



ROXBYP DOWNS
KINDERGARTEN
learn play grow

PARENT INFORMATION
HANDBOOK

Contacts

Phone: 8671 0455

Fax: 8671 1021

Email: dl.6646.roxbykgn@schools.sa.edu.au

Website: www.roxbykgn.sa.edu.au

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Welcome to the Roxby Downs Kindergarten family

Members of the staff and Governing Council warmly welcome your family to our kindergarten and look forward to a rewarding, ongoing relationship with you and your child/ren and sharing their learning journey with you. Please take the time to read through this information booklet as it will help you to gain an insight into our philosophy, goals, curriculum and routines. It will also outline the policies and procedures to ensure you have a smooth transition into our kindergarten community. At Roxby Downs Kindergarten we aim to provide a high quality, flexible educational programme that is inclusive, equitable and accessible to all children, meeting the needs of individual children and their families.

Staff

Director:	Brenda Murray
Teachers:	Rebecca Overstreet Kayla Read Louise Faulkner
Early Childhood Educators:	Vicki McGauchie Kerry Lecons Megan Pike Ruby Turner Alina Cojoccea
Administration:	Kendal Secker

Bilingual Assistants and Preschool Support workers are also employed to support children and their families as required.

What we value

At Roxby Downs Kindergarten we are committed to providing a high quality, flexible educational program that is inclusive, equitable and accessible for all children. The Early Years Framework for Australia, "Belonging, Being & Becoming" is our guiding curriculum and the outcomes we develop learning programmes around are: children have a strong sense of identity; children are connected with and contribute to their world; children have a strong sense of wellbeing; children are confident and involved learners; and children are effective communicators.

Staff at Roxby Downs Kindergarten are inspired by principles of the Reggio Emilia philosophy and we are on our own learning journey to better understand how these fit with our own unique context, and be able to use these along with other good early childhood education practices.

Respect for the child is evident in the way we strive to create engaging learning experiences and beautiful learning environments for the children. We believe that every child has the right to beauty and our environment strives to reflect this.

We recognise that every child is unique. We promote a strong self image of the child and view each child as strong, capable, competent, creative and curious. We encourage children to share their experiences, ideas, theories and curiosities, and explore their ideas and working theories with other children.

We value the children's "voice". The children know that they are valued as we listen to their individual needs, their interests, their prior knowledge and let their voices guide our learning journey(s). We recognise that the child has "one hundred languages" or more, and provide opportunities for each child to express themselves and learn through a myriad of experiences. We foster the whole child and provide opportunities to maximise their potential while they are at Kindergarten.

We believe that children learn best through play and in a fun environment where children feel safe, secure and feel free to express themselves, take risks, challenge themselves, problem solve, explore and build resilience and persistence. We strive to find ways for children to connect to their natural environment and learn about sustainable practices. We have created a "homely" environment which fosters smoother transitions for children between home and Kindergarten.

We value relationships with children, families, staff and the wider community. We recognise parents as their child's first educator and promote a nurturing, welcoming learning environment of trust and confidence where families feel comfortable to leave their children in our care. We value parent and community "voice" and strive to make connections and develop relationships. We aim to develop partnerships with parents, not just parent involvement.

We value staff diversity and recognise that all of our staff members are passionate, dynamic and professional early childhood educators. We work together to embed a culture of equity, collaboration, openness, honesty, innovation and cohesion with a shared workload towards shared goals and vision.

We foster a culture of learning, respect and growth for parents of young children and ourselves, and for ongoing and lifelong learning.

Our Philosophy

As the only kindergarten in Roxby Downs, we strive to provide a friendly, high quality educational service for the children and families in our community. We proudly support Froebel's vision of a 'children's garden' – a safe place for children to learn about themselves, others and the world and where learning can be fun, meaningful, exciting and ongoing.

At Roxby Downs Kindergarten we honour the importance of each child's belonging, being and becoming. We honour the importance of:

- Belonging within a family, community and culture
- Being 3, 4 and 5 years old
- Becoming a confident learner and contributor to Australian society

Our personalised curriculum values and supports children's needs and rights, and draws upon the children's ideas, questions, and experiences. As a diverse community the curriculum we provide aims to fully support each child to participate as a valued member of the group. Staff members work alongside children as partners in their learning processes and documenters of their successes and discoveries throughout the year.

We believe that strong partnerships with families are essential in providing the best opportunities to young children. A trusting relationship between families and staff members ensures our curriculum and daily practice is culturally appropriate, and provides support and advice on the important

role of parenting. The kindergarten links with other local services to ensure that the families of Roxby Downs also experience a sense of belonging, being and becoming within the community.

Our work is underpinned by the principles of the Belonging, Being and Becoming Early Years Learning Framework:

- Developing secure, respectful and reciprocal relationships with children
- Forming strong partnerships with families and community
- Holding high expectations for each child
- Respecting diversity and equity
- Engaging in ongoing learning and reflective practice

Staff members are enthusiastic, knowledgeable, collaborative and committed to ensuring our everyday practice reflects this educational philosophy.

Orientation

Your child is unique and special in their own way. We understand that each child will respond differently to being in a new place. We recommend you come along to our educator and parent facilitated Playgroup on a Wednesday at 1pm during the school term for your child to become familiar with the kindergarten environment. During Term 4 we will also offer a 2 hour orientation session on a Tuesday **or** Thursday for 3 weeks where you can bring your child and stay for a play. The more familiar your child is with our kindergarten the safer and more comfortable they will be.

School orientation takes place in Term 4. Your child must be enrolled prior to orientation visits.

Single intake

Since 2013, all South Australian DECD kindergartens are required to implement a single intake. If your child's fourth or fifth birthday is on or before 30th April, they are eligible to start preschool at the beginning of that year. Children who identify as Aboriginal or Torres Strait Islander are able to attend kindergarten from the time they turn three. Kindergarten is available to all children in their year prior to attending school. A child must be enrolled at school by the time they are six years old – if your child turns six on or before 1st April, they must have commenced school that year.

Parent Fees

DECD provides all kindergartens with funding for staff salaries but it is not sufficient to meet all the financial needs of the kindergarten program. Fees are requested from all families to assist with the purchasing of resources, general maintenance, cleaning costs and the general running of the kindergarten. Fees are set by the Governing Council and are reviewed annually to ensure the kindergarten is financially secure.

Fees for 2018 have been set at \$150 per term which equates to \$15/week. If the full year fees are paid in full before the end of February a 10% discount is applied bringing the annual fee down to \$540. Fees are to be paid over 3 terms (Terms 1, 2 and 3) at \$200/per term. Pension concessions and multiple children discounts are also available. Invoices are emailed to you at the beginning of each term. Please pay these promptly into our bank account:

Account name: Roxby Downs Kindergarten

BSB: 085-896

Account number: 548433346

Please record your child's full name as a reference.

Kindergarten Times (subject to ongoing review)

Each child will access a maximum of 30 hours per fortnight over a twelve month period prior to starting school. Your child is either in the Blue group or Red group.

Blue group:	Monday	8.15am – 3.15pm
	Tuesday	8.15am – 3.15pm
Red group:	Thursday	8.15am – 3.15pm
	Friday	8.15am – 3.15pm

Five full day catch-up sessions will be held on a Wednesday and spread throughout the year – dates to be advised.

Please speak to the Director if your child has special rights or you have concerns relating to their development and how this may impact their kindergarten or school readiness. **Your child is not legally required to start school until age six.**

During Term 1 of kindergarten a three-way interview is offered (approximately 20 minutes) to discuss your goals for your child, and your child's goals during their kindergarten year – this forms your child's Individual Learning Plan. A follow up interview is offered during Term 3 to discuss progress and areas of strength and future development.

Research has shown that secure attachments with responsive adults during the early years contribute to vital brain development, learning abilities, and the development of positive social relationships. When your child commences at Roxby Downs Kindergarten they will be assigned a guardian educator. This educator will make weekly contact with you either face-to-face, via email, text or phone. They will be your primary contact and available at any time to pass on information and discuss your child's learning or any issue you may have. They will take specific responsibility for building a secure attachment with your child, communicating and building relationships with parents/caregivers and maintaining your child's learning portfolio.

Throughout your child's kindergarten time, meetings can be arranged with the educators or Director to discuss any matters which are of importance to you and your child. Please communicate your ideas and knowledge about your child's development and interests, so that we can form a positive partnership which will build a strong foundation for future learning.

Teaching and Learning

At Roxby Downs Kindergarten, we plan, program and report using the Early Years Learning Framework: Belonging, Being and Becoming. The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions to school. It communicates these expectations through the following five Learning Outcomes:

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

The Framework provides broad direction for early childhood educators in early childhood settings to facilitate children's learning. It guides educators in their curriculum decision-making and assists in planning, implementing and evaluating quality in early childhood settings. It also underpins the

implementation of more specific curriculum relevant to each local community and early childhood setting.

The Framework is designed to inspire conversations, improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals.

Educators plan and implement programs for the children and consider individual goals, group goals, children's interests, community events and family participation. Additionally, each child's Individual Learning Plan, observations and staff discussions of individual children are considered. The program incorporates a balance of individual and group times, inside and outside experiences, quiet and noisy activities. Refer to the programming book for current program details.

Our program is flexible and our practices reflect the belief that children are competent learners from birth and unique in their own individual way. Educators support children to have a chance to try things for themselves, to build a sense of optimism, independence and positive well-being.

Children's Learning

Early childhood education is based on play based learning. Research throughout the world has shown that children learn best when they are involved in active, hands on learning, when they are active participants in constructing their understanding about the world around them. As educators we start with what children already know and we then build upon that knowledge.

'Play provides opportunities for children to learn as they discover, create, improvise and imagine....play provides a supportive environment where children ask questions, solve problems and engage in critical thinking.'

From: Belonging, Being and Becoming; The Early Years Learning Framework for Australia

The role of teachers is to extend children's thinking, to create environments and plan experiences that will challenge, encourage problem solving, exploration, creating, constructing and building relationships with peers and adults.

Inquiry based Learning

Young children are inquisitive and love to ask questions as they make sense of the world and their place in it. Questions are also a powerful tool for educators to promote children's thinking and learning. When children are able to question and investigate the answers, they feel in charge of their own learning. An Inquiry-based approach to learning harnesses their curiosity and keenness to investigate, creating an interesting, engaging and meaningful curriculum that uses children's interests and questions as a starting point for effective learning.

Learning Environment

The Educators at Roxby provide an environment that is engaging for young children and supports them to develop dispositions for learning like curiosity, resilience, imagination, communication and the ability to reason and reflect. Children are encouraged to be self-directed in their learning and have opportunities for uninterrupted play based experiences.

Learning stories and portfolios

Learning stories are an holistic approach to assessing and documenting children's learning. Learning stories focus on what the child can do rather than what they can't. Each child has a learning portfolio containing documentation of children's involvement and learning during their time with us. Documentation includes learning stories, annotated photos, jottings, copies of inquiry documentation, child's work samples, to name a few. When children leave Roxby Downs Kindergarten the portfolio is given to them.

The Reggio Emilia Approach

The Reggio Emilia Approach derives its name from its place of origin, Reggio Emilia, a city located in Emilia Romagna in Northern Italy. Shortly after the Second World War, Loris Malaguzzi, a young teacher and the founder of this educational approach, joined forces with the parents of this region to provide care for young children. They felt that it is in the early years of development that children form who they are as individuals. This led to creation of a program that was based on: the principles of respect, responsibility, and community; the value of exploration and discovery; a supportive and enriching environment; and the interests of the children through a self-guided curriculum. Originally inspired by the need of women to return to the workforce, over the last 50 years, this educational philosophy has caught the attention of early childhood educators worldwide.

The principles of the Reggio Emilia approach that we work with at Roxby Downs Kindergarten fit beautifully within our curriculum, The Early Years Learning Framework for Australia – Belonging, Being, Becoming. The Reggio Emilia philosophy is simply -excellent early childhood practice. We believe that by implementing learning programs and experiences through the lens of the Reggio Emilia principles we can create rich, engaging and exciting learning experiences for children in a beautiful, respectful environment that fosters strong relationships and a strong sense of identity and belonging for children and families. Outlined below are some of the principles of the Reggio Emilia philosophy that we foster.

Relationships: Relationships and learning through relationships underpin everything that we do. Roxby Downs Kindergarten staff are committed to making connections with every child and building "real" relationships. We provide experiences for children to connect with each other and develop a sense of belonging to our Kindergarten community. We also value relationships with families and the wider community and strive to create opportunities and experiences to connect with them. We aim for "partnerships" with parents, not just superficial parental involvement, we strive to develop a culture where staff and parents respect childhood as a time for children to explore, create and be joyful.

Image of the child: Roxby Downs Kindergarten staff see the children as strong, competent, creative and curious, and capable of building their own theories, not as empty vessels that require filling up with facts. Children are seen as unique individuals within a group. Children are encouraged to share their experiences, ideas, theories and curiosities. A strong sense of identity in children is promoted, children's images are projected everywhere: in photographs; in reflections of mirrors; in celebrations of learning; and in the child directed learning projects and journeys. Children are respected and valued for their unique individual personalities and identities.

Listening :- "child's voice" Roxby Downs Kindergarten staff are genuinely interested in, and listen deeply to what the children have to say/are communicating. We believe that children bring valuable experiences, theories, knowledge, skills and questions to Roxby Downs Kindergarten with

them. Educators value skill acquisition but not in isolation, or at the expense of the exploration of knowledge, concepts, theories, questions and collaboration. A loose “guiding curriculum” is planned at the beginning of each term, and the children's interests, knowledge, needs and wonderings determine the direction that the learning journey takes.

Environment as the “third teacher”: The Roxby Downs Kindergarten learning environment reflects that children are highly valued and respected. The physical environment is a beautiful, calming and welcoming space. Educators take time to set up engaging and enticing experiences to engage children in learning and provide a myriad of spaces for children to “be” alone and with others. The layout of the physical space encourages encounters, communication and relationships. The arrangement of structures, objects and activities encourages choices, problem solving, and discoveries in the process of learning.

100 Languages: A core principle that we believe in is that children possess a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them. At Roxby Downs Kindergarten, we provide opportunities for children to express themselves and learn through many mediums and experiences.

Projects: Roxby Downs Kindergarten staff are committed to research within the Kindergarten and community. Children are given time to explore ideas and theories and develop skills and this is not dependent on strict timetable restrictions. Children are encouraged to ask questions at any time and to be “researchers”. Many “projects” unfold within the Kindergarten learning programs, some long term over weeks, a term, or more; and others more short term and happen within a day or week at Kindergarten. Projects may derive from both children's and teacher's ideas and interests, thoughts and theories in things worth knowing about.

Documentation: Recording, reporting on and interpreting children's learning is a vital part of an educator's work. Group and individual learning stories are documented and used to celebrate and share learning, as well as inform future learning possibilities. Documentation serves many purposes, but most of all it is used as a research tool for studying children's learning processes. Documentation is about what children are doing, learning and grasping, and the product of documentation is a reflection of interactions between teachers and children and among children. Documenting children's daily experiences and ongoing projects gives meaning and identity to all that the children do. It is through documentation that educators can gain insight into children's thinking, determine further investigation for working on topics, creating a history of the work and generate further interest.

Professional Development: Roxby Downs Kindergarten staff are committed to lifelong learning and engage in ongoing professional development outside of the Kindergarten environment, but also within the Kindergarten environment and local community, sharing and supporting one another and learning together.

Assessment and reporting

Educators regularly review children's progress during their time at the Kindergarten, based on their individual learning plan, observations, information from parents, interviews and work samples. This information is used when planning learning activities for individuals and groups of children and to monitor children's learning.

Statement of Learning. The statement of learning is written at the end of your child's final term of kindergarten and prior to starting school. The report will describe your child's development against outcomes in the Early Years Learning Framework (EYLF).

Portfolios Each child at Roxby Downs Kindergarten has an individual portfolio. The portfolios hold a variety of information about your child's learning and development during their time at kindergarten. Items may include photos, work samples and observations by staff. We encourage you to look at the folders with your child and to talk about their learning.

Anecdotal observations As staff work with your child they will observe and record notes about your child's learning, development, skills, interests and abilities. These notes are then used for future planning to ensure we are supporting your child's on-going learning,

Quality Improvement Plan (QIP). 2012 saw the introduction of the National Quality Standards. This is a Federal Government initiative, the outcome of which is to improve the quality of care and education in child care, kindergartens and out of hours school care services (OHSC) throughout Australia. Sites will be assessed every three years to ensure the standards are being met. The QIP is part of an improvement cycle which highlights the areas we will be focussing on for improvement. In consultation with staff, children and families we have developed a quality improvement plan (QIP) to drive reflective practice and continuous improvement across the site. The plan will be displayed and information will be provided about our progress throughout the year and in the annual report which is presented at the kindergarten's annual general meeting in Term 1 each year. Roxby Downs Kindergarten has been rated Exceeding National Quality Standard in all seven areas and is currently in the process of working toward applying for the Excellent rating.

Oral language. Research tells us that oral language is crucial to a child's literacy development, including listening, speaking, reading, and writing skills. We have a strong focus on facilitating oral language and our team use strategies to promote oral language learnt through participation in an oral language project with a Speech Pathologist. During Term 1 we assess each child's oral language and re-assess late in Term 3/early Term 4.

What to bring to kindy

- Bag
- Hat
- Fruit/healthy snacks
- Drink bottle (water only)
- Lunch box
- Spare clothing in a plastic bag

Please ensure all items are
labelled with your child's
name

PLEASE DO NOT BRING TOYS

Children often get distressed if they bring a toy to kindergarten and it is then lost or damaged. Please support us by keeping children's toys at home.

Hat

Your child will need to bring a **named** broad brimmed or legionnaires hat. We have personalised hats available for sale for \$15. Order forms are available from staff. Our kindergarten has a policy of **"NO HAT, NO OUTDOOR PLAY"**. This supports the recommendation of the Anti-Cancer Foundation. Children need to wear a hat every day of the year due to the high U.V. levels experienced at Roxby Downs.

Children who forget their hat are asked to play indoors or under the veranda. We encourage children to be independent and take on the responsibility of caring for their own hat. Please encourage your child to apply sun screen before the start of the kindy day. Sun screen will be reapplied prior to lunch. As part of our sun protection policy, children need to wear clothing which covers their shoulders.

Clothing

Send your child in easy comfortable clothing which will not get in the way whilst playing. Clothes should be easy for the child to manage when going to the toilet so that their independence is supported. Belts and overalls are difficult to manage so they are best avoided where possible.

Loose fitting shoes such as thongs, slippers, Crocs and high heels are generally unsafe shoes for children especially when climbing and playing outside so we ask that you avoid these.

Please provide a complete set of spare clothes appropriate to the season for your child to change into in case of any accidents (e.g. getting wet whilst playing with water/sand, not getting to the toilet in time etc). Please include underwear (including socks) and ensure items are the correct size. We have kindy t-shirts available in a range of sizes and colours for \$20.

****Please label all items which your child may bring or take off during their time at kindergarten.**

Fruit/Snack

Your child will need to bring healthy snacks to kindy. We find that children get hungry early on in the day and our progressive snack times are a wonderful part of our routine, supporting the wellbeing and self regulation of children. Please see our Healthy Food and Drink Policy for guidelines on foods that are acceptable at kindy. Unless your child's snack needs to be refrigerated, please keep their snack in their backpack so they can access it freely when they wish. We will advise you if a child has an allergy to foods such as nuts, eggs, etc.

Drink

We encourage children to drink water at kindergarten. Please supply a named drink bottle of water. This can be kept inside during Terms 1 and 4 when the weather is hot – during the cooler times of the year it can be kept in their locker with their back pack. We also have fresh drinking water available at all times.

What to do upon arrival at kindergarten

1. Sign in your child on the roll located at the entrance and write the time
 2. Encourage your child to have a go at writing their name, first letter or representation of their name on the sign in sheet
 3. Get your child to remove their lunch box/drink bottle from their back pack. These can be placed on the kitchen bench – in cooler months they can remain in their bags.
 4. Get your child to locate their locker name tag, select a locker, put their name tag on the Velcro and place their bag inside the locker.
 5. Check your parent pocket for any notices.
 6. Help your child to settle in to an activity and say 'goodbye' before you leave.
- **Please do not leave your child unsupervised prior to 8.30am.** Educators are still busy setting up and involved in meetings. 8.30am is when the session starts. If for some reason you do have to drop your child off early then please see staff prior to the day so that arrangements can be made.

Settling in

Some children need a lot of reassurance to settle into kindergarten, while others settle into activities straight away. There is no right or wrong way, every child is unique. We recognise that parents know their own child best and educators will support you to develop a suitable ritual of separation that suits everyone. Please make sure you always say 'goodbye' to your child when you leave, don't sneak away as it is vital that we work together to build trusting relationships.

We encourage children to be responsible for their own bags and belongings and develop their independence.

Daily routine

8.15am	Children arrive, families sign in own child – indoor/outdoor play
8.40am	Group time (including roll check)
8.50am	Small learning groups
9.00am	Progressive snack time and indoor/outdoor play
11.45am	Group time, sunscreen, wash hands ready for lunch
12pm	Lunch time
12.15pm	Relaxation
12.30pm	Indoor/Outdoor play
2.45pm	Packing up
3.00pm	Group time, stories, songs, games
3.15pm	Farewell children from mat

Parent Communication

Parent pockets

Please check these at least once a week – located inside foyer.

Noticeboard

Next to the sign in sheets we place important information about things such as upcoming events, health issues etc.

Email

Most communication from kindy goes to you via email – including accounts and newsletters, reminders, etc. We try to use as little paper as possible in line with our sustainability strategy. If you prefer hard copies of accounts or newsletters, please advise the director.

Facebook

We have a very active Facebook page where we post photos of children and the learning they are doing at kindy. We also use it for reminders about upcoming events, interesting links, etc. Only children who have signed Facebook permission forms will be shown on our Facebook page. Look us up and "like" us: Roxby Downs Kindergarten. We recommend that caregivers sign up for our page, even if they are not a facebook user as this is one of our main communication tools that we use to share the day to day learning that happens at Kindy.

Website

You can also visit our website. Here you will find lots of information about Roxby Downs Kindergarten. www.roxbykgn.sa.edu.au

Absences

If your child is going to be absent from kindy for any reason, please let staff know.

Attending kindergarten regularly sets up good patterns for school. It is important children attend on their allocated days unless they are sick or due to family circumstances.

Regular attendance:

- Supports children's learning
- Provides children with time to build relationships with children and adults at the centre. High absences can mean children find it difficult to make friends and to feel comfortable at the kindergarten. This negatively impacts on their learning and well-being.

The kindergarten is staffed on attendance not enrolments so when lots of children don't attend it can mean we lose staff and this impacts on the quality of the program we can offer. If your child is running a temperature or showing any signs of being unwell please keep them home. Children must stay home for 24 hours after the last episode of any vomiting or diarrhoea to aid your child's recovery and to prevent the spread of infection. We also ask for notification in the incidence of infectious or contagious diseases in the family.

Collection of children

If someone other than a parent is collecting your child from kindergarten you need to write this information in the special book located on the sign in bench or phone the kindergarten staff to advise. Should an emergency arise and you are unable to collect your child, please phone us to let us know who will be collecting your child in your absence. On the enrolment form there is space to write names and contact details of people you authorise to pick up your child. Children can only be collected by authorised nominees. When coming and going from the kindergarten please make sure you only let your child in and out and check that the gate shuts behind you.

Health care

It is a requirement that children attending the kindergarten requiring medication to be administered by staff (even once off) **MUST** complete an authority form. Educators cannot legally administer any medication (including ointments / Panadol etc. or any over the counter medicine bought at the Chemist without a prescription) unless the parent/caregiver completes this form.

If your child requires medication, the medication must be supplied in the original container, clearly marked with the child's name, dosage and the use by date. Please ask a staff member for the necessary "authority to administer medication" forms. Children with allergies and other long-term health issues may require medication to be held at the Children's Centre for use in emergency situations.

If your child is asthmatic, ASTHMA forms will need to be completed by your Doctor and are available from staff. If your child is ANAPHYLACTIC an action plan must be completed by your Doctor.

Please inform staff if your child has any other life threatening illness such as ANALPHLAXIS or diabetes as a **HEALTH CARE PLAN must be completed on enrolment** to ensure everyone is aware of their responsibilities. Staff may also require additional training prior to your child starting at the centre.

Any further queries or any other health dietary concerns please speak with staff.

Under no circumstance should any type of medication be left in children's bags.

Please note that these medical/health care plans MUST be given to the Director before your child is able to attend Kindergarten to ensure the safety and wellbeing of your child.

First Aid

All minor accidents will be treated by staff and reported to parents/caregivers on the day the incident occurred via a minor accident report form. If your child is involved in a more serious accident (such as a head injury, bite or an incident that requires medical assistance) we will contact you by phone. This will be reported on a different form and the parent/caregiver is required to sign this. An ambulance will be called in the case of an emergency. All staff are trained to administer first aid.

If your child becomes unwell during the day you will be phoned and asked to collect your child from kindergarten.

Emergency policy

All children in attendance at the kindergarten are signed in by you on an attendance sheet when they arrive. This is used to identify all children in the event of an emergency or evacuation process. It is also a legal requirement. This is why it is important for you to remember to sign your child in and to notify us should your child not be attending kindergarten for their nominated session. Evacuation and lock down procedures are practiced with the children and staff on a regular basis, at least once per term.

Special services

Sometimes parents may be concerned about their child's development, this could be with speech and language or learning in general. If you have any concerns at all please speak to a staff member during the enrolment process or at any time during their year at kindergarten. We know that the earlier we intervene to support children the better the outcomes.

If staff have any concerns they will discuss this with parents/caregivers and if eligible, support may be sought through DECD. This could include speech therapy, psychological assessments and preschool support.

Once a term, CAFHS comes to the kindy to conduct a comprehensive 4 year old health check including sight and hearing tests. You will be notified of this date each term and able to make an appointment if you wish.

Parent Involvement

Parents/families are encouraged to be involved in whatever capacity they feel comfortable. There are many ways you can be involved in your child's kindergarten.

Parents can

- join the Governing Council
- help children with activities, games, reading books etc during the session
- share a skill such as cooking or gardening
- participate in working bees
- attend open nights, parent meetings etc
- help with rosters such as the end of term cleaning
- read notices, newsletters
- assist with excursions
- assist with library
- look after our chickens during the school holidays
- help out with fundraising events
- collect food packaging, loose parts, old electrical items – see loose parts brochure

Governing Council

The Governing Council is representative of the families of Roxby Downs Kindergarten. It is responsible for the general running of the centre and is accountable to the members of the centre and also the Department for Education and Child development (DECD) in regard to the financial management of the centre. Any parent or guardian of a child attending the centre may become a member.

The Governing Council is responsible for deciding how we raise funds for the centre (levies, fundraising) for paying bills, decision making for the benefit of the centre and the children, buying furniture and equipment, obtaining the services of cleaners, auditors etc and the planning of social functions. It is made up of parents from the kindergarten plus the director and a staff member.

If you are interested in becoming a governing council member, speak to any staff member at the centre or come along to one of the regular governing council meetings. Meetings dates and times are advertised in the centre newsletter and are usually held twice a term during weeks 3 and 8 on a Monday evening at 7.00pm.

Parental Responsibilities

- Parents/carers are requested to respect session times when bringing or collecting your child as staff are involved in setting up and preparing activities at the beginning and end of the day. Please accompany your child safely into the kindergarten building every day so that staff are aware of children coming and going and that relevant information is passed on.
- **If someone other than you is going to be collecting your child please write this in the 'who's picking up' book located on the table near the sing in sheet and inform a staff member.**
- Please check your parent pocket each day for printed information that is unable to be emailed
- Please notify staff if any of your contact details change (phone numbers, address, family situation etc). All information shared with staff is confidential.

Other

Lost Property

Any clothing or other items (e.g. lunch boxes, containers, drink bottles etc) that have been misplaced may be found on our Lost Property table outside. Unnamed and unclaimed items are donated to the op shop at the end of each term.

Please NAME all items that come to kindergarten.

Laundry

We have a laundry roster which means you will be asked to take home a bag of washing approximately twice a year. Please return the clean laundry as soon as possible.

Smoking

New smoke free laws that came into effect in 2012...

As of May 31st 2012 new State Government Legislation came into effect that:

- Bans smoking within 10 meters of children's playground equipment
- Bans smoking under covered public transport waiting areas including bus, tram, train and taxi shelters and other areas used to board or alight from public transport that are covered by a roof
- Gives local councils and other incorporated bodies the ability to apply to have an outdoor area or event declared smoke free



This means no smoking in or around the kindergarten/school.

Library

We will visit the library on even weeks during the term and your child will be able to borrow a library book. Monday is library day for the blue group, Thursday is library day for the red group. Please supply a library bag. We encourage you to visit the library as often as you wish between the kindergarten library visits.

Birthdays

We support and encourage participation in a range of cultural celebrations including birthdays. We celebrate birthdays at the kindergarten by singing "Happy Birthday". We provide a pretend cake so that the birthday child can blow out the candles. Each year we work with children to find out how what rituals they might like to celebrate birthdays.

We support family choice for those that prefer their child isn't involved in this celebration; please let staff know. We ask that birthday food is kept for home as it would mean children could be eating birthday cake or goodies several times a week if every child brings something to share for their birthday! We love to celebrate birthdays but please do not send along any items for your child to give out to other children.

Playgroup

Roxby Downs Kindergarten has an educator facilitated playgroup that operates out of the kindergarten on Wednesdays during the school term from 1pm – 2.30pm. The cost for each child over 1 is \$2, no charge for under 1's. Please ask staff for more information.

Parent Grievances

We are committed to working together in partnership with families and aim to provide an environment that encourages open communication. You are invited to approach any member of staff if you have any questions, queries or concerns.

Should a problem arise that you feel you need to resolve with our staff, then please let us know. Communication is the key, the first person to speak to is always the Educator. In almost all cases, parents together with the Educator will be able to resolve the issue. Should this not be the case and you find yourself unsatisfied with the outcome, please contact the Director, who can work with you and the Educator to resolve the problem. All grievances will be taken seriously and our best efforts will always be forthcoming. Please see our "Parent guide to raising a concern or complaint" brochure located in the foyer and on our website. All issues or concerns are kept confidential.

We ask if you have any questions or concerns that you raise them with one of our friendly staff members. It is inappropriate to use social media forums such as Facebook to discuss these matters. Please contact us during hours of operation on 8671 0455 or via email at dl.6646.roxbykgn@schools.sa.edu.au

Taking photos at kindy

Please note that you are very welcome to take photos of your own child at Kindergarten but please ask a staff member for permission BEFORE you take any photographs of any other Kindergarten children. Some children's families have not given permission for their child to be photographed at Kindergarten by other families. Please do not publish other children's

photographs on Facebook or any other social media unless you have gained permission from their parents.

When children play how and what are they learning?

As parents we all want our children to be as successful as possible for their future development. What skills will be needed for the future? Interaction with others? Conflict management? Negotiating with others? Turn taking? Role play of "adult type" occupations? Play is where the child practices many different ways of representing reality, creating symbols with clay, paint, blocks, sand, water and dress ups.

In a competitive and turbulent environment where no job is ever secure, the idea of expertise must include: versatility, imagination, reliability, and inventiveness. At the early childhood level, play is the perfect activity for the development of these qualities. Play can help young children deal with things they can't always put into words. Tension, anxiety, fear and anger can be acted out in play. An experience can be replayed many times while children gradually come to grips with it.

"Play starts at birth and early childhood environments that promote play for all children and allow children to feel motivated, esteemed and appreciated are cause for celebration." (Elspeth Harley 1999)

Observation of children participating in dramatic play demonstrates that they are using a wide range of cognitive skills as they plan and implement their play. (Observe your child at play!) These skills include; divergent thinking, understanding concepts, problem solving, imagining, limitation, visual/spatial discrimination, anticipation, attending behaviours, planning, concentration, reasoning, linking cause and effect, taking the perspective of another, choice and use of resources, testing relationships and adapting responses, classifying, and memory recall. When children initiate pretend play they often become totally absorbed, and can be observed demonstrating skills and behaviours, which are more refined and advanced than at other times. The environment, props and the social interactions serve as scaffolds whereby the child can progress to high levels of development and understanding. Through play experiences children develop self-motivation and the ability to make their own choices. They balance individual freedom with social cooperation, negotiation and responsibility for the welfare of others. They develop the ability to reflect and learn from their own mistakes with courage and confidence in themselves and learners. Play can be the perfect context for developing these life skills.

Play is fundamental to young children's learning as they engage in exploration, imagination and investigation, while socialising and communicating with children and adults around them. Our environments both indoors and outdoors are valued equally as important learning spaces. We believe the role of the learning environment is to provide flexible, open-ended materials and spaces to enable children to participate uninterrupted, to work alone, or in small intimate groups or as a member of a large group.

Policies

The following Kindergarten policies are available to view in our Policies Folder located in the foyer or on our website.

NATIONAL QUALITY AREA 2: HEALTH AND SAFETY

Policy 1: Healthy Food and Drink

Policy 2: Skin Protection

Policy 3: Hot weather

Policy 4: Administration of First Aid

Policy 5: Incident, injury, trauma and illness

Policy 6: Dealing with infectious diseases

Policy 7: Dealing with medical conditions

Policy 8: Emergency and evacuation

Policy 9: Delivery and collection of children

Policy 10: Excursions

Policy 11: Child Safe Environment

Policy 12: Toileting

NATIONAL QUALITY AREA 4: STAFFING ARRANGEMENTS

Policy 13: Staff Code of Conduct

Policy 14: Determining the responsible present

Policy 15: Participation of volunteers and students

NATIONAL QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

Policy 16: Interactions with children

NATIONAL QUALITY AREA 7: SERVICE MANAGEMENT

Policy 17: Enrolment and Orientation

Policy 18: Governance and management of the service

Policy 19: Acceptance and Refusal of Authorisations

Policy 20: Payment of Fees

Policy 21: Dealing with Complaints

Policy 22: Anti-bullying

Term dates 2018

Term 1	29 January to 13 April
Term 2	30 April to 6 July
Term 3	23 July to 28 September
Term 4	15 October to 7 December