



**Government of South Australia**

Department for Education and  
Child Development

# 2016 Parent Information Handbook



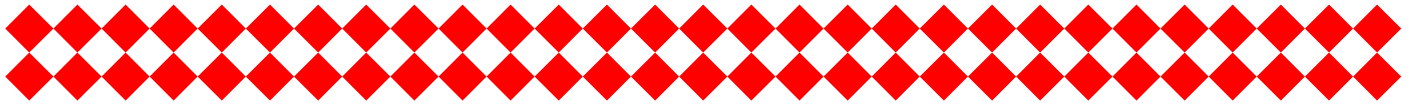
PLYMPTON SOUTH  
KINDERGARTEN

13 Yapinga Street  
South Plympton SA 5038

Ph: 8293 5178

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## CENTRE INFORMATION

### **Session Times:**

The Kindergarten is open Monday to Friday.

All day sessions: **8.30am to 4.00pm.**

**Group A:** Monday and Tuesday

**Group B:** Wednesday and Thursday

### **Flow of the Day:**

8.30 am:	Arrival - Activities inside and outside
10.00 am:	Suggested fruit time
11:30 am:	Small Group time
12:00 pm:	Lunch
12:30 pm:	Activities inside and outside.
2:30 pm:	Suggested fruit time
3.30 pm:	Pack up
4.00 pm:	Home time.

### **Kindergarten Staff:**

**Director:** Sarah Moore

#### Group A: Monday and Tuesday

**Director:** Sarah Moore

**Teacher:** Sarah Belleli-Taylor and Sarah Moore

**ECW:** Margy Buckingham/Julie Van den Broeke/ Kayly Karatz

#### Group B: Wednesday and Thursday

**Director:** Sarah Moore

**Teacher:** Barb Webb and Sue Tennant

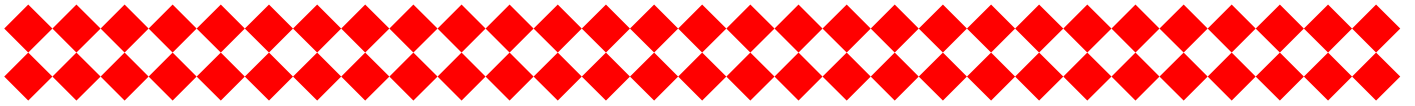
**ECW:** Margy Buckingham/Lyn Kerr/Julie Van den Broeke

#### Office Staff

**Admin:** Francie Bourke – Tuesday

**Finance:** Leonie Smith – Thursday fortnightly

**Playgroup:** Friday Mornings. 9.30-11.00 am (excluding Public Holidays and last day of term).

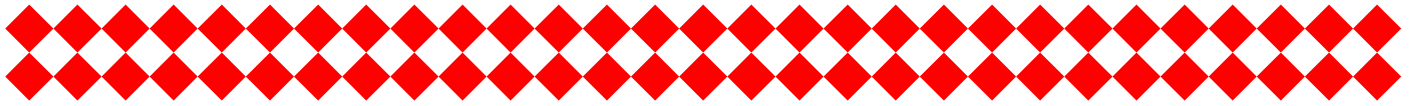
**Philosophy Statement:**

At the Plympton South Kindergarten all children are encouraged to engage in a safe, secure and supportive learning environment, where they become confident learners through partnerships with families and staff.

**Beliefs:**

At the Plympton South Kindergarten we believe that:

- Children learn best through an *inquiry* and *play-based* curriculum that is *child initiated*.
- All children need to respect themselves, others and the environment.
- Teachers act as facilitators and need to have trusting relationships with all children.
- Families need to be involved in their child's education, as they are the first and most influential teacher.
- The culture and values of all families are acknowledged and respected.
- All children need to have a positive sense of wellbeing in order to engage in learning.
- Communication between home and kindergarten is important in maintaining positive relationships.



## **Early Years Learning Framework:**

The Plympton South Kindergarten uses the Early Years Learning Framework for Australia. Belonging, Being and Becoming is the National Framework for Children from Birth to Five years. The Early Years Framework describes childhood as a time of belonging, being and becoming:

**Belonging:** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

**Being:** is about living here and now. Childhood is a special time in life and children need time to just 'be' - time to play, try new things and have fun.

**Becoming:** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

### **The Framework has 5 learning outcomes:**

**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, enquiry, 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.**

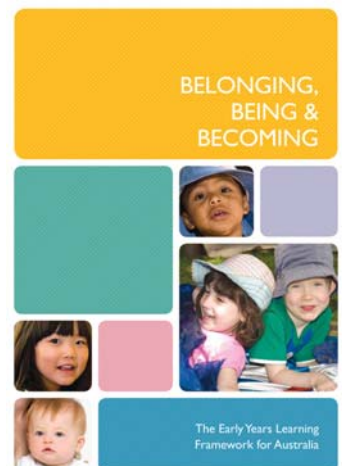
Children interact verbally and non-verbally with others for a range of purposes

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.



# Plympton South Kindergarten Planning Cycle

## Statement of Philosophy:

At the Plympton South Kindergarten, all children are encouraged to engage in a supportive, safe and secure learning environment where they become confident learners through partnerships with families and staff.

At the Plympton South Kindergarten we believe that:

- Children learn best through inquiry and play-based curriculum, that is child initiated.
- All children are encouraged to express their views and opinions and the opinions of others.
- Teachers act as facilitators and need to have trusting relationships with all children.
- Families need to be involved in their child's education, as they are the first and most influential teacher.
- The culture and values of all families are acknowledged and respected.
- All children need to have a positive sense of wellbeing in order to engage in learning.
- Communication between home and kindergarten is important in maintaining positive relationships.

## ASSESS AND EVALUATE TEACHING AND LEARNING. (PLANNED AND UNPLANNED)

- Individual learning journals are created to collect evidence of a child's learning progress.
- Educators use BBB scales to evaluate.
- Individual Learning plans are reviewed in the child's third term, in collaboration with their parents and staff.
- Learning experiences are documented and are placed in floor books.
- Documentation includes the context, setting, learning outcome, teacher's observations and children's responses.
- Documentation is displayed throughout the kindergarten to allow children to revisit learning experiences.
- Learning Experiences are reflected on at team meetings.
- A statement of learning is written for each child and expanded upon throughout the year.

## IMPLEMENT PLANS.

- Setting up the learning environment, using resources.
- Uninterrupted blocks of time are given to maximise opportunities for children's involvement and participation in learning.
- Learning experiences are introduced.
- Educators act as models and scaffold children's learning.
- Educators extend Learning Experiences in accordance to the child's interests and strengths.
- Educators collect evidence of learning by: observations, photos, videos and work samples.

## DESIGN LEARNING EXPERIENCES.

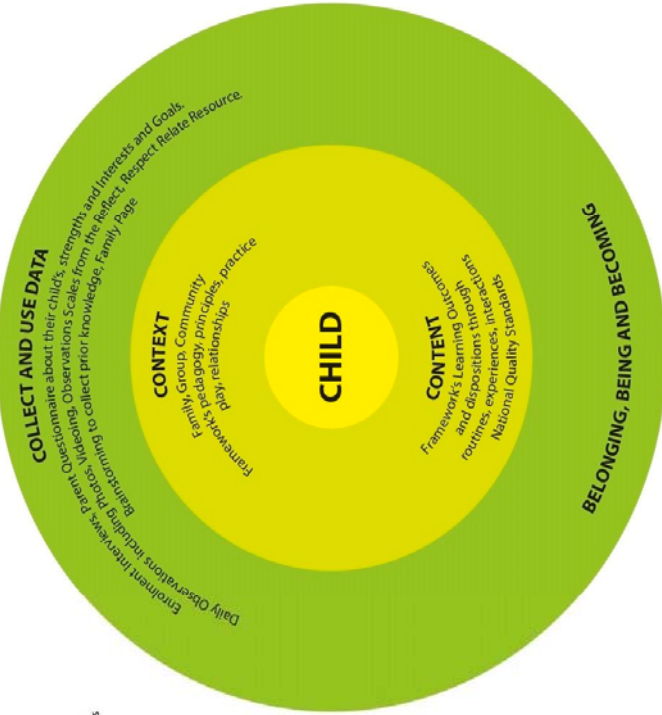
- Staff team meetings (formal/informal) to plan for future projects/learning experiences. Eg setting up provocations, small or large groups, and resources needed.
- Families and Educators work in partnerships to plan children's learning experiences, by:
  1. the educator offering parents opportunities to be involved in learning experiences.
  2. the parents offering educators opportunities to be involved in learning experiences.
- Educators document learning experiences by using the current term program 'mind map'.
- Learning experiences stem from: IUP Interest, Prior Knowledge and observations.

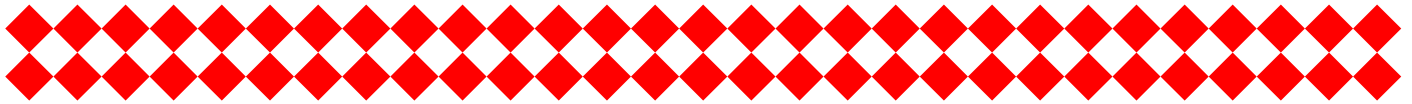
## IDENTIFY INDIVIDUAL AND GROUP STRENGTHS, INTERESTS AND GOALS:

- Individual Learning plans are created in accordance with data collection. The individual Learning plan consists of children's interest and strengths; learning goals based on the BBB learning outcome and educators strategies.
- Parents are invited to participate in an IUP Meeting at the end of their 1st term and 3rd term, incorporating a Parent Questionnaire.
- Common interests are identified from Baseline/observations and used for planning of projects and learning experiences.

## CLARIFY SPECIFIC OBJECTIVES, LEARNING ENVIRONMENT, ROLE OF EDUCATOR AND ASSESSMENT/EVALUATION METHODS AND EVIDENCE.

- Plan individual, small and group learning experiences in accordance to their prior knowledge and interests, in relation to the 5 learning outcomes in the BBB document.
- Grouping children in accordance to common individual learning goals.
- Offer child initiated, stimulating and fun learning experiences.
- Educators are inspired by the Reggio Emilia Approach.
- The learning environment provides the children with real life experiences, natural resources and provocations, and acts as a third teacher.
- Educators use the BBB resource as a reference point.
- BBB principles underpin the practice and educators draw on a rich repertoire of pedagogical practice to promote children's learning as stated in the BBB.





## **Reggio Emilia:**

The Plympton South Kindergarten is inspired by the **Reggio Emilia** Approach.

The core Principles of the Reggio Emilia approach are:

- The Image of the Child
- Role of the teacher: The teacher is a partner, nurturer and guide
- Role of the parent: Parent participation is considered essential and takes many forms
- The environment acts as the 3rd Teacher

The four key factors of the Reggio Emilia Approach to Early childhood education are:

- Observations: taken by the educators.
- Representation: How the child represents their learning and knowledge (The Hundred - Languages of Children—see poem on next page)
- Documentation: Teacher documents the learning process—learning journal and displays
- Revisitation: Teacher and child revisit their learning and knowledge

**The Project Approach:** Many different projects will take place at the kindergarten. They might last for 1 hour, 1 day, 1 week or 1 term. Projects are usually started from children's interests or wonderings. It is an inquiry into what they already know and what they don't know about a topic. "A project approach emphasizes the teacher's role in encouraging children to interact with people, objects, and the environment in ways that have personal meaning. As a way of learning, it emphasizes children's active participation in their own studies" (Katz, 1997: Engaging Children's minds—The project Approach).

## **Specialised Programs:**

A fee for the specialised program is added on to the term kindy account. This fee is used to pay for our Membership and loan fees at the Nature Education Centre—where the kindergarten can borrow science kits and live animals during the year. This fee is also used to fund an arts program.

Each term we like to invite an artist to conduct workshops with the children. The current Arts Program consists of the following:

**Term 1: Clay workshops** - Children are introduced to Clay during a series of workshops and participate in small groups to make a clay piece that is then fired.

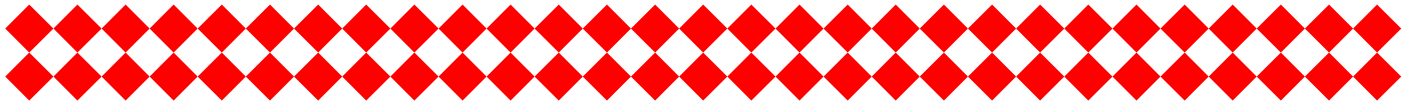
**Yoga Workshops** – to promote relaxation techniques for the children

**Term 2: Puppetry and story telling workshops** - Children are introduced to the world of puppets. They participate in a series of puppet making activities, conducting puppet shows and different ways to engage in story telling.

**Term 3: Dance workshops** - Children participate in a weekly 30 min dance/movement session for 9 weeks. Parents are invited to watch during the session in week 9 (which is incorporated in the parent open morning)

**Term 4: TBA – depending on the interest of the children**

**Ongoing:** Throughout the year we will also be running an Occupational Therapy Program



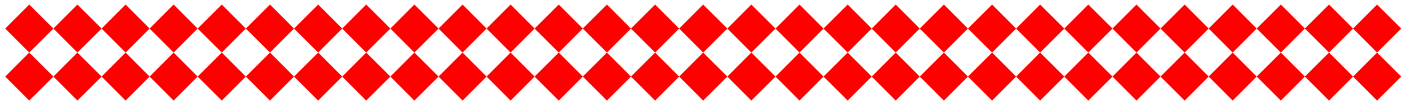
## HUNDRED LANGUAGES OF CHILDREN:

**The child is made of one hundred.**

the child has  
a hundred languages  
a hundred hands  
a hundred thoughts  
a hundred ways of thinking  
of playing, of speaking  
A hundred.  
Always a hundred  
ways of listening  
of marvelling, of loving  
a hundred joys  
for singing and understanding  
a hundred worlds  
to discover  
a hundred worlds  
to invent  
a hundred worlds  
to dream.  
The child has  
a hundred languages  
(and a hundred hundred hundred more)  
but they steal ninety-nine.  
The school and the culture  
separate the head from the body.  
They tell the child:  
to think without hands  
to do without head  
to listen and not to speak  
to understand without joy  
to love and to marvel  
only at Easter and at Christmas.  
They tell the child:  
to discover the world already there  
and of the hundred  
they steal ninety-nine.  
They tell the child:  
that work and play  
reality and fantasy  
science and imagination  
sky and earth  
reason and dream  
are things  
that do not belong together.  
And thus they tell the child  
that the hundred is not there.  
The child says:  
No way. The hundred is there.

**-Loris Malaguzzi - Founder of the Reggio Emilia Approach.**





## ASSESSMENT AND REPORTING

### **Documentation of the Curriculum Program:**

Outside you will find a Curriculum Information Board. On this board the teachers will document the current program by using webs and documentation of learning experiences that have taken place over the last two weeks. These documents are then placed around the kindergarten for children to revisit. This board is a way that you can gain knowledge about what your child has been doing at kindy.

### **Floor Books:**

Floor books area used also to document children's learning.

These are valuable resources that document learning that the children have done. These books are available to be viewed on the veranda.

### **Children's Learning Journals:**

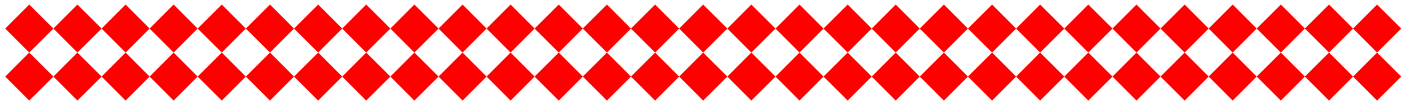
A child's learning in the early years is dynamic and fluid. As early childhood educators we value the process of learning—the problem solving, thinking and communicating which children demonstrate when they interact with peers, materials and adults. We have chosen to use Journals to make your child's learning 'visible' to you. This enables us to assess and monitor children's skill development, knowledge and understanding, ensure our curriculum is supporting optimum learning and ensure our accountability as teachers.

Your child's Journal will include a variety of evidence of their performance/or highlights of their performance. The Journal may include the following:

- Written observations
- Work samples
- Photographic documentation
- Your child's comments and conversations
- Teacher interpretations

The Learning Journal is sent home in the last week of each term, so the children can share their achievements with the whole family. We ask that the Journal is returned to the kindergarten as soon as possible or before the last day of the school term. At the end of the pre-school year your child will be presented with their journal at the end of year celebration. The Journals are kept on the shelf inside for the children to revisit at any time during their time at kindergarten.





### **Individual Learning Plans:**

Your child will have an individual learning plan (ILP) by the end of the 1st term at kindergarten. This learning plan is linked to the Learning Outcomes stated in the Early Years Learning Framework for Australia “Belonging, Being and Becoming.” The learning plan identifies areas of strengths, interests, goals for each child and strategies to be implemented by the educator. The plan is updated in term 3 of kindergarten. Parents are invited to participate in an ILP meeting with your child’s teachers to create and update this plan. (You will receive information about this at the appropriate times during the year.)

### **Statement of Learning:**

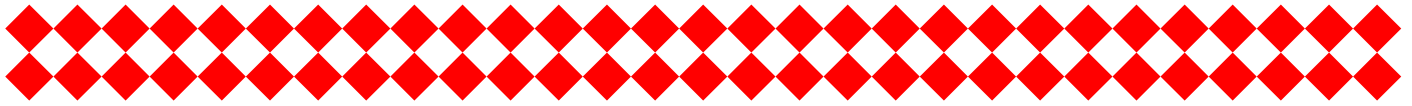
This Statement of Learning will be written at the end of the school year. This statement reflects the five outcomes of the Early Years National Framework, plus Literacy and Numeracy. The Kindergarten then will forward the statement to the school your child is enrolled in. Parents will be given a copy to keep.

### **Parent - Teacher Communication:**

It has become apparent from the I.L.P meetings that communication between staff and parents should be on-going. As such we do not conduct allocated parent-teacher interviews. Instead, we ask that parents have regular conversations with their child’s teachers, and that if you do have any concerns, to please arrange a time for a more formal discussion with the teacher. If your child’s teacher has concerns, they will arrange to discuss these with you at a mutually convenient time.

### **Parent Open Mornings:**

Each term we would like to encourage parents/caregivers to come and spend some time at the Kindergarten to interact and play with their child. During this time you and your child will have an opportunity to look through their Learning Journals together. These Open Mornings will take place in the last week of terms 1,2 & 3.



## SERVICES OFFERED

### **Kindergarten:**

The Kindergarten year operates the same as the school year – Jan to Dec.

Children commence kindergarten before their **4th birthday - if their birthday is before the 1<sup>st</sup> May**. If their birthday is on the 1<sup>st</sup> May or after they will commence the following year.

Children are entitled to up to 15 hours of preschool a week. The Plympton South Kindergarten offers every child 2 full days (7.5 hours per day) over the week. The children are placed in either:

- Group A: Monday and Tuesday or
- Group B: Wednesday and Thursday.

Aboriginal children may start at age 3, and will be offered 12 hours of kindy per week.

### **Priority of Access:**

The site capacity is 30 children per session; once this is full **a priority of access policy is used**. Under this policy, we give priority to our local families.

### **Feeder Schools:**

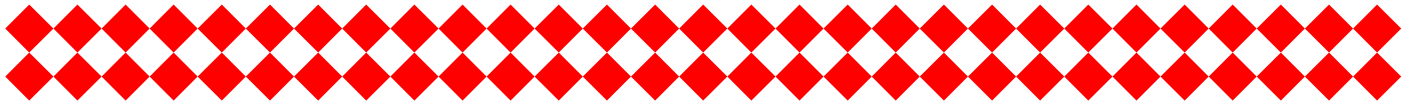
Children that attend the Plympton South Kindergarten attend a range of different schools in the area. Our main feeder schools are;

- St John the Baptist
- Emmaus Christian College
- St Anthony's School
- Edwardstown Primary School
- Plympton Primary School
- Black Forest Primary School
- Forbes Primary School

We are in regular contact with the above schools throughout the year. In term 4 Reception teachers are invited to the kindergarten to meet the children that will be starting at the school the following year. A school or the kindergarten may request an additional meeting if there are additional needs.

### **Support Services:**

DECD have specific responsibilities to include ALL children in their programs. Information about special needs, enrolments and access to other DECD Support Services is available from the Director. DECD can support children with additional needs through; Speech Pathology, Psychology, Family Workers and Behaviour Management Advisors. The centre also has strong relationships with other organisations such as the Down Syndrome Association, The Autism Association, The Child Development Unit at the Women's and Children's Hospital, the Inner Southern Community Health Service, Flinders Medical Centre and Child and Youth Health Services. Children for whom English is not their first language are able to access support through the DECD Bi-lingual Program.



### **Playgroup:**

Playgroup is held on Friday mornings between **9.30 am and 11.00am**. Volunteers take turns to co-ordinate the group and welcome new arrivals. Fees are currently \$4.00 per family per week. This is a donation to cover the cost of materials and utilities used. This is a parent run unfunded program that is one of the management responsibilities of the centre's Governing Council. Parents are also expected to share the job of setting up and packing away after each session.

If you have any questions please ring the kindy on 8293 5178.

## **ADDITIONAL SERVICES OFFERED**

### **Child and Youth Health:**

Children will have the opportunity to have a general health/development screening before beginning school. These screenings are free, and are highly recommended. CAYHS recommend that children are screened when older than 4yrs 3mths. These appointments are held and made at the kindy every term.

### **SA School Dental:**

The School Dental Service offers expert oral health care to eligible children at clinics throughout South Australia. All preschool, primary school and secondary school students, aged under 18 years, are eligible for oral health care with the School Dental Service. All dental care is free for toddlers and preschoolers. Our Local clinics are:

- Marion GP plus - Marion GP Plus Health Care Centre - Level 1, 10 Milham Street Oaklands Park ph: 7425 8400
- Cowandilla Primary School - Jenkins Street, Cowandilla ph: 8352 8402.

## **FEES AND ACCOUNTS**

Each term parents are charged the following:

Kindergarten Fees (Materials and Resources Costs): \$140.00

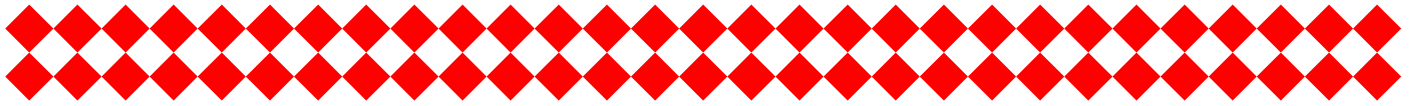
Specialised Programs: \$30.00

**Total Per Term: \$170.00**

Accounts will be issued at the start of each term.

Fees can be paid by Internet banking using the information on your invoice. Alternately you can place the correct money in an envelope that has your child's name and amount and post it in the **fees slot in the kitchen**.

A receipt will be issued by the Finance Officer via your Child's File.



### **Communication and Involvement:**

Each family is allocated an Information File (on the table on the veranda). Newsletters and other information are either emailed or placed in your file on a regular basis. Other information about learning is displayed around the kindergarten. We believe that celebrating success is very important.

Various rosters are also regularly displayed. These give parents the opportunity to assist the Kindy in areas like laundry, gardening, repair work, materials preparation etc.

Arrangements for alternative modes of communication—for example, when parenting is shared or when one parent or carer isn't able to access the Kindy—can be easily made by discussing your needs with staff.

*It is also very important for us to hear from you.*

*Information from home is invaluable, as it allows us to know YOUR child better.*

*Please make sure that you have completed a Parent Questionnaire.*

We welcome your involvement. You may want to stay and read to children, help children with table activities or share a skill(s) with us.

Please talk to us about opportunities for you to share your knowledge, skills and time with our Kindy.

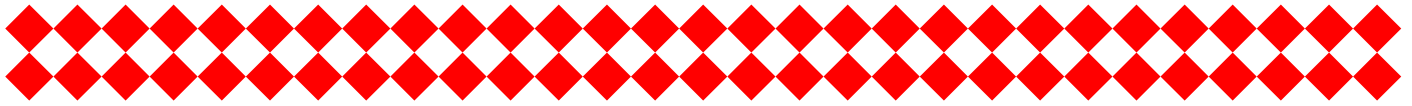
**All parents/carers are invited to join Governing Council.** This is a fantastic way of becoming involved in your child's kindergarten. The Governing Council is elected each year (1st Term) at the Annual General Meeting. In addition any parent/carers wishing to join the Governing Council at any time should talk to staff during the course of the year. Meeting times are usually twice each term. Meetings are family-friendly, with staff helping to supervise young children while the meeting takes place.

Please talk to staff if you are interested in becoming a member.

-Regular volunteers will need to be involved in a Volunteer Induction process including completing a DECD child related employment screening, and a Reporting Abusive and Neglect course.

### **Governing Council:**

In addition to fees, the **Governing Council** (made up of parents and staff), raises other funds. Please support our fund raising activities as monies raised are essential in meeting the basic running costs of electricity, water, consumables, and the maintenance of the building and grounds. We receive some funding through our Global Budget provided by DECD. equipment, toys etc and improvements are also financed by planned fund-raising and the donation of time, skills and/or labour. Your support is greatly appreciated. The Governing Council utilises the services of a contract book keeper to assist with budgeting and the Kindy's annual financial management. The book keeper reports regularly to the Governing Council. Fees will be reviewed in 3<sup>rd</sup> Term each year for adjustments for the following calendar year's fee structure, if required.



All parents wishing to volunteer within the kindergarten (including joining the governing council) must satisfactorily complete a Criminal History check. Please see the director to collect an Application for the check.

### **Staying Safe:**

- Please do not ride bikes in the yard. Bikes can be stored in the bike rack near the main gate.
- Be aware of the gates and the need to ensure that **only** children in your care are exiting with you.
- Be aware of the Evacuation and Invacuation Procedures. They are displayed on the window near the door.
- Always let a staff person know if you are collecting your child earlier and verbally farewell us so we know they have been collected.
- Please keep us informed of your child's health needs.
- If someone else may be collecting your child – please ring the kindy to inform them.

### **Signing in each Session:**

Please sign your child in and out on the attendance sheets (on the veranda table) every day. As staff "duty of care" does not start until 8.30 am, we must ask that you **do not** leave your child unattended in the yard, before 8.30 am.

### **Collecting Children:**

Please be prompt when collecting your child at the end of the day. The finishing time is **4.00pm.**

Please **help us** by staying outside at the end of the day until a staff member opens the door. This allows for stories and games to be completed without distractions.

Please supervise younger siblings when they are visiting the Kindy.

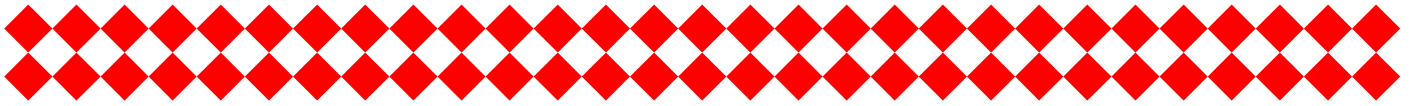
If you need to see staff or collect your child earlier, please come in through the bathroom door.

### **Health Information:**

**We have a 'Nut Free Policy'.** There are several children at our Kindy who have allergies to nuts and nut products, including Anaphylaxis – a severe and life threatening reaction to nuts. For some of these children, coming into contact with nuts or even traces of nuts, can be **life threatening**. We all need to work together to help keep these children safe.

Some ways that you can assist include:

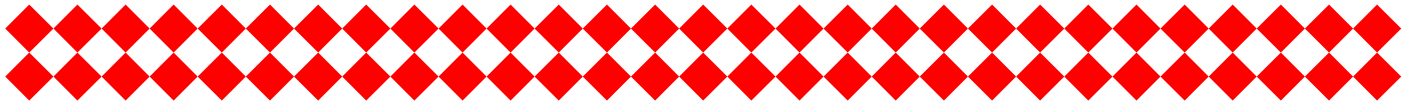
Ensuring no nuts, or products containing nuts, are sent for your child to eat... e.g. peanut paste, Nutella, nut muesli bars etc.

**Health Plans:**

If your child suffers from Asthma, Allergies or any other health issues, a Health Care Plan and/or Medication Plan may be required from your doctor. Please let the Director know any concerns when enrolling your child.

**Infectious Diseases:**

We ask that families keep in contact regarding sickness, e.g. gastro, conjunctivitis, school sores etc.



## **A-Z of Kindergarten**

### **Accidents.**

All accidents or injuries that are seen by or reported to staff are documented and need to be signed by you.

### **Bags.**

Please send a named bag or backpack to kindergarten. Prominent names at the front are really helpful for staff. A change of clothes in each bag is also useful. We have lots of fun with water and sand!

### **Birthdays.**

Due to the number of children with allergies, and our Healthy Eating policy, we ask that parents who want their child to celebrate their birthday at Kindy, to please bring a watermelon cake. The 'cake' can then be decorated with other fruit.

### **Hats are essential.**

Please send a named, suitable legionnaires style or broad brimmed hat for your child to wear when playing outside. We aim to have children wearing hats in Terms 1 and 4. Children are regularly reminded to wear their hats and spare hats are available from the Hat Box.

### **Lost Property.**

Please name all types of clothing (even those worn) and shoes. This not only helps staff return them to their owners, but also helps the children recognise their names.

### **Lunch/ Snack**

Your child will need a morning snack, lunch and an afternoon snack.

Please send a packed healthy lunch (e.g. sandwich, roll, salad arrangement, dry biscuits and cheese). We ask that you do not send lollies, cake, chips or chocolates. There are lots of good choices that can be made. Please NAME all containers and lunchboxes. Lunch boxes are to remain in your child's bag. We suggest that you use a small insulated lunch container or ice brick to keep things cool.

We are unable to heat food at lunchtime.

Please see the 'Health Food supply and Nutrition Policy', for ideas about what to/ and not to pack.

### **Medication.**

Please refer to the 'Dealing with Medical Condition Policy'. Staff are not able to administer medication without a consent form signed by a doctor. No over the counter medication will be administered.

### **Sunscreen.**

Please refer to the Sun smart Procedures.

### **Toys.**

We ask that children don't bring any toys from home, unless asked by staff.

### **Water**

Is available (chilled in summer) and children are encouraged to drink throughout the session. There is no need to send fruit boxes for mid-morning snack time. We ask that all children bring a drink bottle labelled with their name. Please only put water inside.