We are delighted that you have chosen our Kindergarten and hope that you will soon feel at home here.

This is your community Kindergarten and we look forward to working together with you and your child. We aim to create an environment in which children will have happy, safe and stimulating learning experiences to develop their confidence and independence. We endeavour to foster a joy of learning by planning a variety of ‘play based’ experiences to interest and challenge children.
Educators welcome your participation in our program and we firmly believe that education is a partnership between home and preschool – we aim to maintain a friendly and welcoming atmosphere for children, families and staff. We hope that you and your child will have a rewarding time with us.

### WARRADALE KINDERGARTEN STAFF ARE

- Cheryl Macklin (Director)
- Lena Kowanko (Teacher)
- Akhlas Alazawi (ECW)
- Pauline O’Brien (Teacher)
- Felicity Sharp (ECW)
- Judy Lin (support worker and bilingual)

Educators are in attendance from 8.15am to 3.30pm daily.

Kindergarten sessions run Monday to Thursday with ½ Friday morning.

### Kindergarten Sessions (5 sessions per week)

Your 4 year old child is entitled to 5 sessions of Kindergarten per week. We encourage regular attendance.

- **Morning GROUP**
  - Monday – Friday 8.30am - 11.30am
- **Full day**
  - Monday / Tuesday or Wednesday /Thursday
  - Plus ½ day on Friday or another available session.

### PRE-SCHOOL EDUCATION

Warradale Kindergarten provides education and care for eligible children in the year before they commence school, through a developmentally appropriate play based curriculum (based on the Early Years Learning Framework).

The Kindergarten environment is safe, caring and stimulating. Opportunities that promote learning will be given to allow children to practice a variety of skills through a wide range of activities and experiences that:

- take important foundation steps towards literacy and numeracy
- foster children’s self esteem and help them gain confidence and a sense of achievement
- value children as individuals within the context of their family and cultural heritage – we actively value diversity and promote anti-bias attitudes
- create an environment which is child centred, adult supported and both physically and emotionally safe
- provide time for active exploration and manipulation of the environment
- develop and learn skills with hand, body and mind
- develop social relationships with other children and adults, and improve communication skills
- help children to accept group rules
- develop conflict resolution and negotiation skills
- encourage independence (self-help skills) and contributions to the group
- promote observation, questioning and the organisation of knowledge
- encourage curiosity, enthusiasm and enjoyment of new experiences
- provide a variety of high quality resources and materials
- enrich social experiences through excursions/visiting displays/entertainers
Learning at Kindergarten

Kindergarten age children are learning through all the interactions, experiences and routines that are part of their day. The Belonging Becoming and Being (Early Years Learning Framework) provides us with the programming framework on which we base our planning. There are 5 main outcomes which are 1. Children have a strong sense of identity 2. Children are connected with and contribute to their world 3. Children have a strong sense of wellbeing 4. Children are confident and involved learners 5. Children are effective communicators.

**Play is the vehicle through which young children learn.** Through their play, we will encourage independence, respect for self / others / the world around them, problem solving, critical thinking and self discipline - and provide opportunities for the children to be creative, make choices, investigate, invent, explore, problem-solve, communicate, verbalise, question, socialise, use their imagination and, most importantly, develop a positive self esteem.

“**Play can integrate all aspects of life and significantly influence children’s social, emotional, physical, intellectual and creative growth**”.

….. from “Planning for Learning” DECD Curriculum document

Kindergarten promotes a sense of security, safety and optimism through routines and opportunities to participate and contribute. We provide choices, resources, space and time for children to explore understandings and feelings while nurturing other interests.

**MANAGEMENT COMMITTEE**

A new Committee is elected each year, and being a member is an ideal way to become involved in your child’s learning environment. The Governing Council Committee is made up of the Director, Staff representative and interested Parents - who assist in the efficient management of our Kindergarten. We depend on the involvement of parents for our smooth operation and high quality programs.

You are always welcome to attend meetings and we hope that you will become involved. Meetings have a formal agenda but we also share a glass of wine or coffee. We encourage companionship, respect and fun. It is a good way to meet people and learn little more about what happens at the Kindergarten.

Meetings are held on **two evenings per term** at the Kindergarten to discuss matters related to the operation of the Centre.

You have the choice to participate and be actively involved in:

- management and administration of the Kindergarten, and contributing ideas regarding the service provided to our community (within the guidelines established by DECD - Department of Education and Child Development)
- Financial management and fundraising.
- Planning for facilities and resources, and the maintenance and improvement of building, grounds and equipment
- Curriculum and policy development
- Development of site plans and improvement documents
- Involvement in planning for special events and celebrations
- Networking with other parents
- Supporting Staff

Through local management this Kindergarten community can fulfil a shared responsibility for the delivery of high quality learning for EVERY child.

**SPEAK TO STAFF IF YOU ARE INTERESTED IN JOINING THE COMMITTEE.**

**WE WOULD LOVE TO HAVE YOU...**
Quality Preschools provide Education and Care and need a positive and active partnership between Parents and Staff

Warradale Kindergarten is a DECD (Department of Education and Child Development) Centre and part of the public education system, South Australia

DECD supports preschools and provides the staff to work within preschool.

DECD can also supply Support Staff and services to kindergarten age children with special needs, and to their families. Staff can also arrange for you to have access to bilingual support, speech pathology, social/family workers, psychologists, and special education. If your child has additional needs or you have any concerns about their development please speak to the Director.

The below enrolment and session policy explains how many sessions children can access at kindy, choices available to parents and additional information about kindergarten. Please note that we try to offer parents access to the sessions that they prefer but when numbers are in high demand this may not always be possible. The quality of the program and safety of children is always a high priority. When your child starts kindy the director will discuss session availability with you.

ENROLMENT AND SESSION POLICY

1. Warradale Kindergarten is committed to providing up to 5 sessions of preschool for four year old children for a year prior to commencing school. The quality of this program is at all times the first priority of the preschool.

2. 3 year old programmes e.g. Aboriginal and GOMS children are able to attend up to 4 sessions a week.

3. For equality and to maintain the quality of the program, it is necessary to offer the same attendance pattern to all children. We need to offer consistence groupings of children. Regulations dictate the capacity of a centre i.e. how many children attend in one session.

Families are offered 4 choices of sessions (Each child can attend 5 sessions a week for 3 hours)

1. 5 morning sessions
2. 4 afternoon sessions plus Friday morning or another session as negotiated by Director.
3. Full day Monday Tuesday and ½ day Friday
4. Full day Wednesday and Thursday and ½ day Friday

• Some children may be permitted to attend ½ day Monday – Thursday pm session as an alternative to Friday mornings.

Due to the high demand for full days, a priority of access has been implemented. Please note that when the capacity is reached a waiting list will be developed.

Priority of Access Full days

1. working families with disadvantage
2. Studying families with disadvantage
3. Working families
4. studying families
5. other

4. Early Arrivals & Late Collection of Children:

The time before and after sessions is valuable time for the staff team to ensure the environment is safe, prepare activities, carry out administrative tasks, discuss children etc. Parents are actively encouraged to keep to arrival and collection times.

- Families who arrive early are to stay with their child until starting time of kindergarten
- Children should be collected promptly at the end of session times. Should an emergency arise the Staff should be telephoned so your child can be reassured. - 82961035
- Unadvised or frequent late collections will be charged a late fee of $5 per 15 minutes at the discretion of the Director.
5. **Lunchtime care** will be provided for full day children Monday to Thursday.
   - Lunchtime care is in addition to session time and not to be considered as part of the preschool session.
     It is an additional service. Costs for lunch care will help to pay for additional staffing required.
   - Staff must have a minimum of 20 minutes withdrawal from children, with Staff providing supervision on a rotation basis.

At times the kindergarten may experience enrolment pressure due to high numbers of students. Each kindergarten has a site capacity which is determined by space and numbers of toilets. Staff ratios also need to be considered to maintain a safe environment. Below is a copy of our enrolment and priority policy. **Please note that this is only implemented at times of high enrolment pressure.** Any family is able to place their child on a waiting list at anytime. Families will be notified of a place via letter a term before the child is due to start kindergarten.

### Enrolment and Priority of Access Policy Holdfast cluster of kindergartens.

**Holdfast Partnership is a group of 8 kindergartens and 6 schools based in the Holdfast partnership.**

**Kindergartens included in this Partnership are:**
- Baden Pattinson – Cnr Alison St and Kibby Ave Glenelg North – 08 82951371
- Ballara Pk – 9 Ormonde Ave Warradale – 08 82962928
- Dunbar Terrace – 38B Dunbar Tce Glenelg East – 08 82953925
- Dover Tce – 37 Broadway Tce South Brighton – 08 82969841
- Oaklands Estate – 16 Pethick Terrace Marion – 08 82767843
- Seaclliff Community – 47 Kauri Parade Seaclliff – 08 82963186
- Somerton Park – 3 Grantham Rd Somerton Pk – 08 82961503
- Warradale – Cnr Cairns and Wyndham St Warradale – 08 82961035

Kindergarten enrolments vary over time. At times a district or individual kindergarten may incur an increase in enrolment numbers. Clear guidelines on enrolment availability are necessary when Kindergartens have high numbers of children. An enrolment and priority of access policy will need to be implemented when numbers of children exceed the recommendations outlined such as floor space, facilities and staff ratios. Each site has a limit on the number of children that can attend at any one time. (This information is available at individual sites)

The priority of access policy intentions are that:

- the administration of enrolments is **fair and equitable**
- **the safety** of children and the **quality** of education is maintained at all times (appropriate staff/child ratios)
- **members of the local community** have priority of access to **their local Kindergarten**.

The following criteria have been formulated to determine the children with priority for any vacancy at a Holdfast Partnership Kindergarten.

1. **Children who have a residential address within the priority catchment with disadvantage**
   - A child at serious risk or neglect
   - Children of Aboriginal or Torres Strait Islander families
   - Children under guardianship of the minister
   - Children of families with non English backgrounds
   - Children with a disability
   - Children in socially isolated families
   - Children of single parents
   - **b Children who have a residential address in the priority catchment**

2. **Siblings of children who have attended the kindergarten previously**

3. **Children who are cared for by a family day care provider, childcare or carer within the designated area**
5. Other children (children can be placed on a waiting list at any kindy of their choice).

Geographic priority catchment areas have been established in consultation with Holdfast kindergartens and district staff (map is available at each site).

This designated catchment area only comes into effect when enrolment numbers have reached the limit within a kindergarten. (e.g. priority 1) In circumstances when priority of access is implemented and numbers still exceed capacity, the site will have to:

1. Establish criteria to determine access within eligible enrolments.
2. Reduce the numbers of sessions accessed by eligible children across the preschool program. This is to ensure that every child has access to their local kindergarten.
3. Sites may need to increase number of sessions available to children.
4. At times of excess enrolment Holdfast kindergartens will communicate to each other on availability.

Please note.
1. That the Director of each site has the discretion at any time to consider special circumstances (e.g. equity, disadvantaged students, social justice as criteria for extraordinary circumstances)

2. That notification of placements may only be made within the term before the child is due to start. Each kindy will send out letter of acceptance or non acceptance by week 3 of the term previous to starting kindy

3. In circumstances where priority of access has been implemented a waiting list will be developed and parents will be notified if a position becomes available.

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**Waiting List for Kindergarten**

Parents are able to place their child’s name on the Waiting List from 2½ years of age. Families will be contacted in the term prior to children’s commencement of kindergarten. A position is not formally placed until parents/guardians have filled out a detailed enrolment. When an offer of enrolment is made parents/guardians are invited to attend an information session at the kindy.

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**TERM FEES**

Term fees are set by the Governing Council and help the Kindergarten meet some of the running expenses of the Centre. Invoices are issued early each term. EFT (Internet Banking) is the preferred method for payment. Please send fee money and any other monies in an envelope with your child’s name and what the money is for marked on the outside. Please send correct amount of money as we are often unable to issue change. Please place them in our fees box. Receipts will be placed in communication pockets once a fortnight.

**Sessional Kindergarten:** $100 per term  **Lunch care:** $80 per term

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**WHAT TO BRING TO KINDERGARTEN**

1. Named Kindergarten bag
2. Snack (refer to nutrition policy)
3. Named hat
4. Named Change of clothes- include underwear
5. Named Water Bottle
6. Lunch for those children attending full days
We encourage your child’s self-help skills by asking them to put their own bag in a locker and to be responsible for their own belongings. Snack (named) is to be placed in basket. Lunch care children please place lunch in esky.

Warradale Kindergarten

NUTRITION POLICY

This policy is for staff, students and visitors of Warradale kindergarten.

RATIONALE

Healthy eating helps young children to grow strong bodies, develop normally and reach their potential for learning. Children mainly learn eating habits from their parents and other people in whose care they are. These habits learnt during childhood tend to continue into adulthood. As young children cannot select and prepare food for themselves, the adults in the child’s life become responsible for making healthy food choices for them.

Based on the AUSTRALIAN DIETARY GUIDELINES for children and adolescents, it is emphasised that there is a need to:

- Enjoy a wide variety of nutritious foods.
- Eat plenty of breads and cereals, vegetables and fruits.
- Include dairy products such as milk, cheese and yogurt.
- Eat foods that are low in saturated fat.
- Balance food intake with physical activity.
- Eat only a moderate amount of sugars and foods containing added sugars.
- Choose low salt foods and use salt sparingly.

NUTRITION POLICY AIMS

The purpose of this policy is to:

- Encourage and support children to develop healthy eating habits.
- Promote children’s understanding of how food affects health and the relationship between healthy eating and good health.
- Ensure that food provided at the kindergarten and foods bought from home will reflect the Australian Dietary Guidelines for children and adolescents.
- Support children who have health and cultural needs relating to special diet requirements.
- Raise awareness of good nutrition principles.

NUTRITION STRATEGIES

Please note we are a nut aware kindergarten. Therefore no nut products are to be at kindy. This includes peanut paste, nutella and muesli bars.

SNACK GUIDELINES

- Children should bring either a piece of fruit (highly recommended), salad vegetables, healthy sandwich. Rice cakes, plain crackers, cheese or dried fruit.
- Foods linked with a high risk of choking will be minimised. E.g. carrots grated

LUNCH GUIDELINES
• Children should bring a balanced healthy lunch. Suggestions include healthy sandwich, fruit, salad, vegetables, cheese, yogurt, dried fruit savoury biscuits, wraps, beans, rice, cold rolls, healthy leftovers.

• Children who attend the lunch time program should have a separate container for their lunch and this is to be placed in the lunch basket. If food needs to be kept cool please supply a cold pack in their lunch box.

**DRINK GUIDELINES**

• Please bring a named bottle of water.

**WHAT NOT TO BRING**

• Please do not bring items that are high in sugar such as soft drinks, cakes, lollies, flavoured milk, chocolates, chips, muesli bars, fruit bars. These foods are not suitable for kindy.

• Foods with artificial colourings – These food effect children behaviour and attention span.

• Foods that contain nuts.

**HEALTH AND SAFETY GUIDELINES**

• Children and staff are required to wash hands or use gel before eating

• Children are required to be sitting when eating

**SPECIAL OCCASIONS**

On occasion, say a special event, sometimes only foods may be consumed at kindy. Children are taught in the curriculum what foods they should eat everyday and which foods are sometimes only foods.

**PARENTS AND STAFF**

• Staff will act as role models in relation to their own food choices at the centre.

• Parents will be encouraged to support this nutrition policy and where difficulties arise in the provision of suitable foods, parents will be consulted.

• Children who require specific foods because of dietary health needs or because of cultural/religious beliefs, then provision of this can be discussed with the Director.

**CLOTHING**

Please name any items of clothing that might get taken off so they can be returned to you. Encourage your child to wear clothing which they can manage themselves, so they can go to the toilet without having to find help before hand. Children at kindergarten need to wear practical play clothing suitable for active and sometimes messy play - so they are able to climb, run, paint etc. We do provide smocks to try and protect clothing from paint but it is better if new or special clothes are not worn to kindergarten. Appropriate footwear is encouraged. Thongs, ugg boots or gum boots are dangerous for climbing and running and are not appropriate for kindy. If children have required a change during the day we will place it on the outside of their kindy bag so you are aware and to avoid soiled clothes being in their kindy bag. (Policy available on request)

*Please check lost property regularly.*

**Sun safe and Heat Policy – Warradale Kindergarten.**
Due to our climate it is essential that we are aware of the need for keeping our bodies and minds safe at kindy. The intentions of this sun safe policy are to

- Protect our skin and bodies from the effects of the sun
- Develop good practice and create a safe balance between sun protection and gaining vitamin D (vitamin D helps to develop and maintain healthy bones and muscles)
- Safety of students, staff and the community at Warradale Kindergarten
- To promote healthy lifestyles

Sun safe management includes

1. Students and staff will be required to wear a broad brimmed or legionnaires hat on days in which the UV levels exceed 3. (This is the recommendation of the Cancer Council of Australia) Children and staff are to always have a hat available to use at kindy. Both of these types of hats cover ears and necks.
2. Students and staff are required to have covered shoulders at all times.
3. Sun cream is to be applied at home before coming to kindy.
4. Sunglasses will be permitted for students to wear during outside play if parents request (the centre will not be responsible for sunglasses)
5. Children who attend full days are to supply a named sunscreen if they have an allergy to sunscreen. Otherwise staff will apply sunscreen provided by the kindergarten. This will be applied on children at least ½ hour before outside play.

On days of extreme heat (days over 35 degrees)

1. A modified outside programme will be implemented.
   - No active play activities
   - Activities set up under shaded areas
2. Reduced outside time will be implemented and times of outside play may be altered to suit the weather conditions.
3. Water will always be available for students and staff to access at all times
4. Air conditioning will be used on days of extreme heat
5. Staff will take extra caution when setting up and packing away outside activities. At least 2 staff will pack up outside equipment. On days of weather over 40 degrees all heavy equipment is to be packed away by 11am.

The centre will not close on days of extreme heat unless we have a power black out. In the case of the power being off for longer than 20 mins parents will be rung to come and get their children.

Slip…. Slop ….Slap ….. Seek…. Slide will be taught and encouraged within the curriculum as well as drinking water and looking after our bodies on days of extreme heat.

GENERAL INFORMATION

How can I be involved?
Parents and friends are very welcome to be involved. Your involvement will help to make the Kindergarten a better community service. (E.g. - join the Governing council, spring cleaning, or take part in fund-raising events). You may have a special talent that you would like to share, or you may like to help at clean-up time at the end of sessions. You may be willing to take on a special responsibility e.g. gardening, cleaning, or cooking roster. Special tasks need to be done from time to time so watch for requests for help – usually via the entrance whiteboard or newsletters. The Staff are very appreciative of all support.
Confidentiality
We respect all the information that you give us about your family or child. This will remain confidential at all times. We can arrange out of hours meetings for those parents that we do not see on a regular basis or so both parents can be in attendance. (Policy available on request)

Changes to information on Enrolment Forms
If any of the information you provide on your child’s Enrolment Form needs updating please let us know as soon as possible. We need current health, custody information and contact numbers.

Communication Pockets
All families are allocated a communication pocket for notices, accident reports, invoices, excursion notes and newsletters. Please read these. We are aiming to keep the lines of communication open by keeping you up to date and informed.

Children’s Program
To inform you of activities and learning experiences we have planned for your child our current program is displayed. Staff program on a regular basis.

Cooking
As part of our curriculum we often do cooking with the children. Please inform us if there are any foods your child can not eat due to cultural, religious or health reasons

Other Notices and Community Information
Information regarding current happenings, fundraising and other community events are displayed on the Community Information Board or on the whiteboards at you enter kindergarten.

Accidents and injuries
When children are hurt we encourage them to seek help from an adult at kindy so we can assist and administer first aid... Parents will be informed via a phone call if the injury is concerning us or if they need medical assistance. Other injuries will be informed at the end of the session or an accident report in communication pockets. Occasionally children will hurt other children as they are still developing social skills, emotional regulation and how to deal with conflict. Staff take this very seriously and follow our behaviour management policy. (Policy on first aid available on request and behaviour management policy is listed later in parent handbook.)

Absences
Please let us know if your child will be absent or away on holiday during the term.

Illness and Infections
To help check the spread of infection please keep children home if unwell (and for 24 hours after vomiting or suffering diarrhoea), and please advise the Kindergarten. Staff may be able to give you information about infectious periods for common illnesses however you may be asked for a letter from your doctor saying that your child is able to attend kindy. If your child falls ill during a session or if staff feel children are too unwell too be at kindy parents will be rung to collect their child. This is in the best interests of the child and others at kindy. If you feel your child is unwell please do not sent them to kindy even if they insist.

Birthdays
We celebrate the children’s birthdays by singing ‘Happy Birthday’ and giving them a birthday sticker. (No cakes or lollies please) We will allow a small platter of fruit to share at snack time.

Parking
Watch out for children! Cars are coming and going. Please assist children to get in and out of the car on the footpath side. Please do not park in ‘No Parking’ zones (yellow lines).

Arriving / Departing
Come inside and sign your child in. Make sure that the adult bringing the child to kindergarten takes him/her inside the building not just says goodbye at the gate. If your child is experiencing separation anxiety please make sure that they are left with a staff member.
If your child is to be collected by someone other than the usual person please let the staff know and write the information in the notes section next to your child’s name on the sign in sheet. We will not allow children under the age of 16 to pick up children. (Policy available on request)
If an emergency arises and you are unable to collect your child on time please ring us so that we can reassure your child.

When arriving and departing the centre please only let children in your care through the gate. Please do not allow children to open the safety latch on the gate. This must always be an adult’s responsibility.

**Laundry**

Please assist us in volunteering to occasionally wash smocks, tea towels, dressing up clothes, etc. We would appreciate it if you were able to mend any items in need of repair.

**School**

It is your responsibility to enrol your child at the School of your choice. Different Schools have different enrolment requirements so contact the School you would like your child to attend to find out their policy. You may also like to make an enquiry about the School transition visits (which usually happen in the term before children are due to commence School).

**Toys**

Please encourage children to keep their toys at home, to avoid the risk of having them damaged or lost and hence causing distress to your child, yourself and Staff. Toys from home often cause conflict and distraction between children and have an impact on your child’s participation in the planned curriculum. We have plenty of exciting and stimulating toys and equipment at kindy.

**Health**

CAFHS (Child and Family Health Services) carry out developmental health screenings at intervals during the year. Parents will be informed.

Universal Precautions ‘Safe Blood Handling (policy available on request)

Our Kindergarten has a policy and practices in place to prevent cross infection of blood borne diseases.

- All cuts/breaks in skin need to be covered with a band-aid – please do so before children come to Kindergarten.
- Staff always use latex gloves and band-aids in managing cuts/blood spills.

**HELP US COLLECT AND RECYCLE LOTS OF ODDS AND ENDS**

We collect all sorts of bits and pieces e.g. clean milk cartons for paint containers, boxes for pasting, all sorts of odds and ends that would be safe for children to use on the collage table. We also use small pieces of wood. If you have any of these items please bring them to kindergarten and give to a staff member. Please do not send toilet rolls, medicine containers or glass jars.

**BEHAVIOUR MANAGEMENT AND BULLYING POLICY**

Why do we need a Behaviour Management / Bullying Policy? This policy helps provide a safe and supportive environment in which children are successful in learning appropriate behaviours. A safe learning and play environment for children has a significant impact on their social and emotional wellbeing and learning success.

**Behaviours which are encouraged:** At Warradale Kindergarten we use a positive approach to behaviour management that takes into account child and contextual factors.

We encourage the following behaviours: participation in a variety of activities

- sharing and respecting equipment and materials
- taking turns
- participation in a wide variety of activities
- actively listening and responding to others
- co-operating with each other
- respecting each other - accepting each other’s differences, cultures and background
**Inappropriate Behaviours**

At there are times when we need to help children manage their behaviour because it is inappropriate.

This includes:
- Any behaviour that puts the child or other people at risk - behaviours that hurt others (e.g. hitting, pushing), behaviours that frighten others (e.g. name-calling, insults), behaviours that place the child in danger (e.g. running inside, climbing tall objects).
- Any behaviour that is disruptive to the child’s or other children’s learning (e.g. spoiling other children’s achievements, interrupting others play).
- Any behaviour that is socially unacceptable (e.g. spitting, swearing, nudity)

**Challenging behaviours are addressed in a timely and appropriate manner.**

**Strategies for Managing Inappropriate Behaviour**

We manage inappropriate behaviour using the following strategies:
- Establishing clear rules for the kindergarten. Reminding of rules and demonstrating appropriate play.
- Encouraging and praising positive ways of behaving.
- Redirecting the child or supporting child how to play in a positive way within that activity.
- Being consistent
- Ensuring the language we use is understood by the child.
- Teaching new skills.
- Problem solving and conflict resolution with support from teachers
- Ignoring the behaviour - e.g. for attention seeking behaviour (such as repetitive noise making, prodding, and tipping objects on the floor) as long as it is not disruptive or harmful to others.
- Giving the child some calming down techniques or time with a teacher on a special activity (9 Community service)
- When serious behaviour such as harming or hurting others occurs children may be given a place to regain and reflect on their behaviour. Staff will supervise and follow through with conflict resolution and problem solving techniques.

When children use inappropriate behaviour they are given a warning. (Warnings may not be given when the behaviour is very serious such as hurting others) If the behaviour continues one or more of the strategies will be used. The type of strategy used will vary depending on the particular situation and the child’s level of understanding.

Please speak to Staff if you have questions about behaviour management. If staff are concerned about your child’s behaviour we will contact parents and may even establish a behaviour plan with you. Sometimes we may apply for some funding for additional staffing from the department to assist children who have severe emotional or behavioural concerns.

Teaching staff are mandated to teach safety to children, this is called protective curriculum. Below is an outline of the curriculum.

**CHILD PROTECTION CURRICULUM**

Our Child Protection Curriculum teaches children about - The Right to be Safe, Protective Strategies, Relationships, and Recognising and Reporting Abuse.

It aims to empower children with strategies to help themselves be safe.

There are two main themes, which are the essence of the program.

1. We all have the right to be safe
2. We can help ourselves to be safe by talking to people we trust

Child protection curriculum is a mandated curriculum. Our curriculum is especially designed for children aged 3-5 years old. Each term parents / guardians will receive a newsletter outlining topics and themes that will be taught during that term.

Topics include
The right to be safe
1. feelings
2. Exploring the concepts of safe and unsafe
3. Early warning signs

Relationships
1. Identity and relationships
2. Fair and Unfair
3. Trust and Networks

Recognising and reporting Abuse
1. Privacy and parts of the body
2. Touching
3. Recognising abuse
4. Secrets

Protective strategies
1. Strategies for keeping safe

**LEARNING CONVERSATIONS / INFORMATION SHARING**

Please inform staff of any concerns that you may have. We like to work with parents as you are the most important people in your child's life. If your child has experienced some trauma (eg death of a family member or pet, divorce) it is advisable that you inform staff so we can assist your child. All information is kept confidential. We love to hear good news stories as well. Staff are available to talk to you about your child (learning conversations) Please make an appointment or catch us at the beginning or end of a session.

**PARENT LIBRARY**

We have a parent library with a variety of books to borrow eg child development, pregnancy, emotional development, parenting, behaviour management etc. They are situated on the lockers in the bag room. There is a book to write the title of the book and your name. Books can be borrowed for a month.
We aim to be welcoming and friendly. Good relationships between the kindergarten and community are important to us. It is only natural that from time to time parents will have concerns or queries.

If you have any issues or concerns regarding the kindergarten please follow the following procedure so the issue can be resolved, and a positive environment for all can be maintained. Staff value positive working relationships with parents and caregivers.

Often concerns arise out of a lack of information, or misinformation. For example an event (or part of one) relayed later on by a child can give cause for concern. This concern can be easily allayed by discussion with the Staff and hearing the "whole story".

Steps you should take if you have a concern:

1. Speak to the most relevant Staff Member. Depending on the nature or confidentiality requirements of your concern, you will need to ensure that the Staff Member is free to give their undivided attention to your discussion. You, or the Staff Member, may suggest making a time, for example after the session, when you can talk privately and without interruption.

2. If, after your discussion you do not believe that the issue has been resolved, make an appointment to speak with the Director.

3. Results of this meeting may include the following:
   - the situation is followed up;
   - further discussion are held with the people involved;
   - outside support for the child, school, family may be sought.
   - your suggestion for a change to centre policy may be brought to the Parent Management Committee for broader debate.

4. If at any stage through this process there is value in organising a follow up meeting to share successes or ongoing concerns we urge you to do so. If the kindergarten does not receive further information, it is reasonable to assume that the issues have been resolved.

5. If after steps 1 to 4 have been followed you are still dissatisfied, approach the Education Director, Department of Education & Child Development (on telephone 84167333) who will try to resolve the situation further. The expectation of the Education Director will be that the above steps have been followed.

6. Education Directors and Kindergarten Staff also like to hear about our successes.

Assessment and reporting
During the year that your child attends Warradale kindergarten we collect information on your child. Below is a copy of our policy so you know what to expect in the following year.
At Warradale Kindergarten we believe quality assessment & reporting enable us to

• construct a curriculum responsive to our diverse learners.
• Assess individual performance giving an accurate "picture" of each child
• Devise intervention & support strategies to enhance learning
• Support, monitor & enhance progress.
• Share knowledge with the child, family and feeder school.

We also believe that Early Childhood Educators have a professional responsibility to ensure assessment and reporting practices are appropriate as well as contribute constructively to the continuity of learning and development as well as assist the transition to school of each child.

The Five DECS Principles In Relation To Assessment & Reporting:

• Early Childhood Educators support children to become skilled and knowledgeable participants in the process of assessment and reporting.
• Effective teaching practices rely on strategic assessment and reporting.
• Effective assessment and reporting of children’s learning and development requires a coordinated staff approach.
• Effective assessment and reporting practices are equitable.
• Effective assessment and reporting uses a comprehensive range of methods and strategies gathered over time and in a range of contexts.

Definitions:

Reporting – The sharing of information about children’s learning and development with

• the child
• families
• school (with permission from family)
• other professionals such as psychologists, speech pathologists etc. who may be working with the child (with permission from family).

Reporting happens in a range of ways including

• ongoing formal and informal discussions
• photographs
• collections of a child’s work
• written information about your child’s learning and development

Assessment –
This is the process of gathering and analyzing information about what each child knows, understands and can do. That information is used to make decisions about ways to build on each child’s learning and development. This process is regularly monitored and reviewed to ensure worth and consistency of judgment.

Evidence –
Early childhood educators should ask the following questions about the evidence on which they are making assessment decisions

• is it reliable?
• is there sufficient evidence?
• is the evidence valid & authentic?
• is the evidence current?
• does the evidence allow you to see progression n children’s learning?

Professional Judgement –
Judgements by educators about children’s learning & development must be from observations of children engaging in a range of activities & experiences using a range of strategies to assess achievement. Educators thus build up a rich picture of performance & progress over time. Valid and reliable assessment needs the collaboration of educators to develop shared meanings of commonly used criteria.

Play –
"The most powerful way young children learn is through play." (South Australian Curriculum, Standards & Accountability Framework, 2001, Early Years 3-5 p. 48. Observations of children’s play provide a valuable insight into children’s learning and development in all areas.

Assessment & Reporting Policy Aims:

Assessment & reporting at Warradale Kindergarten will

• be based on a coordinated staff approach; that is, with the practices developed and implemented collaboratively.
• address the requirements of curriculum accountability as defined in the National Framework.
• implement the Assessment & Reporting Policy for DECS Preschools.
be devised by staff working with families to determine the assessment and reporting strategies that best meet the learning/developmental needs of the children in the community.

acknowledge the special knowledge families have of their child and the important role they have in the assessment/reporting process.

be ongoing throughout the child’s attendance.

determine how well children are achieving in relation to the key ideas and learning outcomes identified in the National Framework 3 x B

monitor children’s learning and development.

provide children and families with a view of progress.

recognize and value children as individuals within the context of their family and be sensitive to each child’s diversity.

support continuity between care/preschool/school such as through the provision of written summative reports for all children as they move from the preschool for both parents and the school of choice (with parental permission)

reporting will be both formal and informal with regular reports of progress.

each child’s achievements will form the basis for the construction of his/her ongoing learning program.

be based on judgements using evidence gathered both over time and using a range of contexts.

also assist in determining the effectiveness of the program, teaching methods, record keeping and assessment strategies used.

whilst it is acknowledged that information is gathered informally from the moment of first contact with the family and on an ongoing basis, the following procedures/strategies occur routinely.

on enrolment / induction

information gathered from parental discussion & in completing the enrolment form.

- enrolment form
- child profile
- permission slip for photos completed by parents/carers.

term 1

- observations
- collect work samples and photos.
- before end of term an individual learning plan devised from observations & staff team discussions.
- collect term 1 data on summative report

term 2

- parent teacher interview, refine ilp.
- collect work samples and photos
- collect observations

term 3

- collect work samples and photos
- collect observations
- review ilp
- allocate teacher for final report

term 4

- collect work samples and photos
- statement of learning to parents and school
- when possible staff to attend transition visit to school
- child interview
- brief interview about summative report
- portfolio of children work given to family
- cd of photos given to family

Curriculum – Term plans and curriculum information is always available for parents to look at. Interviews formal or informal can also be arranged to discuss children’s learning.

Code of Conduct for Collecting & Using Information:
The ‘Information Privacy Principles’ from the DECS Admin Instructions & Guidelines includes the following codes of conduct:

- the confidentiality of families and children must at all times be protected (such as records securely stored in locked cabinets and parental permission obtained for information to be divulged).
- information must be used to improve children’s learning outcomes and not for any other reason.

Thank you for taking the time to read this information about our kindergarten. We hope you feel welcome and we look forward to getting to know you and your child better. If you have any questions please call us on 82961035.

Procedures & Strategies:

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