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Home



You can find out more about our goals and our focus in our philosophy statement (PDF 257KB) (https://www.preschools.sa.gov.au/sites/default/files/edenhills_philosophy.pdf).

Governing council

We invite you to join the governing council, which meets twice a term to ensure the smooth running of the preschool. 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 see our parent involvement guide for how you can help us.

Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See our bushfire action plan (PDF 61KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/edenhills_bushfire_0.pdf) and the bushfire page (<https://www.decd.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) on the Department for Education's website for general information.

Contact us

Preschool director: Ms Sarah Quihampton

Phone: (08) 8278 3425

Fax: (08) 8278 9001

Email: dl.4640.leaders@schools.sa.edu.au

Street address: 4 Willunga St Eden Hills SA 5050

Postal address: 4 Willunga St Eden Hills SA 5050

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.

Children can come for half days or full days. The days you prefer your child to come will depend on availability.

Morning

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am

Afternoon

Monday	Tuesday	Wednesday	Thursday	Friday
12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	–

Fees

The parent contribution is \$125 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/node/711>) page for more information.

What to bring

Children need to bring these items each day:

- bag
- hat
- change of clothes
- drink bottle containing water
- healthy snack (fruit, cheese)
- raincoat and gum boots in term 2 and term 3.

If your child is at kindy for a full day, they also need to bring:

- packed lunch
- extra healthy snack.

Children should wear clothes they can play in and go to the toilet by themselves in.

Please write your child's name on all their belongings. The lost property box is near the front gate.

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, bars or processed food).

Additional information

We have a bush block at the back of our kindergarten which we use in term 2 and term 3. We use the bush block in our curriculum planning to extend children's literacy and numeracy and to give them the opportunity to explore and play in nature.

Your child's birthday is celebrated with a play dough cake. They will receive a birthday sticker and can wear a special crown.

Our making box often needs boxes and bits and pieces. Please speak with us if you have anything interesting or rare to donate.

We have a variety of special events during the year. These include twilight kindy, pancake breakfast, excursions, an annual arts show, Reconciliation Week (<https://www.reconciliation.org.au/national-reconciliation-week/>) activities and morning teas to support charities.

See our curriculum (PDF 136KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/edenhills_curriculum_0.pdf) for children's activities and resources you can borrow to take home.

Please read our drop-off and pick-up procedure (PDF 132KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/edenhills_drop-off-and-pick-up.pdf).

Lunch care

Lunch care is offered to children who stay for a full day. It links the morning and afternoon sessions.

Times

Children are cared for between 11.30am and 12.00 noon.

Cost

This program costs \$6 per day.

What to bring

Please give your child a packed lunch.

Extended care

If your child attends an afternoon or full day preschool session with us they can access the out of hours school care (OHSC) program run by Eden Hills Primary School. To ensure their safety, we will walk your child to their OHSC session.

Times

Eden Hills Primary School's OSHC program runs on school days from 3.15pm to 6.15pm.

Cost

The cost to walk your child to Eden Hills Primary School OHSC is \$5 per session.

You will need to contact Eden Hills Primary School (<http://www.edenhillps.sa.edu.au/contact.htm>) directly for information on the cost of their OSHC program.

Playgroup

Our supported playgroup is run every week. You and your child can meet other families and spend time learning together.

Times

Children and their families can come on Friday mornings 9.30am to 11.30am.

Cost

This program costs a gold coin donation plus an annual Playgroup SA (<http://www.playgroupsa.com.au/>) membership.

What to bring

Please bring a drink bottle containing water and a healthy snack.

Additional information

Nappy changing facilities are available.

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/eden-hills-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 an orientation session.

Before your child starts preschool you can come to pre-entry transition visits. These will be in term 4 and will be a chance for your child to meet the staff and other children.

Each transition visit is for 2 hours from 9.30am to 11.30am or 1.00pm to 3.00pm. The dates will depend on when our older children have transition visits to local schools.

Fees

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

The parent contribution is \$500 per year. You can choose to pay the total amount at the beginning of the year or to pay 4 instalments of \$125 at the beginning of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost (<https://www.preschools.sa.gov.au/node/726#edenhillsprogram>).

When to pay

We put invoices in children's note pockets at the beginning of each term.

Payments are due by the end of term.

Please speak with us before the end of term if you are having difficulty paying.

How to pay

Cash or cheque

You can pay by cash or cheque at the kindy. If you are paying by cash or cheque, please put the money or cheque in a sealed envelope with your child's name on the front. Put the envelope in the secure box at the lockers. You will receive a receipt in your child's note pocket.

EFT information

You can pay by direct deposit.

BSB: 065132

Account number: 00900214

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

Immunisations

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

Plans and reports

National Quality Standard rating

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

See our assessment and rating report (PDF 596KB)

(
https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eden_hills_assessment_rating_report.pdf?v=1519358483) for more detail.



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: Eden Hills Kindergarten

Rating issued: December 2016

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Quality improvement plan

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

Quality improvement plan (PDF 351KB)
(https://www.preschools.sa.gov.au/sites/default/files/eden_hills_qip.pdf)

Site context statement

A summary of our:

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

Site context statement (PDF 114KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/eden_hills_site_context_statement.pdf)

Annual report

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

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/4640_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.



"Where everyone belongs"

Site Behaviour Code

At Eden Hills Kindergarten we believe that everyone has the right to be safe all the time. We have the responsibility to treat others the way we would like to be treated. Eden Hills Kindergarten provides a safe, caring and well planned environment.

The behaviours we encourage at Eden Hills Kindergarten are:

- Showing respect for others and property
- Using positive language
- Turn taking
- Inclusive play
- Taking responsibility for possessions
- Communicating feelings appropriately
- Accepting consequences of behaviour
- Celebrating success

Ways we maximise positive behaviours at Eden Hills Kindergarten include:

- Work in partnership with parents
- Expressing expectations for children's behaviour positively and explicitly.
- Ensuring expectations are developmentally appropriate
- Reinforcing positive behaviour
- Encouraging children to use their Executive Functions
- Modelling appropriate styles of interactions and approaches to conflict resolution
- Intervening to avoid escalation of conflict
- Teaching communication and problem-solving skills which encourage self awareness and self discipline
- Modelling positive language for parents and carers
- Provide literature to families on positive parenting and parent sessions
- Set up the environment to ensure engagement of children
- Accidents do happen, we can learn from our mistakes

The behaviours that are not acceptable or appropriate at Eden Hills Kindergarten include:

- Hurting others emotionally or physically be it person, property or feelings
- Excluding others from play situations (ie. leaving someone out without good cause)
- Using inappropriate language (ie swearing, putting down the ability of others)
- Being disrespectful towards equipment or the environment (eg throwing toys, damaging plants)

The ways we minimise challenging behaviours at Eden Hills Kindergarten include:

- Early identification of inappropriate behaviour
- Discussion based on how that would make 'you' feel if you were treated that way.
- Informing parents of concerns about behaviour and liaising with families about appropriate intervention. Aligning home conversations with Kindy conversations.
- It's okay to feel disappointed; you can look forward to having a turn next time.
- Modelling appropriate behaviour
- Establishing guidelines for behaviour with the children so they are part of the process and feel a sense of ownership
- Giving feedback to children on their positive behaviours
- Using a variety of teaching strategies to reinforce the Site Behaviour Code ie puppets, explicit teaching, role-play, stories

Children and families are informed of inappropriate behaviour in a positive manner. Children are reminded that the behaviour they are exhibiting is not acceptable with an explanation as to why. Children are redirected to another activity or educators will model appropriate behaviour to ensure the safety of all children. If the inappropriate behaviour continues, the child will be withdrawn from the activity for an appropriate length of time (3-4 minutes for a 4 yr old as a maximum) and will remain close to an educator.

Redirection to another activity may minimise the risk of the behaviour recurring. Educators review the learning environment to ensure that it is appropriate to the needs of the child.

Eden Hills Kindergarten has an open door policy where parents are welcome in the Centre at any time. Regular opportunities are made for parents and

educators to discuss issues. Educators share concerns about children's behaviour with parents in a non-judgemental way. These concerns are based on factual, objective observations. Educators and parents work together to implement strategies to support the child. Support may be accessed from DECD support services for ongoing inappropriate behaviour once parental consent has been received. The BETLS tool can be used to assist in making observations and discussion on children's behaviour.

Parents and educators support the site behaviour code by participating in the development and review of the code. The code is included as part of the induction process for new families and educators.

The Site Behaviour Plan is reviewed annually.

Reviewed: May 2017

Next Review: May 2018

EDEN HILLS KINDERGARTEN **BUSHFIRE ACTION PLAN**

GENERAL INFORMATION

<p>This Bushfire Action Plan (BAP) has been developed after consultation with:</p> <ul style="list-style-type: none">• Staff and families of children attending the Eden Hills Kindergarten• members of the Mitcham Hills Country Fire Service (CFS) <p>A copy of the plan has been forwarded to Department for Education.</p>
<p>The BAP is reviewed annually during Term 3 each year to reflect any changes that may have taken place in:</p> <ul style="list-style-type: none">• site facilities• personnel normally on site.
<p>The BAP outlines required actions to prepare:</p> <ul style="list-style-type: none">• the site before the bushfire season• the place which has been nominated as the site Fire Ready room.
<p>The BAP also outlines activities to be undertaken by staff and children at the different levels of a bushfire emergency:</p> <ul style="list-style-type: none">• on days of Total Fire Ban• when there is a fire in the local district• when a bushfire is threatening or impacting on the site• during the period immediately after a bushfire has impacted on the site (known as the 'Recovery Phase').• On Catastrophic Days, the Centre will be closed. Check CFS website.
<p>The main kindergarten room is the nominated bushfire Fire Ready room for this site.</p> <ul style="list-style-type: none">• It has been prepared for a bushfire emergency and will accommodate all persons normally on the site.
<p>The Director will forward a copy of the site BAP to the Eden Hills CFS by Week 2 of Term 4 each year/ as required</p>
<p>The Director will forward Bushfire Information to all families of children of the site at the commencement of their child's first term at kindergarten.</p> <ul style="list-style-type: none">• The BAP is explained to the families of new students by the Director during the enrolment process.
<p>The Director will include bushfire season reminders and information in site newsletters in Term 4 and Term 1. The Eden Hills Kindergarten Information Booklet, updated in Term 1 each year, includes detailed information about actions and procedures included in the BAP.</p>
<p>All educators receive pre fire season updates during Term 3 and ongoing information and instruction about the contents and requirements of the BAP during Term 4 and Term 1 educator meetings.</p>
<p>The Director will ensure that all new educators, relieving staff and visitors are briefed about the requirements of the BAP during the site induction process.</p>

PREPARING THE EDEN HILLS KINDERGARTEN FOR A BUSHFIRE

<p>An Emergency Response Team has been established and members instructed on their roles and responsibilities. The members are:</p> <ul style="list-style-type: none">• The Director or nominee• All other educators <p>Their roles and responsibilities are detailed throughout the BAP.</p>
<p>A Bushfire Action Plan has been developed.</p> <ul style="list-style-type: none">• It will be reviewed during Term 3 each year by the educators and presented to the Governing Council for endorsement by the end of Term 3.
<p>The Director will ensure that emergency bushfire drills are carried out by children and staff during the first 2 weeks each term.</p>
<p>The members of the Emergency Response Team will provide all educators and regular visitors with pre fire season updates during Term 3 each year and instruction about any changes to the contents and requirements of the site Bushfire Action Plan during the first two weeks Term 4 and Term 1.</p>

<p>All educators have been allocated roles and responsibilities at the various stages of the Bushfire Action Plan.</p> <ul style="list-style-type: none"> • Details of individual roles and responsibilities are included in later sections of the BAP.
<p>All educators are instructed in the operation of sprinklers and grounds irrigation systems during the first two weeks of Term 4 and Term 1 each year. The key for the irrigation panel is on the western exterior wall in the meter box.</p>
<p>All educators will monitor local ABC 891AM radio for CFS Bushfire Information and Warnings Messages on days of high bush fire danger and pass on relevant messages to the Director. The CFS website will be left on for updates while power is available.</p>
<ul style="list-style-type: none"> • A Bushfire Hazard Management Plan has been developed in conjunction with the Governing Council and Mitcham Council. • A copy is attached to the BAP. • The plan is reviewed annually during Term 3 to allow required remedial action to take place before the start of the bushfire season.
<p>Tall trees within 20 metres of buildings have been trimmed of branches up to a height of 2 metres.</p> <ul style="list-style-type: none"> • The Director and Governing Council will inspect the site during Term 3 each year. • Mitcham Council to inspect property each year. • Maintenance will be carried out as required within kindergarten property.
<p>Overhanging trees branches have been trimmed to a distance of 2 metres from building rooflines.</p> <ul style="list-style-type: none"> • The Director and Governing Council will inspect the site during Term 3 each year. • A request will be made to the DECS hotline or Mitcham Council to safely remove any high level regrowth.
<p>The gutters and roof gullies of buildings under or near over hanging trees are regularly cleaned and free of vegetation.</p> <ul style="list-style-type: none"> • Gutters are cleaned each term.
<p>Timber and paintwork on all buildings is well maintained and area under timber decking is sealed.</p> <ul style="list-style-type: none"> • Breakdown maintenance is referred to the Site Facility Manager as required. (Hotline) • The site Facility Manager can advise on condition projects with data from SAMIS reports.
<p>‘Emergency Supplies’ are available within the kindergarten and include:</p> <ul style="list-style-type: none"> • 3 buckets of water filled in the morning and left outside the front door. • Battery powered radio and spare batteries (by big TV) • Wind up torches (in fire cupboard) • Children’s medication(by office on shelf) and first aid kit (on verandah) • Drinking water and snack food (fire cupboard) • Towels and flannels (fire cupboard) • Mobile phone (individual staff)+ • Telephone handset not requiring power supply (main room – also office & kitchen) • Satellite phone is on medication shelf • Roll book (by big TV)and street directory (fire cupboard) • Important phone numbers (by phone & all exits) • Duct tape (fire cupboard) • There is a rainwater tank on the western wall of the building
<p>The Emergency Supplies are to be checked at the start of each term by the Director to ensure contents are fresh and operational.</p>

THE FIRE READY ROOM

<p>The main kindergarten room is the nominated Bushfire Fire Ready room for this site.</p>
<p>The Fire Ready room is a building of solid construction. All open spaces in the façade and roof have been sealed to prevent entry by embers and ash during a bushfire.</p>
<p>This site has a bushfire risk rating of R2.</p>
<p>The Fire Ready room can be easily and quickly reached from all areas of the site and safely</p>

hold the people normally present.
Children and educators practise using the Fire Ready room and moving to it from a number of areas around the site during emergency bushfire drills carried out during the first 2 weeks of each term. <ul style="list-style-type: none"> The Director determines the timing of the drills after consultation with educators.
In the case of power failure there is no access to running water in the Fire Ready room. <ul style="list-style-type: none"> Plastic containers of drinking water and cups have been located in the Fire Ready room.
Children and educators medications have been listed and are easily accessible.
Roll book is readily available and checked by educators. Roll book and communication book checked for: <ul style="list-style-type: none"> those present when the move to the Fire Ready room takes place those who have left the site before the move those who leave the site after the bushfire emergency has passed.
In order to ensure a safe and orderly operation, a decision to move all persons into the site Fire Safety room will be made when any of the following agreed 'triggers' are reached: <ul style="list-style-type: none"> CFS Information and Warning messages broadcast on the local ABC radio/CFS website indicate a fire is moving towards Eden Hills. The local Emergency Services advise that a bushfire is likely to impact on the site. We are advised that a bushfire is burning in any of the surrounding suburbs There is a confirmed sighting of nearby smoke or flame.

TOTAL FIRE BAN DAY

The Director will inform educators and parents in the morning that a day of Total Fire Ban has been declared via a sign by the entrance gate.
At the first group time, children will be reminded of site bushfire emergency procedures and drills.
All educators will monitor ABC Radio for CFS Information and Warning Messages/CFS website.
The Director will liaise with Region 1 CFS if necessary.(83911866)
Excursions away from the site will be cancelled for the day and rescheduled where possible.
Off -site meetings for all educators will be cancelled.
The Director will unlock all access and security gates around the site.
Educators on duty will monitor weather conditions while children are outside and report any concerns to the Director.
Educators will mark the roll carefully.
Educators will check that grounds irrigation is operating correctly and hoses are attached.
Educators will ensure protective clothing is readily accessible.
All educators will ensure mobile phones are working correctly and batteries are fully charged.
All educators will ensure that all hazards have been removed from passages and walkways and stored in a safe location.
All educators will ensure all exits are clear for all of the day.

FIRE REPORTED IN LOCAL DISTRICT

When a bushfire has been reported in the local area, the Director will inform the educators who will put into place the pre determined bushfire emergency procedures.
The Director will maintain a visual check of the surrounding area.
All educators will carefully monitor ABC Radio for CFS Information and Warning Messages and provide updates concerning the latest location of the bushfire front and any impact it may have on the site.
The site telephone system does not operate when the electricity supply is cut off. <ul style="list-style-type: none"> Staff will check that the Bushfire Phone and satellite phone are working.(right of piano in main room)
The Director will advise the District Office that a bushfire has been reported in the nominated

local district.
The Director will liaise with local CFS to obtain the latest information and advice about likely effect of the bushfire on the site.
The Director will cancel all outdoor activities for children and bring children inside.
The Director will ensure the roll is checked.
The Director will ensure the names of children collected during the day are recorded.
The Director in consultation with CFS, will assess whether it is safe to release children from the site at normal dismissal time.
Educators will prepare and test grounds irrigation systems.
Educators will turn on irrigation systems hourly to dampen surrounds.
Educators will back up all site computer records.
Educators will put on protective clothing
The Director and staff will prepare the Fire Ready room, eg: <ul style="list-style-type: none"> • close blinds and windows • Close external doors • wet towels • prepare drinking water • fill all available containers with water • ready fire extinguishers • remove hazards from passageways • ensure first aid kit is accessible, etc
All Educators undertake their assigned roles and responsibilities.
The Director will alert visitors and volunteers of the situation and advise them of action to take should a move to the Fire Ready room become necessary.

BUSHFIRE IN IMMEDIATE VICINITY OR IMPACTING ON SITE

Director or Nominee to check CFS incidents and ring 000 if necessary.
The 'triggers' for a move to the Fire Ready room have been detailed above. All educators, children, visitors and parents are aware and prepared for the move that will take place when the 'triggers' are reached.
When a 'trigger' is reached, three short blasts of a whistle will be blown continuously by the Director or nominee.
All children, educators and visitors will move to the Fire Ready room on hearing the whistle or being informed personally by staff.
All educators will assist children to move to, and assemble in, the Fire Ready room.
The Director will ensure all educators; children, visitors and volunteers are accounted for and in Fire Ready room.
An educator will turn on grounds irrigation systems after determining that the task can be undertaken without placing themselves in undue danger.
An educator to seal windows and doors with tape.
The Director will turn off air conditioners and close windows and doors in Fire Ready room as bush fire front approaches.
The Emergency Response Team members will initiate search procedures for missing persons if needed.
The Director will advise the District Office of the move to the Fire Safety room and provide information about: <ul style="list-style-type: none"> • The 'trigger' that has been reached and likely impact on the site. • The number of site children, staff and registered visitors taking shelter. • Emergency Services assistance immediately available.
The Emergency Response Team members will liaise with CFS /MFS units and other Emergency Services an ensure access to site is available.
All persons sheltering in the Fire Ready room will prepare for arrival and passage of the fire front. The Emergency Response Team will: <ul style="list-style-type: none"> • ensure all persons are located away from windows and unnecessary movement is limited. • provide regular updates at an appropriate level to children and adults • describe the situation that can be safely observed outside the building to all persons in the

<p>Fire Ready room.</p> <ul style="list-style-type: none"> • assist all children and adults to remain calm. • cover children with woollen blankets as fire approaches. • treat injuries and provide drinks for children as needed • outline possible plans of action after the front has passed with the children.
Educators will prepare for unexpected toileting of students.
<p>The Emergency Response Team members will check for and attempt to extinguish spot fires inside or impacting on the Fire Ready room as necessary.</p> <ul style="list-style-type: none"> • It is not expected that they will undertake major fire fighting activities. • They are not expected to put themselves in any dangerous situations.
All educators will undertake their assigned roles and responsibilities.

RECOVERY AFTER THE FIRE FRONT HAS PASSED

The Director will ensure no one leaves the Fire Ready room until the situation outside has been assessed as safe by the members of the Emergency Response Team or members of the Emergency Services.
The Emergency Response Team members will make an assessment of the need for, and if necessary, begin preparations to care for children for an extended period of time.
Nominated educators will remain on duty until all children are collected from the site by their parents.
Snacks, drinking water, blankets, games, books etc are available to meet immediate and extended needs of children waiting to be collected by their parents.
The Director will check for and treat any injuries.
The Emergency Response Team members will check the building for damage and burning embers.
Educators will extinguish small fires in or near the Fire Ready room.
The Director will liaise with Emergency Services on site as soon as possible.
The Director will advise the Education Director and / or the Education Office of the current situation as soon as the position becomes clear and it is safe to do so.
The Director will refer media enquiries to the Education Director.
The Emergency Response Team members will determine if there is a need to evacuate the Fire Ready room.
The Emergency Response team members will determine an alternative safe location if required.
All educators will begin to reunite families at a safe location when the situation has been declared safe and vehicles can safely access the site.
The Director or nominee will record names of students and person collecting them as they leave the site.
All educators to undertake their assigned roles and responsibilities.
The Director, Emergency Response Team, educators (where appropriate) will undertake a debrief of the bushfire emergency situation and the procedures undertaken at an appropriate time shortly after the incident.
The Director will seek support for children and educators from counsellors and social workers when appropriate.
The Emergency Response Team will review the effectiveness of educators instruction undertaken before the bushfire emergency in light of the experience in order to ensure that lessons learnt are captured for future benefit.
The Director will arrange to have fire fighting systems checked and readied for use again.
The Director will ensure the Emergency Supplies package is replenished.
The Director will arrange an assessment of the site buildings once the area is declared safe.
The Director will complete the relevant DECS report, available from www.crisis.sa.edu.au

SPECIAL SERVICES:

Children with special needs can access assistance through the kindergarten. Referrals can be made for help from the Speech Pathologist, Psychologist, Social Worker, Bilingual Assistant or Special Educator. This is a free service.

CAYHS SCREENING:

When children reach approximately 4 years and 3 months, Child and Youth Health offers a general development screening check. Specially trained nurses assess intellectual and physical development, hearing, vision and speech. Screenings are held at Child Health Services Centre at Eden Hills Kindergarten, 3 to 4 times a year. Parents are responsible for taking their child to the appointment.

DENTAL TREATMENT:

Children may enrol with the School Dental Service. This is service provided by the Government at minimal cost and based at the new GP plus at Marion. Please contact the Dental Clinic directly on 8222 8222 to make an appointment.



"Where everyone belongs"

"Sun Smart" Behaviours and the Sun Protection Policy for EHK

PURPOSE

The aims of the Eden Hills Kindergarten Sun Protection Policy are to promote:

- Positive attitudes towards protecting our skin from the sun, and keeping hydrated during warm weather
- Lifestyle practices which help reduce the incidence of skin damage and skin cancer
- Personal responsibility for and decision making about skin protection in children
- Awareness of the need for environmental changes in our centre to reduce the level of exposure to the sun

CONTEXT

At Eden Hills Kindergarten we promote "Sun Smart" behaviours as part of our educational program.

Australia has the highest incidence of skin cancer in the world, with 2 out of 3 Australians developing some form of skin cancer before the age of 70. Sun exposure during childhood has a significant impact on a person's risk of skin cancer. Most skin damage and skin cancer is preventable using a combination of simple sun protection measures (Slip, Slop, Slap, Seek and Slide).

Early Childhood services are ideally placed to help reduce the incidence of skin cancer and the number of related deaths by encouraging all members of the service's community to use effective skin protection.

The sun emits different types of radiation including visible light that we see, infrared radiation (heat) that we feel and ultraviolet (UV) radiation that we cannot see or feel. UV radiation levels of 3 and above can cause damage to our skin. Temperature does not affect UV radiation levels, so even on cool, cloudy days, UVR levels can be high.

This Sun Protection Policy is implemented throughout the year.

Children assist educators to check the UV radiation level reading via the Bureau of Meteorology website. The anticipated UV rating is displayed on our UV chart on the inside of the door onto the verandah. When the anticipated UV rating is 3 or above, the SLIP, SLOP, SLAP, SEEK, SLIDE component of our *Sun Protection Policy* is implemented.

Clothing (SLIP on sun-protective clothing)

Parents are encouraged to dress children in clothing that minimises heat-gain during hot weather, while providing good sun protection. Children will be encouraged to wear shirts with collars and elbow-length sleeves, and longer-style shorts/skirts. Clothing that is sun-safe, in layers that can be easily removed during activity, is the most suitable.

Educators will role-model sun protective clothing, including covered necks, arms and legs.

Sunscreen (SLOP on SPF50+ or SPF30 broad spectrum, water resistant sunscreen)

Parents are asked to ensure their child applies sunscreen 20 minutes prior to attending kindergarten so it has time to absorb into the skin before morning play. Sunscreen is available at the centre if required. Sunscreen will be reapplied 20 minutes prior to going outdoors again in the afternoon. Educators will also role-model sunscreen application 20 minutes prior to going outdoors when necessary.

Hats for outside play (SLAP on a hat)

All children will be provided with an Eden Hills Kindergarten bucket hat on enrolment. The Kindergarten Educators will ensure children wear hats when they are in the Outdoor Learning Environments and when the UVR levels are 3 and above. Children not wearing an appropriate hat will be offered a spare hat or requested to be within the Indoor Learning Environments. Educators, volunteers and visitors will also wear sun protective hats during these times.

Shade (SEEK shade)

Wherever and as much as possible, all activities conducted outdoors when the UVR levels are 3 and above, and also during periods of hot weather, will be undertaken in shaded areas. The centre will continue to provide adequate sun protected and shady areas.

Sunglasses (SLIDE on sunglasses) – not mandatory

If practical, children are encouraged to wear close-fitting wraparound sunglasses that provide the best protection, Eye Protection Factor (EPF) rating of 10 is recommended. It should also meet Australian Standards AS/NZS-1067:2003 for sunglasses (category 2, 3 or 4)

Vitamin D

From August to April in South Australia, we all get enough vitamin D simply by going about their day-to-day activities. Generally only a few minutes of sun exposure to the face, arms and hands, or equivalent area of the skin is needed.

Please visit Cancer Council SA's website for information about vitamin D via <https://www.cancersa.org.au/information/a-z-index/vitamin-d> or call 13 11 20.

If you are concerned about your child's vitamin D levels, it is best that you speak with your General Practitioner.

Being "Sun Smart" when the UVR levels are below 3.

SunSmart during the winter months (May-July) when the UVR levels are often below 3, equates to not needing to wear a hat, or apply sunscreen or seek shade. Our bodies need to have a few hours per week of cumulative sunlight exposure to ensure we get enough vitamin D, vital for the development and maintenance of strong, healthy bones.

Other information

Extra care will be taken during the peak UV radiation times (across the middle of the day) and outdoor experiences will be scheduled outside of these times where possible.

Age-appropriate information on skin protection will be included in children's programming.

Visitors, parents and families are encouraged to role model "Sun Smart" behaviours at the centre.

"Sun Smart" behaviour is regularly reinforced and promoted to the whole community via newsletters, bulletin boards and all new families and staff are informed of the policy.

The skin protection policy will be reviewed regularly (at least every 3 years) to ensure the policy remains current and relevant.

Extreme Hot Weather

Children will be kept inside or on the verandah during extremely hot weather and they will be encouraged to play quietly to avoid overheating. Please refer to our Bushfire Policy for more information about high fire danger days.

Wherever and as much as possible, all activities during periods of extremely hot weather, will be undertaken in shaded areas or within our Indoor Learning Areas to reduce heat exhaustion and heat stress.

Drinks

Families are asked to provide their child with water in a named bottle each time they attend kindergarten. Drinking water will be provided to children who do not have a water bottle. We will also refill empty bottles. Children will be reminded to drink water

throughout the day, particularly during periods of hot weather to prevent dehydration and overheating.

Lunches

Eden Hills Kindergarten has 2 refrigerators on the verandah where children store their food and drink during the day.

References

Eden Hills Kindergarten Skin Protection Policy June 2015

Cancer Council SA - "Be Sun Smart: Play Sun Smart" 2011

SunSmart <https://www.cancersa.org.au/cut-my-risk/sunsmart/early-childhood-centres>

Reviewed November 2016

Ratified by Governing Council

Next date for review September 2019

KINDERGARTEN LIBRARY:

The kindergarten has a children's library service, where children are able to borrow books and literacy kits. We invite you to choose library items with your child and to record the details on the relevant card. Your child will be supplied with a library bag for their use at kindergarten. Please report any damage to books or kits to staff.

Please help us to teach your child to care for books.

Kindy at home

Take advantage of the resources available to extend Kindy learning activities into your home.

- *Library:* a range of fiction and non-fiction books. Fill in a borrowing card to borrow 2 at a time.
- *Literacy Kits:* books with related toys and activity suggestions to explore texts.
- *Maths Monster:* offers numeracy-related activities to explore and complete together in a fun way.
- *Science Kits:* explore scientific concepts together in a fun way.
- *Persona Dolls:* develop literacy skills by working on stories together to write down in the book for sharing.
- *Ukulele:* explore music and sound as forms of expression and entertainment.

All children attending Kindy full-time are welcome to borrow these resources. Exploring kits is a great way to spend time together learning in a positive, enjoyable way. It's invaluable for your children see that you value learning and are excited about - and involved in - their learning. Check with educators about how to borrow these items.

At home, learning is more about the journey than the result. There is plenty of time for serious study when your child starts school; so if learning activities become a chore for you or your child, it's time to stop.

Parents have a unique knowledge and understanding of their child. In order to maximise each child's learning potential, it is beneficial that parents and staff work towards fostering an effective partnership.



"Where everyone belongs"

4 Willunga Street EDEN HILLS SA 5050 <http://www.edenhillskqn.sa.edu.au>
Phone (08) 82783425 DL.4640@shcools.saedu.au



Healthy Food Supply and Nutrition Policy

PURPOSE

This Kindergarten promotes safe, healthy eating habits in line with the *Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools* and relates to the Department for Education's Learner Wellbeing Framework.

CONTEXT

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and benefits children in the following ways:

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet-related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.
4. Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.

Therefore:

- educators at this kindergarten model and encourage healthy eating behaviours
- food and drink are consumed in a safe, supportive environment

- families are encouraged to supply healthy foods for their children in line with the *Right Bite* strategy

This food policy has been established after consultation with educators and families within the kindergarten community.

CURRICULUM

Our Kindergarten's food and nutrition curriculum:

- Is consistent with the *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 Early Years Learning Framework, relating to the learning outcome - 'Children have a strong sense of wellbeing'.
- Includes mealtime behaviours such as serving and clearing food and washing up

THE LEARNING ENVIRONMENT

Children at our Kindergarten:

- Have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- Are encouraged to eat at scheduled break times
- Eat in a positive, social environment with educators who model healthy eating behaviours
- Use the vegetable and herb gardens in the outdoor learning environment to learn about and experience growing, harvesting and preparing nutritious foods

Our Kindergarten:

- Provides rewards and encouragements that are not related to food or drink
- Understands and promotes the importance of breakfast and regular meals for children
- Teaches the importance of healthy meals and snacks as part of the curriculum
- Is a breastfeeding friendly site

FOOD SUPPLY

Our Kindergarten:

- Encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- Encourages food choices which are representative of the foods of the kindergarten community
- Ensures healthy food choices are promoted and are culturally sensitive and inclusive
- Ensures a healthy food supply for kindergarten **activities and events** in line with the *Right Bite* strategy
- Displays **nutrition information** and promotional materials about healthy eating

The following guidelines are for **food brought from home** or provided by educators within kindergarten sessions:

Snack Time:

Families are encouraged to supply fruit and vegetables with the skin on at eating time to:

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

Food and drinks provided to children:

- Families are encouraged to provide healthy food and drink choices in line with the *Right Bite* strategy
- Educators will ensure that any food provided to children by the Kindergarten is in line with the *Right Bite* strategy.

FOOD SAFETY

Our Kindergarten:

- Promotes and teaches food safety to children as part of the curriculum.
- Encourages educators to access training as appropriate to the *Right Bite Strategy*
- Provides adequate hand washing facilities for children and educators.
- Promotes and encourages correct hand washing procedures with children and educators.
- Encourages sitting down together to eat to enjoy our food and to avoid choking.
- Liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

References

Right Bite <https://www.education.sa.gov.au/teaching/projects-and-programs/eat-well-sa/developing-healthy-food-policies-schools-and-preschools>

Wellbeing for Learning and Life Framework <https://www.education.sa.gov.au/teaching/projects-and-programs/wellbeing-learning-and-life-framework>

Reviewed Junes 2016

Ratified by Governing Council July 2016

Next Date for review June 2017

SICK CHILDREN:

Please do not send sick children to kindergarten. If your child vomits or has diarrhoea in the morning before kindergarten or the previous night, please keep him/her home for 24 hours, even if s/he wants to come. This is not a decision for children to make, and it is unfair to other families to send a sick child to kindergarten. Also, we do not have the staff or facilities to give sick children the attention they need.

GOVERNING COUNCIL:

The kindergarten is required to work within D.E.C.D. policies and guidelines and our Governing Council is responsible for assisting the Director and educators in following these guidelines and to develop policies and practices for the Eden Hills community. This includes fundraising, allocating funds for new equipment and improvements, setting priorities and maintaining a safe & inviting environment for adults and children. It is an opportunity to work with other parents for common goals and you may like to help in this way. Please let us know if you are interested.

You are welcome to attend Governing Council meetings at any time without obligation to join.

PARENT INVOLVEMENT:

Parent involvement is always appreciated. Not only do children benefit from the contact with a greater number of adults, but also parents often find it enlightening and rewarding to observe their child learning in the kindergarten setting.

Specific Ideas:

- ☐ *Cooking* with a small group of children
- ☐ *Music* - come in and share your skills - singing, dancing or instrumental - with the children
- ☐ *Creativity* - you may like to impart particular skills you have with children and educators
- ☐ *Maintenance* - you may have a trade or you may just be handy. Please let us know if you have skills to share on a paid or volunteer basis.
- ☐ *Library* - maintaining the library is ongoing with cataloguing and covering new books, returning borrowed items to the shelves, mending and stock taking. You may like to take responsibility for this area of the kindergarten's program.
- ☐ *Governing Council* - there is plenty of opportunity for interested parents to serve in this way whether skilled or unskilled. There is plenty of scope for people with ideas and enthusiasm to help with the decision making for the centre and the organising of function and fundraisers.

This list is not comprehensive and leaves room for your skills or interests to be shared or expressed within the program. The kindergarten is a community facility, which operates to meet the needs of families with pre-schoolers within the district. Please give some thought as to how you can contribute. If every family helped once a month, we would always have an extra pair of hands.

END OF SESSION HELP:

We would appreciate a parent volunteer for the **last half hour** of every session to help with the cleaning up. A list of specific duties can be found on the kitchen fridge. If you can come back early occasionally, your help would be much appreciated.

EDEN HILLS KINDERGARTEN ENVIRONMENT MANAGEMENT PLAN (SEMP)

**includes environmental, social/ cultural and economic dimensions*

Vision What will our preschool *environment be like in 3-5 years? How will we be more sustainable?	Our goal is to have minimal impact on the environment. We reduce, reuse, recycle where we can. This is an ongoing journey and we know we can get better at reducing our impact.
Values Why is it important that the school becomes more sustainable? What values are considered when making decisions in the school? e.g. school values.	We want to be more sustainable because we care about the natural environment. If our children learn about sustainability now, they will be more effective custodians of the world when they are adults. We value the natural local environment, acknowledging that the Kaurna people are the custodians of this land.
Context The unique aspects of the school that need to be considered in planning for improvement.	The Kindergarten is set in a natural environment and is adjacent to a Bush for Life site. There is a council reserve behind the Kindergarten which is underutilised.
Links with other school plans and policies e.g. Site Learning Plan	Sustainability is a priority in our Quality Improvement Plan. The Early Years Learning Framework guides our planning. Some of the priorities we take from this are: Becoming socially responsible, showing respect for the environment Finding ways for children to care for, and learn from, the land Provide children with access to a range of natural materials in their environment
Working group The working group is ideally representative of the broader school community (students, staff, parents, community members).	The working group includes: educators, Governing Council members and parents. We value the child's voice and ensure that it is represented in our planning. There is regular consultation with the wider community eg Trees for Life volunteers.
Review SEMP Who will be involved in reviewing the SEMP? How often will it be updated? Is there an approval process (governance bodies)?	The SEMP will be regularly updated by educators and Governing Council with input from stakeholders. We see it as a working document that will guide our practise.

What we are already doing

Energy <ul style="list-style-type: none"> Solar panels on the roof Sky lights that can be opened have been fitted 	Water <ul style="list-style-type: none"> Collect rainwater Push taps that stop automatically in the children's bathroom 	Waste <ul style="list-style-type: none"> Reduce, reuse, recycle philosophy All resources are sorted Minimal resources to landfill Community recycling station Nude food philosophy Worm farm 	Social/ Cultural <ul style="list-style-type: none"> Embrace diversity within our community Celebrate the Kaurua culture Acknowledge Colebrook and the stolen generation Promote an environmentally aware culture
What we will be doing next Extend the panels Get better at turning lights, appliances off when not in use 2017-plans to move solar panels to library roof (more sun)	What we will be doing next Rainwater used in the garden Long term-for toilets Water from bathroom sinks to garden Share Danny the Drip story with children	What we will be doing next Develop a sustainability philosophy Further reduce food with packaging Purchase compost tumblers Add sustainability information to the website	What we will be doing next Build connections with the community Sustainability on agenda's-G C, educator meetings Give sustainability survey to families
Biodiversity <ul style="list-style-type: none"> We grow food for eating Local species are planted We support the Bush for Life work Flora & fauna audits Worm farm Organic gardening methods Gate in back fence to facilitate access to Bush Block 	Air Quality <ul style="list-style-type: none"> Opening skylights 	Transport <ul style="list-style-type: none"> Celebrate alternatives to driving to Kindy Walking to OSHC Reducing carbon footprint by buying locally 	Economic <ul style="list-style-type: none"> Sustainable practices are being considered when ordering to ensure that we are considering the environmental impact of purchases Newsletters emailed Paperless communication whenever possible Kindy Market to recycle goods Loose parts and natural objects for play Handmade paper Choosing energy efficient appliances
What we will be doing next Increase our indigenous plantings Increase our food garden Investigate native bees(non-stinging) Are there native indoor plants?	What we will be doing next Investigate indoor plants that improve air quality	What we will be doing next Install a bike rack to encourage riding to Kindy	What we will be doing next Thinking before printing sign on computers

LEAVING AND COLLECTING CHILDREN:

Please collect children promptly after their session as children get upset when adults are late, additionally staff need time to clean up and prepare for the next session. Also please try not to arrive early for your session, as we need this time for preparation.

If someone else is collecting your child, please let an educator know and record it in the diary, which is kept on the kitchen bench, with details. Also, always be sure that there is an educator on duty when you leave your child at kindergarten. Please note that children will not be released into the care of persons unknown to staff without prior notice from parents or guardians. Friends and family members can be added to the 'authority to collect' section of the enrolment form at any time.

PARKING AND SAFETY:

Please be considerate when parking in the car park, so that parking spaces are maximised. Please remember to make sure the kindergarten front gate is closed and ensure that only children you are responsible for go through the gate with you.

STARTING KINDERGARTEN:

When children start kindergarten for the first time or transfer from another centre, be prepared for them to be a little apprehensive or anxious. Some children take longer than others to settle, and however much your child may be looking forward to going to kindergarten, it is a new experience.

Perhaps

- ☐ The need to share an adult with other children
 - ☐ A larger group of children
 - ☐ A room larger than the child is used to
 - ☐ Unfamiliar materials
- ...maybe unsettling your child.

Your child may begin happily but have anxious moments for a few days later or even after several weeks. This is normal too.

This separation from a parent or caregiver is a major step in your child's life. Rest assured that we are committed to making it as smooth as possible.

Give lots of hugs and cuddles before and after kindergarten to show your child your love, and be prepared to stay at kindergarten to help him/her to settle in. We believe your child is special and we will do all that we can to build their self-esteem.

Never leave without telling your child you are going. Your child needs to know that he/she can trust you. We will support an unsettled child as you leave.

You are welcome to discuss with educators your child's progress or any concerns you have. Please tell us of significant events at home that may affect your child's behaviour and feel free to ask for privacy if matters are confidential. Our aim is to work together for the happiness and growth of your child. If you have any queries or suggestions, please approach us.

CURRICULUM

...Our image of the child is rich in potential, strong, powerful, competent and, most of all connected to adults and other children.

Loris Malaguzzi in Dahlberg, Moss and Pence 1999, pp 48

Children enter kindergarten with a diverse range of knowledge, skills, values, attitudes and dispositions that reflect the diversity of their backgrounds and experiences.

The role of early childhood education and care is to connect with and build upon children's home and community learnings as well as opening up new and multiple possibilities.

Children of this age learn most effectively when their physical and emotional needs are met and they are able to feel safe and secure in a climate of consistency, stability, support and high expectation.

Children develop at different rates and in different ways: emotionally, intellectually, morally, socially, physically and spiritually. All aspects are important and interrelated. When these differences are respected and honoured children build a sense of trust and confidence, a willingness to take risks and thus make new discoveries and connections.

Parents sometimes wonder what learning at Kindy consists of. Unlike schools, where formalised lessons, assessment and reporting are obvious, Kindergartens' curriculums can be hard to define. Sometimes it seems that children "just play" at Kindy, whereas important learning is taking place all the time. While children often won't produce a tangible product to take home; they are learning new skills, procedures and concepts which are vital for getting along in the world.

According to the national Early Years Learning Framework (EYLF) curriculum means '*all the interactions, experiences, activities, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development*'.

All the activities you see at Kindy are carefully devised to help children develop vital skills and understandings, in line with the EYLF **3Bs**:

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time 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.

These **3Bs** are explored through the following 5 learning goals. Kindy staff will help your child develop:

- *a strong sense of their identity*
- *connections with their world*
- *a strong sense of wellbeing*
- *confidence and involvement in their learning*
- *effective communication skills*

On the parent noticeboard in the main room there is further information about the **3Bs** and how Kindergarten activities address them.

Learning through play

The EYLF has a specific emphasis on play-based learning and recognises the importance of communication (including early literacy and numeracy) and social and emotional development. Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play can expand children's thinking and enhance their desire to know and to learn. In these ways play can promote a positive outlook towards learning.

Teaching at Kindy

Kindy provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Rather than front-of-classroom "chalk and talk" type teaching, the Kindy educators use varied strategies to develop learning, they:

- share conversations with children to extend their thinking,
- provide a balance between child led, child initiated and teacher supported learning,
- create environments that encourage children to explore, solve problems, create and construct,
- make the most of spontaneous teachable moments as they occur,
- promote and model positive ways to relate to others and solve problems,
- support the inclusion of all children in play, helping children to recognise when play is unfair, and
- offer constructive ways to build a caring, fair and inclusive learning community.

Whilst doing all these things, Kindy educators also constantly monitor child safety and well-being, dealing with the everyday mishaps, conflicts and problems that arise in any group of four year-olds!

How Kindy experiences enhance learning

Here are some examples of how our everyday Kindergarten experiences help children to develop new understandings and skills:

☐ *Outdoor playground:* gross motor skills (balance, coordination, strength, agility), social skills (cooperation, taking turns), risk taking, understanding that physical activity is healthy and fun, connecting with nature (weather, plants and animals and non-living features).

☐ *Sandpit:* gross and fine motor skills, creativity, construction, role-playing (to develop understanding of others' role in society as well as communication), exploration of scientific concepts (eg. gravity, solids & liquids).

☐ *Playdough:* fine motor skills (essential for learning to write), creativity, self-expression, role-play.

☐ *Construction sets:* cooperation, mathematical concepts (size, shape, order), problem solving and lateral thinking.

☐ *Jigsaws and other puzzles:* fine motor skills, cooperation, lateral thinking, mathematical concepts (recognising colours, patterns, order and positions).

☐ *Dramatic Play:* communication skills, imagination, role play, cooperation, understanding roles in family and community.

Whilst participating in these activities, Kindy educators enhance the learning experience by

- ☐ modelling and demonstrating
- ☐ open questioning
- ☐ speculating and explaining
- ☐ engaging in shared thinking and problem solving

Each term, Kindy has a curriculum overview. Information about the curriculum is communicated via the Newsletter or Curriculum noticeboard in the main room.

Educators use mat time activities (songs, games, shared stories), small group story time and related puzzles, art and learning activities to explore the topic and further develop understanding.

Kindy at home

Take advantage of the resources available to extend Kindy learning activities into your home.

- *Library*: a range of fiction and non-fiction books. Fill in a borrowing card to borrow 2 at a time.
- *Literacy Kits*: books with related toys and activity suggestions to explore texts.
- *Maths Monster*: offers numeracy-related activities to explore and complete together in a fun way.
- *Science Kits*: explore scientific concepts together in a fun way.
- *Persona Dolls*: develop literacy skills by working on stories together to write down in the book for sharing.
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Parents have a unique knowledge and understanding of their child. In order to maximise each child's learning potential, it is beneficial that parents and staff work towards fostering an effective partnership.

Finding out more

There are several ways to get information about Kindy's curriculum:

- ❖ Newsletter (sent electronically with hard copies by the white board)
- ❖ Input into the Planning for Learning document for your child
- ❖ Notice board in the main room
- ❖ Annual General Meeting & Governing Council meetings
- ❖ Volunteering time at Kindy

At the AGM, learning priorities for the year are mapped out and parents are encouraged to contribute ideas. You are welcome to attend Governing Council meetings at any time without obligation to join.

By building a community of learners that includes children, families and educators, opportunities exist for developing a lifelong interest in, and enjoyment of, learning.

Nature Education Centre

Each term we borrow a selection of animals from the Nature Education Centre so that the children can have the opportunity to observe, handle and care for them.

WRITING – MODERN CURSIVE:

All Department for Education schools are now teaching children modern cursive. One of the main features of this writing style is the slope rather than the upright letters. Individual letters have also changed. Later the children will link the letters to form linked script.

This printing is used by kindergarten staff to name children's work. If your child shows an interest in learning to write, for general writing please encourage the use of 'little' or lower case letters rather than capital letters. If kindergarten, home and school all use the same script we will be complementing and reinforcing each other.

a b c d e f g h i j k
l m n o p q r s t u v
w x y z

1 2 3 4 5 6 7 8 9 0
A B C D E F G H I
J K L M N O P Q R
S T U V W X Y Z

Eden Hills Kindergarten

where everyone belongs

Values

Sustainability

Relationships

Learning

Citizenship

“Our image of the child is rich in potential, strong, powerful competent and most of all connected to adults and other children”

Loris Malaguzzi in Dahlberg, Moss and Pence 1999, p48

Sustainability

“At Eden Hills Kindergarten, we tread lightly on our planet through considered use of the resources and respectful interactions with our environments

We are the caretakers of the places where we live, play and learn. We reduce, reuse and recycle because we understand that collectively we can drive change.”

Relationships

“At Eden Hills Kindergarten, we value a child’s connection with family, community, culture and place. We support children and their families to feel secure, confident, respected and included”

Learning

“At Eden Hills Kindergarten, learning is dynamic, complex and holistic. We respond to children’s voices to create meaningful, engaging, play-based experiences. We acknowledge, support, and extend each child’s understanding, capacity, and Executive Function skills”

Citizenship

“At Eden Hills Kindergarten, we have rights and responsibilities. We critically reflect upon our beliefs, practices, values and actions. We are inclusive, diverse, and socially responsible.”