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Home



All children can be competent, capable, independent and successful learners. Our play-based curriculum allows your child to explore and engage in their environment as they research their world.

Our kindergarten is full of cultural diversity and languages. We welcome family and community involvement to ensure that your child's learning is relevant and purposeful.

Find out more about our goals and our focus in our philosophy statement (PDF 63KB)
(https://www.preschools.sa.gov.au/sites/default/files/barker_kindergarten_philosophy.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschools and children's centres
(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

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.

Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

Contact us

Preschool director: Mrs Bronwyn Smith

Phone: (08) 8267 1388

Fax: (08) 8267 6248

Email: dl.5605.leaders@schools.sa.edu.au

Street address: 197 Tynte Street North Adelaide SA 5006

Postal address: 197 Tynte Street North Adelaide SA 5006

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. This is made up of 5 days per fortnight. Here are our times for 2020.

Monday	Tuesday	Wednesday	Thursday	Friday
—	8.45am - 2.45pm	8.45am to 2.45pm	8.45am to 2.45pm	

2020 our session times will be 8.45am to 2.45pm on Tuesday, Wednesday, and Thursday. Your child can attend 5 days per fortnight, so you can choose 5 days out of the 6 days we are open.				

Fees

The parent contribution is \$180 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/barker-kindergarten/getting-started/enrolment-and-fees>) page for more information.

What to bring

At the start of term 1 your child will need to bring a hat and a pair of gumboots. These will stay at the preschool for the year. The hat must be a broad-brimmed, legionnaire or bucket style in line with our Sun Protection and Hot Weather Policy (PDF 170KB).

(
https://www.preschools.sa.gov.au/sites/g/files/net4016/f/barker_kindergarten_sun_smart_and_hot_weather.pdf) You can buy a bucket hat from us if you prefer.

Children need to bring these items each day:

- a bag they can open on their own
- at least 2 changes of weather-appropriate clothes, including socks and underwear
- drink bottle containing water
- a piece of fruit or vegetable to share
- a healthy lunch, in line with our healthy food supply and nutrition policy (PDF 132KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/barker_kindergarten_healthy_eating.pdf), your child's lunch will be stored in our fridge.

Please write your child's name on all their belongings.

What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

Playgroup

Our playgroup sessions will help prepare your child for preschool by giving them a wonderful introduction to our kindergarten. We provide a range of indoor and outdoor activities where your child can explore and make sense of their world through play. Families and parents are encouraged to help with set-up and pack-up, and will be supported by our staff. Our playgroup is for children from birth to 5 years old.

Please call us (<https://www.preschools.sa.gov.au/barker-kindergarten#contact-us>) to talk about vacancies prior to coming. We will give you an orientation, enrolment forms and further information at your first session.

Times

9.30am to 11.00am every Monday during term.

Cost

\$25 per term. If you have more than 1 child attending, cost is \$15 per term for your second child and \$10 for any additional children. Your family will need to become a member of Playgroup SA (<http://playgroupsa.com.au/>).

What to bring

Children need to bring a drink bottle containing water and a broad-brimmed, legionnaire or bucket style hat each day. They can also bring a healthy snack if they would like to.

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/barker-kindergarten#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

We will contact you in term 3 about our parent information evening and pre-entry transition visits.

Pre-entry transition visits are in term 4 and will be a chance for your child to meet the staff and other children.

Fees

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

The parent contribution is \$720 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$180 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

There are additional costs for some incursions, excursions and our annual art show. We also offer other programs that may have additional costs (<https://www.preschools.sa.gov.au/barker-kindergarten/getting-started/what-we-offer#barkerprograms>).

When to pay

We will invoice you at the start of the year for term 1. Remaining invoices will be given at the end of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>) for the term to come.

Payments are due by the end of week 2 each term.

Please contact us if you are having difficulty paying.

How to pay

EFT information

You can pay by direct deposit.

BSB: 105022

Account number: 108004740

Please use your child's full name 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: Barker Kindergarten

Rating issued: December 2015

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

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 806KB)

(
https://www.preschools.sa.gov.au/sites/g/files/net4016/f/barker_kindergarten_quality_improvement_plan.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/5605_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.

Barker Kindergarten

Wellbeing policy

National Quality Standard 5.1, 5.2



As a community our philosophy states our shared beliefs about children and learning. We believe that children learn through their relationships with their peers and educators in a play based learning environment. We recognize that all behaviour is a form of communication and is an opportunity for each individual to learn. Guidelines regarding behaviour and guidance for children help ensure that children, families and educators have a safe environment and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As educators we believe:

- All children have the right to feel safe, secure and to learn and develop in a psychological and physically safe and supportive learning environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and educators. Early behaviour intervention is effective in preventing and minimising the development and long term effects of challenging behaviours.
- Effective communication and learning occurs when children, families and educators work in partnership to develop common goals for a child's wellbeing, learning and development. This partnership is crucial as we share responsibility for modelling appropriate behaviours and sharing information with each other. Individual family preferences and cultural perspectives are respected.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours. Children's behaviour may be affected by age, development, special rights or additional needs, general health and wellbeing, relationships with families, home life or traumatic events, relationships with other children and educators and the available play based learning environments.
- That children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set and strategies address the needs of individual children, including those with disabilities, developmental delay, gifted development and children with emotional needs.

As educators we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming.
- Providing an enriching and engaging play based program that enables each child to experience success, a sense of wellbeing and gives opportunities for children to express their feelings through play. Toys and clothing that promote violent play actions and words are discouraged.
- Using positive verbal and non-verbal language.

- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour encouraging them to develop empathy and understanding, self-respect, self-discipline and self-control.
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, positive conflict resolution, independence, leadership, respect for others and communication.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences through discussion with children individually, and in groups, ensuring that limits set are reasonable and understood by all children and educators.
- Intentional teaching and modelling of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible. Appropriate behaviours are embedded in the curriculum (e.g. sharing, taking turns, caring and kindness working together cooperatively, being polite, being respectful and listening to others).
- Encouraging open communication with children, families and educators to ensure that each child's rights are met.

We will respond to challenging behaviours by:

- Reminding children that everyone has the right to feel safe at Barker Kindergarten.
- Reminding children of expectations and limits.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Use strategies which include redirecting the play; offering choices; talking about the problem; ignoring the problem if it is not dangerous. Strategies address the needs of individual children including those with disabilities, developmental delay, gifted development and those with emotional needs.
- Developing partnerships with families at the earliest opportunity to work together positively to assist the child's wellbeing and learning. Developing, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services where necessary.
- Assessing individual children's learning and development and reflecting on and reviewing the play based learning experiences and how the learning environment supports positive behaviours.
- Being aware of our limitations and seeking assistance from support services when required.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.
- Provide positive reinforcement for behaviour when it is corrected.

Barker Kindergarten informs families about the Wellbeing Policy on enrolment. When enrolling their child at Barker Kindergarten parents/carers agree to respect and

adhere to the policy. Families will be asked to confirm that they have read and understood this policy by signing the information and consent form at the time of enrolment. The Wellbeing Policy will be reviewed annually to meet the current needs of children.

For further information please refer to DECS Behaviour Support Policy for Early Childhood Services (2004).

Review Date: November 2018

Revision Dates: November 2015, November 2016

Endorsed and Ratified by:

Director: *Bronwyn Smith*

Governing Council: *Garth Leese*



Barker Kindergarten

Parent concerns and complaints policy

National Quality Standard 7.3



At Barker Kindergarten we believe parents are partners in the education of children. Regular communication between parents/guardians/carers and the kindergarten is essential in helping children achieve their potential.

Our kindergarten is committed to ensuring that anyone with parental responsibilities for a young person can raise a concern or complaint, with confidence that it will be heard and responded to in an appropriate and timely fashion.

Guiding Principles:

Safety of children is always the first priority. Our procedures are underpinned by the following principles:

1. All persons in the Barker Kindergarten community including children, parents, staff and volunteers have the right to be treated with respect and courtesy.
2. Parents have the right to raise concerns and make enquiries or complaints about any aspect of preschool life.
3. Information about how, where and to whom complaints can be made should be visible and accessible through preschool procedures.
4. Complaints will be acknowledged and addressed promptly within specified timelines.
5. Individual complaints will be assessed objectively and without bias using principles of natural justice.
6. The rights and responsibilities of all parties will be considered and balanced in attempting to find a mutually acceptable outcome to complaints.
7. The confidentiality of all parties will be maintained wherever possible.

Step 1: Talk to us

If your concern or complaint relates to an issue concerning your child's education or experiences you should talk to the teacher or director as soon as possible.

At Barker Kindergarten we ask that any concerns or complaints are raised outside of session time as staff have a duty of care to the children during the session.

Our staff will, following a direct complaint:

- Listen to the complaint
- Record what you say
- Identify actions to resolve the concern
- Let you know what will or has been done
- Get back to you to see how things are going
- If appropriate, refer the matter to the preschool director

If your concern has not been resolved following discussions with the staff member, you should contact the preschool director.

The preschool director will:

- acknowledge receipt of the complaint as soon as reasonably possible (within 5 school days)
- listen to you

- provide support to you if necessary while the complaint is being considered
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly
- consider relevant legislation, Department for Education policy and guidelines, preschool procedures
- inform you if there is a delay in the process
- ensure your complaint and the outcome is documented
- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing including the right to refer the matter to the Felixstow Education Office.

Please note:

Interpreters and Aboriginal Education Coordinators are available to assist parents in communicating with us. Please contact the Felixstow Education Office (Phone 08 8366 8800) for assistance.

Step 2: Contact our local Department for Education Office

If the complaint is about the director of the preschool or you are not satisfied with the outcome you may contact our local Department for Education Office.

Education Office

5-11 Briar Road, Felixstow, 5070

Phone 08 8366 8800

The Office will:

- provide written acknowledgement of receipt of your complaint within five working days,
- clarify and record the nature of the complaint, including what expectations you have in relation to outcomes
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly
- refer, where appropriate, any complaint that has not been raised at the preschool level back to the preschool
- inform you if there is a delay in the process
- ensure your complaint and the outcome is documented
- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing.

Step 3: Contact the Parent Complaint Unit

If your complaint remains unresolved after working together with our preschool and Education Director, you should submit, in writing, your complaint to:

Manager, Parent Complaint Unit

Level 6 / 31 Flinders Street

ADELAIDE SA 5000

Ph: 1800 677 435

Or by email to dec.d.parentcomplaint@sa.gov.au

You should include information about the complaint, including why it remains unresolved and an outline of what actions have been taken to resolve the complaint. You should also outline what you think a reasonable solution would be.

The Parent Complaint Unit, on behalf of the Chief Executive, will:

- acknowledge receipt of the complaint
- assess and make a recommendation to the Head of Schools or the Head of Child Development that:

1. a review is not warranted and that you should be advised that no further action is considered necessary and that the complaint is now concluded; or

2. a review is necessary; or
3. the complaint should be referred to an external agency for investigation or review.

The Head of Schools or the Head of Child Development will review the advice and decide that the complaint (in full or in part):

- can be resolved (all parties agree on an appropriate response)
- should be dismissed (complaint is either unsubstantiated, vexatious, outside of reasonable expectations in relation to confidentiality, cooperation, courtesy and respect or is orientated towards conflict)
- remains unresolved and that an independent review by an external agency is required

Please Note:

Any written or verbal complaints that contain personal abuse, inflammatory statements, and comments of a threatening nature or intended to intimidate will not be addressed and the parent will be advised accordingly.

Parents can call the Parent Complaint Unit hotline at any stage on 1800 677 435 for information, advice and support.

In some circumstances it may be appropriate that a concern or complaint is escalated directly to Parent Complaint Unit. In these instances the parent will be advised of where the matter will be referred to and why.

Parents can also contact the Education and Early Childhood Services Registration and Standards Board of South Australia (EECSB) Ph: 1800 882 413 or the State Ombudsman: www.ombudsman.sa.gov.au for information, advice, support and in circumstances where the complaint remains unresolved.

Requesting your identity to remain confidential

Parents may request that their identity remain confidential when making a complaint. In this situation, every effort will be made to keep the parent's identity confidential but this may limit options for negotiating a resolution. (For example, an apology is unlikely to be forthcoming if the identity of the complainant is not known.) These circumstances also raise issues in relation to procedural fairness for those who have a complaint made about them as they have a right to know the particulars of the complaint.

While every effort will be made to comply with a request to keep the parent's identity confidential, Freedom of Information requirements may result in a parent's identity becoming known.

Anonymous complaints

Barker Kindergarten will assess every complaint that is made. The extent to which an anonymous complaint can be investigated will be limited, as kindergarten staff cannot liaise with the parent about the complaint. Anonymous complaints also raise issues in relation to natural justice for those who have a complaint made about them as they have a right to know the particulars of the complaint.

The Director will determine upon receipt of an anonymous complaint to what extent the complaint will be investigated. Where the complaint is in relation to a Director, the Education Director will make the determination and, the Head of Schools or the Head of Child Development will make the final decision.

Approaches that may be used to resolve a parent complaint

Our kindergarten may take one of the following approaches to resolve a parent's concern or complaint:

- an acknowledgement that the complaint is valid and is worthy of investigation (overall or in part)
- identification of areas of agreement between the parties involved
- opportunities for all the parties involved to express their concerns, explain their point of view and clarify any misunderstandings
- acknowledgement that the situation could have been better handled (this does not constitute an admission of negligence)
- an opportunity for an apology
- recognition that the situation presents an opportunity for changes or alternate arrangements to be made to resolve the complaint
- discussion with the parties about the steps that will be taken to ensure that the event complained about will not reoccur
- an undertaking to review school policy, procedures or practices.

Additional Information

These procedures apply to parent concerns and complaints in relation to Barker Kindergarten. These procedures do not apply to matters where there are legislated requirements or existing policies and processes of appeal, such as:

- Concerns and allegations of misconduct by staff, volunteers and service providers (criminal matters, child protection, corruption, etc)
- Employee disputes and grievances. (Employees should refer to HR17 Complaints resolution for employees 2000 for these types of complaints.)
- Complaints or appeals relating to student suspension and expulsion
- Duty of care or mandatory reporting responsibilities
- Occupational Health, Safety and Welfare related issues
- Health support planning.

For more information:

Visit the website on <https://www.education.sa.gov.au/departments/about-department/contact-department/feedback-and-complaints-about-school-or-preschool>

Review Date: November 2018

Revision Dates: November 2015, November 2016

Endorsed and Ratified by:

Director: *Bronwyn Smith*

Governing Council: *Garth Leese*



Government of South Australia
Department for Education

Barker Kindergarten

Short Walk policy

National Quality Standard 2.2, 2.3, 4.1, 7.3



We believe children learn inside and outside and in the 'real' world. Being out within the community to discover more about their world is a key part of the learning program for children at Barker Kindergarten.

Aims:

The aims of the short walk policy are to promote among children, and parents:

- Confidence that the staff have undertaken appropriate risk/benefit analysis, including the determination of appropriate staff/adult to children ratios, of any proposed short walk.
- Appropriate ratios with children will be maintained on the walk and at the kindergarten for the duration of the walk.
- Short walks include any excursion by children outside the kindergarten gate that does not include any type of motorised transport. (They may include, but are not limited to a walk to the letter box, North Adelaide library, North Adelaide Primary School, Helicopter Playground or other local park or shops).
- Where possible parents will be informed via note near sign in folder before the short walk occurs.
- Signed permission for short walks from at least one parent will be sought upon enrolment and the permission form will be filed with each child's enrolment for the duration of their time at kindergarten. The consent form includes a map of the local area boundaries of short walks and a list of preschool dates for the year.

Implementation

This policy is for implementation throughout the year.

Families will be asked to confirm that they have read and understood this policy by signing the information and consent form at the time of enrolment. The Short Walk Policy will be reviewed annually to meet the current needs of children.

Barker Kindergarten will ensure a risk management plan has been made for such short walks and is on display at the preschool. Staff will use the DECD Excursion Day Checklist to ensure the required checks are completed by staff and volunteers to ensure the safety of the children. All short walks will be in accordance with the camps and excursions guidelines for schools and preschools.

Review Date: May 2019

Revision Dates: November 2015, November 2016, May 2018

Endorsed and Ratified by:

Director: **Bronwyn Smith**

Governing Council: **Marianne Nelson**



Government of South Australia
Department for Education

Barker Kindergarten

Healthy Food Supply and Nutrition Policy

National Quality Standard 2.2



Educators at Barker Kindergarten aim to promote nutritional eating habits in a safe, supportive environment for all children. We believe early childhood is an important time for establishing lifelong healthy eating habits. This policy has been established after consultation with educators and parents, and follows the Rite Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools Healthy Eating Guidelines (DECS, 2004). A copy is available for parents.

Curriculum:

Barker Kindergarten's food and nutrition curriculum:

- Is consistent with the *Australian Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*.
- Includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.
- Includes opportunities for children to develop practical food skills like preparing and cooking healthy food.
- Integrates nutrition across the curriculum where possible.
- Represents the practices and principles of the Early Years Learning Framework.
- Lunchtime is part of the curriculum and children are encouraged to talk about food and nutrition in a positive, relaxed, social eating environment where self-help skills are promoted.

The Learning environment:

Children at Barker Kindergarten:

- Have fresh tap water available at all times and are encouraged to drink water regularly through the day.
- Are encouraged to bring their own named drink bottle, which they can store in the fridge if they choose.
- Eat in a positive, appropriate, social environment with educators who model healthy eating choices.
- Use the kindergarten garden to learn about and experience growing, harvesting and preparing nutritious food.

Food supply:

Our kindergarten has the following guidelines for families for food brought from home:

- **FRUIT TIME**

Parents and guardians are asked to supply a piece of fruit or vegetable which is for a shared fruit time mid-morning. The children assist parents and educators to prepare the platters of fruit. Platters of fruit are available for children throughout the day to help themselves if they require a further snack. This:

- Provides children with important minerals and vitamins.
- Encourages a taste for healthy foods.
- Encourages chewing which promotes oral muscle development.

- **LUNCHTIME**

The *Healthy Eating Guidelines* apply to lunchtime. Barker Kindergarten encourages healthy food and drink choices for children in line with the Rite Bite Strategy. Parents are encouraged to follow the above guidelines, and ask staff if they have any issues.

A healthy lunch box might include a sandwich, wraps, sushi, rice crackers, fruit, yoghurt, cheese, vegie sticks etc.

Our Kindergarten will ensure a healthy food supply for preschool activities, celebrations and events, strictly limiting availability of high fat, high sugar, or processed foods like chips, pastries, cakes, lollies, crisps and soft drinks in accordance with the *Healthy Eating Guidelines*.

- **BIRTHDAY CELEBRATIONS**

Please do not send cakes or other birthday food treats to kindergarten. We will celebrate with a song or two and candles on our wooden gingerbread cake.

Food safety:

Barker Kindergarten:

- Promotes and teaches food safety to children during food learning/ cooking activities.
- Provides a fridge for the storage of children's lunch boxes. Temperature is checked daily.
- Provides adequate hand washing facilities for everyone.
- Promotes and encourages correct hand washing procedures with children.
- We cook healthy options using produce from our kindergarten garden.
- We provide recipes for families. We have our own Barker Kindergarten recipe book.
- We are a nut aware centre. Due to the significant number of children who have food allergies and to provide a safe environment for everyone in our community, children are not to bring food containing nuts to kindergarten. (E.g. nuts, peanut butter, Nutella).
- Children will not share their food with other children.
- Children will sit down to eat.

Food-related health support planning

Barker Kindergarten:

- Liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues (e.g. allergies, dietary requirements, diabetes, cultural and religious etc.)

Working with families, health services & industry

Barker Kindergarten:

- Has invited the children, parents, guardians and caregivers to be involved in the review of our whole of site healthy food supply and nutrition policy.
- Invites health professionals to be involved in food and nutrition activities with the children.
- Provides information from health professionals to families and caregivers on the *Healthy Eating Guidelines* through a variety of media such as regular newsletters, policy development and review, information on enrolment, poster displays and the website.

Review Date: November 2018

Revision Dates: November 2015, November 2016

Endorsed and Ratified by:

Director: *Bronwyn Smith*

Governing Council: *Garth Leese*



History of Barker Kindergarten

Barker Kindergarten was built in 1926 by Mrs E.S. Barker and Miss E. K. Barker, and donated to the Kindergarten Union in memory of Mrs Barker's husband Mr Alfred Barker and his father Mr John Barker.

They used the Montessori method of teaching, with a hot lunch, a sleep, and care and learning was given by the Director and staff until the children went home at 2pm. In 1951 the tiny cottage on the western side of the kindergarten was purchased and demolished to provide a large area for outdoor activities.

This information has been taken from the document "A Short History of Barker Free Kindergarten" by Mrs Win Frame, written in May 1982. A copy of the entire document is available for interested people to read at the kindergarten.

BARKER KINDERGARTEN

193-195 Tynte Street

The teachings in the Free Kindergarten are laying foundations of citizenship, self respect and respect for others, in the pliable minds of the little children, a training that is vitally necessary in a young progressive country like Australia - a training that will form the characters of future men and women whom Australia will be proud to possess.

These aims of the kindergarten movement were recorded by the general secretary Doris A. Beesham in the *Annual report* of 1926-27. Barker Kindergarten was constructed in the same year as were other early purpose built kindergartens for the Kindergarten Union of South Australia.

The Kindergarten Union was founded in 1905 and quickly expanded under the guidance of Lillian de Lissa. The first kindergarten was opened in a worker's cottage in Franklin Street in 1906.



(CD Ref 1345/57)

From 1921 the Little Citizens' Free Kindergarten was conducted at North Adelaide in the Archer Street Methodist hall. By 1924-25 the union reported, '... the mothers hope some day to have a building as good as the Keith Sheridan Kindergarten and are working hard with that end in view'.

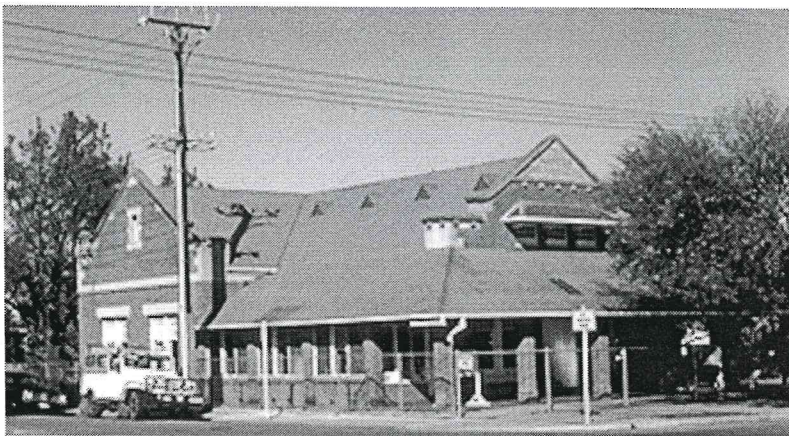
Two members

of the North Adelaide committee, Miss Eleanor Kate Barker and her sister-in-law Mrs Alfred Barker, decided to pay for the construction of the kindergarten. In the then typically self-effacing female fashion of the time they acted in memory of John and Alfred Barker, father and husband respectively, both of whom died in 1925.

John Barker of Barker and Co. was an auctioneer and stock agent, a businessman 'of the strictest integrity'. He was modest regarding his own associations with philanthropic organisations but his great interest was horse-racing. He was associated with the South Australian Jockey Club for over thirty years, and chairman for over ten years. He was also a director of the Adelaide Steamship Company.

Heritage of the City of Adelaide

The Barker Kindergarten was designed by E.H. McMichael and built by M.C. Richardson. The building displayed detailing typical of its period such as gables with cement dressings. The large return veranda, brick construction and paned windows give the kindergarten a distinctly domestic appearance which it retains to this day as there have



(CD Ref 1345/56)

been no major alterations since it was first built. The president of the Little Citizens' Free Kindergarten, Mrs Nutter Thomas, opened the new kindergarten on 2 August 1926.

The environmental significance of the building is derived from its distinctive character, located on a corner site. In scale it complements the residential character of the immediate locality.

Advertiser, 22 May 1925; *Builder*, 10 March 1926, p. 17, 17 March 1926, p. 15; Jones, H. (ed), *Jubilee history of the Kindergarten Union of South Australia*, 1975, pp. 6-10; MLSA, *Kindergarten Union of South Australia Inc.*, annual reports; *Register*, 22 May, 1925.

The text in this Information Sheet was copied from the **Heritage of the City of Adelaide: An Illustrated Guide**, (1996). The photographs contained in this Information Sheet are a selection of those held by Heritage Services, in digital format.

The property described in this Information Sheet is included in the Register of State Heritage places. A heritage listing does not mean or imply right of access by the public to such properties.

The heritage related Principles of Development Control as well as the Precinct specific objectives and Principles of Development Control are contained in the Adelaide (City) Development Plan. These should be referred to in whole when contemplating any development.

Further information on the Heritage Incentives Scheme, an initiative of Council to sponsor timely and appropriate conservation action is available upon request of the Customer Service Centre.

Statement: Children are competent, capable, independent, interdependent and successful learners.

We Believe: Rights of the child

All children have the right to an education that lays a foundation that supports lifelong learning, maximises their abilities and respects and values their family, culture and languages.

We recognise children's rights to play and be active participants in all matters affecting their lives.

We recognise children as competent and successful learners, confident and creative individuals and active citizens of our society.

We respect, value and enable:

- High quality early childhood play based curriculum.
- Secure, respectful and reciprocal relationships.
- Cultural competence.
- High expectations and equity.
- Diversity.
- Well-being.
- Dispositions for lifelong learning and a lively culture of professional enquiry.

We Believe: Learning Environments

We believe in a rich play based curriculum to support children to develop and grow a strong sense of identity and well-being - to connect with and contribute to their world – make visible the confident and involved learners – and become effective communicators. Play is a child's research of their world.

We provide learning environments with and for children that:

- Are welcoming spaces that enrich the lives and identities of the children and families.
- Assist children to make sense and meaning of the world.
- Support children to take risks.
- Are rich and relational.
- Entice exploration.
- Encourage and enable experimentation.
- Test their ideas.
- Values the enjoyment of being.
- Supports children to know themselves.
- Fosters an appreciation of the natural environment and develops environmental awareness.
- Develops independence interdependence as a learner.
- Have holistic approaches to teaching and learning meeting the physical, social, personal, emotional, cognitive and spiritual wellbeing of children.

We Believe: Our Educators

Our educators draw on a rich repertoire of pedagogical practice as well as using a relational approach to promote children's learning by:

- Adopting holistic approaches.
- Being responsive to children.
- Planning and implementing learning through play through flexible learning spaces responsive to children interests and needs.
- Creating physical and social learning environments that have a positive impact on children's learning.
- Valuing the cultural and social contexts of children and their families.
- Providing for continuity in experiences and enabling children to have successful transition.
- Assessing and monitoring children's learning to inform provision and to support children in achieving learning outcomes.
- Ongoing learning and reflective practice.
- Building relationships and partnerships with families and other service providers and agencies to work collectively to provide a quality learning environment for the child.

Barker Kindergarten

Sun Protection and Hot Weather Policy

National Quality Standard 2.3



Sun Protection

Australia has the highest incidence of skin cancer in the world with two out of every three people developing some form of skin cancer before they are 70 years of age. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Sun exposure in the first ten years of life can determine the likelihood of skin cancer developing later in life. The Cancer Council SA advises people protect their skin at times when the ultraviolet (UV) radiation level is 3 and above. This is when the UV is strong enough to cause damage to unprotected skin. For much of South Australia, UV radiation levels are 3 and above every day from September to April and it is during these months that sun protection is necessary. It is important to balance sun protection with safe sun exposure for the production of vitamin D for bone growth and development. During May to August, at times when the UV radiation level is below 3, sun protection for most people is not necessary.

Aims:

- To ensure that all children, educators and visitors/volunteers attending Barker Kindergarten are protected from skin damage caused by exposure to UV when the radiation level is 3 and above.
- Positive attitudes towards skin protection are fostered at an early age.
- Lifestyle practices which can help reduce the incidence of skin cancer
- Personal responsibility for and decision making about skin protection
- Awareness of the need for ongoing evaluation of outdoor play spaces to reduce the level of sun exposure when the UV radiation level is 3 and above.

Implementation:

- **UV Alert -**
 - Staff will access the sun smart UV alert to find out daily local sun protection times and UV Index.
 - The service will ensure all sun protections measures are applied to children and educators while outside from 1 September to 30 April and whenever UV levels reach 3 and above at other times.
- **Shade** – Educators are aware of the shade in our outdoor learning spaces provided by verandahs, trees and shade sails. Outdoor learning experiences and activities are positioned in shaded areas. Children are encouraged to use shaded areas for play when outside. Children who do not have appropriate hats or outdoor clothing are asked to play in an area protected from the sun or indoor environment.
- **Hats** – All children are required to wear hats to protect their face, neck and ears i.e. legionnaire, broad rimmed or bucket hats. Baseball or peak caps are not considered suitable. Hats must be worn between 1 September and 30 April or whenever the UV levels reach 3 and above at other times.

- Brims on broad brimmed hats should be at least 7.5cm wide. These hats reduce the amount of ultraviolet radiation reaching the face and eyes by up to 50%.
 - Legionnaire style hats should have a flap that meets the sides of the front peak to provide protection to the side of the face
 - A bucket hat should have a deep crown so it sits low on the head and have a brim of at least 5 cm.
- **Clothing** – Whenever outdoors children will wear Sun Smart clothing that protects as much of the skin as possible. Clothing made from cool, cloth woven fabric is recommended. Tops with elbow length sleeves and if possible collars and knee length or longer style skirts are best. If a child is wearing a dress or singlet top they wear a t-shirt over the top before going outside.
- **Sunscreen** - Barker Kindergarten supply SPF 50+ UVA UVB Broad Spectrum 4-hour Water Resistant Sunscreen, Sun Sense by Ego, for children and educators. With parental consent some children will wear alternate sunscreen provided by their family due to sensitive skin. Sunscreen is applied by parents prior to dropping their child at Barker Kindergarten or parents can apply sunscreen when they arrive. Sunscreen is reapplied at least 20 minutes before going outside in the afternoon. Children are encouraged to apply their own sunscreen under the supervision of staff. We acknowledge some children may need assistance. Sunscreen will be stored in a cool place out of the sun and staff will monitor the expiry date of sunscreen and discard when out of date.
- **Reinforcing the SunSmart message** -
 - We will reinforce the Sun Smart message in all service activities and in general service procedures is an important strategy in the adoption of skin protection behaviours.
 - Staff will be encouraged to role model appropriate Sun Smart strategies in all service activities.
 - Skin cancer prevention will be included in appropriate teaching activities.
 - Staff will be encouraged to keep up to date with new information and resources from Cancer Council SA.

Hot Weather

South Australia has a hot (air temperature) and dry (humidity) climate that can impact upon a person's functioning when exposed to these elements over time. Hot weather is particularly evident from September to April, when Ultraviolet Radiation is also at a peak.

Aims:

The aims of the hot weather policy are to promote among children, staff and parents:

- positive attitudes towards keeping safe in hot weather.
- lifestyle practices which can help reduce dehydration, heat stroke, sun burn and other heat related ailments.
- personal responsibility for and decision making about keeping comfortable in the heat
- awareness of the need for environmental changes in our centre to reduce the level of heat exposure when the temperature is above 30 degrees Celsius.

Implementation:

This policy is for implementation throughout the year.

The purpose of the policy is to ensure that all members of our early childhood service are protected from heat related ailments. It is an expectation that all staff, students and parents of Barker Kindergarten will use the following heat protection strategies:

1. Take care to protect the skin in line with the site's 'skin protection policy'. During hot weather other considerations are also necessary.

1.1 Parents are encouraged to make sure their child is dressed in light layers that they can easily remove if they are feeling hot.

2. Care will be taken to make sure all those accessing Barker Kindergarten are well hydrated on hot days and food is kept safe.

2.1 All children will need to bring a water bottle to access water throughout the day. Water bottles and cups will be accessible to children throughout the day.

2.2 Regular reminders to 'have a drink' will be given to children on days the temperature is expected to peak above 30 degrees.

2.3 Children's lunchboxes will be stored in the fridge.

3. Use the shade of trees, pergolas, umbrellas and tents whenever outdoors.

3.1 Outside activities will be set up in the shade on days the temperature is expected to exceed 30 degrees.

3.2 Children will be actively discouraged from spending time in unshaded areas on days the temperature is expected to peak on or above 30 degrees.

3.3 The kindergarten routine will be rearranged on days the temperature is expected to peak on or above 36 degrees to include outside play first thing in the morning

3.4 All children will be kept indoors after 10am (or when temperature has peaked at 36 degrees if this information is available) on days the temperature is expected to peak above 36 degrees.

3.5 The kindergarten will remain open for service on days the temperature is expected to peak above 36 degrees. The kindergarten is serviced by 2 air

conditioning units. The staff will respect the wishes of a parent who wants to collect their child early on hot days due to their own families hot weather management.

3.6 In the event of a blackout and/or breakdown of the kindergarten's air cooling system every effort will be made to contact each child's family / guardian to collect them at their earliest convenience.

3.7 The outside teacher may use their discretion to implement 3.3 and/or 3.4 on days the temperature is not expected to peak at stated temperatures if they are uncomfortable in the heat and notice children are showing signs of heat stress e.g. red cheeks.

4. Reinforcing behaviours related to keeping healthy in hot weather will be adopted across the site.

4.1 Staff will be encouraged to role model appropriate strategies in all service activities.

4.2 Keeping safe in the heat will be included in appropriate curriculum experiences.

Information about Barker Kindergarten's Skin Protection and Hot Weather Policy will be given to all new staff, students and families and asked to provide a suitable hat for their child.

Where a parent chooses for their child not to wear sunscreen they must inform the centre in writing via their enrolment form

For more information please do not hesitate to contact:

Cancer Council Helpline 13 11 20

Or visit their website on: www.sunsmart.org.au

Review Date: March 2020

Revision Dates: November 2015, November 2016, March 2018

Endorsed and Ratified by:

Director: *Bronwyn Smith*

Governing Council: *Marianne Nelson*



Government of South Australia

Department for Education

Barker Kindergarten

Participation and Induction of Volunteers and Students

National Quality Standard 2.3.1, 2.3.4



Aim:

The service acknowledges contributions made by volunteers and students and greatly appreciates the role they play in complementing the work of paid employees. Our service seeks to provide meaningful work, appropriate direction, supervision and training for all volunteers and students on practicum placements and work experience while ensuring that the children under their care are safe and respected at all times.

Principles:

- The rights of children to learn in a safe, respectful and well organised environment are paramount and take priority over other interests.
- Persons must be suitable to volunteer with children or be in close proximity with them.
- Suspected or known risks to children and young people must be responded to immediately.
- Volunteering and pre service practicums are an encouraged, supported and valued highly part of the South Australian Government education and care system.

Objectives:

- Affirm volunteering and pre service practicums as important and valued parts of the South Australian Government education and care system.
- Minimise and guard against potential risks to children.
- Ensure volunteer and student management practices meet legislative and South Australian Government policy requirements.
- Ensure that volunteers and students are not asked to perform tasks they are untrained, unqualified or too inexperienced to undertake.
- Require that all volunteers and students, including Governing Council Members obtain a Criminal History Screening clearance (DCSI).
- Ensure that volunteers and students have access to processes that orientate and induct them to the site environment. I.e. Induction Folder
- Ensure that all volunteers and students are familiar with the DECD Child Protection policies.
- Ensure all volunteers and students are aware of the site's Wellbeing policy, requirements regarding supervision and confidentiality (both at the site and within the community) and expectations regarding personal conduct and interaction with children.
- All volunteers and students must be made aware of DECD and site WHS Policies and Procedures, including health, hygiene and safe food practices, incident, injury, trauma and illness and medical conditions.
- During the course of their volunteering / practicum, some volunteers / students may be given access to private and confidential information. Volunteers and students must be aware of their responsibilities in relation to confidentiality, privacy and cultural sensitivity.
- Volunteers and students must be made aware of the types of out of pocket expenses that will be reimbursed and the procedure for requesting reimbursement.
- Volunteers and students must be made aware of their responsibilities in relation to using Government equipment and services.
- Volunteers and students are able to raise concerns about issues in the work place.
- Volunteers and students must be made aware that compliance with all relevant guidelines like Worker Health and Safety requirements is expected.

Sources

This policy will be shared with all new staff and families and is available on the website and in the Preschool Policies Folder. Children will be involved in discussions about appropriate behaviour.

This policy has been developed in consultation with the Governing Council, Staff and Families at this centre.

This policy will be reviewed and evaluated regularly and modified as required to ensure continued relevance to the Barker Kindergarten Community.

Review Date: November 2018

Revision Dates: November 2015, November 2016

Endorsed and Ratified by:

Director: *Bronwyn Smith*

Governing Council: *Garth Leese*



Government of South Australia
Department for Education