

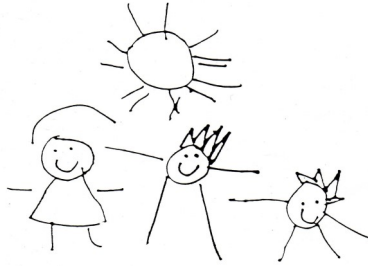


# Salisbury Park Kindergarten

RATED  
**EXCEEDING**  
NATIONAL QUALITY STANDARD

## Staff Team:

Director, Julie Stevenson  
Teachers, Peta Pahl and  
Helen Cousins  
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PSS, Jo Goodes



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*A place to belong where learning is  
fun*

## Services available at the Kindergarten

### Kindergarten:

Tuesday, Wednesday or Thursday **8.45 to 2.45pm**  
Friday **8.45 to 11.45am**

Kindergarten begins at the start of the year for children turning 4 up to 30th April.

Children may attend for 15 hours a week which equals 2 full days and 1 half day

Children turning 4 between 1st May to 31st Dec. will start kindergarten at the beginning of the following year.

### Pre-Entry:

Children may attend for 1 session a week for 4 weeks during term 4. They will begin their full time kindergarten the following year.

### Early Entry,

Aboriginal Children and Children Under the Guardianship of The Minister may attend for up to 12 hours a week from 3 years of age. Children with identified additional needs may also qualify for early entry sessions.

### Fees: Kindergarten:

\$12.00 /week or \$120.00/ term

### Pre-Entry:

4 sessions in term 4 - \$20.00

Early-Entry: 8 sessions in term 4 -\$40.00

An account will be placed in your communication pocket. Please ensure all fees are paid on time. Thank You.

**Payment of fees is a vital source of income for the kindergarten. This money is used to pay for healthy snacks and for new learning equipment and teaching resources.**

**Fees are due by the end of week 4 each term.**

### Morning Kindergarten Timetable:

8.45 Welcome, children arrive  
9.00 Inside & Outside play  
9.45 Morning snack  
10.00 Inside & Outside play  
11.20 Pack up time  
11.30 Small group time  
11.45 Home time **Friday only**

### Afternoon Kindergarten Timetable

12.00 Lunch time  
12.30 Inside activity  
1.00 Inside & Outside play  
2.15 Pack up time  
2.30 Small group time  
2.45 Home time

### What I Need to Bring to Kindergarten:

**Please clearly label all items with your child's name**

- ♦ A bag
- ♦ A lunch box with a healthy 'nude food' lunch
- ♦ A hat, preference for legionnaire or broad brimmed. (see sun smart policy)
- ♦ Rain coat, wet weather pants & boots
- ♦ change of clothes including underwear, socks, top and pants
- ♦ A library bag
- ♦ You may choose to bring a drink bottle, however drinking water is always available

**Healthy morning snacks are supplied for the children.**

**Payment for snacks is included in the terms kindy fees.**

# Daily Procedures at Salisbury Park

## Arrivals & Departures:

Please bring your child into the centre so that a staff member knows your child is present. Close the 'safety' entrance gates behind you, and ensure no other children have slipped out. Children must be signed in and out of sessions. The 'sign in' sheet is located on the table by the main



entrance door. Children are individually farewelled from the large group at the end of the session. For safety reasons, it is important that staff are aware of who is going to be collecting your child at the end of the day. If you are not picking up your child, and have arranged for someone else to collect them, **please notify the staff and add the name and relationship of the person collecting to the 'sign in' sheet.**

**It is important that 'unfamiliar' people collecting children bring ID with them.**

We are not able to release kindy children to siblings. under 15 years of age

## Birthday Celebrations:

Birthdays are considered a special day for families that choose to celebrate them. We believe that it is important to acknowledge a child's Birthday if family cultural beliefs support this. Happy Birthday will be sung at group time, the Birthday child will receive a card, sticker, balloon or similar from the centre.

***Birthdays will not be celebrated with food of any kind.***



## What to Wear:

Clothes that allow children to play freely and explore painting, water play, mud play or other 'messy' activities. Suitable shoes like sandals, sneakers and in wet weather rubber boots are important.

The application of sun-screen is advisable when the UV rating is 3 or above. Please apply sun-screen to your child prior to arrival at kindy. Staff will re-apply sun screen after children have had lunch.

## Please Note:

**Thongs** are not considered suitable footwear, they can be dangerous when running and climbing.

Please encourage your child to keep their own **toys** at home. Toys that come to kindy may get lost or broken, which may result in a very unhappy child.

## Parking

Please note that the staff car park is needed for staff. Parking is available in the street around the centre.

## Lost Property

A lost property box is located in the locker area, please check the box regularly. Labelling your child's items, will support the safe return of them. Please remember to label everything, including socks and shoes!

## Healthy Eating

We are committed to encouraging a healthy, balanced diet. Payment of Kindy Fees includes a portion towards providing fresh fruit and vegetables as a morning snack. We also ask you to pack a healthy lunch for your child. We aim to reduce waste going to landfill, therefore we ask that you use reusable containers for your child's lunch and limit pre packaged foods where possible.

Some suggestions:

- ♦ **Sandwich, yoghurt and piece of fruit**
- ♦ **Wrap bread, fruit muffin**
- ♦ **Crackers with cheese, fruit salad**
- ♦ **Carrot sticks, cucumber or salad**

**Due to safety regulations, we are unable to heat children's food. Please do not send food that requires heating.**

**Foods containing nuts are not allowed at kindy due to the potential risk for children with severe allergies.**

# Keeping Informed



## Communication pockets

All children have a communication pocket, which are located on the main entrance doors. Please take the time to check this pocket each time you come to the centre. It is here that you will find newsletters, fee accounts/envelopes, receipts and other correspondence.

Occasionally inadequate communication leads to misunderstandings. Your concerns can best be resolved through direct contact with an educator as soon as possible. Staff are approachable and will listen and respond to your concerns.

Please refer to our 'Concerns & Complaints' Policy/Procedure for further information.

## Notice Board

Notices and the Centre Learning Program are displayed on the board above the lockers. Please read the notice board on a daily basis. Daily reminders, staff changes and special events will all be displayed here.

**Play** is the natural way a child learns. It is the way they learn to concentrate, to exercise their imagination, to try out ideas, to practice grown-up behaviour and to develop a sense of control over their world.

We implement the  
**'You Can Do It' Program.**

This program aims to develop children's  
Social & Emotional Wellbeing.

Focus topics include; Confidence, Persistence,  
Getting Along, Resilience & Organisation.

## The Curriculum

We are committed to providing quality teaching and learning programs which are based on the **National Early Years Learning Framework**, 'Belonging, Being & Becoming'. This curriculum has been developed by the Australian Government Department of Education for use with children birth—5 years. The Developmental Learning Outcomes provide reference points to monitor and assess children's progress and include:

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

### Preschool Numeracy and Literacy Indicators

The indicators of preschool numeracy & literacy were developed by the Department for Education and are used by teachers to identify, plan for, assess, monitor and report on each child's learning and growth. The indicators are identified as:

**Numeracy:** I explore and understand my place and space in the world, I quantify my world, I analyse, read and organise the data in my world and I measure and compare my world.

**Literacy:** I use language to connect with my world, I understand the language of my world, I represent my world symbolically and I engage with texts and make meaning.

### Child Protection

The '**Keeping Safe**', **Child Protection Curriculum** is integrated into our weekly program. Child protection and safety are an important part of the Early Years Learning Framework. Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. Aspects of child protection and safety are embedded throughout the 5 learning outcomes. There are 2 main themes: 1. **We all have the right to be safe** 2. **We can help ourselves to be safe by talking to people we trust**. There are 4 focus areas: **The right to be safe:** feelings, exploring the topics of safe and unsafe, warning signs. **Relationships:** identity and relationships, fair and unfair, trust and networks. **Recognising and reporting abuse:** privacy and names of body parts, touching, recognising abuse, secrets. **Protective strategies:** strategies for keeping safe.

## Outdoor Learning Area

Children's lives today are significantly different than they were 1–2 generations ago. As a general rule, children today have fewer opportunities for outdoor free play or regular contact with nature. A 2012 Planet Ark Study showed that 1 in 10 children today play outside once a week or less. Only 19% of children aged 5-17, meet the national daily physical activity guidelines. Today, children's free time is structured and dominated by sedentary, indoor activities.

Outdoor play is fundamental to a healthy, active childhood. Outdoor learning environments are important for encouraging healthy behaviours and improving the physical, educational and mental wellbeing of children. They connect children to the natural world creating a sense of wonder and develop awareness for our level of responsibility for the environment. Quality outdoor environments, provide an opportunity for children to engage in open-ended, diverse and meaningful learning experiences.

The **Early Years Learning Framework** and **National Quality Standards** acknowledge the importance of outdoor learning areas to support children's growth and development. Nature is filled with beautiful sights, sounds and textures. It provides all the sensory experiences children need. It makes sense to mimic nature when we create spaces for children to explore and enjoy.

In 2018 our kindergarten was part of the Pre-school Outdoor Learning Area (POLA) upgrade program. The design of the area was facilitated through community consultation. Input was provided by children, educators, families, sustainability experts, nature play consultants and the local community. The bulk of the project was funded by the State Government and completed in July 2018.

***“The best classroom and the richest cupboard is roofed only by the sky”***

Margaret McMillian



## Natural Play Spaces

Natural play spaces develop a sense of wonder, generate curiosity and spark children's imaginations. They are places where children can have fun, get dirty and choose what and how they work and play. Natural play spaces include trees, plants, mounds, edible gardens, sticks, sand, rocks, mud, fire and water.

As part of our commitment to outdoor play, we believe children should have the opportunity to explore in a range of weather conditions, including cold and rain. We believe that provided children wear appropriate clothing to protect against the elements; rain coats, waterproof pants and rubber boots, the benefits of the play outweigh any risks to children. *Fears from families may included the idea that playing outside in cold, wet weather will make children sick. “This is a myth substantiated by research from many quarters, including Prof. Raina MacIntyre (Professor of Infectious Diseases Epidemiology, Uni. NSW) Exposure to cold, wet weather does not induce a cold or make the symptom's of a cold worse. Colds are caused by viruses, which are often transmitted in cold weather because we tend to huddle together indoors. Being outside in the fresh air, is the best way to minimise colds and viral diseases spreading”* (Learning Outdoors Risks & Benefits Nature Play SA)

We need to clarify that the risks to safety by playing outside in stormy weather would out way any perceived benefits and is not encouraged.



# Assessment & Reporting

Educators seek information from parents/caregivers about children's interests, strengths, and areas for development. Educators will observe, talk and listen to children in order to form relationships and plan for their learning. Together this information, along with photographs and work samples, are compiled into a 'Developmental Profile Book' for each child. There will be opportunities throughout the year for parents to meet with educators to discuss their child's learning. An Individual Learning Plan is developed with support from families, which aims to meet individual children's needs. Children will receive a Summative Report, when they finish Kindergarten, a copy of this is sent to your child's Primary School. The aim of our assessment and reporting is to highlight the "distance travelled in learning" from entry to exit at Kindergarten. Children's Profile Books are provided to families when children start school. If you have any questions or concerns about your child's development please speak to staff. We are here to help

## Transition to School

You will need to enrol your child at your chosen school. The school organises transition visits and will notify you of the times and dates.

Our local Public Primary School is :

**Salisbury Park Primary School ph.8281 6422**

We benefit from a close partnership with this school and have developed a number of programs to support positive relationships and transitions.

These include: a 'Student Swap' with children in the Reception classes. From term 2, a small number of kindy children have the opportunity to spend 45 min. a week in the classroom, while the reception students can engage in 'learning through play' at kindy.

On Wednesday afternoon we visit the school library on a fortnightly basis, to share books and stories with school staff.

## Library Borrowing Services

We provide a selection of library books for children to borrow. Book borrowing days are Tuesday & Thursday. We ask families to provide a 'library bag' for their child. We will support children to choose new books on a weekly basis. Books are returned each week in the white 'returns box' near the entrance door. We encourage you to support your child to become a regular book borrower.

***\* Please notify staff of lost books, so that replacements can be organised\****

## Recycled Materials

The items below are always in demand by the children. Please save and bring along anything you think may be useful.

- ◆ cardboard cartons
- ◆ plastic containers
- ◆ cotton reels
- ◆ bottle tops
- ◆ buttons
- ◆ magazines
- ◆ wool scraps
- ◆ wood off cuts
- ◆ material scraps
- ◆ ribbons, lace etc
- ◆ greeting cards
- ◆ cardboard rolls
- ◆ gift wrap
- ◆ wallpaper
- ◆ gumnuts
- ◆ Yoghurt containers

**By re-using and recycling these items, we are promoting sustainable practices with the children.**

**We do not use empty toilet rolls or medicine containers.**

## How Can I Help?

We value your contributions and encourage you to be actively involved in your child's learning. There are a number of ways you may choose to be involved. Perhaps you would like to be a member of the **Governing Council**. This Parent Committee meets twice a term at the kindy to discuss and plan events, review policies and provide input into centre programs and decision making processes.

Would you like to have daily or weekly contact at the centre by **preparing fruit** or supporting with **library book borrowing**.

Sharing a special skill or talent may be your thing. Perhaps cooking, gardening, music or story telling. IT support, helping children to access simple games and 'Apps', ensuring equal time on the computer is available to all children. Spending time helping during sessions. Reading books, playing games, tying shoelaces! Perhaps you would be happy to take materials home to prepare for the children eg. Paper cutting, stapling, book covering etc.

***\* Please note that volunteers wishing to spend time at the kindergarten may need to complete a 'Criminal History Screening' prior to their volunteering.***

**Staff can help with this process.**

# Health Services

## Health Examinations

Health checks are held at the kindy, once a term, by nurses from SA Health. These appointments involve checking children's hearing, eye sight and general development. Staff will notify families when their child will be involved. If this day is not convenient, please contact the nearest Child Health branch to organise your own appointment. Numbers are listed in your child's 'Blue Health Care Book'.

We encourage all families to engage with this health check, as it may identify health issues which impact on your child's learning. Early detection allows time to get the required support, before children start school.

## Support Services

Specialised assessment and support is available free of charge through the kindy from the Department for Education (DfE). Services include; Speech Therapy, Special Education, Social Work and Psychology.

To access these services, permission forms must be signed by parents/guardians. Early assessment and intervention programs are vital to support children with additional needs to reach their full potential. Please speak to staff if you are concerned about any aspect of your child's development. Waiting lists can become long for some of these services, so early referrals are beneficial.

## Updated information

In the event of an emergency or just to share important information, we rely on the contact information you provide on your child's enrolment form.

It is vital that these contact details are kept up to date. Please notify us when your own or your child's emergency contact details change, including phone numbers and addresses.

# Health & Safety



'medication must be supplied in the original container, clearly labelled with the child's name'

## Emergency Procedures

The kindergarten has procedures in place to follow in the case of an emergency (invacuation and evacuation). These procedures are discussed and practised each term with the children so they are aware of what to do in the event of an emergency.

## Sickness

If your child is showing signs of being unwell before coming to kindergarten, it is important to keep them home for the day.

**Children who have a temperature, diarrhoea or are vomiting must be kept home for 24 hours after the last episode.**

Please notify the kindy immediately if your child contracts an infectious disease. Notification can then be provided to all families that your child may have had contact with.

Should any child become unwell at preschool, parents/guardians will be required to collect them as soon as possible.

## First Aid

All minor accidents will be treated by staff.

Written reports notifying you of the incident will need to be signed by parents/guardians when collecting children.

## Medication

If your child requires medication during kindy time, the medication must be supplied in the original container, clearly marked with the child's name, dosage and the use by date. Permission forms are required to be signed by parents before medication can be given.

Preference is that children requiring short term medication have it administered before or after kindy.

## Health Care Plans

Children with asthma, allergies and other long-term health concerns will require Health Care Plans to be completed by their local doctor. See staff if you require these forms.

**Health Care Plans must be in place before children can commence kindergarten.**

Children with severe health issues must be discussed with the Director to ensure staff have completed the relevant training to effectively support children.

# Earlier is not better

Many parents are concerned when their children aren't learning letters and numbers. They feel that stencils and homework in pre-school programmes will prepare their children for school.

We could give your children workbooks. We could make them memorise the alphabet. We could drill them. We could test them. But we know that if we do, your children are going to lose something very important.

Children who are rushed into reading and writing too soon miss important steps in learning and may suffer later because they lack the foundations they need for using

language. Children who are taught to read in preschool may be able to sound out and recognise words, but they may also have little play, they won't have explored objects enough to know what words (like "hard, harder, hardest") mean. If they aren't allowed to string beads, button, dress up, cut, paste, pour, and draw, they won't develop the small muscle skills they need for writing.

Because maths involves more than memorising facts (like  $2+2=4$ ), because it involves logical thinking, children shouldn't be pushed into paper and pencil arithmetic too soon. To acquire the foundations for logical thinking, children need many opportunities to count objects, sort them into piles, and add some to a pile and take some away. It is by playing games like these that they will learn and truly understand addition, subtraction, division and multiplication. Without these concrete experiences, children may give correct answers but probably won't understand what they are doing and why.

'If children are told what to learn and memorise by the teacher, they may become more passive and dependent learners'

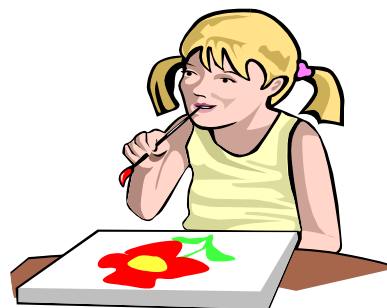
Worst of all, if children are rushed into academic subjects too soon, they may lose their enthusiasm for learning and lose their sense of themselves as learners.

If children are told what to learn and memorise by the teacher, they may become more passive and dependent learners, and be less excited about learning something new.

Children who are given plenty of time to play, learn to ask their own questions and work out their own answers. They are responsible for their own learning. They see themselves as explorers, discoverers, problem solvers and inventors.

In time, they learn to use one object to stand for another. This is the beginning of symbolic thinking. For example, they might pretend a stick is an aeroplane or a block is a hamburger. These early symbols - the stick and the block - are similar in shape to the objects they represent. Gradually children become more and more able to use abstract symbols like words to describe their thoughts and feelings. They learn to "read" pictures which are symbols of real people, places and things. This exciting development in symbolic thinking takes place during the preschool years as children PLAY.

PLAY provides the foundation for academic or "school learning". It is the preparation children need before they learn highly abstract symbols such as letters (which are symbols for sounds) and numerals (which are symbols for number concepts). PLAY enables us to achieve the key goals of our early childhood curriculum. PLAY is work of early childhood.



PLAY provides the foundation for academic or "school learning".

# 49 Things to do before you're 5

**Nature Play SA**  
TURN PLAY INSIDE, OUT.

- 1 Run around in the rain
- 2 Play hide-and-seek in a garden
- 3 Lie on your back and watch the clouds
- 4 Pick fruit from a tree and eat it
- 5 Go for a hike in the bush or a local reserve
- 6 Jump in a pile of leaves
- 7 Build a sandcastle with a moat
- 8 Hang from a low branch, then drop
- 9 Make a collection of leaves and feathers
- 10 Climb a steep slope on your hands and knees
- 11 Watch a sunrise or sunset
- 12 Play with mud
- 13 Explore your garden with a magnifying glass
- 14 Float a leaf in a pond or stream
- 15 Listen to a storm and watch for lightning
- 16 Chase your shadow
- 17 Search for tadpoles in a creek
- 18 Make a cubby under a tree or in some bushes
- 19 Draw with a stick in the dirt
- 20 Grow some herbs and veggies in a patch or pot
- 21 Visit a farm, or a petting zoo
- 22 Sit around a campfire and toast marshmallows
- 23 Dig holes and trenches in your yard
- 24 Listen to the birds and imitate their song
- 25 Catch some bugs and then release them
- 26 Search for shells at the beach
- 27 Invent your own obstacle course using rocks and sticks
- 28 Blow on a dandelion flower and make a wish
- 29 Sit quietly and watch ants, snails or birds
- 30 Water some plants with a watering can
- 31 Have a picnic under a big shady tree
- 32 Jump in a puddle
- 33 Chase butterflies around the garden
- 34 Play with a ball at an oval or on the beach
- 35 Paddle at the beach or a backyard wading pool
- 36 Play shops under a tree with seedpods and leaves
- 37 Visit a botanical garden
- 38 Balance along a log or some stepping stones
- 39 Go for a night walk with a torch in the garden
- 40 Climb a big hill and look at the view
- 41 Explore a rock pool or create your own
- 42 Have story time outside on a rug
- 43 Catch rain on your tongue
- 44 Sprout some fast-growing seeds
- 45 Play 'peek-a-boo' from behind a tree
- 46 Ride a trike or scooter to the park
- 47 Roll down a grassy hill
- 48 Pick a posy of flowers for someone you love
- 49 Count the stars at dusk

Find out why at [www.natureplaysa.org.au](http://www.natureplaysa.org.au)  
and check out the 51 things to do before you're 12

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