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Home

Find out more about our goals and our focus in our philosophy statement (PDF 117KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hackham_east_philosophy.pdf).

Governing council

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. Talk to our Director to find out what a governing council does and register your interest.

Acknowledgement of Country

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

Contact us

Preschool director: Miss Monique Hocking

Phone: (08) 8382 6551

Fax: (08) 8326 8265

Email: dl.3636.leaders@schools.sa.edu.au

Street address: Arnold Drive Hackham SA 5163

Postal address: Arnold Drive Hackham SA 5163

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. We currently run on a 2 week cycle where children attend the following days

Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
-	8:45am to 2:45pm	8:45am to 2:45pm	8:45am to 2:45pm	–

Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
–	8:45am to 2:45pm	8:45am to 2:45pm	-	–

Fees

The parent contribution is $80 per term. See our enrolment and fees (https://www.preschools.sa.gov.au/hackham-east-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
- a piece of fruit or vegetable
- healthy packed lunch

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

Please use an insulated container and an ice brick or frozen water bottle to keep lunches cool. Place lunch boxes in the lunch trolley when you arrive.

What not to bring

Children should not bring these things:

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

Currently we have no children with nut or egg allergies so we don't exclude these foods.

Additional information

Kindergarten photos

Each year a photographer visits the kindergarten to take individual and group photos. Photo packages will be available to purchase and extra photos may be re-ordered for family and friends.

Health and support services

Dental, health and support services are available locally and we provide support services on site. Please speak to us about additional services.

Please let us know if your child is unwell and can't attend kindergarten.

Please read our drop-off and pick-up procedure (PDF 56KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hackham_east_drop_off_and_pick_up.pdf).

Playgroup

We currently do not run a playgroup at Hackham East Kindergarten. There are playgroups available at Hackham Family Centre which are operated by Junction Australia (https://junctionaustralia.org.au/community-services/community-centres).

OHSC

OHSC is available at Hackham East Primary School (http://www.hackhame.sa.edu.au/oshc.htm) and staff will escort children between the primary school and kindergarten. There are also school holiday programs available.

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/hackham-east-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

Orientation visits are available during term 4 (http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates). These will be a chance for your child to meet the staff and other children. Details will be provided during the enrolment process.

Fees

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

The parent contribution is $320 per year. You can choose to pay the total amount at the beginning of the year or to pay instalments of $80 each term (https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates).

When to pay

We will invoice you by week 3 of each term via pockets and email.

Payments are due by the end of week 5 of each term (https://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

You can pay by cash. Please put the payment in a sealed envelope with your child's name on the front and place the envelope in our wooden payments box located on the wall outside the office.

EFT information

You can pay by direct deposit.

BSB: 105136

Account number: 510442440

Please put your child's name in the notes as the reference.

Immunisations

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

Reports and plans

National Quality Standard rating

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

Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Hackham East Kindergarten

Rating issued: October 2017

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 204KB)
(https://www.preschools.sa.gov.au/sites/default/files/hackham_east_qip.pdf.pdf?v=1600065059)

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 68KB)
(

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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/3636_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-uken/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.

Communication

Open communication between parents and educators is important. We strongly encourage parents to discuss any issues, concerns or questions with the educators. 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 educators after a session when we have uninterrupted time to chat with you.

Each child has a communication pocket. Please check your pocket regularly for newsletters, notes, fee invoices, receipts etc. Parents are welcome to use the pockets e.g. for distribution of birthday party invitations.

Educators keep families up-to-date with what is happening at the Kindergarten in a variety of ways such as newsletters/notes, informal chats, parent-teacher meetings, floor book, photo displays and notice boards. Information about our program is provided within newsletters and is on display within the Kindergarten. Please check available information and displays regularly to stay informed about what is happening at the Preschool.

If your family circumstances are such 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 parent can be supported.

Family feedback and suggestions

Feedback from families is invited and is very important to us. You may provide feedback and suggestions about any aspect of the Kindergarten service by:

- Having a chat with an educator
- Completing a 'Family feedback form' (located near the sign-in folder)
- Writing your comments on the Floor Book
- Joining the Governing Council
- Sharing your comments/suggestions about our Quality Improvement Plan (QIP)
- Completing the annual DECD Parent Opinion Survey later in the year

Absences

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

Updating information

It is essential for educators to have access to current information about your child. Please inform educators promptly if any information provided at enrolment changes, particularly your address or contact numbers, emergency contact details, changes to your child's health or change in a decision about which child your school will attend. All changes to information is required in writing so your child's enrolment record can be updated. Please see an educator for an 'Enrolment Update' or 'Emergency Contact Update' form.

ASSESSMENT AND REPORTING

The five learning outcomes of the Early Years Learning Framework (EYLF), along with the new Literacy and Numeracy Indicator charts, provide educators with key reference points against which children's learning progress is identified, documented and communicated to children, 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 and characteristics of individual children through observations and analysis of their engagement within the kindergarten program. Educators' observations along with photographs and samples of your child's work are collected and analysed to provide a record of your child's learning journey at Kindergarten.

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 as well as a summary of the child's learning and development in Numeracy and Literacy. A copy of this report is provided to families and schools.

We provide opportunities for parent/teacher meetings during the year to develop individual learning goals and discuss your child's progress and engagement within the Kindergarten program. Further meetings may be initiated by parents or educators if desired.

Please don't hesitate to ask an educator if you have any questions or concerns 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.

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 supports the development of relationships with peers and educators. Where possible, please try to arrange appointments/outings outside scheduled preschool hours. If there are any issues that are making regular attendance for your child difficult, please let us know so that we can provide support and assistance.

Behaviour Code

Endorsed by the Governing Council: May 2017

To be reviewed by: May 2019

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

As a educators team and community 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
- That family consultation is valued and their individual perspectives respected
- Effective communication and learning occurs when families and educators work together to agree upon 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
- 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

Educators 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 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 and acknowledging and modelling respectful behaviour
- 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.
- 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 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
- Providing quiet withdrawal spaces for children needing time to self regulate

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". Educators will respond to bullying behaviours using the 'respond to challenging behaviours' strategies as listed above.

BRINGING YOUR CHILD

Educators are very aware that **adjustment and separation**, especially in the first weeks of kindergarten, can be quite 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 educators 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 kindy routines independently** will support their confidence in their ability to participate successfully when parents are not present.

Upon arrival, children learn to:

- put their lunch and water bottle in the trolleys
- put their bag in a locker; find their name tag and put it under their photo
- greet the educators 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 an educator as we have a range of strategies for supporting children and parents in this situation.

Child Protection

Children's welfare and safety is the highest priority for Kindergarten staff. All educators are required to undertake training in Responding to Abuse and Neglect (RAN) which is updated every 3 years. All educators are 'mandated notifiers' which means that we are bound by law to notify the Child Abuse Report Line if we have concerns any child who we have reason to believe may be at risk of abuse or neglect.

Our Child Protection Curriculum supports children to learn knowledge and strategies to keep themselves safe. Please read the Child Protection Curriculum note provided in the enrolment package and see the Child Protection section of our fortnightly program to see which aspects of the program we are currently focussing on.

If you would like to know more about child protection, please have a chat with an educator or look up the Department for Education website
https://www.education.sa.gov.au/child-protection

CURRICULUM

Curriculum at Hackham East Kindergarten is based on the Early Years Learning Framework (EYLF).

The EYLF describes the principles, practice 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.

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.

Using this Framework educators guide children's play by designing learning experiences and providing stimulating indoor and outdoor learning environments.

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 outcomes 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 Hackham East 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.
- Our Floor Book contains photographs and comments about children's engagement and learning (please feel free to add your comments to the book).
- 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.
- Formal and informal chats with educators regarding your child's engagement within the program are available throughout your child's time at Kindergarten.
- Parent involvement in the program is encouraged and educators are available to discuss the Kindergarten program with you. If you have any comments or suggestions, please have a chat with the educators.

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.

The planned program and everything we do is underpinned by our **Statement of Philosophy**. The statement is reviewed regularly in consultation with educators and families. A copy is on display in the Kindy and is provided in your enrolment package.

Child protection Curriculum

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

Arrivals and departures

Upon arrival at Kindergarten please:

- Ensure that children are brought inside and an educator informed of their arrival. (If you arrive early you are obliged to stay with your child until the start time of the session as the educators are busy preparing the learning environment).
- Sign-in on the sign-in sheet on the lockers.
- When children are to be collected by someone other than usual, it is essential that educators are notified of these alternate arrangements.
- Please write any collection arrangements in the collection diary (on the foyer bench next to the sign-in folder) and also verbally notify an educator. Parents must provide written authorisation for all people who collect their child. This can be done by naming the person as an emergency contact person on the enrolment form or completing and emergency contact update form.

Departure considerations:

- Please collect your child punctually at the end of a session. Late collection can be very stressful and upsetting for children. Should you be unavoidably delayed, please phone the kindergarten so educators can reassure your child.
- Inform an educator if you collect your child early. For safety reasons, no child shall be taken from the centre without notifying an educator of their departure.
- Please sign-out in the attendance folder.

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 educators. Your punctuality will be appreciated.

Emergency Procedures

Emergency evacuation procedures are explained and practiced 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 educators and children.

DECD Student Support Services

Children who need extra help are often referred to the Student Support Services team. The team includes social workers, behaviour support coaches, psychologists, special educators and speech pathologists.
If your preschool educators feel that your child or the Kindy group as a whole is experiencing difficulty, they may engage with the Student Support Services team regarding these challenges. An educator will discuss this with you and obtain your consent before a formal request for support is made for your child. Please don't hesitate to contact the Director to discuss any issues, questions or concerns regarding your child's development, behaviour or well-being.
For more information please see the Director or visit www.decd.sa.gov.au

FAMILY PARTICIPATION

Family involvement is strongly encouraged. There are many ways in which you can be involved, including:

- Sharing your skills with educators and children - music, craft, storytelling, gardening, science, language, culture, cooking etc.
- Volunteering to help on excursions or other special events
- Attending Working Bees
- Saving useful junk / recycled 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 tidy and clean up at the end of session
- Taking home the Kindergarten washing
- Assisting with minor maintenance or mending jobs
- Administrative tasks such as typing, photocopying etc.

We have an open door policy at the kindergarten and welcome family 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.

The Governing Council's responsibilities and activities include:
- Planning and authorising the use of kindergarten funds
- Planning and organising fundraising activities
- Maintaining the buildings, grounds and equipment in a safe, secure condition
- Communicating with members of the kindergarten
- Promoting interest in the kindergarten throughout the local community
- Working with educators 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 (approximately 2 meetings per term). Minutes of Governing Council meetings are available for families.

General information

Family feedback and suggestions

- Feedback from families is invited and is very important to us. You may provide feedback and suggestions about any aspect of the Kindergarten service by:
- Having a chat with an educator
- Completing a 'Family feedback form' (located near the sign-in folder)
- Writing your comments on the Floor Book
- Joining the Governing Council
- Sharing your comments/suggestions about our Quality Improvement Plan (QIP)
- Completing the annual DECD Parent Opinion Survey later in the year

Absences

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

Updating information

It is essential for educators to have access to current information about your child. Please inform educators promptly if any information provided at enrolment changes, particularly your address or contact numbers, emergency contact details, changes to your child's health or change in a decision about which child your school will attend. All changes to information is required in writing so your child's enrolment record can be updated. Please see an educator for an 'Enrolment Update' or 'Emergency Contact Update' form.

Money Matters

Education provides funding to the Kindergarten to pay for salaries and some general operating costs. The Kindergarten must raise extra funds to pay for materials and equipment for the children and to cover basic costs such as electricity and the daily cleaner. This money is raised through a combination of parent contributions and fundraising activities. Your prompt payment of termly contributions and support of fund-raising activities is greatly appreciated.

All money paid to the Kindergarten should be placed in a sealed envelope and clearly labelled with your child's name, amount of payment and purpose of payment. Please place notices and envelopes containing money in the wooden box on the wall next to the office. A receipt will be placed in your communication pocket.

** Correct money is required as change is not available on site.

Bringing toys and items from home

Please discourage your child from bringing toys from home. Children can experience great distress when toys are lost or broken or when conflict arises due to other children wanting to play with the item. We do understand that your child may sometimes wish to show their special things to the educators or friends. In this case we suggest that you take the special item home with you after your child has had the opportunity to share. If there is a special reason to bring an item (e.g. your child requires a special comfort toy in times of anxiety) we shall make every effort to care for your child's possession however educators are not responsible for damage or loss.

Policies and procedures

Centre policies are developed and endorsed by the Governing Council to ensure our kindergarten runs effectively and consistently using current, best practice guidelines. The following site specific policies and procedures are available in the 'Policies and Procedures' folder which is located in the foyer:

- Behaviour Code
- Healthy Food Supply and Nutrition Policy
- Hot Weather and Skin Protection policy
- Parent Concerns and Complaints Procedure

All parents are encouraged to familiarise themselves with the policies prior to their child commencing the service.

The Kindergarten follows the policies, procedures and guidelines of the Department for Education. Parents are encouraged to access the links to this information on the following website:
https://www.education.sa.gov.au/department/policies/departmental-policies

Copies of site specific and Education policies, guidelines and procedures are available at the Kindy upon request

DECD Student Support Services

Children who need extra help are often referred to the Student Support Services team. The team includes social workers, behaviour support coaches, psychologists, special educators and speech pathologists.
If your preschool educators feel that your child or the Kindy group as a whole is experiencing difficulty, they may engage with the Student Support Services team regarding these challenges. An educator will discuss this with you and obtain your consent before a formal request for support is made for your child. Please don't hesitate to contact the Director to discuss any issues, questions or concerns regarding your child's development, behaviour or well-being.
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FAMILY PARTICIPATION

Family involvement is strongly encouraged. There are many ways in which you can be involved, including:

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- Volunteering to help on excursions or other special events
- Attending Working Bees
- Saving useful junk / recycled 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 tidy and clean up at the end of session
- Taking home the Kindergarten washing
- Assisting with minor maintenance or mending jobs
- Administrative tasks such as typing, photocopying etc.

We have an open door policy at the kindergarten and welcome family 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.

The Governing Council's responsibilities and activities include:
- Planning and authorising the use of kindergarten funds
- Planning and organising fundraising activities
- Maintaining the buildings, grounds and equipment in a safe, secure condition
- Communicating with members of the kindergarten
- Promoting interest in the kindergarten throughout the local community
- Working with educators 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 (approximately 2 meetings per term). Minutes of Governing Council meetings are available for families.

HEALTH

Precautions against the spreading of colds, viral infection and contagious diseases are necessary at kindergarten. Parents should keep a child at home who is running a temperature or showing any signs of being unwell. Children who have had vomiting or diarrhoea should be kept at home for at least 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 educators 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 see educators if you have any questions.

Medication

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

Educators are not authorised to administer medication without a doctor's written advice. Where possible, medications should be given by parents before and after session. If it is necessary for your child to take prescription medication while attending Kindergarten, please see educators 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 educators. All others injuries are referred to you, and/or medical officers. In case of serious injury or illness, an ambulance will be called.

Our Philosophy

Children are our future.

We believe that in working together we are building a future based on fairness, kindness, compassion, understanding, thoughtfulness, energy, enthusiasm and passion.

Together we support our children in learning to care for themselves, each other, peoples of the world, and all life on our planet by being adventurous, flexible, innovative thinkers, inquisitive and able to embrace change, excited about their lives and ready to make a difference.

We nurture children in building their resilience and drive, never giving up on the important issues and being active world citizens seeking equality, equity and freedom from oppression. Together the children are working towards a better future for the planet and all its people.

The future is in our children's capable hands.

Sun safety

Our sun policy is in effect during terms 1, 3 and 4 and at other times when the UV rating is above 3. The policy requires that children wear a suitable hat for outdoor play. Broad brimmed or legionnaire style hats are necessary for proper protection. Please put sun screen on your child before the Kindergarten session each day during terms 1, 3 and 4. Sunscreen will be applied at the centre as required according to the sites Hot Weather and Skin Protection Policy. Clothing needs to protect children's skin during outdoor play. Shoulders must be covered. Please read our Hot Weather and Skin Protection Policy (located in the Policies and Procedures folder) for further details.