

Kirton Point
Children's Centre
for Early Childhood
Development and Parenting

Information for Families 2021



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Port Lincoln S.A. 5606

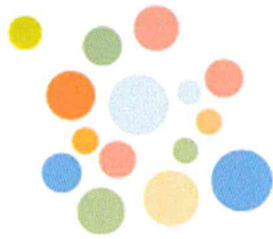
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Updated: September 2020



Kirton Point
Children's Centre
for Early Childhood
Development and Parenting

PHILOSOPHY STATEMENT

With play at the heart of what we do,
we promote optimal health,
learning and wellbeing
for children and families.

Our centre is welcoming,
supportive, inclusive and
considerate of our environment.

KPCC Code of Practice

In enacting our Philosophy Statement, our preschool and community team will implement the following Centre 'Code of Practice':

Play based learning

Professionals will:

- Respect children as capable and competent learners by including their perspectives in teaching, learning and assessment.
- Use the Early Years Learning Framework (EYLF) Principles and Practices to guide the development of a high quality play-based curriculum that supports the 5 EYLF outcomes.
- Offer fun, enjoyable play experiences, with opportunities to explore the natural environment, take risks, and be challenged in safe and developmentally appropriate ways.
- Foster social interactions and build communication skills, where children learn from educators and peers.

Health and wellbeing for all children and their families:

Professionals will:

- Recognise that primary caregivers know their child best and we support them in their role
- Develop relationships with children and families where they feel safe, valued and recognised
- Provide a safe environment for children using the Keeping Safe Curriculum
- Provide programs that are responsive to the needs of families, that bring families together with a sense of community
- Share experience, skills and knowledge with families, other early childhood services and the wider community to promote the importance of the early childhood
- Network and partner with other services to support and build capacities of families and the broader population

Welcoming, supportive and inclusive environment:

Professionals will:

- Appreciate and value diversity
- Promote the process of Reconciliation in all areas of our service in which cultural diversity and inclusion is valued
- Listen to the voice of children, parents and families, inviting families to share their experience, skills and knowledge
- Integrate programs within the Centre that will enable the strengths of all children to be acknowledged and valued, and will support all children to reach their potential
- Offer services and information that is inclusive and responsive toward all families and community members
- Communicate with families and the wider community through a range of mediums including digital technology that is responsive to their needs
- Actively invite and support a diverse representation of families to engage in the management of our Centre

Consideration for the environment

Professionals will:

- Provide nature based experiences and natural resources that foster an awareness for, and appreciation of, the natural environment and all of its wonders
- Consistently educate children and families around reduce, reuse and recycle concepts through meaningful and authentic contexts (i.e. centre based and community issues i.e. rubbish in the kindy yard/dripping taps)
- Actively involve children in cultivating their own herb/ vegetable produce and incorporate into cooking program
- Consistently model sustainability practices

As a Children's Centre team we are committed to continually improve all aspects of the work undertaken at KPCC to the benefit of all families through ongoing critical reflective practice.

KPCC Staff

Director

Pam Stanley

Teachers

Mandy Whillas

(2 Teachers yet to be appointed)

Early Childhood Workers

<i>Rebecca Anderson</i>	(Inclusive Preschool Program)
<i>Leonie Ebert</i>	(Aboriginal Early Links Educator - IAS)
<i>Jodie Puckridge</i>	(Playgroup)
<i>Jodie Dibnah</i>	(Intergenerational Playgroup) <i>if program can operate</i>
<i>Rebecca Liffner</i>	(Occasional Care)
<i>Zoe Mundy</i>	(Occasional Care)
<i>Carly Orchard</i>	(Occasional Care and IAS)
<i>Karli Sargent</i>	(Preschool Support)
<i>Tanya Parker</i>	(Preschool Support)

Community Development Coordinator - *Kerry Schubert*

The Community Development Coordinator (CDC) works closely with the community to identify ways we can support families and make our community child friendly.

This role supports families within our Centre as well as families who may not access KPCC services and programs.

Early Links Coordinator – *Carly Orchard*

The Early Links Coordinator (ELC) engages and supports Aboriginal families within the Children's Centre community programs, including playgroup and linking got other support services.

The ELC works to build strong relationships with parents to support positive transition into education and care programs.

Family Practitioner - *Jodi Schulz*

The Family Practitioner (FP) works alongside Children's Centre staff, health workers and other services to help families have safe and caring relationships. The FP provides support for parents and children with family relationship issues, behavioural problems and an understanding of how children develop, grow and learn, and the significance of relationships.

Learning Together @ Home Fieldworker - *Hayley Anderson*

The Learning Together @ Home Fieldworker coordinates a home visiting program that supports families to develop skills to help their children's learning & development through play.

The Fieldworker, together with the family, will set goals for the child's learning along with supporting the child and their family to play and learn together. Learning Together @ Home Fieldworkers can also help families connect with other early childhood services.

Occupational Therapist (position currently vacant)

Occupational Therapy assists to promote development and stimulate learning in children. Occupational therapists support children to become as independent as possible to participate in play, pre-school, school and home activities.

Occupational Therapists assist infants and children with:

Play

- Fine motor skills
- Pretend play
- Social skills

Learning

- Pre-writing skills
- Pencil grasp
- Scissor skills
- Attention / concentration

Self care

- Toileting
- Dressing
- Feeding

The Occupational Therapist is able to meet with you and your child, or chat to you informally if you have any questions or concern's regarding your child's development.

Speech Pathologist – *Tamara Strudwick*

The Speech Pathologist provides a range of interventions for children, families and Children's Centre staff that support children's optimal development around speech and language.

Administration / Finance Officer - *Jane Carey*

Director's Administration – *Karli Sargent*



Programs

The Kirton Point Children's Centre (KPCC) brings together education, care, health, community and family services for families and their young children aged Birth - 5 years.

The following programs are offered each week:

Preschool Program

KPCC offers a Preschool program for four days a week, with a full day Friday 9 weeks per year for each group. All families must provide an up to date Immunisation History Statement for their child to be able to attend.

Families are able to choose which group they would prefer to attend depending on availability:

'Galda Group' – Mondays, Tuesdays and 9 x Fridays during the year - 8.30am – 3.15pm

OR

'Mili Group' – Wednesdays, Thursdays and 9 x Fridays during the year - 8.30am – 3.15pm

In 2021 the KPCC Preschool program offers 600 hours of preschool for the year. Three year old Aboriginal and Guardianship of the Chief Executive children are entitled to 12 hours of preschool per week.

All 4yo eligible children are enrolled to start Preschool at the beginning of the year.

Inclusive Preschool Program (IPP)

The Inclusive Preschool Program is an integrated specialised Preschool program for children with identified additional needs. Eligibility is determined by a formal referral process.

'Waroo Group' - Monday & Tuesday 8.45am - 3.15pm and alternate Wednesdays 8.45am - 12.45pm (odd weeks of the term).

Fees for attending 30 hours of Preschool per fortnight are **\$100.00 per term.**

Occasional Care

Occasional Care is an integrated child care service for families who are not accessing other child care. This service is offered on a 'now and then' rotation basis for children aged 6 months – 4 years. All families must provide an up to date Immunisation History Statement for their child to be able to attend.

Occasional Care operates with the preschool program and is staffed by two Early Childhood Workers.

Contact the Centre for an enrolment appointment.

The Occasional Care program offers the following sessions:

Thursday 8.30am - 11.30am

Thursday 12.15pm - 3.15pm

Friday 8.30am - 11.30am

Fees are **\$5.00 per session** or **\$1.50 per session** with a concession card.

Community Playgroup

Playgroup provides opportunities for parents and children aged Birth - 4 years to interact and socialise in a play-based setting.

Friday 9.30am - 11.00am

A donation of \$2 per family is appreciated.

Song Time and Stay & Chat

Song Time is a fun and interactive music-based playgroup for young children, their parents/carers and siblings.

Monday Song Time 9.30am – 10am, Stay & Chat 10am – 10.30am

Thursday Song Time 10am - 10.30am, Stay & Chat 10.30am – 11am

Aboriginal (Nunga) Playgroup

This weekly playgroup provides local Aboriginal families with an opportunity to support their children's learning and development through play. Lunch and transport provided.

Tuesday 11.30am - 1.30pm

Mums and Bubs

A closed group run in collaboration with the Port Lincoln Community Learning Centre to support younger parents engagement in early childhood services and education.

Thursdays 1pm – 2.30pm

Multicultural Playgroup

A playgroup for multicultural families with children aged 0-5 years.

Other

- Intergenerational Playgroup at Matthew Flinders Home (not happening in 2020 due to COVID-19 restrictions)
- First Aid Awareness for Parents Workshops

Please see the Current Programs Flyer, available in the foyer or on our website, for an up to date list of all programs and workshops running across the Centre. Each term, different additional programs may be offered based on the needs of families in the community.



Things you need to know

Arrivals and Departures

The doors are opened for Preschool and Occasional Care sessions at 8.30am, and 8.45am for IPP. Before this time staff are busy planning and preparing the learning environment for the children, and are therefore unable to supervise children until 8.30am. The "Star of the Day" can enter at 8.25am to be ready to welcome the children as they enter.

Children must be signed in on arrival and out on departure with the time and your signature written on the Sign-In Sheet located inside the main entrance to the Preschool area. Please check for any First Aid notifications which need to be signed off.

The Occasional Care Sign-In Sheet at the front desk where fees are paid and future bookings are given to parents. Please inform other people who may collect your child of this procedure.

Collection of Children from Preschool and Occasional Care

All people collecting your child must be authorised by you. This authorisation is done by completing the appropriate section on the enrolment form or completing changes to these details on the forms available at the front desk. Your child will not be released into the care of any person who is not on the Centre records to collect your child.

Information Pockets

Preschool pockets are located inside the preschool entrance with your child's photo on the front. This is where notices, invoices, newsletters and other communication to parents will be placed. Please check your child's pocket **daily**.

Absences from Preschool

Preschool is not compulsory however staff are required to record absences. Please text Pam or phone the centre to let us know if your child will be absent and if the absence is due to illness, tiredness, transport issues, holiday or other family reasons. Regular attendance is beneficial for your child's learning as every day at preschool is a learning opportunity for your child. This also starts good habits in readiness for school.

If your child is showing signs of being unwell they should be kept home until they have recovered. This ensures that other children in the centre are not exposed to possible illness and also enables your child to recover quicker by having rest and support at home.

Please notify staff immediately if your child contracts an infectious disease.

Absences from Occasional Care

If a family wishes to cancel a session for Occasional Care, this must be done prior to 3pm the previous day to enable the Early Links Coordinator to fill the place. If a family does not cancel by 3pm the previous day, they will be charged for the session.

If a child does not attend a session they are booked for (without cancellation as per above), the family will be charged for that session.

Outstanding fees are to be paid before additional bookings can be made.

Fees

Preschool fees are \$100 per term plus \$8 for a hat that will remain at the centre during the year and taken home at the end of preschool.

Fees are invoiced in the first week of term. If paying by the term, fees are due at the end of week 4, and if paying for the full year, fees are due at the end of Term 1.

Fees can be paid by EFTPOS, electronic bank transfer, cash or Centrepay.

Please see Jane to arrange Centrepay deductions, which can be set up if you receive Centrelink payments.

Payment by instalment and individual arrangements can also be negotiated with Jane or Pam.

Occasional Care fees are \$5 per session or \$1.50 if you hold a concession card. This fee must be paid in **cash** on the day your child attends Occasional Care.

Change of details

If you have a change to any details such as address, phone numbers, emergency contacts, people who have authority to collect your child, or health details, it is **extremely important** that you complete the appropriate forms which are available at the front desk.

Special Occasions and Celebrating Birthdays

We appreciate that birthdays are very special occasions for children and are acknowledged in the Centre by staff and other children by making a birthday crown and singing happy birthday. We ask that birthday cakes and other treats are not brought to the Centre as part of your child's birthday celebrations, as some children may have nut or food allergies. If you would like to bring any healthy food items in, please talk to a staff member prior to your child's birthday.

Personal Situations

Changes and stresses in your family can impact your child. Staff want to work in partnership with you to support your child. Please talk to a staff member to share such information.

Lost Property

Preschool lost property is placed on the shelf in the foyer. Every 2 weeks any unclaimed items will be taken to the Op Shop. Staff will return belongings to your child wherever possible, and having belongings **labelled** with your **child's name** assists staff.

Occasional Care lost property items will be placed in a basket either at the front desk or the sign in desk. Any unclaimed items will be taken to the Op Shop at the end of each term.

Addressing concerns

We understand that at times there may be concerns families raise and we work in partnership with families to address these concerns. At KPCC we work with families to resolve concerns or complaints, following a process that is founded on fairness, impartiality, accessibility, respect and responsiveness.

The four step process involves:

1. Contacting staff at KPCC to discuss your concerns
2. Contact the Port Lincoln Education Office (Phone: 8682 0700)
3. Families are able to contact the Education Complaint Unit 1800 677 435
4. If issues remain unresolved, contact the SA Ombudsman 1800 182 150

Further information is available in the 'Raising a Complaint with DfE' Policy which is available on our website: www.kirtonpointcc.sa.edu.au or in the foyer.

First Aid

All minor accidents requiring basic first aid are treated by staff. Staff record all first aid incidents in a first aid record book. A note is then written next to your child's name on the sign-in sheet requesting parents to speak to a staff member and to sign the first aid record book. If your child suffers a knock to the head, any head injury or other significant injury, staff will contact you ASAP.

Medication

Under no circumstances is medication to be packed in your child's bag, as children have access to bags. Staff are unable to administer any medication, including asthma medication, unless the appropriate forms have been completed. These forms require a doctor to complete some details and to sign the form which is then passed on to the Director.

Immunisations

At the time of enrolling in Preschool or Occasional Care, parents or guardians are required to provide evidence of their child's immunisation status. Please provide an up to date Immunisation History Statement to staff. Non-immunised children are unable to attend Preschool or Occasional Care.

If there is an occurrence of an infectious vaccine preventable disease covered by the Childhood Immunisation Program at the service, then a child who is recorded as non-immunised is to be excluded in accordance with the SA Health exclusion period guidelines.

T-shirts and Jumpers

T-shirts and jumpers with the KPCC logo are available to purchase at the front desk in a small range of sizes. Uniforms are optional.

T-shirts \$30

Jumpers with full zip \$35

Car Park

To keep all users safe, please note the speed limit is 10km/h, and please use the correct entrance and exit.



Preschool and Occasional Care Program

Preschool Routine

<u>8:30 am</u>	Session begins.
<u>9:30 am</u>	Group Time.
<u>11:30 am</u>	Group Time.
<u>11:40 am</u>	Children wash hands and then move outside for lunch.
<u>2.15 pm</u>	Relaxation time.
<u>3:00 pm</u>	Group Time.
<u>3:15 pm</u>	Session finishes and children farewelled.

Children are able to freely choose in what area they play, both inside and outdoors, from the time they arrive at the Centre. If children are engaging in very active play for a prolonged time we do guide them to quieter activities to get a balance of rest and activity. Mat time and inquiry time are used for explicit teaching of literacy, numeracy and wellbeing. Throughout the day children can access their drink bottle and the healthy snacks you provided. The centre provides afternoon shared fruit.

Occasional Care children follow a similar routine where the older children can join the Preschool children at group time.

What to send with your child each day

- An appropriately sized bag to hold your child's belongings.
- A set of spare clothes (including pull-ups / nappies if required)
- Lunch, a healthy snack and a drink bottle of water
- Fresh fruit or vegetable to be placed in your child's bowl on the kitchen bench

Any items that require refrigeration are placed in the labelled bowl on the bench. Lunchboxes are placed in the labelled trolley or baskets on the bench.

Please do not send toys or special belongings to Preschool or Occasional Care as we cannot guarantee the safety of these and at times they can create conflict situations between children.

Please **label** all belongings to assist staff to return them to your child if they are misplaced (including clothing, shoes and food / drink containers). We encourage children to develop a sense of independence and self-help skills by beginning to be responsible for their own belongings.

Dressing for play at KPCC

Please dress your child in comfortable and practical clothing and footwear for active play while at Preschool and Occasional Care. Children will regularly have access to messy activities such as mud play, wet sand play, water play, slime etc. so children will get dirty while playing. We do not want children to feel they cannot participate in activities because they are wearing 'good' clothes. It is also important that the clothing children wear protects them from the sun during the warmer weather. Optional KPCC logo t-shirts and jumpers are available for purchase at the front desk. Hats are provided and the \$8 cost is added to your Term 1 Preschool fees.

Curriculum in Education and Care Programs

The Preschool Curriculum is guided by the Early Years Learning Framework and Literacy and Numeracy Indicators.

We believe families are children's first and most influential educators. Therefore, staff use the Framework, in partnership with families, to develop learning programs responsive to children's ideas, interests, strengths and abilities.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

- **Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with 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.

Through the Framework's five learning goals, educators will assist your child to develop:

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

Planning the curriculum for your child's learning and development

Every term a focus is developed around our Centre priorities and child needs, and is displayed in the foyer. Learning goals are discussed with families. A weekly program is displayed on the preschool kitchen bench.

A program book and display boards throughout the preschool, show the children's activities and learning through examples of work, and photos with explanations and descriptions written by staff. Regular facebook posts on the KPCC page show some of the learning occurring in the centre. Please like our facebook page to see these posts. Staff share children's learning via Seesaw, an app which allows parents to see photos and information.

A and B Choices / 5 Point Scale

We use the 'A and B Choices' program alongside the '5 Point Scale' to support children's behaviour. The program is about recognising the positive "A" choices that children are making. The '5 Point Scale' is used to demonstrate what level a child's feelings and actions might be at. If you would like to know more, please talk to a staff member.

Keeping Safe : Child Protection Curriculum

The Keeping Safe Curriculum provides pathways for children to increase their learning about feeling safe, recognising acceptable and unacceptable behaviour and attitudes, how to take action when feeling unsafe, building trusting relationships and networks and understanding your children have the right to protection from abuse and unfair practices.

Assessment and Reporting to parents

Learning Folders are established for each child when they begin preschool and are developed throughout your child's time at KPCC. The Learning Folder is a documented journey of your child's learning while at preschool.

Each child receives a "Statement of Learning" in Terms 2 and 4, which includes comments and allows a feedback section for parents.

During the year, Individual Learning Goals are developed in consultation with the child, parents and the educator.

Aboriginal Education

Aboriginal culture is integrated in our curriculum through building positive working relationships with families, acknowledging days of cultural significance, working with other agencies, schools and preschools, puzzles, activities, the outdoor play environment and stories.

Nature Play

At KPCC we offer a nature based curriculum. We value learning through nature by bringing nature indoors, creating inviting outdoor learning spaces and going beyond the preschool, to learn in the community outdoor spaces. We create benefit/risk assessments in collaboration with the children so that they understand the benefits, risks and resolutions of nature play.

2021 Learning Priorities

Literacy

Staff program, document and report on literacy using the Literacy Indicators. The four indicators used are:

1. I use language to connect with my world
2. I understand the language of my world
3. I represent my world symbolically
4. I engage with texts and make meaning

Literacy in the early years includes a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, reading and writing. Literacy involves the learning processes of children reflecting critically, encoding and decoding, communicating, creating and making meaning.

At KPCC part of the literacy learning for all children is Oral Language and Communication. The development of Oral Language is part of the development of literacy skills throughout life. There is a strong focus in all activities to promote the learning of vocabulary, speech and language to support the oral language development of children. Learning about rhyme, syllables, the sounds and names of letters, beginning to learn about written language and developing a knowledge of books and love of shared reading are all part of the literacy learning at KPCC.

Speech and Language Screening

As part of the focus on Oral Language and Communication, Speech and Language screenings are completed with all children in their first few weeks of preschool.

If there are particular sounds and language your child is having difficulty with we will discuss this with you and if appropriate your child can be referred to the Department for Education Speech Pathologist for support, and possibly an additional assessment which will occur during your child's preschool session. Data is collected regarding all children's phonological awareness.

Numeracy

Staff program, document and report on Numeracy using the Numeracy Indicators. The four indicators are:

1. I explore and understand my place and space in the world
2. I quantify my world
3. I analyse, read and organise the data in my world
4. I measure and compare my world

Numeracy is the capacity, confidence and disposition to use mathematics in daily life. Being numerate involves more than knowing mathematical facts. Numeracy involves the learning processes of children patterning, reasoning, generalising, noticing, comparing, communicating, sorting, visualising and wondering. We aim to increase children's understanding and use of oral language related to numeracy.

Environmental Education and Sustainability

At KPCC families are able to actively participate in learning about our environment and sustainable practices. These practices are embedded in programs across the Centre and include:

Vegetable Garden

Our vegetable garden is an important part of the program. Vegetables and herbs are grown in our outdoor learning environment. The children help to plant, care for and harvest the produce for our cooking activities. Whilst being involved in the garden the children are learning about healthy food choices, growing fresh produce and developing knowledge about environmentally sustainable practices.

Natural Outdoor Learning Area

We actively encourage, and focus on, play in the natural outdoor learning environment where the children are able to participate in challenging activities and sensory play with natural materials. Children are provided with opportunities to care for their environment.

Recycling

Recycling of materials and use of recycled material is included in our programs as much as possible e.g. use of recycled materials in construction and collage activities for children, in building structures and activities in our outdoor environment. Children are encouraged to place recycling in the 3 appropriate bins – rubbish / recyclables / soft plastics.

Composting

Composting is undertaken each day. Food scraps and garden waste are collected, composted and later used on the garden in the Centre.

Collection of rain water

Rain water is collected at the Centre in tanks and is used to water the garden and for the children to use in play activities eg. the mud pit and creek bed. Discussions with children involve the responsible use of rain water during play, and children are able to learn about the water cycle and its impact on our environment.

Social

Sustainable practises includes how we live and work together as a community.

Wellbeing

Promoting children's social and emotional wellbeing is a strong focus at KPCC. This is achieved through the use of the '5 Point Scale', 'A and B Choices' and Marte Meo.

Marte Meo is about using every day opportunities to support children's social and emotional development.

The key elements of Marte Meo are:

- Positive leading – telling the child what you want them to do, naming your own initiative, using leading or cooperative tones.
- Following – waiting, confirming and naming. Following gives children space and time to further develop their own initiatives/ideas. This supports children to develop a solution model and a strong sense of self.
- Linking – linking children up to see each other and being involved in each other's worlds.
- Sharing of a "good face/best face" supports children to know they are enjoyable to be with and this builds confidence and strong sense of self.

Children are also encouraged to be risk takers and have a go. When children question, challenge and learn through failures they are considered to have a growth mindset.



Parent Involvement

Sharing Preschool and Occasional Care with your child

The involvement of families in programs at KPCC is actively encouraged and highly valued. It is important for children to be able to share their time at our Centre with family members. Sharing an activity with your child at the beginning of the session such as reading a story, completing a puzzle together, playing in the sandpit or helping to complete a painting, are activities that can help your child to settle into their time at KPCC. It is also a time when families can learn more about their child's interests, meet other families and have informal discussions with staff about your child's time with us.

If you want to start a conversation with your child about what they did at preschool, please read the program book for ideas.

Becoming involved in our Centre

We invite families to share their interests and skills with us throughout the Centre.

In the Preschool Program we would welcome families to:

- Share a particular interest/talent with all the children
- Sit with your child as they greet others as 'Star of the Day'
- Help out in a general way by assisting staff with daily activities
- Attend Kid's Café with your child
- Join us on regular excursions e.g. to Kirton Point Primary School, Pt. Lincoln Children's Centre, bush walks and larger excursions
- Participate in regular discussions with staff about your child
- All families will complete and return a Parent Opinion Survey in Term 4. This gives staff valuable feedback across a wide range of areas of the preschool program
- Becoming a member on Governing Council.

Family Participation on Excursions

At KPCC we value family participation and invite parents and caregivers to accompany staff and children on our excursions. There are many ways to support staff and children during the excursions and staff will guide you in how you can help. You are **not** required to have a Working With Children Check (WWCC) to join us.

Governing Council

Governing Council is the legal governance body of KPCC. There are parent representatives from the range of programs across the Centre. Governing Council assists in making decisions for the Centre in areas such as policy development, finances, facilities and program delivery.

Governing Council meets twice a term on a Thursday evening at 7pm. Snacks and drinks are provided. At each meeting a staff member will give a presentation with an insight into current activities in preschool. We welcome parent's ideas, concerns and input. Parents are highly encouraged to become involved in our Governing Council to help guide the direction of KPCC.

Communication with families

- Your child's information pocket is the primary place that information is distributed to families. This is located in the preschool entrance area and we encourage families to check this on each arrival at the Centre in order to receive current news and information.
- Text messages from the Director are sent as reminders eg, Star of the Day, Kid's Café, excursions, Student Free Days.
- A newsletter outlines what has been happening at the Centre and lists upcoming events.
- Information is written on the whiteboard at the preschool entrance about events occurring during the week and reminders.
- A program outlining most days learning is displayed on the kitchen bench.

- Staff post information about your child's learning on Seesaw. Parents are provided a code to join. There are varying levels of permission.
- An overview of the current theme, activities and learning outcomes are provided to families in learning folders and displayed in the preschool.
- Staff are available to quickly chat with families when children arrive or are being collected. As these are busy times, staff will not generally be available for extended periods of time, however, if you would like to discuss any issues, please contact the Director and a suitable time can be arranged to ensure the discussion meets your needs.
- Interviews are conducted in Term 1, and can be requested in Term 3, to discuss your child's progress and develop Individual Learning Goals
- Your child's Learning Folder is always available for families to look through and for your child to share it with you. These folders are located in the Preschool. Parents are strongly encouraged to write a termly comment in the Learning Folder.
- The website is updated regularly with information about current programs, centre policies and other relevant documents.
- The foyer promotes programs, events and early childhood information.
- KPCC has a Facebook page which is updated regularly to share what is happening at the Centre and to post information relevant to families in our community. The address is www.facebook.com/kirtonpointchildrenscentre



Policies

Healthy Eating Policy

The purpose of the Healthy Eating Policy is to promote healthy lifestyles amongst families and children, and ensures that the health and wellbeing of children is safeguarded and promoted in line with the National Quality Standards for Early Childhood Education and Care.

The Healthy Eating Policy applies to all staff and programs within the KPCC.

When sending food for your child, please pack foods that are healthy and nutritious in recyclable containers and minimal plastic wrapping. The following information is available to help guide your choices:

- The KPCC Lunchbox Ideas handout
- Healthy Eating Flyer included as an appendix in this handbook

If you have questions or would like more information about food choices for your child's lunch box please talk to a staff member.

Allergy and Anaphylaxis Policy

To reduce the risk to children who have been diagnosed at risk of anaphylaxis, no nuts or nut-based products are to be brought into the Centre, including in lunch boxes or shared food. This applies across all activities that occur within the Centre. If you do pack a product containing nuts, it will be removed from the lunchbox and put in a safe place. The child will then be given an alternative food to replace the nut product.

Image Policy

With permission from a staff member, parents **in the preschool** are able to take a photo of their own child provided there is no photos of others, or artwork in the background. For Occasional Care and community programs, only staff members are to take photos.

The Image Policy applies to all staff, visiting professionals, volunteers and programs within KPCC.

Sun Protection and Hot Weather Policy

The purpose of the Sun Protection & Hot Weather Policy is to protect young children, their parents and carers, as well as Children's Centre staff, from the damaging effects of ultraviolet radiation and heat related health issues.

- Children are encouraged to wear sun safe clothing. Shoestring straps, sleeveless and midriff tops are not to be worn.
- Hats are provided and the cost is added to your Term 1 preschool fees. Occasional Care children are to bring a hat without a cord in accordance with department policy. Children and adults are to wear hats when undertaking outside activities.
- Parents will be encouraged to apply sunscreen (recommended SPF30+) to their child **before** they arrive at the Centre. SPF30+ sunscreen (as recommended by Cancer Council SA) will be available at the centre for parents to apply to their child. For those who may require a specific brand of sunscreen, parents are to provide a supply of this to remain at the centre.

Behaviour Guidance Code

KPCC has developed a Behaviour Guidance Code that guides the practice within our Centre to ensure all children and adults have a safe environment, and there is consistency and clear understandings regarding acceptable behaviour and measures to support children's behaviour. The use of the '5 Point Scale' is promoted through programs at the Centre. (See appendices)

Emergency Management Plan

Emergency Drills (Evacuations and Invacuations) are practised termly. In the event of a fire the evacuation points are the Stevenson St gate and the Kirton Point Primary School oval.

Emergency procedures are in place for Fire, Bushfire, Medical, Personal Threats and Bomb Threats. These procedures are located around the Centre for easy access.

If you would like a copy of the Centre's Emergency Management Plans, please see staff at the front desk.

Copies of these policies and procedures are available at the front desk.



At KPCC the 5 Point Scale and Marte Meo is embedded in our practice and guides interactions with children.

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in an environment that is psychologically and physically safe and which best supports their mental health.
- Children have a right to express their feelings and to be supported to develop positive behaviours that form the basis of the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set

As a staff team we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being, and gives opportunities to express feelings through many forms of play
- Using positive verbal and non verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning opportunities for the development of skills including resilience, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Creating positive relationships with families and encouraging open two way communication with families to ensure that each child's rights are met

We will respond to challenging behaviours by:

- Looking for the emotional need underlying the behaviour
- Reminding children of expectations and limits and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's well being and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Supporting children when they are at risk of hurting themselves or others, ensuring that they are supported by an educator all the time

Documented guidelines regarding behaviour and guidance for children, help ensure that children, families and staff have a safe environment and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

The 5 Point Scale

This is what we call 'The 5 Point Scale'. You might see it as a poster up on the walls in our centre or on staff lanyards to use with the children.

'The 5 Point Scale' is a visual tool used to help children develop a deeper understanding of social and emotional behaviours of themselves and others around them. It gives adults and children a common language to use that explains how our emotions can go up and down the scale, and what they might look like at each stage. Children often think 'why did he/she do that?' - this helps explain it.

5		I am going to explode! I am out of control I need to go to a different place
4		I am feeling frustrated. I'm starting to lose it, I might make a bad choice. I'm getting angry
3		I need some quiet time. Redirection from an adult might help me. I am finding this hard.
2		I'm only just okay I might be feeling anxious. I might need some help.
1		I feel very calm. I'm playing nicely. I am happy.

BELONGING, BEING & BECOMING

The Early Years Learning
Framework for Australia

Information for families



EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years



“I want my child
to have lots of
opportunities
for creative play”



WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging*, *being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with 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.

PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

“The learning outcomes are positive and help me to think about how my child is progressing”



HOW WILL IT WORK?

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

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

“The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family”

WATCHING YOUR CHILD'S PROGRESS

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

WORKING TOGETHER

By working together parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

FIND OUT MORE

This booklet is an introduction to the Early Years Learning Framework.

To find out more or to access translations visit

www.deewr.gov.au/earlychildhood or ask your child's early childhood educator.

Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.

Healthy Eating at Kirton Point Children's Centre Developed in accordance with the Right Bite Food and Drinks Strategy

Lunch

- Sandwiches– filled with salad, lettuce, carrot, cheese, ham, chicken, beef, lamb, pork, egg, tuna
- Bread- rolls, English muffins, focaccia, pita, raisin/ fruit, Turkish, wraps
- Rice cakes– plain, with cheese, dip
- Cold baked beans
- Home made savoury muffins or pancakes– e.g. carrot, spinach and cheese
- Home made sushi– no battered filling
- Homemade pizza on pitta bread
- Homemade quiche/ zucchini slice

Fruit

- Frozen, canned and dried
- Fresh fruit– e.g. all kinds of berries, kiwi-fruit, mango, grapes, all kinds of melon, banana, apple

Vegetables

- Vegetable sticks– e.g. celery, broccoli, snow peas,

carrot, capsicum, mushrooms,
lettuce, tomato

Snacks

- Pappadums
- Yoghurt
- Non flavoured custard
- Cheese
- Boiled eggs
- Potato sticks e.g. Kids Care brand
- Cruskits – plain, with cheese, dip
- Plain crackers e.g. Vitaweat, Sakatas
- Home made, no sugar, pikelets
- Plain popcorn
- Pretzels
- Puffed corn
- Low fat and low salt dips
- **Water**



If your child has any
 meat or dairy in their
 lunch box, please label
 it and place in the
 fridge container on
 the bench

Lunch

- Sandwiches – filled with vegemite, honey, cream cheese
- Processed meat – sausages, frankfurts, fritz
- Pastry foods e.g. sausage rolls, pasties

Snacks

- Flavoured popcorn e.g. butter, salt, seasoning
- Dry biscuits with flavoured salt e.g. Sakatas,
- Dried noodles e.g. Mamee, chicken flavour

- 25g sweet biscuits
e.g. Honey Tiny Teddies, My Little Pony biscuits
- Vege chips- Ajitas brand
- Jelly cups
- Small portion of home made cake with no chocolate or icing

- Fruit juice
- Muesli bars/ breakfast bars/ oven baked bars
- Rolls ups and fruit leathers
- Fruit bars
- LCM bars
- Processed cheese e.g. LeSnaks,
- Lollies
- Potato chips e.g. Smiths, Doritos

- Cakes/ muffins/ biscuits with chocolate or icing
- Anything flavoured chocolate or containing chocolate
- Bars, balls or dried fruit with yoghurt
- Tiny Teddies– 100 & 1000's, chocolate Chip, chocolate

**We do not
 encourage
 red food**

Please remember we are a nut and peanut free Centre.

Thank you for complying with our Healthy Eating Policy.

What should you pack in a lunch box?

Provide two options for each meal break



Morning snack

- fruit/vegetables
- biscuits
- yoghurt
- cheese

Lunch

- sandwich or roll with filling
- crackers
- vegetable sticks
- savoury slices
- cut up fruit

Afternoon snack

- dried fruit
- popcorn
- dip and biscuits
- homemade cake/ biscuit

Drink

- water

Please be aware that some companies make serving sizes small to fit within the nutrition guidelines but can be high in energy, salt and fat compared to the serving size. If you would like to know where to find more information please see a staff member.

Helpful Resources

Below are some of the many useful websites available to support you in packing a healthy lunch box for your children

- **Right Bite Strategy**- <https://www.decd.sa.gov.au/teaching/projects-and-programs/eat-well-sa/developing-healthy-food-policies-schools-and-preschools>
- www.annabelkarmel.com
- Super Healthy Kids Facebook page
- Cookie cutters for sandwiches e.g. dinosaurs, animals, shapes

If you have any further questions please talk to staff

Service Approval Number: SE -00010542
Assessment and Ratings ID: ASR-00006899



EDUCATION AND EARLY CHILDHOOD SERVICES
Registration and Standards Board of South Australia

KIRTON POINT CHILDREN'S CENTRE

achieved the following ratings:

Quality Area 1	Educational program and practice EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 2	Children's health and safety EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 3	Physical environment EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 4	Staffing arrangements EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 5	Relationships with children EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 6	Collaborative partnerships with families and communities EXCEEDING NATIONAL QUALITY STANDARD
Quality Area 7	Leadership and service management EXCEEDING NATIONAL QUALITY STANDARD

The overall rating for a service is determined by a combination of the Quality Area ratings achieved.

If a service is rated below the National Quality Standard in any Quality Area, the overall rating will reflect the lowest Quality Area rating. To achieve an overall rating of Exceeding National Quality Standard, a service needs to achieve Exceeding National Quality Standard in four or more Quality Areas of which two must be from Quality Area 1, Quality Area 5, Quality Area 6 or Quality Area 7.

This service is rated overall at
EXCEEDING NATIONAL QUALITY STANDARD

The Education and Early Childhood Services Registration and Standards Board of SA
Date of issue: 5 December 2014

This service has been assessed against the National Quality Standard for Early Childhood Education and Care and School Age Care and these ratings have been awarded in accordance with the Education and Care Services National Law Act 2010 and the Education and Care Services National Regulations 2011

an independent statutory authority

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Government
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