



PLYMPTON SOUTH  
KINDERGARTEN

# 2024

## Information Handbook

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# PRESCHOOL POSITION STATEMENT

## Key Messages

### Quality preschools

Children in South Australia have the right to high-quality educational preschool programs that support their learning and development in their local government preschool

Children grow and learn in the context of their family and community

Children's learning is dynamic and holistic, with each child learning in their own way and at their own pace

Timely and effective support ensures children have the assistance they need to fully engage in preschool

Every child at preschool makes progress towards learning and development outcomes

Strong educational leaders guide high-quality evidence-based practice and plan for continuous improvement

Knowledgeable, skilled and supported teachers and educators ensure each child progresses in their learning and development

Preschools demonstrate high-quality practice at all times in the best interest of children's outcomes

We acknowledge the traditional owners throughout South Australia and we pay respect to the custodians of the land on which we live and learn. We respect their spiritual relationship with Country and acknowledge that their cultural and heritage beliefs are still as important to those living today. We pay our respects to Elders past, present and emerging and we acknowledge the cultural authority of Aboriginal people visiting from other areas of South Australia and Australia.



Government of South Australia  
Department for Education

# Centre Information

**Director:** Karen Worley

## **Session Times:**

The Kindergarten is open Monday to Friday.

### **Mulberry Group:**

Monday and Tuesday 8:15am – 3:00pm and  
Fridays 8:15am – 11:15am (fortnightly)

### **Gum Tree Group:**

Wednesday and Thursday 8:15am – 3:00pm and  
Fridays 12:00pm – 3:00pm (fortnightly)

## **Flow of the Day:**

8:15 am:	Arrival – child-led play inside and outside
9:30 am:	Morning Meeting
10:00 am:	Suggested fruit time
11:30 am:	Small Group time
12:00 pm:	Lunch
12:30 pm:	Activities inside and outside
2:15 pm:	Suggested afternoon teatime
2.45 pm:	Pack up
3:00 pm:	Home time

## **Statement of Philosophy:**

Plympton South Kindergarten community provides opportunities for all children, families and educators to play, learn and grow together, to develop rich and meaningful relationships within a fun, safe and supportive environment.

**We see all children as capable and competent**, where each child's voice is valued, encouraged, listened to and respected. Educators support children by building trusting relationships to foster a sense of being, belonging and becoming in our learning community. Developing a positive sense of wellbeing encourage learning that enables children to respect and care for themselves, others and the environment.

**Our experience tells us children learn best through play** with opportunities to wonder, explore, create and learn. We are inspired through making connections with and in our natural environment, where children can discover, inquire, persist and build resilience.

**We welcome all families within our community** and value learning and working collaboratively together embracing each other's strengths and challenges.

## **What to bring:**

Children need to bring these items each day:

- bag
- sun safe hat
- change of clothes
- drink bottle containing water
- 2 healthy snacks - for morning tea and afternoon tea
- a 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.

For more information refer to: [Healthy Food at Plympton South Kindy](#)

## **Additional information:**

Please read our drop-off and pick-up procedure (PDF 218KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/plympton\\_south\\_drop-off\\_and\\_pick-up.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/plympton_south_drop-off_and_pick-up.pdf)).



# Services Offered

## **Kindergarten:**

Children are entitled to access 4 terms (1 year) of government preschool in the year before they start school.

We are introducing a mid-year intake into preschool. This means that from 2023 children who turn 4 years old:

- before 1 May are eligible to start preschool at the beginning of the year.
- on 1 May to 31 October can commence preschool through the mid-year intake at the start of term 3 of that year.

Regardless of whether your child starts at the beginning of the year, or through a mid-year intake they will undertake 4 terms of preschool.

Children who turn 4 years after 31 October will be eligible to commence preschool at the start of the following year.

If your child identifies as Aboriginal or if your child is or has been in care they're eligible for 12 hours of preschool a week, after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

The Plympton South Kindergarten offers every child the equivalent of 15 hours of preschool per week over a fortnightly roster.

### **Mulberry Group:**

Monday and Tuesday 8:15am – 3:00pm

and

Fridays 8:15am – 11:15am (fortnightly)

### **Gum Tree Group:**

Wednesday and Thursday 8:15am – 3:00pm and

Fridays 12:00pm – 3:00pm (fortnightly)

## **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 the kindergarten.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/plympton-south-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 via email.

Offers of places are sent out from Week 2, Term 3 for the beginning of the following school year and from Week 4, Term 1 for children who will commence preschool mid-year of the current school year.

(<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.

## **Feeder Schools:**

Children that attend the Plympton South Kindergarten attend a range of different schools in the area. Our main feeder schools are:

- St John the Baptist School
  - Emmaus Christian College
  - St Anthony's School
  - Edwardstown Primary School
  - Plympton Primary School
  - Glenelg Primary School
  - 
  - Black Forest Primary School
  - Forbes Primary School
  - Plympton International College
  - Marion Primary School
  - Ascot Park Primary School
- We are in regular contact with the above schools throughout the year. In your child's 4<sup>th</sup> term of kindy Reception teachers are invited to the kindergarten to meet the children that will be starting at the school the following term. A school or the kindergarten may request an additional meeting if there are additional needs.

## **Support Services:**

Department for Education (DfE) have specific responsibilities to include ALL children in their programs. Information about special needs, enrolments and access to other DfE Support Services is available from the Director. DfE can support children with additional needs through: Speech Pathology, Psychology, Education Social Workers and Behaviour Support Educators. The centre also has established relationships with other organisations such as Forbes Children's Centre, The Child Development Unit at the Women's and Children's Hospital, Early Childhood and Family Services at SALHN, Flinders Medical Centre and Child and Youth Health Services. Children for whom English is not their first language are able to access support through the DfE Preschool Bilingual Program.

## Additional Services Offered

### **Child and Youth Health:**

Children will have the opportunity to have a general health/development screening before beginning school. These screenings are free and are highly recommended. CaFHS recommend that children are screened when older than 4yrs 3mths. These appointments are held and made at the kindy every term, or by contacting CaFHs on 1300 733 606.

### **SA School Dental:**

The School Dental Service offers expert oral health care to eligible children at clinics throughout South Australia. All preschool, primary school and secondary school students, aged under 18 years, are eligible for oral health care with the School Dental Service. All dental care is free for toddlers and preschoolers. Our Local clinics are:

- Marion GP Plus - Marion GP Plus Health Care Centre - Level 1, 10 Milham Street Oaklands Park. Ph: 7425 8400
- Marleston Community Dental Clinic – 229B Marion Road, Marleston. Ph: 7117 4000

## Fees and Accounts

Each term parents are charged the following:

Kindergarten Contributions

**Total Per Term: \$210.00** (to be reviewed in November each year)

Accounts will be issued at the start of each term.

Fees can be paid by Internet banking using the information on your invoice.

A receipt will be issued by the Finance Officer.

### **EFT information**

You can pay by direct deposit.

BSB: 065148

Account number: 00900040

Please use your child's name as the reference.

## **Early Years Learning Framework v2.0, 2022:**

The Plympton South Kindergarten uses the Early Years Learning Framework for Australia. Belonging, Being and Becoming is the National Framework for Children from Birth to Five years. The Early Years Framework describes childhood as a time of belonging, being and becoming:

Experiencing **Belonging**- knowing where and with whom you belong- is integral to human existence. In early childhood, and throughout life, trusting relationships and affirming experiences are crucial to a sense of belonging.

**Being** recognises the significance of the present, of living here and now. It is about children knowing themselves, developing their identity, building and maintaining relationships with others, engaging with life's joys and complexities and meeting challenges in everyday life. 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. *Becoming* emphasizes the collaboration of educators, families and children to support and enhance children's connections and capabilities, and for children to actively participate as citizens.

### **The Framework has 5 learning outcomes:**

Outcome 1: Children have a strong sense of identity.

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, inter-dependence, resilience and agency.
- Children develop knowledgeable confident self identities and a positive sense of self-worth
- Children learn to interact in relation to others with care, empathy and respect.

Outcome 2: Children are connected with and contribute to their world.

- Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

Outcome 3: Children have a strong sense of wellbeing.

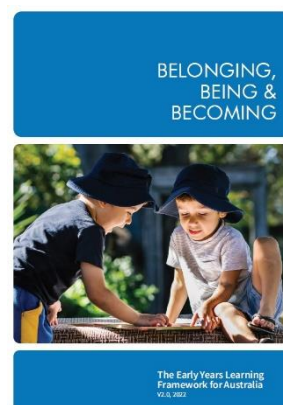
- Children become strong in their social, emotional and mental wellbeing.
- Children become strong in their physical learning and mental wellbeing
- Children are aware of and develop strategies to support their own mental and physical health and personal safety

Outcome 4: Children are confident and involved learners.

- Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity.
- Children develop a range of learning and thinking skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigating.
- Children transfer and adapt what they have learned from one context to another.
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

Outcome 5: Children are effective communicators.

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use digital technologies and media to access information, investigate ideas and represent their thinking.





Plympton South Kindergarten uses the Preschool Literacy and Numeracy Indicators to inform our planning and teaching, to monitor children's literacy and numeracy development and to inform our end of year Statement of Learning for discussion with and reporting to families. The information also supports the transition of children from preschool to school.

The Indicators for Numeracy are:

- I explore and understand my place and space in the world
- I quantify my world
- I measure and compare my world
- I analyse, read and organise the data in my world

The Indicators for Numeracy identify the numeracy learning processes for children as:

- ◇ patterning
- ◇ wondering
- ◇ reasoning
- ◇ generalising
- ◇ noticing
- ◇ comparing
- ◇ communicating
- ◇ sorting
- ◇ visualising

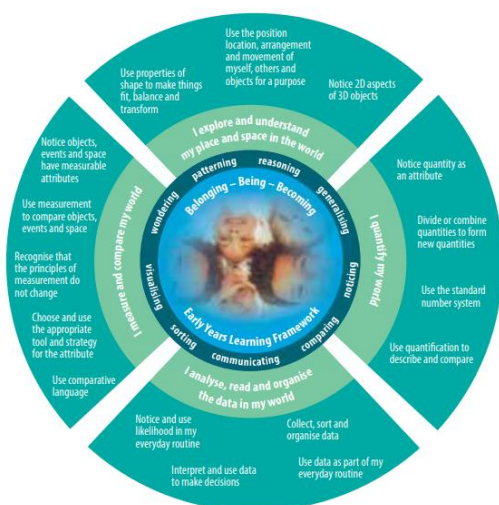
The indicators for Literacy are:

- I use language to connect with my world
- I understand the language of my world
- I represent my world symbolically
- I engage with texts and make meaning

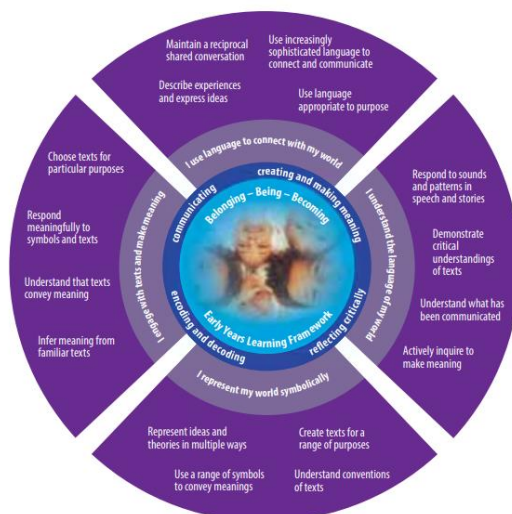
The Indicators for Literacy identify the literacy learning processes for children as:

- ◇ communicating
- ◇ creating and making meaning
- ◇ reflecting critically
- ◇ encoding and decoding

Numeracy key elements



Literacy key elements



## **Our Program:**

**The Project Approach:** Many different projects will take place at the kindergarten. They might last for 1 hour, 1 day, 1 week or 1 term. Projects are usually started from children's interests or wonderings. It is an inquiry into what they already know and what they don't know about a topic. "A project approach emphasizes the teacher's role in encouraging children to interact with people, objects, and the environment in ways that have personal meaning. As a way of learning, it emphasizes children's active participation in their own studies" (Katz, 1997: Engaging Children's Minds – The Project Approach).

Here at Plympton South Kindergarten we plan for your child's learning across the 5 learning outcomes of the Early Years Learning Framework and the Preschool Literacy and Numeracy Indicators.

We listen and respond to the voice of each child and family and are collaborative in planning for the interests, opinions, culture, needs and strengths of each child to provide opportunities for the children to discover, inquire, persist and build resilience.

We actively seek family input and your ideas so that we can play, learn and grow together as a community.

We are inspired through making connections with and in our natural environment. Our outdoor learning environment is continuing to be upgraded to support these opportunities for the children to engage their senses through sand, water, clay, mud, gardening and loose parts, including active physical play.

Literacy and numeracy experiences are supported through intentional teaching and targeted pedagogical practices which include Book Talk and Book Making. (Please refer to the enclosed flyer in your information pack about Book Making)

We also value other opportunities for learning both within and outside the kindy. These excursions or incursions may include different experiences depending upon our current projects and the interests of the children.

In Term 1 & 2, each child participates in Musical Muscles workshops. Children are introduced to the six elements of music including rhythm, pitch, dynamics and expression, form and structure, timbre and texture. Each session our specialist music teacher introduces one of the elements of music, thus covering the whole foundation within the two terms. Children perform in a musical showcase for families at the end of the semester, to celebrate their learning.

The Keeping Safe: Child Protection Curriculum is implemented at Plympton South Kindy throughout the year. The curriculum is divided into 4 focus areas each covering a number of topics. Please refer to the attached flyer in your information pack.

# Assessment and Reporting

## **Children's Learning Journals:**

A child's learning in the early years is dynamic and fluid. As early childhood educators we value the process of learning – the problem solving, thinking and communicating which children demonstrate when they interact with peers, materials and adults. We have chosen to use Journals to make your child's learning 'visible' to you. This enables us to assess and monitor children's skill development, knowledge and understanding, ensure our curriculum is supporting optimum learning and ensure our accountability as teachers.

Your child's Journal will include a variety of evidence of their learning and development through play.

The Journal may include the following:

- Written observations
- Work samples
- Photographic documentation
- Your child's comments and conversations
- Teacher interpretations

The Learning Journal is sent home in the last week of each term, so the children can share their achievements with the whole family. We ask that the journal is returned to the kindergarten as soon as possible at the beginning of the following term. At the end of the preschool year your child will be presented with their journal at our end of year celebration. The Journals are kept on the shelf inside for the children and families to revisit at any time during their time at kindergarten.

## **Documentation of the Curriculum Program:**

Throughout the year we create a display wall that grows and builds as the children wonder, explore and discover. This board is a way that you can gain knowledge about what your child has been doing at Kindy. Each display is unique and may include children's wonderings, thoughts and ideas, photos of learning and discovery and work samples.

Our digital newsletter is sent home fortnightly and in each edition, we share information and photographs about our curriculum and the children's engagement in learning. We also share posts about our learning regularly on Facebook.

The Learning Program is formed by areas of strengths, interests and learning goals for each child. Parents are invited to participate in a 'Learning Conversation' with their child's focus teacher during terms 1 and 3 of their child's year at kindy. Educators place a high priority on working together with families throughout the kindergarten year.

### **Statement of Learning:**

The Statement of Learning will be written at the end of the preschool year. This statement reflects the five outcomes of the Early Years Learning Framework, and includes Literacy and Numeracy learning. The Kindergarten will then forward the statement to the school your child is enrolled in. Parents will be given a copy to keep.

### **Parent - Educator Communication:**

We strongly believe communication between educators and parents should be on-going. We schedule a parent – teacher conversation time with each family at the end of Term 1 and offer times for conversations in term 3. If you have any concerns, to please chat with an educator or arrange a time for a more formal discussion with the teacher. If your child's teacher has concerns, they will arrange to discuss these with you at a mutually convenient time.

### **Communication and Involvement:**

Each family is allocated an Information File at the sign in station on the veranda. Newsletters and other information are either emailed or placed in your file on a regular basis. Other information about learning is displayed around the Kindergarten. We believe that celebrating success is very important.

Various rosters are also regularly displayed. These give parents the opportunity to assist the Kindy in areas such as laundry, gardening, repair work, materials preparation etc.

Arrangements for alternative modes of communication (e.g. when parenting is shared or when one parent or carer isn't able to access the Kindy) can be easily made by discussing your needs with staff.

*It is also very important for us to hear from you.*

*Information from home is invaluable, as it allows us to know YOUR child better.*

*Please make sure that you have completed a Parent Questionnaire.*

We welcome your involvement. You may want to stay and read to children, help children with learning experiences or share a skill(s) with us. Please talk to us about opportunities for you to share your knowledge, skills and time with our Kindy.

**All parents/carers are invited to join Governing Council.** This is a fantastic way of becoming involved in your child's Kindergarten. The Governing Council is elected each year at the Annual General Meeting. In addition, any parent/carers wishing to join the Governing Council at any time should talk to staff during the course of the year. Meeting times are usually twice each term and are a great way to connect with other parents at the Kindy. Please talk to staff if you are interested in becoming a member.

Regular volunteers will need to be involved in a Volunteer Induction process including completing a SA Government DHS Working With Children Check (WWCC) and a Responding to Risks of Harm, Abuse and Neglect (RRHAN-EC) online training course. Please see the Director to organise this.

### **Governing Council:**

In addition to fees, the **Governing Council** (made up of parents and staff), raises other funds. Please support our fund-raising activities as monies raised are essential in meeting the basic running costs such as the phone, cleaners, consumables, and the maintenance of the building and grounds. We receive some funding through our Global Budget provided by the Department for Education (DfE). Equipment, resources and Kindy improvements are also financed by planned fundraising and the donation of time, skills and/or labour. Your support is greatly appreciated. The Kindergarten has a Financial Officer to assist with budgeting and the Kindy's annual financial management. The Financial Officer reports regularly to the Governing Council. Fees will be reviewed in 3<sup>rd</sup> Term each year for adjustments for the following calendar year's fee structure, if required.

### **Staying Safe:**

- Please do not ride bikes in the yard. Bikes can be stored in the bike rack near the main gate.
- Be aware of the gates and the need to ensure that **only** children in your care are exiting with you.
- Always let a staff person know if you are collecting your child earlier and verbally farewell us so we know they have been collected.
- Please keep us informed of your child's health needs.
- If someone else may be collecting your child – please ring or email the Kindy to inform them.
- Our Kindy is required to have an Emergency Management Plan which is revised every year. In the event of an emergency, please follow the directions of the site leader.

### **Signing in each Session:**

Please sign your child in and out on the attendance sheets (at the sign in station on the veranda table) every day.

As staff "duty of care" does not start until 8:15 am, we must ask that you **do not** leave your child unattended in the yard, before 8:15 am.

### **Collecting Children:**

Please be prompt when collecting your child at the end of the day. The finishing time is **3.00pm**. Please supervise younger siblings when they are visiting the Kindy.

## **Health Information:**

**We are an Allergy Aware Kindy. We ask that you do not send any nuts or nut products for your child to eat at Kindy.** There may be children at Kindy who have food or insect allergies. An anaphylactic reaction may occur which is severe and life threatening. For some children, coming into contact with nuts or even traces of nuts, can be **life threatening**. We all need to work together to help keep these children safe.

Some ways that you can assist include:

Ensuring no nuts, or products containing nuts, are sent for your child to eat... e.g. peanut paste, Nutella, nut muesli bars etc.

## **Health Plans:**

If your child suffers from Asthma, Allergies or any other health issues, a Health Care Plan and/or Medication Plan may be required from your doctor. Please let the Director know of any concerns when enrolling your child. The Director will contact you to compile a Health Support Agreement and Safety and Risk Management Plan to plan for your child's health needs whilst they attend our site.

## **Infectious Diseases:**

If your child is unwell, please do not send them to kindy. Please keep them at home until they are well. We ask that families inform the kindergarten regarding sickness, e.g. gastro, conjunctivitis, chicken pox and refrain from sending your child to Kindy until completely recovered to avoid the spread of infection.

## **Kindy Clothing and Fundraising**



Plympton South Kindergarten are working with Eduthreads to offer a range of Kindy clothing. The items can be ordered directly from the website and delivered to your home.

<https://eduthreads.com.au/collections/plympton-south-kindergarten>



A great way to support the kindergarten and ensure that your child's items are clearly labelled is to order through Stuck on You. Please use the following link to support the kindergarten, or select our centre at checkout to ensure we receive the fundraising dollars.

<https://www.stuckonyou.com.au/affiliate/fundraiser/PLYMPTONSOUTHKINDERGARTEN>



### **Accidents (Learning Injuries)**

At Plympton South Kindergarten educators view all accidents as 'learning injuries' and an opportunity for children to learn skills/strategies to avoid a repeat experience. All learning injuries that are seen by or reported to staff are documented. We will complete an incident report and it will need to be signed by you. In the case of a serious injury, you will be notified immediately. It is important that we have current information for your phone numbers at home/work/mobile and emergency contact people.

### **Bags**

Please send a named bag or backpack to Kindergarten. Prominent names at the front are really helpful for staff. Changes of clothes in each bag are also useful. We have lots of fun with water, sand and mud!

### **Birthdays**

Due to the number of children with allergies, and our Healthy Eating policy, we ask that parents who want their child to celebrate their birthday at Kindy, to please bring a watermelon cake. The 'cake' can then be decorated with other fruit. *For more information refer to – [Celebrating your child's birthday at kindy.](#)*

### **Hats**

Hats are essential for Kindy and all children are required to wear a hat when the UV rating reaches 3 or above. This information is displayed on the whiteboard under the veranda. Please send a named, **sun-safe hat** – legionnaire's style, bucket or broad brimmed hat for your child to wear when playing outside. Children are regularly reminded to wear their hats and are welcome to leave their hat at Kindy as this is then one less thing to pack. Spare hats are available and your child will be asked to wear one, if they do not have their own hat.

### **Lost Property**

Please name all types of clothing (even those worn) and shoes. This not only helps staff return them to their owners, but also helps the children recognise their names. There is a lost property basket at the 'sign in' station. This is cleared and donated at the end of each term.

### **Lunch/ Snack**

Your child will need a morning snack, lunch and an afternoon snack.

Please send a packed healthy lunch (e.g. sandwich, roll, salad arrangement, dry biscuits and cheese). **We ask that you do not send foods high in salt or sugar including lollies, cake, chips or chocolates.** There are lots of good choices that can be made. Please **NAME** all containers and lunchboxes. Lunch boxes are to remain in your child's bag. We suggest that you use a small insulated lunch container or ice brick to keep things cool.

We are unable to heat food at lunchtime. Please see the 'Health Food supply and Nutrition Guideline', for ideas about what to/ and not to pack.

### **Medication**

Please refer to the 'Supporting Children with Medical Condition Procedure'. Staff are not able to administer medication without a consent form signed by a doctor. No over the counter medication will be administered.

### **Sunscreen**

Please refer to the Sun Smart Procedure.

### **Toys**

We ask that children don't bring any toys from home. Staff cannot be responsible for these items and it is our experience that children find it most distressing if these become lost or damaged.

### **Water**

Is available (chilled in summer) and children are encouraged to drink throughout the session. Please do not send fruit boxes or flavoured milk in your child's lunch box. We ask that all children bring a drink bottle **clearly labelled** with their name. Please only put water inside.