



Baden Pattinson Kindergarten

Family Handbook

2023

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Welcome to Baden Pattinson Kindergarten

We welcome your family to our kindergarten. We look forward to working collaboratively with you and your child during their learning journey this year.

All our staff are readily available to answer any questions or provide additional information, please approach us at any time if we can provide you with any support.

Philosophy Statement

“Our VISION is to provide an inclusive high quality, educational service in a safe and supportive environment which aims to meet the needs of every individual child and their family. We strive to empower children to continue their lifelong learning journey with confidence and enthusiasm.”

We believe all children:

- Are unique individuals who come from diverse backgrounds and have various skills, interests, needs and abilities.
- Must be active participants in their learning (they learn through doing). Learning experiences come from the children's voice and interests.
- Learn and develop in an environment when they feel good about themselves, their achievements and their ability to be effective in the world around them thus facilitating their emotional wellbeing.
- Benefit from developing effective communication skills enabling them to express themselves and get along with others.
- Are confident and capable learners (Carla Rinaldi)

What we believe about learning:

- Kindergarten should be a year of play, fun and enjoyment.
- We use the Early Years Learning Framework (Belonging, Being and Becoming) to form the basis of our curriculum, with a strong emphasis on numeracy and literacy skills.
- Sustainable practices are provided and embedded in our daily routines and procedures. Children care for themselves, others and the environment.
- Play is the way that children make sense of their world. Through play, we provide an opportunity to develop independence, initiative, problem-solving and interpersonal skills, resilience, risk taking, respect, creative ability, the ability to use time constructively and to make their own decisions.
- We acknowledge the individual dispositions and interests of each child and provide opportunities in the learning environment to create, investigate, wonder, inquire and imagine through play based engagement.
- Learning occurs in all areas of the kindergarten.
- We provide experiences for social, emotional and physical development.
- The education of the child has to be a shared experience between home, kindergarten and the wider community. We value these strong relationships.
- We should provide experiences for the development of the whole child.
- Learning involves continuous review, reflective practice, planning, documenting, analysing and responding to children's needs.

“The child is our guide, inspiration and consideration” (Lillian de Lissa 1885 – 1967)

Kindergarten Sessions

Children are allocated into one of the following two groups. Each child is entitled to 15 hours of kindergarten each week.

Yaltu group (Kurna word for Pelican)

Mondays & Wednesdays 8:15 AM - 3:00 PM
and alternate Fridays 8:15 - 11:15 AM (odd weeks, weeks 1, 3, 5, 7 etc)

Kurraka group (Kurna word for Magpie)

Tuesdays & Thursdays 8:15 AM - 3:00 PM
and alternate Fridays 8:15 - 11:15 AM (even weeks, weeks 2, 4, 6, 8 etc)

2024 Term Dates

Term 1	Term 2	Term 3	Term 4
29 Jan to 12 April	29 April to 5 July	22 July to 27 Sept	14 Oct to 13 Dec

Attendance

If your child will be absent from kindergarten for any reason, please let staff know as soon as possible via email, phonecall or text message. We are required by the Department of Education to record this information.

Student-Free Days

Government kindergartens are given access to a minimum of 4 student-free days per year to undertake staff training and development. These days are to be endorsed by the Governing Council and families must be given at least 1 month notice. When considering the timing of each student-free day the kindergarten considers impacts for a particular cohort of children (i.e. not always scheduled on the same day). At times, the Chief Executive can determine and approve additional student-free days, which will be communicated by the Director.

Staff

Sarah Williams	Director (Monday-Friday)
Courtney Robb	Teacher (Monday-Friday)
Jess Dendy	Teacher (Monday, Wednesday & Friday)
Mandy Chenoweth	Early Childhood Educator (Monday, Wednesday, Thursday & Friday)
Marie Conti	Early Childhood Educator/Preschool Support (Tuesday-Friday)
Alicia Middleton-Frew	Preschool Support (Monday, Tuesday & Wednesday)
Vicki Dorne	Early Childhood Educator (on maternity leave in Term 1, 2024)

Additional Preschool Support Workers and Bilingual Assistants may be employed to support children as required. We maintain a list of regular relief staff to ensure familiarity and consistency of staffing where possible.

Fees

The Department for Education provides all kindergartens with funding for teaching salaries and to assist with some day to day running costs. However, we still rely heavily on fees paid by families to assist with the purchasing of equipment and resources, maintenance, cleaning and other costs associated with maintaining a high quality learning environment for children.

Fees are set by the Governing Council and are reviewed annually to ensure the kindergarten is financially secure. Invoices will be placed in your note pockets at the beginning of each term. We ask that these be paid as promptly as possible. Fees include an incursion or excursion each term.

Kindergarten fees are \$200 per Term

Fees can be paid via online banking– details are included on your invoice. Please remember to use your child's name as reference.

Families may choose to pay fees in advance ie. the full year. Payment by instalment can be arranged by agreement with the Director.

Our Day at Kindergarten

The following is an example of our day at kindergarten. This is a guide and it is always responsive to children's learning and needs.

Baden Pattinson Kindergarten Daily Routine	
This routine is flexible and will be changed according to children's learning and needs.	
8:15am	Children arrive, put belongings away and wash hands. Please ensure your child has sunscreen applied in the mornings. Educators will support reapplication at lunch time. Indoor/outdoor play
9:25am	Five-minute warning before transition into group time
9:30am	Whole group gathers on the mat then divides into small groups
9:35am	Small groups – stories, discussion, songs, games & project work
9:50am	Wash hands Snack time- mats on grassed area (weather permitted) Indoor/outdoor play
11: 45am	Five-minute warning before transition into relaxation time
11:50 – 12:05pm	Relaxation Sunscreen Wash hands
12:05 – 12:20pm	Lunch time- mats on grassed area (weather permitted) Indoor/outdoor play
2:25pm	Five-minute warning before pack up time
2:30pm	Pack up time Pack bags
2:45pm	End of day group time
3:00pm	End of session

What to bring each day

Please **NAME LABEL ALL** items that your child brings to kindy

- ✓ **A backpack- to be put away by your child in their allocated locker.**
- ✓ **A healthy snack - stays in kindy bag/locker**
Snacks could include fruit, vegetables, cheese and crackers, yoghurt etc. but please **NO NUTS** or nut products as we are a nut aware centre. Please pack snacks with a cold pack/ice brick to ensure food safety.
- ✓ **A packed lunch - stays in kindy bag/locker**
Please pack lunch items your child enjoys such as sandwiches, wraps, pasta, rice etc. Please pack lunch with a cold pack/ice brick to ensure food safety. Please note: we are not able to re-heat foods at lunch time due to food safety policy.
- ✓ **A drink bottle - goes in drink bottle trolley**
We will refill drink bottles with filtered water throughout the day as required.
- ✓ **A sun safe hat (broad brimmed or legionnaire with NO DRAW STRING)**
The Cancer Council recommends that hats should be worn whenever the UV rays are 3 or above. Hats should be broad brimmed (without draw string), bucket or legionnaire style to protect the neck and ears as well as the face. Children who do not have a hat will need to play inside or on the veranda. Children's hats will remain in their allocated hat pocket at the end of each day.
- ✓ **Sunscreen**
As recommended by the Cancer Council sunscreen should be applied by families in the morning before coming to kindergarten. We have sunscreen available on top of the lockers. Staff will assist your child to apply sunscreen again at lunch time. If your child requires an alternative sunscreen, please see a staff member.
- ✓ **Wear comfortable and weather appropriate clothing and shoes**
 - Send your child in comfortable clothing that will not get in the way whilst playing
 - Clothes should be easy for the child to independently manage when going to the toilet or changing so that their independence is supported.
 - Well fitting, weather appropriate shoes support your child when climbing and playing outside. We ask that avoid loose fitting shoes such as thongs, slippers, Crocs and dress up shoes as these can be unsafe for children during play.
- ✓ **A complete set of spare clothes appropriate to the season**
Please provide for your child to change into in case of any accidents (eg. getting messy during play with water/sand, not getting to the toilet in time). Please include underwear and socks and ensure items are the correct size. Please include a 'wet bag' or plastic bag for used clothes.

Please **DO NOT** Bring:

- ✗ **Nuts and Nut products (Nutella, peanut butter etc)**
- ✗ **Sometimes foods such as sweets, chocolate & lollies-** Please discuss with the director if this is something your child requires for dietary reasons.
- ✗ **Toys-** We discourage children from bringing toys as they may get lost or broken. If your child requires a comfort item e.g. a teddy, please inform staff.

Additional services

As a Department for Education kindergarten, Baden Pattinson Kindergarten has access to a range of additional services which can support both children and their families, these include: Speech Pathologist, Psychologist, Special Educator, Social Worker. We also maintain links with other local service providers including Government, private and non-for-profit organisations and professionals that may be of assistance to children's learning, development and wellbeing.

If at anytime you would like to enquire further about these services or believe your child may benefit from additional support, please make a time to meet with the Director, we are more than happy to talk with you and assist with referral pathways if possible.

Children's learning

Kindy is a fun, happy, exciting place for children to be. The learning environment is purposefully set up to promote curiosity and wonder, and to encourage relationships, communication, and collaboration through play. Play is at the core of our curriculum. The educators at kindy strongly value play and the rich learning it provides young children.

Educators meet continuously to consider the children's learning and development needs and interests in order to develop an emergent curriculum. The curriculum may also include special visitors and experiences, excursions in the community and exploration and discovery of current events that may be happening in the child's world. Of course, there are also 'spontaneous' learning opportunities that just happen on any given day and they are fun too! These reflections are documented and each fortnight the teachers communicate these curriculum decisions and experiences through a printed program (Intentions for Learning). This can be found on the entrance whiteboard.

Learning Framework

The Kindy curriculum and program is guided by the Early Years Learning Framework of Australia, as well as the Literacy and Numeracy indicators for preschool. The Early Years Learning Framework's vision is for all children to experience play based learning that engages and builds success for life. The Framework has been set up as a guide for Early Childhood Educators who work with children from birth to five years of age, and is used in partnership with the families, (children's first and most influential educators), to develop learning programs responsive to children's ideas, interest, strengths and abilities. The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

Belonging– is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with family, community, culture and place.

Being– is about living in the here and now. Childhood is a special time in life and children need to just “be” – time to play, try new things and have fun.

Becoming– is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

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, INVOLVED LEARNERS

OUTCOME 5: CHILDREN ARE EFFECTIVE COMMUNICATORS

The indicators of preschool numeracy and literacy connect with the general capabilities from the Australian Curriculum (school curriculum). The indicators recognise that all children come to kindy with literacy and numeracy capabilities which they demonstrate in their own unique way

Keeping Safe: Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum a Department for Education responsibility under the *South Australia Children and Young People (Safety) Act 2017* and the *Safeguarding children and young people Policy* to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved child protection curriculum. The KS:CPC is a child safety and respectful relationships curriculum developed collaboratively with child protection experts, teachers, educational leaders and other professionals. The teachers delivering the program have received explicit training in the use of the Curriculum.

The KS:CPC is divided into 5 documents specific to the age and year level of students, starting from age 3 and progressing to age 17+.

The KS:CPC is predicated on two main themes which are presented through topics and activities of increasing complexity. The two KS:CPC Themes are:

- Theme 1: We all have the right to be safe
- Theme 2: We can help ourselves to be safe by talking to people we trust.

The two KS:CPC Themes are explored through four Focus Areas, which are examined in growing complexity in accordance with the age of the students. The Focus Areas are:

- Focus Area 1: The right to be safe
- Focus Area 2: Relationships
- Focus Area 3: Recognising and reporting abuse
- Focus Area 4: Protective strategies

The activities are structured in a sequential nature and at an age and developmentally appropriate level covering a range of topics. Child protection and safety are an important part of the Early Years Learning Framework and are embedded throughout the 5 learning outcomes.

The Child Protection curriculum teaches all children from a young age, in an age 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.

Settling into Kindy

Every child reacts differently when starting at kindergarten for the first time or transferring from another kindergarten or centre. Some children can be nervous and require a lot of reassurance while others may throw themselves into activities straight away. Some children take longer than others to feel confident and independent in this new environment and however excited your child may be about going to kindergarten, it is a new and different experience. The separation from a parent or carer is a major step in your child's life. Rest assured that all staff are committed to making it as smooth as possible. We recognise that families know their child best and will be guided by you to develop a regular routine for separation that suits you and your child. This consistency supports your child to feel safe and secure within the new spaces and as they develop connections with new adults and peers.

We encourage children's independence and it is important for children to be responsible for their own bag and belongings. At the beginning of each session please support your child to place their own belongings where required- this will give them a sense of belonging and security as they will know where their things are and where to find them if needed.

When dropping your child off to kindergarten be as consistent as possible, settle your child and always say good-bye, don't sneak out, even though it can be upsetting. This supports your child to trust that you will return. If you require support as your child is unsettled, please let staff know when you are planning to say goodbye and they will support your child as you leave, to calm and to engage in an activity. You are welcome to call the kindergarten at any time in order to be reassured that your child has settled. However, bear in mind we will always contact you if your child remains unsettled.

We welcome you to discuss your child's progress with staff at anytime. Please tell us of significant events (positive or negative) at home that may affect your child's behaviour and emotional well-being and feel free to ask for privacy if matters are confidential. Our aim is to work collaboratively with your family to support the wellbeing, learning and development of your child. If you have queries or suggestions, please speak staff.

Sickness and allergies

Please do not send your child to kindergarten if they are unwell. If your child is absent from kindergarten please let us know.

If your child has any allergies or illnesses an appropriate Health Care Plan will also be required from your doctor. The kindy will also collaborate with parents to complete a Health Support Agreement and Safety and Risk Management Plan to help manage the child's physical, personal or emotional health in education and care services. This information will be confidentially recorded and communicated with all staff. Your child's medication will also be safely stored and used by trained staff according to each child's health care plan eg Anaphylaxis, Asthma etc. This will also be witnessed and signed by other staff member. All medication must be in its original packaging with the prescription label attached and within the expiry date.

Parents will be notified when medication is used, and the details will be recorded on your child's individual medication record. Please see BPK's Health Support policy for further explanation, this is available in our policies folder.

It is a requirement that children attending the kindergarten who require medication to be administered by staff (even as a once off) **MUST** have approved forms completed and signed by their doctor and subsequent relevant departmental forms completed in conjunction with the director. Under no circumstances must any medication, prescription or otherwise, be left in children's bags.

Communication with families

We believe it is important to establish strong, trusting relationships with your family in order to best support your child's learning and development during their time at kindergarten. One of the best ways that we can establish and maintain this relationship is through consistent, open and reciprocal communication. There are a range of methods through which we communicate with our centre families both formally and informally:

Seesaw

In 2024 we will be introducing Seesaw to communicate with families. We will use this to send home notices, information, consent forms and information about events and the children's learning. Educators will post photos and learning stories to your child's Seesaw profile so you can see the learning experiences the children are engaging in during kindergarten. You can respond to educators, comment on your child's learning and also privately message the kindergarten through this application.

Note pockets

You will receive a range of information in your child's note pocket, so please check it each day your child is at kindergarten. You are also more than welcome to use these as families for party invitations etc. to prevent these from being lost in children's bags.

Termly planner

Each term you will receive a hard copy and electronic copy of our termly planner. This will highlight important dates and events for the term. We recommend you put this somewhere visible e.g. your fridge.

Email

At times, particularly when connecting personally with families, we use email to send information and communicate with information about events and the children's learning. You can also contact us via email with any enquiries.

Meetings with educators

All of our educators are available at the beginning and the end of each kindergarten session to speak with you about your child's interests, progress and family updates. If there is more specific or detailed information that you would like to share with us or wish to engage in a more detailed discussion, we welcome you to make an appointment to meet with staff at any time throughout the year. At least once a year we invite each family to attend a more formalised discussion about your child's learning and development and to enable us to set children's learning goals in conjunction with families. This forms a part of our assessment and reporting process.

'Intentions for Learning'

Educators meet continuously to consider the children's learning and development needs and interests in order to develop an emergent curriculum. These reflections are documented and each fortnight the teachers communicate these curriculum decisions and experiences through a printed programme. This can be found displayed in the centre, as well as on Seesaw.

Website

You can visit our website at <https://www.preschools.sa.gov.au/baden-pattinson-kindergarten> for general information.

Phone

Periodically we may send important reminders via text message to your phone- particularly in an emergency where we need to reach a large number of families quickly. Please put the kindergarten mobile number in your phone so that you can easily identify if we are attempting to contact you. You are welcome to contact us via phone call or text message at any time to communicate with staff:

Phone: 8295 1371

Kindergarten mobile: 0418 599 137

Assessment and reporting to families

Progress and summative reporting:

During your time at kindergarten families will be offered information about children's progress through a 'parent-teacher chat' and end of year summative report.

- Typically the 'parent-teacher chat' will be offered toward the end of the child's first term of kindergarten. The discussion outlines areas of strength and goals for on-going learning.
- The summative report (Statement of Learning) is a written report at the end of your child's final term of kindergarten and prior to starting school. The report will describe your child's development against outcomes in the Early Years Learning Framework (EYLF).

Learning Portfolio: Each child has an individual learning portfolio. These hold a variety of information about your child's learning and development during their time at kindergarten. Items may include photos, work samples and observations by staff. We encourage you to look at your child's folder with your child and to talk about their learning.

Anecdotal observations: As staff work with your child they will observe and record notes about your child's learning, development, skills, interests and abilities. These notes are then used for future planning to ensure we are supporting your child's on-going learning,

Preschool Quality Improvement Plan (PQIP): 2012 saw the introduction of the National Quality Standards. This is a Federal Government initiative, the outcome of which is to improve the quality of care and education in child care, kindergartens and out of hours school care services (OHSC)

throughout Australia. Sites are assessed every three years to ensure the standards are being met. The PQIP is part of an improvement cycle which highlights the areas we will be focussing on for improvement. The plan will be displayed and information will be provided about our progress throughout the year and in the annual report which is presented at the kindergarten's annual general meeting each year.

Family Involvement

Families are encouraged to be involved in whatever capacity they feel comfortable. There are many ways you can be involved in your child's kindergarten.

Families can:

- join the Governing Council
- help children with activities, games, reading books etc. during the session
- share a skill or hobby such as cooking, gardening or your professional knowledge
- participate in working bees
- attend open nights, community events, parent sessions etc.
- read notices
- assist with excursions and incursions
- assist with literacy packs
- join us at local community events

Governing Council

Our Kindergarten is supported by a parent/caregiver Governing Council. A Governing Council Committee is elected each year, and being a member is an ideal way to become involved in your child's learning environment. The Governing Council Committee is made up of the Director, Staff representative and interested parents/caregivers - who assist in the efficient management of our Kindergarten. We depend on the involvement of parents for our smooth operation and high quality programs.

You are always welcome to attend meetings and we hope that you will become involved. It is a good way to meet people and learn a little more about what happens at the Kindergarten. Meetings are held twice a term at the Kindergarten to discuss matters related to the operation of the Kindy.

Governing Council members are involved in:

Management and administration of the Kindergarten, and contributing ideas regarding the service provided to our community.

- Financial management and fundraising
- Planning for facilities and resources, and the maintenance and improvement of building, grounds and equipment.
- Curriculum and policy development.
- Development of site plans and improvement documents.
- Involvement in planning for special events and celebrations.
- Networking with other parents/caregivers

More information about our 2024 Annual General Meeting.

Parental Responsibilities

Session Times

Parents/carers are requested to please be respectful of the set session times when bringing or collecting your child from kindy. Prior to and after kindergarten sessions the staff are involved in setting up and preparing activities, meeting to discuss children's learning and at times are also required to

attend meetings outside of the kindergarten. If for some reason you do have to drop your child off early or will be running late, please contact staff as soon as possible

Pick Up and Drop Off

- The kindy gates will be open from 8:15-9:00am and re-opened at 2:30pm. Please use the carpark entrance outside of these hours. If you arrive early you are welcome to use the playground across from kindy.
- If an adult other than a parent/caregiver is picking up your child, please inform a staff member personally or via email/phone call/text message.
- Please be on time to collect your child at the end of the day, this helps to avoid your child becoming anxious. If you have other siblings to collect from school, please collect your kindy child by 2:45pm to avoid disruptions to our final group time.
- Parents/caregivers with sleeping babies are welcome to call us to arrange for a staff member to bring your child to the carpark entrance door to be collected.

Different Pick Up Person

If someone other than those people listed on your child's enrolment form will be collecting your child as a once off, please inform a staff member. We will request identification if we are not familiar with this person. If this will be someone regular picking up your child- please ask a staff member to amend your child's enrolment form.

Contact Detail Changes

Please notify staff if any of your contact details change (phone numbers, address, family situation etc). All information shared with staff is confidential.

Lost Property

Any clothing or other items (e.g. lunch boxes, drink bottles etc) that have been misplaced can be found in our Lost Property. Please see a staff member to show you where this is kept. Labelled items will whenever possible be returned to their owner or placed in the child's note pocket. The lost property is emptied of all unnamed articles at the end of each term and donated to charity.

Please NAME ALL ITEMS that come to kindergarten.

Literacy Kit Borrowing

The kindergarten has a large collection of literacy kits which have been developed by staff and families over many years. These kits contain a variety of fiction and non-fiction books with accompanying activities that children can enjoy at home with their families. Literacy kits are to be signed in and out in the borrowed book. Please let us know if any items go missing so we can replace them.

Transition to School

It is a parent/carer's responsibility to enrol your child in the school of your choice. It is important that your child is enrolled at least 6 months prior to beginning school – we would advise you do this by June of the year prior to starting school. Most private schools require that your child be booked possibly years in advance.

We hope your family enjoy their time at Baden Pattinson Kindergarten.