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Welcome to Kadina Preschool Centre

We look forward to getting to know you and your child and working together in support of your child’s early learning journey.

Early Childhood staff members recognise and value parents as their child’s most important educators - no one knows more about your child than you do!

Our role is to provide an extension of your care and education. By communicating with each other and working together, we can enhance your child’s development.

In this booklet is some information about Kadina Preschool and how it operates. If you have any questions or concerns, please feel free to ask a staff member.

We are in the fortunate position to have three teachers (Holly Makin, Daina Mignone & Jacky Vogelsang) who have a 4 year degree in Early Childhood Education. ECW staff, Alison Ferguson and Helen Penn are currently enrolled or enrolling to complete their Diploma in Children’s Services and have extensive knowledge to assist teaching staff in providing inclusive programs for the benefit of all children and their families. Cheryl Howson our Support Worker has a Diploma in Children’s Services as well as extensive experience in working with children with additional needs.

All our staff members are consistently upgrading their training and seeking ways to further their understanding and knowledge of Early Childhood development. At this stage Alison Ferguson is also in the process of gaining her Diploma in Children’s Services.

Our Staff:

Director: Jacky Vogelsang

Teachers: Holly Makin, Daina Mignone & Jacky Vogelsang

Early Childhood Workers
Alison Ferguson
Helen Penn

Preschool Support Worker:
Helen Penn/Cheryl Howson

Our Address is:
29 Hallett Street, Kadina 5554

Our Phone number is:
08 8821 3651
0459 915 216

Our Fax number is:
08 8821 3615

Coming to Kindy . . .

Children are now entitled to 15 hours of preschool a week. Due to the size of our Preschool and the vast area serviced, we offer 30 hours of preschool over a fortnight. This enables those children who utilise the bus service to continue to do so as the time is split over two weeks. Your child will either access preschool 2 full days one week and 3 full days the next or vice versa, depending on their age and entry acceptance to a particular school.

Children, who turn 4 years before May 1st of any given year, are entitled to attend up to 5 pre school sessions a week for 4 terms in that year prior to commencing school the following year. This is achieved at our preschool over a fortnight; where one week they attend four sessions and the next week they attend six sessions. Special D.E.C. D. policies operate for Aboriginal children, children with additional needs or GOM (Guild of the Minister) children. As a requirement of the Department of Education documentation confirming the date of birth of your child will need to be sited and recorded by the Director or teacher in charge. Acceptable documentation may be: a passport, birth certificate or official Centrelink documentation stating the child’s name and date of birth.

Pre entry
Due to the implementation of the National Quality Framework (NQF) by the Government; transitional Pre Entry sessions will be in term 4 of each year to coincide with feeder schools as we are always very close to the capacity limit of eligible preschool age children who are able to access our Preschool.

An information session is held on Friday evening in the second week of term 4, for parents of children about to begin full time preschool the following year.

Regular Attendance
Regular attendance at Kindy is encouraged. Children will get used to and maintain their Kindy routines easier through regular attendance. Also, preschools are staffed on the number of children attending each session rather than the number of children enrolled so regular attendance means more funding for adequate resources.

For the convenience of everyone, we ask that session times are observed as closely as possible. If, for any reason, you do arrive early, you are welcome to use the outdoor area until the session commences. Remember to bring your child into the building, once we are open. The bag rack is situated under the back verandah for the children’s bags.

Arrival and Departure of Children – Sign in Sheets
Parents and/or Caregivers MUST enter the Kindy building to deliver and collect children.

No child will be permitted to leave the Centre until the Parent or Caregiver has entered the inside of the building and the child has been farewelled by staff.

All caregivers are to sign in/out their children each day their child attends.

Please stay with your child until the building is open for the start of the session and bring your child into the building where they are to remain, otherwise you will incur a fee of $5.00 (this is not negotiable)

Please advise Staff if somebody other than a Parent or Caregiver is to collect your child. To ensure the safety of your child, we need to know who your child will be going home with, if it is someone other than a parent or regular caregiver. Please make them aware that they will be asked for photo identification.

Car Parking
Please remember not to park in the Car Park adjacent to the Kindy at the beginning or end of a preschool day. This area is reserved for Kindy and other school staff. Children also use this area
when entering and leaving the school grounds, so it is not very safe for cars to be pulling in and out at this time.

**What Kindy is all about . . .**

**The Purpose of Kindy**

The best way to prepare your child to be 5 years old, is to let them be 4!

The purpose of Kindy is not just about preparing children for school, but to continue to prepare them for life!

At kindy we do not focus on the “3 R’s” (readin’ ‘riting & ‘rithmetic), but the “3 S’s”. A point we advocate is that reading and writing are valuable skills but they are not the learning!

The 3 S’s that we focus on at Kadina Preschool are

**Self esteem + Social skills = Skills for life.**

**Self Esteem**
Children need to feel valued and that they are a worthwhile person in order to have a healthy self esteem.

**Social Skills**
Through a healthy self esteem, children gain skills in independence, group skills, manners, turn taking, sharing, asking and answering questions, listening, self-improvement, building relationships and trying new things (risk taking).

**Skills For Life**
With a healthy self esteem and appropriate social skills, children can develop many, many skills including literacy, numeracy, creativity, making choices, following routines and expectations, seeking and providing assistance, coping with change. Children should be able to use and continue to build on these throughout their lives.

At kindy we aim to promote a love of learning based on following the children’s interests and encourage consistent communication with their families regarding their child’s development.

Remember learning should be a journey to be enjoyed not endured and it is our belief to create and foster a love of learning!
At Kindergarten, children learn to:

😊 Be independent
😊 Develop positive self esteem
😊 Communicate with other children and adults
😊 Separate from parents
😊 Follow instructions
😊 Ask for help
😊 Understand and express needs, feelings and ideas
😊 Share adult attention
😊 Take turns and share
😊 Listen for longer periods – stories, etc.
😊 Concentrate for longer periods
😊 Remember and follow rules and routines
😊 Play co-operatively
😊 Develop ways to handle feelings of hostility and aggression appropriately
😊 Solve problems peacefully
😊 Work alone and in a group
😊 Make friends
😊 Be involved
😊 Be eager for new experiences
😊 Be happy, have fun and develop a sense of humour
😊 Listen and take turns to talk
😊 Develop speech and language skills
😊 Respect other people – their ideas, their feelings, their property
😊 Develop an awareness of and respect for the environment
😊 Develop an awareness and understanding of other cultures
😊 Develop an appreciation of expressive arts
😊 Observe, question, reason and begin to organise knowledge and solve problems
😊 Extend their interest, knowledge and understanding of basic concepts (colour, size, shape, etc), numbers, words and letters through relevant and meaningful activities
😊 Develop co-ordination skills
1. Children spend most of their time playing and working with materials and other children. They do not wander around aimlessly and they neither are nor expected to sit quietly for long periods of time.

2. Children have access to various activities throughout the day. For example, building blocks and other construction materials, props for pretend play, picture books, paints and other art materials, and table toys such as matching games, peg boards and puzzles.

3. Teachers work with individual children, small groups and the whole group at different times during the day.

4. The room is decorated with children’s original artwork, their own writing with invented spelling and stories dictated by children to teachers and themes relevant to the curriculum.

5. Children begin to recognise numbers, letters and sounds in the context of their everyday experiences. The natural world of plants and animals and meaningful activities like cooking, taking attendance and serving food provide the basis for learning activities.

6. Children work on projects and have long periods of time to play and explore. Worksheets are used little, if at all.

7. Children have an opportunity to play outside everyday. Outdoor play is never sacrificed for more instructional time.

8. Teachers read books to children individually or in small groups throughout the day, not just at group story time.

9. Curriculum is adapted for those who are ahead as well as those who need additional help. Teachers recognise that children’s different backgrounds and experiences mean that they do not learn the same things at the same time in the same way.

10. Children and their parents look forward to preschool. Parents feel secure about sending their child; children are happy to attend.

Source: National Association for the Education of Young Children, 1996.
Learning through play . . .

Curriculum
At Kadina Preschool we aim to provide a warm, supportive and secure environment to promote children’s development. We plan, assess, review and report in relation to the Early Years Learning Framework - Belonging, Being and Becoming. The outcomes of this Framework involve both indoor and outdoor areas. Our daily program is planned to develop children’s skills, concepts and attitudes, whilst encouraging the children to build upon and extend their previous experiences and knowledge. We use the curriculum Framework to plan a structured environment where children move freely from activity to activity learning through their play. Any one activity presented may cover one or more of the outcomes. It is through this integrated method where the more thorough exploration of a concept is achieved, because it will often incorporate many methods of preferred learning and use more than one of the senses at any given time.

Planning for learning to meet individual needs
Children are given opportunities to tell an adult what they would like to learn more about or learn how to do. Using the Learning Quilt (see last page) as an assessment tool, educators are also able to identify some areas for development for each child. Staff members also collect information from children, families and through formal and informal discussions and observations, and feedback from learning stories, to help them to plan specific learning goals. Educators then interact with children (particularly those in their Sharing Circle) individually or in small groups, throughout the session to meet the learning goals for each child. It is our intention to focus on what children can do rather that what they can’t; so although we use the learning quilts they are merely a guide and families should never regard them as a total report on their child’s development.

Session Outline: The times set out below are a guide. We are extremely flexible and will often extend or shorten time suggestions as the interest and engagement of the children dictates.

9:00 Parents and children arrive at Kindy, sign their child in and then choose own inside activities to do. Staff members interact with children and parents.
9:10 Sharing Circle groups meet for roll.
9:25 Child initiated through play activities inside and outside. Individual and small group participation.
10:25 Children split into group 1, 2 and 3 for small group time. Group time (20mins approx) Monday /Tuesday: library, cooking or walk and talk - on a 3 week rotation.
10:45 Fruit time. Fruit is a shared platter. Children stay in their small group for fruit.
11:00 Child initiated through play activities inside and outside. Individual and small group participation.
11.45 Story time - story is chosen and read to small group.
12:00 Lunch  12.30 rest time.
1:00 Child initiated learning through play activities inside and outside. Individual and small group participation.
2:00 Group time. Children split into group 1,2, & 3 for small group work.
2.20 Pack up inside and outside areas.
2:40ish Sharing Circle - small group reflection on days activities, co-operative games/music and movement etc.
3:00 Parents arrive and sign out children. Farewell children from Sharing Circles.
So, what is a Sharing Circle and how are they going to help my child?

Sharing Circles are made up of a group of children and an adult. Children stay part of their Sharing Circle for the whole term. The groups of children move onto another adult about every 3 to 4 weeks to enable them to experience different teaching styles and become accustomed to another area of learning. This practice assists in building resilience when the children transition to school and are expected to be comfortable with different relief teachers and varying classrooms.

During our first quick ‘mini’ Sharing Circle for the day, children are greeted; the days of the week are explored as well as the number of children present. We then talk about what learning activities are planned for the day and the children then move on to activities of their own choice. The second Sharing Circle is an opportunity for staff and children to further extend upon any areas of interest experienced in early play time. This is also a time where there is a focus on other areas of the curriculum and incorporates it in a play based activity with the children.

Before lunch children take part in a structured literacy activity.

Children then eat lunch together and when they have finished eating, take part in a ‘rest’ activity, such as looking at books, listening to relaxation music or watching a video/DVD, or engaging with the interactive whiteboard.

The afternoon Sharing Circle runs along a similar format as the second Sharing Circle of the day.

During our last Sharing Circle for the day, (after clean up time), the group takes part in co-operative games or a music/singing activity.

We then say good-bye to children as their caregiver arrives and signs the attendance sheet.

Vision . . .

At Kadina Preschool Centre we offer a happy, caring, safe and supportive environment. We aim to develop children’s social, emotional, physical, cognitive and well being strategies and skills through innovative and interesting learning opportunities.

Individual needs of all children and their families are acknowledged and respected, as is the importance of learning through play.

People at our Centre are made welcome, supported and encouraged to engage in relevant life long learning.

We hope that children, their families and staff build and retain fond memories of their time at Kadina Preschool Centre.

Values . . .

😊 Confidence
😊 Persistence
😊 Resilience
😊 Getting Along
Assessment and reporting

We use a variety of methods to record each child’s progress during their preschool year. One of these is their “Kindy Book” which is a collection of their creative work, photos of play and achievements and assessments on areas of development. These books are a valuable and precious record of your child’s year at Kindy. Kindy Books are kept in the coloured crates near the kitchen bench. Your communication pocket will have your child’s name on a small coloured label which will coincide with the coloured box these books will reside in. Parents are most welcome to have a look through their child’s Kindy Book at any time, however we ask that they do not leave the Centre as they are unique and cannot be replaced. They will be given to children to keep, when they leave our Centre.

All children have a “Learning Quilt” onto which staff records the learning that children have demonstrated capably whilst at Kindy. Children’s Kindy Books also contain comments and assessments with some of the work samples. There is an example of one at the end of this booklet.

During the year families will receive an interim report to monitor their child’s progress. We encourage families to make appointments at any time throughout the year with teaching staff if they have any concerns or just wish to have a chat about their child’s development. Children in their last term of Kindy receive a Summative Report prior to starting school. A copy of this report (also known as a ‘Learning Journey’) is also forwarded to the school your child will attend. Your child’s new school teacher uses Summative Reports as part of the “School Entry Assessment” and also to assist in planning and programming.

Another ongoing reporting tool we use is the many photos we take of children engaged in learning activities. Many of these photos are used in the Kindy Books. All of the photos taken of your child are included on a CD which is available when children leave Kindy to start school.

Library, Cooking and Walk and Talk and Kindergym

Every Monday & Tuesday morning, children are involved in one of three special activities. These are rotated every week to ensure that all children have equal access to both activities.

Library Visits: A short walk through the school ovals takes us to the community library. One of the friendly staff members reads us a story (or two) and prepares a special activity for us to do. After this we spend some time looking at books or playing with the library’s toys.

Cooking: Staff members plan a healthy cooking activity for the children to take part in. Children love to chop, grate, measure, mix and of course the all time favourite is to crack eggs! We always make enough for all of our Kindy friends to try. When we have finished cooking, we draw on the back of our recipes. These are collated and bound into our very own recipe book which we receive when we leave Kindy to start school. There is a $10.00 cost included in the term invoice to cover costs.

Walk and Talk: This is a special activity where we go for a walk somewhere in Kadina and our walk has a literacy focus. Walks have included visiting many different local shops, posting letters and seeing ‘behind the scenes’ at the post office, going to park, looking at road signs and walking past ‘special’ places in Kadina.

Kindergym: Every term in week 5 we are invited to partake in an hour long session at the local Kindergym. This is a wonderful opportunity for all the children attending the Centre to access some amazing equipment in a safe and structured environment. A note will go out early in the term asking for a payment of $5.00 and also if you would like to attend this fun session with your child.
Family Involvement . . .
We encourage families to spend time in our sessions and join in our various activities. Your interest is most beneficial to your child feeling good about themselves and recognising the importance of what they are doing.

This is our Preschool (children, parents & staff) and our aim is that you will take every opportunity to be involved in and support the activities of the Centre, for the benefit of your child. We always are seeking ideas and input from families to assist in creating an exciting and inclusive program.

Governing Council
The Governing Council provides advice and support to the Director and contributes to the operation and management of the Centre, i.e. curriculum, fundraising, maintenance and development of buildings, grounds and facilities, budget and finance, Kindy Shop and policies and programs that the Centre may undertake. We need your participation and ongoing support.

Meetings are held twice per term and the date of meetings is advertised in our newsletter. A summary of decision made or topics discussed is included in the newsletter after the meeting.

Our meetings are open for everyone to attend and, as a new family to the Centre, you are very welcome to come along and join us and see what goes on. Governing Council members are required to maintain their position for the year until a new Council is created in the following year.

Communication . . .

Pockets
Each child is allocated an information pocket into which newsletters, notices etc. are placed. Please check your pocket daily so you are kept up to date with Centre happenings. Pockets are arranged alphabetically by child's first name. The colours on the pockets indicated which group your child is in, ie the days they attend kindy.

- Yellow & Red - Tuesday/Thursday
- Blue & Green - Monday/Wednesday

Newsletters
The “Kadina Kindy News” is published monthly and delivered via children’s ‘pockets’. The newsletter includes current happenings at Kindy, rosters, learning news, health news and community news and other interesting information. If you wish to acknowledge or increase awareness of a community event please see the Director (she writes the newsletters) and together you could (if deemed appropriate and not in conflict with Department guidelines) use this format to reach the wider community.

Enrolment details
If you have a change of address, phone number, emergency contact, children’s medication etc. that differs from that given to us at the time of enrolment, please write down the information and give it to a Staff member asap in order to update your details.
Parent Corner and Notice Board

A parent notice board is located on the side wall of the building, as well as the green board inside the main building and small whiteboard near the main rear entrance. They all have relevant information for you to read and keep up to date with what is happening at Kindy as well as our programming and curriculum information, etc. Please take the time to familiarise yourself with these vital pieces of information.

Grievance Procedures

If you have a problem with someone at Kindy, we use the same approaches that we do when we deal with children’s grievances. The skills we teach them are the same skills they will need to use throughout their lives.

We need to use a calm, approach in dealing with conflicts. It is also usually better to deal with things as they arise. You do not have to “put up with things” that are inappropriate. If someone says or does something that offends, upsets or bothers you, talk to the person concerned, letting them know your concerns. You should let them know the behaviour or action that concerned you and how it made you feel. You may also discuss some suggestions for resolving the conflict. For example . . . “I’d like to talk to you about (behaviour/action). It made me feel (feeling) when you said/did this”. Allow the other person to respond. Then perhaps come up with a solution to work towards.

Remember the person may have not even realised that their actions have been of concern to anyone.

In most cases, problems can be resolved early by talking them through.

Underlying principles of these procedures are:

- Everyone should be treated with respect.
- Everyone has the right to feel safe at Kadina Kindy.
- Grievance meetings will be suspended if people behave in an insulting, threatening or offensive manner.

<table>
<thead>
<tr>
<th></th>
<th>Children with a grievance could . . .</th>
<th>Parents with a grievance could . . .</th>
<th>Staff with a grievance could . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
<td>Talk to the person about the problem</td>
<td>Arrange a time to speak to the relevant staff member about the problem</td>
<td>Arrange a time to speak to the person concerned.</td>
</tr>
</tbody>
</table>

If the grievance is not resolved or you don't feel comfortable trying this, you could . . .

| **Step 2**              | Talk the person again or ask a friend to go with you. | Speak to the Director about the issue. | Speak to the Director about the issue. |

If the grievance is still not resolved you could . . .

| **Step 3**              | Talk to an adult at Kindy so that they can help you resolve the problem. | Speak to the Regional Director. | Speak to the Regional Director. |

A brochure outlining these procedures with relevance to the regional office is also given each term to new families upon enrolment.
Money . . .

Fees  
At the beginning of each term you will receive a tax invoice for your child’s fees. Fees are to be paid preferably in full and are due by week 5 of the term. Weekly, fortnightly or monthly instalments are acceptable if this helps with your budget. But we request that regular payments are made and kept.

Our term fees are $70.00

There is a $20.00 cost per term for fruit at Fruit Time.  
Also there is the cost of cooking $10.00, if your child attends on a Tuesday for cooking.

These costs are collated on your invoice and are as follows:

- Mon/Wed/alt Fri combination - $100.00 per term
- Tues/Thurs/alt Fri combination - $100.00 per term

These combinations of days are subject to change throughout 2013 due to reduced intake of children and balance of children each day. Families will be informed as soon as possible and working families relying on other forms of childcare will be given precedent in choice of days if conflict arises with available booking days in childcare. This however is only at the discretion of the Director and families need to understand the structure of cohorts within our preschool are first and foremost for the benefit of all the children.

Payment of money  
When paying money, could you please enclose the correct amount in a sealed envelope with your child’s name, date, amount and what it is for (fees, fundraiser, excursion, etc) shown clearly on the outside of the envelope. Near the front entrance is a Cash Box into which the envelopes can be placed. Spare envelopes are also available. Receipts will be placed in your “pocket”. Change will not be given and considered a donation. Cash is not kept on the premises as our finances are done in conjunction with the school.

Kindy Shop  
Kadina Preschool Centre is very fortunate in having a Kindy Shop – a secondhand clothing shop that helps raise funds for our Kindy. We have a lot less fundraising drives and events as a result of the Kindy Shop’s contribution. Profits from this venture benefit the children directly through more resources and increased opportunities. Please donate any pre-loved children’s and adults clothing and other suitable items to the Kindy Shop so that money raised from the sale of these items comes straight back to our Kindy.

If you would like to be a regular volunteer at the Kindy Shop, or know of someone who would, please call into the Kindy Shop and speak to Bev, our Kindy Shop Co-coordinator on either a Monday or Tuesday morning.

Fundraising  
We offer a variety of fundraisers throughout the year that you may choose to take part in. We engage in a variety of fundraisers which appeal to members of the fundraising community (a sub committee of the Governing Council). We greatly appreciate your support in any of our fundraisers and you can be sure that money raised now, is used for the benefit of the children, who are here now.
Brain Drinks

Recent research into brain development has shown that drinking water helps people (of all ages) to develop and maintain healthier brains. Parents are asked to pack a labeled drink bottle for your child, but **WATER ONLY** please!!! Please do not send cordial, juice, soft drinks, etc. - they are sticky and attract ants. Water is much more thirst quenching and better for us. Please make sure that bottles are very clearly marked with your child’s name, so that they don’t drink from someone else’s bottle.

Staff regularly encourage children to drink water throughout the day and will refill water bottles when asked by the children.

Brain Food

We also encourage healthy eating and dental care. Children will only need to bring a healthy lunch, as their fruit is provided at Fruit time. Lunch boxes are to be placed in the children’s fridge located by the back door. Lunch boxes are handed out to children at lunch time. Children are supervised during both Fruit and Lunch times. For lunch, please send along a healthy meal that will nourish your child’s brain and body and ‘fuel them up’ for continued learning in the afternoon. A sandwich or salad, etc and a yogurt or piece of fruit is usually adequate for most children. Packaged foods are usually high in salt or sugar and are to be discouraged.

Articles named

Can you please make sure your child’s belongings are named, especially bags, hats, removable clothing (e.g. coats, jumpers etc.), lunchboxes and lids. We have permanent markers that you can borrow to write names on items. All lost property will be left on top of the bag racks for collection. At the end of each term, any lost property remaining will be donated to the Kindy Shop.

No hat, no outside play policy

Due to the damage caused to our skin by U.V. rays, we follow the recommendation of the Cancer Council Sunsmart policy. Our Centre’s Sunsmart Policy is based on this. Hence all children wear a bucket, broad-brimmed or legionnaire style hat when playing outside all year round. If children do not have a Sunsmart hat, they will need to play inside or under the verandah. Spare hats will not be given out unless we are going for a walk, but they will be removed upon return to the kindy and your child will remain either in the kindy building or under the verandah.

Clothes

The Kindy has a small supply of spare clothes in case of ‘accidents’. If your child has to borrow Kindy clothes, please wash and return them as soon as possible. If your child is prone to ‘accidents’, please keep a spare set of clothes in their bag. Also if your child is prone to accidents, we request that you supply nappy wipes to assist in freshening up your child. Please don’t send your child to Kindy in their best clothes. Although we provide smocks for the children to put on for messy activities, they can’t stop every drop of paint, glue, etc. and it also a measure of their self help skills if they access them by themselves. We will always assist the children but cannot always be nearby to remind them to put a smock on.

Kindy Logos

We have some kindy logos available ($4.00) for you to iron on your child’s clothes.
**Health**

Please do not send your child to Kindy if they are feeling unwell or have vomited in the past 24 hours. The best place for them is at home, where they can receive the care that they need. Also, it is not reasonable to expose other children or staff to unnecessary germs. If your child becomes ill at Kindy we will contact you.

**Infectious Diseases**

The following information has been supplied by the National Health and Medical Research Council re exclusion from kindergarten of a child suffering with the following diseases/ailments. Please inform staff if your child has any of the following so that we can let families know if something is going around and avoid an epidemic! (Confidentiality maintained of course).

<table>
<thead>
<tr>
<th>Condition</th>
<th>Exclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>Exclude until fully recovered or for at least five days after the eruption first appears. Note that some remaining scabs are not a reason for continued exclusion.</td>
</tr>
<tr>
<td>Conjunctivitis</td>
<td>Exclude until discharge from eyes has ceased.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td>Exclude until diarrhoea has ceased.</td>
</tr>
<tr>
<td>Diphtheria</td>
<td>Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.</td>
</tr>
<tr>
<td>Hand, foot and mouth disease</td>
<td>Until all blisters have dried.</td>
</tr>
<tr>
<td>Hib</td>
<td>Exclude until medical certificate of recovery is received.</td>
</tr>
<tr>
<td>Hepatitis A</td>
<td>Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.</td>
</tr>
<tr>
<td>Herpes – cold sores</td>
<td>Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible.</td>
</tr>
<tr>
<td>Influenza and flu-like illnesses</td>
<td>Exclude until well.</td>
</tr>
<tr>
<td>Measles</td>
<td>Exclude for at least 4 days after onset of rash.</td>
</tr>
<tr>
<td>Meningitis (bacterial)</td>
<td>Exclude until well.</td>
</tr>
<tr>
<td>Meningococcal infection</td>
<td>Exclude until adequate carrier eradication therapy has been completed.</td>
</tr>
<tr>
<td>Mumps</td>
<td>Exclude for 9 days or until swelling goes down (whichever is sooner).</td>
</tr>
<tr>
<td>Poliomyelitis</td>
<td>Exclude for at least 14 days from onset. Readmit after receiving medical certificate of recovery.</td>
</tr>
<tr>
<td>Rubella (German measles)</td>
<td>Exclude until fully recovered or for at least 4 days after the onset of rash.</td>
</tr>
<tr>
<td>Salmonella, Shigella</td>
<td>Exclude until diarrhoea ceases.</td>
</tr>
<tr>
<td>Streptococcal infection (including Scarlet Fever)</td>
<td>Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.</td>
</tr>
<tr>
<td>Tuberculosis</td>
<td>Exclude until a medical certificate from an appropriate health authority is received.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td>Exclude the child for 5 days after starting antibiotic treatment.</td>
</tr>
<tr>
<td>Worms (intestinal)</td>
<td>Exclude if diarrhoea present.</td>
</tr>
</tbody>
</table>

**Colds:**

Please keep your child home, especially if they have a heavy discharge from the nose or are sneezing and/or coughing.

**Head lice:**

Please keep your child home until hair, bedding, brushes, etc have been treated and dead lice and nits have been removed from hair with a fine tooth comb. Children will need to be picked up immediately if head lice are detected.
Medication and Special Requirements

If your child requires medication during a Kindy session, we require, by law, to site a medical form provided by your doctor. A note about this was sent out with your enrolment form. If your child has special health requirements, we will work together with you (and your doctor, if necessary) to ensure that we provide the best possible care that we are capable of.

Community Youth Health

When your child is about 4 1/2 years old, you will be offered an appointment with the local CYH nurse at Kadina. These checks take about 30 minutes and are very worthwhile.

Dental Clinic

The Dental Clinic is now located next to the Wallaroo Hospital. Appointments and visits are made between parents and dental clinic staff. The dental clinic visit the preschool twice a year to engage in the Government initiative ‘lift the lip’. This is a free service aimed at early detection of decay and monitoring bite alignment.

Emergency Action Practices

Twice a term we practice what to do if there was an emergency at Kindy. During our first practice for the term, we discuss with the children what an emergency is and what sort of emergencies we could have at Kindy. We then talk about what we would need to do in an emergency. Together, we then practice. At our second Emergency Action practice, we simply blow the whistle and go! We practice both evacuation and ‘invacuation’ procedures.

Sunscreen

In hot weather, please apply sunscreen before arrival at Kindy and staff will help children, to re-apply at lunchtime.

Forgot to apply sunscreen??? Sunscreen is kept by each sign in sheet in terms one and four!

Celebrations and events . . .

Farewell Celebration

Children who are leaving Kindy to start school take part in a Farewell Celebration. Family and friends are invited to join us at Kindy for the last part of their last Kindy day, where we watch a special performance by the children, watch a PowerPoint presentation on the big screen and see the children get presented with a special bag containing their Kindy Book, report, certificate, cook book, a special gift and some other little bits and pieces. A CD with the PowerPoint presentation and all photos which have been taken of your child are available for purchase at the time. Outstanding fees will negate the purchase.

Kindy Photos

Group and individual photos are taken during Term 1 or 2 every year.

Birthdays

We acknowledge children’s birthdays at Kindy by singing “Happy Birthday”, and blowing candles out on our ‘special kindy cake’. This cake is a model and cannot be eaten. We emulate a healthy eating policy, therefore birthday treats are not allowed. Also, if you do not want your child to participate in a birthday celebration then please speak to a staff member.

Excursions

We go on at least one major excursion a year. Parents are more than welcome to join us however due to seat belt facilities on buses there are very few seats left for adults, nevertheless parents are actively encouraged to drive and meet us at the specific destination. Please note, if fees are outstanding then according to our policy your child will regrettably, not be able to attend.

‘Family’ celebrations

Our Kindy celebrates events such as Mother’s Day, Father’s Day, Christmas and Easter. If you prefer that your child did not take part in any of these please let us know.
At Kadina Preschool we have the following policies and procedures:

- Anaphylaxis Policy
- Behaviour Management Policy
- Before Kindy Care Policy
- Bullying Policy
- Bushfire Action Plan
- Emergency Action Plan
- Family Orientation Policy
- Healthy Food Policy
- Session time and Fee Policy
- Sunsmart Hat Policy
- Grievance Procedures
- Violence and Bullying Procedures.

These policies are reviewed at regular intervals and are always presented to the Governing Council for input and endorsement.

Updated policies/plans are contained in a display folder under the green board near the main rear entrance you are encouraged to view them at your leisure. In the interests of our environment we do not send copies home unless you specifically request.

No smoking policy

D.E.C.D. (Department of Education and Children’s Development) has implemented a “Smoke Free Environment Policy”. This policy prohibits smoking at all times in indoor and outdoor areas of Kindergartens, Schools and Child Care Centres.

Anyone smoking inside the boundary fence or within 50 metres of a gate to our Centre, will be asked politely to put out his or her cigarette.

This policy includes all activities; i.e. pooled lunches, working bees, and Twilight Kindy sessions.
**Additional Services Available . . .**

**Literacy Kit borrowing**

Children are encouraged to borrow our literacy kits. All children respond to a quiet sharing time for reading, looking at and talking about books. Books are an important part of a child’s learning and their preparation for reading and writing. Literacy Kits include other activities to complement the book in the kit. Please write your child's name and the date in the book provided. Ensure that all materials originally with the kit are returned so that all the children can benefit.

**Playgroup**

We are no longer able to offer playgroup at this Centre due to capacity numbers. However there are two other playgroups operational within Kadina, contact the local Council.

**Bus and Child Care**

Please inform a staff member if your child will be travelling to and/or home from Kindy by bus, or if they will be going to childcare on their Kindy days. We have a chart drawn up to ensure these children are taken to where they need to go! Please be aware that it is your responsibility to organise these events with the Kadina Memorial School (bus) and the local childcare. We do not take bookings for either it must be organised between yourselves and the relevant group.

**Kadina Child Care Centre**

Kadina Child Care Centre is located nearby at 19 Doswell Terrace and provides Long-Day Care, Occasional Care, Out of School Hours Care and Respite Care. They also pick up children from their kindy sessions at the end of the day if required. For more information, contact the Child Care Centre Director on 8821 3709.

**Family Day Care**

Family Day Care is provided throughout the Yorke Peninsula. For details of your nearest available provider, contact Maitland Family Day Care Office 8832 2825.

**Kindergym**

As part of our “Health and Physical Development” curriculum, we visit Kindergym once a term. Again, if there are outstanding fees your child will not be able to attend and will remain supervised at the kindy. For further information on regular Kindergym sessions, contact Kadina & District Recreation Centre on Phone: 8821 3106.

**Transition**

We liaise with all our feeder schools, so please let us know which school you plan to send your child to (once you have decided!). The transition program occurs during your child’s last term at Kindy. Transition programs vary from school to school. We do not receive information from all schools re transition times. Therefore we suggest that if you have not received any information from the school by week five of their last term of school then you contact them to find out when your child begins transition sessions.
In a nut shell . . .

What to bring to kindy . . .

😊 A bag to keep lunch in and take treasures home in.

😊 A broad brimmed or legionnaires style hat.

😊 Healthy lunch (no nuts or nut products please!) Notes are sent home if items clash with our healthy eating policy.

😊 Spare clothes (Always necessary you never know what they get up to!).

😊 Could each family please donate one box of tissues each term to be used throughout the year?

All donations will be greatly appreciated and put to good use.

What not to bring to kindy . . .

😊 Money (nowhere to spend it!)

😊 Toys (get broken or lost - can be distressing to staff as well as the children!).

😊 Any form of weapons (toy guns, knives, etc).

😊 Sweet biscuits, lollies, cakes, chips and other less healthy food (Remember notes will be sent home!)

😊 Good clothes! We have art smocks available for the children to wear whilst painting but we do not have the luxury of lots of staff to stand near the easels and ensure they have one on. We aim to promote independence and encourage (as we know you do) children to ask for assistance.
There’s Nothing In My Bag Today

Today I did my Maths and Science –
   I toasted bread.
I halved and quartered, counted, measured,
   Used my eyes and ears and head.
I added and subtracted on the way,
   I used the magnet blocks and tray.
I learnt about a rainbow and how to weigh.
   So – please don’t say,
   “Anything in your bag today?”

You see I’m sharing as I play.
I learn to listen and speak clearly when I talk.
To wait my turn, and when inside, to walk.
   To put my thoughts into a phrase,
   To guide a crayon through a maze.
To find my name and write it down,
   To do it with a smile and not a frown.
   To put my pasting brush away.
   “What! Nothing in your bag today?”

I’ve learnt about a snail and a worm,
Remembered how to take my turn.
Helped a friend when he was stuck,
Learnt that water runs off a duck,
Looked at words from left to right,
   Agreed to differ, not to fight.
   So please, don’t say
   “Did you only play today?”

Yes, I played the whole day through!
   I played to learn the things I do.
   I seek a problem, find a clue,
And work out for myself, just what to do.
My teachers set the scene and stay nearby,
   To help me when I really try.
They are there to pose the problems
   And to help me think;
   I hope they’ll keep me floating
   And never let me sink.
All this is in my head, not my bag.
It makes me sad to hear you say
   “Haven’t you done anything today?”
When you attend your meetings
   Or do your work today
I will remember not to say to you
   “What, nothing in your bag? What did you do?
Haven’t you done anything today?”
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Has trusting relationships with staff</td>
<td>Childred have a strong sense of identity</td>
<td></td>
<td>Makes friendships</td>
<td></td>
</tr>
<tr>
<td>Willingly shares materials and toys</td>
<td>Experiences with writing own name</td>
<td></td>
<td>Maintain friendships</td>
<td>Resolves conflict with adult support</td>
</tr>
<tr>
<td>Recognises own name</td>
<td>Recognises names of familiar people/objects</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Able to substitute a fitness of time</td>
<td>Ask for help if needed</td>
<td>Uses stapler, sticky tape and scissors with increasing confidence</td>
<td>Ticks up and assists others to do so</td>
<td></td>
</tr>
<tr>
<td>Talks about the world around them</td>
<td>Children are confident and involved learners</td>
<td>Plays indoors</td>
<td>Follows simple routines</td>
<td>Able to differentiate between right way and upside down with print is book and name card</td>
</tr>
<tr>
<td>Engages in sociodramatic play</td>
<td></td>
<td></td>
<td>Children are communicators</td>
<td></td>
</tr>
<tr>
<td>Maintenance</td>
<td></td>
<td></td>
<td>Children are effective communicators</td>
<td></td>
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</tbody>
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This learning quilt was designed by Preschool staff and written in conjunction with Early Childhood staff from the Kading Primary School. It symbolizes the skills we believe necessary for children entering the school environment. This is a diagnostic tool and by no means a total reflection of a child's individual learning strengths and achievements. Please see their individual summative reports for more information.

Additional information if required e.g. Support received etc

Extra curricular activities which enhanced learning opportunities and engagement with families