



TUMBY BAY KINDERGARTEN

Information Booklet



**Government
of South Australia**

Department for Education

3 Freeman St, Tumby Bay 5605
Ph. 08 86882108

OUR PHILOSOPHY

We believe all children should be treated as individuals.

We respect their uniqueness, value their beliefs, treat them equitably and nurture their individual personalities.

We believe that every child has the right to be listened to, cared for and loved.

We believe that positive experiences and interventions in the early years can will influence a child's well-being now, and in the future.

We believe children are successful, competent and capable learners, that play is "children's work" and is the way children learn and make sense of their world. We believe that the curriculum provided at the centre, should be a dynamic program that scaffolds children's learning in all developmental areas, that follow the interests, strengths and needs of all children. We encourage children to explore expressive arts through music, dance and drama to foster individual creativity. Ensure our outdoor environment actively engages children and provides a balance of spontaneous and intentional opportunities for children to assess, take risks and build resilience. As a centre we provide resources to explore, respect and reflect diversity.

We believe that learning takes place in many different forms, and that by taking advantage of spontaneous experiences alongside that written programme, an holistic curriculum is delivered.

In respect to children we will:

Act in the best interests of all children.

Respect the special relationship between children and their families and incorporate this perspective into all our interactions with children.

Treat all children as equals, without bias towards gender, race, abilities, culture & religion.

Ensure they are safe and protected at all times.

Treat each child with respect, understanding and tolerance.

Enhance each child's strengths, competence and self-esteem.

Honour each child's right to play and acknowledge the value of play in early childhood development.

In respect to families we will:

Develop partnerships and engage in open, communicative relationships that allows for the exchange of information and shared decision making.

Assist each family to develop a sense of belonging and inclusion.

Maintain confidentiality and respect the right of the family to privacy.

Acknowledge and respect the uniqueness of each family and strive to learn about their beliefs, culture or religion including Aborigines and Torres Straight Islander families.

Encourage family participation within the program.

Assist them to access appropriate community services when needed.

In respect to relationships we will:

Give priority to nurturing secure relationships with children to support the development of a strong sense of well being.

Ensure that all relationships within the Centre environment are respectful, communicative and professional.

Ensure that we respect the uniqueness of our fellow staff members, families and visitors and work as a team to enhance the outcomes for our children.

In respect to our environment we will:

Ensure it provides a diverse range of experiences to promote children's learning and development.

Create and maintain happy, welcoming, safe and healthy settings to maximise engagement and positive relationships.

Design or adapt facilities to ensure access and participation by all children including inclusion of children with special needs.

Ensure that it reflects the diversity of all children and is welcoming to children and families from a range of cultural backgrounds.

Ensure it allows children to make choices, giving them ownership over their decisions.

Ensure it is opened-ended, well resourced, stimulating and enjoyable.

In respect to communities we will:

Connect with people, services and agencies that support children and families.

Acknowledge all stakeholders, and reflect their beliefs, cultures and traditions within our community including Aboriginal and Torres Straight Islander families.

Utilise appropriate services within our community, to add to the fullness and richness of our programs.

In respect to curriculum we will:

In partnership with families work within the Early Years Learning Framework to provide interesting, meaningful and dynamic programs that foster all areas of development and stimulate learning in children.

Develop shared planning, monitoring and assessment practices for children's learning.

Act upon spontaneous opportunities and use these hand in hand with written programme to provide a rich and full learning environment. Use observations, photographs and staff/parent/child conversations to plan and implement programs to achieve learning outcomes.

Tumby Bay Kindergarten

We look forward to being part of the learning journey of your child during this preschool year.

Staff

Director: Ginny McTaggart

Teacher: Shae Franks

Early Childhood Worker: Jo Neindorf

KINDERGARTEN SESSIONS

**8.45am until 3.00pm
Tuesday and Thursday**

12.30pm until 3.00pm

When can children start kindy?

Children are entitled to access 1 year of preschool for 15 hours a week. 5 sessions are offered at this centre as 2 and 1/2 days per week for 1 year before starting school. If your child turns 4 before the 1st of May they can start preschool at the beginning of the year.

Curriculum—What will my child be doing at Kindergarten

The Kindergarten Program at this centre is based on the premise that children's play is the process through which they construct their learning. The learning environment, both indoors and outdoors, is thoughtfully set up to offer a variety of experiences and opportunities in the course of a day.

These activities are based on the Five Learning Outcomes for Children ages birth to 5 and form the basis of Belonging, Being and Becoming, our current curriculum document.

We consider the whole child, providing opportunities for each child to be successful at his/her own level, and drawing on the child's interests and strengths.

Each child has a portfolio which contains examples of his/her learning during the preschool year. This, together with a Statement of Learning, is given to the child prior to starting school.

Parents are the child's first teachers, so we encourage you to share with us. This greatly assists the step from home to attending Kindergarten and allows us to learn from each other. You are welcome to spend time at the kindergarten whenever you wish. It is always helpful for staff to be informed of major changes that affect the child, so that we can support them when they are at Kindergarten. Please feel free to discuss your child's progress with the staff at any time, or make an appointment at a mutually convenient time. In addition we offer parent/teacher interviews each term.

Parent involvement/help

Without the cooperation of support of parents and friends, we would not be able to offer such diverse services to children, families and the community. Your involvement is valued and you are always welcome to share special skills and work alongside the children in their activities. Some ways parents may get involved at Tumby Bay Kindergarten are:

- Sharing in the planning process for your child's learning
- You can help during sessions with specific activities reading stories, music or share an interest or hobby.
- Working bees are held occasionally
- Offering program resources
- Joining the governing council

The Early Years Learning Framework for Australia: EYLF

Learning through play

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can extend children's thinking and enhance their desire to know and to learn. Early childhood educators take on many roles in play with children and use strategies to support learning. They engage in sustained shared conversations with children to extend their thinking. They provide a balance between child led, child initiated and educator supported learning. Educators recognise spontaneous teachable moments as they occur, and use them to build on children's learning. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build caring, fair and inclusive environments.

Intentional teaching is deliberate, purposeful and thoughtful

Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking. They use strategies such as modelling and demonstrating open ended questioning, noticing and wonderings, speculating, explain, engaging in shared thinking and problem solving to extend children's thinking. A growth mindset is encouraged at all times. Educators monitor and document children's learning in a number of ways. p 15 Early Years Learning Framework

Learning environments

Learning environments are welcoming spaces that reflect and enrich the lives and identities of children and families who participate in our programs. Environments that are welcoming and flexible spaces support learning. They cater for the learning capacities and learning styles of individual children and invite families to contribute and participate. Outdoor learning spaces are a key feature of Australian learning environments.

Literacy and numeracy indicators

The indicators of preschool numeracy and literacy provide eight indicators, four for numeracy and four for literacy. The indicators describe how a child sees, interacts with and explores their world.

Numeracy Indicators

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

Literacy Indicators

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

Arrival and Departure

There is a sign-in and out sheet inside the main entrance. The adult who brings or collects the child is asked to initial this when the child arrives and leaves the centre. A staff member will greet and sign-in bus children and assist them with their belongings.

- Children must be brought into the building on arrival and must be signed in. Children are dismissed one by one as parents arrive at the end of the session. Please sign you child in and out.
- At the end of the session, please arrive punctually to collect your child to save anxiety.
- Please tell staff if someone other than yourself will be collecting your child. This may mean a phone call to the centre during the day if circumstances arise where you are unable to collect your child yourself. Please let us know in plenty of time if school bus arrangements will be different from normal.
- Please notify staff if your child will be attending OSHC on that day.

WE ASK YOU TO TAKE THE TIME TO ENSURE THAT YOU CLOSE THE GATE WHEN ENTERING AND LEAVING THE KINDERGARTEN.

School Bus Travel

Kindergarten children who live out of town are able to use school buses to travel from home to kindergarten. Parents are to contact the Tumby bay Area school and completing a school bus form. In the mornings, children travel to the school, and then are transferred to the kindergarten together on one bus. In the afternoons the bus collects them from the kindergarten and a staff member will accompany them to the school.

Sun safe

Our service has been recognised as a Sun Smart Centre by the Cancer Council of SA. Staff will model sun safe behaviour and children and staff should wear clothing that covers their shoulders and back. A broad brimmed hat must be worn outside in Term's 1, 3 & 4. We supply sunscreen to children and aid with its application; however we encourage children to do as much of this as possible. We place a blob on their hands and encourage them to rub it in all over their face etc. We ask that you put sunscreen on your children in the morning before they come to Kindergarten.

Bringing Toys/Belongings from Home

We prefer that children DO NOT bring special toys to kindergarten from home, to avoid the risk of having them damaged or lost and hence causing distress to your child, yourself and the staff. If your child is very eager to bring something in to show staff and friends, it could be done at the beginning of a session then taken home by the parent or caregiver.

Birthdays

Birthdays for 4 to 5 year olds are VERY special events. We will mark children's birthday's at Kindergarten by lighting candles on a 'Pretend Cake, and children choose something from our 'Birthday Box'. If you are having a party, please put invitations in children's pigeon holes discreetly, so as not to hurt people's feelings.

What to wear to kindergarten

- The children engage in lots of active play and sometimes messy play in the course of a day at kindergarten. We provide protective smocks and aprons for such activities, but on occasions the children still manage to get paint etc. on their clothing.
- It is advisable to dress your child in comfortable clothing which they can manage themselves and won't cause too much concern if they become a little soiled. Spare clothing in the child's bag helps if clothes need to be changed.
- For outdoor climbing and the like, we suggest closed-back footwear such as sandals or shoes. (Thongs and other slip-on footwear pose a risk of slipping)
- Please label **ALL** clothing and belongings

Remember kindy is FUN!!! Your child could get sandy, muddy, gluey, wet and perhaps painted on!!

Pigeon Holes

These are located in the entry area. Newsletters, fee receipts and other notices will be placed here. Please check your child's pigeon hole every time you bring or collect your child.

Kindergarten clothing

Tumby Bay kindergarten branded clothing is available for purchase from the Kindergarten in a range of colours and styles. See staff to view and order the products. Please label your child's clothing.

When your child is unwell

Sometimes its difficult to know when to keep your child home from kindergarten! Please keep your child at home if they are:

- Are very tired
- Have had gastro symptoms e.g. vomiting or diarrhoea
- Have vomited in the past 24 hours (even if they say they are feeling better)
- Have an ear infection
- Have any discharge from the eyes, as they are very contagious
- Have a sore throat, laryngitis or any viral or bacterial infection, heavy coughing or swollen glands in the neck
- Have mucus from the nose that is thick and not clear
- Have any other contagious illness/disease

We understand that it can be difficult for you to take time off work when your child is sick, but infection spreads rapidly to other children. Try to make 'just in case' plans with a neighbour, friends or relative.

Fees

- This Kindergarten is only partially funded by the government. Therefore a fee is charged per term to assist with running costs. \$85per term
- There may also be additional costs for excursions.
- An invoice will be put in your child's pigeon hole early each term. Please return ASAP to the kindy staff, receipts will be allocated and placed in your child's pigeon hole. If you have difficulty meeting this expense please feel free to approach the Director to discuss the matter confidentially.

Medication

All regular medication including anaphylaxis and asthma medication must be left at kindy when your child attends along with a current management plan from your child's doctor. This is required in order for staff to give this medication to your child.

If your child requires medication 3 times a day we would prefer that you please give it to them in the morning, immediately after kindergarten and before they go to bed in preference to medication being given while they are at kindergarten. If they have been unwell and are still requiring medication please consider keeping them home from kindergarten.

Other Services

- **Tumby Song and Play** provides a meeting place for parents and carers whilst their young children (0-4 years) learn social play in a safe and caring environment.

When: Wednesday and Thursday during school term

Time: 9.00am til 11.00am during school term

Where: Uniting Church Hall, Tumby Bay. For further information contact Nancy Stewart on 0419834938

- **Rural Care** is a long day child care service whose priority is care for children whose parents/carers are working or studying. The service offers full day care, am or pm session, before school care, after school care and vacation care for school age children.

Children with additional needs and DECD Support Services Information

Children with special needs attend the centre. With parental consent, we are able to refer children to speech pathologists, psychologists, special educators and family support workers. Preschool support hours are allocated to the kindergarten when children are eligible for a little help with their learning. Health and other needs may also attract a level of support. Any additional funding enables preschools to engage extra staff to work either individual-ly or in small groups with children as per Negotiated Education Plan. If you have any concerns about your child's development and learning, please talk to staff.

Change of Details

Please tell the Director or other staff members of any changes to information on your child's enrolment form—including

- Address
- Phone Numbers
- Emergency Contacts
- Custody

Your child will need

- A named kindy bag in which to store his/her belongings
- A named broad-brimmed hat. (Can be purchased from the kindergarten)
- Shared fruit-please bring a piece of fruit to be eaten at morning tea
- A Healthy lunch in a named lunch box. Please refer to our Nutrition Policy. (attached) If food needs to be kept cool please supply an icepack in your child's lunch box (PLEASE BE AWARE OF A BAN ON PEANUT PRODUCTS)
- A named water bottle– containing WATER ONLY.
- A healthy snack

Bags

Help your child select a back pack that is large enough to fit a A4 sized note folders, jumper, lunch box, water bottle and hat. Ensure it is not so large that the child can't carry it easily to and from the car/bus.

Toileting

Make sure your child is wiping his/her bottom after going to the toilet. It is in your child's best interest to take care of his or her own hygiene while at kindy. Make sure your child is also in the habit of washing hands after going to the toilet. And for boys encourage them to use the toilet rather than the lawn!

Relaxation

Relaxation and sleep are central to health and wellbeing. In the afternoon we have a relaxation time where we create a relaxing atmosphere for resting children by playing relaxing music or listening to stories. We provide cushions for children to relax in a well supervised comfortable environment.

Governance and support from our parent community

The kindergarten is primarily funded by the South Australian Government through The Department for Education and Child Development. The centre manages a budget which is determined by the number of eligible enrolments and the site's context. This funding covers staff costs (within the allocated annual financial resource entitlement), breakdown maintenance and some of our operating costs. The funding does not cover all of our operating expenses. Curriculum materials and equipment, cleaning costs and garden maintenance are outside this funding. Sites endeavour to plan and develop their services. They continually seek to improve their grounds, update curriculum materials and replace and/or maintain equipment. This is done with the help of parental financial contributions (kindy fees) and through fundraising activities.

The parents elect a Governing Council at the Annual General Meeting at the beginning of each year. This group represents the community. New members are welcome and able to join throughout the year.

The Governing Council meets twice a term. Being involved in governance in a good way to find out what is happening at the centre, help make decisions and plan for improvements. Governing Council supports the budgeting process for the year, reviews policies, plans possible functions and is involved in curriculum matters. Many members find it is a great opportunity to meet other parents and make new friends.

The Governing Council in partnership with staff have many key responsibilities. These can include governance in relation to:

- Accountability and transparency of the running of the service. Each year this will involve information about the centre's Quality Improvement Plan, any relevant National Quality Standard accreditation matters and financial management.
- The discussion and review of financial management for the site in relation to DECD policy and any improvement priorities determined at the local level
- Being informed of any directives and mandated policies as they become available
- Determining local community contexts and priorities as well as liaison and engagement with the wider community (inclusive of local and state government)
- Reviewing site specific policies
- Be involved in Workplace, Health and Safety matters that relate to the service
- Joining in fundraising events and opportunities
- Supporting fundraisers and social functions
- Attending working bees for the kindergarten

Please consider joining the Governing Council for our Kindergarten

COVID –19

Our site will remain open unless there is a confirmed case of COVID-19 or we receive further instructions. All visitors/parents/caregivers will be required to check in using the QR code or manual sign sheet.

We follow strict hygiene standards including handwashing after completing morning jobs, increased extra cleaning at lunchtime as well as end of the day.

House Keeping and General Information

- No children are allowed in our sheds (unless under the direct supervision of an educator)
- Smoking is NOT permitted in our buildings or grounds
- Bikes, trikes, scooters are to be left inside the front fence.
- Children must be brought into the building on arrival and must be signed in . Children are dismissed one by one as parents arrive at the end of the session.
- All members of the kindergarten community are encouraged to notify staff of potential hazards and risks to ensure that appropriate action is taken.
- Please find all policies in the Sign in Area.
- We have a lost property box which is located in the foyer. Please check regularly.
- We encourage clothes with longer sleeves for sun protection. Hats need to be worn in terms 1, 3 & 4.
- Please contact us if any of your details change.
- Please let us know if your child will be absent because of illness or family holidays
- PLEASE REMEMBER to physically check that the gate is latched when you enter or exit the grounds to ensure that ONLY children in your care leave with you.
- Please name children's belonging including hats, jumpers, water bottles etc.

How can you help at home

- Give your child lots of opportunities to spend time with other children his or her same age.
- Don't be a rush to interfere with every "normal childhood" conflict that arises. Your child needs practice developing their own skill in making new friends, getting along with others, and working through disappointments and conflicts, taking turns, and discovering how to be a good friend.
- Give your child opportunities to develop both fine motor and large motor skills through play and creative experiences
- Give your child ample opportunity to play outdoors, toss and catch a ball, run, march , jump and other large motor development type activities
- Your child will be learning much throughout their kindergarten year but you can participate at home through some of the following ways...
- **READ READ READ,** Reading with and to your child often will help your child as they begin their path to mastering literacy and language.
- Decision making, give your child ample opportunities that will foster his or her ability to make good decisions and choices. Sometimes a "not-so-good" decision under your watchful eye can lead to an opportunity to learn and make better decision in the future.
- Ask your child open ended questions. These are questions that promote critical thinking and require more than a yes or no answer or a one word response.
- Self regulation, is having the ability to know when a certain behaviour or action needs to be changed.
- Help your child develop the skills to regulate or monitor or recognise when their own behaviour and actions need to be stopped, changed or toned down a bit.
- For example, a child who can recognise when the play is getting too rough or the laughter is too loud and then