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## Home



Find out more about our goals and our focus in our philosophy statement (PDF 237KB)  
([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/park\\_terrace\\_-\\_philosophy\\_0.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/park_terrace_-_philosophy_0.pdf)).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. You might be able to help out with cooking, gardening, maintenance work or sharing an interest or talent you have. See volunteering in schools, preschools 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 ensure the smooth running of the preschool. Read through what a governing council does  
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and 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.

## Bushfire risk

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

## Contact us

**Preschool director:** Mrs Lyn Boase

**Phone:** (08) 8683 3690

**Fax:**

**Email:** [dl.6655\\_leaders@schools.sa.edu.au](mailto:dl.6655_leaders@schools.sa.edu.au)

**Street address:** 5 Park Terrace Port Lincoln SA 5606

**Postal address:** 5 Park Terrace Port Lincoln SA 5606

## 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 group

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.00pm	8.30am to 3.00pm	–	–	8.30am to 12.30pm odd weeks

Wednesday/Thursday group

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 3.00pm	8.30am to 3.00pm	8.30am to 12.30pm even weeks

### Fees

The parent contribution is \$400 per year. See our enrolment and fees (<https://www.preschools.sa.gov.au/park-terrace-kindergarten/getting-started/enrolment-and-fees>) page for more information.

### What to bring

Children need to bring these items each day:

- bag
- hat
- change of clothes
- drink bottle containing water
- healthy snack
- 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 read our drop-off and pick-up procedure (PDF 465KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/park\\_terrace\\_-\\_drop-off-and-pick-up.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/park_terrace_-_drop-off-and-pick-up.pdf)).

### Children's library

We encourage your child to borrow books and literacy kits to read at home. Reading stories to your children daily helps develop a love of reading and aids their literacy development.

### Times

Tuesdays and Wednesday at 2.30pm. Parents are welcome.

### Cost

Included in preschool contribution.

## **What to bring**

A cloth library bag.

## **Additional information**

Children may borrow 3 library books and 1 literacy kit at any one time.

Please respect our books and report any damage to us. You are responsible for borrowed books and may need to replace lost or broken property.

## **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/park-terrace-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 and complete our enrolment package.

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

## **Fees**

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

The parent contribution is \$400 per year. You can choose to pay the total amount at the beginning of the year or to pay 4 instalments of \$100 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

## **When to pay**

We will invoice you by week 2 via your child's notice pocket.

Payments are due week 5.

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

You can pay by cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's name on the front. Put the envelope in the blue letterbox on the shelf above the first nook.

EFT information

You can pay by direct deposit.

BSB: 633000

Account number: 15747672

Please put your child's 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>).

## Plans and reports

### National Quality Standard rating

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

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

### 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 431KB)  
([https://www.preschools.sa.gov.au/sites/default/files/park\\_terrace\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/park_terrace_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/6655\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/6655_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.

# **Routines**

## **Sign in**

Encourage your child to make their mark by tracing and or writing their name.

## **Greet the teacher and child**

This encourages relationship building, learning names and eye contact. It also allows you to talk to staff about any issues or news.

## **Inside and outside play**

Throughout the day children can move freely through these areas

## **Mat time and sharing time**

Allows the children to speak in front of the group. We also participate in songs and games, demonstrate activities, and introduce new learning.

## **Physical activity**

Depending on the weather, we go to Centenary oval to play games, practice skills and move our bodies.

## **Brain food**

Twice a day to hydrate and nourish our bodies, ready for learning.

## **Morning and afternoon recess**

Children can chose to have recess at any time during play.

## **Lunch**

We sit together and talk with our friends.

## **Relaxation**

10-15 min together where we listen to music, hear stories or visualise. This allows us to recharge our bodies for the rest of the day and helps us to make good decisions about our play.

## **Small groups**

We break into 3 small groups for learning.

## **Afternoon sharing and farewelling**

Allows the children to speak in front of the group and farewell their friends.

# Starting kindy

The aim of Preschool is to enhance and develop children's social, emotional, physical and intellectual development.

Your child will be actively learning through play experiences that allow them to construct, test and apply their developing knowledge.

Playing is important because it allows children to practice skills over and over again and develop ideas at their own pace.

## What can you do to help your child settle into Preschool?

Every child reacts differently to new situations. You can help your child settle into preschool by:

- At home, plan with your child how you will say Good bye, ("I will say Good bye after....")
- Establish a routine for leaving your child, such as arrive at preschool, encourage your child to put away their own bag, do a puzzle or read a story, then say goodbye and leave. (You are welcome to give us a call after 30 mins. to check on how they are going).
- Using the same routine daily allows your child to know when you will be leaving, making separation easier to accept.
- Talk about what things your child experiences at Preschool, take some photos of favourite activities and show the family at home.
- You showing confidence demonstrates to your child how they can feel, if you feel nervous and unsure your child will follow your lead. Your child looks to your reactions as a guide for their own.

If problems emerge please talk to a staff person.

## Independence

We encourage children to be independent in caring for their personal needs and belongings (carrying own bag, put shoes and hats on or in bags, opening and closing their own drink and food containers and can determine when they need to go to the toilet.)

Research has suggested that encouraging self help skills enhances children's self esteem as they gain much needed skills for future.

This self-help is invaluable for when your child starts school.

Although children may demonstrate frustration, this is an emotion that happens before mastery of skills. It is fantastic to see the face of a child when they say, "I did it all by myself!"

# Health and wellbeing

## Administration of medication

Medication e.g. Ventolin inhalers can only be administered when the relevant consent form has been completed.

Please discuss medical requirements for your child with the Director.

Please be aware medications of any type must not be left in your child's bag.

Staff are not able to administer any other medication.

## Absences

Precautions against the spreading of colds, virus infections and contagious diseases are very necessary at kindergarten.

Please keep children at home who are running a temperature, who are or have been vomiting, who have diarrhoea, or who have very obvious nasal discharge.

Please notify staff if your child is suffering from any infectious disease.

## Accidents

At Kindy children have 'learning injuries' which are small injuries occurring during normal play. They can consist of small scratches, bruises and bumps. These are not recorded.

If your child has a more significant accident, we will record the details on the accident form and a note will be placed in your child's notice pocket. We will contact you immediately via phone in case of knocks to the head or serious injuries.

If not successful, we will ring your child's list of alternative contacts.

## Changes in information details/confidentiality:

Please make sure you inform kindy of any changes in phone numbers, address, family situations etc.

ALL information given by parents is confidential; therefore we do not give phone numbers etc. to other parents.

If you wish to contact another child's parents for plays etc. leave a note in their child's notice pocket.

## Dental Clinic

We encourage your child to visit the Dental Clinic at the Port Lincoln Hospital.

This service may incur a small fee for Kindy and Primary School aged children.

Phone: 8683 2700

## Safety

In the interests of safety, you need to bring your child into the Centre to greet a staff member. At the end of the session, a staff member will say goodbye to your child when they see a responsible adult arrive. If you arrange for anyone else to bring or collect your child please notify staff (and provide their name and contact phone number). Make sure your child knows who will be collecting them. It is a good idea to introduce anyone who is collecting your child, or ask them to introduce themselves to staff when they arrive.

Please make every effort to keep to the session times when bringing and collecting children, as staff need the time before and after sessions for preparation. If you arrive early, **please stay with your child until the session begins**. To avoid unnecessary distress for your child, please ensure they are collected on time and if you are unavoidably delayed, please phone. We will ask you to speak to your child to tell them who is collecting them from kindy. This is also an important part of our Protective Behaviours Program.

Community Volunteers are welcome in our preschool. It is a DECD regulation that all volunteers provide an application for Criminal History Checks prior to commencing their voluntary work in the centre. This process ensures the safety of all who access our preschool centre.

It is important for the safety of ALL children who attend and visit the kindergarten that they are kept safe when they are on the property.

We ask that everyone help to keep the children safe by:

- Making sure that the gates are safely closed as you enter and leave
- Ensuring that only children in your care are leaving the kindergarten when you have opened the gates
- Younger siblings/children are often very quick to see an open gate and will run out
- Notify staff if you notice anything that will compromise the children's safety at kindergarten.

## Parking

Please do not park on the yellow lines at the front of the kindergarten at any time. Please park at Centenary Oval

Please keep your speed at 25kph as you drive past Kindy at any time during the day.



**Government of South Australia**  
Department for Education and  
Child Development



Park Tce Kindergarten,  
5 Park Tce,  
Port Lincoln S.A. 5606  
Phone: 08 8683 3690  
Mobile: 0409 926 645  
Email: dl.6655\_leaders@schools.sa.edu.au

## **COUNTER DISASTER PLAN 2018**

*for*

**Park Terrace Kindergarten - Centre No: 6655**

**5 Park Tce, Port Lincoln. 5606.**

**Phone: 8683 3690**

**Mobile: 0409 926 645**

## **EVACUATION OF KINDERGARTEN BUILDING** (e.g. in case of internal threat)

### **Staff Person No.1 INSIDE TEACHER**

**Collect emergency container from kitchen bench**

(containing medications, medication plans, attendance sheets, first aid kit, emergency contact details)

**Warning signal** – sound whistles in blasts at appropriate evacuation point.

**Evacuate via Park Terrace**

### **Staff Person No.2 ECW**

**Collect mobile phone from kitchen pedestal**

**Contact emergency services-**

**Emergency Numbers :phone 000**

**FIRE - 8682 1000**

**POLICE - 8688 3020**

**S.E.S. - 1300 300 177**

**AMBULANCE– - 000**

**Contact Port Lincoln Junior Primary School – 8682 1226**

**Check toilet area and other rooms on way out.**

### **Staff Person No.3 OUTSIDE TEACHER**

**Guide all persons present to evacuation point (as indicated by warning signal)**

**Assist with roll call and management of children**

### **FURTHER ACTION**

**Staff Person No. 1 checks roll. Direct search if necessary.**

**Use PARK TCE. EXIT unless unsafe**

**Move all persons to CENTENARY OVAL**

**If unsafe move students to**

**PT LINCOLN HIGH SCHOOL Phone - 8682 6000**

**Staff person 2 – contact Pt. Lincoln Education Office – 8682 0700**

Copies attached to sign-in sheets and displayed at each exit, on Staff Notice Board, Parent Notice board,  
Director's Office, Adult toilet and Parent Information Booklets.

Copies sent to Port Lincoln Education Office



**Government of South Australia**  
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## **COUNTER DISASTER PLAN 2018**

*for*

**Park Terrace Kindergarten - Centre No: 6655**

**5 Park Tce, Port Lincoln. 5606.**

**Phone: 8683 3690**

**Mobile: 0409 926 645**

## **IN-VACUATION OF KINDERGARTEN BUILDING** (e.g. in case of external threat)

### **Staff Person No.1 INSIDE TEACHER**

**Collect emergency container from kitchen bench**

(containing medications, medication plans, attendance sheets, first aid kit, emergency contact details)

**Warning signal** – sound whistles in blasts at appropriate in-vacuation point - small room on Park Tce side of the building

### **Staff Person No.2 ECW**

**Collect mobile phone from kitchen pedestal**

**Contact emergency services-**

**Emergency Numbers :phone 000**

**FIRE - 8682 1000**

**POLICE - 8688 3020**

**S.E.S. - 1300 300 177**

**AMBULANCE– - 000**

**Contact Port Lincoln Junior Primary School – 8682 1226**

**Check toilet area and other rooms on way to retreat room**

### **Staff Person No.3 OUTSIDE TEACHER**

**Guide all persons present to in-vacuation point- small room on Park Tce side of the building  
and close sliding doors**

**Assist with roll call and management of children  
lock all doors once children are inside**

### **FURTHER ACTION**

**Staff Person No. 1 checks roll. Direct search if necessary.**

**If unsafe move students to**

**PT LINCOLN HIGH SCHOOL Phone - 8682 6000**

**Staff person 2- Contact Pt. Lincoln Education Office -8682 0700**

Copies attached to sign-in sheets and displayed at each exit, on Staff Notice Board, Parent Notice board,  
Director's Office, Adult toilet and Parent Information Booklets.  
Copies sent to Port Lincoln Education Office

# Curriculum

The preschool curriculum is based on the education department's Belonging, Being and Becoming (Australian Curriculum and Accountability Framework), which provides us with a programming framework on which we base our planning.

Kindergarten aged children are learning through all the interactions, experiences and routines that are part of their day.

There are 5 main outcomes, which are:

1. Children have a strong sense of identity
2. Children are connected to and contribute to their world
3. Children have a strong sense of wellbeing
4. Children are confident and involved learners
5. Children are effective communicators

## We believe PLAY is the most powerful way young children learn

Through their play, we will encourage independence, respect for self/ others/ the world around them, problem solving, critical thinking and self-discipline and provide opportunities for the children to be creative, make choices investigate, invent, explore, problem-solve, communicate, verbalise, question, socialise, use their imagination and, most importantly, develop a positive self-esteem.

## At Park Terrace Kindy our curriculum acknowledges the following important aspects:

Parents have a unique knowledge and understanding of their child and are their first and foremost educators.

- Staff focus on building on children's prior knowledge and abilities, as well as providing a stimulating environment which will extend learning.
- Staff respect children's diverse range of knowledge, skills, values, attitude and dispositions.
- Through play children make sense of their world.
- Each child develops at a different rate and in different ways: emotionally, physically, intellectually, morally, socially and spiritually. These differences are respected and honoured so that children build a sense of trust and confidence and a willingness to take risks.
- Play enables children to represent their world in a variety of ways.
- Play promotes creative flexibility in thinking.
- Play assists children to build their knowledge.
- Play fosters language and social abilities.
- Play helps children to be extended beyond previously mastered learning.

The best way for a child to be 5 is to be 4 for a whole year!



## Reporting to parents

We believe it is vitally important to involve parents in their child's learning at kindergarten.

One of the ways we do this is by meeting with you to discuss your child's current development and to look at the areas that need to be a focus in our programming. We devise a program with activities that encompass areas of concern and by using your child's interest the learning is much more important to them.

Another way we share your child's learning is through their Learning folder. These are located so children and families can access these at any time. They are a work in progress and are continually added to. When children make the transition to school, the folder is a means by which information about your child's learning may be shared with the school.

Each child has a Learning folder which contains:

- examples of work, matched to articulated curriculum outcomes
- teacher observations which document examples of children's learning across the curriculum
- Learning Stories and photographs which demonstrate and record activities planned for preschool children in order to reach desired outcomes.

Evaluations of all children's progress are based on observations, discussions and written records which are there to share with you on request. We welcome information from you which will further enhance your child's development at kindergarten.

Staff also prepare a Summative (final) report about your child's development, which is presented to your family in your child's final week at kindergarten. A copy of this report is passed on to their school with your permission.

We celebrate each child's learning journey in their final week of kindergarten by having a "Graduation Ceremony". Parents and family members are encouraged to attend this special event in your child's life.



# PARK TERRACE KINDERGARTEN

## Policy 5- Behaviour Guidance Policy

This policy will help to ensure that children, families and staff have a safe environment and clarity and consistency around acceptable behaviours.

### Our staff team believes..

- All children have the right to feel safe and secure and to learn and develop in a physically and psychologically safe environment
- All children have the right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- All children have the ability to improve behaviours and attitudes
- Families and educators need to work together to develop effective communication and common goals for children's wellbeing, learning and development
- The consideration of children's individual needs and contexts is important to developing positive behaviours
- Family consultation is valued and individual perspectives respected
- All children have the right to be supported by adults who model appropriate behaviours and ensure consistent expectations
- All children should be free from bullying. Children should not be made to feel embarrassed, rejected, insecure or ashamed

### Our staff team promotes positive behaviours and interactions. We...

- Plan for and provide an environment which promotes a sense of belonging, being and becoming
- Provide an enriched environment with open ended opportunities for children to be engaged and enhance their learning
- Provide verbal and non-verbal guidance to children
- Set clear and consistent expectations
- Include children in understanding the process of identifying risks and appropriate behaviours through the use of Benefit Risk Assessments and then support them to establish guidelines for different scenarios
- Listen, acknowledge and respect children's right to be heard
- Resolve issues and concerns promptly and allow all children to have their say
- Teach problem solving skills, leadership skills and flexible thinking

- Demonstrate inclusivity, empathy, sensitivity, equality, forgiveness and connectedness
- Use positive and respectful language and behaviours
- Provide a program which promotes resilience and flexibility
- Explicitly teach play skills (entry and exit), cooperation, sharing and making amends
- Use the language of the Emotional Rooms and Executive Function to encourage children to become self-regulators of their emotions and actions
- Provide opportunities and spaces for children to withdraw or play individually when needed
- Promote wellbeing strategies such as nutrition, hydration, relaxation, yoga, early warning signs, interoception knowledge (understanding what's going on inside your body), physical activity, positive relationships and resilience
- Determine individual behaviour and learning goals (including the use of NEP's where appropriate) and celebrate achievements
- Have open communication with families about each child's strengths and goals

Our staff team will respond to challenging behaviours. We...

- Ensure all staff and are clear and consistent with expectations
- Support children to problem solve, negotiate, find resolutions and manage emotions
- Use Restorative Justice practices which support children to empathise with others and restore relationships
- Communicate with families at the earliest opportunity to work together positively
- Critically reflect on strategies and continue to develop our pedagogy
- Continuously use the reflective cycle of planning, implementing, monitoring and reviewing behaviour and learning
- Work with other agencies involved in the child's development ie Special Educators, Behaviour Guidance Specialists
- Safely withdraw children when they are at risk of hurting themselves or others

Endorsed by Staff and Governing Council April 2018

Review February 2019



# PARK TERRACE KINDERGARTEN

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

## **Policy 9: Delivery and Collection of Children**

### **Purpose:**

The Governing Council and Staff Team acknowledges that for Park Terrace Kindergarten to function effectively, children attending the Centre must be delivered and collected within the official opening hours of 8.30am and 3.00pm. They must also be collected by people authorised by the parent/guardian to do so.

### **Aims:**

- To ensure the safety of children and staff at all times.
- To provide for the efficient operation of the Centre.
- To ensure staff working conditions are maintained.
- To maintain the Centre's legal responsibilities.

### **Procedure:**

#### *DELIVERY OF CHILDREN:*

- A child must be "signed in" by the parent/guardian on arrival at Kindergarten.

#### *COLLECTION OF CHILDREN:*

- A child must be farewelled by a staff member on collection by a parent/guardian at Kindergarten.
- A child will be "handed over" by staff to parent/guardians and authorised persons only.
- A child will not be "handed over" by staff to anyone suspected of being under the influence of alcohol or drugs.

#### *AUTHORISED PERSONS:*

- An authorised person is anyone given permission on the space provided on the enrolment form by the enrolling parent.
- It is the parent's responsibility to keep the Kindergarten informed of any changes to the authorised people.
- If someone not stated on the enrolment form is collecting the child, it is the parent's responsibility to inform staff of the person's name. If staff have not previously met that person, photo identification may be checked.
- When someone who does not usually pick up a child is collecting a child, the child's parent should write down the date/name of the person collecting their child from Kindergarten in the diary or note it on the sign in sheets
- If someone unknown to staff attempts to pick up a child, the parent will be notified and permission sought before "handing over" the child.
- Children will not be "handed over" until a person's identity is established and permission is given from the parent/guardian.

**Late collection of children:**

- Parents/caregivers must contact the Kindergarten if they are going to be running more than 10 minutes late. Children can become distressed when parents are running late and it is important to their wellbeing to know that parents have contacted the staff.
- If you believe that you may be more than 10 minutes late, wherever possible, arrange for an alternative person to collect your child. Staff do not finish work at 3.00pm when the children leave, we have much to do: meetings, preparation of learning programmes, learning documentation, assessing and reporting, etc. It is difficult to achieve this if there are Kindergarten children remaining on the premises that need to be supervised.

**Court orders:**

- Any parent gaining a Court Order or injunction against the access of their spouse, ex-spouse or other adult to their child, must inform the Kindergarten immediately and provide a copy of that Court Order.
- Staff will not “hand over” a child to a parent or adult who has legally been denied access.
- Staff will attempt to dissuade the non-custodial parent from taking the child while another staff member calls the Police.
- Upon arrival, the Police will be responsible for the offending adult while staff reassure the child and contact the custodial parent.
- PLEASE NOTE THAT A PARENT WILL NOT BE DENIED ACCESS TO THEIR CHILD IF THE KINDERGARTEN DO NOT HAVE A COPY OF THE CUSTODY ORDER.

**Endorsed by Staff and Governing Council March 2018**

**Review: March 2019**

# Park Terrace Kindergarten

## Statement of Philosophy

Park Terrace Kindy's philosophy was developed in consultation with children, families, staff, governing council and the wider community. It is a statement of our collective beliefs and values about children and their learning.

**We believe learning and development are optimised when children are actively engaged in play and experiences which are fun, relevant and meaningful.**

Therefore, we provide a program which builds on children's current, individual and group understandings, interests and stages of development. The learning environment and experiences offered are enjoyable, robust, challenging and allow for multiple entry points to maximise the development of every child. Nature and sustainability are important elements of learning and our futures at Kindy.

**We view each child as unique, capable and competent.**

As such, child voice is integral to everything we do. We believe valuing the many languages of children develops their autonomy and engagement with learning. Risk taking, keeping safe, making good decisions, being respectful and taking responsibility are overarching values in our environment. The skills and dispositions children develop at Park Terrace Kindy will be enduring and beneficial for leading successful and fulfilling lives (such as - confidence, curiosity, problem solving, noticing, cognitive flexibility, emotional buoyancy, attention, sensory integration, inhibiting impulses, social competence)

**We believe we are a community of lifelong learners.**

Our Kindy community learn with and from each other through collaborative partnerships and open communication. Staff actively seek opportunities to enhance their knowledge because outcomes for children and families improve when staff are knowledgeable, cohesive in their beliefs and reflective about their practice and children's learning.

**Family, School and community involvement strengthens children's sense of belonging and wellbeing.**

Developing rich, reciprocal relationships with children, families, schools and the wider community is a priority at our site. We believe family involvement is integral to deeply knowing our children, so family participation and support are encouraged. Wherever possible children will be active participants in their broader community, so they further develop autonomy and sense of being connected with their world (from school interactions and excursions to contributing to the development of Port Lincoln).



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