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## Home



Find out more about our goals and our focus in our philosophy statement (PDF 219KB)  
([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/wynn\\_vale\\_-\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/wynn_vale_-_philosophy.pdf)).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. You might be able to help out with cooking, gardening, maintenance work or sharing an interest or talent you have. See volunteering in schools, preschools and children's centres  
(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to ensure the smooth running of the preschool. Read through what a governing council does  
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

## Acknowledgement of Country

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

## Contact us

**Preschool director:** Mrs Leonie Harper

**Phone:** (08) 8289 0139

**Fax:** (08) 8289 4513

**Email:** [dl.4680.leaders@schools.sa.edu.au](mailto:dl.4680.leaders@schools.sa.edu.au)

**Street address:** 32 Park Lake Drive Wynn Vale SA 5127

**Postal address:** 32 Park Lake Drive Wynn Vale SA 5127

## What we offer

Times

Your child can attend preschool for up to 15 hours per week.

We are now a Part-Time Site.

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	9.00am to 3.00pm	9.00am to 3.00pm	9.00am to 12.00 noon

## Fees

The parent contribution is \$150 per term. See our enrolment and fees

(<https://www.preschools.sa.gov.au/wynn-vale-community-house-kgtn/getting-started/enrolment-and-fees>)  
page for more information.

## **What to bring**

Children need to bring these items each day:

- bag
- hat (we will provide a hat to your child in term 1)
- change of clothes
- drink bottle containing water
- healthy snack (a piece of fruit or a vegetable that is placed in a labelled bag that your child can easily open)
- packed lunch.

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

Clothing should be comfortable and allow your child to climb, play, move easily and go to the toilet on their own. If you would like your child to wear a kindy t-shirt they are available from the front desk for \$15.

Please put sunscreen on your child before kindy, as required.

## **What not to bring**

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

## **Additional information**

Out of school hours care can be accessed at St Francis Xavier's Regional Catholic School (<http://www.sfx.catholic.edu.au/your-child/oshc-vacation-care>).

Please read our drop-off and pick-up procedure (PDF 74KB) ([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/wynn\\_vale\\_-\\_drop-off\\_and\\_pick-up.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/wynn_vale_-_drop-off_and_pick-up.pdf)).

## **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/wynn-vale-community-house-kgtn#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**

We will contact you in term 3 with a letter of offer. Information nights will be held early in term 4.

Before they start preschool your child can come at least 1 orientation visit (varies based on capacity and staffing arrangements). These will be in term 4 and will be a chance for your child to meet the Educators and other children.

## **Fees**

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

The parent contribution is \$600 per year. You can choose to pay the total amount at the beginning of the year or to pay instalments of \$150 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

## **When to pay**

We will invoice you each term. Invoices will be left in your parent pocket.

Payments are due week 4 of each term.

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

You can pay by cash or cheque at the kindy. If you are paying by cash or cheque, please put the money or cheque in a sealed envelope with your child's name on the front. Put the envelope in the payments box on the wall by the entry door.

EFT information

You can pay by direct deposit.

BSB: 065150

Account number: 00910221

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:** Meeting NQS

### Quality Area Ratings

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

**Rating for:** Wynn Vale Community House Kindergarten

**Rating issued:** October 2013

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## 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 436KB)

([https://www.preschools.sa.gov.au/sites/g/files/net4016/f/wynn\\_vale\\_-\\_qip.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/wynn_vale_-_qip.pdf))

## Site context statement

A summary of our:

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

Site context statement (PDF 87KB)

([https://www.preschools.sa.gov.au/sites/default/files/wynn\\_vale\\_context\\_statement.pdf](https://www.preschools.sa.gov.au/sites/default/files/wynn_vale_context_statement.pdf))

## 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/4680\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/4680_AnnualReport.pdf))

## Parenting support

### Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.



## Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

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

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program  
(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)  
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

## Assessment and reporting

We use the Early Years Learning Framework - Belonging, Being and Becoming. The five learning areas are:

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

### The Reporting Process

- During your child's time at kindergarten they will work in small groups.
- In these small groups, they will be provided with a wide variety of activities including language and literacy, numeracy, cooking, You Can do It: social skills program, music, protective behaviours and group games. Each staff member observes the children and documents their learning. We discuss children's progress, interest, skills and interactions regularly at staff meetings.
- All children in their eligible year of kindergarten have Portfolio folders. This folder contains photos, work samples, observations by staff, learning stories and highlights their progress during their kindergarten year. These folders are accessible throughout the year for parents to have an opportunity to talk to your child about their learning and provide opportunities to celebrate your child's achievements. Parents are welcome and encouraged to access the folders at any time and please make an appointment to discuss your child's progress during the year if you need any further information. When your child leaves kindy their portfolio is given to them.
- Information regarding your child's progress and participation in their small group can be accessed through the staff member responsible for your child's group or the Director. We keep track of your child's progress through a variety of observations and assessments such as phonological awareness (SPA), development and speech. These all form part of their final Statement of Learning. You are welcome to make an appointment to discuss your child's progress during the year.
- At the end of the kindy year all parents receive a Statement of Learning detailing the achievements of your child. After you sign it parents receive a copy and one copy is sent to the school of your choice and a copy stays on file at the kindergarten.
- Children who will be going to school in the 3<sup>rd</sup> term intake at selected schools will not receive a Summative Report but a smaller version as we will not have the time to gather the information and data we include in the more substantial Summative report.

# Wynn Vale Community House Kindergarten



## Behaviour Guidance and Anti-Bullying Policy

**ENDORSED BY GOVERNING COUNCIL 09.12.2014**

**REVIEW DATE 09.12.2016**

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

### **As a staff team we believe:**

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

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

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of well being and gives opportunities to express feelings through sensory and other forms of play
- Using positive verbal and non verbal guidance
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Encouraging open two way communication with families to ensure that each child's rights are met

### **We will respond to challenging behaviours by:**

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

### **At Wynn Vale Kindergarten we believe :**

- That everyone has the right to feel safe all of the time and we actively teach this to the children through the Protective Behaviours program which is an integral part of the curriculum and the day to day philosophy
- That children learn best when they experience success and have positive self esteem
- That behaviour changes more quickly when handled in a positive way
- That children will experience a range of emotions and need help to express feelings appropriately
- That children need to be encouraged to take responsibility for their own actions and safety at their own individual development level
- That staff and parents need to share responsibility, being consistent at all times in creating a safe, secure environment for children and modelling appropriate behaviours and problem solving mechanisms

### **The behaviours we encourage at Wynn Vale Kindergarten**

- Respecting and caring for each other
- Sharing and taking turns
- Being cooperative
- Being courteous
- Participating in learning experiences
- Being friendly & inclusive of others
- Listening
- Helping
- Using appropriate social language & actions eg Please stop, I don't like it
- Valuing other people's property & creations
- Praise, encouragement & recognition of appropriate behaviours

#### **Ways we maximize positive behaviours at Wynn Vale Kindergarten include :**

- Providing an active play program with opportunities for solitary, parallel, dyad and group play
- Modelling appropriate behaviour & valuing all children as individuals
- Staff providing opportunities for children to experience success
- Acknowledging positive behaviours and showing our appreciation of children's help and positive behaviours towards others
- Incorporating the 5 areas of the YOU CAN DO IT , Program Achieve Early Childhood curriculum into our learning culture, namely
  - ✚ Confidence
  - ✚ Getting Along
  - ✚ Organisation
  - ✚ Persistence
  - ✚ Resilience
- Expectations for behaviour are made clear and are consistent among staff
- Implementing a curriculum that is relevant, inclusive & recognizes and values differences
- Providing many opportunities to develop cooperative skills through small & large group activities & other learning opportunities
- Helping children manage and handle their feelings
- Rules are developed in collaboration with the children as much as possible

### **The behaviours which are not acceptable or appropriate at Wynn Vale Kindergarten include :**

- Verbal or physical prejudice/ bias on the basis of gender, race, disability, culture, socio economic status
- Physical aggression towards other children & adults such as hitting, kicking, biting, spitting, throwing things, pinching.
- Bullying & harassment of other children or adults, including teasing, name calling, excluding others
- Verbal aggression including screaming/ shouting, swearing
- Ignoring reasonable adult requests or disrespecting adults
- Avoiding or disrespecting group norms, including deliberate refusal to participate

### **Ways we minimize challenging behaviours at Wynn Vale Kindergarten**

- Creating a learning environment that supports children's engagement in their own learning & nurtures a sense of well being
- Having developmentally appropriate expectations

- Having positive rules rather than negative rules eg “remember to walk inside” instead of “don’t run inside”
- Having consistent rules which children can understand and communicating this to all children
- Taking opportunities to talk about safe/ unsafe behaviours and feelings
- Encouraging listening behaviours
- Redirecting the play or the child
- Early identification of emerging challenging behaviours & children at risk
- Encouraging the use of language to resolve problems & talk things through
- Work in a cooperative partnership with parents, staff & children

#### **Strategies to Deal with inappropriate behaviour :**

- Offer choices whenever appropriate
- Warning: Talking to the child about the inappropriateness of their behaviour
- Thinking time : the student is requested to sit away from the activity, think for a while, talk to a staff member and then return
- If thinking time has not been a successful resolution, the student may need to be removed from the situation if their physical / emotional safety or the safety of others is at risk whilst still remaining under the supervision of a staff member
- Staff may also direct other students to move away if necessary
- Physical intervention is only used as a last resort when all other options have failed ie coming between children, blocking a child’s path, leading by the hand or arm, moving them away when the safety of the child or others is at continued risk. Restraint will be used in accordance with the DECD guidelines
- Where an individual’s behaviour is consistently inappropriate over a period of time ( eg non compliance) the staff will discuss alternative strategies with the parents and with DECD support services if necessary

#### **Informing children about the behaviour code:**

- Discussion during group times in the first week of every term
- Children are involved in the establishing of rules
- Children are regularly reminded through the curriculum using appropriate stories etc.
- Rules will be displayed where appropriate

#### **Consulting & Informing Parents**

- Site code has been developed in consultation with Governing Council and ratified
- All parents receive a copy of the site behaviour code as part of the enrolment process

#### **Parents can help support the site behaviour code by :**

- Making themselves aware of the behaviour code
- Talking with children at home about appropriate & inappropriate behaviour and reinforcing positive behaviours & attitudes

#### **Informing Staff**

- The policy will be in the induction manual for staff
- At regular reviews (every two years)
- Where necessary challenging behaviour strategies will be discussed to ensure consistency

#### **How Staff can help support the site behaviour code :**

- Being consistent both individually and across the staff team in approach to managing inappropriate behaviour
- Giving children clear and consistent expectations
- Discuss concerns about children with behaviour they find challenging
- Communicating the policy to parents where appropriate
- Contribute to the review of the policy

## **Celebrations**

While we appreciate children's birthdays are very special occasions, we ask , that if you do wish your child to share treats with the other children to celebrate please send or provide non-food treats such as pencils, erasers, stickers. Children receive a birthday certificate in recognition of their special event and we will sing Happy Birthday unless you request us not to.

## Communication

### Communication Pockets

- All children who attend kindergarten will have a named communication pocket. Please make it a priority to check this pocket each time you arrive and leave the kindy. We place receipts, accounts, newsletters, first aid reports and other important correspondence from us in the pocket
- Any concerns or queries are best resolved through direct contact with Staff or the Director as soon as possible so we can address your concerns. We are also contactable by email.

### Notice Boards

- Each week we display important notices. These notices will be displayed on the whiteboard on the verandah, the noticeboard by the main entrance or the easel by the main gate. We try to assist parents by providing reminders as often as possible about upcoming news and events.
- We also have displays that keep you informed about the program around the kindergarten and the current curriculum focus. This information does change so please check these regularly.

### Feedback

- We welcome feedback from parents via sticky notes placed on the glass window by the office. This can be written on anonymously if you wish. We value all feedback from families as part of our commitment to quality service. Feedback can also be emailed or speak to a staff member.

### Communication between each other

- From time to time, you may change your contact details. It is very important that you keep staff informed of any changes to mobile numbers, address, emergency contacts etc.
- Staff try to have as many conversations as possible to keep you informed of your child's progress and wellbeing.
- Beginning and end of session is particularly busy settling and farewelling children and communicating with parents.
- Although we are busy, we are delighted to speak to you as soon as we can. If you can wait for a few minutes one of the staff should be free to speak to you. If you would like a longer conversation, we are happy to make an appointment time for discussion at a mutually convenient time.

You are welcome and encouraged to look at children's portfolios at any time. We will give you periodic updates about your child's development

## **Arrivals and departures**

When you and your child arrive at kindy, please

- Bring your child into kindergarten to greet staff and encourage your child to be independent by carrying and hanging up their own bag so they can find it later. You are welcome to stay and involve yourself with the children and the activities...this makes for a far more settled day.
- Place your child's lunch box in the trolleys provided under the verandah
- Place your child's water bottle on the trolley by the front door
- If you are running early, please stay outside with your child until the session begins. Staff will open the door when the session begins. This allows staff to set up for the session and ensures your child remains supervised
- Please see that your child is happily settled into an activity before you leave and tell them when you are leaving so that you maintain their trust and they feel comfortable with you leaving
- If someone other than the person bringing them or a pre-arranged contact person will be collecting your child, please write this in the diary on the table near the entrance gate.

At the end of the session please

- Collect your child punctually.
- Ensure your child has been fare-welled from the mat by staff before leaving. (Staff will only allow children to leave the Centre with parents or designated carers). If someone different is collecting your child, please let them know they will be asked for I.D. and notify the kindy of who it will be.
- Each child will be dismissed individually from the group on the mat.
- If the unexpected occurs for you during session time - you are running late or cannot pick up your child, please phone the kindergarten to tell staff the change of arrangements and we will reassure your child (Our phone number is listed under "PRESCHOOLS" in the White Pages or at the front of this document.) It would be advisable to carry the number with you for emergencies or programmed into your phone.

## **School session times**

Please ensure that people responsible for collecting children have been notified of session times, their responsibilities and the kindy contact number.

Parents are responsible for children when on site prior to and after session times.

The time prior to 9am, after 3pm and during Fri lunch time is for staff to set up, prepare and plan for sessions, to maintain children's records, assessment, reporting, to receipt money, attend staff meetings and professional development, have lunch, undertake administration tasks, schedule enrolment interviews and appointments with parents etc. to maintain a high quality program.

As such, we request that you respect the above Preschool session times by staying with your child when arriving early for sessions and not being late for pickup unless there has been prior negotiation with the staff for before or after kindergarten care.



## Emergencies

- Staff and children practice the emergency drill every term.
- Please report any problem immediately to staff.
- The Emergency Evacuation procedure is 3 repeated blasts of the whistle.
- Evacuate to the large tree in centre of the grounds.
- Designated staff check the roll, ensure that the building has been evacuated and decide on an appropriate course of action.
- The Emergency Invacuation procedure is used as a result of an outside threat and is alerted by the ringing of the bell.
- Children and staff will go to the inside carpet area and staff will decide on an appropriate course of action.
- You will be contacted should there be any emergency situation.

## **General information**

### **Toys and treasures**

Parents are encouraged to ensure their children do not bring their own toys from home as we cannot guarantee their safety, they may cause conflict with other children and they may go missing or get broken. If your child needs a comfort toy, please see staff members.

### **Take home packs**

We have a large number of Take-home Packs for borrowing. The Take-home Packs may contain a story book with related questions to extend and build on children's literacy and numeracy. Please place all returned packs back to the hanging rack unless the pack is broken or damaged, then place it in the box below with a post-it-note identifying the problem to be fixed. Note all borrowing in the book provide and sign when pack has been returned.

### **Lost property**

All lost property is placed in the lost property box. Please check the box regularly. At the end of each term any remaining items are displayed and then disposed of or given to charity.

### **Artwork**

We have an artwork box which contains children's artwork for the week. Please check it for any art and craft work your child may have done.

## Health

### Sickness/absences

- Please do not send your child when he/she is sick. If your child is showing signs of being unwell, it is important to keep them home for the day.
- Children who have diarrhea, vomiting or a fever must be kept home for 24 hours after the last episode.
- Please give us a call and let us know if your child is sick so we can take further action if needed and alert our kindy community of any outbreaks and contagious disease (confidentially of course).
- Staff are unable to administer medicine or medication without officially signed forms. Please see the Director in case of medication, asthma, allergies etc.

### Medication

- If your child has an identified regular health need such as asthma or allergy, you are required to provide the kindy with a health care plan completed by your doctor. Please see the Director to organise this before your child commences kindy.
- Any medication needs to be prescribed in writing by a Doctor and appropriate paperwork must be filled out for individual children.

### First Aid

- Staff have basic first aid training and all minor accidents will be treated by staff and a written report placed in your communication pocket. For any accidents or injuries requiring further assistance, we will contact you or your designated emergency contacts. Emergencies will be dealt with by calling an ambulance and a staff member will accompany your child until a parent or designated person can be contacted.

### Health Checks

- Health checks are conducted at the kindy each term by Child and Youth Health. Children will usually receive their checkup in the term before they go to school. You will be notified when your child's check is due and you or a responsible adult will be required to accompany them.

### Snack & Drink Routine

- Fruit or vegetables are required for my snacks at kindy. Fruit needs to be in a suitable named container that I can open by myself and is placed in the baskets provided
- I need one snack for morning fruit time
- I need to bring my own named bottle of water which can be placed on the water trolley each morning so I can access it myself throughout the day. Water can be topped up throughout the day by staff if needed
- My snack times are supervised by staff and held at regular times each day
- It is DECD and kindy policy that children are encouraged to bring healthy food to kindergarten – fruit, vegetables, dairy, carbs etc. Research indicates that 33% of children's food is required to run their brain effectively.

Our kindy is Allergy Aware due to the dangers of anaphylaxis so it is particularly important that you check all foods to ensure they do not contain nuts in the ingredients panel to assist us with providing a safe and secure environment. Please do not send these foods.

# Wynn Vale Community House Kindergarten Philosophy

As a community we acknowledge the Kaurna Aboriginal peoples as custodians of the Adelaide region and respect their spiritual relationship with their country and recognise that their cultural values and heritage beliefs are still as important to the Kaurna people today.

We respect and value the uniqueness of each child and family. We believe in the significance of inclusive practices and sensitively building relationships that empower and maintain the dignity of all children and families of differing culture, race, lifestyle, customs, language, beliefs, kinship systems, socio-economic status, gender and ability.

We believe children are capable and competent learners with a wealth of knowledge and experience.

Educators are committed to:

- valuing children as important and active members of their communities.
- safe, respectful, secure, warm and responsive relationships and making purposeful connections between children, educators and families.
- engaging, promoting and actively listening to children's voices.
- strong working partnerships with parents and actively promoting opportunities for parent participation throughout their child's learning journey.

We believe play is fundamental to children's learning, providing opportunities for children to express their ideas and feelings and engage in child-initiated exploration, imagination, experimentation and manipulation.

Educators are committed to:

- empowering children, focussing on success, challenge and development of self-belief and identity.
- providing opportunities to develop dispositions for life-long learning.
- providing and encouraging risk-taking for all children.
- optimizing learning through the nurturing of children's social, emotional, spiritual and physical well-being.
- providing active, natural and authentic learning environments based on individual children's strengths, interests, dispositions and abilities through educators observation, planning, implementation and critical reflection.
- embedding sustainability in our everyday conversations and practices.

Educators value and respect professional collegial relationships.

Educators are committed to:

- affirming, challenging, supporting and learning from each other to develop their skills to improve practice and relationships in an environment of respect and trust.
- ongoing professional development in current research and theory in early childhood development.

Reviewed: 24 January 2018

GC Approved:

Next Review: January 2019

