

WELCOME TO

Stirling East Kindergarten



Parent Information Book

9 Snows Road, Stirling SA 5152

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Mobile: 0408 351 930

Email: dl.4667.leaders@schools.sa.edu.au

Website: www.stirlingkgn.sa.edu.au

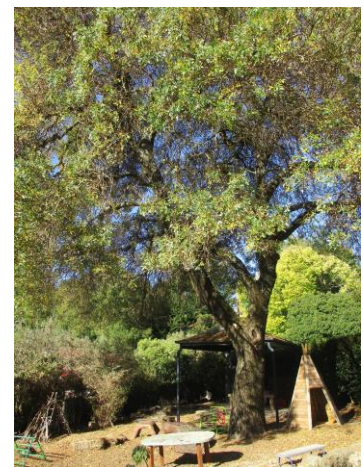
Stirling East Kindergarten
INFORMATION FOR PARENTS:
Welcome!

A very warm welcome is extended to you and your family from the staff and Governing Council of Stirling East Kindergarten. We hope you will see the preschool as an extension of your home as we work in partnership with you to achieve the best possible learning outcomes for your child. Our aim is to provide quality education that utilises the individual strengths and interests of your child.

Preschool is a place for learning, sharing, and friendship. Parents can share in their child's education, so please call in at any time and join in a session or part of a session.

The staff team are:

Director: Catriona Catt
Teachers: Deb Welch Monday & Tuesday
Liesl Arthur Wednesday and Thursday
Early Childhood Worker: Vonny Mahlburg



Contacting us:

Staff are on site from 8.15 am to 3.30 pm during school terms.

The centre phone number is 8339 3181 and mobile number is 0408 351 930. You can leave messages on both these numbers if they are not answered.

For email please use dl.4667.leaders@schools.sa.edu.au

OUR PHILOSOPHY

We believe children learn best when there are strong links between their home, preschool and community. We strive to build these connections and understandings through good communication, sharing and a cycle of continual review and improvement.

We believe:

That all children are competent and capable learners, with their own unique skills, knowledge and prior experiences.

We believe children learn best when educators partner with families to create a strong relationship between home, preschool and community.

We believe that through a safe, caring, vibrant, flexible and responsive environment and curriculum, each child will have the opportunity to reach their full learning potential.

We Value:

The diversity in our community and the richness that this brings to our learning environment.

Parents as their child's first educators.

Play as a means of children making sense of their world.

Meaningful relationships as a crucial aspect of a supportive learning environment for all.

Children as competent, capable, active participants who inform the curriculum.
Sustainability, environmental awareness and connection with our natural world.

We Will:

Acknowledge our local Kurna heritage daily and enhance the children's respect and knowledge of Aboriginal culture.

Provide a fun, challenging and safe play based curriculum that is inclusive of the children's voice.

Develop a sense of identity and belonging by building positive relationships with children and families.

Guide children in strengthening their environmental awareness and responsibility for sustainable practices.

Through our beliefs, values and actions Stirling East Kindergarten will foster communication, curiosity, confidence, independence, team work, creativity, resilience, exploration, self-belief, kindness, growth, fun, persistence, compassion, empathy, diversity, inclusivity, respect, being brave, integrity and gratitude.

SESSION TIMES

Preschool

Full days: 8:30 am to 3:00 pm Monday to Thursday

Children are entitled to attend up to 15 hours of kindergarten. We do our best to accommodate parents' preferences for days, considering the needs of the child, family and vacancies at the centre. Children attend 2 full days from term 1 to late in term 3 when children start attending an additional day giving each child 3 full days per week. Over the preschool year your child can attend up to 600 hours of preschool.



We believe in the importance of positive transitions for your child and the benefit of children feeling secure in knowing the adults who are responsible for their care and well being. Therefore, we ask that you **sign your child in and out** of the kindergarten and that you bring them to an Educator to do a 'handover' of care. Should you arrange for somebody other than yourself to collect your child, it is imperative that both your child and an educator are informed.

Parent contributions: \$250 per term

Parent contributions are set by the governing council and reviewed annually. Each family will receive one invoice for the whole year and payments can be made in 4 instalments at the beginning of each term. Parent contributions and fundraising money contribute to a major part of the preschool income, supplementing the funding provided by the Department for Education. The parent contributions add significantly to the running costs of the centre including: educational equipment, painting and craft resources; upgrading and maintenance of equipment and grounds; daily cleaning and utilities (e.g. water and telephone). The term contribution covers one incursion or excursion.

Payments may be placed in the payments box or made through online direct debit. If you are experiencing financial difficulties please speak with our director for confidential arrangements.

Playgroup:

Playgroup provides wonderful opportunities for children and parents to meet other families from our community in a friendly environment to chat, play and learn. All families are required to

complete an enrolment form and agree to wear hats when the UV Index is 3 and above outside. There is a short group time lead by a parent with a couple of songs and story before saying farewell at 10:30 am. Please bring: A piece of fruit for your child. All families are welcome to attend. When: Friday 9:00 am to 10.30 am Cost: \$6.00 per family

Starting preschool

The children's day starts at 8.30 am. We hope it meets the needs of your family's morning routine. Please note children must not be dropped off before this time.

On arrival adults must sign in their child/ren manually on the Daily Sign In Sheet located on the desk inside the main door. All children must be signed out at the end of their day at 3:00 pm by the adult collecting them.

There is no before or after kindy care available at our preschool.

Settling into preschool

Settling will vary according to each child. Please be patient during this big step in the life of your child. We want to work in partnership with you to ensure the best outcome for your child so that they become comfortable and develop a sense of belonging to the preschool environment. Encourage your child to carry their own bag from the car as developing your child's independence is very important. Children should be able to walk into preschool by themselves i.e. not be carried. Your child will be learning how to manage their own belongings which includes carrying their own bag, putting it away in a locker themselves, putting their lunch box on the lunch trolley, packing their bag at the end of the day to go home.

When children start preschool for the first time or transfer from another preschool, be prepared for them to be a little apprehensive or anxious. Some children take longer than others to settle, and however much your child may be looking forward to going to preschool, it is a new experience and a very big step in their lives:

Perhaps - the learning environment is different

- there are new children and adults to get to know
- there are new play materials to try out
- there are new routines to learn
- there is a need to share toys and adults with other children.

Try not to worry. Your child may begin happily but have anxious moments a few days later. This is normal too.

The first big separation from a parent or caregiver is a major step in your child's life. Learning to deal with changes such as this is something all children have to learn. In the preschool setting staff are committed to making the change as smooth as possible for the child and to help them with this new learning.

Give lots of hugs and cuddles before and after preschool to show your child your love and be prepared to stay at preschool to help him or her settle in. This will help your child to take the change in his or her stride. Be reliable and on time when you pick up your child - this can be an anxious time if other parents come and you are not there. We believe your child is special and we will do all that we can to build confidence and self-esteem.

Never leave without telling your child you are going as your child needs to know that he or she can trust you. If you feel that you and your child are having separation difficulties please consult staff.

If you do leave your child and they are distressed please telephone the preschool approximately 20 minutes later and talk with one of the teachers who can let you know how your child has settled. In circumstances where a child does not settle a teacher will call you to discuss the situation and together you will make a decision on what to do next.



The Preschool Curriculum

Young Children Learn best through Play

Play is critical for children's learning, growth and development.

Play experiences develop pathways in the brain, build complex language and social skills, develop imagination and enable children to develop high level thinking skills.

Brain development starts early

'The research tells us that the brains of all children appear to thrive best in a nurturing, consistent and social environment, characterized by interventions which both secure the child yet enable him or her to explore and play safely.' Shonkoff and Phillips, 2001: Smith 2001

Brain research identifies that:

- the highest rate of brain development occurs in the early years of a child's life
- children's early life experiences shape the way their brains develop, in the short term and throughout their life
- the young brain is very 'plastic', it is continually responding and reacting to everything that the child experiences
- secure relationships and rich life experiences encourage the child to explore and learn. This continues the brain building process.
- children's early brain development is the foundation for all learning and development that follows.

"Recognizing the early years are a period of unique opportunity and vulnerability means that the environments of early childhood should be designed so they facilitate, rather than blunt, the remarkable intrinsic push toward growth that is characteristic of every child...." The Future of Children

The preschool curriculum is designed to

- Connect with children's prior experiences and understandings
- Broaden children's knowledge and skills across the curriculum
- Expose children to a wide range of learning experiences
- Engage children's imagination and curiosity

- Actively encourage independent learning and more complex play
- Support children to deepen their interests and take ownership of their learning
- Reflect and respect children's cultural backgrounds
- Extend children's thinking and problem solving skills
- Develop children's language skills in talking, listening, viewing, drawing and writing
- Support children's overall development and well being
- Assist children to successfully transition to school

We deliver a play based program that responds to the strengths and interests of each child, drawing on their prior knowledge and family experiences. Our curriculum documents include The Early Years Learning Framework for Australia (EYLF) and The Preschool indicators of Numeracy and Literacy in line with the National Quality Standards (NQS) and Department for Education (DfE) directives.

Learning outcomes are:

- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

Teachers plan to facilitate children's learning by

Working in partnership with families and other professionals, educators will:

- Respect and build on children's ideas and interests
- Ask open ended questions, providing feedback and supporting children to test their ideas
- Encourage children to explore and take risks in their learning
- Providing stimulating learning experiences, indoors and outdoors
- Listen, observe, record, plan and respond to children's ongoing learning needs
- Be a co-player, modelling play, supporting children to enter and exit play situations



- Teach by modelling, demonstrating and explaining.
- Write an Individual Learning Plan for each child which is shared with parents in term 2.

Research confirms that the higher the qualifications of staff, the better the outcomes for children. DfE preschools employ qualified early childhood teachers and Certificate III trained educators.

All they do at preschool is play!

Do you see play as fun and not related to learning OR do you see children's play as learning?

DfE preschools value learning through play. Our programs provide children with extended periods of time to engage in a broad range of play-based learning opportunities for individual children and for small and large groups of children.

Teachers are deliberate, purposeful and thoughtful in their planning and teaching for learning through play. They support children to develop a broad range of understandings and skills as they build onto children's current ideas and interests. They use information from parents and children (including observations of children at play) to facilitate each child's ongoing learning.

When children are absorbed in their play they are learning to focus their attention and persist with challenging tasks. They are also learning to seek out new information, to find things out for themselves. Children are learning to be self-motivated learners who love to learn. Learning through play lays the foundation for children's later academic and social success.



Play Is Learning

Rich and varied play experiences strongly boost all aspects of children's learning and development.

They teach children about:-

- Their own and others identities
- Skilful ways of interacting
- Fairness and the rights of all
- Their environment
- How to be positive and healthy
- Language, literacy and numeracy
- New technologies

Partnerships with parents- Parent involvement is invaluable!!

As educators we respect that you are your child's first educators and experts regarding their development. We believe that positive partnerships with you and your family will enhance learning outcomes for your child. Please tell us of significant events at home that may impact on your child during their time at preschool and feel free to ask for privacy if matters are confidential.





You are always welcome to stay or drop into the preschool anytime during the day. If you have time, stay with your child and share an activity for a few minutes when you arrive. You may like to observe, help or simply enjoy being here. We are available to listen to your concerns or queries and have conversations about your child's learning, so please feel free to approach us.

Please let us know if you have any hobbies or interests you would like to share with the children (examples include playing a musical instrument, cooking, craft, science, your occupation e.g. police officer, photography and gardening).

A day at preschool

Parents/Carers sign-in their child on arrival

- 8:30 Children arrive and put their lunch box on the lunch trolley, their bag in a locker and go to the bathroom to wash their hands. Then they can join inside or outside supported free play.
- 9:30 Morning group time which can include - greeting/acknowledgement of country/sharing of cultures, circle time – literacy activities
- 10:00 Fruit/healthy snack.
Children are able to eat when hungry throughout the day.
- 10:15 Supported interactions, exploration and investigation with access to both the indoor and outdoor learning environments.
- 11:30 Tidy up and set up for lunch.
- 11:45 Middle group time - numeracy activities.
- 12:00 Re-apply sunscreen when UV rating is 3 and above.
Lunch time
- 12:30 Relaxation/quiet activities
- 12:45 Supported interactions, exploration and investigation with access to both the indoor and outdoor learning environments.
- 2:20 Pack up time.
- 2:40 Group time – music, movement, songs, stories, reflection on learning
- 3:00 Farewell children

Parents/Carers sign-out their child before leaving.

These times are approximate and vary from time to time according to the children's needs and interests. This schedule ensures long periods of uninterrupted play supported by educators who extend children's learning.

What your child needs to bring each day

- A bag that they can easily manage (named with a tag).
- A broad brimmed or legionnaire hat every day (named please).
- A named water bottle.
- A piece of fruit or nutritious snack for morning and afternoon – cheese and crackers, dried fruit, carrot, celery are appropriate. We encourage children's ownership over healthy food choices, please do not send lollies, chocolate treats, sweet biscuits or chips. Snacks are kept in the bags for ease of access by your child.
- Children require a healthy lunch in a separate lunch box. Please see the lunch box ideas sheet. We do not reheat foods. If you pack yoghurts, please put in an ice pack to keep it cold as lunches are not refrigerated. Lunch boxes go on the trolley near the front door or in the locker room before being transferred to the kitchen.
- Stirling East Kindergarten is an *Allergy Aware* site and we will inform you of any foods to avoid that may impact the health of our children.
- We understand that some children will benefit from a special toy or comforter that they may wish to access during the day, especially at relaxation time. Please discourage your child from bringing other toys from home to preschool as they can easily be lost or broken. We will tell you when we are requesting children to bring special items relating to the program such a teddy bear for a teddy bear picnic day.
- Please pack two complete changes of clothes in case of messy/water play or the occasional toileting accident (named please).

Healthy eating at preschool

Snack and lunch time

Children are encouraged to bring along foods that are low in sugar, fat and salt.

Please ensure your child brings at least two healthy fruit or vegetable snacks to preschool each day. Snacks need to be left in children's bags so they can access them when they are hungry. There is a table set up for children to sit at while eating their snack which staff monitor.

Lunch time is held at the same time each day which is 12.00 noon to 12.20pm. Children need to have a substantial amount of healthy food packed in their lunch boxes for lunch time.

As a critical part of the social environment that shapes children's eating behaviour our site will ensure that a healthy lifestyle is learned, practised and supported through the curriculum and the environment.

We are a NUT AWARE preschool

Due to the increasing incidence of severe allergies to nuts in children, the preschool is a NUT AWARE ZONE. This means we ask that no nuts of any kind are to be brought to preschool, to ensure the health and well being of all children. Please do not send any foods containing nuts, including peanut butter, Nutella, or other nut based products.

Occasionally, children with different severe allergies may be attending preschool. If the allergy is life threatening, similar procedures to those described above will be implemented, to ensure the child is kept safe. All families will be informed if this situation arises.

Food safety and hygiene

Children are encouraged to:

- Wash hands before and after eating
- Sit down while eating
- Helping to clean up after eating
- Look after their own lunchboxes by packing them away when they have finished eating
- Make appropriate decisions about when and what they eat.

Governing Council

The Governing Council, together with the Director, has responsibility for

- setting future goals for the centre,
- the financial management of the preschool budget
- managing WHS practices
- developing site policies and practices
- managing centre maintenance
- upholding DfE policies and guidelines.

Membership on the Governing Council provides an opportunity to get to know other parents and to work with them towards common goals. You may like to help in this way. All parents are invited to the Annual General Meeting in February and are encouraged to join the council.

BEHAVIOUR, INTERACTIONS AND GUIDANCE CODE

Documented guidelines regarding behaviour, interactions 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 a right to feel protected and develop in a psychological and physically safe environment
- children have a right to express their feelings and emotions and be supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults
- effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development
- consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- family partnerships are essential and their individual perspectives are valued and respected

- children have a right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented
- no person has a right to make any child feel rejected, insecure, embarrassed or ashamed.

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

- planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- ensuring that guidance measures 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 all forms of play
- using positive verbal and non-verbal guidance
- demonstrating empathy and sensitivity to each child and being mindful of the variety of factors that influence behaviour
- planning opportunities for enabling the development of skills including resilience, agency, entry and exit when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication
- communicating positively, using positive language and acknowledging and modelling respectful and acceptable 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 where possible
- engaging in open and two-way communication with families to ensure that each child's rights are met.

We will respond to behaviours that pose challenges or safety risks by:

- reminding children of expectations and guidance measures and the reasons for these
- supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours 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 children's wellbeing and learning
- assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive behaviours
- planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services
- seeking assistance where required from Student Support Services
- accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved.

Consulting and informing parents

Parents will be given information on enrolment about the sites Behaviour, Interactions and Guidance Code.

Parents will have the opportunity to seek more information and ask questions about the code.

Parents will be given the opportunity to speak to staff about their own child and any concerns they may have.

Parents will be informed if their child has specific behaviour needs, which may lead to an Individual Behaviour Plan being negotiated with parents and the child.

Confidentiality will be observed in all discussions with families and in exchange of information with other agencies.

How Parents can help support Behaviour, Interactions and Guidance Code

Inform staff in changes to their child's routine, which may affect their behaviour.

Inform staff of positive and effective strategies that they use at home.

Being consistent with the rules and acceptable behaviours at home and other places.

Discussing child's behaviour at the centre and effective strategies used by staff.

Support the child's regular attendance.

Providing assessment reports from other agencies.

Preschool policies

A complete folder of all preschool policies is available for parents to read in the centre. Copies of any policies can be emailed to you on request. Policies are also available on the preschool web site

<https://www.preschools.sa.gov.au/stirling-east-kindergarten>

Bushfire and emergency information

Stirling East Kindergarten is a Category 1 High Risk Bushfire Kindergarten. We are closed on **Catastrophic Days**.

When a **Catastrophic Day** is forecast we have a **CLOSED** sign which will be locked on to the preschool gate. The preschool will be closed as will all other public preschools and schools in the designated catastrophic area. You will receive an email message the day before to confirm the preschool is closed on a Catastrophic Day. This will mostly happen after 5pm the day before. Parents are asked to check the CFS web site and listen to ABC Radio 891 for up to date information. The preschool is open on EXTREME and SEVERE fire danger days. Parents should monitor local fire conditions on these days and activate their own bushfire survival plans. We practice emergency drills with the children in a relaxed manner. Please read the Bushfire Policy and be prepared.

Assessment and reporting

We ask all parents to complete a questionnaire at the start of the year which provides us with information about your child which we build upon. Teachers share an individual learning plan with parents for their child after the child has attended preschool for one term. This enables us to

collaboratively set some goals for the child to achieve the best possible outcomes during their preschool year.

Each child has a learning journal that provides a snap-shot of your child's learning outcomes during their time at preschool. This evidence is sourced through learning stories, art work, photos, stories from home, celebrations and other artefacts related to your child's year at preschool. We encourage parents, carers and extended family to share your child's journal with them from time to time and we will send this journal home for holiday periods to add to if you would like to. Your child will be presented with their book to take home and keep at the end of the year.

Teachers report on children's progress to parents in a range of ways: through newsletters, informal chats with parents and formal interviews. A Statement of Learning is given to the parents when the child leaves preschool and a copy is sent to the child's nominated school.

Collecting children

Please collect children promptly at the end of their day at 3.00 pm as children tend to get upset when parents are late. If someone else is collecting your child, please write the details on the **Daily Sign In Sheet**. When you collect your child at the end of the day you must sign them out. All children must be signed out by the person collecting them.

Parking

As with most other schools and preschools, parking can be difficult. There is limited off street parking on Snows Road. Please do not park on yellow lines on Snows Road as the council do issue parking fines frequently in this area. If we notice you arrive for pickup within the last 10 mins of the day and children's learning is not interrupted we will say an early 'Goodbye' to your child so that another parking space is made available.

Birthdays

We celebrate your child's birthday with a rousing rendition of "Happy Birthday" and birthday stickers.



Communication

Please read the notice board regularly. You will receive newsletters fortnightly via email. If you are unable to print attachments hard copies will be available at the preschool. Please contact teachers if you have any information or concerns you would like to discuss. This can be done in person, by telephone or email. Open lines of communication leads to better learning outcomes for children who are at the centre of everything we do.

Stirling East Kindergarten logo clothing

You can purchase kindy clothing from eduthreads.com.au They are the suppliers of kindy hats, t-shirts and jumpers. Ordering is simply online and delivery is to your door.

Fundraising

From time to time we do have fundraising events. You will receive details about these in due course.

Lost property

All items of clothing that are likely to be removed at preschool need to be named PLEASE!!! Please check the lost property box regularly located in the locker room.

Toys

Please do not bring toys from home to preschool. If a child has something special to show, bring it and show us at the beginning of a day and then take it home with you. It is distressing for children and parents to have toys lost or broken.

Sick children

Please call us if your child is sick and unable to attend preschool. If your child vomits in the morning before preschool or during the previous night, please keep them home for the day even if they want to come. This is not a decision for children to make. When children are sick they need to be with their parents/care givers. If your child becomes sick /unwell during the day a staff member will contact you to collect your child.

Known Conditions and Medications

It is now a requirement that children attending preschool requiring medication to be administered by staff must have a form completed and signed. All medication must be prescribed by a GP and be given to the staff to be safely stored away from children. Staff will only accept medication for non-contagious conditions and when the child is otherwise well.

Any child who may require hospitalisation due to a known illness or condition must have a **Health Care Plan** to ensure everyone's responsibilities are clearly defined. Please see the director if you have any further queries.

First Aid

At times children have accidents at preschool. Educators have an up-to-date first aid certificate and take great care when assisting your child. When an incident occurs during the day educators will record the details and speak with the parent or carer who collects your child. You will be notified by phone if your child has a serious incident.

Contact details

Please always let us know if your contact details change in case we need to contact you urgently.

CAFHS health screenings

Every child can have a 4-year-old health screen prior to commencing school. These screenings are conducted by nurses from the Child and Family Health Service and check hearing and eye sight. Children can also be seen at any age when parents have concerns, questions or issues. An appointment can be made with a CaFHS nurse on 1300 733 606. Web site: www.cyh.com

Special needs services

DfE provides access to a team of specialists in speech pathology, social work, psychology and special education, who are available to meet the needs of children or families who might be experiencing difficulties in specific areas. These services are free of charge through the department. If you have concerns about your child's development in any of these areas please see staff.

Early literacy and numeracy kits

These kits are available for parents to borrow to share with their children. Staff and parents have made them to enable parents and children to discover a love of language, literacy and numeracy. A lot of effort and expense has gone into making the kits so please take care of them and supervise their use so that pieces do not get lost. If something is missing please report it to one of the staff.

Kids Stuff

Playdough

2 cups of flour	2 tablespoons cream of tartar
1 cup salt	2 tablespoons cooking oil
food colouring	2 cups boiling water

Mix dry ingredients, add oil to water, mix then stir into dry ingredients. Knead well.

Gloop

Corn flour

Water

Food Colouring

Mix corn flour and cold water until smooth. Add food colouring.

Your notes