

Netherby Kindergarten

Summary Information Booklet



Contact details:

Phone: 8313 7076

Email: dl.4684.leaders@schools.sa.edu.au

Address: Bruce Webb Crescent, Urrbrae, 5064

Welcome to Netherby Kindergarten

Netherby Kindergarten is a Department for Education (DfE) site which offers a preschool program for the children of the local community.

1 . S t a f f



Director: Tahlia Grandison
Teachers: Lisa Pelgrim, Naomi Eliades, Emily Schneider
Early Childhood Workers: Mags Thorez, Liz Hayball, Mika Due

2 . P r o g r a m s



2.1 Kindergarten

Children are able to attend kindergarten for up to 15 hours per week for 40 weeks.

For Term One, we offer:

Two full days and one half-day per week.

For Terms Two, Three and Four, we offer:

Families can continue the same booking as above for their child, or choose a 5-day fortnight i.e. the two full days stay the same and the half-day session can be converted to a full day once a fortnight (i.e. 3 full days one week and 2 full days the next week as an alternating pattern).

Session Times

Monday to Thursday (full days)	8.30am – 3.00pm
Monday to Thursday (half days)	8.30am - 11.30am

Extended early morning care is available for \$5 per session (8.15am start).

Extended care is negotiated with the Kindergarten Director

2.2 Lunch care

A lunch care program is provided at Netherby Kindergarten. Children *bring their own lunch* and eat in the sheltered alfresco dining area. The Educators sit with the children, and lunch and snack times are used to develop conversational skills with the children, as well as to promote healthy eating habits. The lunch care program attracts a fee, because extra Educators are employed to supervise the program. The lunch care program, also, enables higher Educator to child ratios which enables us to extend our program to experiences such as local walks, camp fires, additional learning resources and most importantly time to focus on each children's individual learning and development needs.

2.3 Playgroup

Playgroup is held from 9.30 – 11.30 on Fridays. Our playgroup is open to everyone and is very relaxed and welcoming to new families. Playgroup enables children to become familiar with the learning environment, developing their sense of belonging and making the transition to Kindergarten smoother. It's also a great way to meet other families within the community and form relationships with the Kindergarten Educators. Playgroup is \$5 per session during weeks 1-9.

3 . Fees



Term One

Kindergarten	\$115.00 per term
Lunch Care	\$85.00 per term for one day and \$170 per term for two days
Total Term One Fees	\$285.00 per term

Terms Two, Three, Four

If 5-day fortnight chosen

Kindergarten	\$115.00 per term
Lunch Care	\$85 x 2.5 days per week = \$212.50
Total Term Fees 2,3, 4	\$327.50 per term

4 . Curriculum



Belonging, Being, Becoming, The Early Years Learning Framework

Kindergarten offers a play-based curriculum which focuses on each individual child's learning. The program is planned using Belonging, Being, Becoming, The Early Years Learning Framework for Australia. Building strong relationships with and between the children and their families builds children's confidence and sense of belonging.

Children are seen as competent and capable, and the curriculum is developed with the children to ensure that their questions and wonderings are explored, and their interests followed. The children are challenged to think deeply, to reflect on their learning and to strive for higher levels of skill and achievement.

Literacy

When children commence kindergarten we collect information from parents, and we observe and interview the children as part of the range of assessment tools used to identify the children's skills and understanding, so that we can plan for their literacy learning. The "Preschool Literacy Indicators" inform the assessment and planning for literacy learning.

At Netherby Kindergarten stories, books, group discussions, conversations and music are part of every day. Children participate in daily group times, but we understand that children learn best when they are actively involved and when groups are small. The centre has been redesigned to ensure that there are spaces for educators to work with several concurrent small groups, rather than expecting children to sit in large groups where they may not have the opportunity to share their ideas, to reflect and to demonstrate their critical understandings of texts or concepts.

The children's pencil, drawing and writing skills are developed and monitored through daily opportunities. Children learn to recognise and write their name, educators scribe for the children, and many children are copying and writing words before the end of their kindergarten year, often to make signs or to create the text accompanying their drawings.

The educators support children's learning by setting provocations, listening to children, asking challenging questions and engaging in sustained conversations. This dialogue supports the development of deep thinking, questioning, hypothesizing, problem-solving and communication skills.

Numeracy

The "Preschool Numeracy Indicators" are used to assess and plan for numeracy learning. Activities provide opportunities for children to use mathematical concepts as they explore and understand, quantify, measure and compare their world, as well as analysing, reading and organising data. The learning processes in developing numeracy understanding are noticing, sorting, patterning, wondering, communicating, reasoning, generalising, visualising and comparing.

Children are supported to notice patterns in their world, to compare and sort as they collect items and use resources. They count, estimate and learn to subitise. Through using collections they develop an understanding of large numbers. The children use data, for example to decide what to grow in the vegetable garden, which animals to borrow from the Nature Education Centre, which story most children prefer, whether the UV reading means sunscreen is needed, etc. Many children are fascinated in learning to recognise numerals, and by using 100 boards they develop an

understanding of the counting system. Opportunities to develop skill in mathematical processes such as addition and subtraction support the children in seeing themselves as capable mathematicians. Numeracy learning opportunities are provided throughout each day so that the children gain deep understanding of concepts and processes, as well as confidence in exploring number, shape, size, measurement, time and probability. Children are able to represent their observations by writing symbols, patterns and numbers. They have opportunities to transfer what they have learned from one situation to another. Play-based learning allows for children to develop understanding of number, which goes beyond rote counting. Small group activities also focus on numeracy learning. The educators record their observations of children's learning so that they can plan to extend their understanding and skills in using mathematics.

Nature Play

We place a high value on outdoor learning, which has led to the introduction of our Bush Kindy program in the adjoining paddock. Outdoor learning environments offer a unique opportunity for all children and educators to stretch to their full potential. Providing the opportunity for children to engage in open-ended, diverse and meaningful learning experiences. A time to explore, discover and investigate in an environment that fosters inspiration, curiosity, creativity and spontaneity. Risk and failures are viewed as positive learning experiences and this learning can help children develop life skills and an awareness that they need to be confident, resilient and able to take responsibility for themselves and their actions.

The Netherby Kindergarten provides space for the children to run, climb, build and play. The climbing equipment is re-arranged each week to develop children's confidence and skill, and to provide challenge. The children are often involved in designing the climbing circuits. The outdoor play area is continually developed to increase the opportunities for nature play, physical activity and exploration. A sensory path, water pump into the sandpit, pebble creek with bridge, the digging patch, mud kitchen are very popular experiences. We utilise the paddock area next to our kindergarten daily developing our love and respect for the natural environment and the creatures that share this space with us. The Governing Council and educators decide on how money collected through fundraising is used to develop the outdoor learning area, incorporating the ideas from the children and parents.

We encourage the purchase of a Nature Play suit (waterproof onesie) to enable your child to fully immerse themselves in our Nature Play experiences. The children can play and learn outside regardless of the weather – staying warm and dry. We have the suits available for purchase at the Kindergarten; we do feel these work so much better for the children than parkas and rain coats. Nature Play suits are fabulous for weekends and holiday time too!

Other ways to stay in touch with our learning program

We send families an overview of our program at the start of each term via email, regular emails are also provided to update families about the children's week and upcoming experiences. Snapshots of our learning experiences are also, on Facebook and Instagram. Please note: the children are not identified nor are the children's facial images shown on these social media forums.

Cultural competence

Each day begins with the Kaurna greeting which focuses on learning respect for the aboriginal people and their culture, as well as caring for the land, the environment and all people. Bilingual Workers support some children whose first language is not English, and the kindergarten community welcomes the opportunity to learn about the cultures of all families attending the centre. There is a strong focus on equity and challenging bias.

5. Partnerships with Parents



5.1 Netherby Kindergarten Governing Council

What is the role of the Governing Council?

- Work with parents and educators to plan for improvements
- Identify and direct centre goals
- Maintain the facilities

The Governing Council is elected each year in February and parents are encouraged to join the Council so they can participate in decisions which impact on their child's education. Meetings are held twice each term.

The Governing Council has a role in decisions about the services provided at the centre, financial management and fundraising, planning for facilities and resources, and the maintenance and improvement of building, grounds and equipment. Governing Council members network with other parents and initiate family activities and parent meeting speakers.

5.2 Parent participation

Parents are encouraged to be involved in the program and the centre. Children's learning involves a partnership between educators and parents. Parents are provided with copies of the program so that they are informed about their child's learning, and parents are encouraged to make suggestions and to be involved in the kindergarten planning. The program is documented in displays in the centre, in the slideshow of photographs and also in children's portfolios. Learning stories document individual children's learning at kindergarten. These are sent home with a feedback sheet for the parents and child to comment. This provides an opportunity for the parents to share their child's learning. The feedback often provides insights into other experiences that children have with their families, and this links the learning at home and kindergarten.

Parents are encouraged discuss with educators how they can be actively involved in their child's learning at kindergarten. Parents can participate by contributing to the program in various ways for example by reading stories, leading a craft activity, playing musical instruments, singing with the children, joining in activities, cooking, demonstrating art techniques, sharing hobbies, assisting with set up and pack-up, listening and talking with children, assisting with gardening, helping with excursions, visiting to tell the children about their employment, involvement in fundraising, or by becoming a member of the Governing Council.

5.3 Reporting

Staff welcome the opportunity to share each child's learning with their parents. Your child's individual learning folder provides a lovely opportunity to discuss and observe their learning and development. Parents are welcome to look at their child's learning folder at any time.

At completion of your child's year at kindergarten a Statement of Learning is prepared. A copy of the Statement of Learning is sent to the child's school with the parent's consent.

6. Back to Kindy Night



During the year a child starts school, old scholars receive a letter inviting them to a "Back to kindy night". This is an opportunity for children to re-visit the kindergarten, to catch up with "old" friends and the educators. The children are very excited to receive their invitation, and they arrive full of enthusiasm and curiosity. The children delight in meeting friends some of whom now attend different schools, and they soon explore the centre and re-engage with their favourite activities. The children enjoy telling the kindergarten staff about their school experience, while the parents relate how their children have settled at school. This event is an important part of the process of transition to school, and it is a very happy occasion.

7. What to bring to Kindergarten



What your child needs to bring each day (each item clearly named):

- A Kindergarten Bag
- A lunch box packed with a healthy morning tea, lunch and afternoon tea*
- A drink bottle (water only, no juice or milk please)
- Brimmed or bucket hat for outside play (we wear hats when the UV is 3 and above)
- A roll-on sunscreen SPF 50+ for your child's personal use (named) this will be kept at Kindergarten (like hats, we use sunscreen when the UV is 3 and above)
- Wear practical sun smart clothing suitable for active and at times messy learning and play (additional change of clothes/underwear/socks in your child's bag at all times please)
- We highly recommend the purchase of a Nature Play suit for Terms 2 and 3, this really enables your child to fully immerse themselves in our outdoor learning. We find parkas and raincoats very limiting as the children can still get very wet and muddy.

*(*No nuts or nut products such as peanut butter or muesli bars. Several children have life-threatening allergic reactions to nuts, we are an 'ALLERGY AWARE' KINDERGARTEN. Sometimes children have other food allergies – refer to the Front Door notice if there are any other allergies)*

8. General Information



Immunisations

Following changes to the South Australian Public Health Act 2011, from 7 August 2020 children will not be able to enrol or attend Kindergarten unless all immunisation requirements are met. Approved catch up schedules or exemptions will need to meet SA Government immunisation documentation guidelines.

Health Care Plans and Medication

Please ensure that your doctor completes a Health Care Plan if your child has diagnosed allergies or medical conditions. It is important that staff have details of emergency procedures specific to your child's health needs. Emergency medication and instructions need to be kept at the kindergarten. We will, also, provide you with additional Department for Education medical consent documents to complete once you provide your Health Care Plans and Medication.

Absences

If your child is unwell or has an illness which may be infectious, please keep them at home and advise the kindergarten via email.

Please ensure that your emergency contact information is up to date as staff will use these contact numbers if your child becomes unwell during a session.

Arrival / departure

If your child is being collected by someone other than the usual person, please let an Educator know and ask that the person brings a photo ID with them (e.g. drivers licence). If an emergency arises and you are unable to collect your child on time please ring us so that we can reassure your child.

Birthdays

We celebrate the children's birthdays by singing 'Happy Birthday' and giving them a sticker. Please do not send food items as this conflicts with our celebration and nutrition policies, and can cause problems for children with food allergies. If you do wish to bring a small token to celebrate stickers, pencils, bubbles or stampers work well.

Library

Literacy kits are available for borrowing each day. Please fill in your child's name in the Literacy Kit Book and encourage and supervise your child when using them. Please check that all kits are complete when you return them. If kits are incomplete, please notify an Educator.

Toys

Please do not allow children to bring toys to kindergarten, as they may get damaged or lost and this can be distressing for children. This is one of the kindergarten "rules" which we establish with the children at the beginning of each year. (We do understand that some children may need a comfort toy in their bag or pigeon hole in the *initial period* at kindergarten.)

9. Grievance Procedure



We aim to be welcoming and friendly. Good relationships between the parents and educators are important. If parents have concerns or issues about their child or Kindergarten policy, please speak with us immediately.

The Netherby Kindergarten Grievance Policy can be emailed to you or viewed in the policy folder at the Kindergarten.

10. Bushfire Policy



This policy is based on Department for Education guidelines to ensure that clear procedures are implemented in the case of a bushfire.

The following procedures will be adopted for the welfare of the children and staff at Netherby Kindergarten:

1. The Kindergarten building is not considered to be of high fire risk (as assessed by the local fire officer).
2. The area surrounding the Kindergarten is regarded as being in a bushfire risk area. Our surrounding area is classed as Mount Lofty Ranges.
3. On days where a Total Fire Ban has been declared, the Kindergarten will erect a sign stating 'Total Fire Ban' and parents are advised to consider carefully whether they want their children to attend Kindergarten or not. If children do attend on such days then parents must agree to the Kindergarten's policy and procedures for these days. It is stressed by the MFS that if parents leave their children at the Kindergarten they should not try to collect them in case of a fire, unless otherwise advised by our Educators, as this can lead to a more dangerous situation for the children and parents.

The MFS has advised the Educators that it would be safer to stay at the Kindergarten in the event of a bushfire rather than evacuate. They have recommended a set of procedures which Educators will follow to maximise the safety of the children:

Catastrophic Fire Danger Days

- **Parents will be notified through email by the Centre Director. No kindergarten sessions will run on these days. No Educators, parents or children are permitted onsite on Catastrophic Fire Danger Days.**
- **Total Fire Ban Day**
Parents will be notified by the displaying of the 'Total Fire Ban' sign. Educators will monitor radio stations and CFS website for updated information. All hoses and sprinklers will be checked.
- **Fire reported in the local area**
Educators will ensure that all children are inside, contact will be made with Emergency Services, the radio will be constantly monitored, sprinklers turned on if possible, and all doors and windows closed.

Children will not be dismissed from Kindergarten until collected by parents or an authorised adult (children will continue to be supervised no matter how late the time). Parents will be asked to sign a Bushfire Authorisation form (refer Consent Form) so that the staff are fully informed as to who is authorised to collect your child in the case of a bushfire.

11. Confidentiality



We respect all the information that you give us about your family or child. This will remain confidential at all times, as will any discussions we have with you.

We ask that parents refrain from taking photographs at Kindergarten, these photos may include children other than their own, and we want to ensure the safety of all children attending the Kindergarten.

12. Further Policy Information



If Families require further information regarding the following policies, these can be provided via email:

- Statement of Philosophy
- Our Image of the Child
- Behaviour Management Policy
- Grievance Procedure
- Healthy Food Supply and Nutrition Policy
- Bushfire Policy

