Salisbury Park Kindergarten

5, Wildwood Drive
Salisbury Park
SA 5109
Ph 8250 0056
Fax 8285 5168
www.salisburypkcsc.sa.edu.au
kindy.director@salisburypkcsc.sa.edu.au

A place to belong where learning is fun

Services available at the Kindergarten

Staff Team:

Director, Julie Stevenson
Teacher, Peta Pahl
ECW, Judy Krake
PSS, Jo Goodes

Kindergarten:

8.45 to 2.45pm  Wednesday & Thursday
and
8.45 to 11.45am  Friday

Kindergarten is available to all children 4 terms prior to starting school.
They are entitled to 5 sessions a week which equals 2 full days and 1 half day.

Pre-Entry: Children attend 1 morning a week prior to starting full time kindergarten.

Early Entry, Aboriginal children may attend from 3 years of age. Early entry may be offered to children with additional needs.

Playgroup, Friday 1.00 till 2.30pm
Parents are responsible for their own children and access the equipment and resources available at the kindy. Special activities are planned. There is a weekly attendance fee of $2, plus an annual fee to the S.A. Playgroup Association for insurance.

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 for Pre-Entry children

Afternoon Kindergarten Timetable

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

What I Need to Bring to Kindergarten:

♦ a named bag
♦ a named lunch box with a healthy lunch
♦ a named hat legionnaire or broad brimmed to be worn outside. (see sun smart policy)
♦ spare change of clothes in case of any accidents (named)
♦ A named drink bottle, water is always available

Healthy morning snacks are supplied for the children.
Payment for snacks is included in the 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. 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 a session. If you are unable to make it to the kindergarten yourself and have arranged for someone else to collect your child, please ring the centre and notify the staff. Please also note that it is not appropriate to send siblings into the building while you wait in the car. Children will not be released to siblings.

If someone unfamiliar with the kindergarten routine is going to be collecting your child please brief them on the following:
- the children are not permitted to leave the mat until the staff have said goodbye to them
- it is advisable that the person introduce themselves to the staff and explain who they are collecting
the children will have a bag and probably some artwork to collect before leaving the centre.

With open communication we can ensure the safety and well being of all the children.

What to Wear:
Clothes that allow children to play freely and explore painting, water play or other “messy” activities. Suitable shoes, sandals or sneakers (Please name all clothing and footwear.)
The application of sun-screen is also advisable during the summer months. Please apply sun-screen to your child prior to coming to kindy. Staff will re-apply sun screen after children have had lunch.

Please Don’t:
Wear thongs, they are dangerous on climbing equipment.
Bring toys from home – they may get lost or broken.

Healthy Eating
We are committed to healthy eating. Included in Kindy Fees we provide a healthy morning snack for your child.
We ask you to pack a healthy lunch for your child. Some suggestions:
- Sandwich, yoghurt and piece of fruit
- Wrap bread, fruit muffin
- Crackers with cheese, fruit salad
- Please do not send food that requires heating.

PLEASE BE MINDFUL OF PACKAGING, SOME PACKAGES ARE DIFFICULT TO OPEN WHICH CAN BE FRUSTRATING FOR YOUNG CHILDREN

Please remember
We are A Nut Free Centre
Keeping Informed

Communication pockets
All kindergarten and pre-entry children have a communication pocket. 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 a staff member as soon as possible. Staff are approachable and will listen and respond to your concerns.

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

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

No empty toilet rolls please

The Curriculum
We are committed to provide 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, Employment & Workplace for use with children birth—5 years.

The Developmental Learning Outcomes provide reference points to monitor and assess children’s progress.

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

The ‘Keeping Safe’, Child Protection Curriculum is integrated into our weekly program. The aim of this program is to provide children with the skills to keep them safe in a variety of difficult situations. Topics covered include:

Our centre also implements 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.

Children learn while exploring their creativity

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, to develop a sense of control over their world.
Assessment & Reporting

Staff seek information from parents/caregivers about their child’s interests, strengths, and areas for development. This information, along with staff observations and work samples are compiled into a ‘Developmental Profile Book’. During children’s first term of full time kindy, staff will complete a series of developmental checks, to plot children’s current levels of understanding and development. This information, along with the ‘Profile Book’ will be shared with families at the end of their first and fourth term. An Individual Learning Plan is developed with support from families, that 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 of learning travelled” from entry to exit at Kindergarten. Families will be given the Profile Book to keep 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 you.

Transition to School

You need to enrol your child at your chosen school. The school organises your transition programme and will notify you of the dates. Our local Public Primary School is:

Salisbury Park Primary School ph. 8281 6422

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

On Wednesday mornings we have ‘Student Swop’ with children in the Reception class. A small number of older kindy children have the opportunity to spend 45 minutes in the classroom, while reception students can engage in free play at the kindy. We also have the use of the School Hall during the term, where we enjoy the use of new equipment, and structured group games, dance and physical activity. On Wednesday afternoon we attend the school library on a regular basis and enjoy stories with school staff.

How Can I Help?

At Salisbury Park Kindy we value your contributions and encourage you to be actively involved in your child’s learning. There are a number of ways you can share in your child’s educational journey. ✓ Perhaps you would like to be involved on the centre Governing Council. Here the committee meets twice a term at the kindy to discuss issues, plan events and share information. Parents have input into how centre funds are spent and the future directions and needs of the kindy community are discussed.

✓ Would you like to have daily or weekly contact at the centre by preparing fruit for morning snack?
✓ Helping with weekly Library Borrowing.
✓ Sharing a special skill or talent may be your thing. Perhaps cooking, gardening, music or story telling.
✓ Computer support is not as hard as it sounds. Helping children to access simple CDRom games, ensuring equal time on the computer is available to all children. Staff support is always close.
✓ Spending time helping during sessions. Reading books, tying shoelaces, supporting sharing and turn taking.
✓ Perhaps you would be happy to take materials home to prepare for the children eg. Paper cutting, stapling, etc.

We support and encourage your involvement. Please see a staff member for more information.

Library Borrowing Services

We have a selection of books and learning kits available for kindergarten children to borrow. Book borrowing day is Thursday. A parent volunteer will support children to choose new books on a weekly basis. Items are usually on loan for 1 week. Books are returned in the black crate near the bathroom door. Children will need your support to borrow learning kits. Please add your child’s name and kit title in the book provided. With your support we encourage your child to be a regular Borrower. * Please don’t fear loosing books or kit pieces, just let us know so that replacements can be organised*
Health Services

Health Examinations
Health checks are conducted once a term at the kindy by Child and Youth Health. These checks involve checking hearing, eye sight, following directions and general levels of development. Staff will notify the next oldest group of children each term. If this day is not convenient for you, please contact the nearest C&YH branch to organise your own appointment. Numbers are listed in your child’s ‘Blue Health Care Book’. Staff encourage all families to have this health check completed, as it enables any health issues to be identified and supported, before children start school.

Support Services
Specialised assessment and support is available free of charge through the kindy from the Department of Education and Childhood Services (DECS). Services offered include Speech Pathologist, 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 for children with identified additional needs. 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.

Health and Safety

Sickness
If your child is showing signs of being unwell before coming to kindergarten, it is important to keep him/her home for the day. Children who have diarrhoea or are vomiting must be kept home for 24 hours after the last episode.
Please notify staff immediately should your child contact an infectious disease. Should any child become unwell at preschool, parents/guardians will be contacted to collect children as soon as possible.

First Aid
All minor accidents will be treated by staff. Written reports will be placed into children’s communication pockets.

Medication
If your child requires medication during kindergarten, the medication must be supplied in the original container, clearly marked with the child’s name, dosage and the use by date. You will be required to sign a form for staff to administrate medication.

Health Care Plans
Children with asthma, allergies and other long-term health issues will require Health Care Plans to be filled out by their local doctor. Please see staff if you require these forms. Health Care Plans must be in place before children commence at kindy. Children with severe health issues must be discussed with the Director to ensure medication is available at the centre, and staff have completed the relevant training to 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 preschool 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 on because they lack the foundation 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.

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, however, 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 numbers (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.