



## KINDERGARTEN PROGRAM



Information for new Parents

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## WELCOME

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Welcome to Woodcroft Heights Children’s Centre. Within our centre, we offer a range of education, care, family, community and health programs and services to support the needs of families and young children.

Our kindergarten program is one of the services our centre offers to families of children, the year prior to school. The information provided in this booklet will help you to understand a little bit more about our philosophy, the policies and procedures we are guided by, the routines and structures within our kindy program and how we plan for and assess learning for your child as an individual and a member of a group.

## OUR KINDERGARTEN STAFF TEAM FOR 2024

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<b>DIRECTOR (Nominated Supervisor):</b>	<b>Monique Hocking</b>
<b>TEACHERS:</b>	<b>Adele Watson</b>
	<b>Adriana Juanta</b>
	<b>Amanda Fiedler</b>
	<b>Pei Huang</b>
<b>ECWs:</b>	<b>Bev Kenton</b>
	<b>Cathryn Gray</b>
	<b>Jasmyn Sadler</b>
	<b>Karen Menzies</b>
	<b>Leanne Dunsmore</b>
	<b>Marnie Phillips</b>
<b>PRESCHOOL SUPPORT:</b>	<b>Karen Menzies</b>
<b>OCCASIONAL CARE:</b>	<b>Mel Bird</b>
	<b>Jasmyn Sadler</b>
<b>ADMINISTRATION OFFICER:</b>	<b>Amanda Conway</b>

## NATIONAL QUALITY STANDARDS: REQUIRED INFORMATION

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### PRESCRIBED INFORMATION

Under the Education and Care Services National Regulation 173 is displayed at the entrance to the service in a prominent position. We have this information displayed in our entrance foyer.

Please take some time to read the information on and around the wall unit which includes:

- the name of our approved provider (Department for Education), our approval number, our name as listed on the [Australian Children’s Education & Care Quality Authority \(ACECQA\) National Registers](#)
- the name of our nominated supervisor
- the current rating levels for each quality area stated in the National Quality Standard and the overall rating of the service (Certificate of Ratings or Provisional Certificate)
- the hours and days of operation of the service
- the name and telephone number of the nominated supervisor or site leader at the service to address complaints to
- the name of the responsible person in charge at any given time
- the name of the educational leader at the service
- the contact details of the Regulatory Authority
- whether there is a child who has been diagnosed as ‘at risk of anaphylaxis’ enrolled at our centre
- whether an occurrence of an infectious disease has been identified at the centre

## VISION, PURPOSE AND PHILOSOPHY

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### OUR VISION

We are a welcoming, innovative, and inclusive service where young children, families and community members wonder, explore, create, and develop knowledge and skills so that children reach their full potential in learning, health, and wellbeing.

### OUR PURPOSE

Our purpose is to support positive lifelong learning and wellbeing outcomes for children through, leading and delivering accessible high quality integrated health, education and family services which are derived from community needs, are built upon genuine family and community partnerships, and are delivered in a welcoming, happy, and safe environment which has children at the centre of all policies, practices and processes.

### OUR PHILOSOPHY (currently under review and being rewritten)

#### In relation to children, we believe that:

- Each child is unique and brings with them knowledge and life experiences as an active citizen in different family and community contexts.
- Each child is a competent learner with personal strengths.
- All children have a right to equity of access to services and an environment free of discrimination.

#### In relation to children's learning and wellbeing, we believe that:

- Children have a right to play as a process and context for learning.
- Children's learning is holistic and is best supported in a constructivist learning environment which builds on the knowledge and experiences of children and allows time for extended exploration and problem solving.
- Children's emotional development and learning dispositions, such as curiosity, resilience and optimism are important attributes for achieving optimal lifelong outcomes.
- Children have a right to safe, healthy environments which encourage engagement in learning, provide challenge, promote self-worth and initiative and show respect for the contributions they bring.
- Children have a right to be happy and have fun.
- A continuous cycle of planning, implementation, reflection, and review must inform program development.

#### In relation to families, we believe that:

- Families are a child's first and most influential educator.
- Each family is unique, and that differing family customs, structures, beliefs, and cultures are worthy of understanding and respect.
- Positive relationships with families which promote open communication and mutual trust support children's learning and wellbeing.
- Building learning communities which recognise and utilise the strengths and competencies of families promotes genuine partnerships and positive learning and wellbeing outcomes for individual and the community as a whole.

#### In relation to community, we believe that:

- We have a responsibility to develop knowledge of the context of our local community as this is critical to the development of responsive programs and services.
- Building positive partnerships and connections between professionals, community members, families and children supports the delivery of integrated service delivery to benefit children and families.
- A 'no wrong door' approach to our service delivery supports children's right to access to services.
- Continuously seeking to build and enhance the capacity of the whole community is important to maximising learning and wellbeing outcomes for children.

#### In relation to colleagues, we believe that:

- All staff have a responsibility to build collaborative relationships through fostering open communication, a culture of respect, support, and professionalism.

- Continual reflection, sharing of knowledge, experience, and resources to build capacity of all service providers are critical to maximising opportunities for children.
- Taking time to celebrate, have fun and recognise achievements builds strong healthy teams to optimise service delivery.

**In relation to professionalism, we believe that:**

- All members of the community have a right to experience a welcoming environment in which staff interact with all in a positive ethical manner, present with a professional personal appearance, respect confidentiality, and demonstrate reliability.
- Organisational and our centre goals and policies should drive and be evident in our day-to-day practice.
- Grievances should be accepted and acted upon.
- Advocacy for high quality universally available early childhood programs and child friendly environments is a part of the role of our professional staff team.

**In relation to Professional Learning and Development, we believe that:**

- Building new knowledge and capacity amongst our whole community is at the heart of strengthening our service delivery and developing innovative practices to improve outcomes for children.
- Our staff team must demonstrate a commitment to expanding their knowledge and skills, participating in research, embracing, and acting upon new learning and contributing to the expansion of knowledge amongst the broader early childhood community.
- All research and professional development must be undertaken in an ethical manner.

## **POLICIES AND PROCEDURES**

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The [National Quality Standard \(NQS\)](#) sets a national benchmark for the quality of education and care services in Australia.

NQS is a key aspect of the NQF, bringing together 7 quality areas important to outcomes for children:

- [educational program and practice](#)
- [children's health and safety](#)
- [physical environment](#)
- [staffing arrangements](#)
- [relationships with children](#)
- [collaborative partnerships with families and communities](#)
- [leadership and service management](#).

The [National Quality Standard \(NQS\)](#) sets a national benchmark for the quality of education and care services in Australia. The NQS includes seven quality areas that are important outcomes for children.

Approved providers must ensure their education and care services have policies and procedures covering a range of areas set out in regulations 168 and 169 of the National Regulations.

At Woodcroft Heights Children’s Centre, the Department for Education (DfE) is our Approved Provider and therefore provide many of the policies and procedures set out in the National and State Regulations. These can be found on the DfE website or by clicking on the links below.

### **Health and safety policies and procedures – National Quality Area 2**

- [Nutrition, food and beverages, dietary requirements](#)
- [Water safety](#)
- [Administration of first aid](#)
- [Incident, injury, trauma and illness](#)
- [Dealing with infectious diseases](#)

- [Dealing with medical conditions](#)
- [Emergency and evacuation](#)
- [Delivery and collection of children](#)
- [Excursions](#)
- [Child protection](#)
- [Safe sleep for infants and young children](#)

#### Staffing arrangements – National Quality Area 4

- [Code of conduct](#)
- [Determining the responsible person present](#)
- [Volunteers](#)

#### Relationships with children – National Quality Area 5

- [Interactions with children](#) (behaviour support).

#### Service management – National Quality Area 7

- [Enrolment](#)
- [Orientation](#)
- [Acceptance and refusal of authorisations](#)
- [Payment of fees](#)
- [Prescribed information to meet NQF requirements](#)

Please note that we are also required to have the following local policies which are available for you to read in full, in our Policies and Procedures folder located at the front office desk. We are currently looking at providing you with access to these policies through a QR code in our foyer and in our newsletters.

#### Our required Local Policies are:

- Food, Drink and Nutrition Policy
- Inclement Weather and Sun Protection Policy
- Site behaviour, interactions and guidance code
- Water Safety Policy

## LEARNING PROGRAM, ASSESSMENT AND REPORTING

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#### Curriculum planning:

Our curriculum learning planning process covers a fortnight of kindy. The foundation of the fortnightly plan is written in consultation with all of the educators at kindy, on Wednesday afternoons during the odd weeks of term.

Our plan is based on but no limited to:

- The principles, practices and the five learning outcomes of the Early Years Learning Framework
- The Indicators for Preschool Numeracy and Literacy
- Providing a challenging and engaging learning environment that provides opportunities for children to demonstrate their ideas, thinking and learning through play
- Analysis and deep critical reflection of observations, dispositions for learning educators have made for the previous fortnight
- children's current strengths, thinking, identity, culture and knowledge
- Designing learning for individual children and groups of children
- Children and family voice
- explicit curriculum that needs to be taught (for example, Child Protection Curriculum)

You will find a copy of our current and past 'Learning Plans' in our Floorbook. You will also find photographs of children engaging in our learning plan, in this book.

## **Working in collaboration to write your child's learning goals:**

During your child's first term of kindergarten, you will have the opportunity to attend a Learning Conversation to share how your child is settling in and start thinking about setting an individual learning goal for your child's kindy year.

## **Assessment:**

At Woodcroft Heights Children's Centre, we have developed processes to assess children not only as individuals, but also as group members. We use a range of assessment practices to document the different directions children take their learning. We use these to track and monitor, assess and evaluate each child's progress against the Learning Outcomes of the EYLF.

The multiple methods of documentation used as a part of our assessment process are designed to also include involvement of children and their family. It is important to know that we value each child's learning journey as unique, meaning that each child's assessment process will be unique to them as a learner. We work hard to make sure our processes are inclusive of all children and their learning preferences and styles as we believe all children are competent and capable.

You will have opportunities throughout your child's kindy year to be involved in the assessment processes of your child. Mostly this will be through our Floorbook where educators and children document the learning alongside each other. We also sharing Pedagogical Documentation with families each term. This includes us sharing your child's learning with you through photos and a narrative assessment piece and then asking for you to help us to connect this learning to home and then plan forward from that point.

Lastly, as we see children's learning as holistic, we often see learning crossing multiple learning outcomes. This means that you won't receive a piece of pedagogical documentation against each learning outcome.

## **Reporting:**

Around week 8 in your child's last term of kindy, a Statement of Learning will be shared with you. This is a summary of your child's learning against the 5 Early Years Learning Framework outcomes and a summary of your child's numeracy and literacy development using the indicators of preschool numeracy and literacy. You will receive the original, one copy will be kept at the centre, and another will be sent to the school your child will be transitioning on to.

## **TALKING WITH YOUR CHILD ABOUT THEIR DAY AT KINDY**

It is natural for all parents and caregivers to be interested in what happens during kindy sessions. It is also natural for you to want to feel confident that your child/ren have been happy and busy at preschool and have made some friendships over the year.

All families will experience differing levels of enthusiasm from their child/ren when questioned about their day. Some of you will be lucky enough to get lots of clear and precise information, some of you will get 'nothing', some of you will know the names of every child in the group while others will get to the last day of kindy before they mention the name of their best friend. Children, like adults, have very differing personalities and perspectives. Keeping this in mind is really important if you want to prise information out of them at the end of the day.

For the parents and caregivers of those children who don't share information, here are a few tips on the types of ways to engage your child:

- Use some specifics that draw your child's memory to their day ie "I see you have sand in your shoes. What did you build in the sandpit today. Who was there with you?"
- "The teachers at kindy said you made a car with the loose parts today. How did you come up with that idea? What did you use to make the seats?"
- "Did you play with ..... today? Where did you play? What game did you play?"
- Our biggest tip is to connect with an educator and find out something or someone your child played with. This way you can use some open-ended questions to prise some information.

If you end up exhausting every avenue, please make contact with one of our educators and we will work out a plan of action together.

# ROUTINES AND HOUSEKEEPING INFORMATION

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## ARRIVAL AND DEPARTURE ROUTINES

- **Signing in and out on our attendance sheet:** It is essential that you or the adult dropping off or picking up your child writes the time and initials on our daily attendance sheet. Please note that this is a safety protocol and a NQS requirement, so we have an accurate roll sheet in case of an emergency. You will find the daily attendance sheet on the blue/grey dresser in the foyer area. If you are unsure where to find it, please ask the staff member at the front desk who can help you find it and support you to complete your signing in or out.
- **When someone else is collecting your child:** It is really important that you keep your emergency contacts on your child's enrolment forms current. Adults listed on this form have been granted permission to collect your child from kindergarten. *We ask that you put in writing, via email, if you will have a regular person doing a drop off or pick up so we can make sure we introduce ourselves and show them our routines.*
- **Transition routine for children:** We have established some drop off and pick up time routines to support children with the transition into our learning environment. These become a familiar routine and are designed to support children to feel a sense of belonging to our learning community. We believe if children are able to have some independence (agency) in the routine and it is familiar and predictable, children will be less anxious about a transitioning into their day. We have also established an end of day routine to support the transition from our environment into the next part of their day for the same reason. Currently the drop off routine involves children finding their name stone and placing it into the basket of the educator they have group time with, then finding their locker name tag, choosing their locker, and placing their lunch box into the trolley of their choice. Currently at pick up time, children are assigned a teacher and mat area for their end of day group time. This is consistent for the term so both the children and collecting adults know where the children are at the end of the day. At this time, children sign out by putting their name stone into a basket to say the kindy day has ended. A child is chosen to open the kindy door (every child has a turn on a roster basis over the term) and asks for adults to come and join us. We individually say goodbye to each child and ask that children don't leave the mat until we have said goodbye (safety measure to make sure we have sent each child with their correct adult).
- **Are you using Happy Haven OSHC or Kidz@Woodcroft Child Care to do drop off or pick up?** Both Happy Haven Out of School Hours Care at Woodcroft Primary School and Kidz@Woodcroft Child Care Centre offer a drop off and pick up service to allow children the opportunity to access our kindergarten program when their families work outside of school hours. This is not organised through our centre, but directly through these two services. We are not affiliated with either service and the use of these services needs to be organised directly with them.



**HAPPY  
HAVEN**  
OSHC

**Phone: 8155 5444**

**Email: [contactus@happyhaven.sa.edu.au](mailto:contactus@happyhaven.sa.edu.au)**



**Phone: 8387 4533**

**Email: [kidzatwoodcroft@gmail.com](mailto:kidzatwoodcroft@gmail.com)**

**\*\* If your child is going to be dropped off or picked up by one of these services, you will need to ensure they are listed on your enrolment form as having authority to collect your child. This will need to be done prior to the first day that your service is to commence\*\***

- **Children experiencing difficulty at drop off time:** While we have put in place some morning routines to help children transition into their kindy day, we understand that some children will find adapting to a new environment challenging and will need some extra supports in place. In these situations, we rely heavily on you (who knows your child best) to work with us on developing some extra routines and strategies to make the beginning of the day as smooth as possible for your child and you. We will work with you to recreate processes that have worked in other care environments for your child or create new ones.



***Some of the strategies we might work on are:***

- Creating a social story that is used between home and kindy. It is an individualised photo story of the routine of their day.
- Using a visual schedule so your child can predict where they are up to in their day and take on some agency as to how they plan out the choices they will make in their day.
- Creating a support network at drop off time. Initially choosing one trusted adult and gradually increasing this network until your child is able to choose who to be dropped off with each day.
- Using a sand timer to give a clear visual as to how long they have before you leave.
- If you feel your child needs to start with shorter days, we will work with you to help you gradually extend their days over time.
- We are also happy for parents to stay for longer periods of time if you feel this would be the best strategy.

**KINDERGARTEN SESSION GROUPS AND SESSION TIMES**

All children are entitled to access up to 15 hours of kindergarten per week/30 hours per fortnight, one year prior to commencing school. We are a full-time kindergarten that offers families the choice of joining one of the two session groups:

**GROUP 1 (GREEN GROUP):**

Monday	8.30am – 3.15pm
Tuesday	8.30am – 3.15pm
Wednesday	8.30am – 11.30am (even weeks of term)

**GROUP 2 (GOLD GROUP):**

Wednesday	8.30am – 11.30am (even weeks of term)
Thursday	8.30am – 3.15pm
Friday	8.30am – 3.15pm

**CURRENT DAILY TIMETABLE**

***Monday, Tuesday, Thursday, Friday***

8.30	Inside/Outside Play
9.00	Group Time
	Inside/Outside Play
10.30	Sunscreen and Snack Time
	Inside/Outside Play
12.30	Sunscreen and Lunch
	Inside/Outside Play
2.00	Snack Time
2.30	Two Thirty Shoe Thirty
	Pack Up Time
	Group Time
3.15	Farewell

***Wednesday***

8.30	Inside/Outside Play
9.15	Group Time
	Woodcroft Library Primary School Library Visit
10.30	Sunscreen and Snack Time
	Inside/Outside Play
11.00	Pack Up Time
	Group Time
11:30	Farewell

## **FEES (2024)**

Fees are billed over three terms (so we are not chasing any unpaid fees in your child's last term of kindy). You are able to pay in full during your child's first term of kindy or you can pay each term for three terms. Please note that your fees cannot be subsidised through CCS (Child Care Subsidy) as we are not a childcare provider.

Fees are charged as

- Kindergarten (15 hrs p/w) \$140.00 x 4 terms (billed across 3 terms =

Fees can be paid by cash or direct credit into the centre bank account.

### ***Bank Transfer Details:***

Account Name: Woodcroft Heights Children's Centre

BSB: 105 144

Account Number: 029 849 440

Reference: Your child's name

The 'Fees Box' is located on the wall toward at the southern end of the preschool space adjacent to the storeroom. Kindergarten fees, direct credit advice or other money (eg raffle money) can be placed in this box. Money should be sealed in an envelope (envelopes are available in the box on the sign in and out dresser in the foyer). Please ensure that all money placed in the Fees Box is **clearly labelled** giving your child's name, the amount enclosed, what the money is for, and the date.

## **PARENT NOTE POCKETS**

Each child who attends Kindergarten has a 'note pocket' located in the foyer near the front desk and sign in and out desk. These pockets are information or communication pockets. Staff and our Governing Council will use these to pass on important information such as notes and fundraising events. Please check your pocket everyday so you don't miss out on any information.

We also use a whiteboard for weekly/daily notices. This is located next to the kindy and foyer door so you can see it when you arrive and depart kindy. Please have a read every day.

## **COLLECTING YOUR CHILD'S ARTWORK**

Please make sure you collect your child's artwork and making at the end of each kindy session. If your child's artwork is still wet, we will keep it on the drying rack overnight and then put it into the art basket near the attendance sheet for you to collect the next day.

## **PARENTING PROGRAMS, PAMPHLETS AND WHAT'S ON IN OUR LOCAL COMMUNITY**

Please take some time to read our centre's community programs on our termly timetable which is located on our front and side doors. We offer a range of programs that are available to children prior to preschool and also a range of parent workshops. We tend to provide information on a termly basis, based on community need and interest. If you have a topic you would like us to provide information on, then please let us know so we can be providing information that is useful. We also encourage you to let us know if you have attended or attend a great community group. We can access flyers and make them available to other local families.

If you can't find what you are looking for, please ask at the front office as we have such a large range of flyers and pamphlets. We can't put them all out there at once, but we might have something useful in the cupboard. If not, then we will endeavour to find what you are looking for.

## **LIBRARY VISITS**

As part of our kindergarten program, children visit the Woodcroft Primary School Resource centre on Wednesday's. Children are able to borrow books during these visits. Books can be borrowed for 2 weeks at a time. Children who wish to borrow books need have a library bag (separate from their regular kindergarten bag).

While we know that not all children are attending on Wednesday, unfortunately this is the day the Woodcroft Primary School library staff are available to have us visit. Our kindergarten is not a part of the school, so we are very lucky they make our visits a priority. We are also thankful they give up their non instructional teaching time to offer us a session that is tailored to our kindy aged children.

### **DRESSING FOR KINDY**

We encourage children to be dressed in layers all year round. This way children can undress as they get warm being physically active in the outdoor environment and then layer back up if they become cool transitioning into the indoor, less active play environment.

We provide the opportunity for families to purchase a kindy uniform. Please note that this is not a requirement. We offer t-shirts and jackets for a reasonable price. Some families choose to purchase a uniform to get their child/ren ready for school, while others like the idea of having a set of clothes just for kindy, because then it doesn't matter how dirty they get, and children aren't ruining their home clothes. Please ensure that all belongings including bags, hats, lunch boxes, drink bottles and shoes are **clearly named!**

**Hats:** We ask that you pack a sun safe hat (bucket, broadbrimmed or legionnaires) every day. Children are required to wear a hat when the UV is 3 or above. Just to be safe, even though winter, please always make sure your child has a hat in their kindy bag.

**Footwear:** As children spend their day sharing their learning between both the indoor and outdoor environment, we encourage children to wear sneakers/runners all year round for running, climbing, ball games and engaging with our large loose parts. Well-fitting shoes, with strong grip on the bottom enable children to safely navigate our outdoor area.

Please note that children are able to take off their shoes and socks off during the day. Children are encouraged to independently take their shoes off and place them on a designated shoe rack, with their socks inside their shoes. The shoe racks help children remember where to find their shoes and socks when they need to put them back.

### **SUN PROTECTION**

At Woodcroft Heights Children's Centre, we align our sun protection policy with the Cancer Council SA. It is their recommendation that people protect their skin at times when UV radiation level is 3 and above.

We ask you to apply 50+ sunscreen on arrival to kindy.

We will then support children to reapply sunscreen every 2 hours throughout the kindy day in term 1, 3 and 4 or when the UV is above 3 in term 2.

The sunscreen we use is the Cancer Council SA 'Kids Sunscreen SPF50+' – a gentle fragrance-free product.

### **MORNING TEA AND LUNCH**

- Monday, Tuesday, Thursday and Friday: On your child's long days, you will need to pack Morning tea and lunch, in separate containers.
- Wednesday: You will only need to pack a container of morning tea.

**Morning Tea:** Please pack morning tea separately from lunch. We ask that morning tea is a fresh fruit and or vegetable snack. Morning tea is to be kept in your child's bag. If it is a hot day, we ask that you pack an ice pack with your child's morning tea.

**Lunch:** Your child's lunch needs to be packed separate from morning tea as your child's lunch box will go into the lunch time trolleys, which will be wheeled into the kitchen once everyone has arrived in the morning.

**Drink bottle:** Water only please. Please empty and clean each night and refill to the top with water, so your child a full clean drink bottle of water every day at kindy. We refill drink bottles with our Puratap when required.

## WHAT DO I NEED TO PACK FOR KINDY?

1. Morning tea
2. Lunch
3. Drink bottle full of fresh water
4. Sunsafe hat
5. At least one pair of spare clothes
6. Plastic bag (to put changes of clothes in)
7. Spare pair of shoes (especially if your child likes water and or mud play)

## GENERAL ENROLMENT INFORMATION

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### WHEN TO ENROL

Government preschools have two major enrolment intakes each year, where children are eligible to access 4 terms of their full preschool entitlement (15 hours per week).

Aboriginal children and children who have been or are in care, are eligible to attend preschool after their 3rd birthday. In these circumstances, a child may be enrolled at any time after their 3rd birthday and attend a preschool program for an average of 12 hours per week.

Child	Age of child	Eligibility
Aboriginal children and children who are or have been in care	From date of 3rd birthday	Eligible to start 12 hours per week at any time, not limited to major enrolment intakes.
All children	Turn 4 years of age before 1 May of that year	Eligible to start 15 hours per week from term 1 of the same year (intake 1)
All children	Turn 4 years of age between 1 May and 31 October of that year	Eligible to start 15 hours per week from term 3 of the same year (intake 2).
All children	Turn 4 years of age after 31 October of that year	Eligible to start 15 hours per week from term 1 of the following year (intake 1)

### VOLUNTEERING AT KINDY

Parents and caregivers bring a wide variety of knowledge, life experiences, information and skills to our kindy community and we are always eager to work in collaboration with our community to bring new opportunities for learning with our children. There are many ways we can work together and how we do this is usually developed on an individual basis. Some parents like to come at do cooking, gardening, arts and crafts, helping on excursions, special events etc. If this is you, we would love to talk with you. There are many ways to be involved in our program and we would be keen to work out a plan that works for all of us.

\*Please note that if you would like to volunteer on a regular basis, the Department for Education has a 'Volunteer procedure for schools, preschools and care settings' that we will need to follow together. This procedure has requirements that we will need to fulfil together, and also some requirements you will need to complete independently. Please access the following link for more information:

<https://www.education.sa.gov.au/working-us/volunteers/volunteering-schools-preschools-kindergartens-and-childrens-centres>

## **GOVERNING COUNCIL**

Another opportunity to volunteer and become involved in our kindy (and community) program is through joining our Governing Council. The Governing Council is the body that governs our preschool. Governing council members work with the Director to help set and monitor the direction of our centre. The Governing Council meets twice per term at a time that is mutually agreed upon by the members.

If you would like more information, please see the page in our Kindy Information Booklet, which will be provided to you at our Parent Information Sessions. If you are unable to attend a Parent Information Session, but would like more information, please send an email to [dl.3625.leaders@schools.sa.edu.au](mailto:dl.3625.leaders@schools.sa.edu.au)

## **HEALTH CONDITIONS AND HEALTH CARE PLANS**

If your child has a health condition such as Anaphylaxis, Asthma, Epilepsy, Diabetes, Eczema or severe allergies, we will need you to work with us and your child's GP to develop a Health Care Plan. If your child requires a Health Care Plan, please let us know on your child's enrolment forms, in person or via email so we can begin the Health Care Plan process straight away.

Please note that children who require us to have a medicine available for their health concern (all of those listed above) will not be able to attend kindergarten until the Health Care Plan is completed.

## **WHAT TO DO IF YOUR CHILD IS ABSENT**

Please remember to keep your child home if they are sick. Like us, children need some time to rest and recover from illness.

If your child's absence is planned (for example a Dr or specialist appointment/family holiday etc) please write it in our daily diary which is located next to the daily attendance sheets.

If you need to let us know on the day, please send us a text message to the kindy mobile phone number: 0408 100 615

## **SA SCHOOL DENTAL SERVICE**

At the SA School Dental Service, dental care is FREE for all babies, children not yet at school, and most children to age 17. The School Dental Service is a Child Dental Benefits Schedule provider.

Your local clinic is Noarlunga GP Plus Dental Clinic (2 Alexander Kelly Drive, Noarlunga Centre, SA 5168).

## **PHOTOGRAPHS**

Parents are asked to refrain from taking any photographs or video footage of children (other than your own children) within the centre. This is to ensure that we respect the rights of all families, and to ensure that the safety of children is not compromised through the distribution of photographs to the broader community through social media and general sharing.

Professional kindy photographs are taken in term 2 every year. These will be available for purchase through the photographic company who takes them.

## **OTHER PROGRAMS WE OFFER AT WOODCROFT HEIGHTS CHILDREN'S CENTRE**

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### **OCCASIONAL CARE**

At Woodcroft Heights Children's Centre, we are lucky enough to have an Occasional Care Program. Occasional Care provides 'short term/occasional' childcare to enable parents and caregivers to participate in activities, fulfil work commitments, keep appointments, or have a break from their child/ren on an *occasional* basis rather than as a regular booking in a long day care centre. Occasional Care sessions operate alongside of regular preschool sessions. Occasional Care is provided on a *sessional* basis and can be booked for a maximum of one term in advance. All fees MUST be paid on entry to each session. There are two fee structures. \$1.50 for the first child for families who have a current Health Care Concession Card and \$5.00 for families not eligible for concession. Second and subsequent children attending in the same week are charged at half the cost for the first child.

**Sessions being offered in 2024:**

	<b>Over 2</b>	<b>Under 2</b>
<b>Tuesday</b>	<b>AM:</b> 8.45am to 11.45am	<b>AM:</b> 8.45am to 11.45am
	<b>PM:</b> 12.10pm to 3.10pm	
<b>Wednesday</b>	<b>AM:</b> 8.45am to 11.45am	
<b>Thursday</b>	<b>AM:</b> 8.45am to 11.45am	
	<b>PM:</b> 12.10pm to 3.10pm	

**FAMILY PLAYGROUP**

<b>Wednesday</b>	<b>AM:</b> 9.30am to 10.30am  Babies aged up to 12 months	Led by our Occupational Therapist Come and play, connect with others, and learn about helping your child's development.
<b>Thursday</b>	<b>AM:</b> 9.30am to 11.00am  Children aged 0 to 5 years	Led by Learning Together Our Playgroup offers a chance for families to meet in a relaxed environment. There is a variety of activities to join in with.
	<b>PM:</b> 12.30 pm to 2.00pm  Babies aged up to 12 months	Led by Learning Together Come and play, connect with others, and learn about helping your child's development.

**CaFHS (Child and Family Health Services)**

CaFHS staff provide regular clinics at our centre to enable families to access breast feeding support and developmental health checks for their children.

Currently we have a CaFHS nurse working in our community space Monday, Tuesday, Thursday and Friday.

For more information or to book an appointment please ring 1300 733 606 between 9.00am – 4.30pm Monday – Friday.

## QUESTIONS AND CONCERNS

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### **ALL FEEDBACK GUIDES OUR IMPROVEMENT JOURNEY:**

At Woodcroft Heights Children's Centre, we have a strong focus on improvement. We encourage families to share their experiences at our centre with us. While it is lovely to have positive feedback, we understand that not all experiences will always be positive. We would like to assure you that we are here to collaborative work through your ideas, answer your questions and help find a resolution to your problems together.

If you have a problem, we ask that you firstly address this with the person in question. Sometimes this is a simple resolution that is managed quickly. However, not all concerns have a quick or simple fix. If you feel your complaint isn't resolved, you may need to further seek support and assistance outside of the centre.

If this is a situation that occurs for you, please read the Complaints Procedure Flowchart that is in our Kindy Information Booklet, so you know where you are able to seek further assistance.

## THANK YOU

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We would like to thank you for choosing Woodcroft Heights Children's Centre for your child's kindy year. We would also like to thank you for spending the time to read through all of this information. We understand that it is a lot to absorb, so we encourage you to keep this booklet filed on your computer or print it out for later reference so if a question arises, you can easily come back to check if we have covered it here.

We hope you have a wonderful kindy year, full of fun, new friends, exciting learning and a strong foundation for your child's transition into the school learning environment.