

Messy Play



Children don't mind getting dirty. Water, sand, finger paint, play dough, and clay—these are all favourite play materials. Messy play offers an outstanding opportunity for children to grow and learn. Young children of all ages can enjoy and benefit from messy play. Benefits include:

- As children roll and mould play dough, they learn about cause and effect—what happens when they squish it or roll it in their hands.
- As they fill and empty containers and choose objects to use in the water table, they experiment with math and science concepts, like more and less, full and empty, float and sink.
- As they pour sand from cups, build sand castles, and add water to sand, they learn about physical concepts like the pull of gravity and the behaviour of liquids and solids. Messy play activities support problem solving and prediction.
- As children talk with each other and with adults while they participate in messy play, their language skills and vocabulary grow.
- Helps children develop large and small motor skills and eye-hand coordination as they dig in sand, pound and squish dough and clay and paint with brushes and fingers.

Arrival and Departure

Parents are to take full responsibility for children travelling to and from pre-school. Please advise staff if someone different will be collecting your child. You are required to stay with your child till the beginning of the session - 8.30 am. Please do not leave children outside unsupervised.

Sign In/Sign Out

Parents/Caregivers are required to sign their child in and out daily. There is also an area for Children to sign in/out. This promotes your child's literacy development and sense of identity.

First Aid Policy

All minor accidents will be treated by staff and reported to parents. An accident form will be filled out by the staff and put in your child's note pocket. Should your child have a serious accident they will be transported by ambulance to the nearest hospital accompanied by a staff member. Parents/ caregiver and the General Practitioner will be contacted. Parents are responsible for the cost of the ambulance travel.

Helping Children Settle

Every child reacts differently to new situations. You can help your child settle into preschool by,

- Planning with your child how you will say goodbye.
- Establishing a routine for leaving your child, such as arrive at preschool, encourage your child to put his/her bag away, greet the teacher marking the roll, do a puzzle or read a story, then say goodbye and leave.
- Using the same routine daily allows your child to know when you will be leaving, making the separation easier to accept.
- If problems emerge talk to the preschool staff. If a child has difficulty separating from their parent or carer the following strategies will be employed to ensure positive, caring and respectful relationships are developed and maintained
- A staff member will be available as the parent/carers prepares to say goodbye
- Staff will calmly talk to the child, offer comfort, a quiet place to go to together, offer a special story, toy or activity, or other diversion or distraction tactic to help the child calm
- The staff member will remain with the child until they calm down, stop crying and are ready to join other activities, many children settle after a few minutes
- Staff will ask the child if it is OK to hold their hand, sit on the adults lap or have a hug to help them settle
- We will only physically restrain or lift and carry a child once other strategies have been tried or if the child's or other children's safety is at risk
- Parents are welcome to ring the Preschool during the session to find out how their child settled

Earlier is Not Better

Many parents are concerned when their children aren't learning to recognise letters and numbers. They feel that stencils, worksheets and homework in preschool programs will prepare their children for school.

Preschools could give your children workbooks. We could make them memorise the alphabet. We could drill them. We could test them. But we know that if we do, your children are going to lose something very important.

Children who are rushed into reading and writing too soon miss important steps in learning and may suffer later on because they lack the foundation they need to use language. Children who are taught to read in preschool may be able to sound out and recognise words, but they may have very little understanding of what they are actually reading. If they haven't been given time to play, they won't have explored objects enough to know what words (like soft, softer, softest) mean. If they are not allowed to thread beads, dress up, cut, paste, pour and draw, they won't develop the fine muscle skills they need for writing. One of our aims in preschool is to provide children with as many experiences as possible to hear and use oral language and to help them develop listening and sound discrimination skills.

Because maths involves much more than memorising facts (like $2+2=4$) and because it involves logical thinking, children shouldn't be pushed into paper and pencil arithmetic too soon. To acquire the foundations for logical thinking, children need many opportunities to count objects, sort them into piles, add some to a pile and take some away, and make patterns and sequences. It is by playing games like them what they will truly understand addition, subtraction, division and multiplication. Without these concrete experiences, children may give correct answers but probably won't understand what they are doing and why.

Worst of all, if children are rushed into academic subjects too soon, they may lose their enthusiasm for learning and their sense of themselves as learners. If children are told what to learn and memorise by the teacher, they may become passive and dependant learners and will be less excited about learning new things. Children who are given plenty of time and a range of opportunities to play however, learn to ask questions and work out their own answers. They are responsible for their own learning. They see themselves as creators, explorers, discoverers, problem-solvers and inventors.

In time, they learn to use one object to represent another. This is the beginning of symbolic thinking. They might pretend a stick is an aeroplane or a block is a car. Gradually children become more and more able to use abstract symbols like words to describe their thoughts and feelings. They learn to 'read' pictures which are symbols of real peoples, places and things. This significant and exciting development takes place during the preschool years as children play.

Play provides the foundations for academic 'school' learning. It is the preparation children need to effectively learn highly abstract symbols such as letters (which are symbols for sound) and numbers (which are symbols for number concepts). Our role at preschool is to carefully plan our learning environment and a wide range of experiences for children that will enable them to experiences, experiment, discover, practice and master a wide variety of skills that will cement a strong foundation for their future learning and life. In addition, we have a focus on providing opportunities for children to learn and practice the social skills that they will need to develop and sustain friendships and relationships throughout their lives.

Play enables us to achieve the goals of our early childhood curriculum. Play is the work of young children.

Common Questions

1. **What if they won't let me go?** Decide if you are happy to leave your child. They may get upset. Staff are very experienced in these situations. If you have decided to leave, say to your child-“let's do one thing together, and then I'm going”. Make sure a staff person is aware of your issue then follow through –leave. Children are seldom upset for more than a few moments. You can call later to see how they're going.
2. **What if I can't leave my child upset?** Then stay. But make sure staff are aware of your situation. We will then make a transition plan together.
3. **What if they tell me that they don't have any friends?** For some children this is developmental in that they are still in a 'solitary', or 'parallel' play stage. This is not uncommon. For others we can work on specific skills, and strategies. It may be as simple as highlighting for the child when they are having fun with a child or a group... “it looks like you're having a great time with all your friends...lets write down their names so we can tell mum/dad”
4. **They don't seem to be eating/drinking much?** Let us know and we'll be more explicit with your child's snack/water intake. Remember it's about encouraging independence, and self-management.
5. **Why can't they tell me about their day?** Break it down into small components. Did you have a swing? Who was next to you on the swing? What songs did you sing? Who did you sit next to at lunch?
6. **Why don't they draw?** We do encourage participation in a range of experiences, but for some drawing is not an interest. This could be developmental- in which case we encourage fine motor foundational experiences e.g play dough, finger painting etc. Some children have sound fine motor skills e.g work really well with Lego, but seldom draw. In this case we monitor their development with drawing tools, and if necessary be more directive with our expectations.

Parent / Caregiver Participation

We encourage and welcome parent involvement in our centre. You are welcome to spend time with your child during the sessions. You can also assist us in a number of tasks, such as preparation of materials, cleaning duties, mending of books etc. We are keen for you to share an interest or skill with the children such as cooking, woodwork, gardening, music, sport etc.

Governing Council

The Governing Council is made up of interested parents/caregivers who meet twice a term, at a nominated time to discuss centre related issues and to ensure the smooth running of the centre. The Governing Council works with staff on a range of issues such as facilities, resources, fundraising and service provision.

The Governing Council group always welcomes new members. We encourage you to join. Please see a staff member or one of the Governing Council for details.

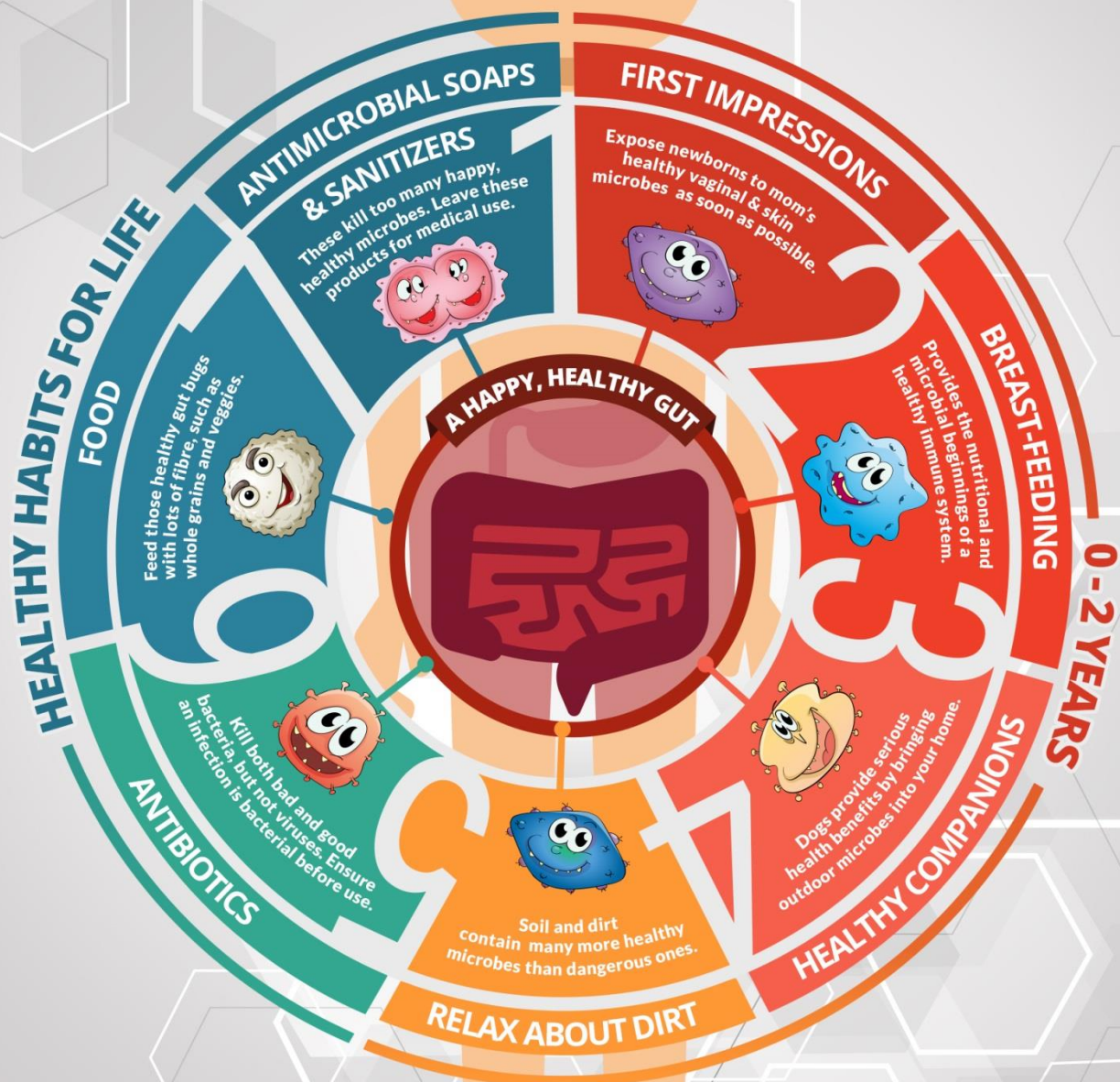
Health / Medical

If your child is unwell prior to attending we ask that they be kept at home. Children with contagious or infectious diseases including head lice, diarrhoea, vomiting and conjunctivitis or raised temperature cannot attend programs. If your child develops a need for medical attention during a session, staff will contact you or your emergency contacts. In the case of head injuries, we will always contact you (even if it's considered mild). In an emergency, there will be no hesitation in calling an ambulance as well as emergency contacts. Please ensure that your enrolment form has current information regarding your child's allergies, chronic complaints, asthma and regular medications required. Your child may require a health plan upon enrolment. If your child requires medication during session times an action plan and/or administering medication form needs to be completed by a doctor.



A nurse from Child and Youth Health visits our service each term. All preschool children are encouraged to meet the nurse with their guardian to have a health check. This health check is free and involves the nurse examining the child's eyesight, hearing, height, weight and general development. These checks are carried out sometime after your child turns 4 years and 3 months.

RAISING CHILDREN & THEIR MICROBES



FOR MORE
INFORMATION VISIT:

letthemeatdirt.com



Angle Vale Preschool

Food Philosophy

We believe:

- That all children should be provided with nutritious food choices compatible with Right Bite (Healthy Eating Guidelines), Early Years Learning Framework and the National Quality Standards
- In providing a safe environment that supports children to develop lifelong health and wellbeing
- In being respectful and inclusive of all children's food choices
- That children can eat when hungry, to enable the development of a self-regulatory appetite
- That children have the opportunity to experience food that is:
 - Seasonal
 - Fresh
 - Packaged
 - Varied
 - Sensory
 - Homemade
 - Balanced

Our food philosophy rules

- Water only in drink bottles please (partially frozen on hot days)
- Snack food to be kept in your child's bag (not in lunchbox)
- No whole NUTS please
- Please include a freezer brick/block as we do not have the capacity to refrigerate lunchboxes

Nutritious foods promote fuller tummies, clearer minds and sustained energy. The provision of a variety of foods in your child's diet will provide the perfect fuel for their growing body, like:

- Protein
- Fats
- Carbohydrates
- Fibre
- Essential amino acids
- Essential fatty acids
- Vitamins
- Minerals

Philosophy Statement



Angle Vale Preschool is proud to promote respectful, consistent, nurturing and responsive relationships. We offer intentional and spontaneous learning opportunities that will empower children, parents, teachers and community to achieve powerful learning outcomes for all of our learners. We are committed to an educational philosophy that is based on informed practice and current educational research.

We are passionate about:

- Respect – For and by children, parents and teachers. Children are confident and capable. We believe that they have independent values, ideas, strengths and belief systems.
- Curiosity – the ability to look at the world with an open and unsuspecting mind, to perhaps wonder and hypothesise – ‘what if?’, as well as asking ‘why?’.
- Environment – spaces where children have direct contact with the natural world. Natural and inspiring play spaces for children which are intentionally designed to enable a place to think and ponder, stimulate children’s curiosity and invite active investigation and inquiry.
- Trust – children who experience trust will experiment, explore and confidently take risks in learning.
- Sustained involvement – Learning is led by children through an emerging curriculum where children and adults are given opportunities and time to explore and think deeply.
- Relationships – we believe learning takes place in a social context where children may scaffold other’s ideas, skills and competencies.

We believe that play is the essential medium for a young child’s learning and our aim is to provide a program of experiences and activities that are child centred and flexible, encouraging individual levels of development.

We believe that, through play, with the teacher as a facilitator in an encouraging and supportive environment, each child will develop self-confidence. Through play, children have the opportunity to make decisions, to develop resilience and perseverance. We aim to challenge children, encouraging them to be active learners and thinkers, full of curiosity about their world.

We acknowledge Belonging, Being and Becoming, the Australian Early Years Learning Framework. It inspires our commitment to quality teaching practices and learning outcomes for children.

Our teachers are inspired to celebrate the unique Aboriginal heritage of Australia and commit to weaving this into our daily interactions with children.

“The mind is not a vessel to be filled, but a fire to be kindled.”

Plutarch

empowering playful learners

Starting Kindy

Well the time has come and your child is starting kindy. It's time to send them off into the big wild world. For some children this will be their first step towards independence. There may be tears, anxiety, uncertainty...

Here are a few things that we think will help your understanding and expectations of your child's experience at Angle Vale Preschool.

- We are very **CHILD CENTRED**, and **PLAY ORIENTATED**. Your child will have extended periods of time to explore and create according to their own interests. This is widely acknowledged as **BEST PRACTICE** in the industry.
- We will be carefully monitoring, especially in the initial stages, your child's **EMOTIONAL WELL-BEING**. From this foundation all learning and development grows.
- **SOCIAL RELATIONSHIPS** are very important to your child's development. Your child's main teachers will be their peers.
- Your child will be encouraged to become a **RISK ASSESSOR** and **TAKER**. They will be allowed to climb trees, play with sticks, and rocks, wrestle with peers. Staff will of course be monitoring these situations, and will help your child establish boundaries. Scrapes, bumps and bruises are a part of life and are 'teachable moments' especially in the initial stages.



We encourage children to engage in their environment in a fulsome way. On occasion, **THEY WILL GET DIRTY**...e.g mud play is a very common play experience programmed by educators. It promotes: sensory processing, emotional

- contentment, vocabulary development, motor skills, peer interactions, etc. We recommend you send your child to kindy in 'play' clothes, sensible shoes and always pack a change please.
- **NUMERACY and LITERACY DEVELOPMENT** are non-negotiable components of our programme and are built into the children's play experiences. All staff are aware of the Early Years Numeracy and

Literacy Indicators, as well as the national curriculum framework: Becoming, Belonging and Being. We monitor and document all children's development through these lenses.

What you won't see much of at Angle Vale Preschool:

- Stencils and black line masters- brains are much more active and stimulated during creative experiences.
- Long mat Times, because really they become exercises in compliance
- Experiences and routines that mimic school. Many schools are actually introducing 'play based' learning in their classrooms.
- Experiences that are developmentally questionable such as formal **GRADUATION CEREMONIES** where the children do a lot of sitting and waiting.
- Rote learning experiences- we encourage understanding through exploration and play rather than the ability to repeat without real comprehension.



What you will see:

- Open ended experiences that invite participation at all developmental levels both inside and outside.
- An environment that reflects creative, happy, vibrant children.
- Positive, warm, nurturing interactions between staff, children and their families
- A family friendly environment that invites community participation through events such as- art exhibitions, twilight (after hours) sessions, obstacle-a-thons.



Any worries or concerns? Please speak to us immediately. We will listen respectfully. We want your experience with us to be a happy one.

Risky Play

Children both need and want to take risks in order to explore their limits, venture into new experiences and for their development. Any injury is distressing for children and those who care for them, but the experience of minor injuries is a universal part of childhood and has a positive role in child development.

We provide an ideal environment for developing and testing skills in safe, creative play environments and believe that children need opportunities to:

- Develop skills in negotiating the environment (including risks);
- Learn how to use equipment safely and for its designed purpose;
- Develop coordination and orientation skills;
- Take acceptable risks; and
- Learn about the consequences (positive/negative) of risk taking





Angle Vale Preschool

SUNSMART POLICY

POLICY STATEMENT:

Angle Vale Preschool will ensure that all children attending the Centre are protected from skin damage caused by the harmful ultraviolet rays of the sun and are educated in all aspects of appropriate sun safety. When the UV level reaches 3 (moderate) or higher, it is deemed strong enough to cause damage to unprotected skin.

CONSIDERATIONS:

Philosophy:	To promote among children, staff and families positive attitudes towards skin protection and lifestyle practices, which can help, reduce the incidence of skin cancer
Legislation	Child Care Centre Regulations 1985 (SA); Public and Environmental Health Act 1987 (SA); Occupational Health, Safety and Welfare Act 1986 (SA); Occupational Health, Safety and Welfare Regulations 1986 (SA); Quality Improvement and National Quality Standards – QA2
Children	Need protection from the sun and harmful rays particularly from September to April; instruction about sun safety and correct application of sunscreen; appropriate clothing and sun protection.
Parents	Need to feel confident that their child/children are adequately protected from the sun when required. Parents are encouraged to co-operate in maintaining sun awareness at home and providing adequate sun protection and measure for their children
Staff	Need to be responsible for appropriate sun protection in including sunscreen and hats; clear guidelines and instructions with regard to enforcing the Sun Safe policy; to adhere to policies to achieve Sun Smart centre accreditation
Management	Need staff to maintain appropriate levels of sun awareness and to follow sun protection policies.

HOW POLICY WILL BE IMPLEMENTED (Specific Policies & Procedures):

Children

- Will bring a broad brimmed, bucket, or legionnaires hat each day. They are given the opportunity to apply their own sunscreen.
- Will be strongly encouraged to wear hats when they are outside from September to April and when the UV index is 3 and above
- Who do not have hats will be asked to play in an area protected from the direct sun or offered the option of wearing a spare 'kindy' hat
- Are encouraged to apply sunscreen themselves under adult supervision

Parents

- Will be encouraged to apply an appropriate sunscreen at the beginning of each day, either before arrival at kindy or on arrival using sunscreen provided by themselves or the kindy
- Are recommended to provide children with appropriate clothing
- Are encouraged to wear appropriate clothing and sun protection whilst at kindy and when joining us on excursions

Staff

- Are strongly encouraged to wear a suitable hat when outside from September to April and when the UV index is 3 and above
- Have access to SPF 30+ broad spectrum sunscreen at all times
- Should wear clothing that provides suitable sun protection
- Will monitor the UV index and implement this policy when the index is 3 and above
- Will reinforce and promote Sun Smart behaviour to children, and families
- Will be informed of the Sun Smart policy during induction

Students, Volunteers and Visitors

- Will be encouraged to wear appropriate sun protection clothing and sunscreen while at the kindy and when joining us on excursions

The environment

- An assessment of available shade will be undertaken each year to ensure adequate shaded areas are available for play. This includes permanent and temporary shelters and the planting of trees
- If staff deem the weather to be too hot or the UV index is extreme, activities may be restricted to shaded areas only

School Transition

Children starting at the Angle Vale Primary School will participate in an orientation program in their last term of preschool. Children going to other schools will need to have their orientation visits organised by their parents/ caregivers. We work closely with Angle Vale Primary School throughout the year. Your child will have the opportunity to visit and borrow from the school library, spend time in the early years classrooms and engage in joint experiences such as sports day and book week. We also attend the junior Primary assemblies regularly.