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Home



Find out more about our goals and our focus in our philosophy statement (PDF 53KB).
(https://www.preschools.sa.gov.au/sites/default/files/largs_north_philosophy.pdf)

Volunteering

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

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. Read through what a governing council does
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

Acknowledgement of Country

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

Contact us

Preschool director: Miss Amy Pedersen

Phone: (08) 8248 1353

Fax: (08) 8341 9916

Email: dl.5628.leaders@schools.sa.edu.au

Street address: 21 Kybunga Terrace Largs North SA 5016

Postal address: 21 Kybunga Terrace Largs North SA 5016

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 30 hours per fortnight.

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 2.45pm	8.45am to 2.45pm	8.45am to 2.45pm	8.45am to 2.45pm	–

Fees

The parent contribution is \$150 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/largs-north-kindergarten/getting-started/enrolment-and-fees>) for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack
- packed lunch.

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

What not to bring

Children should not bring these things:

- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

We are not aware and will inform families of specific foods to avoid, dependent on the needs of children each year. Other foods, for example egg, may need to be excluded if children with severe allergies attend at any given time.

Additional information

Beach kindy sessions are offered 3 times per term for each child.

Sustainable practices are used and encouraged at the kindy.

Contact us (<https://www.preschools.sa.gov.au/largs-north-kindergarten#contact-us>) for more information about these.

Playgroup

Playgroup is a great way to meet other children and their families in a safe environment. Coordinators plan an exciting program each term and children have full access to kindy facilities.

Times

Friday 9.30am to 11.30am.

Playgroup does not run during the last week of each term.

Cost

This program costs \$2 per session.

What to bring

- lunch
- 2 snacks
- fruit to share.

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/largs-north-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. This will be a 1-hour session where you can ask questions.

Before they start preschool your child can come to pre-entry transition visits. These will be in term 4 and are a chance for your child to meet our staff and other children.

Fees

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

The parent contribution is \$600 per year. You can choose to pay the total amount at the beginning of the year or pay 4 instalments of \$150 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/largs-north-kindergarten/getting-started/what-we-offer#largsprograms>).

When to pay

We will invoice by email.

Payments are due by week 2 each term.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box.

EFT information

You can pay by direct deposit.

BSB: 065123

Account number: 10004145

Please put your child's full name as the reference.

Immunisations

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

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

- | | | |
|----------|--|---------------|
| 1 | Educational program and practice: | Exceeding NQS |
| 2 | Children's health and safety: | Meeting 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: | Meeting NQS |

Rating for: Largs North 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 653KB)

(https://www.preschools.sa.gov.au/sites/default/files/largs_north_qip.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/5628_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.



Largs North Kindergarten

Sun Safe and Hot

Weather Policy

This policy applies to all service events on and off site.

RATIONALE

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first 10 years of life is a major factor in determining future skin cancer risk.

Too little UV from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health.

OBJECTIVES

This Sun Safe and Hot Weather Policy has been developed to:

- encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- ensure a safe outdoor environment that provides shade for children and staff at appropriate times
- ensure all children and staff have some UV exposure for vitamin D
- assist children to be responsible for their own sun protection
- ensure that families and new staff are informed of the service's Sun Safe and Hot Weather Policy.

Largs North Kindergarten educators use the Sun Safe UV Alert App to find out daily local sun protection times to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor experiences from **1 September to 30 April** and whenever UV levels reach 3 and above at other times. These include:

1. Shade

- A visual check is conducted regularly to determine the current availability and quality of shade.
- Management makes sure there is a sufficient number of shelters and trees providing shade in the outdoor area.
- The availability of shade is considered when planning excursions and all other outdoor activities.
- Children are encouraged to use available areas of shade when outside.

2. Clothing

- When outside, children are required to wear loose fitting clothing that covers as much skin as possible. Clothing made from cool, closely woven fabric is recommended. We encourage sleeved t-shirts and sleeved dresses through Terms 1 and 4.
- Children who do not have appropriate hats or outdoor clothing are asked to play indoors

3. Hats

- **All** children are required to wear hats in Term 1 and 4, that protect their face, neck and ears, i.e. legionnaire, broad-brimmed or bucket hats. Baseball or peak caps are not considered a suitable alternative.

4. Sunscreen

- SPF 30 or higher broad spectrum, water resistant sunscreen is available for staff and children's use.
- Families are encouraged to apply sunscreen to their child before or on arrival
- Educators will reapply sunscreen to children at lunch time
- Sunscreen is applied at least 20 minutes before going outdoors and reapplied every 4 hours if outdoors.
- Children are encouraged to apply their own sunscreen under the supervision of staff.

5. Water

- **We encourage the provision of water.**
- A large water container will be available for children to refill their water bottle.
- Cups will be supplied to children who do not have a water bottle

FAMILIES

- will be informed of the service's Sun Safe policy via newsletter, information package etc.
- are asked to provide a suitable hat for their child
- are asked to provide their child with suitable outdoor clothing avoiding singlet tops and dresses
- may provide their own sunscreen for their child due to allergies etc
- are asked to provide a water bottle containing water only for their child.
- Are encouraged to practise Sun Safe behaviours themselves when at the service.

EDUCATORS

- Educators at Largs North Kindergarten will:
 - wear sun protective hats and clothing when outside
 - apply SPF 30 or higher broad spectrum, water resistant sunscreen
 - seek shade whenever possible.
 - encourage children to drink water at regular intervals
 - role model drinking water regularly

Families and visitors are requested to use a combination of sun protection measures (sun protective clothing and hats, shade, sunglasses and sunscreen) when attending the service.

PLANNED EXPERIENCES

- Sun protection and vitamin D are incorporated into the learning and development programme.
- The Sun Safe policy is reinforced through staff and children's activities and displays.
- Staff and families are provided with information on sun protection and vitamin D through family newsletters, noticeboards and the service's website.

March 2016

Reviewed: March 2018

Next Review: March 2019

NQS: Element 2.3

Sources:

Sunsmart Program Policy Resources, *Sample SunSmart policy for early childhood services*. Cancer Council SA,



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Largs North Kindergarten philosophy statement

Vision statement – to empower all children to value knowledge, sustain lifelong learning and to develop passions for community-minded ways of being and sustainable practice; to succeed in being responsible global citizens and in making a positive impact on their world.

Mission Statement – to inspire all children to access differentiated learning opportunities through the provision of:

Compassionate educators who are reflective and focus on a continuous cycle of improvement.

A curriculum that is evidence-informed and educates the whole child.

Resources that are responsive to children's interests and an ever-increasing awareness for sustainability and the environment.

A collaborative environment where families, children and educators voices unite for the best learning outcomes for each child.

An environment of challenge, research and innovation.

Philosophy

Largs North Kindergarten is an engaging learning community where children, families and educators work together for each child's individual development and growth.

We have created an inviting environment for children and their families, a community where diversity is celebrated through inclusive and reciprocal relationships.

We believe that every child is unique and our staff ensure every child is supported in a nurturing, secure and stimulating environment that promotes wellbeing.

We believe that children learn best through play which intrinsically engages them in practical, authentic, active experiences. Educators at Largs North Kindergarten provide a diverse range of meaningful experiences that stimulate children's desires for learning and enhance and support the development of positive and respectful relationships. We see children as powerful and active contributors to their own learning. We provide natural materials which engage children in learning, through both independent and social play.

We see children as competent and capable learners who come to us with a wealth of knowledge and ideas about the world. We work together with children through long term projects to discover ideas, develop theories, promote a sense of wonder and provide opportunities for learning and research alongside the children.

Children are empowered to have genuine voice and choice in both their learning and the learning environment.

The Largs North Kindergarten community aims to develop creative, compassionate and confident learners who have a strong sense of self. Children are encouraged to think independently, to embrace new challenges, to work collaboratively, to build friendships and to celebrate their successes.



Largs North Kindergarten

Nutrition Policy

RATIONALE

Healthy eating helps young children to grow strong minds and bodies to help reach their potential for learning. Children mainly learn eating habits from their parents and carers. As young children cannot select and prepare food for themselves, the adults in the child's life become responsible for making healthy food choices for them and teaching them the reasons for making healthy choices.

Due to children's nut allergies and sensitivities to food containing nuts and nut based products, our centre is a 'Nut Aware' site. However, a full restriction on nut products or other allergens applies when a child at risk of anaphylaxis attends in a given cohort.

Please do not provide foods or snacks containing nuts, or those that indicate in the ingredient list that they have been produced where items containing nuts have also been produced.

Based on the AUSTRALIAN DIETARY GUIDELINES for children and adolescents, it is emphasised that there is a need to:

- Enjoy a wide variety of nutritious foods.
- Eat plenty of breads and cereals, vegetables and fruits.
- Eat foods that are low in saturated fat.
- Balance food intake with physical activity.
- Eat only a moderate amount of sugars and foods containing added sugars.
- Choose low salt foods and use salt sparingly.

NUTRITION POLICY AIMS

The purpose of this policy is to:

- Encourage and support children to develop healthy eating habits.
- Promote children's understanding of how food affects health and the relationship between healthy eating and good health.
- Ensure that food provided at the kindergarten and foods bought from home will reflect the Australian Dietary Guidelines for children and adolescents.
- Support children who have health and cultural needs relating to special diet requirements.
- Raise awareness of good nutrition principles.

NUTRITION STRATEGIES

SNACK GUIDELINES

- Children should bring healthy foods such as a piece of fruit, salad vegetables, cheese, savoury biscuits and/or a sandwich. We encourage sandwiches that contain healthy fillings. Please avoid foods containing nuts. **(Other food items may need to be on the "Aware Protocol" from year to year, or unable to be provided at Kindergarten, depending on children's allergies at any given time).**
- Avoid processed foods that contain nut products and are of high sugar content eg. Muesli bars, Roll Ups or LCM bars.
- Foods linked with a high risk of choking should be minimised.

LUNCH GUIDELINES

- Children can bring a healthy lunch such as a sandwich, fruit or vegetables.

- Children who attend the lunch time programme should have a separate container for their lunch to avoid confusion with snack times. Lunch containers should be clearly labelled with your child's name and put in the fridge on arrival at Kindy.

DRINK GUIDELINES

- **We encourage the provision of water.**
- A large water container will be available for children to refill their bottle.
- Cups will be supplied to children who do not have a water bottle available.

SPECIAL OCCASION AND BIRTHDAY GUIDELINES

We celebrate children's birthdays in the time honoured tradition of singing 'Happy Birthday', wearing of our special birthday hat and the giving of a card. We like to make the child feel special on this day. Birthday cakes and other sweet treats are considered 'sometimes foods' and are not encouraged at kindergarten due to the allergies of many children in our centre.

EDUCATORS

- will encourage children to try new foods when they are prepared as part of the educational program.
- will supervise children when eating.
- will include in the curriculum learning about food and nutrition eg: growing vegetables, hands on cooking and tasting experiences, food awareness activities.
- Will role model and promote principles of good hygiene practice into daily routines eg. hand washing.
- will not use food as a form of punishment or reward either by its provision or denial.
- will respect the food preferences of the children
- will act as role models in relation to their own food choices at the centre.

FAMILIES

- will be made aware of this policy upon enrolment of their child at the centre.
- will be encouraged to support this nutrition policy and where difficulties arise in the provision of suitable foods, they will be consulted.
- whose child/ren require specific foods because of dietary health needs or because of cultural/religious beliefs, should discuss this with the director.
- will support educators in the implementation of this Nutrition Policy.
- will engage in good eating habits and to raise awareness of the relationships between good nutrition and good health.

March 2016

Reviewed: March 2018

Next Review: March 2019

NQS: 2.2.1



Largs North Kindergarten

Behaviour Guidance Policy Statement

Rationale:

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.

Explanation:

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's well being, 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
- No child should be made to feel rejected, insecure, embarrassed or ashamed

Action:

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 sensory and other 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 enabling opportunities for the development of skills including resilience, agency, 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
- Encouraging open two way communication with families to ensure that each child's rights are met

We will respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these

- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Using Restorative Justice 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 active 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
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time

Drafted: 2012

Reviewed: August 2018

Next review: August 2019