

# West Lakes Kindergarten and Early Childhood Centre



## Centre Information for 2019

...LEARNING TOGETHER



**Exceeding National Quality Standards** – EECSRSB 29 May 2015

Updated November 2018

## Welcome to West Lakes Kindergarten and Early Childhood Centre.



We would like to take the opportunity to welcome you to West Lakes Kindergarten and Early Childhood Centre! ☺

This 'Information Booklet' is designed to support you and your child to feel welcomed at our centre and share with you the important information, knowledge and policies that makes our centre the dynamic, supportive and a safe learning environment.

The booklet is divided up into information covering a range of topics including centre overview, programs, food policies etc.

We also have information on how you can support your child's learning and how you can support our centre. If you need further information or you have some suggestions please see one of our friendly staff, or email us on [dl.5653.leaders@schools.sa.edu.au](mailto:dl.5653.leaders@schools.sa.edu.au) or write it down and place it in our suggestion box (next to the office door).

### Our Friendly Staff

#### **Director:**

Barbara Evans – Diploma of Teaching, Bachelor Education,  
Grad Diploma Strategic Leadership

#### **Kindergarten**

Teacher: Vicki Mclean – Diploma of Teaching, Bachelor of  
Education

Teacher—Lisa Piscioneri – Diploma of Teaching

#### **Early Childhood Worker /Pre-School Support**

Janice Millar (Diploma Early Childhood)

#### **Early Childhood Worker**

Jackie Loudon (Diploma Early Childhood)

#### **Speech and Language**

Teacher - Mari Polo- Bachelor of Education  
Speech Pathologist—Airlie Smith - Bachelor of Speech  
Pathology

#### **Parent Management Committee - To be advised**

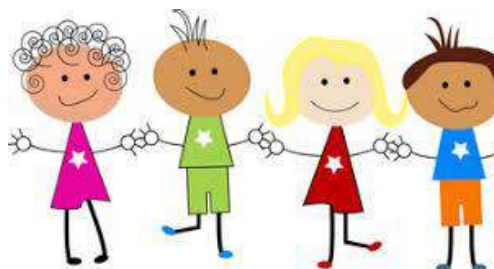
Chairperson –  
Secretary/ Treasurer –  
and Committee Members

#### **Finance Bursar**

Jan Basheer

#### **Cleaner**

Alex Stojiljkovic



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## Our Philosophy

To determine where our Kindergarten has been, where it is and where it is headed, we listen to the voices of the people who play, learn and grow in this space. Our philosophy is created by our children, parents, educators and our kindergarten community.



We want to come to Kindergarten to play, learn, make friends, explore, create, experience, enjoy, expand, practice, be supported and have time for me, my friends and my community.

We want to come to a place that is safe, welcoming, friendly, interesting, challenging, inspiring, encouraging, and varied and where I feel that I belong.

We want a place that has people who are nurturing, caring, kind, and supportive, trusting, in tune with who I am, supportive and extends my interests and learning.

We want educators who understand who I am - my culture, my traditions, my background, my needs, my strengths, my language and my learning style.

We want the educators to enrich my learning and prepare for me intentionally with purpose, thoughtfulness and from a place of skill, current practices, that are informed from noticing, recording and reflecting and having holistic view of who I am.

We want an environment that has time for play because I know that is how I learn, through having the time to play in different spaces, that are flexible, filled with resources that I can select, that I have contributed to, that celebrate my learning and that has opportunities for someone to show me how and support me when it is a little tricky or new.

We want a place where we have fun, are cared for and can play, learn and grow...

... and that is exactly what we do!

## Centre Overview



At West Lakes Kindergarten and ECC we have two children's programs that are integrated throughout our centre including the Kindergarten Program and the Department For Education Speech and Language Program.

### Kindergarten (Preschool)

Preschool (Kindergarten) is a play-based learning program that is planned and delivered by early childhood qualified teachers and children are to attend for the year before they start full time schooling. Children are entitled to 15 hours a week of preschool which are offered in two groups.

- For the year before children start school.
- 2 full days - 9am to 3pm and one 3 hour session.
  - **Group A**—Monday and Wednesday- 9am to 3pm and a 3 hour session on a Tuesday or Thursday morning (9am to 12pm) or afternoon (12pm to 3pm) (where vacancies exist)
  - **Group B**—Tuesday and Thursday -9am to 3pm and a 3 hour session on a Monday or Wednesday morning (9am to 12pm) or afternoon (12pm to 3pm) (where vacancies exist)

Fees are charged for each term of kindergarten. Fees cover the costs of running the centre, purchasing equipment and cleaning.

- Please refer below to the information on the kindergarten and children's learning
- Cost: \$175.00 per term plus excursion costs

### Speech and Language Program

The centre is one of 7 metropolitan kindergartens to offer a Speech and Language Program for children with a severe language and/or speech impairment. Children enrolled in this program attend the mainstream kindergarten and participate in speech therapy and small group sessions as part of a planned program to address their individual goals. These children and their families travel beyond their local kindergarten to access this program.

- Children attend on Monday and Wednesday—9am to 3pm and a Tuesday morning 9 am to 12pm.
- Children participate in the Kindergarten program and receive a high level of specialised support for children with severe specific speech and/or language impairments
  - Children are selected via application and a panel decision.
  - **Group A**—Monday and Wednesday- 9am to 3pm and a 3 hour session on a Tuesday morning (9am to 12pm)
- Please refer below to the information on the Speech and Language Program
- Cost: Kindergarten Fees of \$175.00 per term plus excursion costs



## Kindergarten (Preschool) Sessions

Preschool (Kindergarten) is a play-based learning program that is planned and delivered by early childhood qualified teachers and children attend for the year before they start full time schooling.

Children are entitled to 15 hours a week of preschool which are offered in three groups – blue group, yellow group and the green group – each group has 2 days from 9am to 3pm and one 3 hour session.

- **Blue Group** - on a Monday and a Wednesday and a 3 hour session on a Tuesday, Thursday - morning or afternoon session, (where vacancies are available)
- **Yellow Group** - on a Tuesday and a Thursday and a 3 hour session on a Monday or Wednesday – morning or afternoon (where vacancies are available)
- **Green Group** - on a Monday and Wednesday and a Tuesday morning.

<b>Group A - Blue Group</b>				
Monday and Wednesday - (9am to 3pm) and one 3 hour session either morning (9am to 12pm) or afternoon (12pm to 3pm)				
Monday	Tuesday	Wednesday	Thursday	Friday
	Morning session 9am to 12pm		Morning session 9am to 12pm	
Day Session 9am to 3pm		Day session 9am to 3pm		
	Afternoon session 12pm to 3pm		Afternoon session 12pm to 3pm	

<b>Group B - Yellow Group</b>				
Tuesday and Thursday - (9am to 3pm) and a one 3 hour session either morning (9am to 12pm) or afternoon (12pm to 3pm)				
Monday	Tuesday	Wednesday	Thursday	Friday
Morning session 9am to 12pm		Morning session 9am to 12pm		
	Day session 9am to 3pm		Day Session 9am to 3pm	
Afternoon session 12pm to 3pm		Afternoon session 12pm to 3pm		

<b>Group C - Green Group</b>				
Monday and Wednesday - (9am to 3pm) and a Tuesday morning session (9am to 12pm)				
Monday	Tuesday	Wednesday	Thursday	Friday
	Morning session 9am to 12pm			
Day Session 9am to 3pm		Day Session 9am to 3pm		

2019 Term Dates	
Term 1	29 Jan- 12 <sup>th</sup> April 2019
Term 2	29 <sup>th</sup> April – 5 <sup>th</sup> July 2019
Term 3	22 <sup>nd</sup> July – 27 <sup>th</sup> September 2019
Term 4	14 <sup>th</sup> October – 13 <sup>th</sup> December 2019
*We have 4 Pupil Free Days throughout the year (kindy is closed to children and staff are at professional development). These will be notified on each term's overview with a minimum of a month's notice.	



## Kindergarten's Daily Plan

Daily Plan		
9am to 10am	Indoor Learning Environment	
10am to 10.20am	Focused Learning Groups	
10.20am to 10.40am	Morning Tea <i>Supervised eating</i>	
10.40am to 11.40	Outdoor Learning Environment	
11.40am to 12pm	Get Together Time	
12pm to 12.45	Lunch time, Relaxation and Indoor Learning Time <i>Sunblock applied</i>	
12.45pm to 1.45pm	Outdoor Learning Environment	
1.45pm to 2.10pm	Afternoon Tea <i>Supervised eating</i>	
2.10pm to 2.30pm	Group Reflection Time	
2.30pm to 3pm	Organisation Time	

### *Our Daily Plan*

Our daily plan is structured to provide children the opportunity to experience a range of activities and experiences and support their wellbeing including times for rest, indoor and outdoor learning, times with groups of children and times for individual play, times for child-initiated learning and for intentional teaching. We do this through having a daily plan that is predictable but also allows for flexibility.

We support children during the day to have opportunities to build on their learning, to experience new and wonderful experiences and to explore learning at their pace and with their friends, in a positive, safe and engaging environment.

# Children's Learning

## What children will be learning

Our role as educators is to provide experiences that support, stimulate and structure children's learning and meet the needs and abilities of individual children.

We believe:

- Children learn when they are actively involved, interested and engaged.
- Children develop at different rates and in different ways – emotionally, socially, intellectually, morally, and physically
- All children have abilities that can and should be identified and promoted.
- Children may have areas that need specialised support or intervention, so that they can achieve their full potential.

## The Early Years Learning Framework

The **Early Years Learning Framework** is the curriculum document used by educators in South Australia who work with children from birth to 5. For children in the early years, the key elements used to develop teaching and learning programs and to assess and report on children's learning are:

### LEARNING OUTCOMES FOR CHILDREN BIRTH TO 5 YEARS

#### Outcome 1: Children have a strong sense of identity

- Children feel safe, secure, and supported
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- Children develop knowledgeable and confident self-identities
- Children learn to interact in relation to others with care, empathy and respect

#### Outcome 2: Children are connected with and contribute to their world

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- Children respond to diversity with respect
- Children become aware of fairness
- Children become socially responsible and show respect for the environment

#### Outcome 3: Children have a strong sense of wellbeing

- Children become strong in their social and emotional wellbeing
- Children take increasing responsibility for their own health and physical wellbeing

#### Outcome 4: Children are confident and involved learners

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- Children develop a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learned from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

#### Outcome 5: Children are effective communicators

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and gain meaning from these texts
- Children express ideas and make meaning using a range of media
- Children begin to understand how symbols and pattern systems work
- Children use information and communication technologies to access information, investigate ideas and represent their thinking



## National Quality Standards

The **National Quality Standards** are national regulations for Early Years Programs such as Kindergarten. The National Quality Standards bring together 7 key quality areas that are important outcomes for children. These include:

- Educational program and practice
- Children's health and safety
- Physical environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities
- Leadership and service management

Under each of these areas is more detail to provide the highest possible education and care.

## Quality Improvement Plan

To meet the National Quality Standards our centre has a **Quality Improvement Plan (QIP)** that outlines the areas that our centre will focus on. It is constructed together with the educators, children and families with the Parent Volunteer committee. A copy is available for parents at the centre and on our website.

## Our Beliefs and Practices

### Reggio Emilia Inspired

Our Kindergarten is inspired by the Reggio Emilia Approach for Early Childhood Education. We believe that children are born with full capabilities for personal development and relationships, that they show their learning through exercising their 100 languages and children are competent and capable.



We believe that our environment is an integral part of our curriculum and therefore it is comfortable, inviting and is aesthetically pleasing, it reflects the identity and culture of our children, families and community; it is engaging and fosters a sense of belonging. We do this through providing interesting things such as natural materials for children to see, touch, smell and that promotes wonder, that materials are open-ended and there are dedicated spaces for art and craft, books, blocks and building with natural 'everyday' adjuncts. We provide for a balance of experiences to encourage shared thinking including exploration, experimentation, and hypothesising and we encourage children's agency and follow children's interests. We believe in recycling and repurposing resources, furniture and equipment that promotes an awareness of sustainable practices. This provides opportunities for children to problem solve and be creative in ways that develop their respect for the environment and thoughtful use of limited resources.

We provide this environment to encourage children to:

- make choices
- support children to feel secure in a space that is suitable for them,
- be part of our decision making
- display and celebrate their learning and their work
- be inclusive and accessible for all children
- encourage collaboration and investigation
- have access to the natural environment.

Links to the National Quality Standards Standard 3.2, 3.2.1, 3.2.2, 3.3, 3.3.2,

### STEAM (Science, Technology, Engineering, Arts and Mathematics)

We provide learning experiences that have a focus on skills, knowledge and understanding in the areas of Science, Technology, Engineering, Arts and Mathematics to support children's curious and creative minds through experimentation and wonder.

### Growth Mindset

We believe that making mistakes is part of the learning process and we believe in supporting children to take learning risks and build their dispositions including their confidence, getting along skills, resilience, persistence and organisation.

## **Speech and Language Program**

Speech and Language Programs provide a high level of specialised support for children with severe specific speech and/or language impairments. Their primary area of need is communication, while learning and development in other areas is similar to that of other children their age.

The program aims to strengthen children's communication by improving their talking and listening skills, ability to learn and interact with others.

There are 8 Speech and Language Programs in selected preschools across the metropolitan area

### **Is my child eligible to attend a Speech and Language Program?**

Children can be referred to a Speech and Language Program if they have a severe specific speech and/or language impairment diagnosed by a speech pathologist, and:

- Are making slow progress with regular speech pathology support
- Will be 4 years - 4 years 6 months of age when they begin the program
- Have non-verbal intelligence within the average range or above
- Have hearing within normal limits (as shown by a hearing test, carried out within the last 12 months).

These programs may not meet the needs of children who have:

- Learning needs that relate to delayed development generally
- A significant syndrome or disability, such as autism or Down Syndrome
- Have needs that may be best met by other support programs, such as the Preschool Support Program or the Inclusive Preschool Program.

These children can be referred to other preschool support programs and Support Services in collaboration with your Preschool Director and/or Disability Coordinator.

### **How does a Speech and Language Program work?**

The Speech and Language Programs provide specialised teaching that supports children's participation and learning at preschool. Your child's program will include:

- Individual and small group activities to teach talking and listening skills
- Direct teaching through play
- Follow up to support their use of new skills across all areas of learning

### **Referral to Speech and Language Programs**

A speech pathologist, including a private provider, can refer your child to a Speech and Language Program if appropriate, and they will gather relevant information about your child.

- The following information is required along with referral forms for the program:
- A speech pathology report - describing your child's talking and listening skills
- A psychological report - describing your child's intellectual ability
- A report on your child's hearing
- Any other relevant professional reports (eg. pediatric, occupational therapy etc.)
- Other information may be sought as required

# Enrolment Policy and Priority of Access

(Full information available in the Centre's Policies and Procedures Folder)

## Priority of Access

(The term 'Kindergarten' and 'Preschool' are used interchangeably)

The Department for Education (DFE) is responsible for providing preschool education programs in government funded centres including West Lakes Kindergarten and Early Childhood Centre.

### Information for families enrolling in a government preschool

Children who turn 4 before 1 May are eligible to start preschool at the beginning of the year before they start school.

Children are able to access a government funded preschool for 1 year.

*If you would like your child to attend a government preschool you can be assured of a place. We will try to enrol your child in the preschool of your choice, but we can't guarantee this will be in your local or preferred preschool.*

### How to enrol

Submit a [preschool enrolment registration form \(Word 283KB\)](#) at your local and/or preferred preschool(s).

All government preschools will prioritise enrolment applications for children living within the **preschool's local catchment area**.

Where there are more children seeking to enrol in a preschool than places available, the preschool will allocate places using Priority of Access criteria.

### Priority of Access at West Lakes Kindergarten

The development of a Priority of Access Policy by West Lakes Kindergarten and Early Childhood Centre, is necessary to ensure that the site can manage enrolments where the demand for preschool places exceeds the site's capacity.

Priority is given to eligible preschool children in accordance with the Department for Education and Child Development (DECD) Preschool Enrolment Policy and the site's constitution, in particular focusing on access and equity.

### First Priority

Children living in the preschool's local catchment area, including:

a.

- the **suburb of West Lakes**,
- a **section of Grange** (bordered by the beach, the train line and Frederick Road)
- a **section of Seaton** – bordered by Trimmer Pde, Tapleys Hill Road Road and West Lakes BLVD.

b.

#### **The circumstances of the child and family**

- Children at risk of serious abuse or neglect
- Children in Aboriginal and Torres Strait Islander families
- Children under the Guardianship of the Minister
- Children in families which includes a person with a disability
- Children with a disability
- Children in families with non-English speaking backgrounds
- Children in socially isolated families

c.

#### **Special Circumstances**

- \* Special circumstances do arise on some occasions. The director has the discretion to make decisions based on these special circumstances.

## **Second Priority**

- Siblings of children in the West Lakes/DECD Speech and Language Program
- Children who are cared for by grandparents, family day care provider, childcare or other carer in the designated priority catchment area OR
- Children enrolled or siblings are enrolled at a local feeder school including Grange Primary School or West Lakes Shore Primary School OR
- Children whose siblings have previously attended the preschool previously OR
- Children who already attend an Associated Program at the preschool – e.g. playgroup, occasional care
- Children whose residential address is in the surrounding suburbs.

If the preschool has reached its capacity, staff will not be able to enroll any more children until a vacancy arises. Families with children who are eligible to start preschool have the choice of putting their children on a waiting list. (see below)

## **Timeframe for offers**

### **First Round of Offers**

At the beginning of August (early in school term 3) there will be a first round of offers to families of preschool-aged children who live within the preschool's First Priority catchment area.

### **Second round of offers**

If vacancies exist after the first round, a second round of enrolment offers will be made in the last week of September (the end of term 3).

## **Places at a West Lakes Kindergarten and Early Childhood Centre**

If more children are seeking to enrol in a preschool than places available, some families will be offered a place in another nearby preschool.

If you are offered a place, you will receive a letter or email from West Lakes Kindergarten and Early Childhood Centre.

To accept the offer and secure the place, you will need to reply within the timeframe requested, and complete the preschool enrolment form.

## **Waiting List**

When accepting an enrolment offer, you can request to remain on the enrolment registration list (waiting list) at your preferred preschool. This means you will be contacted if a place becomes available in the future.

*Please note: If you are placed on a waiting list the priorities of access listed above will still be followed when determining enrolments).*

If you have a preferred preschool but do not live in the local catchment area, you may still be offered a place. A second round of enrolment offers will be made in the last week of September (the end of term 3).

## **Associated Programs**

When there are competing enrolment demands for programs at a site, then the delivery of a preschool program will be given priority over the delivery of other programs such as Occasional Care, pre-entry and playgroups.

The West Lakes Kindergarten and Early Childhood Centre's Priority of Access Policy is implemented to ensure enrolment numbers are managed efficiently and a high quality, safe and engaging program is provided for all children.

## Kindergarten Fees

Fees are charged for each term of kindergarten. Fees cover the costs of running the centre, purchasing equipment and cleaning.

Invoices are placed in families 'Kindy Pockets' at the beginning of each term and payment required within the first two weeks. Please see the Director if you need an extension or a payment plan

Payments are made via internet banking (see below)



### Payment of Fees

You are able to pay your Kindergarten Fees through your internet banking.

**BSB Number – 065 – 151**

**Account Number - 1009 1591**

**Account Name – West Lakes Kindergarten**

Please ensure you enter the;

- amount
- your CHILD'S Name (so we can receipt that you have paid)
- and what you are paying for *eg; Kindy fees Term 3 etc.*

*The Fees for 2019 will be \$175.00 per term plus excursion costs. There are four terms in the Kindy year.*

## Arriving at Kindergarten

- Please ensure that your child comes to Kindergarten with sun block applied.
- Enter and leave through the Front gate that faces the Eight's Reserve Park and please check that the gate is closed behind you,
- Sign your child in and write the time on the Attendances Pages located on the black trolley next to the main door of the Kindergarten,
- Write details in the dairy if your child is to be collected by a friend or relative and ensure a staff member has been informed of this. (identification will be required by the authorised person when collecting your child)
- Encourage your child to place their bag in a locker (if they do this they will be able to find their bag later),
- Encourage your child to take their insulated bag with their morning tea, lunch, afternoon tea to one of the two fridges and place their drink on the drinks trolley (Please ensure their lunch bags are clearly labelled with their names),
- Encourage your child to come and say hello to a staff member,
- Spend time with your child settling them into an activity,
- Approach a staff member if you need a staff member to comfort your child when leaving,
  - If you arrive before the session starts please stay with your child and supervise them in the yard. Never leave them in the yard without a staff member present.

## Collecting your child

- Arrive at Kindergarten 10mins before the end of the session. We have a staggered goodbye for children, to help relieve the congestion of parking and also to give enough time to safely drive to other schools and collect siblings
- At the end of the day a staff member will say goodbye to your child when they identify the adult who is taking them home.
- Your child will have their belongings organised when you arrive to collect them but you might just want to remind them to collect their Kindy work, lunch bags, drinks and hats.
- Check your child's Kindy Pocket for newsletters, receipts, invoices, first aid information. (located near the sign in pages)
- When leaving through the gate ensure that only your children pass through the gate with you.
- Please ensure children enter your car from the footpath side of the road, to ensure safety!

## What your child needs to bring and wear

See a handy list of what children need to bring to kindy, on the back page of this information book.

What children need to bring	What children should wear
<ul style="list-style-type: none"><li>• A bag with their name on it</li><li>• Insulated lunch bag (or with a frozen cold pack) with their morning tea, lunch, afternoon tea and a drink of <u>water</u>. (no cordial please) We are a nut free centre- (see our Nutrition Information and/or Nutrition Policy)</li><li>• A change of clothes and underwear.... just in case, 😊</li></ul>	<ul style="list-style-type: none"><li>• Clothes that may get dirty</li><li>• Clothes that won't get caught when climbing</li><li>• No thongs please – sturdy shoes or sandals</li><li>• Sun block applied before they come to Kindergarten</li><li>• Clothes that provide adequate sun protection</li><li>• Please name children's clothes and shoes.</li></ul>

## Attendance at Kindergarten

At Kindergarten your child will have many opportunities to develop skills and knowledge within a group of children their own age. To help your child gain the most from their time at Kindergarten it is important they attend each session they are enrolled for.

### Why Is Regular Attendance At Kindergarten So Important?

Children who attend Kindergarten regularly have opportunities to:

- **Develop friendships**
  - Joining in with a group, playing together, negotiating with other children and having fun.
- **Learn new things**
  - Cooperation, being a leader, having a go at something new, sharing ideas, taking turns and solving problems.
- **Build on what they have learnt**
  - Practising and refining new skills, extending their thinking and knowledge.
- **Follow a routine**
  - Developing independence, taking care of belongings, following instructions, separating from parents/carers, organising their time and packing away.

### What Is A Good Reason For Your Child To Be Absent From Kindergarten?

- Sickness, medical or dental appointments.
- Custody arrangements.
- Unexpected work related issues.
- Last-minute transportation difficulties.
- Religious or cultural celebrations.
- Family holidays.

### If Your Child Cannot Attend - Please Notify Staff

Whilst we do understand that regular attendance can be difficult at times with young children we are sure you would agree that attending Kindergarten on a regular basis helps children to learn good habits for life.

Please let us know if your child will not be at Kindergarten and this can be done through the Skoolbag App (see Keeping You Up-To-Date), by phoning us on 8353 1282 or through email [dl.5653.leaders@schools.sa.edu.au](mailto:dl.5653.leaders@schools.sa.edu.au)



## Individual Learning Plans

To support children's learning and provide support, we observed and assessed and this allows us to plan a program that meets their needs – either to extend them or provide support.

**Parent/Teacher interviews** (We call them Parent/Teacher Chats) are held with each new parent to our centre, in their first term, to gather vital information on the child's strengths, areas that need to be supported and strategies that can be used at home and at Kindergarten. From this information, an **Individual Learning Plan** is collated that then informs our planning and programming.

The curriculum (program) is planned on a regular basis and incorporates the children's individual plans and children's needs and interests and it is displayed.

## Statement of Learning

Moving on to school is a happy and exciting time for you and your child. For some children it will be an easy step but for others it may have some challenges.

At the end of each child's Kindergarten time, we share information with you- their parents and with their school. We compile information, term by term called the **Statement of Learning**, to give you and your child's school an overview of your child's learning, skills and dispositions.

We discuss your child's learning with their school to support them with the transition to school and planning for class placement.

## Literacy and Numeracy

At West Lakes Kindergarten we support literacy and numeracy development of the children through providing learning moments where children are immersed in a language and mathematical rich environment. We provide activities to develop, extend and provide support and we provide a program that is based on the DFE Literacy and Numeracy Indicators, the Early Years Learning Framework and the National Quality Standards:

We continually plan to provide literacy and numeracy learning opportunities that are engaging, current, planned- knowing the children's interests and we support children's individual learning styles to prepare them for their future learning. We ensure that children have time to learn and practise their skills in a range of contexts and activities.

We support literacy and numeracy learning with a focus to support, develop and extend children's confidence, co-operation, problem solving, researching, creativity, challenge, with a range of resources.

We ensure that literacy and numeracy is woven throughout our curriculum in all areas and can be seen in our program plan and children's Reflection Books, in displays and in the newsletters. We support literacy and numeracy within development at children's homes by providing workshops, activities and information to parents and the community.

We capture literacy and numeracy information to inform our programming, intentional teaching, provide support and to inform each child's Individual Learning Plan and Statement of Learning.

We meet regularly with the children's parents to discuss and support literacy and numeracy development for their child.

## Using Technology and iPads at Kindergarten

Technology such as computers, internet, iPads, TV and mobile phones are a big part of everyday life now and in the future. At our centre we use technology as a tool to support learning in a range of ways. These include communication and assistive technology, translation, literacy, numeracy, creativity, art, music and songs, capturing learning moments, for reference and searching information.

At West Lakes Kindergarten we use the Early Years Learning Framework to guide our curriculum, practices and pedagogies and meet the outcomes for learning about technology.

As educators, we know that children come to our centre with a range of skills, experiences and knowledge about technology. To support their learning, we provide opportunities and intentional teaching for children to access, explore and develop skills to prepare them for learning and living in the 21st century.

### Using the iPads at our centre

- We have 4 iPads that can be chosen by a child to use,
- These iPads have educational applications (apps) that support learning about communication, literacy, numeracy, problem solving, thinking skills and capturing photos,
- We provide a safe and healthy environment for the use of technology,
  - being in an open environment,
  - children are supervised by educators,
  - children can choose to use the iPads,
  - children have a 10 min turn, that is monitored by a timer,
  - iPads are available to use during Inside Learning Time – (morning)
  - we support children's learning by intentionally teaching them the skills of navigation, choice, having breaks and accessing a range of resources,
  - children do not have access to the internet. Educators will use the internet to access information if a child would like to research about an educational topic,
  - iPads are used for translation of languages
  - children use the iPads to take photos of their work, their creations or of something important to them that supports their learning.

Children learn a range of skills from using the iPads such as learning to take turns, sharing, independence, social interaction, making choices, following routines, organising their time, learning new skills, being an involved learner, decoding symbols, navigation, problem solving etc.

### Using iPads - Procedures

- We provide 4 iPads for children to use during Inside Learning Time that have a range of educational apps.
- Children can choose to do this activity and they place their name card (from the name board door) on the turn-taking board. Children have a choice to select which iPad to use.
- Children have 10 mins to use an iPad individually or with a friend. This is monitored using a timer.
- When the timer beeps, and their turn has finished they are encouraged to pass it over to the next person who is waiting on the list.

The child removes their name card and places it back on the name board door. If there is no child waiting for a turn, the child turns it off and leaves it on the table

## **Supporting Children's Learning Needs**

As each child develops at a different rate and have different needs, we support children depending on their individual needs. Some children may need some further support and if extra support is needed, the Director and parents meet together to find the most appropriate support or intervention.

At our centre, we offer support through the Preschool Support Program and if a child requires specialised support the Director and the child's parents together make a referral to the Department of Education support services and may be able to access support through a physiologist, speech pathologist or social worker.

Throughout their time at West Lakes Kindergarten, if a child may need extra support in any area, the parents are always part of the process and decision making on the best way to support their child.

## **Reporting to Parents**

We believe it is important to share each child's learning journey throughout their time at Kindergarten with their parents and we do this in a range of ways including:

- Develop an **Individual Learning Plan** (during term 1) which we co-construct with parents to highlight children's details strengths, their interests and areas which may need support.
- Parent/Teacher 'Chats' in the first and last term of Kindergarten
- Informal conversations with children
- Displays of children's work

- Sharing children's learning through their Reflection Book
- **Statement of Learning** (during term 4) for each child when they leave for school. This is written to inform parents of their children's learning under the 5 learning outcomes, their learning dispositions and literacy and numeracy. This information can then be shared with their schools, to support the school to plan and prepare for your child's learning and needs.

## Children's Reflection Book

Each child has a **Reflection Book** that captures their learning throughout their time at Kindergarten. It is designed for children to celebrate their learning and to share with their parents, families and with the educators. It is an opportunity for children to look back and be able to reflect on their learning, see their learning growth and to see their learning in a range of ways including photos, children's work such as paintings, drawings, their knowledge, their thoughts and reflections.

The Reflection Book is where educators capture children's learning to inform their planning, to support children to extend their ideas, experiences and provide the opportunity to see the learning growth over time. It also provides the opportunity for parents to make positive comments to help celebrate children's learning and it is a book that can be taken home and shared with other family members or friends.

The Reflection Books are an ever-evolving document to capture each's child's learning journey and needs to be returned to Kindergarten as children will be adding their work, thoughts and learning each week.

The Reflections Book are stored on the stand near the blue couch in the main Kindergarten room , so you can sit down with your child and have 'a chat' about their book and their learning. We call this our Reflection Space

## Interactions with Children

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 wellbeing, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- 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 modeling 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 wellbeing and learning
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services
- Being aware of our limitations and seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- At our Kindergarten we encourage and support managing behaviour in a positive way. We encourage children to
  - Care for themselves and keep safe,
  - To respect and care for others,
  - To care and respect the Kindergarten's equipment and environment,
  - To understand that there are consequences for their actions,
  - To make choices, decisions and find solutions.

Children are constantly learning- to be 'social' and to know the accepted ways of living, playing, working and being with others. As they develop they are learning to share, to take turns, to resolve conflict, to listen, to play together and to communicate and share their ideas. Sometimes they don't always get it right, and some children need more support than others to develop these skills.

### **Acceptable behaviour**

Acceptable behaviour that we encourage and model for children include;

- Respecting each other-accepting each person as an individual, their differences, culture and beliefs
- Listening to others – everyone has something valuable to contribute
- Using positive language (having a 'can do' attitude)
- Being co-operative
- Helping each other out
- Taking turns
- Sharing - equipment and materials
- Being friendly
- Participating in activities and experiences
- These behaviours provide the foundations to lifelong learning and teach children to respect, value, understand and care for each other.

### **Unacceptable Behaviours**

Unacceptable behaviours that is not fair to others such as;

- Those which **physically hurt or frighten** others e.g. Kicking, punching, biting, spitting, pushing and shoving
- Those which are **dangerous** to the children themselves or to others eg throwing equipment, running inside
- Those which hurt or frighten others through **language** e.g. name calling, insults, put downs
- Those which spoil other's achievement or work e.g. – deliberately knocking down or ruining other children's work
- Those which interfere with the routines around the center such as deliberately disrupting group time/pack up time.

## **Minimising Challenging Behaviours**

Learning to play appropriately with others takes time. The staff at our Kindy uses a range of strategies to minimise unacceptable behaviours.

- We understand that all children are individuals and will have different levels of understanding and have experience different types of rules.
- Some children who have learning difficulties/ delays or disorders may have greater difficulty in coping with frustrations and in learning to behave acceptably and in understanding rules and consequences.
- We believe that staff and parents need to share the responsibility for managing challenging behaviours by being consistent at all times, by creating safe and secure environments for children and by modelling appropriate behaviours.
- Children learn best when they experience success and feel good about themselves but sometimes children do feel angry, frustrated and upset and need some help and support to express their feelings appropriately.

Staff at our centre support positive behaviours by:

- Following protective behaviours such as using statements such as ' Stop, I don't like that'
- Explicitly teaching skills to deal with conflict and problem solving Explicitly teaching and providing experiences to develop social skills, fairness and bullying
- Understanding behavioural development
- Being consistent and having high expectations

## **Nature Play**

At West Lakes Kindergarten we value time and opportunities for imaginative, open-ended creative play and for children to learn in the natural environment. We ensure that children have daily access to natural outdoor learning environments. Outdoor play in nature offers a number of benefits, including opportunities to learn:

- physical skills and build stamina
- social skills
- how to manage risks
- respect for nature including minibeast , insects, plants.

At our centre we provide for children to learn in the outdoors by providing a quality outdoor learning environment that is dynamic and responsive . We include area such as;

- plants, rocks, logs, sticks and hay bales to create different play areas
- a vegetable and herb garden – learning how plants grow
- an outdoor mud kitchen – wonderful for making mud pies!
- a digging patch
- a rocky stream in the sandpit
- a slope for rolling
- a range of areas to allow for multiple uses for sitting in quiet places and a lawned area for running
- areas with soft-fall to support physical activity such as swinging and climbing.
- an outdoor art studio



## **Teaching children about risks**

We believe that children need to learn, know and practice a range of skills including how to walk on uneven surfaces, how to use sticks in their play, learning how to balance over rocks and tree stumps and develop their co-ordination. As educators we teach children about being safe in these areas and how to take risks.

*What is risky for one child, in a particular setting on a particular day, may not be for another child. Risk is relative. Early Childhood Australia – Rethinking Outdoor Learning Areas – Newsletter no 59 2013*

# Sustainability

At West Lakes Kindergarten we believe in looking after our environment and teaching the children about sustainable living.

We do this in a range of ways including:

Reducing our paper use by:

- emailing parents with our centre newsletters, invoices, reminders etc
- sourcing paper from a local printing business that is able to donate off-cuts, recyclable paper, etc
- providing a range of mediums for children to use including IT, whiteboards and sensory experiences such as play dough and the salt box .

Learning with the children about:

- recycling- how it works, symbols, the planet Earth, jobs, money, what can we do?
- how paper is made,
- caring for our environment,
- growing vegetables,
- our greenhouse and plants- the plant cycle, what plants need,
- insects and worms,
- caring for animals,
- water and being water wise,
- working together as a team to meet a goal

Recycling

- collecting bottles and cans to be recycled and raising money through our recycling program
- recycling our paper waste at snack and lunch time
- collecting our food scraps for the worm farms and composting
- paper recycling bins at kindy and using the recycling symbols

Vegetable garden

- growing vegetables with the children in our vegetable patch
- children to grow their own plants
- cooking with vegetables
- healthy eating and healthy bodies

Water wise

- using timer taps in the basins
- using the sprinklers at efficient times
- collecting rain water to use on the garden







## Healthy Eating

This preschool promotes **safe, healthy eating habits** in line with the *Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools* and relates to the DECS wellbeing strategy.

At West Lakes Kindergarten we encourage and support food and nutrition environments to promote health, wellbeing and learning to empower children with food knowledge and skills for healthy living.

We use the '*DECS Eat Well SA Schools and Preschools Healthy Eating Guidelines 2005*' as the foundation to our centre Healthy Eating policy.

The early years of life are critical in establishing food attitudes and habits. Childhood is a period of continuous education about healthy eating.

- We encourage and support children to wash their hands before and after eating and we sit at tables throughout eating time.
- Children at our center have a routine time that we sit together and eat our food that we have brought from home - morning snack, lunch and afternoon snack. We do not share food at our center, so as to prevent allergic reactions. Sound health and wellbeing habits are developed when children are encouraged to eat meals in a positive social setting and all children are supervised by educators while eating to ensure their safety and for educators to build and support relationships. While food is a part of social events and celebrations, it is not used in reward or punishment situations related to an individual's behaviour.
- As water is essential for life, a balance between fluid intake and output is important for effective body function and the maintenance of good health. We encourage children to bring water in their drink bottle and it is placed on the drinks trolley so then can have a drink whenever they need one.
- The family is the primary provider of food for their child. We believe that breakfast is essential to support children's learning and their wellbeing and encourage parents to provide breakfast to their child before attending kindergarten
- Breastfeeding provides immediate and long-term benefits for infants so at our centre we provide a comfortable space for breastfeeding your infant.

## Allergies

Some foods are excluded from our center for a variety of reasons:

- They are life threatening to other children at the center.
- They are dangerous to small children and may result in choking.
- They contain excessive amounts of salt, sugar and other ingredients, which are not necessarily part of a healthy lifestyle.
- The center promotes foods, which allow independence for your child (some foods are difficult for some children to open and manage.)
- Most common food allergens are - peanuts, tree nuts, fish, shellfish, eggs, milk, sesame and soy and these foods are not acceptable at our centre
  - Nuts and all nut products
  - Peanut paste/ butter
  - Nutella
  - Chocolates and other chocolate products
  - Roll ups
  - Chips, Donuts, cans of soft drink

**\*We are an Allergy Aware Centre – Please see below for list of acceptable and unacceptable foods at our centre**

## Healthy Eating and our Curriculum

Throughout our program we provide opportunities for children to learn about healthy food so that they can make positive healthy food choices for good health. We provide practical activities such as cooking, growing healthy food and learning about sustainable communities such as recycling and composting.

Our program includes activities that reflect diverse cultural, ethnic and spiritual groups of Australia and traditional and cultural backgrounds

### Cooking

Cooking is a great way for children to learn about healthy eating choices and learn about following instructions, literacy, numeracy and listening skills.

Before each cooking session, we inform you of what we are going to cook and a list of the ingredients, so you are able to inform us of any dietary requirements. This way we can provide an alternative for children with allergies or dietary requirements so that all children are included and are safe.

At the end of the day, the children are able to take their cooking home with them in a sealed bag, with the ingredients listed on the bag, so that parents are able to give permission/supervise their child eating their cooking.

### Children's Birthdays

Children at our center love to celebrate their birthdays and parents enjoy to share treats with other children at Kindergarten.

We ask that parents not supply cakes; biscuits etc. but as a treat provide stickers for children to share with their friends.

Any product brought to Kindergarten must be checked for ingredients to ensure that unacceptable foods (e.g. nuts) are not present.

### Using Recycled boxes at Kindergarten

Due to some children having a severe allergy to nuts and products with nuts in them and eggs, please do not bring boxes for pasting and making that have had these products in them (e.g. egg cartons, boxes that have chocolate/nuts in them)

## **\* Acceptable foods at our centre**

### Drinks

- A drink bottle containing water that is clearly labelled with the child's name



### Morning and afternoon snack

- Fresh fruit –apples, bananas, oranges, mandarin, pear, mango, strawberries etc.
- Dried fruit – sultanas, dried apricots, figs, etc.
- Fresh vegetables – eg salad vegetables, peas, tomatoes, cucumber, capsicum, celery etc.

### Lunch time

(Please provide lunch in a separate container that can be stored in the fridge and is clearly labelled with the child's name)

- Fresh fruit –apples, bananas, oranges etc
- Dried fruit – sultanas, dried apricots etc
- Fresh vegetables – cucumber, capsicum etc
- Savoury sandwiches, pita bread – fillings may include vegemite, cheese, salad
- Dairy products – such as cheese, yoghurt



## Not Acceptable at our centre

- Nuts and all nut products
- Peanut paste/ butter
- Nutella
- Chocolates and other chocolate products
- Roll ups
- Chips, Donuts, cans of soft drink

## Food at West Lakes Kindergarten

- Children at West Lakes Kindergarten bring their morning snack, lunch and afternoon tea from home.
- They also bring a bottle of water to drink throughout the day.
- Please could you bring your child's food in an insulated lunch bag that is clearly labelled with their name.
- The children bring their food each day and place it in the fridge. They then go to the fridge at morning snack, lunch and afternoon snack time and find their own bag and take it to the eating tables.



## Health and Safety - Our Sun Protection Policy

At West Lakes Kindergarten and Early Childhood Centre, we use the Cancer Council SA SunSmart Policy Guidelines to support us in ensuring all members of our centre are protected from skin damage caused by the harmful rays of the sun. *CancerSA – Sun Smart Early Childhood Program -Approved by the staff and parent management committee – February 2018*

**Please note: In line with DECD and Cancer Council SA guidelines, and our SunSmart status, sun protection is used during terms 1, 3 and 4 (1<sup>st</sup> August until the 30<sup>th</sup> April) and whenever UV radiation levels reach 3 or above at other times.**

### Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health.

### Objectives

This SunSmart policy has been developed to:

- encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- work towards a safe outdoor environment that provides shade for children and staff
- assist children to be responsible for their own sun protection
- ensure families and new staff are informed of the centre's SunSmart Policy.

### Legislation

This policy relates to the following National Law and Regulations:

- Education and Care Services National Law Act 2010
  - Section 167 – Protection from harm and hazards
- Education and Care Services National Regulations 201
  - Regulation 100 – Risk assessment must be conducted before excursion
  - Regulation 113 – Outdoor space–natural environment
  - Regulation 114 – Outdoor space–shade
  - Regulation 168 – Policies and procedures (2)(a)(ii)–sun protection

### National Quality Standards

All of the following SunSmart procedures link to:  
Quality area 2: Children's health and safety.

There are also links to:

Quality area 1: Educational program and practice

Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Governance and Leadership

### **Procedures and Implementation**

- To assist with implementing this policy, staff are encouraged to access the daily sun protection times via the SunSmart app, [www.myuv.com.au](http://www.myuv.com.au) or [www.bom.gov.au/sa/uv](http://www.bom.gov.au/sa/uv)
- We use a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4 (1 August until 30 April) and whenever UV radiation levels reach 3 and above at other times.
- Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these time where possible.

#### **1. Clothing**

##### **Quality area 2: Children's health and safety**

- When outside, children are required to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended.
- Tops with elbow length sleeves, collars and knee length or longer style shorts and skirts are best. If a child is wearing a singlet top or dress they wear a t-shirt/shirt over the top before going outdoors.
- Children are encouraged to wear the kindergarten t-shirt, or sun protective clothing, as detailed above.

#### **2. Sunscreen**

##### **Quality area 2: Children's health and safety**

- Parents are encouraged to supply SPF 30 or higher broad spectrum, water resistant sunscreen for their children, with their child's name on it
- We will support children to re-apply their own SPF 30 or higher, broad-spectrum, water resistant sunscreen to clean, dry skin, 15—20 minutes before going outdoors.
- Sunscreen should be re-applied every two hours if outdoors for a prolonged period of time or more frequently if involved in water activities or perspiring

#### **3. Hats**

- All children and staff are required to wear a **broad brimmed hat**, or bucket hat (bucket hat must have a deep crown and minimum 5 cm brim for children under 5 years of age and 6 cms for older children and adults) whenever they are involved in outside activities. Baseball or peak caps do not provide enough protection and are not considered a suitable alternative.
- Children not wearing an appropriate hat will be expected to **play in the shade**.

#### **4. Shade**

##### **Quality area 2: Children's health and safety**

##### **Quality area 3: Physical environment**

- Whenever possible, all outdoor activities will be scheduled outside of the peak UV radiation times, and in the **shaded areas of the service**. We will use the shade of trees, pergolas, umbrellas and tents whenever outdoors.
- The **sandpit and play equipment** area has shade structures, and further provision of shade areas is a priority for the service
- children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

#### **5. Babies**

##### **Quality area 2: Children's health and safety**

Our SunSmart practices consider the special needs of infants.

- All babies under twelve months are not exposed to the direct sun when UV levels are 3 and above.
- Infants should be protected by using shade, clothing and hats. Sunscreen should be applied to small areas of exposed skin not protected by clothing or hats.

#### **6. Enrolment and How Parents Can Help**

##### **Quality area 6: Collaborative partnerships with families and communities**

Information about the centre's SunSmart Policy will be given to all new staff, students and families

#### **7. Staff WHS and role modelling**

##### **Quality area 5: Relationships with children**

As part of WHS UV risk controls and role modelling, when the UV radiation is 3 and above, staff will:

- wear sun protective hats, clothing and sunglasses when outside
- apply SPF 30 or higher broad spectrum, water resistant sunscreen
- seek shade whenever possible.



## 8. Education

**Quality area 1: Educational program and practice**

**Quality area 5: Relationships with children**

**Quality area 6: Collaborative partnerships with families and communities**

- sun protection and skin cancer prevention will be incorporated in appropriate teaching activities.
- the SunSmart policy is reinforced through staff and children's activities and displays
- information on sun protection is available to staff and families through newsletters and noticeboards.

## 9. Policy review

**Quality area 7: Leadership and service management**

- The West Lakes Kindergarten Early Childhood Centre sun protection policy' will be evaluated on a three yearly basis, or when new information is received from Cancer Council SA.
- Policy issues will be discussed at staff and parent meetings.

### **To support sun protection, parents are asked to...**

- **Ensure your child brings their hat to Kindergarten every day. The Kindergarten will provide a bucket hat to each child when enrolling**
- **Apply SPF 30 or higher broad spectrum, water resistant sunscreen to your child before coming to Kindergarten. Sunscreen should be applied 20 mins before exposure to the sun**
- **\*Provide a named sunscreen (SPF30 or higher broad spectrum, water resistant) (a brand that your child has used before). Please give the sunscreen to the teacher and we will provide and support your child to apply the roll-on sun screen at lunch time**
- Please let us know in writing if you do not want your child to use sunscreen due to medical reasons
- Dress your child in clothes that provide adequate sun protection, and comply with our sun protection strategies. Children wearing singlet and sleeveless tops will be required to wear a t-shirt over the top, before going outside (The Kindergarten has a 'Kindergarten top' that supports sun protection)
- Protect your own skin and be a role model for your child by using a combination of sun protection measures (clothing and hats, shade, sunglasses and sunscreen) when attending the centre.

### **Extreme Heat**

Health and safety of children and students during hot weather:

- Children are encouraged to **drink plenty of water** and stay out of the sun.
- any outdoor or sporting activities/excursions are rescheduled or cancelled,
- we will remain inside to keep cool and out of the direct sunlight,
- pre-cautions are taken to ensure children's lunches are kept cool to avoid food poisoning by providing a cool place for children to store their lunches (fridge)

#### **On EXTREME HEAT DAYS (40 degrees and above)**

- In the best interests of the children and families, **children can be collected at 12pm** on the days of extreme heat.
- If the weather is forecasted to be 40 degrees or above on the Bureau of Meteorology (Australian Government) website at 6am on that day, children can be collected at 12 pm. ([www.bom.gov.au](http://www.bom.gov.au))
- If you are aware that your child becomes distressed in the heat, you may keep your child at home, or collect your child early.
- We will keep children inside in the cool, in extreme heat and extreme UV rays (including 10 and above)

#### **Power outages**

- Due to extreme heat there is a possibility that our Kindy may be without power for varying periods of time. For short term outages, we will remain at Kindy but if outages that are predicted to be of longer duration, we will notify parents by phone or through the Skoolbag App.

# Health and Medical Information

## Sick Children

While it is important that children attend Kindergarten regularly, please do not bring your child if they are unwell.

- Children with colds (green/yellow runny noses indicates infection), congestion and temperatures should be kept home to recover and also prevent the infection of other children and staff.
- Please **do not send your child if they have diarrhoea or vomiting**.
- Staff will contact parents if children become sick at Kindergarten and request that the child be collected.
- Please support us to prevent infections spreading by keeping your child at home if they are unwell and home and rest is the best place for them to heal.
- Staff will contact parents if children become sick at kindergarten and request that the child be collected.

## Infectious Diseases

Please notify staff if your child contracts an infectious disease. Staff or your doctor will be able to inform you as to when your child may return to kindergarten.

## Medical

All kindergarten staff have current first aid training. Staff will treat minor injuries; all others are referred to parents so you can contact your own doctor. If we have any concerns at all a staff member will telephone you to ensure you are aware of the situation and to decide if further action is necessary.

In the case of an emergency an ambulance will be called and parents contacted. Where parents cannot be contacted staff will telephone those people listed as emergency contacts on the child's enrolment card.



**Ensure all details on your child's enrolment card are accurate - including medical information, your address, phone numbers at home and work, and details of emergency contact people.**

## Asthma

Parents of children who suffer from asthma will need to provide a Health Care Plan from a health professional and provide a spacer and Asthma medication so we are able to provide first aid if required and support your child's asthma symptoms and management.

## Anaphylaxis

Parents of children who suffer from Anaphylaxis will need to provide a Health Care Plan from a health professional and provide medication and/or EpiPen, so we are able to provide first aid if required and support your child.

### What is Anaphylaxis?

Anaphylaxis is a severe and potentially life threatening allergic reaction. The majority of food allergic and anaphylactic reactions occur in preschool age children "ASCIA 2008". Food is often the trigger in pre-school children. Avoidance of certain foods is the only way to prevent a reaction!

### What are the triggers for Anaphylaxis?

Virtually any substances can trigger anaphylaxis in susceptible individuals.

The common triggers are

- FOOD- Usually cow's milk, nuts, egg, fish or shell fish and can include additives,
- Insect Venom
- Usually bee, wasp or jumper ant venom
- Medication

At our centre we want to do our best to keep those children at risk, as safe as possible. We want to be allergy aware at our centre, so we are informing parents and families about allergies and their triggers.

Things we can do to be allergy aware at our centre,

- Take food allergies seriously!
- Everyone is encouraged to wash hands before and after eating.
- Children do not share or swap food
- (Unless pre-arranged for a social event and organised with the family)
- All children's drink bottles, lunch boxes and back packs are clearly labelled with the child's name,



- No Nuts at our centre (This includes peanuts and other nuts and also:
  - NO Peanut Paste,
  - NO Nutella and
  - where nuts are listed in the ingredient list
  - (This does not apply to those foods labelled ‘may contain traces of nuts’) from “The Australasian Society of Clinical Immunology and Allergy – ASCIA Guidelines for prevention of Food anaphylactic reactions in schools, preschools and childcare centres 2008”
  - No whole Eggs or sandwiches that contain eggs

### **Confidentiality**

All information given to staff about your child, including medical information is kept confidential. Parent consent is required to share information with other agencies and support services (see our handout on parent consent)

### **Rest and Sleep**

At West Lakes Kindergarten and Early Childhood Centre we understand that effective sleep and rest routines are essential in ensuring the development, growth, social and emotional well-being of each child in our care.

Our centre is designed for educational purposes but we understand that being at Kindy for a full day can be very tiring for some children. We will discuss and collect information about individual children about their sleep and rest which will inform our knowledge each child and it will inform our planning and meet their needs.

If a parent feels that a full day will be too much for their child, we will discuss with the parent and determine the best for that child. That may include starting off their Kindy time doing half days and gradually increasing their time, once they are ready.

### **Rest and Sleep at our centre:**

We will;

- Provide a quiet room for children to rest if they need time to sit or lay down.
- We will provide them with a comfortable chair, lounge chair or a mattress to use.
- We will provide a clean sheet and pillow case, if they feel like a lay down
- If children fall off to sleep during that time we supervise them and ensure they are comfortable and safe at all times.
- If the child is extremely tired and it is interrupting their behaviour and learning, we will contact the parents to discuss and determine whether the child needs to be collected for a larger sleep at home
- If the child appears to be sick, we will supervise them and contact the parents immediately to inform them, discuss and arrange collection. (We refer to the Policy book—Who Has What?)
- We will work closely with other agencies such as health professional on the best way to support children with rest and sleep.
- Ensure that children are not overdressed or overheated during sleep
- We will inform parents if their child has needed an extended rest, or they have fallen off to sleep. We will record it in the Rest and Sleep folder found with the medical folders, next to the photocopier and a note will be placed in the parent’s Kindy pockets.
- Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has:
  - a high temperature,
  - vomited or
  - received significant trauma to their head.

## **Emergency Situations**

To ensure we keep all children and staff are safe, we regularly practice with the children about keeping safe in an emergency situation and practice our evacuation and invacuation with the children and the staff. All staff are trained in first aid.

## **Our Car Parking**

As we have limited car parking at our centre, we have a staggered start and finish to help ease the car parking demand. We welcome families between 9am and 9.30pm and start saying goodbyes to children between 2.30pm and 3pm as this also helps parents who need to drop-off and collect other children from local schools. Please ensure you take your children out of the car on the footpath side of the road.

## Excursions and Incursions



### Excursions/Incursion

To support the children's learning we go on excursion where we go out of the centre or an incursion where we have workshops or guest performers come into the centre.

The cost of the excursion/incursion is covered by parents and added to the term's fees.

West Lakes Kindergarten strives to ensure the highest level of safety for children in our care, and to comply with National Quality Standards and DECD Policy. Please refer to our Full Excursion Policy for West Lakes Kindergarten and the Department For Education.

We take our responsibility for excursions seriously and complete a risk assessment when planning the activities, collaborate with the parent committee and notify parents through the term's overview, through a written permission note outlining the excursion, its destination, mode of transport, educator to child ratios, number of adults and written authorisation to be taken outside the premises. It will also outline what the children will need to bring with them, eg, hat, drink, lunch etc.

West Lakes Kindergarten will follow child: staff ratios and duty of care responsibilities outlined by the Department For Education and the National Quality Standards.

To protect the health and welfare of all children in our care, we insist that children and supervising adults are signed into and out of the Centre as appropriate to ensure accurate records of duty of care and attendance.

**Parents**, please keep your contact numbers up-to date with us and if on the day of the excursion you are contactable at a different number, please ensure you leave that number with us.

## Volunteers at our Centre

### Volunteer Induction

At West Lakes Kindergarten we believe that all people can make a significant contribution to the Kindergarten Community by

- giving their time and sharing their skills and expertise with others. Volunteers may have a wide
- range of interests and abilities that compliment kindergarten programmes, thus providing a wider
- range of interactions and experiences for children.

### Volunteer Selection Process

The suitability of volunteers to work at the kindergarten will be decided by the Director. This will be made in relation to the skills being offered.

### How can I become a Volunteer?

- Contact West Lakes Kindergarten on 83531282 and make an appointment with the Director
- Provide written information about your skills and interests
- **Apply and be successful for a Relevant Screening Clearance through DCSI (Department of Communities and Social Inclusion)**
- Participate in an induction program and **RAN-EC Induction for Volunteers** (Responding to Abuse and Neglect Education and Care Training)

### The Kindergarten's Responsibilities to Volunteers

A staff member will be allocated to supervise a volunteer in each of the areas he/she works.

Volunteers will be provided with induction training that will include:

1. Mandatory reporting, where appropriate.
2. Duty of Care, responsibilities to children.
3. Confidentiality requirements.
4. Training specific to the area of volunteer work.
5. Appropriate policies.

When a volunteer begins at our site we ensure they are welcomed and informed about safe work practices, policies and Centre practices. For further information, please see the Director.

## Parent Committee (Governing Council)

A Parent Committee/Governing Council works with the staff to ensure the smooth operations of the centre. Parents from the Kindergarten and the Speech and Language Program are welcome to join the Parent Committee. The committee is a friendly group of parents who get together twice a term, to talk about what is happening at kindergarten. They decide what resources we will buy, discuss what the children are learning, plan family events and make some really good friends along the way.

Meetings are held on Tuesday morning at 9.30am in weeks 3 and 7 of the term

A committee is elected each year at the Annual General Meeting but new members are welcome to attend at any time throughout the year.

Please speak to any of the staff if you would like to attend or simply come along. Dates of meetings will be included in the newsletter.

Members on the parent committee will meet the requirements for volunteers including

- **Be a parent of a child currently attending the Kindergarten or apply and be successful for a Relevant Screening Clearance**
- Participate in an induction program and **RAN-EC Induction for Volunteers** (Responding to Abuse and Neglect Education and Care Training)

## Parent Participation

We value parent involvement and encourage you to participate in any way you feel comfortable. We acknowledge that parents will wish to be involved in a variety of ways.

### How you can help us...

- Spend a short time reading a story, pushing some children on the swing, playing a game or helping with an activity.  
\*Just tell a staff member you have some time and would like to stay.
- Share your culture and skills with staff and the children. Tell us if you play a musical instrument, paint, draw, etc. or would like to help us celebrate a special cultural event.
- Make a time to cook with a small group of children.
- Mend library books at kindergarten or take them home.
- Help prepare teaching materials left in the 'helping hands box'. \*Instructions are provided and this can be done at home.
- Help during the end of term clean up.
- Attend family events and excursions.
- Attend Parent Committee Meetings.
- Help by doing some gardening or sweep the paths.

Being involved lets you see the types of learning your child is participating in at kindergarten and children show great pride when their parents are involved. Please talk to us if you would like to be involved so we can include you in our program.

## Positive Feedback To Us

As a group of educators we are very honoured to be part of your children's lives and are passionate about our work supporting children in early childhood. We value your opinions and would love to hear if what we are doing is great! Letting us know what is working, what your child is enjoying and what is worthwhile lets us know that we are supporting your child and those positive comments reinforces what is happening. We are also open to constructive feedback and if you have any ideas and/or suggestions for improvement, we are happy to hear those as well. This helps us to provide a quality kindergarten program and want involvement from our families.

## Concern Resolution Process

The relationship between educators and families is fundamental to the quality of care and education that children receive. Should a concern or problem arise, please let us know and we can work together to find a solution or resolve the problem. Communication is the key and open communication, in a respectful way, ensures the best outcome for all involved.

We have a concern resolution process/policy that we follow and it has three stages, with the Kindergarten being the first point of contact for parents and caregivers.

### **Stage 1**

In the first instance, you should raise your concern with the Educator concerned, or with the Director.

If you have a concern that will take more time, we ask that you make a time to discuss your issue with the Director.

Alternatively, you may wish to put your concern in writing, and give it to the Director.

We will ensure that we

- listen to your issue
- record what you say
- identify actions to resolve the problem
- get back to you to see how things are going

### **Stage 2**

If you are not satisfied that your concern has been resolved by the Kindergarten, we can explore other options, but you may also wish to contact Department For Education - Educational Director based at the Flinders Park Office

### **Stage 3**

You can also choose to contact the Parent Complaint Unit for advice in dealing with your concerns.

- You can contact the PCU at any time or when you feel that your concern has not been resolved by either the Kindergarten or Regional Office.
- For further information go to [www.decd.sa.gov.au/parentcomplaint](http://www.decd.sa.gov.au/parentcomplaint)

## **Keeping you up-to-date**

- **Skoolbag App** – Regular information, newsletter and reminder are sent through the Skoolbag App, You are also able to inform us through the app, is your child will be away, is ill or on a family holiday. Simply download the Skoolbag App from the App Store or Google Play, add your email address and a passcode and search for West Lakes Kindergarten and ECC and follow along. This is our main form of communication online but we do also use Email, if we need to send you something individually.



- **Email** – Please could you ensure we have an up-to-date email address. This way we can make sure that we can send you information.

- **Notice board and displays**

We use our front window to display children's work, what we have been learning, and important dates and community events to remember.

Information is displayed throughout the centre showing what the children have been learning at kindergarten and may include photos, the children's work or pictures along with information provided by staff. The children take great pride in their work especially when parents acknowledge their work on display and talk about what they have been learning and doing at kindergarten.

## **Taking Photos at Kindy**

We ask our families to give written permission for photos to be taken of their child and used within the centre. These photos are used to support and celebrate children's learning and their activities.

- For privacy reasons, please do not upload, publish or distribute photos of the children from West Lakes Kindergarten and ECC, to social media such as Facebook or Instagram etc.
- If we need to use photos of children and their learning in reporting, that may be published; we will need your permission.
- There is a separate Department For Education consent form for the permission to use image, video, and/or creative work of students and children.

## **Lost Property**



A lost property box is put out under the verandah each day on the sign-in trolley so please check it regularly for those stray hats, jumpers and toys. 😊

### If you have any further questions or concerns please:

- See one of our staff or the Director,
- Read our Policies and Guidelines – available in the folder on the Parent Information Stand in the main Kindy room
- Email to [dl.5653.leaders@schools.sa.edu.au](mailto:dl.5653.leaders@schools.sa.edu.au)
- Visit our website [info@westlkskgn.sa.edu.au](mailto:info@westlkskgn.sa.edu.au)
- Make an appointment with the Director – Phone 8353 182
- Place a suggestion in the Suggestion Box on the sign in trolley

We are looking forward to meeting you and your child 😊



## Things to bring to West Lakes Kindergarten and ECC...



✓

### A Kindy bag

- ✦ with their name tag attached,



✓

### A lunch box

- ✦ *clearly labelled* with morning tea, lunch and afternoon tea, (this goes in the fridge)



✓

### A drink bottle with water in it

- ✦ *clearly labelled* and this goes on the drink's trolley



✓

### Kindy Bucket Hat

- ✦ *We have Kindy hats for \$7.00*

✓



### A roll-on sunscreen

- ✦ that your child can apply at lunch time – *clearly labelled*.
- ✦ (Please supply sunscreen that your child has used before. Please apply sunscreen before coming to Kindergarten)

✓



### spare clothes and underwear

*...just in case 😊*

✓



### Any Health Care Plans or medication (eg Asthma puffer, EpiPen)

✓



### Emergency Contacts

- ✦ New and/or updated emergency contact numbers