



Welcome to

Roxby Downs Children's Centre

Information booklet for
Preschool

Contacts

Phone: 8671 0911

Email: info.rdcc735@schools.sa.edu.au

Website: www.roxbycc.sa.edu.au

Updated March 2023

Index

Welcome	2
Staff	2
Governance	2
What we value	2
Our Philosophy	3
National Quality Framework	4
Quality Improvement Plan (PQIP)	5
Services	6
Enrolment information	6
Medical conditions	7
Orientation	8
Guardian Educators	8
Our commitment to child safety	8
Code of conduct	9
Parent fees	9
Preschool times	9
Health and sickness policy	10
Teaching and learning	11
Children's learning	11
The Reggio Emilia approach	12
Goals for your child at our service	14
Documentation, assessment and reporting	14
Behaviour Guidance	15
What to bring to kindy	15
What to do upon arrival at the Children's Centre	17
Settling in	17
Daily routine - kindergarten	17
Parent communication	18
Absences	18
Collection of children	18
Health care	19
First aid	19
Emergency policy	19
Special services - kindergarten	20
Parent involvement	20
Parental responsibilities	20
Other (lost property, laundry, smoking)	21
Library	21
Birthdays	21
Roxby Downs Children's Centre services	21
Playgroup	22
Community Development Coordinator	22
Parent grievances	22
Taking photos at the Children's Centre	23
When children play, how and what are they learning?	23
Policies	23
Parent acknowledgement	24

Welcome to the Roxby Downs Children's Centre family

We warmly welcome your family to our Centre and look forward to a rewarding, ongoing relationship with you and your child/ren and sharing their learning journey with you. Our staff team consists of professionals with varied qualifications and backgrounds who have a passion for supporting prior to school aged children and their families. Please take the time to read through this information booklet as it will help you to gain an insight into our philosophy, goals, curriculum and routines. It will also outline the policies and procedures to ensure you have a smooth transition into our community.

Roxby Downs Children's Centre provides a caring, inclusive and welcoming environment where children can engage in their learning and families can access a range of services to support their parenting needs.

Staff

Director of Education & Care (Nominated Supervisor):	Natalie Dukarich
Community Development Coordinator:	Kate Blacksell (DHS)
Teachers:	Alina Cojocea Carly Hayes Angela Thompson (relief) Shannon Crowhurst (relief)
Early Childhood Educators:	Kerry Lecons Megan Pike Devlyn D'Arcy Donna Waters
Administration Officers:	Megan Short

Bilingual Assistants and Preschool Support workers are also employed to support children and their families as required.

Governance

Roxby Downs Children's Centre governance is by an elected Governing Council of parent representatives, the Director and a Staff Representative elected by staff.

What we value

At Roxby Downs Children's Centre we are committed to providing a high quality, flexible educational program that is inclusive, equitable and accessible for all children. The Early Years Framework for Australia, "Belonging, Being & Becoming" guides our curriculum and the outcomes we develop learning programmes around are: 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; and children are effective communicators.

Staff at Roxby Downs Children's Centre are inspired by principles of the Reggio Emilia philosophy, and we are on our own learning journey to better understand how these fit with our own unique

context and be able to use these along with other high quality early childhood education practices.

Respect for the child is evident in the way we strive to create engaging learning experiences and environments for the children. We believe that every child has the right to beauty and our environment strives to reflect this.

We recognise that every child is unique. We promote a strong self-image of the child and view each child as strong, capable, competent, creative and curious. We encourage children to share their experiences, ideas, theories and curiosities, and explore their ideas and working theories with other children.

We value the children's "voice". The children know that they are valued as we listen to their individual needs, their interests, prior knowledge, and let their voices guide our learning journey(s). We recognise that the child is a citizen from birth and has "one hundred languages" or more, and provide opportunities for each child to express themselves and learn through a myriad of experiences. We foster the whole child and provide opportunities to maximise their potential while they are at Kindergarten and child care.

We believe that children learn best through play and in a fun environment where children feel safe, secure and feel free to express themselves. We encourage children to take risks, challenge themselves, problem solve, explore, and build resilience and persistence. We strive to find ways for children to connect to their natural environment and learn about sustainable practices. We have created a "homely" environment which fosters smoother transitions for children between home and the centre.

We value relationships with children, families, staff and the wider community. We recognise parents as their child's first educator and promote a nurturing, welcoming learning environment of trust and confidence where families feel comfortable to leave their children in our care. We value parent and community "voice" and strive to make connections and develop relationships. We aim to develop partnerships with parents, not just parent involvement.

We value staff diversity and recognise that all of our staff members are passionate, dynamic and professional early childhood educators. We work together to embed a culture of equity, collaboration, openness, honesty, innovation and cohesion with a shared workload towards shared goals and vision.

We foster a culture of learning, respect, and growth for parents of young children and ourselves, and for ongoing and lifelong learning.

Our Philosophy

Roxby Downs Children's Centre Philosophy 2022

We acknowledge the Kokatha people as the traditional owners of the land in Roxby Downs

At Roxby Downs Children's Centre, we believe children learn best when viewed as capable and competent. Child-led learning is driven by individual interests, with adults guiding learning experiences through play and creativity.

Our philosophy is guided by the Early Years Learning Framework, and influenced by Reggio Emilia, where programs acknowledge the strengths of each child and focus on developing learning dispositions such as collaboration, communication, resilience, and persistence, along with children's social, emotional, language, cognitive and physical growth.

We acknowledge the environment as a third teacher; encouraging children to pose questions and wonder about the world around them. We value rich, safe, play-based exploration that inspires engagement, and provides opportunities to take considered risks. We provide intentional and creative provocations for children to engage with, and document their thoughts, observations, and learning progressions in a variety of ways, from taking photographs to writing to painting.

We recognise that children have many languages, and they utilise many different ways to communicate their thoughts and feelings and to express themselves. We encourage children to explore all of these various aspects and learn how to communicate not only through speech but art and play as well.

We are committed to working in partnership with families and the wider community to build respectful relationships that foster a high-quality and nurturing learning culture.

We value and respect our educators, providing them with the support to be caring, knowledgeable, reliable, patient, responsive, and professional.

We acknowledge Australia's rich cultural diversity, providing opportunities for children to learn the importance of being inclusive and respectful to all. We embed sustainable practices into our curriculum to highlight our responsibility to care for the environment and promote respect for resources and each other.

National Quality Framework

In 2009 the Council of Australian Government (COAG) agreed on a partnership to establish a National Quality Framework for Early Childhood Education and Care. As a site, we have developed a quality improvement plan (QIP) in consultation with the staff and families to drive reflective practice and continuous improvement across the site. This covers all 7 National Quality Standards, including:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Governance and leadership

Our Regulatory Authority is:

Education and Early Childhood Services Registration and Standards Board of South Australia

Website: <http://www.esb.sa.gov.au/>

Email: EducationStandardsBoard@sa.gov.au

Phone: 1800 882 413 (toll free)

The regulatory authority's primary responsibility is to:

- Administer the National Quality Framework
- Assess approved education and care services against the National Quality Standard and National Regulations, and to determine the ratings of those services
- Retrieve and investigate complaints
- Support and promote continuous improvement in education and care services, in collaboration with ACECQA

- Undertake information collection, reviewing and reporting

With the National Quality Framework, we are required to have a nominated supervisor on at all times during the day. This person is in charge of the day to day operations of the service. You will see a photo on the administration counter displaying who the nominated supervisor is for the day.

The National Quality Framework also stipulates the Centre has an Educational Leader.

Educational Leaders of the site are experienced educators who are pivotal in leading the development of strong pedagogical beliefs and a curriculum that is reflective, spontaneous, child and teacher initiated. At Roxby Downs Children's Centre the Educational Leader is Karmel Finch (2022).

Services

Preschool

A Department for Education preschool program operates at our centre that is staffed by registered teachers. As a Department for Education funded preschool, we also have access to additional support services and training to ensure the highest quality of early childhood education for your child.

Children who identify as Aboriginal or Torres Strait Islander can attend preschool from the time, they turn three. Preschool is available to all children in their year prior to attending school. A child must be enrolled at school by the time they are six years old – if your child turns six on or before 1st April, they must have commenced school that year.

From 2024 there will be a mid-year intake into school.

From 2024, if your child turns 5 years between 1 May and 31 October, they can start school in either:

- term 3 of the same year
- or term 1 the following year.

Students enrolled through a mid-year intake will complete 6 terms of reception.

Enrolment information

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide an up-to-date Immunisation History Statement for your child, a birth certificate or passport as well as complete a range of other documents.

Enrolment form

If you require assistance completing the enrolment form, please contact our Nominated Supervisor or reception staff for assistance.

We will require a copy of your child's birth certificate and immunisation history statement from the Australian Immunisation Register. This must show that your child is up to date with vaccinations for their age OR your child is on a recognised vaccine catch up schedule OR has a medical condition preventing them from being fully vaccinated.

Please note, the names written on the enrolment form must match the names on your child's birth certificate to meet legal requirements.

Family law and access

Our service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child and request that if situations change, a copy of the Court Order is provided to our service. We will only allow children to leave the service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- Collect your child from the service
- Provide consent for medical treatment for your child from a medical practitioner, hospital or ambulance service
- Provide consent for the transportation of your child by an ambulance service or staff member
- Provide consent to go on an excursion

Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the Nominated Supervisor of any changes to enrolment information including:

- Your residential address
- Health of your child
- Telephone/mobile numbers
- Contact details for any parent or authorised nominee
- Family changes (parenting orders)
- Emergency contact information details etc.

Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or EpiPen), permission to access medical treatment and transport in case of an emergency.

Medical conditions – allergies, asthma, diabetes, or epilepsy

It is vital that we are aware of any medical conditions including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our service requires a Medical Management Plan or Asthma/Anaphylaxis/Allergy Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the service. In consultation with the Nominated Supervisor, you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/Action Plan every 12 months or whenever a change in their medication or treatment occurs (Australasian Society of Clinical Immunology and Allergy) (ASCIA) and complete a Notification of changes to Medical Status form.

Diagnosed disability

If your child has a diagnosed disability, please speak to our Nominated Supervisor prior to enrolment. We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care. We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning. Our service may be able to apply for additional support through the Inclusions Support Program (SIP) to assist your child's access.

Orientation

Your child is unique and special in their own right and therefore each child will respond differently to being in a new place. We offer transition visits to the Centre during Term 4 and prior to a child starting within the preschool year. This will ensure children, parents and staff have an opportunity to get to know each other and the environment. On the first day, please ensure you can be contacted easily. If your child is distressed we will contact you. We encourage you to say "goodbye" to your child before leaving so they become familiar with you leaving them at the Centre. Even though some children may seem distressed by this goodbye it is better than sneaking out while they are engaged in play and then discover you are gone when they look up.

School orientation takes place in Term 4. Your child must be enrolled prior to orientation visits. Dates for orientation will be advised.

Guardian Educators

Research has shown that secure attachments with responsive adults during the early years contribute to vital brain development, learning abilities, and the development of positive social relationships. When your child commences at Roxby Downs Children's Centre they will be assigned a specific educator who will be known as your child's 'guardian educator'. This educator will make weekly contact with you either face-to-face, via email, text or phone. They will be your primary contact and available at a mutually convenient time to pass on information and discuss your child's learning or any issue you may have. They will take specific responsibility for building a secure attachment with your child, communicating and building relationships with parents/caregivers and maintaining your child's learning portfolio. They will also support sibling relationships by arranging visits to each other's rooms.

Throughout your child's kindergarten time, meetings can be arranged with the educators or Director to discuss any matters which are of importance to you and your child. Please communicate your ideas and knowledge about your child's development and interests, so that we can form a positive partnership which will build a strong foundation for future learning.

Our commitment to child safety

Our service is committed to ensuring the safety and wellbeing of children is maintained at all times whilst being educated and cared for by educators and staff at Roxby Downs Children's Centre. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable

Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date knowledge of child protection law and child protection training.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Nominated Supervisor if you have any concerns (08) 8671 0911, DL.6646.LEADERS@SCHOOLS.SA.EDU.AU

Code of Conduct

The Code of Conduct establishes the standards for all employees of our service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlines in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity, and responsibility.

Parent Fees

Roxby Downs Children's Centre Governing Council sets the kindergarten fees each year.

2023 School term dates

Term 1	30th January – 14th April
Term 2	1st May – 7th July
Term 3	24th July – 29th September
Term 4	16th October – 8th December

Preschool Fees

Fees for 2022 have been set at \$150 per term which equates to \$15/week or \$1/hour. If the full year fees are paid in full before the end of February a 10% discount is applied bringing the annual fee down to \$540. Fees are to be paid over 3 terms in instalments (Terms 1, 2 and 3) at \$200/per term. Alternate fee payment arrangements can be made upon request (e.g., weekly, fortnightly, monthly). Pension concessions and multiple children discounts are also available. Invoices are emailed to you at the beginning of each term. Please pay these promptly into our bank account:

Account name: Roxby Downs Kindergarten

BSB: 085-896

Account number: 548433346

Please record your child's full name as a reference.

Preschool

Each child will access a maximum of 30 hours per fortnight over a twelve month period prior to starting school. Your child is either in the blue or red group.

Blue group: Monday and Tuesday 8.30-3pm and odd week Wednesday 8.30am-12.30pm

Red group: Thursday and Friday 8.30-3pm and even week Wednesday 8.30am-12.30pm

Please speak to the Director if your child has special rights or you have concerns relating to their development and how this may impact their kindergarten or school readiness. **Your child is not legally required to start school until age six.**

During Term 1 of preschool a three-way interview is offered (approximately 20 minutes) to discuss your goals for your child, and your child's goals during their preschool year – this forms your child's Individual Learning Plan. A follow up interview is offered during Term 3 to discuss progress and areas of strength and future development.

Throughout your child's time at the Children's Centre, meetings can be arranged with the educators or Director to discuss any matters which are of importance to you and your child. Please communicate your ideas and knowledge about your child's development and interests, so that we can form a positive partnership which will build a strong foundation for future learning.

Health and sickness policy

The Centre does not have the facilities nor staff to care for sick children; therefore children who are unwell or have infections or contagious illnesses cannot be catered for. We ask that you do not bring your sick child into the Centre during the infectious and contagious period. The Centre's staff team is responsible for advocating for the wellbeing of all children. If your child requires medical treatment or an ambulance, you are liable for any expenses incurred in the treatment of your child. Please be aware that if your child's immunisations are not up to date, your child will no longer be eligible to attend the Centre.

Immunisation Schedule

Age	Disease immunised against
Birth	Hepatitis B
2 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
4 months	Diphtheria Tetanus Pertussis Polio Hib Hepatitis B Pneumococcal Rotavirus
6 months	Diphtheria Tetanus Pertussis

	Polio Hepatitis B Pneumococcal
12 months	Measles Mumps Rubella Meningococcal C
18 months	Hib Measles Mumps Rubella Varicella (chickenpox) Diphtheria Tetanus Pertussis (whooping cough)
4 years	Diphtheria Tetanus Pertussis Polio Pneumococcal

Teaching and Learning

At Roxby Downs Children's Centre, we plan, program and report using the Early Years Learning Framework: Belonging, Being and Becoming and My Time Our Place. The Frameworks convey the highest expectations for all children's learning from birth to 12 years and through the transitions to school. They communicate these expectations through the following five Learning Outcomes:

- 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

The Frameworks provide broad direction for early childhood educators in early childhood settings to facilitate children's learning. They guide educators in their curriculum decision-making and assists in planning, implementing and evaluating quality in early childhood settings. They also underpin the implementation of more specific curriculum relevant to each local community and early childhood setting.

The Frameworks are designed to inspire conversations, improve communication and provide a common language about young children's learning among children themselves, their families, the broader community, early childhood educators and other professionals.

Educators plan and implement programs for the children and consider individual goals, group goals, children's interests, community events and family participation. Additionally, each child's Individual Learning Plan, observations and staff discussions of individual children are considered. The program incorporates a balance of individual and group times, inside and outside experiences, quiet and noisy activities. Refer to the programming book for current program details.

Our programs are flexible and our practices reflect the belief that children are competent learners from birth and unique in their own individual way. Educators support children to have a chance to try things for themselves, to build a sense of optimism, independence, and positive well-being.

Children's Learning

Early childhood education is based on play based learning. Research throughout the world has shown that children learn best when they are involved in active, hands on learning, when they are active participants in constructing their understanding about the world around them. As educators we start with what children already know and we then build upon that knowledge.

'Play provides opportunities for children to learn as they discover, create, improvise and imagine....play provides a supportive environment where children ask questions, solve problems and engage in critical thinking.'

From: Belonging, Being and Becoming; The Early Years Learning Framework for Australia

The role of teachers is to extend children's thinking, to create environments and plan experiences that will challenge, encourage problem solving, exploration, creating, constructing and building relationships with peers and adults.

Inquiry based Learning

Young children are inquisitive and love to ask questions as they make sense of the world and their place in it. Questions are also a powerful tool for educators to promote children's thinking and learning. When children are able to question and investigate the answers, they feel in charge of their own learning. An Inquiry-based approach to learning harnesses their curiosity and keenness to investigate, creating an interesting, engaging and meaningful curriculum that uses children's interests and questions as a starting point for effective learning.

Learning Environment

The Educators at Roxby provide an environment that is engaging for young children and supports them to develop dispositions for learning like curiosity, resilience, imagination, communication and the ability to reason and reflect. Children are encouraged to be self-directed in their learning and have opportunities for uninterrupted play based experiences.

The Reggio Emilia Approach

The Reggio Emilia Approach derives its name from its place of origin, Reggio Emilia, a city located in Emilia Romagna in Northern Italy. Shortly after the Second World War, Loris Malaguzzi, a young teacher and the founder of this educational approach, joined forces with the parents of this region to provide care for young children. They felt that it is in the early years of development that children form who they are as individuals. This led to creation of a program that was based on: the principles of respect, responsibility, and community; the value of exploration and discovery; a supportive and enriching environment; and the interests of the children through a self-guided curriculum. Originally inspired by the need of women to return to the workforce, over the last 50 years, this educational philosophy has caught the attention of early childhood educators worldwide.

The principles of the Reggio Emilia approach that we work with at Roxby Downs Children's Centre fit beautifully within our curriculum, The Early Years Learning Framework for Australia – Belonging,

Being, Becoming. The Reggio Emilia philosophy is simply -excellent early childhood practice. We believe that by implementing learning programs and experiences through the lens of the Reggio Emilia principles we can create rich, engaging and exciting learning experiences for children in a beautiful, respectful environment that fosters strong relationships and a strong sense of identity and belonging for children and families. Outlined below are some of the principles of the Reggio Emilia philosophy that we foster.

Relationships: Relationships and learning through relationships underpin everything that we do. Roxby Downs Children's Centre educators are committed to making connections with every child and building "real" relationships. We provide experiences for children to connect with each other and develop a sense of belonging to our Centre community. We also value relationships with families and the wider community and strive to create opportunities and experiences to connect with them. We aim for "partnerships" with parents, not just superficial parental involvement, we strive to develop a culture where staff and parents respect childhood as a time for children to explore, create and be joyful.

Image of the child: Roxby Downs Children's Centre educators see the children as strong, competent, creative and curious, and capable of building their own theories, not as empty vessels that require filling up with facts. Children are seen as unique individuals within a group. Children are encouraged to share their experiences, ideas, theories and curiosities. A strong sense of identity in children is promoted, children's images are projected everywhere: in photographs; in reflections of mirrors; in celebrations of learning; and in the child directed learning projects and journeys. Children are respected and valued for their unique individual personalities and identities.

Listening :- "child's voice" Roxby Downs Children's Centre educators are genuinely interested in, and listen deeply to what the children have to say/are communicating. We believe that children bring valuable experiences, theories, knowledge, skills and questions to Roxby Downs Children's Centre with them. Educators value skill acquisition but not in isolation, or at the expense of the exploration of knowledge, concepts, theories, questions and collaboration. An "overview curriculum" is planned at the beginning of the year and each term, and the children's interests, knowledge, needs and wonderings determine the direction that the learning journey takes.

Environment as the "third teacher": The Roxby Downs Children's Centre learning environment reflects that children are highly valued and respected. The physical environment is a beautiful, calming and welcoming space. Educators take time to set up engaging and enticing experiences to engage children in learning and provide a myriad of spaces for children to "be" alone and with others. The layout of the physical space encourages encounters, communication and relationships. The arrangement of structures, objects and activities encourages choices, problem solving, and discoveries in the process of learning.

100 Languages: A core principle that we believe in is that children possess a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them. At Roxby Downs Children's Centre, we provide opportunities for children to express themselves and learn through many mediums and experiences.

Projects: Roxby Downs Children's Centre educators are committed to research within the Centre and community. Children are given time to explore ideas and theories and develop skills and this is not dependent on strict timetable restrictions. Children are encouraged to ask questions at any time and to be "researchers". Many "projects" unfold within the Children's Centre learning programs, some long term over weeks, a term, or more; and others more short term and happen

within a day or week at the Centre. Projects may derive from both children's and teacher's ideas and interests, thoughts and theories in things worth knowing about.

Documentation: Recording, reporting on and interpreting children's learning is a vital part of an educator's work. Group and individual learning stories are documented and used to celebrate and share learning, as well as inform future learning possibilities. Documentation serves many purposes, but most of all it is used as a research tool for studying children's learning processes. Documentation is about what children are doing, learning and grasping, and the product of documentation is a reflection of interactions between teachers and children and among children. Documenting children's daily experiences and ongoing projects gives meaning and identity to all that the children do. It is through documentation that educators can gain insight into children's thinking, determine further investigation for working on topics, creating a history of the work and generate further interest.

Professional Development: Roxby Downs Children's Centre staff are committed to lifelong learning and engage in ongoing professional development outside of the Centre environment, but also within the Centre environment and local community, sharing and supporting one another and learning together.

Goals for your child at our service

"We discovered that education is not something which the teacher does, but that it is a natural process which develops spontaneously in the human being" (Maria Montessori)

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning (Early Years Learning Framework, p.9).

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- Mutual respect and empathy
- Concern and responsibility for self and others
- A sense of self worth
- Social awareness
- Importance of sustainability
- Self-discipline and self-regulation
- Habits of initiative and persistence
- Creative intelligence and imagination
- Self-confidence as an independent learner
- A love of learning

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families, children's first and most influential educators.

Documentation, assessment and reporting

Educators regularly observe children and facilitate their learning to provide each child with a personal, confidential digital portfolio by documenting children's learning and progress during their time at the Children's Centre, based on their individual learning plan, observations, information from parents, interviews and work samples. This information is used when planning learning activities for individuals and groups of children and to monitor children's learning.

Statement of Learning. The kindergarten statement of learning is written mid-year and at the end of your child's final term of kindergarten and prior to starting school. The report will describe your child's development against outcomes in the Early Years Learning Framework (EYLF).

Portfolios Each child at Roxby Downs Children's Centre has an electronic portfolio on OWNA. The portfolios hold a variety of information about your child's learning and development during their time at the Children's Centre. Items may include photos, work samples and observations by staff. We encourage you to look at the folders and access the parent OWNA app with your child and to talk about their learning.

Anecdotal observations As staff work with your child they will observe and record notes about your child's learning, development, skills, interests and abilities. These notes are then used for future planning to ensure we are supporting your child's on-going learning,

Oral language. Research tells us that oral language is crucial to a child's literacy development, including listening, speaking, reading, and writing skills. We have a strong focus on facilitating oral language and our team use strategies to promote oral language learnt through participation in an oral language project with a Speech Pathologist. During Term 1 we assess each 3-year-old and 4 year old child's oral language and re-assess late in Term 3/early Term 4.

Behaviour Guidance

Children face many challenges throughout their lives. Learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments or when interacting with their peers or adults are two of those challenges. The staff team has sound knowledge and understanding of children's social, emotional and cognitive development and support appropriate and effective practices. Our practice reflects the commitment of staff in establishing behaviour guidance strategies, with children and families, which ensure that children are treated with respect and empathy whilst providing clear guidance and support to address underlying needs that are motivating the behaviours that require further guidance. Please ask a staff member if you wish to see the Interactions with Children Policy.

The staff team will provide a safe, caring, play environment in which educators support children by:

- Focusing on positive, appropriate behaviours and use praise, encouragement, modelling and recognition of these appropriate behaviours
- Using visual cues as well as spoken cues to reinforce instructions/requests for appropriate behaviour
- Using 'teachable moments' plus explicit programming to develop children's communication, social development and protective behaviour skills that encourage self-awareness and self-discipline/control.

- Helping children to develop an understanding of consequences and implication of negative behaviour on others and on themselves. This includes working with children to establish limits, rules, expectations of fair play and consequences of behaviour.

We will work together in partnership with families to support positive learning outcomes. Parents can also seek advice and support from our Community Development Coordinator who can provide access to a range of outside agencies.

What to bring to kindergarten

- Bag
- Hat
- Fruit/healthy snacks
- Drink bottle (water only)
- Lunch (healthy food options – see policy)
- Spare clothing in a plastic bag

Please ensure all items are
labelled with your child's
name

SPECIAL ITEMS FROM HOME

It is preferred that children's own personal items are **NOT** brought into the Centre, other than those used for comforting. This will avoid possible damage or loss, for which the Centre cannot take responsibility.

Hat

Your child will need to bring a **named** broad brimmed or legionnaires hat. Hats can be purchased via Eduthreads, our external supplier of children's uniforms and they will be posted directly to you. The link is: <https://eduthreads.com.au/collections/roxby-downs-childrens-centre>

Our Children's Centre has a policy of "**NO HAT, NO OUTDOOR PLAY**". This supports the recommendation of the Anti-Cancer Foundation. Children need to wear a hat every day of the year due to the high U.V. levels experienced at Roxby Downs.

Children who forget their hat are asked to play indoors or under the veranda. We encourage children to be independent and take on the responsibility of caring for their own hat. Please apply sunscreen to your child before you leave home or encourage your child to apply sun screen when they arrive at the Centre. Sun screen will be reapplied every 2 hours. As part of our sun protection policy, children need to wear clothing which covers their shoulders.

Clothing

As part of the Centre's programs children will be encouraged to play with sand, water, mud, paint, dough, clay and other potentially messy materials. Children are also encouraged to practice independent self-help skills, such as eating, drinking, toileting and washing hands. Because of this we recommend that children wear washable and comfortable clothes that children can manage themselves, allowing them ease of movement and won't matter if they get dirty. We cannot guarantee that stains will not happen.

Loose fitting shoes such as thongs, slippers, and Crocs are generally unsafe shoes for children especially when climbing and playing outside so we ask that you avoid these.

Please provide a complete set of spare clothes appropriate to the season for your child to change into in case of any accidents (e.g. getting wet whilst playing with water/sand, not getting to the toilet in time etc). Please include underwear (including socks) and ensure items are the correct size. We have centre hats and shirts available in a range of sizes and colours to order from our supplier Eduthreads. <https://eduthreads.com.au/>

****Please label all items which your child may bring or take off during their time at the Centre.**

Fruit/Snack/Lunch for Kindergarten children

Your child will need to bring healthy snacks to the Children's Centre. Please see our Healthy Food and Drink Policy for guidelines on foods that are encouraged at the Centre. Unless your child's snack needs to be refrigerated, please put their snack in snack basket and their lunchbox in the fridge. We will advise you if a child has an allergy to foods such as nuts, eggs, etc. If this occurs you will not be able to send food containing these ingredients to the Centre.

Drink

We encourage children to drink water at Kindergarten. Please supply a named drink bottle of water. This can be kept inside in the drink bottle trolley. We also always have fresh drinking water at drink stations available.

What to do upon arrival at the Children's Centre

1. Sign in your child into the Centre via the sign in sheet.
 2. Encourage your kindy child to have a go at writing their name, first letter or representation of their name on the sign in sheet (pre-kindy and kindergarten children)
 3. Get your kindy child to remove their lunch box/drink bottle from their back pack. Place snack in basket and lunch boxes in the fridge, drink bottles can be placed in baskets also.
 4. Get your child to locate their locker name tag, select a hook, put their name tag on the Velcro and place their bag inside the locker. Child to wear their hat if playing outside.
 5. Help your child to settle in to an activity and say 'goodbye' before you leave.
- **Please do not leave your kindergarten child unsupervised prior to 8.30am.**

Settling in

Some children need a lot of reassurance to settle into kindergarten, while others settle into activities straight away. There is no right or wrong way, every child is unique. We recognise that parents know their own child best and educators will support you to develop a suitable ritual of separation that suits everyone. Please make sure you always say 'goodbye' to your child when you leave, don't sneak away as it is vital that we work together to build trusting relationships.

We encourage children to be responsible for their own bags and belongings and develop their independence.

Daily routine for kindergarten

8.30am	Children arrive, families sign in own child – indoor/outdoor play
9.00am	Group time (including roll check)
9.10am	Small learning groups

9.30am onwards	Progressive snack time and indoor/outdoor play and opportunity to sign up for 'workshops'
11.50am	Reapplication of sun screen and washing hands for lunch
12pm	Lunch
12.15-12.30pm	Relaxation/quiet activities
12.30pm onwards	Indoor/outdoor play and opportunity to participate in 'workshops'
2.45pm	Group time
3.00pm	Session finishes

Half day Wednesday

8.30am	Children arrive, families sign in own child – indoor/outdoor play
9.00am	Group time (including roll check)
9.10am	Small learning groups
9.30am	Progressive snack time and indoor/outdoor play
10.00am	Cooking experience (food gets eaten by everyone late morning)
12.15pm	Group time
12.30pm	Session finishes

Parent Communication

Noticeboard

Next to the sign in sheets we place important information about things such as upcoming events, health issues etc. These are also posted on Seesaw.

Email

Most communication from kindy goes to you via email and the Seesaw app – including newsletters, reminders, etc. We try to use as little paper as possible in line with our sustainability strategy. If you prefer hard copies of accounts or newsletters, please advise the director. Kindy accounts are emailed once a term.

Seesaw parent communication app

Our Centre uses a parent communication app called Seesaw. After enrolment you will receive a log in form to access seesaw as a method of communication in particular of your child's learning. You will receive notifications of new content relating to your child and general centre updates.

Website

You can also visit our website. Here you will find lots of information including up to date policies about Roxby Downs Children's Centre. <http://roxbycc.sa.edu.au>

Absences

If your child is going to be absent from kindy for any reason, please let staff know.

Attending kindergarten regularly sets up good patterns for school. It is important children attend on their allocated days unless they are sick or due to family circumstances.

Regular attendance:

- Supports children's learning
- Provides children with time to build relationships with children and adults at the centre. High absences can mean children find it difficult to make friends and to feel comfortable at the kindergarten. This negatively impacts on their learning and well-being.

If your child is running a temperature or showing any signs of being unwell please keep them home. Children must stay home for 48 hours after the last episode of any vomiting or diarrhoea to aid your child's recovery and to prevent the spread of infection. We also ask for notification in the incidence of infectious or contagious diseases in the family.

Collection of children

If someone other than a parent is collecting your child from kindergarten you need to phone or email the Centre to advise. Should an emergency arise and you are unable to collect your child, please phone us to let us know who will be collecting your child in your absence. On the enrolment form there is space to write names and contact details of people you authorise to pick up your child. Children can only be collected by authorised nominees. When coming and going from the Children's Centre please make sure you only let your child in and out of the doors. If you pick up your child during the day for a dentist/doctor appointment please sign them out via the paper form next to the iPads.

Health care

It is a requirement that children attending the Children's Centre requiring medication to be administered by staff (even once off) **MUST** complete an authority form. Educators cannot legally administer any medication (including ointments / Panadol etc. or any over the counter medicine bought at the Chemist without a prescription) unless the parent/caregiver completes this form.

If your child requires medication, the medication must be supplied in the original container, clearly marked with the child's name, dosage and the use by date. Please ask a staff member for the necessary "authority to administer medication" forms. Children with allergies and other long-term health issues may require medication to be held at the Children's Centre for use in emergency situations.

If your child is asthmatic, an ASTHMA action plan will need to be completed by your Doctor. If your child is ANAPHYLACTIC an ANAPHYLAXIS action plan must be completed by your Doctor.

Please inform staff if your child has any life threatening illness such as ANAPHYLAXIS, ASTHMA or diabetes as a **HEALTH SUPPORT AGREEMENT and RISK MINIMISATION plan must be completed on enrolment** to ensure everyone is aware of their responsibilities. Staff may also require additional training prior to your child starting at the centre.

Any further queries or any other health dietary concerns please speak with staff.

Under no circumstance should any type of medication be left in children's bags.

Please note that these medical/health care plans MUST be given to the Director/Nominated Supervisor before your child is able to attend the Children's Centre to ensure the safety and wellbeing of your child.

First Aid

All minor accidents will be treated by staff and reported to parents/caregivers on the day the incident occurred via a minor accident report form. If your child is involved in a more serious accident or an incident that requires medical assistance we will contact you by phone. This will be reported on a different form and the parent/caregiver is required to sign this. An ambulance will be called in the case of an emergency. All staff are trained to administer first aid.

If your child becomes unwell during the day you will be phoned and asked to collect your child from the Children's Centre.

Emergency policy

All children in attendance at the Children's Centre are signed in by you on the sign in sheet upon arrival and departure. This is used to identify all children in the event of an emergency or evacuation process. It is also a legal requirement. This is why it is important for you to remember to sign your child in and to notify us should your child not be attending kindergarten for their nominated session. Evacuation and lock down procedures are practiced with the children and staff on a regular basis, at least once per term.

Special services - Preschool

Sometimes parents may be concerned about their child's development, this could be with speech and language or learning in general. If you have any concerns at all please speak to a staff member during the enrolment process or at any time during their year at kindergarten. We know that the earlier we intervene to support children the better the outcomes.

If staff have any concerns they will discuss this with parents/caregivers and if eligible, support may be sought through the Department for Education. This could include speech therapy, psychological assessments and preschool support.

Parental Involvement

Parents/families are encouraged to be involved in whatever capacity they feel comfortable. There are many ways you can be involved in your child's education.

Parents can

- join the Governing Council
- help children with activities, games, reading books etc during the session
- share a skill such as cooking or gardening
- participate in working bees
- attend open nights, parent meetings etc
- help with rosters such as the end of term cleaning
- read notices, newsletters
- assist with excursions
- help out with fundraising events

- collect food packaging, loose parts, old electrical items – see loose parts brochure and display in foyer.

Governing Council

The Governing Council is representative of the families of Roxby Downs Kindergarten. It is responsible for the general running of the centre and is accountable to the members of the Centre and also the Department for Education in regard to the financial management of the centre. Any parent or guardian of a child attending the centre may become a member.

The Governing Council is responsible for deciding how we raise funds for the Centre (levies, fundraising) decision making for the benefit of the Centre and the children, buying furniture and equipment, obtaining the services of cleaners, auditors etc and the planning of social functions. It is made up of parents from the Centre plus the director and a staff member.

If you are interested in becoming a governing council member, speak to any staff member at the Centre or come along to one of the regular governing council meetings. Meetings are usually held monthly on the third Tuesday at 7.00pm.

Parental Responsibilities

- Parents/carers are requested to respect session times when bringing or collecting your child from kindergarten as staff are involved in setting up and preparing activities at the beginning and end of the day. Please accompany your child safely into the kindergarten building every day so that staff are aware of children coming and going and that relevant information is passed on.
- **If someone other than you is going to be collecting your child please inform the Centre by phone or email.**
- Please notify staff if any of your contact details change (phone numbers, address, family situation etc). All information shared with staff is confidential.

Other

Lost Property

Any clothing or other items (e.g. lunch boxes, containers, drink bottles etc) that have been misplaced may be found on our Lost Property display in the foyer. Unnamed and unclaimed items are donated to the op shop at the end of each term.

Please NAME all items that come to the Children's Centre.

Laundry

The kindergarten has a laundry roster which means, as a kindergarten parent, you will be asked to take home a bag of washing approximately twice a year. Please return the clean laundry as soon as possible.

Smoking: New smoke free laws that came into effect in 2012...

As of May 31st 2012 new State Government Legislation came into effect that:

- Bans smoking within 10 meters of children's playground equipment
- Bans smoking under covered public transport waiting areas including bus, tram, train and taxi shelters and other areas used to board or alight from public transport that are covered by a roof
- Gives local councils and other incorporated bodies the ability to apply to have an outdoor area or event declared smoke free



This means no smoking in or around the Children's Centre/school.

Library

Kindergarten children attend the library regularly – please supply a library bag for your child. Kindergarten staff will inform you of the library days.

Birthdays

We support and encourage participation in a range of cultural celebrations including birthdays. We celebrate birthdays at the Centre by singing “Happy Birthday” and finding ways to make each child feel special. Each year we work with children and their families to find out how what rituals they might like to celebrate birthdays.

We support family choice for those that prefer their child isn't involved in this celebration; please let staff know. We ask that birthday food is kept for home as it would mean children could be eating birthday cake or goodies several times a week if every child brings something to share for their birthday! We love to celebrate birthdays but please do not send along any items for your child to give out to other children.

Roxby Downs Children's Centre Services

The Children's Centre currently has a Community Development Coordinator. The Benevolent Society send a Speech Pathologist and Occupational Therapist to Roxby Downs Children's Centre on a fortnightly basis.

Roxby Downs Children's Centre provides services and programs to a range of groups within the community.

Community services are tailored to the needs of the community. These include supported playgroups for babies and toddlers, coffee and chat times, and Circle of Security and/or Marte Meo groups. Each term a calendar of activities/events is available to let you know what programs are being offered at the Children's Centre and within the community. These community services support and complement the provision of sessional preschool and the long day care program.

Outside providers run specific groups for the community and can include Anglicare, SA Health, TAFE SA, Relationships Australia and CAFHS. Other programs will be developed in line with community needs.

Playgroup

Roxby Downs Children's Centre has playgroups that operate out of the community space, facilitated by our Community Development Coordinator. A term calendar is available from reception or our website.

Community Development Coordinator

Our Community Development Coordinator's role as a representative of the Children's Centre is to strengthen the capacity of the community and to provide more supportive environments for children and families, by working in partnership together and with other agencies to offer a range of programs and services.

The Community Development Coordinator can help to:

- Support families to link up with other families and be involved in community programs and activities, e.g. family fun events, cultural events, celebrations, parenting groups and playgroups
- Support families to increase their knowledge and skills about parenting and childhood development
- Support families to develop personally and build their leadership skills.

Parent Grievances

We are committed to working together in partnership with families and aim to provide an environment that encourages open communication. You are invited to approach any member of staff if you have any questions, queries or concerns.

Should a problem arise that you feel you need to resolve with our staff, then please let us know. Communication is the key, the first person to speak to is always the Educator. In almost all cases, parents together with the Educator will be able to resolve the issue. Should this not be the case and you find yourself unsatisfied with the outcome, please contact the Director, who can work with you and the Educator to resolve the problem. All grievances will be taken seriously and our best efforts will always be forthcoming. Please see our "Parent guide to raising a concern or complaint" brochure located in the foyer and on our website. All issues or concerns are kept confidential.

We ask if you have any questions or concerns that you raise them with one of our friendly staff members. It is inappropriate to use social media forums such as Facebook to discuss these matters. Please contact us during hours of operation on 8671 0911 or via email at

info.rdcc735@schools.sa.edu.au

Taking photos at the Children's Centre

Please note that you are very welcome to take photos of your own child at the Children's Centre but please ask a staff member for permission BEFORE you take any photographs of any other children. Some children's families have not given permission for their child to be photographed at the Children's Centre by other families. Please do not publish other children's photographs on Facebook or any other social media unless you have gained permission from their parents.

When children play how and what are they learning?

As parents we all want our children to be as successful as possible for their future development. What skills will be needed for the future? Interaction with others? Conflict management? Negotiating with others? Turn taking? Role play of "adult type" occupations? Play is where the child practices many different ways of representing reality, creating symbols with clay, paint, blocks, sand, water and dress ups.

In a competitive and turbulent environment where no job is ever secure, the idea of expertise must include: versatility, imagination, reliability, and inventiveness. At the early childhood level, play is the

perfect activity for the development of these qualities. Play can help young children deal with things they can't always put into words. Tension, anxiety, fear and anger can be acted out in play. An experience can be replayed many times while children gradually come to grips with it.

"Play starts at birth and early childhood environments that promote play for all children and allow children to feel motivated, esteemed and appreciated are cause for celebration." (Elspeth Harley 1999)

Observation of children participating in dramatic play demonstrates that they are using a wide range of cognitive skills as they plan and implement their play. (Observe your child at play!) These skills include; divergent thinking, understanding concepts, problem solving, imagining, limitation, visual/spatial discrimination, anticipation, attending behaviours, planning, concentration, reasoning, linking cause and effect, taking the perspective of another, choice and use of resources, testing relationships and adapting responses, classifying, and memory recall. When children initiate pretend play they often become totally absorbed, and can be observed demonstrating skills and behaviours, which are more refined and advanced than at other times.

The environment, props and the social interactions serve as scaffolds whereby the child can progress to high levels of development and understanding. Through play experiences children develop self-motivation and the ability to make their own choices. They balance individual freedom with social cooperation, negotiation and responsibility for the welfare of others. They develop the ability to reflect and learn from their own mistakes with courage and confidence in themselves and learners. Play can be the perfect context for developing these life skills.

Play is fundamental to young children's learning as they engage in exploration, imagination and investigation, while socialising and communicating with children and adults around them. Our environments both indoors and outdoors are valued equally as important learning spaces. We believe the role of the learning environment is to provide flexible, open-ended materials and spaces to enable children to participate uninterrupted, to work alone, or in small intimate groups or as a member of a large group.

Policies

All of the Children's Centre policies are available to view in our Policies Folder located in the foyer, on our website (<http://roxbycc.sa.edu.au>)

Parent Acknowledgement

I/We have read this handbook carefully. I/We understand the commitment that you are undertaking providing education and care for our child, and our responsibilities to the Service.

I/We have completed the enrolment form at the Service and provided the required documentation for our child. I/We have read and agree to comply with the requirements set out in this handbook and in the Service's policies.

Family name	
Child/ren's name	
Parent/Guardian name	
Parent/Guardian signature	
Parent/Guardian name	
Parent/Guardian signature	
Date	

Please list what skills, talents, interests and culture that you and your family are able to share with the service:
