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## Home



Find out more about our goals and our focus in our philosophy statement (PDF 65KB).  
([https://www.preschools.sa.gov.au/sites/default/files/mcarthur\\_park\\_philosophy\\_0.pdf](https://www.preschools.sa.gov.au/sites/default/files/mcarthur_park_philosophy_0.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 Sally Stringer

**Phone:** (08) 8733 2462

**Fax:** (08) 8733 2429

**Email:** [dl.6527.leaders@schools.sa.edu.au](mailto:dl.6527.leaders@schools.sa.edu.au)

**Street address:** McRostie Street Millicent SA 5280

**Postal address:** PO Box 687 Millicent SA 5280

## What we offer

We offer a number of programs and services to support your child's early years learning (<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

## Preschool program

### Times

Your child can attend preschool for up to 15 hours per week.

Monday	Tuesday	Wednesday	Thursday	Friday
—	8.45am to 3.15pm	8.45am to 3.15pm	8.45am to 3.15pm odd weeks	—

### Fees

The parent contribution is \$125 per term. This includes \$30 for lunch care. See our enrolment and fees page (<https://www.preschools.sa.gov.au/ascot-park-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
- drink bottle containing water
- 2 pieces of fruit or vegetables for a healthy snack
- packed lunch.

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

## **What not to bring**

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

## **Additional information**

Please dress your child in clothes that will allow them to be actively involved in all parts of the kindergarten program. T-shirts and windcheaters can be screen-printed with the kindergarten logo for \$2 per item.

## **Playgroup**

Our playgroup is for children from birth to school-age. This is an unassisted program that offers social and learning experiences for you and your child.

## **Times**

Thursdays, 9.00am to 10.30am, weeks 2, 4, 6, 8.

## **Additional information**

Please contact us (<https://www.preschools.sa.gov.au/mcarthur-park-kindergarten#contact-us>) for more information.

## 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/mcarthur-park-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 September about our orientation process.

Before they start preschool your child can come to 4 pre-entry transition visits. These will be in term 4 and are a chance for you and your child to meet our staff and other children. An information session will be held before these visits. We will provide more details after enrolment.

## Fees

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

The parent contribution is \$125 per term (<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). This includes \$30 for lunch care.

Pre-entry transition visits cost \$20 for 4 sessions.

## When to pay

We will invoice you at the beginning of each term via your child's note pocket.

Payments are due by week 5 of each term (<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or EFT

You can pay cash or by EFT. Please put the cash payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box. EFT information is on your invoice.

## **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

- |          |  |               |
|----------|--|---------------|
| <b>1</b> | <b>Educational program and practice:</b>           | Exceeding NQS |
| <b>2</b> | <b>Children's health and safety:</b>               | Exceeding NQS |
| <b>3</b> | <b>Physical environment:</b>                       | Exceeding NQS |
| <b>4</b> | <b>Staffing arrangements:</b>                      | Exceeding NQS |
| <b>5</b> | <b>Relationships with children:</b>                | Exceeding NQS |
| <b>6</b> | <b>Partnerships with families and communities:</b> | Exceeding NQS |
| <b>7</b> | <b>Leadership and service management:</b>          | Exceeding NQS |

**Rating for:** McArthur Park Kindergarten

**Rating issued:** August 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 332KB)

([https://www.preschools.sa.gov.au/sites/default/files/mcarthur\\_park\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/mcarthur_park_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/6527\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/6527_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.

# PARENT PARTICIPATION

## Family participation

We are committed to working in partnership with families and you are encouraged and welcome to participate in every aspect of kindergarten life. We believe family involvement is important to children for many reasons. We share with families the responsibility of the care and education of their young children, as we believe parents are the primary educators of their children.

Your child will benefit from your interest and participation and by talking and working together. Parents and teachers can help each other to appreciate each child's individual needs, characteristics and interests. As a small centre we are always grateful for any **voluntary help** that you can provide. Possibilities for help include reading stories to children, assisting with small group activities, gardening, preparing materials and resources, cleaning up and repairing equipment. As mentioned earlier all volunteers must have a current relevant history screen.

## Working Bees / Washing roster/ cleaning roster

Preschools receive little support to maintain the facilities. To keep our grounds looking neat and tidy, working bees may be held throughout the year. We also have a washing roster and we ask families to help with these jobs generally once or twice per year. The end of term is a busy time for all and we may ask for volunteers to help out during the last week with small cleaning jobs. A notice will be displayed on the parent notice board or placed in your child's note pocket giving details of the date and the jobs to be done.

## Fundraising

The state government provides a limited amount of financial support to preschools and to ensure that materials can be purchased we have a main fundraiser each term, with all proceeds going directly towards **new resources to benefit the children**. We ask families using the service provided by the kindergarten (including playgroup families) to actively participate in our fundraising activities.

## Governing Council

The Governing Council consists of parents, staff and community members and is responsible for the management of the kindergarten. This includes the development and funding of the annual budget and maintenance of centre. An Annual General Meeting is held in Term 1 every year, with nominations being called for President, Treasurer, Secretary and Committee Members. Committees usually consist of about 5 - 10 parents, caregivers or community members. The Governing Council meets twice per term for approximately 1 hour.

All parents/caregivers are welcome to join the council to assist with the management of the preschool, plan special events, discuss concerns and share ideas and to get to know one another. The Committee also plans fundraising events in order to raise funds for the maintenance of high quality programs for children. All volunteers including Governing Council members must undertake Responding to Abuse and Neglect training for volunteers session (run onsite by the Director).

## GENERAL INFORMATION

### What to bring!

Your child needs to bring.....

- **A hat.** Our preschool is a sun smart centre and children are required to wear hats when outside on days when the UV rating is above level 3
- **A bag.** A bag or backpack for children to keep their own belongings in.
- **Lunch and two pieces of fruit or vegetables** for a healthy snack. Some children also bring additional healthy snacks including cheese, biscuits, popcorn or yoghurt. .
- **A named drink bottle** filled with **WATER ONLY.** Please do not send cordial, fruit juice in a bottle or in a fruit box.
- **Some spare clothes** – just in case!

**Please name all clothes and possessions, especially shoes, socks, hats, bags, drink and food containers.**

### Settling your child into kindergarten

Some children need a lot of reassurance to settle into kindergarten while others throw themselves wholeheartedly into experiences straight away. There are many individual differences. Whilst families know their child best, the teachers understand general patterns of behaviour, so between us an individual process for managing separation can be arranged.

Families are always welcome to stay at the kindergarten until they feel that their child is ready to stay without them. However, please be assured that staff are very experienced at sensitively handling any distress that children may experience when separating from a family member for the first time. Please have confidence in us!

In the “settling in” stage it is a good idea to leave a phone number where you can be reached, just in case! We will always ring you if your child does not settle quickly.

Should your child be upset when you leave, please do not hesitate to ring the centre when you get home for reassurance.

### Children's Clothing

It is recommended that children wear clothes that allow them to be actively involved in all aspects of the kindergarten program. Smocks are provided but are not always sufficient protection for messy experiences. Clothing and shoes, which enable children to play safely and go to the toilet independently, are most suitable. Printed t-shirts and windcheaters with the kindergarten logo offer a good alternative (Staff will screen print these for a minimal cost of \$2 per item)

During the summer months we make maximum use of our water feature and sandpit. Children do get wet! Please be prepared for your child to be an active participant in this play and pack spare clothes.

## **Absences**

Infections can be prevented from spreading if children are kept at home when they are unwell. If your child is unable to participate in all aspects of kindergarten program (that is, indoor and outdoor activities) please keep him/her at home. If your child will be absent from kindergarten, please ring the kindy to let us know. We have an answering machine where messages can be left after hours or a mobile phone if you would prefer to send a text. 0428 057 240. Please let us know if your child is suffering from any condition that is infectious.

Please do not bring an unwell child to kindergarten because s/he insists on coming. There are always children in the centre who may be susceptible to the simplest illness that you may unwittingly be exposing to him/her. Please refer to our infectious diseases policy for further information or ask a staff member if you are unsure.

## **Health Services**

A variety of health services are available for children through the kindergarten. If you have any concerns about your child's development please feel free to arrange a time to discuss this with the Director.

## **Library**

Children are welcome to borrow books from the kindergarten's library. Parents are encouraged to help their children borrow library books regularly as reading at home is an important part of emergent literacy development. Please fill in the borrowing sheet. Children wishing to borrow books must have a library bag. Library bags are available from the kindergarten, generously handmade and donated by the Lioness Club of Millicent.

## **Excursions and special events**

We acknowledge the importance of excursions to enhance children's learning and development. Therefore we may organise and participate in excursions throughout the year. These excursions or special events are either significant community events or linked to aspects of the kindergarten program and are developmentally and age appropriate. Families will be informed of these events and related details via a special newsletter, seeking consent for their child's participation. Most excursions/events do incur an additional charge but we attempt to keep costs to a minimum (part of the cost is often budgeted for by the centre so parents can afford excursions).

Families are always welcome to participate in excursions and special events. We appreciate (and require) as many "hands on deck" whenever we are out of the centre, as the ratio needs to be one adult to each six children. Roll calls will be carried out to account for children on leaving and arriving at the destination as well as the centre.

## **Change of address / telephone number**

Please keep the centre informed of any change of address or telephone number. This is critical in case there is an emergency and we need to contact you quickly.



## ***1cArthur Park Kindergarten Daily Routine***

**8.00 – 8.30 Staff arrive**

**8.45 – Beginning of Session**

Children arrive and do their morning jobs and engage in playful learning.

**9.15 – Gathering time / Morning routine / small group time**

**9.45 – Healthy Snack**

**10.00 – Playful learning**

**11.45 – Lunchtime meeting- reflect on the morning and share songs and stories**

**12.00 – Lunch time**

**12.30 – Rest and Relaxation / Afternoon Routine**

**12.50 - Playful learning**

**2:30 – Healthy Snack / Packing up bags**

**2.45 – Packing up inside and outside learning spaces**

**3.00 – End of day meeting / revisit areas of learning / stories / Music**

**3.15 – End of Session**

## PROGRAM, CURRICULUM & PHILOSOPHICAL BELIEFS

The main emphasis of the kindergarten program is to promote learning and teaching in a safe, caring and supportive environment. The curriculum at McArthur Park Kindergarten is play based, child-centred and emergent, based on children's individual needs and interest. It is guided by the national **Early Years Learning Framework**. The framework presents a vision for children's learning.

**"All children experience learning that is engaging and builds success for life."**

We endorse the principles fundamental to the framework of '***Belonging, Being, Becoming***'

**Belonging:** Knowing where and with whom you belong. Belonging acknowledges children's interdependence with others and emphasizes the importance of relationships which in early childhood and throughout life are crucial to developing a sense of belonging.

**Being:** Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early years are not solely preparation for the future but also the present.

**Becoming:** Children's identities, knowledge, understandings, capabilities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasizes learning to participate fully and actively in society.

The framework recognizes that from before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly with families, who are children's first and most influential educators.

### Five Developmental Learning Outcomes

1. Children Have A Strong Sense Of Identity
2. Children Are Connected With and Contribute To Their Worlds
3. Children Are Confident And Involved Learners
4. Children Have A Strong Sense Of Wellbeing
5. Children Are Effective Communicators

We believe learning develops from the many experiences that an individual has in their life, it is a lifelong process and each child learns at their own rate and style.

The daily program allows for uninterrupted periods of play and organised learning experiences as well as planned group sessions e.g. music, literacy. Play is an essential aspect of learning for young children and planning for play is central to the development of a curriculum that integrates all areas of a child's development. Adults in the preschool have a critical role in responding to children's play ideas and establishing an environment which supports and extends children's learning and development through play. The program contains a balance of quiet/active and indoor/outdoor activities, play and explicit teaching.

We believe that each child comes from within an individual and unique family group and we value each child's unique individual contributions, their particular interests, needs and family background. This encourages an emphasis on the process of learning, rather than conforming to adult ideas about what is important, how things should look and how they should be.

In creating a curriculum that matches with early childhood philosophy, attention is given to the development of the whole child. Experiences are provided that cater for the intellectual, physical, social, emotional and creative development of the child. Educators believe that each child is a competent and capable learner. We support children to problem solve, engage with real tools (i.e. hammers, saws, hand drills, garden tools, hot glue guns) under adult supervision and participate in a range of experiences where they are supported to take safe risks.

We have a strong focus on developing children's social skills and helping children to develop the skills that enable them to be successful members of our learning community at Kindy. Friendships are important to children. We recognise that for many children, kindergarten is their first experience of interacting with others without the familiar support of a family member. We believe that children need to know skills such as respecting each other, co-operation, problem solving, sharing, turn-taking, conflict resolution and laughing and having fun together. All of these become an important part of our daily experiences.

#### Adults in the kindergarten

- Set up short and long term goals for each child based on information gained from families and observation of children at work and play.
- Foster positive self-concept and self-esteem by allowing children to make choices, initiate own experiences and to talk about what they see, feel and do.
- Encourage conversation, discussion and critical thinking by setting open ended tasks and questions, adding more information to child initiated topics and by following up children's interests and questions.
- Document children's progress, their needs and interest and share each child's development with parents and other staff informally and formally.

We support parents in the care and education of their children through our many services, support services, community agencies and access to resources.

## COMMUNICATION

Staff are always available to talk with families and we hope that you will be comfortable approaching us at any time. If you have an issue or concern that you would like to discuss more privately, please let us know and we will arrange a more appropriate time to do so.

You are welcome to ring the centre at any time. However, we would ask that if you have a query that may take some time to address, contact us outside of session times (staff are on duty from 8:30am until 4:00pm, Tuesday to Thursday). Alternately you could email the centre on [dl.6527.leaders@schools.sa.edu.au](mailto:dl.6527.leaders@schools.sa.edu.au) and an educator will get back to you as soon as they can.

Newsletters are published and emailed directly to families on a regular basis. The newsletters contain information about coming events, the kindergarten program, requests for assistance, notes about our service, samples of children's work etc. **Note pockets** are provided for each child and these should be checked daily for notices, newsletters and receipts from the Treasurer.



## ASSESSMENT AND REPORTING

We recognise that learning is a lifelong process and that parents/carers are children's primary educators and play a significant role in children's learning. Our role is to work in partnership with families to support you in the care and education of your children. Our kindergarten program is based on providing for the individual strengths, needs and interests of children. Assessment and Reporting is an integral part of this process in providing for the individual development of each child.

Children need to be valued in terms of "distance travelled" through careful observation and documentation to plan for and report on each child's development over their time at kindergarten.

### **"Childhood is a journey not a race"**

Ways we share and celebrate your child's learning with you include:

- A digital portfolio through the use of a See-Saw application.
- Individual Goal Statements which are provided at the end of each term.
- Reflection of Learning Statements which are provided at the end of term 2 and 4.
- Interviews held at the end of term 1 and term 4.
- All families are encouraged to create a Learning Journey Folder at home. This is a place where their drawings, paintings, bookmaking, goal and reflection statements can be collected and shared with families throughout their year at Kindy.
- Photos of your child collected and placed on a CD and given to families at the end of the year.



# McArthur Park Kindergarten



## Our Values:

Have a go...

Be friendly and care...

Be true to yourself...

## Our Vision:

To create a space for children...

to be themselves, to engage, to  
explore, to discover, to express, to  
imagine, to wonder, to dream, to  
question, to connect and just to be...



# McArthur Park Kindergarten



## Our Philosophy:

- We acknowledge the traditional custodians past, present and future of the land that our Kindy is on. This is Boandik land. We welcome all our friends who have come here to learn and play with us...
- We ensure a caring, safe and secure environment where children can develop a strong sense of belonging...
- We provide meaningful experiences that support the learning styles, needs and interests of individual children...
- We view children as competent, capable and successful learners...
- We encourage children to explore, be challenged and take risks...
- We provide rich and stimulating learning spaces...
- We build trusting, respectful and supportive relationships with our families and community...
- We work in partnership with our families to achieve a greater understanding of their child's wellbeing and learning journey...
- Educators are continuously engaged in reflective practice to improve our early childhood pedagogy and learning outcomes for all children...
- Educators use a variety of strategies and tools to document, analyse and interpret what children know, can do and understand for future inquiry...
- We give children opportunities to engage and immerse themselves in nature, to foster a sense of wonder, connectedness and appreciation of the natural environment...
- We educate the children that if we don't look after our environment, it won't be able to look after us... we need to work as one...