

# Enfield Folland Park Kindergarten

## Information Booklet

Updated September 2018



**Government  
of South Australia**

Department for Education



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## Philosophy

Early Childhood is a period of momentous significance beginning at conception through to age 8. It is a period where babies' and children's experiences, environments and relationships significantly impact on brain development. Loving and secure relationships with parents, family, care providers and Educators are critical for children's wellbeing, social and emotional development and enable children to develop a strong sense of self, and deep, loving and secure relationships into adulthood.

Play is crucial to children's development and learning. Through play children explore and construct their own meaning. They form strong relationships, create meaning and develop a range of dispositions (e.g. autonomy, responsibility, interdependence, optimism, resilience and the enjoyment of learning) that become the foundations upon which lifelong learning is built. As early childhood Educators we believe it is our responsibility to provide children with the best quality care and education, based on current research. Partnerships and collaboration between the community and other organisations are essential to provide the highest quality care and education for children and their families.

### Your educators are\* :

Director – Rowena McAvaney

Two teachers

Two Early Childhood Educators

We also regularly have a number of Preschool Support Workers and Bilingual Assistants working with specific groups of children.

*\*Teaching positions are appointed at the beginning of each year according to HR procedures & are subject to change.*

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## Services Offered at EFPK

### Sessional Preschool\*

#### Kurraka Group

Monday and Tuesday

8.15am – 3.30pm

Wednesday Week 5

8.15am – 1.15pm

#### Kalta Group

Thursday and Friday

8.15am – 3.30pm

Wednesday Week 6

8.15am – 1.15pm

*\*Session times & days are subject to change due to government funding, you will be notified of the correct times as soon as the Director is given information regarding the funding.)*

### Early / Extended Entry

For children with specific additional needs (please see the Director if you think your child is eligible)

### Preschool Support

The Department for Education (DE) provides specialised help, free of charge from qualified Speech Pathologists, Psychologists, Social Workers and Disability Coordinators. If you have any queries or concerns regarding your child's development please see the Director for a confidential referral.

### Bilingual Support

Bilingual support is available for children and families from culturally and linguistically diverse backgrounds who have limited English. Please see the Director if you think your child is eligible.

### School Transition

The Preschool liaises closely with Enfield Primary School and other local DE & private schools to provide a Transition Program that suits each individual child's needs.

### Health Screenings

Child and Youth Health provide a health screening for children aged 4.5 years and over. Screenings are usually held twice per year at the kindergarten.

### Same First Day Policy

There have been recent changes to when children start preschool and school in South Australia. The change means that all children will start on the same day at the beginning of the school year. Under the new arrangements, if your child:

- Turns four before May 1 they will start preschool or school on the first day of term one in that year.
- Turns four on or after May 1, they will start preschool or school on the first day of term one the following year.
- Has already started preschool and you move, your child can start as soon as they are enrolled.

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## Fees

\$135.00 per term

Fees are payable by the end of Week 3 of each term, unless otherwise negotiated. Fees raised go towards purchasing equipment and resources for your child to enjoy at Preschool.

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## Parent Involvement

At Enfield Folland Park Kindergarten we really value parent support at kindy. There are a range of ways that parents can be involved in the kindy including;

- Participation of the Governing Council
- Sharing your experience and expertise with the children through our inquiry projects
- Sharing significant aspects of your family culture with the children
- Providing support at working bees or celebratory events
- Volunteering to cut up or create collage materials
- Supporting us with the maintenance of our beautiful outdoor learning area (weeding, sweeping veranda or raking out the sandpit)

We have a washing roster where one family each week is rostered to take the washing home and return it by the following week. This usually involves washing painting smocks, tea towels and other bits and pieces. If you have any other suggestions where you might be able to help us, please speak to the Director.

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## Governing Council

The Preschool is managed jointly by the staff and the Governing Council – a committee made up of elected parents/caregivers and interested persons. The Governing Council is formed at our Annual General Meeting, held in first term each year. The Council is responsible for the financial management and maintenance of the Preschool. The Governing Council arranges social and fundraising events to provide the funds necessary to keep the Preschool operating smoothly and provide resources for your children. It is also a great way to meet people, make new friends and have a say in how the Preschool is run. Meetings are held twice a term at the Preschool and are relaxed and informal. Parents are welcome to attend any meeting during the year; you don't have to be a council member. Please see a member of staff or a council member if you are interested.

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## Curriculum

Educators draw from a wide range of philosophies that we feel are best practice for example the Reggio Emilia approach suits our philosophy and natural surroundings well. The Literacy and Numeracy Indicators are embedded in our play based learning and intentional teaching group times, as well as The Early Year's Learning Framework (EYLF) overarches all our programming and planning and describes five learning outcomes including:

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

At Enfield Folland Park Kindergarten we provide this curriculum through inquiry projects. A project or inquiry is "an extended in-depth study of a real world topic that is worth knowing more about ...The key feature of a project is that it is a research effort deliberately focused on finding answers to questions about a topic posed either by the children, the teacher, or the teacher working with the children" – (Katz, 1994).

### Phases of an Inquiry Project

#### Phase 1

- Decide on a topic
- Mind Map—Possibilities within the project
- Provide common experiences
- Mind Map questions and wonderings about the topic

#### Phase 2

- Provide relevant and open ended experiences and materials
- Hands on experiences
- Incursions / Excursions
- Representation of learning
- Learning stories
- Revisit web—what has been learnt & what needs to be learnt?

#### Phase 3

- What have the children learnt? How do we know?
- Culminating event / Presentation of learning

## Assessment & Reporting of Learning

We believe that children are unique and as such we try to get to know children on a personal level as quickly as possible. This helps us to understand their strengths and helps us to build on their strengths within the curriculum. In addition we undertake a formative assessment that begins in term 1 and spans the whole year in the aim of getting to know each child's individual needs in relation to their learning. The assessments look at a range of areas including; oral language, maths, fine and gross motor skills as well as phonological awareness and concepts of print. Based on the information gathered we work with children to build on their strengths and develop areas requiring more support. The results of this assessment are provided to parents in a parent/teacher interview in term 2 and in the Summative Report at the end of the kindergarten year.

Another significant component of our reporting about your child's learning is through learning stories and group documentation. Staff regularly document children's learning and place this in their portfolios. Additionally we write documentation that is included in our Curriculum Journal. We encourage parents to look at this journal regularly as we add information weekly. Please read the documentation and ask your children about their experiences at kindy. Remember, if you have something to contribute to the program we would love to hear from you!

At the end of your child's year, kindy staff write a summative assessment about your child's learning. The report is based on the Early Year's Learning Framework and the Literacy and Numeracy Indicators.

After a copy of the summative assessment has been provided to the child's parent, we ask for your permission to send this report to your child's school. Reception teachers value the information that is in these reports as it helps them to understand where your child has come from and the learning that they have been exposed to. If you do not wish your child's report to be sent to the school please talk with the Director.

## Attendance at Preschool

To gain maximum benefit from the educational program at preschool it is important that your child attends preschool regularly. If your child will be absent for a session please let us know, by speaking to us beforehand or by phoning us at the kindergarten on 8262 3785. Regular attendance at preschool enables children to make and sustain friendships as well as setting good attendance patterns that will carry over into school. Also, the first three weeks of preschool are especially important for our staffing, as we are asked to provide attendance numbers for those weeks. We are then staffed on those attendances.

## Daily Routine

**Times are an indication only and may be subject to change – see routine displayed inside the kindy for updated information.**

|               |   |
|---------------|---|
| 8:00 - 8:15am | Staff preparation time and set up of inside and outside areas   |
| 8:15am        | Doors open, children arrive and unpack their bags then participate in learning through play activities and experiences inside.  |
| 9:00am        | Meeting time – Good morning song & welcome – formal teaching times based on mathematics and literacy<br>(Break into small group times to focus on a particular skills development ) |
| 9:30am        | Healthy snack time  |
| 9:50am        | Learning through play experiences inside and outside  |
| 12:15pm       | Group time – formal teaching times based on mathematics and literacy  |
| 12:30pm       | Lunch time begins<br>Educators supervise children while having their lunch. As children finish lunch they are invited to participate in relaxation and quiet inside activities      |
| 1:15pm        | Learning through play experiences outside and inside<br>(Staff may take small groups or work with individual children during this time for Preschool Support & Bilingual programs)  |
| 2:45pm        | Pack up time begins inside and outside. Children help to clean tables, pick up rubbish, tidy all areas - lock shed/put chairs up  |
| 3:00pm        | Afternoon snack   |
| 3:15pm        | Meeting time – songs, games, information sharing, planned activities, group work to consolidate skills eg social skills/turn taking   |
| 3:30pm        | Farewell children as parents arrive - staff say goodbye to children before they leave the mat   |

After 3:30pm we ask that families leave promptly due to insurance liabilities. If someone were to have an incident after hours, insurance would not provide any coverage.

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## Arrival & Pick up

Please make sure you accompany your child into the centre each morning. There are a number of tasks that your child will need to do to get organised including:

- Signing in/out
- Placing their lunch box in the basket provided and drink bottle on the shelf near the front door.
- Leave healthy morning snack in bag.
- Checking pockets for notices

This time is also a good opportunity for you to talk with staff and settle your child into the activities for the day.

If a different person from usual will be picking up your child from kindy please write their name and relationship with your child next to their name on the sign in sheets (Notes column) and then please ensure the allocated person bring a photo identification with them so that we can ensure your child is leaving with the authorised person.

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## Communication

The kindy has a range of processes for communicating with parents.

### Email

In an attempt to become more environmentally sustainable we try to communicate as much as possible through email. Please include your family &/or business email address on the enrolment form so that we can provide you with this service.

### Children's pocket

Each child has a pocket located near the sign in. Please check your child's pocket weekly as we frequently add information to them.

### Newsletters

Newsletters are written one to two times each term to update parents on what has been happening at kindy and what is coming up. While we can provide paper newsletters in the children's pockets we are trying to become more sustainable so would love to email this communication to parents if that facility is available to you.

### Governing Council meetings

Held twice a term on a Thursday evening from 7pm at the kindy. These meetings will be advertised in the newsletter and/or a date is decided upon at the end of each meeting.

## Curriculum Journal

This is the primary way we communicate with you about our learning program. Educators add documentation to the journal weekly so please read through it to see what we have been learning about.

## Facebook

Another way that we like to communicate with parents is through our Facebook page. This is regularly updated with photographs about the learning we have been engaging in and how we connect with the kindergarten's community.

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## What to bring to Kindy

Children will need to bring the following items to kindy:

- A healthy packed lunch in a named lunch box
- A drink bottle filled with water
- A separate healthy snack to be kept inside the kindy bag for easy access at morning tea
- A hat (in terms 1 & 4)
- A change of clothes including undies, socks, t-shirt, pants/skirt

We ask that children do not bring in toys or other precious items from home. Children become very upset if these items become lost or damaged. If the children have something they really want to share with their friends we ask that they bring it and parents take it home with them as they leave.

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## Medication Policy

Staff are not permitted to administer any medication without a signed Health Support Plan from a medical practitioner. All medications brought to the preschool must be in the original bottle/container/packet and have an administering sticker. Medication must not be out of date. If your child requires medication to be administered whilst at kindy, please see a staff member to complete the appropriate medication record log.

Parents are responsible for the maintenance of a current Health Support Plan and for the maintenance and cleaning of any equipment brought into the Preschool.

Please talk to the staff if you think your child will need a Health Care Plan.

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## Lost Property

Please ensure that all items coming to kindy are labelled, including their lunch box and drink bottle. If an item is misplaced please check lost property.

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## Literacy and Numeracy Kits

Literacy and Numeracy kits are available for parents and children to borrow. They include a book and various adjuncts that you can use with your child to enhance their emerging literacy and numeracy skills at home.

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## Parents Concerns and Complaints

We hope the time you and your family spend at Enfield Folland Park Kindergarten is an enjoyable experience. Yet there may be times when you have concerns or issues you want to raise with staff or the Governing Council. In line with DE policy, our Preschool has a 'Parents Feedback and Complaints Policy' which outlines the appropriate procedures to follow. If you do ever have a concern, please do not hesitate to speak to the Director or the Chairperson of our Governing Council. A copy of this policy is on our website.

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## Policies and Procedures

Please refer to the policies attached to this information booklet for further details. For a complete list of policies required under the National Quality Standards please refer to the following web link:  
<http://www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/PoliciesandProcedures/>