Family Information Book 2016

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Welcome!

The Governing Council and Staff welcome you to Riverton Kindergarten.

Where: ‘In a supportive and nurturing environment every child, family and educator is encouraged to explore, learn and develop’.

Our values are: Participation, Engagement, Innovation and Learning through Play.

1. Our Purpose

To provide care, education and support for preschoolers that meets the developmental needs of each child in a safe, caring environment. Where staff, families, and other community services work together to provide a program, which ensures each child has the opportunity to develop and learn life skills and competencies through play, excellent resources and a high quality teaching practice.

Our Children

We are committed to providing a rich and relevant play based curriculum to support the development of the whole child. We will:

- Create a safe, caring, happy and stimulating environment
- Nurture the holistic development of the child (physical, social, emotional, intellectual, cultural and creative)
- Promote children’s active involvement in hands-on experiences and activities that are relevant to their lives and builds upon their previous knowledge and interests
- Support children to explore new concepts, skills and problems
- Foster a positive self concept, self-regulation, resilience and independence
- Provide opportunities for secure and caring relationships with staff and other children
- Establish an awareness and respect for ourselves, others and our environment

Our Families

We aim to support parents / caregivers in their roles as primary caregivers and educators by:

- Welcoming you into our Centre in a genuine and sensitive manner
- Recognising, respecting and supporting the different cultural and socio-economic backgrounds of our families
• Creating, encouraging and supporting opportunities for your involvement and participation
• Encouraging the exchange of information and cooperation with staff about your children
• Connecting children and families with relevant services and agencies

Our Staff

To ensure provision of high quality care and education for children, our staff will:
• Recognise and respect children as individuals and have an understanding of their needs
• Be sensitive to the needs of families and the community, and be able to respond to these needs through open communication
• Support each other showing respect of culture, diversity and individual difference
• Be enthusiastic, approachable, and professional
• Value each other’s strengths and individual differences
• Adhere to the Centre’s policies and guidelines

Our Community

Our Centre will:
• Be sensitive to the range of social and cultural backgrounds of our community;
• Promote awareness and knowledge of the need for and value of high quality education for children
• Provide flexible, accessible, high quality services
• Be actively involved in the community and encourage the community’s participation in our Centre
• Be sensitive to the ever-changing needs of our community

2. Services

• Kindergarten
• Pre-entry/ Early Entry (negotiated)
• Playgroup
• Rural Care

2.1 Kindergarten

Kindergarten is primarily for 3½ -5 year olds. Children who are Aboriginal, Torres Strait Islander or Guardianship of the Minister may start from 3 years of age. Children with additional needs (eg: developmental delays) may be eligible for up to two sessions per week in the two terms prior to commencing full time kindy. Children who turn 4 before May are currently entitled to a total of 15 hours a week for 4 terms before starting school, usually consisting of 5 sessions per week. A full day program (2 sessions per day) is offered to children on Mondays, Wednesdays and alternative Tuesdays.
Session Times:

Monday                        9.00am to 3pm  
Alternative Tuesdays         9.00am to 3pm  
Wednesday                     9.00am to 3pm

Costs for Kindergarten:

The Department of Education and Children's Services directs the centre administratively and financially. Parent contributions and fundraising are used to purchase equipment and consumable items such as art supplies.

An account for access to materials and services will be sent home each term, or arrangements can be made to pay by instalments. This cost is determined by the number of sessions per week a child is enrolled. Our preferred payment method is Electronic Funds Transfer to the details below:

BSB 105-038  
Account 167 001 340  
Reference: account holders name and ‘Term 1/2/3/4 Fees’

Currently set at $80.00 per term (5 sessions per week) with a $20 discount for paying full fees by end of Term 1.

Fees can also be paid by cash or cheque- see staff for details.

What do I need to bring?

- Named bag  
- Set of spare clothes (labelled) for accidents and wet/ messy play  
- Fresh fruit or vegetables and other healthy food for morning snack plus an extra piece of fruit for shared fruit in the afternoon.  
- Lunch if attending all day  
- Drink bottle with water  
- Wet/ cold weather gear (raincoat and boots)

Please ensure that everything your child brings is clearly named.

2.3 Play Group

Playgroup is an informal session where parents, carers, babies and young children up to school age can come together in a relaxed environment and socialise. Our Playgroup is an affiliated member of the Playgroup Association of South Australia Inc. As such all families attending must become members of the association. There are many benefits to being a member, including insurance cover, member discounts, newspapers and newsletters, professional support and events.
Please contact the Director for further information on 88472109.

2.4 Rural Care

The DECD Rural Care program is a long day care program that is operated in and alongside a DECD preschool program. The service is offered in smaller rural communities that are unable to sustain viable child care options. This is made possible with support from the Australian and State Governments. Rural Care provides care from 8.00 am to 6.00 pm, Monday to Friday, for 4 under school age and 3 over school age children per session. The DECD Rural Care Program is an approved service for the purpose of Australian Government Child Care Benefit (CCB) www.familyassist.gov.au

Please contact the Director for further information on 88472109.

2.6 Other Services

• DECD offer a range of services which can be accessed through the kindy.

  These include:

  Speech Pathology
  Bilingual Support
  Psychologists
  Social Worker
  Disability Support

  Other services organised in response to individual needs

• **Child and Youth Health (CYH) and Healthy Families Team (Clare)** offer regular developmental screenings at the Centre and Clare Hospital for all children.

4. Transitions

Home to Centre

It is often an emotional strain for children and parents to adjust to a new environment and even if things appear to be going well, your child may feel uncertain for the first few days or weeks at Kindy and may be very tired. It may help your child to settle in if you can stay for a while although we understand this may not always be possible. We encourage you to ring the centre during the day to check on your child.
It will help your child and the staff if you share your child’s special routines, food preferences etc. when enrolling. For your child’s safety it is important to inform the Director at enrolment about any allergies, asthma or medical conditions and the appropriate management strategies. Serious medical conditions require a health care plan.

**Centre to School**

To assist you and your child to settle into school, we begin with informal visits to and from Riverton Primary school with all Kindy children. Then there are three formal visits building up to a full day scheduled for Term 4. Children going to Tarlee Primary School will also have these formal visits.

**5. Arrival and Departure**

We ask that children arrive at 9am (staff are busy with setting up prior to this) and be picked up at 3pm. We are here to assist you should you need help at separation time.

**On arriving please:**
- Sign in
- Help your child to place their snack and lunch boxes in the tubs on the kitchen bench and put bags in lockers.
- Say “Goodbye” to your child even if this is difficult for you. It is important that your child knows you are leaving and that you will return.
- Make sure that all doors and gates are closed securely when entering or leaving.

**On leaving please:**
- Help your child collect their day’s work and their belongings and sign out.

If you are going to be late collecting your child **PLEASE TELEPHONE THE CENTRE**.

**6. Security and Collection of Children**

The safety of children in our Centre is of paramount importance to parents and staff. Only parents and authorised people nominated on the enrolment form may collect your child unless you have advised the staff beforehand, preferably in writing. If staff are unclear about an unfamiliar person collecting a child, identification such as a driver’s licence may be requested.

**CHILDREN WILL NOT BE RELEASED TO UNAUTHORISED PEOPLE**

If at any time a Family Court order is made in relation to your child, the Director must be advised immediately and be provided with a copy of any such order.

No information will be given to persons over the telephone if our staff cannot establish their identity.
8. Communication

The notice board outside is used for general information and a regular newsletter is distributed to all families. Other information is placed in the children’s individual “pockets”. Please check your child’s pocket at the end of every day.

Please make an appointment if you have any queries or concerns about your child or the Centre. If you have a concern in relation to your experiences at the centre, opportunities exist for you to have your concerns addressed by the Director or the Governing Council.

In the first instance you are encouraged to address your concerns to the person involved. If your concern is not resolved you are welcome to discuss it with the Director. If you feel that the Director does not resolve your concerns, you have the right to take the matter to the Department of Education and Child Development.

We treat all information regarding children and their families with the utmost confidentiality. Personal information of staff and families is not given out to anyone without prior consent.

9. Nutrition

We believe that good nutrition is vital for the well being of children and they access food according to their individual needs and timetable. We encourage nutritious, safe eating habits for all children attending the Centre.

Parents are invited to discuss with the staff what their child has eaten/drunk throughout the day, including information such as likes and dislikes.

For kindergarten you need:

- **Snacks** such as fruit, vegetables, yoghurt or cheese in a named container for morning and afternoon snack.
- **A healthy, nutritious lunch** in a separate named container
- **Clearly named drink bottle**

Water is the preferred drink and drinking water is always available. The children are reminded to have regular drinks throughout the day.

Parents are asked to avoid sending foods that are highly processed and high in sugar, salt or fat, such as: chocolates, lollies, sweet biscuits, chips, chocolate coated fruit bars, roll ups, and soft drinks.

Please send food with minimal packaging – to assist children to access their food and support our environmental education program.

The Director needs to be notified in writing of any special dietary restrictions, requests and/or allergies at the time of enrolment or as relevant. Children with allergies will be photographed and information displayed for staff.
Super Snack Suggestions

Snacks are an important part of daily food intake, especially for children. They need to be nutritious, tasty, quick and easy to prepare.

- Slice of fruit loaf / bun
- Fruit bread, made into jaffles with ricotta cheese, dried fruit
- Pikelets, add mashed bananas to the mixture for a change
- Fruit / date / pumpkin or plain scones
- Sandwiches, cut into strips or shapes
- Small pita bread, spread with peanut butter, grated carrot, sprouts and roll up
- Small handful of rice crackers or baked wheat pretzels
- Wholemeal crackers with cheese
- Rice cakes with a thin scope of reduced fat cream cheese and vegemite
- Breakfast cereals served dry, fruitybix, mini wheats, WeetBix, Wheat Bites To Go
- WeetBix spread with vegemite, peanut paste etc
- Handful of home made pita chips (pita bread cut into triangles, sprinkle with a little parmesan cheese and bake 180C for 15 mins until crisp)
- Rice cakes spread with ricotta or cream cheese and vegemite and fruit spreads
- Crispbreads with vegemite, promite, fruit spreads
- English muffin with margarine and cheese, or vegemite, peanut paste
- Plain biscuits (Wheatmeal, arrowroot)
- Small can baked beans or spaghetti
- Tub of yoghurt or Fruche
- Cheese stick or triangle and sultanas
- Piece of fresh fruit or fruit salad in a small container or canned fruit snack pack
- Small handful of dried fruit (can serve in an ice cream cone)
- Homemade fruit muffins (aim for recipes with less than ¼ cup oil)
- Small container or assorted salads (eg. tabouli, pasta, rice)

Here are some ideas of balanced lunch boxes, which include foods from all groups.

- Sandwich, roll or flat bread with favourite filling
  Ice cream cone filled with dried fruit, 2-3 fruit biscuits or 2 slices of fruit loaf
  Tub of yoghurt, custard or frozen yoghurt tube
  1-2 pieces of fresh fruit - kiwi fruit, pear, rockmelon, watermelon, mandarin
  Corn or rice thins or cruskits with vegemite, peanut paste, cream cheese or cheese spread

- 2-3 savoury pikelets or vegetable/pizza muffin
  Fruitybix bar or container of fruitybix / Nutrigrain or Apple & cinnamon muffin
  1-2 cheese sticks or pieces, grated cheese or flavoured milk
  1-2 pieces fresh fruit – apricot, nectarine, banana, grapes, orange, apple
  Savoury rice crackers or multigrain Saladas with vegemite

More information and ideas are available on request.
BELONGING, BEING & BECOMING -
Early Years Learning Framework (Birth to age 5)

Educators at Riverton Kindergarten use the Early Years Learning Framework to create learning programs which build on the interests and abilities of your child. The ‘curriculum’ includes everything that happens during the day - all the experiences, routines and interactions. Educators will use the Framework to observe your child’s learning, and then plan the next steps, through carefully designed learning activities, and creating stimulating indoor and outdoor learning environments. Educator’s observations, along with the experiences provided for your child will be documented through photos, work samples and comments. Each child will have a ‘Learning Portfolio’ which will show you what your child is learning, how they are developing and what particular learning interests them.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

**Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

**Being** is about living here and now. Childhood is a special time in life and children need time to just ‘be’-time to play, try new things and have fun.

**Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Through the Framework’s five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

We acknowledge that parents are the most important people in a child's life, and recognise that by working with parents, we can enhance learning and well-being of our children.

Parents can make a difference by talking regularly with the educators, sharing information, and asking questions.
11. **Excursions**

Excursions and neighbourhood walks are an important way to extend children’s experiences. They provide variety, fun and interesting opportunities for learning and are planned as part of the developmental program.

There are prescribed guidelines for excursions to ensure excellent supervision for your children. You will be asked to sign a general consent form for us to take your child on spontaneous local walks as part of the Centre's program. If you do not want your child to participate in these trips you must indicate this on the enrolment form. You will be given details of any other excursions and your written consent must be given for each excursion.

12. **Children’s Behaviour**

We believe that children need guidance and assistance in a caring way to help them learn to become responsible for their own behaviour and realise the consequences of their actions.

Children are encouraged to “use their words” to convey their needs and feelings. We teach children to use words like 'stop it I don't like it' if someone hurts them in some way and then to seek adult help if that doesn't work.

Each child will be supported by appropriate and positive guidance with clear, consistent and realistic limits.

Please see staff for more information or read our behaviour policy.

13. **Emergency Procedures**

Our Centre has a detailed Policy, which sets out procedures in the event of an accident or emergency.

**In the event of any emergency you will hear 3 blasts of the whistle. Please follow staff to the Emergency Assembly Area.**

Emergency procedures are displayed in prominent places throughout the Centre.

Emergency drills are practised at least once a term so that children and staff are familiar with the procedure. Children will be kept together in a designated, protected area; this is our Emergency Assembly Area.

It is important that telephone numbers of parents and emergency contacts are kept up to date. Contact details will be completed on an annual basis to assist us in maintaining accurate records.

If you are visiting the centre for an extended period please sign the visitors book.
14. Health & Safety

If children are unwell they should not attend Kindergarten. Not only will the child be unable to participate happily, it is unfair to the other children and adults to be exposed unnecessarily to viral and bacterial infections.

If a child is sick and unable to attend parents are asked to telephone the Centre and inform them about their child’s illness. The Centre does not have facilities to look after sick children; if your child becomes unwell we will call you or your emergency contact. Please arrange to have your child collected as soon as possible if you are notified that they are sick.

Where you suspect your child has an infectious disease please notify the centre immediately who will advise you what to do. Exclusion periods may apply to ensure the health of all children. These guidelines are as follows:

<table>
<thead>
<tr>
<th>Disease</th>
<th>Incubation Period</th>
<th>Period of Exclusion from Centre</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Pox</td>
<td>14-21 days</td>
<td>Exclude 7 days after appearance of lesions.</td>
</tr>
<tr>
<td>Diarrhoea</td>
<td></td>
<td>It can be contagious. The Centre reserves the right to ask that a child can be removed immediately after 2 consecutive diarrhoea motions. Exclude for 24 hours after return of normal bowel motion.</td>
</tr>
<tr>
<td>Hand, Foot and Mouth Disease</td>
<td></td>
<td>Exclude until symptoms disappear.</td>
</tr>
<tr>
<td>Head Lice</td>
<td></td>
<td>Excluded until effective treatment has been given and hair is free of nits and eggs.</td>
</tr>
<tr>
<td>High Temperature</td>
<td></td>
<td>The Centre will not accept children with a high temperature – it is usually an indication that something is wrong. A child may convulse when the temperature is above 39°C.</td>
</tr>
<tr>
<td>Impetigo (Sores)</td>
<td></td>
<td>Excluded until sores are healed, unless they are in a position that can be kept covered or until Medical Certificate of recovery is produced.</td>
</tr>
<tr>
<td>Infectious Hepatitis</td>
<td>14-60 days</td>
<td>Excluded until Medical Certificate is produced.</td>
</tr>
<tr>
<td>Intreptococal</td>
<td></td>
<td>Excluded until appropriate treatment and Medical Certificate of recovery are given.</td>
</tr>
<tr>
<td>Measles</td>
<td>10-14 days</td>
<td>Excluded at least 7 days from appearance of rash.</td>
</tr>
<tr>
<td>Meningococcus</td>
<td></td>
<td>Excluded until Medical Certificate of recovery is produced.</td>
</tr>
<tr>
<td>Mumps</td>
<td>14-21 days</td>
<td>Excluded at least 7 days from the appearance of rash.</td>
</tr>
<tr>
<td>Rubella German Measles</td>
<td></td>
<td>Excluded at least 7 days from the appearance of rash.</td>
</tr>
<tr>
<td>Scabies</td>
<td></td>
<td>Excluded until Medical Certificate of recovery produced.</td>
</tr>
<tr>
<td>Thrush</td>
<td></td>
<td>Need not be excluded if spots are covered.</td>
</tr>
<tr>
<td>Tinea</td>
<td></td>
<td>Not excluded if lesions are on a part of the body that can be covered.</td>
</tr>
<tr>
<td>Vomiting</td>
<td></td>
<td>The Centre reserves the right to exclude a child that has vomited once. Vomiting can lead to the spread of infection and dehydration. Children can return if vomit-free for 24 hours.</td>
</tr>
<tr>
<td>Whooping Cough</td>
<td></td>
<td>Excluded 4 weeks, or until Medical Certificate of recovery produced.</td>
</tr>
</tbody>
</table>
If any child in the Centre contracts such a disease specific details are displayed on the notice board on the pin up board.

Parents are encouraged to keep their child’s immunisation up to date. Children who are not immunised will be excluded from the Centre during outbreaks of some infectious diseases.

We realise from time to time that it will be necessary to give your child medication. Medicine can only be administered by staff with a written medication authority from a Doctor. These templates are available from the centre.

**Medicine must be brought in the original package with a chemist label noting the child's name and date of birth.**

Please hand directly to a staff member who will:
- Check the expiry date is current
- Ensure that the child’s name and correct dosage is clearly marked on the label
- Place the medicine securely in the fridge or medicine cupboard

Details of all medications to be administered must be entered into the accident and medication folder and signed by the parent/guardian/caregiver. Medicine will only be administered by a qualified staff member and will be checked by a second staff member prior to administration

**This procedure MUST be repeated on each and every day that medication is to be administered.**

Minor accidents are recorded for the centre and home, which parents must sign.

### 15. Sun Smart

As part of our Sun Smart Policy, children, staff and parents are required to wear a suitable hat and sun screen whilst outside if the UV index is 3 or above. We also ask that your child wear clothing that protects their shoulders.

We supply sunscreen, but you may provide your own if preferred. Please give it to staff in its original container labelled with your child’s name.

We encourage play in shady areas, especially between the hours of 11.00am and 3.00pm during the hotter months.

### 16. Staffing

The Centre’s most valuable resource is the staff team who have a range of qualifications and experience in working with young children. They love and respect children, and our warm and caring environment enables them to identify and respond to individual children’s developmental and learning needs.
There is a staff photo board as you enter the centre to help you identify our dedicated team.

The required child: staff ratio of 1:12 will always be maintained.

Ongoing professional development for staff is actively encouraged. Familiar relief staff are employed whenever possible to provide continuity and stability for children, staff and families.

### 17. Family Involvement

Parents and family members are always welcome to visit us at kindy and be a part of our learning experience. If you have any skills, interests or talents please let us know. We also very much appreciate your help with preparing materials, cleaning and odd jobs. In order to ensure safety standards, it is essential that you sign your name in the visitors book if you are staying to help.

The Governing Council is made up of representatives from Rural Care, Playgroup, Kindy and interested parents that all combine to constitute Riverton Kindergarten. They make decisions that impact on the running of the centre. Governing Council support staff in delivering programmes that reflect the needs of the community, fundraise to provide resources and are involved in the development of centre policies and financial management.

Meetings are held twice a term in the evenings. As per our constitution, only members of the management committee have voting rights and are elected at our AGM held at the beginning of each year.

**Executive:**

- Director
- Chairperson
- Secretary
- Treasurer
- Vice-Chairperson.

**Service representatives from:**

- Kindergarten
- Rural Care
- Playgroup

**Sub-Committees:**

- Fundraising

No experience is necessary to join the Governing Council, just interest, enthusiasm and commitment. The Director or any member of the current Governing Council will be happy to give you more information.
18. Mandatory Reporting

Our Centre is committed to the prevention of child abuse and neglect. You are encouraged to come and talk to the Director or any other staff member about any concerns you may have, as the needs and care of young children are paramount.

The staff and Governing Council members at the Centre are mandated notifiers and are obliged by law to report any suspicions of child abuse and/or neglect.

19. Centre Policies and Quality Improvement Plan

Our Centre has a Quality Improvement Plan which outlines short term priorities and long term goals which align with DECD strategic plan, the Lower Mid North Partnership plan and the National Quality Standards, Laws and Regulations.

Service practices are based on effectively documented policies and procedures that are available upon request at the service and reviewed regularly.

Current policies include:

| Acceptance and Refusal of Authorisations Policy |
| Administration of Authorised Medication Policy |
| Bush Fire Policy                                |
| Chemical Spills Policy                          |
| Child Protection Policy                         |
| Education, Curriculum and Learning Policy       |
| Educator and Management Policy                  |
| Emergency Management and Evacuation Policy      |
| Emergency Service Contact Policy                |
| Enrolment Policy                                |
| Environmental Sustainability Policy             |
| Excursion Policy                                |
| Family Law and Access Policy                    |
| Fees Policy                                     |
| Food, Nutrition and Beverage Policy             |
| Governance Policy                               |
| Health, Hygiene and Safe Food Policy            |
| Immunisation and Disease Prevention Policy      |
| Incident, Injury, Trauma and Illness Policy     |
| Infectious Diseases Policy                      |
| Lockdown Policy                                 |
| Medical Conditions Policy                       |
| National Quality Framework Policy               |
| Parental Interaction and Involvement in the Service Policy |
| Privacy and Confidentiality Policy              |
| Record Keeping and Retention Policy             |
| Relationships with Children Policy              |
| Sleep, Rest, Relaxation Policy                  |
| Technology Usage Policy                         |
| Tobacco, Drug and Alcohol Policy                |
| Transportation Policy                           |
| Unenrolled Children Policy                      |