



Dunbar Terrace Kindergarten

Parent Information Handbook



Welcome to our Kindergarten Community!

Our Centre is a Department for Education operated site. The Centre has been an active and integral part of the Glenelg environs since 1953. As we continue your child's learning journey together, we celebrate the knowledge, interests, and capabilities that your child brings with them and acknowledge our shared responsibility with parents, to support the development of their capacity and confidence to engage in lifelong learning.

We acknowledge that our kindergarten sits on the traditional lands for Kurna people and that we respect their spiritual relationship with their country.

We also acknowledge the Kurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kurna people today.

Our Statement of Philosophy

We take particular care in how we prepare the environment, thoughtful in our reflection and our observation of how children engage with and in the environment. We feel this sets the scene for children to be curious, wanting to explore and discover. Our reflective practise allows for us to be critical in what we see and together through discussion, observation and evidence of children's work and engagement we plan for the curriculum. We endeavour to provide a learning space in which deep level learning is fostered, children's exploratory drive is heightened, and educators work closely with children to support and extend their learning. After much thinking and observation, we came to the realisation that the provided environment promotes and respects children's sense of agency. We encourage children to be independent decision makers, using their interests or the interests of others to develop their thinking and their play.

We believe transition points need to be fluid and respectful of children's engagement with practices that allow time for children to complete their work or enable them to prepare for a return to their focus at a future point. Our timetable allows for a long block of uninterrupted play. Our educators have time and opportunity to observe, react, scaffold, and analyse learning for current and future learning. We believe strongly in the social aspect of play as the precursor for children to form connections and friendships and to engage independently and lead their own learning. This occurs when children have opportunities for socio-dramatic play and through this medium which is highly valued in the service children's oral language and vocabulary develop, their imagination becomes limitless, social cues are practised and learnt and children's wellbeing is enhanced.

We firstly acknowledge children's prior experiences through children themselves, from their learning story written by their parent and through formal and informal conversation with their family. The children are supported in a reflective process of learning, unpacking their thinking and in helping children analyse what they have discovered. We look at processes for learning including productive struggle and the acceptance of failure. We value the importance of children's learning dispositions and understand the correlation to learning and continue to embrace a change in the language we use with children, as an example, "You used to think, now you think?" Children's wellbeing is fundamental as children are supported to play and learn with educators who are "present", promote self-awareness, practise mindfulness, and support self-regulation.

As a staff team we have an ongoing commitment to engage in professional development to challenge our assumptions about learning and teaching and critically reflect on our practise. Our current practise respects the importance of allowing time to deeply listen to children's experience, theories or wonderings and co-research their questions which is most often immediate to a child's request to facilitate their further learning. We see children moving through the environment freely and with confidence as they design their own games, using resources with creativity and imagination and seeking peers and educators' collaborative input to move their ideas forward. The children are clearly the decision makers. The flexible and responsive nature of the educator is paramount. Through our current learning we are investigating the concept of children's timelines and how our planning for each child reflects this concept.

We believe in inviting families to share their skills, talents, and passions and in planning events which promote immediate and extended families to be involved and a strong sense of connectedness and community spirit is felt. An inclusive community respectful of diversity and difference allows children to learn more about themselves from the people around them. We believe that families should have every opportunity to engage with their children and openly welcome parents, caregivers, and extended family to spend time with children on arrival. This enables staff to continue to develop close and meaningful relationships with both children and their significant adults. It affords an excellent opportunity for the reciprocal sharing of experience which value adds to our relationships, community connectedness and our curriculum planning.

Centre Staff

Director:	Gayle Mills
Teacher:	Marie Heinrich
Teacher:	Jennifer Ross
Early Childhood Worker:	Vicki Kyriacou
	Brooke McDonald
	Katie Nash

From time to time, additional staff will be resourced through the Department, to accommodate children's individual learning. The Centre is actively engaged in supporting University of SA, Flinders University, and a range of high schools with student placements.

The staff team at Dunbar Terrace Kindergarten are always available to answer any questions or responds to any concerns you may have during the initial orientation process and beyond. Please do not hesitate to approach any team member for assistance.

2023 Kindergarten session times

Children are allocated into one of the following two groups.

Every child in SA is entitled to 600 hours of kindergarten in the year before they start school – we do this over a fortnightly roster which equals to 30hours over the fortnight.

Rainbow Group -	Monday (8:30am-3:00pm)
	Tuesday (8:30am-3:00pm)
	Friday – odd weeks (8:30am-12:30pm)
Maggie Group -	Wednesday (8:30am-3:00pm)
	Thursday (8:30am-3:00pm)
	Friday – even weeks (8:30am-12:30pm)

Please do not leave your child unattended prior to the start of the session. Please make sure you arrive promptly at 8:30. The side gate is locked daily at 9am. **Please note that the kindergarten session finishes at 3pm**, the final group time is an integral part of the day and early dismissals disrupts the learning not only for your child but for the whole group. We do try and start to say goodbye at 2:55, to support school pick up of siblings. Please come and speak to the Director if this will be problematic for your family.

Fees

Our kindergarten relies heavily on fees to cover the costs of consumables, purchase new equipment, and maintain a high-quality learning environment for the children. Fees are set by the Governing Council and are invoiced at the beginning of each term via your child's 'notes pockets'.

Fees per term: \$200

Fees can be paid via online banking. **BSB:** 105 145 **Account Number:** 545 004 040

A receipt will be issued to you. Payment instalment agreements can be made, please speak to the Director.

Special Services

Dunbar Terrace Kindergarten has access to the following services through the Department for Education: Speech Therapist; Psychology; Social Worker and Special Educator. If you think your child may require any of these services, please see the Director.

Each year CAFHS comes to the centre to do 4-year-old health checks, you will be notified of this date so you can make an appointment if you wish to.

Medication

If your child has a medical condition or allergy (including sunscreen), the kindergarten will require a Health Support Agreement to be completed. If your child has Asthma or a severe allergy the kindergarten will need an Action Plan, or a Care Plan signed by your child's doctor. These forms will ensure staff can effectively meet the needs of your child. Please see the Director for the appropriate forms or more information. **PLEASE DO NOT LEAVE MEDICATION IN CHILDREN'S BAGS.**

Please note that these medical/health care plans **MUST** be given to the Director before your child is able to attend Kindergarten to ensure the safety and wellbeing of your child.

Clothing

PLEASE NAME ALL CLOTHING YOUR CHILD BRINGS TO KINDY.

Choose clothes that wash easily and are suitably comfortable for climbing, running, jumping and swinging. Your child will also be using paints, pens and glue. Please ensure clothing covers shoulders in the hotter weather and your child wears suitable shoes, no thongs or crocs as these are inappropriate for climbing. We have a range of clothes with the Dunbar Terrace Kindergarten logo that can be ordered online www.EduThreads.com.au

Absences

Please advise staff of any absences. To enable each child to gain maximum benefit from the kindergarten program, it is essential that children attend regularly. Please keep unwell children at home to prevent the spread of infection. Children must remain at home for **24 hours after** the last episode of any vomiting or diarrhoea.

What should your child bring to kindy?

A named bag

A piece of fresh fruit or vegetable

A named lunchbox (Put ice-bricks in the lunch box to keep food fresh)

A named drink bottle filled with water

A named hat- legionnaire style/bucket hat or broad brimmed – NO CAPS (please refer to the sun safe policy for more information)

A named change of clothes

Collection of children

No child will be released into the care of any persons not known to staff members. If someone different is picking up your child, you must write this information in the diary located on the sign in table. If staff members do not know the person by appearance, the person will need to provide photo ID before the child is released into their care. Should an emergency arise, and you are unable to collect your child, please phone us to let us know who will be collecting your child in your absence.

Please ensure only your child exists the gate with you at the end of the session.

Birthdays

We love to celebrate birthdays and we make sure that the birthday children feel special by everyone singing Happy Birthdays to them and receiving a special handmade birthday card that the kindergarten children make. Please do not send along any items for your child to give out to the other children including birthday cake, chocolates etc.

Ways families can be a part of the DTK community

Participating in events at kindergarten is a great way to connect with your child, staff and other families.

- Please consider joining the Governing Council Committee. The committee is elected at the AGM and meets twice a term.
- We hold special events through out the year where families are invited to come and share special moments with their children (kindy in the dark; obstacle-a-thon).
- We invite family members to come and share their skills and talents with the children, this could include cooking, dancing, gardening/landscaping, playing an instrument.
- Meet for a coffee at the café with other families after 'drop off'.

The Governing Council

The Dunbar Terrace Kindergarten is a wonderful way for parents to become involved in the kindergarten community by strengthening the partnership between families and staff. The Governing Council aims to provide a supportive network of interested parents who can support the running of the kindergarten.

All parents and carers of children at Dunbar Terrace Kindergarten are invited to join the Governing Council. At the Annual General Meeting in Term 1 the council elects a committee. You do not need prior experience of being on a committee to join. As a member of the Dunbar Terrace Community your opinions and ideas are highly valued – all we ask is that you

bring a positive and enthusiastic attitude towards strengthening the kindergarten community partnerships.

Parent Grievances

Our staff are here to ensure you and your child enjoy a happy and healthy experience at Dunbar Terrace Kindergarten. Should a problem arise that you feel you need to resolve with our staff, then please let us know. Communication is the key, the first person to speak to is always the Educator. In almost all cases, parents together with the educator will be able to resolve the issue. Should this not be the case and you find yourself unsatisfied with the outcome, please contact the Director, who can work with you and the educator to resolve the problem. All grievances will be taken seriously, and our best efforts will always be forthcoming.

Taking photos at Kindy

Please note that you are welcome to take photos of your own child at kindergarten, please **DO NOT** take photographs of other kindergarten children.

Our guiding curriculum: Early Years Learning Framework

The Early Years Learning Framework has been developed to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop. The Framework's vision is for all children to experience play based learning that engages and builds success for life.

The Framework has been set up as a guide for Early Childhood Educators who work with children from birth to five years of age, and is used in partnership with the families, (children's first and most influential educators), to develop learning programs responsive to children's ideas, interests, strengths and abilities.

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

Belonging – knowing where and with whom you belong – is integral to human existence.

Being – living in the here and now - being present, engaging with life's joy – it's not just about preparing for the future but also about being in the present.

Becoming – learning to participate fully and actively in society – building their sense of identity and the process that takes place as children learn and grown.

Term Dates 2024

Term 1: 29 January – 12 April
Term 2: 29 April – 5 July
Term 3: 22 July – 27 September
Term 4: 14 October – 13 December

Term Dates 2025

Term 1: 28 January – 11 April
Term 2: 28 April – 4 July
Term 3: 21 July – 26 Sept
Term 4: 13 Oct – 12 December

A Vision for Children's Learning

We have access to a range of resource documents to guide our planning, including the EYLF (The Early Years Learning Framework), Reflect, Respect, Relate – Assessing Learning and Development in the early years and the Preschool Numeracy & Literacy Indicators.

Philosophy and Curriculum

Within our curriculum, children have the opportunity to co-construct their learning with peers and adults and to deepen their knowledge, understandings and skills and believe that children learn best through play.

We believe in all children's capacities to succeed and convey to them our high expectations for achievement in learning.

Our practise respects the importance of allowing time to deeply listen to children about an experience and respond accordingly, which is most often immediate to a child's request to facilitate their further learning.

Children's wellbeing is fundamental as children are supported to play and learn with educators who are "present", promote self-awareness, practise mindfulness and support self-regulation.

Our "Emotion face cards" help children to identify a range of emotions in themselves and others. These visuals facilitate conversations in building relationships and in children understanding and managing their engagement with others.

Play

We believe that play should be valued and recognised as the appropriate context for learning because it...

- *allows for the expression of personality and uniqueness
- *enhances dispositions such as curiosity and creativity
- *enables children to make connections between prior experiences and new learning
- *assists children to develop relationships and concepts
- *stimulates a sense of wellbeing

As such, there are long blocks of uninterrupted time throughout the day to facilitate children in the processes of play.

We understand that children thrive when families and educators work together in partnership to support young children's learning. With informal conversations, sharing children's learning and achievements, through photos, work samples, children's interests, questions, and comments, we can effectively plan for current and future learning opportunities.

In Term 1 staff meet with individual families to set 3 individual learning goals for children, numeracy, literacy and social/emotional. At the end of Term 2 or the beginning of Term 3 a mid-year reflection is sent home with an opportunity for families to comment on. The Statement of Learning is prepared in Term 4 and forwarded to the child's school.

Curriculum information, news, events, details of parent workshops are emailed regularly, displayed across the noticeboards on the veranda and placed in children's 'notes pockets.