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Home



Find out more about our goals and our focus in our philosophy statement (PDF 101KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/seaviewdowns_philosophy2.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.

Contact us

Preschool director: Mrs Joylene Klein

Phone: (08) 8296 3322

Fax: (08) 8377 1597

Email: dl.3684.leaders@schools.sa.edu.au

Street address: 5A Hume Street Seaview Downs SA 5049

Postal address: 5A Hume Street Seaview Downs SA 5049

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.

Children can be part of either group 1 or group 2. Speak with us about the preferred group for your child.

Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.00pm	8.30am to 3.00pm	–	–	8.30am to 12.30pm first week of term and then alternate weeks

Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 3.00pm	8.30am to 3.00pm	8.30am to 12.30pm second week of term and then alternate weeks

Fees

Our parent contribution is \$170 per term. See our enrolment and fees

(<https://www.preschools.sa.gov.au/seaview-downs-kindergarten/getting-started/enrolment-and-fees>) page for more information.

Term 1 fees include a kindy-logo hat. There will be a separate cost for excursions and other special experiences.

What to bring

Children need to bring these items each day:

- bag with name tag
- broad brimmed or legionnaire style hat (please keep this at kindy in your child's hat pocket)
- change of clothes
- drink bottle containing water
- 1 or 2 serves of fresh fruit or vegetable for morning snack time
- healthy packed lunch.

Children should wear comfortable and old clothes so they can run, climb and get dirty. Their shoes should be suitable for running and climbing.

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.

If your child wants to share a special item from home, they should keep the item in their bag after showing their teachers and friends.

Additional information

We have a library for you to borrow books. Reading with your child everyday will help their literacy development.

A photographer visits the kindy every year to take individual and group photos of the children. You can buy the photos for family and friends.

Please let us know as soon as possible any changes to your contact details, emergency contact details, your child's health or the school they will attend.

Please read our drop-off and pick-up procedure (PDF 27KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/seaviewdowns_drop-off-and-pick-up2.pdf).

Playgroup

Our supported playgroup is run every week. You and your child can meet other families and spend time learning together.

Times

You can come on Friday afternoons, anytime between 1.00pm to 2.30pm.

Cost

This program costs \$2 per family per week. There is no charge for the first time you attend.

What to bring

Children need to bring these items:

- a piece of fruit
- drink bottle
- broad brimmed or legionnaire style hat
- sturdy shoes or sandals for outside play.

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/seaview-downs-kindergarten#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

Priority will also be given if:

- you have had other children attend the preschool
- your child is enrolled to attend Seaview Downs Primary School
- you have other children already attending Seaview Downs Primary School.

We may also consider:

- distance of your family home from the priority catchment boundary
- opportunities for your child to attend another preschool.

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 October about an orientation session. This session includes general information about our kindergarten and will give you the opportunity to ask questions.

Before they start preschool your child can come to pre-entry transition visits. These will be in November 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 \$680 per year. You can choose to pay the total amount at the beginning of the year or to pay 4 instalments of \$170 at the beginning of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost (<https://www.preschools.sa.gov.au/seaview-downs-kindergarten/getting-started/what-we-offer#seaviewprogram>).

When to pay

We will invoice you at the beginning of each term. An invoice will be put in your child's note pocket.

Payments are due by the end of week 4 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 cheque

You can pay by cash or cheque at the kindy. Put your payment in a sealed envelope with your child's name on the front and put the envelope in the payments box on the bench in the back area.

EFT information

You can pay by direct deposit.

BSB: 105112

Account number: 407007940

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.



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Seaview Downs Kindergarten

Rating issued: February 2015

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 243KB)

(https://www.preschools.sa.gov.au/sites/default/files/seaview_downs_qip.pdf)

Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community
- partnership arrangements with other groups.

Site context statement (PDF 243KB)

(
https://www.preschools.sa.gov.au/sites/g/files/net4016/f/seaview_downs_preschool_context_statement.pdf
f)

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/3684_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.

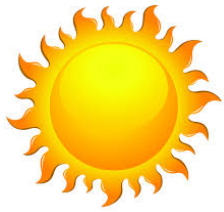
Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

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.



Important notice about Sun Safety

Please read carefully!

Our sun policy is in effect in Terms 1, 3 and 4, and in Term 2 when the UV rating is above 3 (in accordance with Cancer Council recommendations).

Hats

Our policy requires that children wear a sunsmart hat for outdoor play. Broad-brimmed and legionnaire style hats are necessary for proper protection.

Please ensure your child has a clearly named hat at Kindy every day.

Note: Caps are not appropriate as they do not provide adequate protection from the sun.

Hats with under-chin cords need to have the cord removed as they can pose a hazard if the cord gets caught on climbing equipment.

Sunscreen

Parents are responsible for ensuring that sunscreen is applied to children each morning before kindy. If you forget, there is sunscreen available at the Kindy.

The Kindergarten will supply sunscreen for reapplication during the day. Staff will support the children to learn to apply their own sunscreen (under supervision).

Please advise us if your child requires their own specific sunscreen due to allergy or skin conditions. In this case you can provide a clearly named sunscreen for your child's sole use at Kindy.

Clothing

Sleeveless dresses and tops are not suitable to be worn at Kindergarten. Please no singlet tops or shoe string tops.

Children who are inadequately protected from the sun may be required to play indoors.

Our 'Hot Weather and Sun Protection Policy' is in the Policies and Procedures folder in the foyer.

Medication

Should your child be taking any form of medication, please inform the staff as occasionally children experience side effects which may cause drowsiness or other symptoms.

Staff are not authorised to administer medication without a doctor's written advice. Where possible, medications should be given by parents before and after kindy. If your child needs to take prescription medication while attending Kindergarten, please see staff for a form to be completed by your child's doctor.

Injuries

Only minor injuries and illness i.e. those that respond to TLC, Band-Aid or minor first aid are treated by the staff. All others injuries are referred to you, and/or Medical Officers. In case of serious injury or illness, an ambulance will be called.



Healthy Food Supply and Nutrition Policy

To be reviewed by: 2018

Rationale

This preschool promotes safe, healthy eating habits in line with the **Right Bite** Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools and relates to the DECS wellbeing strategy.

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

- staff at this preschool model and encourage healthy eating behaviours
- food and drink are consumed in a safe, supportive environment for all children
- parents and caregivers are encouraged to supply healthy foods that fit within the **Right Bite** strategy for their children at preschool.

This food policy has been established after consultation with staff and parents within the preschool community.

Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the Dietary Guidelines for Children and Adolescents in Australia, and the Australian Guide to Healthy Eating
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- integrates nutrition across the Early Years Learning Framework where possible, relating to Outcome 3: Children have a strong sense of wellbeing.

The Learning environment

Children at our preschool:

- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:

- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site

Food supply

Our preschool:

- encourages healthy **food and drink choices** for children in line with the Right Bite strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive

- ensures a healthy food supply for preschool **activities and events** in line with the Right Bite strategy
- displays **nutrition information** and promotional materials about healthy eating
- has the following guidelines for families for **food brought from home** or provided by staff within preschool time

Fruit Time:

Parents and carers are encouraged to supply fresh fruit and vegetables at fruit time to:

- o provide children with important minerals and vitamins
- o encourage a taste for healthy foods
- o support children with severe allergies

Food and drinks provided to children:

- o parents and carers are encouraged to provide healthy food and drink choices in line with the **Right Bite** strategy
- o staff will ensure that food provided to children by the preschool is in line with the **Right Bite** strategy.

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff
- supports children in not sharing foods brought to the site from home

Allergies:

We may have children attending our centre who have been diagnosed with a severe allergy to nuts and eggs. Exposure to nuts, eggs or products containing these foods may cause an anaphylactic reaction for these children. An anaphylactic reaction can be so severe it can cause serious illness within minutes of ingestion or contact.

For 2018, Seaview Downs Kindergarten is a NUT FREE site

In order to ensure a safe environment for all children we ask that you adhere strictly to the snack policy which states children shall bring **a piece of fruit or vegetable only for snack times**.

* Please do not send any nuts or products containing nuts to Kindergarten.

Food-related health support planning

Our preschool:

- support families and children with health support plans that are related to food issues

Working with families, health services & industry

Our preschool:

- invites parents and caregivers to be involved in the review of our whole-of-site food and nutrition policy



- provides information to families and caregivers about the Right Bite Strategy through a variety of ways
- promotes the alignment of fundraising with the Right Bite strategy.



Seaview Downs Kindergarten

RIGHT BITE HEALTHY FOOD GUIDELINES 2017

Healthy, nutritious foods support children's brain function, learning and energy levels.

Fruit-Time Guidelines

We have a **'fresh fruit and vegetable only'** policy for our morning snack times. Whole fruit or vegetables are preferred.

*** The fruit/vegetable snack (clearly named) is placed on a tray at the front entrance.**

We appreciate your adherence to this policy as it helps us to ensure a safe environment for children with severe allergies and also supports our health education program.

Lunch Guidelines

- ❖ Children staying all day will need a healthy packed lunch e.g. a wholegrain bread sandwich or wrap with meat/cheese/salad fillings or a salad including these foods.
- ❖ **Upon arrival at Kindergarten, lunches are to be placed in the container provided at the entrance.**
- ❖ We recommend you use an insulated lunch bag and place a freezer block in it to keep your child's lunch cool.
- ❖ Food items requiring refrigeration are not appropriate to send to Kindergarten
- ❖ Food items requiring heating are not appropriate to send to Kindergarten
- ❖ Many children will need more than just a sandwich. Additional nutritious options include: an extra sandwich, cheese, carrot or celery sticks, cucumber or capsicum slices, additional fruit.

Please **avoid** providing the following foods:

- ❖ Highly processed foods
- ❖ Foods high in sugar, salt and additives e.g. chips, chocolate
- ❖ Foods your child is not yet able to manage independently
- ❖ Foods which your child can not easily manage without spillage or mess
- ❖ Foods which are packaged in non-recyclable wrappers

Please **do not send**:

- ❖ Foods which contain **nuts or nut products** e.g. peanut butter or 'Nutella'

Please provide foods and lunch boxes that children can manage independently. Can your child open his/her lunch box or manage any wrappings? Practising these skills at home will support children's growing confidence in their abilities.

Our curriculum includes exploration about sustainable practices, including learning about reducing waste. We urge you to support this important program by avoiding providing food in non-recyclable packaging.

Involving your child in the selection and preparation of their food can be a great strategy to increase their willingness to eat the provided options. Growing your own produce is even better!



Drinks

- ❖ Children drink water only while at Kindergarten.
- ❖ Please send a named water bottle and ensure your child puts it in an esky on the back verandah. We ask you not to send juice or cordial in your child's drink bottle.
- ❖ Purified water is always available to refill children's water bottles.

For more information, go to the Right Bite website: www.decd.sa.gov/rightbite
Thank you for your support in adhering to these guidelines ☺

HEALTH

Precautions against the spreading of colds, viral infection and contagious diseases are necessary at kindergarten. Parents should keep a child at home who has a raised temperature or is showing any signs of being unwell. Children who have had vomiting or diarrhoea should be kept at home for 24 hours after the last episode. Children with thick or coloured nasal discharge should also be kept at home. Resting at home aids your child's recovery, as well as preventing the spread of infection.

Should your child become unwell at kindergarten, you will be contacted to arrange for your child to be collected.

Infectious conditions

Please notify the staff immediately should your child contract an infectious condition. Information about a range of common childhood illnesses and exclusion guidelines is available at the Kindergarten. Please contact staff if you have any questions.

Dental Health Service

Kindergarten children are eligible to attend government dental clinics. The closest clinic is situated at the GP Plus centre at Marion. If you wish to access the dental service, please contact the clinic on 7425 8400 for information and appointments.

Child and Youth Health Preschool Checks

Health checks for children may be available at the Kindergarten through the local Child and Youth Health nurse. The kindergarten staff will inform you of any available dates. Alternatively, parents can make an appointment (ask for half an hour) directly with the Child and Youth Health Clinic at Marion by phoning 1300 733 606. These free health checks are highly recommended and are available to children from approximately 4 years of age.

PARENT PARTICIPATION

Parent involvement is not only encouraged, it is VITAL for the kindergarten to operate effectively. There are many ways in which you can be involved, including;

- Sharing your skills with educators and children - music, craft, storytelling, gardening, science, cooking etc.
- Volunteering to help on excursions or other special events
- Helping with Working Bees
- Saving useful junk / recyclable materials for the children to use
- Supporting fund-raising events and activities
- Joining the Governing Council (parent committee)
- Gardening and helping to maintain the outdoor learning environment
- Helping to clean up at the end of the day
- Taking home the Kindergarten washing
- Offering to do any mending / sewing jobs that are needed
- Administrative tasks such as typing, photocopying etc.

We have an open door policy at the kindergarten and welcome parent participation during session times.

The Kindergarten Governing Council

Joining the Governing Council is an ideal way to become involved in your child's Preschool experience. A committee of parents is elected at the Annual General meeting in February. The Governing Council is the body with responsibility for maintaining the kindergarten and managing its finances.

The Council's responsibilities include:

- Planning and authorising the use of kindergarten funds
- Arranging fundraising activities
- Supporting the development and maintenance of the kindergarten
- Maintaining the buildings, grounds and equipment in a safe, secure condition
- Communicating with members of the kindergarten through the staff, meetings, informal functions, newsletters, notices etc.
- Promoting interest in the kindergarten throughout the local community
- Working with staff to develop a Quality Improvement Plan

All parents are eligible for election as a Governing Council member and all parents are invited to attend meetings (usually 2 meetings per term). Minutes of Governing Council meetings are available for interested parents.

WE HIGHLY VALUE A COLLABORATIVE PARTNERSHIP BETWEEN STAFF AND PARENTS

Emergency Procedures

Emergency evacuation procedures are explained and practised with the children each term. Please familiarise yourself with emergency procedures by reading the emergency plans displayed within the Kindergarten building. If you happen to be in attendance at the Kindergarten during an emergency invacuation/evacuation drill, please follow the emergency protocols along with the staff and children.

CURRICULUM

Curriculum at Seaview Downs Kindergarten is based on the Early Years Learning Framework (EYLF).

The EYLF describes the principles, practices and outcomes essential to support and enhance young children's learning from birth to five years of age, as well as their transition to school.

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

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will *become*.

Learning through Play and Intentional Teaching

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

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

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

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

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

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

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

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

The educators at Seaview Downs Kindergarten acknowledge the diversity of children's backgrounds, knowledge, skills, values, attitudes and dispositions and value the importance of parents and families as central to each child's learning. Children's potential to be active, curious, imaginative, creative and responsible learners with expanding capability for language and communication is fostered by a responsive curriculum, resulting in new understandings, further questioning, reflection and discovery.

Information about the Kindergarten program (curriculum) and the children's engagement in it is provided in many ways:

- General program information along with the current program is displayed within the centre. Parents are encouraged to look at this display regularly to see what learning activities are being provided.
- Information about our program is provided in regular newsletters.
- Children's work is displayed within the Kindergarten. Children feel proud to see their work displayed and to have their efforts noticed by others.
- Photographs of the program in practice are often displayed within the centre.
- Informal chats with staff regarding your child's engagement in the program may occur when you arrive or at the end of the day. Formal parent-teacher conversations will be offered.
- Parent involvement in the program is encouraged and staff are available to discuss the Kindergarten program with you. If you have any comments or suggestions, please have a chat with the staff.

Please take the time to look at displays of children's work and photos. Your children will be encouraged by your interest in the Kindergarten program.

Child Protection Curriculum

The Keeping Safe: Child Protection Curriculum will be implemented at this Preschool. A letter outlining the program will be provided prior to commencement and information will be provided as the curriculum is delivered throughout the year.

Communication

Open communication between parents and staff is important. We strongly encourage parents to discuss any issues, concerns or questions with the staff. Please be aware that the children are our first priority during session time, so it may sometimes be necessary to make an appointment to see staff after a session, when we can have uninterrupted time to chat with you.

Each child has a communication pocket. Please check your pocket every day when you bring and collect your child for first aid notes, fee invoices, receipts etc.

Staff keep parents up-to-date with what is happening at the Kindergarten in a variety of ways such as newsletters/notes, informal chats, parent meetings, photo displays and notice boards. Information about our program is provided in newsletters and is on display in the Kindergarten foyer. Please check the notice board, program board and wall displays regularly to ensure that you are informed about what is happening at the Kindergarten.

If your family circumstances mean that your child shares their time between 2 homes or has more than one main carer, you may require duplicates of newsletters, notes, reports etc. If this situation applies to your family, please advise the Director so that appropriate communication with both parents can be supported.



<h2>Behaviour Code</h2>



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

As a staff team we believe:

- All children have the right to feel secure and to learn and develop in a psychological and physically safe, environment
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- That family consultation is valued and their individual perspectives respected
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set
- No child should be made to feel rejected, insecure, embarrassed or ashamed

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

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non-verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour

- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two way communication with families to ensure that each child's rights are met

We will respond to challenging behaviours by:

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

Bullying:

Bullying may be defined as "repeated verbal, physical or social behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons". Staff will respond to bullying behaviours using the 'respond to challenging behaviours' strategies as listed above.

Attendance is important

Research shows that success in learning is directly proportional to regular attendance and participation in education programs. Preschool programs are wonderful places to begin establishing positive patterns of attendance. We strongly encourage you to make the most of this important learning phase by creating a culture of regular engagement in the Preschool program. This includes developing a consistent routine of arriving on time each morning.

Regular attendance supports your child to experience a sense of belonging and can impact on development of relationships with peers and educators. Please try to arrange appointments/outings outside preschool hours, at weekends or during school holidays. If there are any issues that are making regular attendance for your child difficult, please let us know so that we can help.

Absences

If your child is unwell or has an illness which may be infectious please keep them at home and advise the Kindergarten staff. If your child is unavoidably absent for any reason please let us know.

ASSESSMENT AND REPORTING

The five learning outcomes of the Early Years Learning Framework (EYLF), along with the DECD Indicators of Numeracy and Literacy, provide educators with key reference points against which children's learning is identified, documented and communicated to children, their families and schools.

During the enrolment process, educators learn about children's current knowledge, abilities and interests. Educators further their understanding of the unique needs of individual children through observations and analysis of their engagement within the kindergarten program. Staff observations and learning stories along with photographs and samples of your child's work are collected in a Learning Folder to provide a record of your child's learning journey.

A Statement of Learning is written during your child's final term at Kindergarten. The statement includes a summary of your child's learning against the five outcomes of the EYLF and a summary of the child's progress in numeracy and literacy. A copy of this report is provided to families and schools.

Parent-teacher conversations will be offered during the year to discuss your child's progress and engagement within the Kindergarten program. Further meetings may be initiated by either parents or staff if wanted. If you have any concerns or questions about your child's development or engagement within the Preschool program, please have a chat with one of our educators. If needed, we can negotiate a suitable time to meet for a longer discussion.

Please don't hesitate to ask a staff member if you have any questions about your child's participation and learning or any general questions about the program or the Kindergarten's operations. Your constructive feedback and suggestions are always welcome.

Allergy Policy

Exposure to particular foods or substances can cause an anaphylactic reaction for some children. **An anaphylactic reaction is so severe it can cause serious illness or even death within minutes of contact** (including contact with the skin surface).

We may have children with severe allergic reactions attending our Preschool in 2018. Please take particular note of the food and allergy information which will be provided to you prior to your child's commencement at preschool. This will outline any food exclusions that may be put into place to support the safety of children.

In order to ensure a safe environment for all children we request that you adhere strictly to the snack policy which states children shall bring **a piece of fruit or vegetable only for morning snack time.**

Your support in this matter is greatly appreciated.

BRINGING YOUR CHILD

Staff are very aware that adjustment and separation in the first weeks of children's kindergarten experience can be challenging for some children and parents. We aim to respond to individual needs of children and their families in a sensitive and supportive manner. If you feel that your child may experience difficulty with separation, please discuss this with the staff so we can put in place appropriate strategies and support to assist both you and your child to experience a positive start to Preschool.

Assisting children to learn to **manage preschool routines independently** will support their confidence in their ability to participate successfully when parents are not here. Upon arrival, children need to find their name and place it under their photo; put their named fruit on the tray and lunch box in the lunch container; put their bag in a locker; greet the staff and select their first activity for the day. Please support your child to learn how to be independent when using our toilet and hand-washing facilities, to manage their own clothing and to be responsible for their own belongings.

Parents are welcome to stay at the start of the session to participate in an activity with their child as they settle in. This may alleviate separation anxiety and assist with familiarisation to the kindergarten setting. If your child is experiencing separation anxiety and you need to leave, please seek the support of a staff member, as we have a range of strategies for supporting children and parents in this situation.

PROCEDURES

Arrivals and departures

Upon arrival at Kindergarten please:

- Ensure that children are brought inside the building and a staff member is informed of their arrival. (If you arrive early you are asked to stay with your child until the start time of the session, as the staff will be busy preparing the learning environment).
- Sign-in on the sign-in sheet in the foyer.
- When children are to be collected by someone other than usual, it is essential that staff are notified of the alternate arrangements. Please write the collection arrangements in the collection diary (on the foyer bench next to the sign-in folder) and also verbally notify a staff member. To ensure children's safety, staff may, on occasions, ask for photo ID for people with whom they are not familiar.

Departure considerations:

- Please collect your child punctually at the end of a session. Should an emergency arise and you are unavoidably delayed, where possible

please phone the kindergarten so that staff can reassure your child. A late collection can be stressful and upsetting for the child.

- A staff member must be informed if you collect your child early. For safety reasons, no child shall be taken from the centre without notifying a teacher of their departure.
- Please sign-out in the attendance sheet in the foyer.

Much behind-the-scenes work goes into the provision of a quality Kindergarten program. The time before and after sessions is very important for the staff. Your punctuality will be appreciated. Fees may be levied for late collections.

Parking

DO NOT PARK IN THE DRIVEWAY. Children enter and exit the Kindergarten via the drive way, therefore it is not safe to drive into or park in the drive way at any time while children are present at the site. Please help to keep our children safe.

STATEMENT OF PHILOSOPHY



Children

We believe:

Children are capable, competent and resourceful learners.

Play provides opportunities for children to learn as they practise, discover, create, hypothesise, improvise and imagine.

Children learn best when engaged in personally meaningful experiences which provide stimulation and challenge.

Wellbeing and learning outcomes are influenced by the quality of the relationships that educators build with children.

Learning is influenced by the quality of the interactive role of the educators.

Therefore we:

Develop strong, nurturing relationships with every child and support each child to experience a sense of belonging.

Implement a play-based, child-centred program based upon the principles, practices and outcomes outlined in the Early Years Learning Framework.

Strive to empower children by including their voices regarding a range of aspects of the learning program.

Provide an emotionally supportive program where educators seek to identify and foster children's personal interests and intrinsic motivations.

Create a learning environment that nurtures curiosity, appropriate risk-taking, collaboration, imaginative play, critical thinking and a positive sense of self.

Develop and implement positive behaviour guidance strategies that facilitate self-esteem, emotional self-regulation, responsible decision making and social skill development.

Families and Community

We believe:

Parents are primary educators and each child is best understood within the context of their family and cultural background.

Family involvement in a child's education contributes to a high quality preschool program.

Ongoing consultation and evaluation of our services is essential to create a preschool that is responsive to the changing needs of our community.

Diversity within our centre and the wider community should be valued and celebrated.

Aboriginal people are the original custodians of Australia and we respect their history and ongoing connection to their land and culture.

Therefore we:

Are committed to open and constructive communication with families.

Support parents to participate in consultation and decision-making processes through the Governing Council and other avenues such as surveys and personal discussions.

Encourage families to engage in meaningful participation within the program and provide avenues for feedback.

Encourage families to share information about their child's changing needs, interests and recent experiences, particularly those that may impact on wellbeing and engagement in the program.

Establish and maintain ongoing relationships with local schools and other community organisations.

Staff

We believe:

Each staff member brings valuable personal and professional qualities, knowledge, strengths and experience to the staff team.

Open communication, ongoing reflective practices and collaborative decision making processes support the development of a cohesive, productive staff team.

Ongoing professional development is important to ensure that the preschool is able to continually improve its services and programs in line with current best practice and contemporary early childhood research and theory.

Therefore we:

Provide opportunities for staff to share in decision making and to obtain feedback about their performance.

Provide regular opportunities for personal and team reflection.

Create a supportive working environment where staff feel valued and are encouraged to celebrate successes.

Encourage and support ongoing professional learning for staff.