



ATTENDANCE



Research shows that success in learning is directly proportional to regular attendance and participation in Education and Care programs. Irregular attendance is an early indicator of the potential for **disengagement** from the education program. Poor attendance can limit

children's achievement of skills and experiences and may lead to underachievement which leads to further disengagement with nonattendance in later school years and consequently lack of success in adult life.

Dr Susan Krieg – (Senior Lecturer at Flinders University) stated in a recent research article **“School engagement predicts success later in life”** It is important to recognise that the patterns of engagement begin very early, much earlier than formal school.

The Department for Education and Child Development (DECD) Enrolment policy states that children are entitled to 15 hours preschool / week for one year prior to commencing school.

This year our Long Day Care Program will be implementing a policy where we will be offering a minimum of 2 days/ week and a maximum of 3 days/ week.

Please ensure your child's regular attendance!

Please phone us and let us know if your child is not attending for the day. Phone: 82512700

Please note: It is a National Quality Standard (NQS) regulatory requirement that children are signed in and signed out when both arriving and departing each day.

Please ensure that all children are accompanied by an adult before opening the gates- if a child is observed to be on their own please accompany them back to a staff member!!

The Children's Centre is open from **7am** for children booked into morning Child Care. Upon arrival, children will access a range of learning experiences.

The DECD Preschool session times are:

8.30 - 11.30 (morning session) and

12.15–3.15 (afternoon session)

Preschool children (not booked into childcare) may hang up their bags and access the outdoor learning experiences while waiting with their parents, until the doors are officially opened at **8.30 / 12.15pm**.

Upon arrival children may choose a range of learning experiences, which have been strategically placed indoors and outdoors.

For children new to our Centre, or who have not attended for some time, we ask parents/ caregivers to please remind their child where the toilets and hand washing facilities are located and where and how to get a drink of water.

At apx. **9.00am** the bells are rung and all preschool children (including older children booked into childcare) gather together on the large red carpet area in the “Star Room”, before dividing into smaller groups, for literacy, numeracy, music and movement and other learning experiences. (You will be informed ASAP of the name of the Educator responsible for your child's group).

The staff for Term 1, 2017 include

- Anne Whittleston (Director / Educator)
- Jenny Reid (Assistant Director / Educator)
- Laura Francis (Community Development Coordinator)
- Tamara Hall (Speech Pathologist)
- Daniela Barilla (Occupational Therapist)
- Rebecca Shea (Child Wellbeing Practitioner)
- Janet Hazel (Educator)
- Kate Hallam (Educator)
- Roshni Amroliwala (Educator)
- Rebecca Walker (Educator)
- Carolyn Howson (Educator)
- Coby Romano (Educator)
- Adrienne Hicks (Educator)
- Jasmin Sheehan (Educator)
- Magdaline Saredakis (Educator)
- Lisa Mildrum (Educator)
- Jodie Murray (Educator)
- Andrea Randell (Educator)
- Julie-Anne Duffy (Educator)
- Robbi Meinel (Educator)
- Cathy Mazzarolo (Educator)
- Erin Wilkinson (Educator)
- Amanda Smith (Educator)
- Sally Pippen (Educator)
- Julia Tilley (Educator)
- Iona Angely (Educator)
- Carolyn Potter (Admin Officer)
- Jo Oliver (Cook / Educator)
- Nobuko Nakajima (Cook / Educator)
- Sue Hall (Finance Officer)
- Simon Costello (Groundsperson)

A warm welcome to families who are new to our Centre and welcome back to our existing families.

Building Redevelopment

When the 2015 / 2016 State Budget was announced, our Centre was named in Parliament to be worthy of a significant expansion of our facility!

Anne, Jen and Laura are regularly meeting with Anthony Donato and his team of Architects to plan our redevelopment to ensure that it provides State of the Art facilities for Community Development and Allied Health.

The redevelopment is scheduled for completion and will be fully operational in June/July 2017!

Along with the Department of Planning, Transport & Infrastructure (DPTI) we have ensured that every measure is in place necessary for the ongoing safety for your children, families, visitors and our staff team.

At this stage all families are required to use the Northern entrance when arriving and collecting children for both our Long Day Care and Preschool program.

Decisions regarding additional services to be offered through our Centre will be made by our local leadership team and key partner agencies. These include government agencies, nongovernment and community-based organisations, parents, community members and staff.

We will keep you informed of the program and time lines for our building redevelopment and the additional services that we will be able to offer our community, in the near future!

The younger children gather in the “Rainbow Room” for a Music and Movement, literacy, numeracy or other learning experience designed to meet their developmental needs.

Following on from these experiences, **all children** will be provided with a fruit snack prepared by our very talented Cooks Jo and Nobuko.

The children will then return to the **integrated** play-based learning experiences available indoors and outdoors through the entire centre.



To ensure the safety of all children, we dismiss the children individually, directly to their parents / caregivers. For safety reasons it is imperative that the Educators are aware of who is going to be collecting your child from the Centre. If for some reason you are unable to make it to the Children’s Centre yourself and have arranged for someone else to collect your child please write their name and contact phone number in the Comments section of the sign-in sheets or please ring the Centre and notify the staff of these changes.

This person will be asked to provide proof of their identity (eg driver’s license) – if they are new to the Centre.

Please also note that it is **not** appropriate to send siblings into the building while you wait in the car.

Children will not be released to minors

under 18 years of age

(– unless they are a parent)

Curriculum

The **Early Years Learning Framework (EYLF)** describes the principles, practice and outcomes essential to support and enhance young children’s learning from birth to five years of age, as well as their transition to school. The Framework has a strong emphasis on play-based learning as play is the best vehicle for young children’s learning providing the most appropriate stimulus for brain development. Through play the Framework recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development. At Keithcot Farm Children’s Centre each child has a portfolio which is an interactive way to share our understanding of your child’s learning and development. We record “Learning Stories”, jottings, photos and anecdotes about your child’s experiences in our program in relation to The Early Years Learning Framework that we feel capture important milestones; interests; noticings and achievements. You could share some stories/photos about your child at home and the things you think are

important and add it to your child’s portfolio. That way we can *together* create a lasting record of your child’s learning at home, in the community and in our program.

Please take the portfolio home to read with your family but ensure it returns so we can add more stories!



We will continue to link the ongoing Building redevelopment to the

DECD Numeracy and Literacy Indicators

- ✓ I analyse, read and organise the data in my world- *what are the Building plans telling us?*
- ✓ I measure and compare my world – *how big will the new rooms be? In comparison to what we currently have @ KFCC.*
- ✓ I explore and understand my place and space in the world - *under strict safety supervision we will explore the new rooms as they are under construction*
- ✓ I quantify my world - *how many new rooms? Are they the same size/ shape?*
- ✓ I engage with texts and make meaning - *what are the Architects drawings telling us?*
- ✓ I use language to connect with my world - *can I use increasingly sophisticated language to make connections with what is happening to our building and communicate this to others.*
- ✓ I represent my world symbolically – *children will be encouraged to draw their own plans and have a say in what the completed building will eventually look.*
- ✓ I engage with texts and make meaning - *do the Architects plans give us a clear indication to the end product?*



In 2017 we will continue to implement the **Keeping Safe Child Protection Curriculum** - across our site.

Focus Area One: The Right to be Safe

The children will be encouraged to learn about the various feelings they may notice in different situations. They will be taught about “Warning Signs” – the external signals and internal messages (emotions/feelings) that help children recognise a situation where they may be at risk of harm.

In 2017 we will continue to implement **Program Achieve – You can do it!** The program is based on the social-emotional-motivational attitudes and competencies that research indicates are the foundations young people need to be successful and happy.

The 5 Social-Emotional Capabilities (Foundations) are:

Confidence: knowing you will experience success. Not being afraid to make mistakes, or try something new.

Persistence: trying hard and not giving up when tasks appear too difficult.

Organisation: listening carefully to instructions, taking care of belongings.

Getting Along: sharing; taking turns; being honest, respectful, fair, and caring.

Emotional Resilience: knowing how to stop yourself from getting extremely angry, or worried. Being able to move away from situations that arouse negative feelings and seeking out more positive situations.



Right to Left: Oscar Organisation, Ricky Resilience, Connie Confidence, Gabby Getalong and Pete Persistence.

Throughout the year Educators at KFCC engage in a range of training and development which enables them to more effectively impart knowledge to families on the importance of talking, playing, singing and reading with their child/ren right from birth. *“There is now an impressive body of evidence from a wide range of sources, demonstrating that early childhood development affects health, well-being, and competence across the balance of the life course. Quality interactions during the earliest stages of life play a crucial role in shaping children’s perceptual, cognitive and linguistic ability, their physical, social and emotional development and physical and mental health, activity, skills and behaviour in adult life.”* Moore and Australian Research Alliance for Children and Youth, 2006.

National Quality Framework

At some stage this year we expect to be selected to participate in an Assessment and Rating process against the **National Quality Standard (NQS)**.

The NQS has **7 quality areas:**

1 Educational program and practice

These programs should be stimulating, engaging and enhance children's learning and development.

2 Children's health and safety

Every child's health and wellbeing should be safeguarded and promoted.

3 Physical environment.

This should be safe, suitable and provide a rich and diverse range of experiences which promote children's learning and development.

4 Staffing arrangements

Staffing arrangements should create a safe and routine environment for children and support warm, respectful relationships. Major changes as part of the National Quality Standard will improve staff-to-child ratios and the educational qualifications of the workforce.

5 Relationships with children

These should be responsive, respectful and promote a child's sense of security and belonging so they are confident to explore the environment and engage in learning.

6 Collaborative partnerships with families and communities

Good working relationships with families are fundamental to achieving good outcomes for children. Community partnerships should focus on active communication, consultation and collaboration that all contribute to children's learning and wellbeing.

7 Leadership and service management

Effective leadership and management will sustain positive relationships and environments that aid children's learning and development. Well documented policies and practices should be developed and regularly evaluated in partnership with educators, coordinators, staff and families.

Allied Health in Children's Centres

In 2017 our Centre will continue to participate in the Allied Health in Children's Centres program. This program provides Speech Pathology (SP) and Occupational Therapy (OT) one and a half days / week. SP and OT have been identified as having key roles in providing early intervention services to promote optimal child development outcomes and complement the role of Educators employed across our Children's Centre's.

Tamara Hall (Speech Pathologist) will be working across our Birth to school transition site on Wednesdays and alternate Thursdays and **Daniela Barilla** (Occupational Therapist) will be working on Wednesdays and alternate Tuesdays.

Tamara and Daniela will continue to share their specialised knowledge with our Educators in identifying children at risk of developmental delay and support families in promoting children's optimal development.



Community Development - Laura

Welcome everyone to 2017. I am looking forward to meeting the new families who are starting with us this year and re connecting with those we already know.

As the Community Development Coordinator my role is to support the families who attend the Centre, and those I meet within the wider Community. We will have a range of information sessions available for parents to attend throughout the year, including topics relating to child development and being a parent. For example- Fussy Eating, Sleep Solutions and Understanding your Child's Developing Brain.

I work closely with the educators, parents and allied health team to ensure our special guest speakers are reflective of the information you want to know more about, so please stop by any time to chat, or email me if you have any questions or suggestions. Please let me know if these details have changed since last year. Throughout the year I will also organise a range of social events which you will be invited to attend. Our first one for the year is **PJ STORY TIME** (with myself & Tamara)

Wednesday 15 February 6:30- 7.30pm.

Children's Centre Management

Keithcot Farm Children's Centre is a locally managed, community based site within the Department for Education and Child Development (DECD) Educators and staff in partnership with the Governing Council

- Identify strategic priorities annually within a Quality Improvement Plan (QIP).
- Work collaboratively to strengthen community partnerships
- Use human resources flexibly, effectively and efficiently.
- Are accountable to the local community.

Membership of the Governing Council consists of parents elected at the Annual General Meeting and the staff leadership team. The first Governing Council Meeting for 2017 will be held at the Centre on

Monday February 6 @ 6.45pm.

Throughout the year we will be reviewing and updating our Children's Centre Policies.

During our 1st meeting we will review all the "Administrative Policies" including

- Enrolments and Orientation.
- Priority of Access
- Payment of Fees
- Preschool Lunch Care Program
- Delivery and Collection of Children
- Lost Children
- Governance and Management of the service including confidentiality of records.
- Dealing with complaints
- Employee grievance.
- Social media and Cyber Safety

Parent Complaint Policy

We all expect quality and expert care and teaching for children in order that they achieve their potential. We also recognise that at times things may go wrong. If you have a concern or a complaint, we want you to let us know. It's important to learn from mistakes or misunderstandings so that we can improve your child's experience and learning, and also improve processes where possible.

A complaint may be made by a parent if they think that the Children's Centre has, for example:

- done something wrong
- failed to do something it should have done
- acted unfairly or impolitely.

Your concern or complaint may be about:

- the type, level or quality of services
- the behaviour and decisions of staff
- a policy, procedure or practice.

Sometimes a complaint is about something we have to do because of State or Federal law. In such cases we are able to talk to you about the matter and help you understand the requirements and why they exist.

The first step in working through a complaint is to talk to your child's Primary Educator. (If you do not know who this is – please ask at the front office or give us a call on 82512700).

If you still are not satisfied then please refer the concern to the **Director – Education and Care : Anne Whittleston.**

Ask at the front office for a copy of the **Parent Complaint Policy - Guide to Raising a Concern or Complaint.** Steps guiding how complaints should be made are explained in the Policy. Use this guide to help you think through what you are concerned about and how to resolve the matter respectfully and effectively.

Car Park

The Children's Centre Car Park is available for families to access **before 8.15 am** and **after 3.30pm**. Please do not park in between these hours in the Children's Centre or school carpark as they are for the Children's Centre staff. Please obey the signs, and do not leave your car unattended in the "Kiss and Drop Zones" during school drop off and pick up times.

We have been informed by the South Australian Police Department (SAPOL) that at the beginning of each school term all available police patrols will be dispatched to all schools, preschools and Children's Centres with the focus on the enforcement of speed limits, parking infringements and dangerous driving. The Tea Tree Gully Council will also be actively reinforcing this initiative with parking inspectors supporting the SAPOL initiative. If you witness a driver breaking the road rules around our Children's Centre, SAPOL are encouraging families and staff to record the vehicle registration number and report it to **131444**. The Police will talk to and possibly fine these irresponsible people.

Health Checks



As part of a range of services to children and families in SA, the Government provides funding to Child and Youth Health to offer free health assessments for Preschool children. The assessment includes vision; hearing; height and weight; dental health; general discussions with parents on health issues (eg. Immunisation) and questions on children's growth and development. A CYH Nurse will provide assessments @ KFCC on **Monday 3 April 2017**.

If your child is 4 years and 3 months or older and you want your child to participate, please collect a consent form from our Community Development Coordinator Laura. A parent or caregiver must accompany children to the Health Check.

Sun Safety

To ensure that the children are protected from the harmful effects of the sun, we ask that all children bring a **named** hat which is either a Legionnaire or wide brimmed style that protects their face neck and ears, each day. Hats with a front peak only (Baseball caps) are not an acceptable means of protection for the neck and ears.



Navy Blue Legionnaire Hats are available for purchase @ \$4.00 each.

Please NAME all belongings including shoes !!

Sunscreen must be applied by parents/ caregivers to all exposed skin **before** arrival at the Centre. Sunscreen will be reapplied through the day in line with the current Cancer Council recommendations.

If your child has a medical need for a particular brand of sunscreen (eg- allergic to others) we need permission from your Doctor to administer this sunscreen and you will need to supply your own sunscreen with your child's name on a Chemist label.

If you do not want your child to receive sunscreen- please put your request in writing and it will be filed with your child's personal documentation.

Please do not send children with exposed shoulders/ backs. These children will be asked to put on a t-shirt or will be required to spend all day inside as sunscreen alone is not an acceptable means of protection for these body parts during the hot summer months.