



# Enfield Folland Park Kindergarten

## Information Booklet

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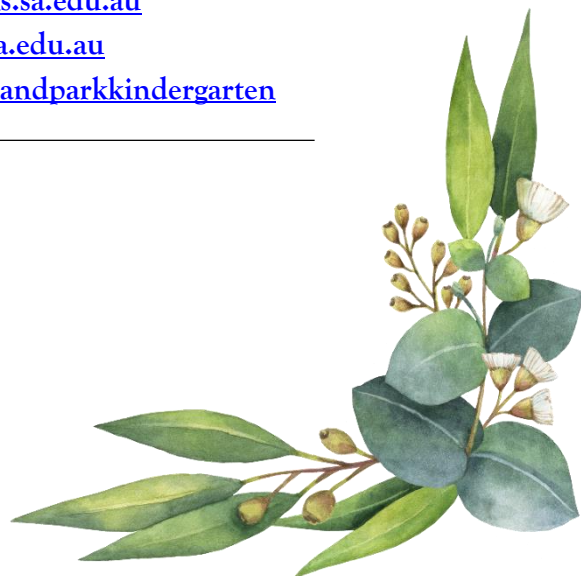
Facebook: [www.facebook.com/enfieldfollandparkkindergarten](https://www.facebook.com/enfieldfollandparkkindergarten)

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Government  
of South Australia

Department for Education



## Philosophy

We acknowledge that Enfield Folland Park Kindergarten is on the traditional lands of the Kaurna people. We commit to our ongoing learning of Kaurna culture and will have daily interactions with children to foster a deep understanding, respect and connection with Aboriginal and Torres Strait Islander cultures in an authentic way throughout our curriculum. We aim to look after Kaurna land by being aware of our environmental impact, being sustainable in our practices, and by nurturing native flora and fauna in our surroundings.

We value strong, respectful relationships with children, families/caregivers, staff, and community members and believe this is essential for creating a sense of belonging and high-quality education. We aim to nurture secure and trusting relationships through authentically listening to individuals and communicating honestly. We embrace and celebrate cultural diversity in our community and will encourage a mutual respect of values between families/caregivers, children and staff. We will encourage family/caregiver's involvement in their child's learning; including engagement with our curriculum, and management opportunities.

At Enfield Folland Park Kindergarten we believe that play is a powerful, effective tool for learning, and it enables children to enjoy being a child. By thoughtfully providing a motivating and open-ended play environment, we will encourage children to explore, experiment, set goals, problem solve, take calculated risks, and construct their own meaning. We provide a social learning community through a combination of play based experiences, inquiry projects, and intentional teaching during group times where students become active members with responsibilities and contributions.

Through play opportunities, along with intentional teaching times, our educators will strive to promote valuable lifelong learning dispositions such as autonomy, confidence, curiosity, resilience, persistence, cooperation, and creativity. We acknowledge that each child is unique, capable and a competent powerful learner who has their own temperament, skills, ideas, and cultural beliefs. We aim to foster growth for every child by providing timely support and being responsive to the holistic needs, interests and abilities of each unique individual through an ongoing cycle of planning, assessment and reflection.

### Your educators are:

Director – Natalie Starrs  
Two teachers  
Early Childhood Educator

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

## Services Offered at EFPK

### Sessional Preschool\*

#### Kurraka Group

Monday and Tuesday

8.00am – 3.30pm

#### Kalia Group

Thursday and Friday

8.00am – 3.30pm

*\*Session times & days are subject to change due to government funding. You will be notified of any changes to the above when applicable.*

### Early Entry

Aboriginal children, children with a parent enrolled full-time in the Australian Defence Force, and Children in Care can attend sessional preschool from 3 years of age. Preschool programs are play-based educational programs designed and delivered by qualified teachers using the national curriculum framework.

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, Inclusive Educator, and Behaviour Coach. 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.

### Starting Preschool

There have been recent changes to when children start preschool and school in South Australia. Government Preschools have two major enrolment intakes each year where children are eligible to access their full preschool entitlements (15 hours per week).

Intake 1 for children starting at the beginning of the year (term1), and intake 2 for children starting mid-year (term3).

- Intake 1- Children who turn 4 years of age before 1 May, are eligible to start preschool at the beginning of each year (term 1).
- Intake 2- Children who turn 4 years of age before 1 November are eligible to start preschool mid-year the same year (term 3)

Children who turn 4 years of age on or after 1 November are eligible to start preschool in intake 1 the following year.

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## Parent/Caregiver Financial Contribution

\$400.00 per Semester (2 terms)

Financial contribution notices go out Week 2 of Term 1 and 3 and are due Week 7 of Term 1 and 3, unless otherwise negotiated. Money raised goes towards purchasing equipment and resources for your child to enjoy at Preschool and contribute to the costs of incursions and excursions.

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## Parent Involvement

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

- Participation in 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 the first term of 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. Please see the Director if you are interested in being a member as attaining a ‘Working with Children Check’ through the Department of Human Services is required. Please note this check is free as you are volunteering.

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## Curriculum

Our curriculum is delivered through a combination of play-based experiences, inquiry projects, and intentional teaching during group times. Our team of educators consider all areas of children’s development and base their curriculum plan on what they know about each child as well as their specialist knowledge on quality early childhood education. We continually design, assess and reflect on our teaching and learning program using Literacy and Numeracy Indicators and The Early Year’s Learning Framework v2 (EYLF). The EYLF 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

“Children’s learning in preschool builds on their early learning experiences at home, in their culture and community, and in early childhood services. Learning in preschool includes social, emotional and physical learning and development, alongside and in conjunction with language and cognitive learning and development. This holistic approach ensures a focus on the whole child whilst also setting the foundations for success in literacy and numeracy.”

*Department for Education 2022, Preschool Position Statement, p. 4.*

**Inquiry Projects:** Throughout the day, educators observe and record children’s interests, curiosities/questions, and theories about their world.

### Preparation for an Inquiry Project:

- Once patterns arise around a topic, educators have discussions with children and brainstorm some learning possibilities.
- Educators may scaffold children’s learning with resources (e.g pictures, books, songs and toys), setting up provocations (e.g play areas for children to explore, investigate and experiment), and/or researching and arranging incursions/excursions.

### Process and Documentation of Inquiry Learning:

- We have discussions, research, extend learning with excursions and visits from experts or people in our community, and reflect on our learning.
- Our inquiry learning is recorded through photos, writing children’s oral communication, children’s artwork and symbolic representations, and learning stories/pedagogical documentation.
- Inquiry Projects may be very short or may continue for several weeks or terms.

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## Assessment & Reporting of Learning

Through a cycle of planning (observation, assessment, planning, implementation, and evaluation) educators continually develop whole group and individual learning goals for children so that every child has opportunities to reach their highest potential. Through careful observations and analysis of children's learning through play, engagement with inquiry projects and intentional teaching experiences, educators assess and report on many areas of children's development throughout the year. These areas include wellbeing, physical, social and emotional, numeracy, literacy and cognitive development.

Parents/caregivers are given weekly updates on what all the children have been learning through an Emergent Curriculum Plan with photographs of children's learning and play. Educators also document children's learning through individual or group learning stories and inquiry documentation. Children's individual portfolios and inquiry documentation are available for parents to view and add comments to. During the year, educators also communicate to parents/caregivers about their child's development through informal conversations, formal parent/teacher chats, and a Statement of Learning at the end of their child's kindergarten year.

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## Health Care and Medication

If your child needs toileting support or has a medical condition, allergy, sunscreen sensitivity, or requires mosquito repellent, or eczema cream, please contact the Director to complete the steps so that staff can support your child appropriately. This may include providing a specific care plan from your doctor (GP), collaborating with the Director to complete the required documentation, and providing your child's labelled creams/medication etc. For more information please see the DE website: [Health and complex needs support and management \(education.sa.gov.au\)](https://www.education.sa.gov.au/health-and-complex-needs-support-and-management) (or scan QR code pg.6).

Parents/guardians are responsible for providing an up-to-date copy of their child's approved Immunisation History Statement (e.g., when their child turns four), and contacting the Director of the kindergarten immediately if there are any changes to their child's health care needs and/or medication.

Please note, under no circumstances can any medication remain in a child's bag throughout their time at kindergarten. Creams and medication should be handed over to staff to store in a safe place.

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## Attendance at Preschool

It is important that your child attends preschool regularly to gain the maximum benefit from the educational program and to build strong relationships with educators and other children. If your child will be absent for a session, please let us know by speaking to us or emailing the kindergarten.

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## Sick Children

Sick children are required to stay at home until they recover to stop illnesses spreading to other children and staff members. Parents are required to notify the Kindergarten staff of their child's absence and informing us of contagious/infectious illnesses so that the community can be informed to watch out for symptoms. In the event of your child becoming unwell at kindergarten, we will telephone you to collect your child. If staff are unable to contact you, we will then contact the people listed on your child's emergency contacts list.

The following SA Health websites, provides information about infectious diseases and illnesses (or scan QR code pg.6):<https://www.sahealth.sa.gov.au/wps/wcm/connect/Public+Content/SA+Health+Internet/Healthy+living/Protecting+your+health/preventing+disease+and+infection/Youve+got+what/>

Please see this factsheet for information about exclusion from preschool: [YGW - exclusion to childcare, preschool, school and work \(sahealth.sa.gov.au\)](https://www.sahealth.sa.gov.au/ygw-exclusion-to-childcare-preschool-school-and-work)

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## What to bring to kindergarten

Children will need to bring the following items:

- A healthy packed lunch in a named lunch box (please refer to Healthy Eating Policy)
- A named drink bottle filled with water only
- A separate healthy snack to be kept inside the kindy bag for easy access at morning snack time
- A named broad brimmed hat (No ties or cords please)
- Named change of clothes including underwear, socks, t-shirt, pants/skirt

We ask that children do not bring in toys or other precious items from home, so they don't get damaged or lost amongst our toys.

Please ensure that all belongings are named. If an item is misplaced, please check lost property.

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## Arrival & Pick Up

Please make sure you accompany your child into the kindergarten site each morning and sign them in on the Daily Attendance Sheet. The Daily Attendance Sheet is a legal document and is especially important during emergencies and excursions.

It is important that your child can locate their belongings so that they can follow the routine independently.

Upon arrival support your child to:

- Wash their hands
- Place their water bottle on the drink trolley
- Hang up their bag
- Apply sunscreen if UV is 3 or above



Arrival and pick up times are a good opportunity for you to talk with staff about your child and to pass on any important information. Staff will highlight your child's name on the Daily Attendance Sheet if they need to speak to you. This may be to pass on a first aid incident or share a positive observation of their learning and play.

If a different person from usual will be picking up your child, please write their name and relationship with your child next to their name on the Daily Attendance Sheet (notes column). Please ensure this person brings photo identification when collecting your child. **No child is to be collected by another child (under 18 years of age).**

## Daily Routine

**Times are an indication only and may be subject to change**

7.45 - 8:00am	Staff preparation time and set up of inside and outside areas
8:00am	Doors open, parent's sign in, children arrive and unpack their bags then participate in learning through play activities and experiences inside/outside <i>Families may arrive from 8am. We encourage arrival by 9am for morning group time</i>
9:15am	Group time – Greeting between all children and staff and group learning
9:40am	Sunscreen is applied if UV is 3 or above. Children wash hands for their healthy morning snack and water.
9:50am	Learning through play experiences inside and/or outside
11.45am	Group time –Whole and/or small group learning
12.10pm	Relaxation
12:20pm	Lunch time. Sunscreen is reapplied if UV is 3 or above for that afternoon. Quiet inside experiences
2.00pm	Learning through play experiences outside and/or inside Afternoon snack is offered
2.40pm	Pack up time begins inside and outside. Children help to clean tables, pick up rubbish, tidy all areas, put chairs up etc.
3:05pm	Group time and dismissal. Staff say goodbye to children before they leave the mat
3:30pm	Our finishing time is 3.30pm so please arrange for your child to be picked up <u>by this time</u>

Educators will begin end of day dismissals from 3.05 pm but you may pick up your child earlier if you need to.

After 3.30pm we ask that families leave promptly to allow staff to pack up and attend meetings.

## Communication

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

### Email

To become more environmentally sustainable, we try to communicate as much as possible through email. Please note, emails are sent to the first email listed on your child's emergency contact list in hopes that information will be shared with the appropriate parents and caregivers. If multiple parent/caregivers on a child's emergency contact list would like to receive kindergarten information directly, please email the Director requesting this (please include your child's name and your name in the email).

### Weekly Curriculum Update emails

Weekly emails from the kindergarten will communicate the learning that is evolving within our program. It will also remind families about upcoming events. This information is also displayed on the white board so all families and carers can read and engage with the learning.

### Newsletters

Newsletters are emailed one to two times each term to update parents on what has been happening at kindergarten and what is coming up. Paper copies will be available upon request.

### Children's pocket

Each child has a pocket located near the sign in. Please check your child's pocket every day for updates, notes etc.

### 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.

## Celebrations Guideline

We believe that it is important to teach children that events in their lives are worthy of being celebrated. Some celebrations are of great importance to families, while some are not. Celebrations that are 'commercialised' in our society are not necessarily of importance to everyone. We would like to embed a culture of respect and acceptance of different ways of being and to learn a little bit about what celebrations each family enjoys and how they do this. We ask for families' support with letting staff know if there are any significant cultural celebrations they would like to share with the kindergarten and we encourage children and/or families to share stories, photographs, songs, dances, a book, traditional clothing, or artifacts about this celebration. Educators may also offer experiences around this celebration.

Birthdays may be celebrated with your child at mat time by inviting them to stand in front of the group, having a birthday chat, and singing 'Happy Birthday.' If parents and children want to share a special gift with the rest of the group, we would prefer a non-food related item due to differing dietary requirements and allergies.

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## Policies and Procedures

Please refer to the Enfield Folland Park Kindergarten Policy Booklet for further details and for a complete list of policies required under the National Quality Standards please refer to the following web link: <https://www.education.sa.gov.au/department/policies/departamental-policies> or scan QR code to right.



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## Parent 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. If you do have a concern, please do not hesitate to speak to the Director or the Chairperson of our Governing Council. For further information about making a complaint see DE website below: <https://www.education.sa.gov.au/department/feedback-and-complaints/make-complaint-about-school-or-preschool> or scan QR code to right.



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## Health Care and Medication

For more information please see the DE website: [Health and complex needs support and management \(education.sa.gov.au\)](https://www.education.sa.gov.au/department/health-and-complex-needs-support-and-management) or scan QR code to right.



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Please see this fact sheet for information about exclusion periods from preschool: [YGW - exclusion to childcare, preschool, school and work \(sahealth.sa.gov.au\)](https://www.sahealth.sa.gov.au/fact-sheet/ygw-exclusion-to-childcare-preschool-school-and-work) or scan QR code to right.

