



Elizabeth O'Grady Kindergarten  
10 Charles Sturt Ave., Grange, 5022  
Tel: 8356 8035  
Email: dl.5613.leaders@schools.sa.edu.au



Government of South Australia  
Department for Education

# Information Book



Welcome to Elizabeth O'Grady Kindergarten

*a service of the South Australian*  
Department for Education

We respectfully acknowledge the Kurna People of the Adelaide Plains as the custodians of the land on which we play and learn.

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<b>STAFF</b>		
<b>Director:</b>	Kellie Holbrook	
<b>Teachers:</b>	Tim O'Loughlin, Rosa Pryor and Jo Swinbourne	
<b>Early Childhood Workers:</b>		
	Kylie Stevens	Helen Tomlinson
	Danielle Linke	Karyn Desmond (support)
	Bec Fox	

At times Kindergarten Support and Bi-lingual Support staff work with children with additional needs.

Our philosophy is a reflection of what we value and believe about early childhood education. It outlines the goals we aim to achieve in our work with children.

We respectfully acknowledge the Kaurna People of the Adelaide Plains as the custodians of the land on which we play and learn.

### Our context:

Elizabeth O'Grady Kindergarten has a long and proud history as part of the Grange community. We strive to maintain our strong connections by promoting relationships that are based on a respect for diversity and by providing a high quality education program delivered by dedicated educators.

For many of our children and families this is their first experience with an educational setting beyond their home. We create a happy, safe and welcoming atmosphere which caters to the needs of the individual while fostering in children a sense of belonging to a community.

Our environment empowers children to explore, create, wonder, discover, solve problems and learn how to interact with others. We encourage children to contribute to their world by promoting and engaging in sustainable practice through recycling and reusing. We provide opportunities for children to engage their senses, build positive pathways for learning, and to develop confidence and resilience to take risks.

### Our beliefs:

We understand that the family is each child's first educator and we believe that working in partnership with families is how we can achieve the best outcome for each child. We encourage a sense of belonging by building relationships based on trust and mutual respect. We recognise that to foster these relationships we need to develop common goals and have open and respectful communication. We actively seek input from families and use this information to guide our program and broaden our understandings about children in our care.

As educators, we are informed by current brain research which shows that developing positive learning dispositions is a vital factor for success in life. Our role as educators is to create an environment which provides opportunities for children to build on prior knowledge and understandings and to foster the development of positive dispositions for learning. Our play based curriculum is guided by the Early Years Learning Framework 'Belonging, Being and Becoming' and allows children time to explore, make connections and develop their understandings about the world around them.

Children learn when they have a positive sense of self and when they feel valued and respected for who they are. We believe children to be capable of making decisions about their learning and we support children to develop goals for learning. Our cycle of planning and assessment ensures that each child's voice is included in our program. Our daily routine provides for long periods of uninterrupted play so that children can immerse themselves in the play environment, learn from and support each other and engage in a deep inquiry process.

All educators at our kindergarten model positive dispositions for lifelong learning. We do this daily when we ask wondering questions; enjoy learning and researching alongside the children; work together to solve problems; value the process of learning over the end result and know that learning takes time and effort. We use a range of strategies including intentional teaching and open ended questioning to expand each child's learning.

### Our aspirations:

At Elizabeth O'Grady Kindergarten we aspire for all children to continue growing into capable, confident citizens who contribute to creating a sustainable society; who value lifelong learning and who strive towards reaching their full potential.

We constantly endeavour to improve our work. To achieve this, we engage in rigorous reflective practice which questions what we do and why we do it so that we can achieve better outcomes for children.

We want children to challenge themselves and take risks in learning including stretching their capacity physically, socially and cognitively.

We aim for children to become reflective learners- to identify their own strengths; to strive towards their learning goals and to develop dispositions which enable them to be independent, creative, risk takers with a joy for learning.

## SERVICES PROVIDED

The kindergarten provides the following educational program for children in the community.

### Kindergarten education for children

Turtle group: Monday and Wednesday 8.45am – 3.30pm and  
Alternate Fridays 8.45am-11.45am

Dolphin group: Tuesday and Thursday 8.45am – 3.30pm and  
Alternate Fridays 8.45am-11.45am

### Enrolment Policy

State and National policy provides that all children have the right to attend kindergarten for 15 hours/week in the four terms prior to commencing school.

'Same First Day' provides that:

- If a child turns four years of age **before** 1 May, they may start kindergarten in Term 1 in that year
- If a child turns four years of age **on or after** 1 May, they are eligible to start kindergarten from the beginning of Term 1 in the following year.

Aboriginal children and children under the Guardianship of the Minister for Education and Child Development may, subject to resource capability (to be assessed on a termly basis), start kindergarten after their third birthday.

## FEES - Kindergarten materials and services charges

### ♦ Eligible Kindergarten Year

\$180.00 per term

### ♦ Integration of children with additional needs

Early entry is available (where resources permit) for children with **significant additional needs**

## GENERAL INFORMATION

### • Funding

Staff salaries and an operating grant are paid by Department for Education to the Kindergarten. The kindergarten relies on parent fees to pay for office supplies, cleaning, maintenance, a trained finance officer, new resources, repairs to equipment, and curriculum materials such as books, puzzles and art supplies.

- Fundraising is organised by the Governing Council.
- Payment of fees

An invoice will be emailed to each family at the beginning of each term and **prompt payment** is appreciated. Payment can be made by bank transfer, details will be on each invoice, or by cash (place in an envelope which includes details of child's name in the fees box near the kitchen). No child will be excluded because of financial reasons. Please speak to the director for a confidential fee arrangement if necessary.

- Toys and belongings

The staff will not take responsibility for toys and other precious items and discourage children from bringing them to kindergarten.

- Children's clothing

Children need to wear washable **play clothes** that enable them to play safely and that have fasteners which allow for their independent toileting management. Paint smocks are provided but are not always sufficient protection from messy activities. Please label all clothes and possessions, including lunch boxes and drink bottles clearly with the child's name.

Sensible shoes are requested (please no thongs). Please ensure that your child wears a top with sleeves for UV protection.

Please check the lost property box regularly.

- Library books and take home kits

The kindergarten has developed some resources for parent borrowing. These kits are an excellent resource for developing oral language (they provide prompts for how to do this). These are kept in the locker area. You can borrow:

- Books to read with your child at home
- Literacy kits- these include a book and adjuncts for telling the story
- Numeracy kits- exploring number, spatial awareness and shape
- Levels of questions kits- each book contains ideas for questions to guide language/literacy development.

If you would like to borrow something for 1 or 2 weeks, please record the details in the books provided on top of the lockers. If you find anything missing from a take home kit, please put a note in the bag and put this into the box provided so that a staff member can check.

- Special Events and Birthdays

Outings and excursions are arranged from time to time to follow up children's special interests. Parent / caregiver participation is requested as high adult: child ratio is essential. A risk assessment is carried out before each excursion.

Children's birthdays are celebrated by singing, and decoration of a cardboard medallion. (Please no cakes or treats)

- Arrival and Departure

- If separation is a new experience for your child, please talk to the director about transition processes. A gradual transition to kindergarten may be an option. If attendance is regular and routines consistent, most children soon overcome separation anxiety.
- All children must be accompanied through the gate by an adult. This is a safety and legal requirement. Children must be supervised by their parent/carer until the main door opens at 8.45.
- Ensure that children are brought inside so that they can be greeted by a staff member, and when leaving say 'Goodbye' so that they are fully aware that you have left. Parents are required to sign their child in and out on the attendance sheet.
- **Please collect children on time.**

- A staff member will say goodbye to your child when you arrive to collect them. If people other than primary care-givers are picking up children, please write this information on the attendance sheet in the morning.
- Please sign your child out and assist children to collect their belongings, including any items they may have made during the session.
- Please be aware as you leave through the gates that only the child in your care passes through with you.

#### **WHAT CHILDREN WILL NEED TO BRING- please make sure all belongings are clearly named**

- 1) A broad brimmed hat.** The kindergarten is a sun safe centre and children need to wear broad brimmed hats when the UV index is 3 or above.
- 2) A bag / backpack** to keep spare clothes, food, belongings in.
- 3) Two pieces of fruit / vegetable each day** for a snack in the morning and one in the afternoon, to be easily accessible in their bag (not in their lunch container please).
- 4) A bottle of water.** The kindergarten has filtered water which the children can access to refill bottles. Please do not pack any other drinks for kindergarten.
- 5) A spare set of clothes**
- 6) A healthy lunch** in a named lunch box with frozen cooler. To be placed in the trolley on arrival. Please refer to our nutrition policy for guidance.

The kindergarten has an arrangement with a local company which sells t-shirts and broad brimmed hats with our logo. This is not a fundraiser for the kindergarten and parents order directly through the company. The purchase of t-shirts and hats is completely voluntary. Further information is available at the kindergarten.

#### **ATTENDANCE**

To enable each child to gain maximum benefit from participation and to ensure continuity of learning, regular attendance is essential.

##### **Absences**

The kindergarten needs to be advised if a child is unable to attend. Infections can be prevented from spreading if unwell children are kept home. Please inform staff of contagious diseases, so that notification can be made and families can be mindful of symptoms.

If your child is going to be absent for any period (i.e. family holiday etc.), please email the director with dates.

#### **OTHER SERVICES**

The School Dental Service has a Dental Clinic at Fulham Park Primary School which you are entitled to use. Please see staff for contact details if required.

CYH developmental screenings are jointly organised through the kindergarten.

Our kindergarten has access through the Department for Education to Special Education Professionals including Speech Pathologist, Psychologist, Support Worker, Social Worker and Bilingual Assistance

## COMMUNICATION AND PARENT PARTICIPATION

### Parent Participation

Staff are committed to working in partnership with families as they recognise, acknowledge and value the role that parents and carers have and will continue to have as the child's first educator.

When possible, parents are always welcome at kindergarten. Children enjoy and benefit from parent interest and participation and when skills and interests that are shared.

### Volunteer Help

This is always gratefully received.

Parents can help by taking washing home, reading stories, assisting with small group activities e.g. cooking, gardening, preparing materials and resources, repairing books and equipment, collecting and returning animals to the Nature Education Centre.

If you have a special skill or talent or just like to help out, please let us know. Help with extra jobs means Kindergarten staff are able to spend more time working with your children. Thank you.

### Communication

The *notice board* has important information about our program, announcements and upcoming events. Please read notices regularly.

Each child has an *individual file for notices*. The notice file box for each group will be placed on the back table (near the attendance sheet). Please check daily.

*Emails* are sent with information about what is happening at kindergarten each week, including information about our current educational program.

Our *Face book page* is used to help inform families about our educational program as well as for notifications and reminders.

### Governing Council

Each year a group of parents/carers, community members and staff are elected to be responsible for the management of the kindergarten.

This includes the development of the Quality Improvement Plan, updating kindergarten policies, management of the budget, maintenance of the centre, fundraising activities and sharing of ideas.

Parents are welcome to share ideas and concerns with staff or members of the Governing Council. Governing Council meetings are held twice a term.

It is a great way to meet other parents and be involved in your child's education.

## PROGRAM AND CURRICULUM

### Belonging, Being, Becoming

This is Australia's National Early Years Learning Framework (EYLF) for early childhood educators and we use it as a basis for planning, assessment and recording.

The aim of this document is to extend and enrich children's learning from birth to five years and through the transition to school. The Council of Australian Governments (COAG) developed this Framework to assist educators to provide young children with opportunities to maximise their potential and develop a foundation for future success in learning.

In this way, the Early Years Learning Framework will contribute to realising the Council of Australian Governments' vision that: "*All children have the best start in life to create a better future for themselves and for the nation.*"

### **The Developmental 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

### **Children learn through play and engagement, i.e. through 'doing'**

The staff provide a safe yet stimulating environment which supports and extends children's learning and interests. The program contains a balance of quiet/active, indoor/outdoor, independent/group play and explicit teaching times.

## **CHILD WELL-BEING**

### **The well-being of each child is valued as essential for learning.**

#### **Children are encouraged to be independent and organised:**

- Helping to pack their own bag (each child will be given a bag tag to aid this)
- Carrying and hanging up own bag
- Putting their lunch container in the trolley each day
- Being responsible for their own belongings
- Dressing themselves and putting on their own shoes
- Pegging up their own paper, putting on smocks, hanging up paintings
- Packing away equipment

#### **Children are encouraged to be confident:**

- Being eager for new experiences
- Taking risks
- Having a go
- It's ok to make a mistake

#### **Children are encouraged to learn social skills:**

- Greeting and responding appropriately to others
- Learn and use other's names
- Share and take turns
- Groups skills such as sitting down, listening, taking turns to talk, contributing to discussion
- Co-operation, friendly play
- Expressing feelings and 'using words' for negotiation

#### **Children are encouraged to be persistent:**

- Keep on trying
- Seek help when needed
- Learning that we need to practice new skills

#### **Children are encouraged to be resilient:**

- Recognise that we all have different feelings
- Acknowledge that feelings are real
- Learning to understand our bodies response to feelings
- Learn strategies to help manage feelings

## Child Protection Curriculum:

Each year students will be engaging with the child protection curriculum. The teachers delivering the program have received explicit training in the Keeping Safe: Child Protection Curriculum (KS:CPC). It is a Department for Education responsibility under the Children's Protection Act (1993) and the Child Protection Policy (2011) to ensure that effective abuse prevention programs are implemented and that all children and young people have access to the approved child protection curriculum. Although parent permission is not required under the Education Act (1972), we encourage parents/caregivers to seek further clarification if required and to provide the teacher with any relevant information about their child that could alleviate any concerns.

The KS:CPC is an evidence based, best practice curriculum developed collaboratively with child protection specialists, teachers, educational leaders and other professionals. It is divided into 5 bands specific to the year level of the students and caters for students' language and cultural background, abilities and disabilities.

There are 2 main themes:

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

For the year/age band of learning there are 4 focus areas including:

### For Ages 3-5

The right to be safe

- feelings, exploring the topics of safe and unsafe, early warning signs

Relationships

- identity and relationships, fair and unfair, trust and networks

Recognising and reporting abuse

- privacy and names of body parts, touching, recognizing abuse, secrets

Protective strategies

- strategies for keeping safe.

## ASSESSMENT AND REPORTING

### Enrolment/Induction

- Parents are asked to complete a questionnaire regarding their child's strengths and interests, areas that need further development and any specific information about their child.
- Observation sheets and folders are organised for each child.

### During child's attendance

- Please let us know if you ever have any concerns about how your child is going at kindergarten.
- Observations occur which may include taking photos/videos
- Anecdotal notes written
- Examples of children's work will be collected regularly and placed in their progress folder. Please take time to share this folder at kindergarten with your child during the year.
- Term 2- Parent/teacher meeting times will be offered. This is an opportunity to discuss your child's progress and set learning goals for your child.
- Term 3- Progress folders are sent home for a weekend. This is an opportunity to share your child's learning journey and to provide feedback to us about your child's progress. Following this, if you feel a need to make an appointment to see your child's teacher please let us know.

- Term 4- Statement of Learning given to parents based on the EYLF outcomes. A copy of this is sent to each child's school.
  - Parent Survey to provide feedback to the kindergarten
  - Each child's folder given to families at our farewell ceremony

Assessment of the learning environment is accomplished by using the tools and strategies in the Respect Reflect Relate document. This observation and evaluation tool is used by staff in order to promote wellbeing, a strong sense of connection, optimism and engagement in learning – all of which are critical qualities that will enable children to embrace learning.

Remember staff are always available to chat, share information and discuss your child's needs, progress and development. Please make an appointment if you have a serious concern.

## CENTRE POLICIES

In line with National Quality Standards and Department for Education there are a number of centre policies which are reviewed by staff and the Governing Council on a regular basis. In an abridged form these include:

### Grievances or concerns

If you have any grievances or concerns, please come and see the Director in order that the relevant discussions and action can take place. Please refer to the parent complaint resolution policy on our website for details.

### Behaviour Management

The kindergarten environment provided is safe and nurturing, with an emphasis on positive, optimistic language and co-operative, non-aggressive behaviour. Children are encouraged to take responsibility for their own behaviour, well-being and safety. They are empowered through 'restorative practice techniques' which provide strategies to develop an understanding of the situation and stand up for themselves in a way which does not hurt others. They are encouraged to 'use their words' and say for example, "Stop (behaviour). I don't like it when you (behaviour)." Children are also encouraged to look at and develop an understanding of the results of their actions so they can see consequences of their behaviour whether physical, verbal or emotional. The children are involved in developing rules 'for being safe and happy at kindergarten' and are given opportunities to practice them. Please refer to the behaviour guidance code on our website for details.

### Sun smart

Please ensure that your child has a named broad brimmed hat. Children will be unable to play outside if they do not have a hat when the UV index is 3 or above. Please ensure that children wear tops with sleeves to minimise sun damage when playing outside.

### Nutrition

**Children are encouraged to eat healthy, low fat, low sugar food.** We are an allergy aware kindergarten.

Some children are **highly allergic to nuts** and any foods which contain nuts or nut products are prohibited. Please refer to the nutrition policy on our website for more details.

### Health and Safety

All staff have had First Aid training and use latex gloves when managing cuts / bodily fluids. Injuries that require more than a band aid are referred to parents and if necessary we will call an ambulance. Records are kept of accidents and parents/carers are informed.

Children who are unwell or have a temperature are to be kept home.

**Medication**

Staff do not administer any medication unless a medication authority from a doctor is provided. This includes mild pain relief, throat lozenges and any supplements. Children with asthma and/or allergies and other conditions which require medication need to bring a Department for Education medical form completed by a doctor. Parents are responsible for a child’s health while at kindergarten without a Department for Education plan.

**Emergency Procedures**

Copies are displayed at the entrances of the building and practiced each term with the children.

**Smoke free zone**

All kindergartens and schools are smoke free zones.

**Training for Responding to Risks of Harm, Abuse and Neglect**

All Department for Education employees are trained and committed to the prevention of child abuse and the protection of children. All staff update training for Responding to Risks of Harm, Abuse and Neglect as required.

**STARTING SCHOOL**

To enable children to make a smooth transition to school, most schools provide opportunities for the child to visit the school through **Transition visits** (to see the prospective class, get to know the teacher and fellow students and to become familiar with the new setting and routines) **prior** to the child’s entry to Foundation/Reception.  
Close links are maintained with local schools to assist children in making a successful transition to school from the kindergarten setting.

**It is the parent/carers responsibility to enroll their child at school.**

**Local Department for Education Schools are:**

Fulham Gardens Primary School	8356 3726
Fulham North Primary School	8356 9272
Grange Primary School	8353 2688
Henley Primary School	8356 2117
Kidman Park Primary School	8353 2444

***We hope that every child has a happy time playing and learning at Elizabeth O’Grady Kindergarten. If there are any queries or suggestions, please discuss them with staff.***