Salisbury Park Kindergarten

Staff Team:
Director, Julie Stevenson
Teacher, Peta Pahl
Early Childhood Worker, (ECW) Judy Krake
Pre School Support Worker (PSS) Jo Goodes
Finance Officer, Cherryl Taterelli

A place to belong where learning is fun

Services available at the Kindergarten

Kindergarten:
Tuesday, Wednesday & Thursday 8.45 to 2.45pm
Friday 8.45 to 11.45am
One intake of Kindergarten begins at the start of the school year for children turning 4 before the 1st of May.
Eligible children are able to attend for 15 hours a week; 2 ‘full’ days and 1 ‘half’ day
Children turning 4 from May 1st will begin kindy at the start of the following year.

Pre-Entry: 1 session a week for 4 weeks is offered during term 4. These are for the children who will start full time kindergarten the following year.

Early Entry: Aboriginal/Torres Strait Island Children and Children under the ‘Guardianship of the Minister’ may attend 12 hrs. of kindergarten from 3 years of age. Early Entry may also be available 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.

Kindergarten Fees:
5 sessions $10.00 a week or $100.00 per term
Pre-Entry Fees:
4 sessions in Term 4 - $10.00
Payment of fees is a vital source of income for the Kindergarten. This money is used to pay for healthy snacks, utility bills and new learning equipment and teaching resources. Payment is due by week 4 of each term.

Morning Kindergarten Timetable:
8.45 Welcome, children arrive
9.00 Inside & Outside play
10.00 Morning snack
10.20 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:
♦ a named bag
♦ a named lunch box with a healthy lunch
♦ a named hat legionnaire or broad brimmed to be during term 1 & 4. (see sun smart policy)
♦ a change of clothes, also named
♦ Children may choose to bring their own named drink bottle, however drinking water and cups are always available.

A healthy morning snack is 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 a staff member knows your child is present. Please ensure the ‘safety’ entrance gate is closed behind you and that no other children have slipped in or out with you! All children must be signed in and out of sessions. The ‘sign in’ sheet is located on the table inside the main entrance door and is listed alphabetically by children’s first name. 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 unable to make it to the kindergarten and have arranged for someone else to collect your child, please notify the staff and add the details of the person collecting your child onto the ‘sign in’ sheet. It is important that unfamiliar people collecting children bring ID with them. Please note that we are unable to release children to primary school age siblings.

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 when 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 or other ‘messy’ activities. Suitable shoes, sandals or sneakers
The application of sun-screen is also important during the summer months. Please apply sun-screen to your child prior to coming to kindy. Staff will re-apply to children during the lunch break.

Please Don’t:
Allow children to wear thongs to kindy, they are dangerous on climbing equipment and during physical activities.
Bring toys from home, they may get lost or broken.

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 on the table near the main entrance door, please check the box regularly. It helps us to return lost items if everything is named, including shoes!

Healthy Eating
We are committed to healthy eating. Payment is included in Kindy Fees for a healthy morning snack for your child.
We ask you to provide a healthy lunch for your child. Some suggestions include:
- Sandwich, yoghurt and piece of fruit
- Wrap bread, fruit muffin
- Salad
- 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

Remember
We are a ‘Nut Free’ Centre
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 invoices, receipts, first aid notifications 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.

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

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 or medication containers please

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.

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 skills to keep them safe in a variety of difficult situations. Topics covered include:

Our Centre 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 and to develop a sense of control over their world.
Assessment & Reporting

During your child’s transition into the kindy, staff seek information from parents/caregivers about children’s interests, strengths, and areas for development. This information, along with staff observations, forms an initial ‘Individual Learning Plan’ for your child. These plans along with work samples, photos and other observations are compiled into a ‘Developmental Profile Book’. These books are located next to the inside western window area, with regular child and parent access encouraged. Profile Books are sent home each term, with information sharing current learning highlighted. Family and child input into ongoing learning goals is continually sought and updated. Children will receive a ‘Statement of Learning’ when they finish Kindergarten, a copy of this is sent to your child’s Primary School. The aim of our reporting is to highlight the “distance travelled in learning” 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 with a staff member.

Remember we are here to help, by working together we can achieve the best for your child.

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 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 Partnership Programs to support positive relationships and transitions. From term 2, we participate in a ‘Student Swap’. A small number of kindy children have the opportunity to spend 45 minutes in the classroom, while the same number of reception students engage in ‘free play’ at the kindy. We also are able to access the School Hall during the term, where we enjoy the use of new equipment, structured group games, dance and physical activity. Each fortnight on Wednesday afternoons we visit the school library for stories with school staff.

How Can I Help?

At Salisbury Park Kindergarten 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 issues, plan events and share information. Parents have input into Policy Reviews, how funds are spent and the future directions of the kindy.
✓ Would you like to prepare our fruit for morning snack once a week?
✓ Helping with weekly Library Borrowing.
✓ Sharing a special skill or talent may be your thing. Perhaps cooking, gardening, music or story telling.
✓ Spending time helping during sessions. reading books, tying shoelaces, support children with sharing and turn taking.
✓ Perhaps you would be happy to take materials home to prepare for the children eg. Paper cutting, book covering.

Please note that all volunteers wishing to spend time working at the kindergarten will need to provide a current ‘Criminal History Screening’ Staff can help with this process.

Helpful Donations

It helps to keep costs down when families donate any of the following items.
♦ Toilet paper
♦ Tissues
♦ Plain Flour
♦ Salt
♦ Vegetable oil
(All for making playdough)

We really thank you for your support!

Library Borrowing Services

We have a selection of library books available for children to borrow. Book borrowing happens on Tuesday & Thursday and we ask families to provide a ‘library bag’ for their child. A parent volunteer, will support children to choose new books on a weekly basis. Books are returned each week in the black box near the bathroom door. We encourage you to support your child to become a regular book borrower.

* Please notify staff of lost books, so that replacements
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 you 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 Child Development (DECD). Services offered include Speech Therapy, Special Education, Social Work and Psychology. To access these services a referral process must be completed with permission forms 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 a temperature, 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 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. You will be required to get your doctor 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 we can put strategies in place to best meet their specific needs and staff have completed any 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 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 experience, 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, 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 the work of early childhood.