

# General information

## Our Philosophy:

We believe that wellbeing is at the heart of our shared learning journey for the children, families and community.

We demonstrate this by:

- \*Inclusive partnerships with families and community that support development from birth
- \*Child initiated learning through creating a rich learning environment with a holistic approach.
- \*Critical reflection and ongoing improvement.
- \*Spontaneous and planned intentional teaching through play.

## Birthdays

At the centre, we celebrate each child's birthday, recognising the significance of celebrating important events in our lives.

If you would like to send cake for that celebration, please do so.

Cup cakes are an easy alternative to cutting up cake in the kindergarten!

Please check with staff about numbers and suitable times.

(Please no nuts as we do have children with allergies.)

## First Aid

All kindergarten staff are trained in first aid, and supplies are available within the kindergarten. If your child has an injury we are unable to treat, we will contact you by phone. **Standard precautions are adhered to at all times**, with staff encouraging children to attend to their own cuts when possible and wearing gloves when our assistance is necessary.

## General Displays

These show work samples of activities and experiences.

These will include photographic record of your child's learning.

## Newsletters

Pockets are located near the kitchen area on the way to the adult toilets.

## Portfolio folders

Can be taken home at any time to share with family members, they are a record of your child's time at Kindergarten. This includes work samples, photographs, and observations by staff members and interviews with your child. Please return them in a timely manner or staff are unable to continue adding to them.

## Reports

At the end of each term a report will be sent home which will reflect the learning that has taken place for your child over the term.

## Discussion

The staff are always willing to talk about your child's progress. Although often busy at beginnings and end of sessions, please feel free to arrange a suitable time for long discussions.

## Curriculum Board

Displayed within the kindergarten, is the program for the term. You will notice that the plan may often develop and change as the term progresses as we try hard to work around the children's current interests. Being flexible to their learning needs.

Through the National Early Years **Learning Framework for Australia**

## **"Belonging, Being and Becoming"**

learners are introduced to new information. In this way they develop the inquiring habits of mind and actions, skills and values which are so fundamental to living in a post-modern world and to lifelong learners.

### **Principles**

1. Secure, respectful and reciprocal relationships.
2. Partnerships.
3. High expectations and equity.
4. Respect for diversity.
5. Ongoing learning and reflective practice.

### **Practice.**

Holistic approach.  
Responsiveness to children.  
Learning through play.  
Intentional teaching.  
Learning environments  
Cultural competence.  
Continuing of learning and transitions.  
Assessment for learning.

### **Learning Outcomes**

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

The Developmental Learning Outcomes, together with the supporting evidence, provide educators with reference points to monitor and assess children's progress.

We will report to parents on the development of their child specifically and within the group program in the following ways:

### **Arrival and Departure of Children**

Please enter the kindergarten through the gates and escort your child right into the building on every occasion.

It is extremely important that staff know that your child is present! There is a sign in sheet located near the kitchen bench, please sign your child in and out. Thank you

Likewise, the collection of children at the end of sessions needs to be after dismissal from staff. This will only happen when the staff member knows the person who has arrived to collect your child. If someone different will be collecting your child, you must notify us (in writing at the beginning of the session is preferable), or we will not allow them to go.

Please check the gate has **closed** behind you when entering or leaving the Kindergarten.

Help children to use footpaths to keep them safe from reversing cars.

### **School Interactions**

The Kindy has a rare and unique opportunity, due to its position, to have a close involvement with the school. Both the kindergarten and school children benefit from this relationship through both planned and spontaneous activities. The reception class spends 1 hour per week with the kindergarten children, either in the Kindy or in the reception class. Children from the middle primary plan literacy experiences and the upper primary children come and scribe for our children in their blue folders. The school children support our children also in creative play, sporting interactions, dramatic play, tree planting etc.

Due to these interactions, friendships are formed and children feel more comfortable in their transition to school.

### **Special Services**

Children who may have additional needs, for example speech and language, developmental delays, identified disabilities, high intellectual potential, coming from a family whose first language is not English are able to access support through the director.

Support may include:

Additional staff support to enable your child to attend ,

Speech pathology

Special educator support

Psychology

Staff training

Bilingual support

Support through other specialist agencies

### **Child and Youth Health**

During your child's time at kindergarten, the registered nurse from CAYHS (formerly CAFHS) will organise a screening to check children's vision, hearing and general development at the town hall. Each child is eligible for an appointment from 4 years, 3 months of age.

Parents are required to attend the appointment with their child.

The nurse will discuss any areas of concern, and referral to appropriate professionals arranged.

### **Transition to School**

Children beginning school at Callington Primary School will be involved in several areas of transition.

Regular visits to the school library, playground and classes.

Weekly joint reception / kindergarten interactions.

Formal school transition is arranged by the school, this occurs in the child's final 3 weeks of kindergarten.

Students attending Callington Primary School will receive information by letter.

Other schools will have their own arrangements, and will communicate with you about these.

**Visitors to the Kindergarten**

You are considered a visitor to the centre if you stay longer than 10 minutes. You may stay to read a story, help with activities, etc.

If so, please sign the visitors' book and sign out when you leave.

This is a safety measure, part of our Occupational Health Safety and Welfare requirements. In case of emergency, we will be aware of all persons on site.

**What can you do at kindergarten?**

We are aware of the many demands on your time and energy; and appreciate that, while you are interested in your child's kindergarten experience, you will choose your own level of involvement. There are many ways to be part of the kindergarten and we encourage you to participate in whichever way you feel most comfortable.

You may choose to:

Stay and play a game, do a puzzle or read a book to your child.

Donate boxes, collage materials, paper.

Take home an odd job (sewing, toy repairs).

Join the Management Committee

Come to family functions

Help with fundraising

Demonstrate a craft, play a musical instrument, help with cooking or gardening

Provide support for excursions or staff emergencies

Read notices and newsletters

Assist staff in developing resources

Help with rosters (washing)

Help with end of term jobs (cleaning tables, chairs, fridge, etc)