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Welcome to the Frieda Corpe Community

Context:

Frieda Corpe Kindergarten is renowned for its Child Initiated Curriculum and strong community focus. Many families return to the kindy with second and third generations.



Our Guiding principles:

Valuing diversity and difference	High performance	Focus on learning
Commitment	Accountable	Open communication
Equity	Collaboration	Enjoyment
Inclusiveness of all voices	Creativity	Working together as a team
Continuous improvement	Respect	Trust

These values and principles reflect the way this kindergarten operates as a centre, are upheld by the staff team and are shared by the local community.

At Frieda Corpe Kindergarten we provide a challenging and enriching environment that engages all children as powerful learners. Through an inquiry based approach and Child Initiated Curriculum we encompass The Early Years Learning Framework for Australia.



Our Philosophy

“Opening hearts and minds to lifelong learning”

The philosophy of Frieda Corpe Kindergarten respects the right of the child to be valued as a child: capable, unique and individual. Teachers are committed to collaboratively work as co-educators and learners with children, their families and the community to develop children’s positive learning dispositions for successful lifelong learning.

Integral to this is our belief that all children have the right to realize and expand their potential and that every child has the right to the best quality education and care.

Through our Child Initiated Curriculum and Reggio Inspired practices we seek to develop the whole child within a community of learners.

Principles and Practices

- **Children learn through *authentic and meaningful play based experiences.***

Educators provide stimulating and thought provoking experiences that challenge children’s thinking and curiosity; play that encourages exploration, self-discovery, problem solving and imagination.

Play enriches children’s lives by expanding their thinking and enhances their desire to know and to learn.

At Frieda Corpe Kindergarten educators create learning environments that supports the development of positive dispositions towards learning.

We strongly believe that through our enriching play based curriculum children developing the following learning dispositions; curiosity, cooperation, confidence, creativity, persistence, commitment, enthusiasm, persistence, imagination and reflectivity to become confident and involved lifelong learners.

We also believe that if the task of educators is to develop in children the learning dispositions and capacities to think critically, flexibly and creatively, then we as educators too must possess and model these capacities.

- **Children learn best when they have a *positive sense of wellbeing, feeling valued and respected as individuals.***

Educators provide a supportive and inclusive environment that is responsive to all children’s strengths, abilities and interests. We value and build on children’s strengths, skills and knowledge to ensure their motivation and engagement in learning. We provide open ended experiences that encourage children to engage at their own level and explore over time.

We base our teaching practice on the Early Years Learning Framework for Australia “Belonging Being Becoming” to extend and enrich children’s learning. This Framework supports educators in their daily practice and the principles laid out in the United Nations Conventions on the Rights of the Child.

- **Partnerships- we value developing respectful relationships as paramount to children's wellbeing.**

Children

Educators provide children with consistent emotional support to enable them to interact positively with others and build a sense of wellbeing.

Families

Educators create a welcoming environment for families. Respectful partnerships are developed by collaboratively working together.

We value collaboratively working with parents and caregivers to provide the best possible learning experiences that support and acknowledge parents as the first educators.

We encourage families to please come in at the beginning of the session and engage in learning with your child. To assist staff with children's wellbeing at kindy and the flow of the day we then ask parents to say goodbye by 9.00am.

We encourage parents to come in and enjoy the vegetable garden with the children, share a cooking experience, share a hobby or talent and participate on excursions.

We have open nights for the children to celebrate and share their learning with families.

We value parent's involvement in the Governing Council (Parent Voice). This group of parents and staff are responsible for making decisions; planning and monitoring the budget, developing policies and ensuring that the centre complies with Government regulations. Meetings are held twice a term after hours. It is a great way to get to know other parents and get more of an insight into how the kindy operates. Please see staff if you would like to be involved as each year we start with a new Parent Committee. Although we have formalities to follow it is an informal group that make decisions over a friendly cuppa. **We need you.**

Educators

Educators value a shared understanding and belief about best practice.

We adopt a critical reflective practice to provide quality learning outcomes for all. We strive to develop a learning community where all children, parents and educators are all learners together sharing knowledge and understandings.

We believe in the provision of quality children's services in this centre. Our staff:

- uphold high professional standards with regard to our conduct, act ethically and enact the following values in our professional practices and relationships: Cooperation, excellence, fairness, integrity, respect and responsibility.
- respect and value children as individuals
- create a purposeful, collaborative and challenging learning environment that will improve learner achievement and wellbeing.
- work as a team and develop a Culture of Inquiry to critically reflect, evaluate and continually improve on our own knowledge, practices and skills.
- provide developmentally appropriate programs which reflect our knowledge and understanding of children and their needs through a Child Initiated Curriculum.
- are committed to ongoing professional learning that is innovative and linked to current research.
- strive for collaborative practice and open communication.

- **The environment is paramount to children’s learning.**

Educators plan stimulating indoor and outdoor play spaces and experiences that provide a sense of wonderment and curiosity.

Educators value the use of natural materials and exploration of the natural outdoor environment to enhance children’s learning.

Creativity

Educators foster creative thinking and individual interpretation through the expressive arts, with the emphasis on the learning process rather than the final product. Children are encouraged to explore using all of their senses to seek and create greater understanding of themselves and their world.

The Staff Team

Director Kerry Warner

Teachers Mon& Tues: Julie Murphy &Kathryn Valamanesh, Wed &Thurs: Annette Boulden & Fiona Perkins

Early Childhood Workers Karen Davis & Kerily Baker

Term Dates:

	Term 1	Term 2	Term 3	Term 4
2017	30 Jan - 13 Apr	1 May - 7 Jul	24 Jul - 29 Sep	16 Oct - 15 Dec
2018	29 Jan- 13 Apr	30 Apr- 6 Jul	23 Jul- 28 Sep	15 Oct- 14 Dec

Services we provide

Transition visit:

As arranged by the kindy.

Cost

\$40.00 – includes enrolment, kindy hat, 50+roll on suncream and kindy T shirt.

Extra kindy t-shirts are available to purchase at kindy as well as kindy windcheaters.

Preschool (Kindergarten)

This is the priority program for all children in the year before attending school.

Session days and times may vary from year to year so please check with the Director for session availability. Sessions may consist of half days and full days.

Sessions

Mondays and Tuesdays 8.30am to 3.00pm and every **alternate Friday 8.30pm to 12.30 on odd weeks of the term i.e. 3,5,7,9,11 Term1, / weeks 1,3,5,7,9 terms 2 & 3, / weeks 1,3,5,7 term 4**

Or

Wednesdays and Thursdays 8.30am to 3.00pm and every **alternate Friday 8.30pm to 12.30 on even weeks of the term i.e. 2,4,6,8,10**

(Please note there will be no Friday session Term 1 week 11 or Term 4 week 9)

Cost

\$180 per term (10 weeks) includes incursion/excursion levi.

Payment plans are available

Fees

Fees are paid prior to starting the term.

Sessions will not be allocated without payment.

Payments are made by online banking please see below:

Bank details for EFTPOS payments:

Bank SA- Christies Beach

BSB: 105 119

Acc No: 435001140

Acc Name: Frieda Corpe Community Kindergarten

*Please type in your child's full name as the reference so we know which child the payment is for.

If you need to pay in cash please see the Director as official paper work needs to be signed. Thankyou

To verify payment of fees families are asked to bring in an envelope with their child's full name, the date of payment and receipt number and give to Kerry. This is then verified by our finance officer.

PARENT VOICE (GOVERNING COUNCIL)

At the beginning of each year interested parents are elected to form the Parent Voice. This is done at our Annual General Meeting. If you would like to be part of this group we would appreciate your involvement. The Parent Voice group make important decisions involving the operation and running of the Kindergarten. Parents wishing to know more about the Kindy are encouraged to join. We generally meet twice a term on a Tuesday evening from 7pm to 8.30pm. We cannot run the Kindergarten without a Parent Voice so please consider joining and ask staff for more information. It is a great way to get to know your Kindergarten teachers and other parents.



What to bring to Preschool

- **A named bag** which your child recognizes and can open independently
- A piece of fruit or veg - for morning & afternoon snack (please put your child's morning fruit (named) into the fruit basket at the beginning of the session.)
- Healthy lunch that is in a lunch box with an ice pack (named)
- A water bottle containing water only (named)
- A 50+ **roll on** sun cream (named) (is provided to each child at the beginning of the year and is left at kindy to use throughout the year- when this runs out roll on suncream can be purchased from kindy)
- Some spare clothes in their bag (named)
- A hat for your child will be provided at kindy

Please apply sun cream to your child before they come to kindy during summer months

Ensure your child is wearing suitable shoes for climbing (not thongs, slip ons or heels)
Children need to wear clothing that they can manage themselves for toileting purposes.

If your child has long hair please tie it back or up for safety on the swings and to help prevent the spread of head lice.

Dropping Off and Picking up

8.30am to 3pm

Please encourage your child to carry their own kindy bag in and put in a locker under the veranda.

Sign your child in on the sign in sheet by the door.

If someone other than yourself or husband/partner is collecting your child please notify staff. You will be required to fill in a permission slip at kindy to verify that someone else is picking up your child if that person is not listed on your child's enrolment form. If the person collecting your child is not known to staff they will be required to show a form of I.D. e.g drivers licence.

Children must only be left inside the preschool. Spend approx 10 to 15 minutes with your child settling them to an inside activity and then say goodbye. Please speak with a staff member if you have concerns about leaving your child.

When collecting your child, **sign your child out.** Children are released from the group time by a teacher when the appropriate parent/carer is seen. Children can only be released to an appropriate adult.

During session times, Staff must focus on the preschool children. If you wish to discuss your child's progress or any other matters in detail, please make an appointment time to chat with an educator so that they can give you their undivided attention.

Early and Late Arrivals

We ask that families both arrive and collect at the appropriate times. The time before 8.30am is an important time for staff to make sure everything is ready and safe for your child to be here.

If you arrive early, please enjoy our outdoor learning space, or wait in the car until the start of the session. At that time we can ensure the safety of your child and give him/her our attention.

If you are running late to collect please phone us so we can reassure your child.

If a family are late more than once the Director will charge a late fee of \$10 per 10 minutes after session finish time. Kindy finishes at 3pm.

POLICIES

Sun Smart

We are a Sun Smart centre and promote sun smart activities, checking the Bureau of Meteorology website daily as part of our weather discussions with children.

On days of 3 or higher UV reading, kindy hats must be worn. (No hat, NO outside play on these days.)

No play in direct sunshine on very hot days.

Children must wear shirts/tops which cover their shoulders at all times.

Children can access water at any time.

Nutrition & Food Policy

Working with S.A's Healthy Eating Guidelines "Right bite", Kindy has a "Munch and Crunch" program which encourages children to choose healthy snack choices. Chewing harder foods also assists with speech development. E.g. sultanas, raisins, carrots, cucumber, celery with dip, pitted olives, dried fruits, cooked or raw fruits and vegetables, a little bit of cheese.

Please save sandwiches, yoghurt, cracker biscuits for lunch time.

Lunch: Please provide basically what you would usually have with your child at home e.g. sandwiches, left overs from tea, fresh whole foods and salad. **NO: confectionary, lollies, chips, chocolate, cordial, soft drinks or cake.** Become a label reader and look at the high levels of salt and sugar in packaged foods which is not healthy. Try and keep within the Australian Rite Bite Strategy for recommended daily food consumption for children.

NO NUTS or PRODUCTS CONTAINING NUTS

We have a **nut free policy** as we have children that have anaphylaxis reactions to nuts and products containing nuts. **E.g no peanut paste, nutella, muesli bars. Thankyou**

The children enjoy staying with their friends for lunch so instead of sending sweet treats perhaps try writing a special message and put it in their lunch box. E.g. Have a happy day. Love Mummy xox

Check out the fantastic website <http://raisingchildren.net.au/> for some great healthy lunches ideas.

Birthdays

Yes we celebrate birthdays by lighting the candles on our shared "tin" cake. As part of our healthy eating guidelines and with an increased number of children with allergies we ask families not to bring in cake or lollies to kindy. We sing an inclusive celebration song. If a child's/family's religion does not celebrate birthdays staff respects cultural differences.

Behaviour Management

We aim to provide a safe, secure and supportive environment in which all children are successful in learning appropriate behaviours. We use a positive approach to behaviour management that takes into account the child, their age and their experience in the kindergarten. Challenging behaviours are addressed in an age appropriate manner, To do this, we involve children in discussions about keeping themselves safe, how they can seek support from staff and some strategies that they can follow.

Other Policies on site include:

Healthy food supply and nutrition policy
Skin protection (sun smart) policy
Hot weather policy
Behaviour Management
Dealing with Complaints
Priority of Access to Frieda Corpe Preschool
Code of Conduct
Allergy Aware
Arrival and Departure

Illness Management
Incident, injury, trauma and illness
Confidentiality
Changing Children's clothes
Fees
Administering Medication
Anaphylaxis Management
Allergic Reaction
Asthma Management

Please have a read through our policies folder that is located on the parent information shelf by the back door.

Duty of Care

To ensure that the staff team can take the best possible care of your child, we ask that you help us by:

- The person bringing your child to kindy and collecting your child, MUST sign the child in and out on BOTH arrival and departure. If there is a **red letter S** next to your child's name when collecting them, it is urgent that you see a staff member regarding a Health, Safety or Wellbeing issue for your child for that day. It will be necessary for the adult collecting the child to sign an Injury or illness form regarding the information the staff member shares about your child.
- Should a person other than those listed on your enrolment form be collecting your child please give written permission by filling in a permission slip at kindy and let a staff member know.
- Always bring your child inside to be greeted by a staff member.
- Make sure that your contact details: contact people + contact telephone numbers are always correct. Please give written details of any changes.
- Make sure that all information about custody issues or health issues are current and that photocopies of all documentation are given to the Director. This is your responsibility.
- First Aid - All staff have been trained as per DECD requirements and use standard precautions for first aid and/or dealing with blood or body fluid spills. In the event of a minor injury, ice and band aids and /or tender loving care will be given. In the event of a major incident or emergency, the staff would call an ambulance and contact you as soon as possible. A staff member will accompany any child taken to hospital in an ambulance and stay with the child until you arrive.

Other Health issues:

- A child should be home when running a temperature, or showing any signs of being unwell and must not attend kindy.
- Children who have had vomiting or diarrhoea should be kept at home for 24hours.
- Staff will contact parents immediately if your child is unwell and you will need to make arrangements for him/her to be collected immediately.
- If your child has a contagious illness e.g. chicken pox, measles, conjunctivitis, foot and mouth, whooping cough or viral infections please notify staff. Children must not attend kindy until the incubation period is over as stated in (Staying Healthy in Child Care, Fourth Edition) and / or by your doctor.
- Medications - staff are unable to give children medications other than an epi pen or asthma puffer which you will need to arrange with a doctor's written plan/ and your signed permission. All medication must be within its use by date, in its original packaging, and must bear the child's name and come with their current asthma or anaphylaxis plan filled in by your doctor.

Children that have asthma or require an epi pen are not able to attend kindy without their relevant medication and the appropriate medical plan from their doctor.

- Immunizations against various diseases are free through Noarlunga Health Village. Ph 8384 9266

The Early Childhood and Family team also includes:

Speech pathologists

Psychologists

Community Health Nurses

Social Workers

Occupational Therapists

Nutritionists

- CAFHS - Child and Family (Youth) Health Services provide free Developmental Health Checks for all children when they reach 4.3 years. This includes vision and hearing checks along with general development. These health checks are available at the kindy and or Noarlunga Health Centre. Please see staff and watch the notice board and newsletters for dates.
- If your child is going to be away for other reasons e.g. holidays we also appreciate you letting us know.

SA Dental Service Noarlunga

The School Dental Service is a free service available to children attending preschool. It is located at the GP Plus Super Clinic Noarlunga, 2 Alexander Kelly Drive, Noarlunga Centre. Open Monday to Friday Ph: 8382 9244

Parent & children's library

We have a small library that children and parents are able to borrow from. There are children's picture books, adult reference books and DVD's about parenting. Also there are a range of literacy packs that have books, toys and learning ideas. To borrow books & resources please write the name of the book in the borrowing folder, your name and contact phone number and your child's name.

Return items to staff.

Please notify staff of missing or damaged pieces and replace them.



Items can be borrowed for 2 weeks at a time. (Longer if staff are notified)

Enrolling at school

Enrolment into the Port Noarlunga School : Parents you will need to contact your school of preference and put your child's name down. (*Attending Frieda Corpe Kindergarten does not give you an automatic place into the Port Noarlunga School.*) They have their own school zone. Chat with the school if you are unsure where your address fits in with their boundary. Ph: 83822455. You will be asked to fill out a formal enrolment into school later in the year by the school so please make sure they have your correct details.

We are closely linked with both public and private schools in the area and have transition programs to all local schools.

Enrolment into other schools needs to be done at your chosen school before your child attends.

If you change your school preference that you have listed on your kindy enrolment form please notify the kindy in writing and phone the school to let them know that your child will no longer be attending. Thankyou.



Information

We do expect parents to be responsible for reading their newsletter and the parent notice board to keep updated about what is happening at kindy. If you require a different means of sharing information, please chat with the Director. Thankyou

Please check your pigeon hole daily for notices and other information.

Unless you inform us otherwise, most information will be emailed to you directly at the email address that you provided on your enrolment form. Thankyou for helping us with our sustainability practices.

The notice board by the door also has general parent information.

The parent information shelf has a folder which contains a list of local services available to assist families. Please feel free to take pamphlets that you find relevant.

Please chat to the director if you find yourself requiring other information or services that we may be able to help you with. (e.g special needs, behaviour management, speech pathologist, child psychologist)

Look out for the parent information board under the verhanda and information on the parent info shelf which has handy brochures, information books and policies.

We encourage recycling at kindy and can usually utilise a variety of junkie materials e.g boxes, containers, buttons, ribbon, wool, wrapping paper. **Please no toilet rolls, glass ,medicine containers or boxes that have had foods containing nuts.**

Information about children's learning, our Child Initiated Curriculum and The Early Years Framework are displayed around the centre and in your child's portfolio. Further information is available on request.

Staff are extremely friendly and helpful so if you have any suggestions, ideas or have an issue please come and chat with us or give us a call. Never stew on things, come up and have a chat.

We also have parent questionnaires through which we really value your input, so when they come out please spend 10 minutes to complete one so we can make continual improvements.

Curriculum

Child Initiated Learning

Our program provides a wide variety of stimulating and challenging experiences. Through play based experiences we support children to develop learning dispositions which enable them to be confident and successful lifelong learners.

Our program incorporates **The Early Years Learning Framework** "Belonging, Being & Becoming" which is interwoven into our Child Initiated Curriculum focusing on your child's interests. We encourage the children to share their ideas and invite them to tell us what they would like to learn about. Their interests help to formulate a very relevant and meaningful curriculum that the children have ownership of and a deep level of engagement in.



Early Years Learning Framework

"Belonging, Being & Becoming" is Australia's National Early Years Learning Framework for educators. The new framework aims to extend and enrich children's learning from birth to five years and through transition to school. It communicates 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 framework guides educators in curriculum decision making and assists in planning, implementing and evaluating quality in early childhood settings. It also underpins the implementation of more specific curriculum relevant to each local community and early childhood setting. It has specific emphasis on play-based learning and recognises the importance of communication and language (including early literacy and numeracy) and social and emotional development.

This is where our Child Initiated Curriculum has developed from at Frieda Corpe Kindy. Staff use a holistic approach to teaching and learning. We pay attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. We value developing positive relationships with children and families which enable us to build on the children's prior knowledge, experience and strengths. Through getting to know children as unique individuals we are able to engage them in meaningful, challenging and interesting learning activities which reflect their interests in a learning environment that supports individual learning needs and journeys.

Professor Guy Claxton, one of the world's leading experts in education states that "The traditional approach to teaching was for teachers to deliver the content of the curriculum, leaving little time for the students to think about what and how they were learning." Then praise and success went to the student who could remember the most content.

For a "good education" these days he says-

"We should be placing less emphasis on content and qualifications and more emphasis on facilitating children's learning."

This means helping children understand how they can learn. He says it is important to encourage children to develop their inquiring minds by asking questions and to be

encouraged and nurtured to become confident, independent learners. This way they become “better learners.”



Reggio Emilia Influences

Part of our centre's ethos is also based on Reggio Emilia practices and principles to support children's wellbeing and help develop lifelong learning skills and dispositions. Our Kindy environment and documentation of children's learning continually evolves and this year you will see further changes taking place that enhances children's learning.

Further information is available at the Kindy.

Reporting on your child's development and learning journey



Portfolios

Every child has a special portfolio that documents their learning journey at Kindy. Children enjoy putting in an assortment of works. Teaching staff write learning stories with photos that captures your child's play and gives clear evidence of the learning that has occurred through that play experience in reference to the National Curriculum.

Learning disposition pages are also featured that show how children are developing these important positive attitudes and skills for successful lifelong learning. An individual learning plan is also devised with parents, the child and his or her teachers to support learning goals and interests.

PLEASE FEEL FREE TO TAKE HOME YOUR CHILD'S PORTFOLIO AND ENJOY READING THEIR LEARNING STORIES. Use it as a time to encourage language and communication by asking the child to tell you the story in their own words or tell you about the pictures and what they were doing at Kindy. You are welcome to fill in the feedback form included in your child's portfolio. This helps connect teachers, children and families as we share in our Kindy time together. Teaching staff document and assess individual children's learning to provide experiences that continually stimulate, challenge, stretch and support their learning. Individual learning plans are collaboratively developed with families for their child twice a year as a way of working together to meet your child's needs. A final Summative report is later written in the child's last term of Kindy which captures their learning journey and is shared with families and then gets sent to your child's school.

You are welcome to chat with staff during the first part of the session about your child or if a more in-depth chat is required please make an appointment to discuss your child's development. Phone calls can also be arranged if you are unable to come into the centre.

Building Learning Power (Professor Guy Claxton)

Kindergarten is not about learning the ABC's. It is far more involved and important than that.

Providing learning experiences which enables children to develop positive learning dispositions are crucial for life long learning.

I am a curious learner..I want to know more about things.

I am a creative learner and enjoy making sense of the world and expressing myself creatively through music, movement, arts.

I am a persistent learner... I keep trying even when things get tough.

I am a resilient learner...I don't give up I learn from all experiences.

I am a confident learner.. I have a go even when I haven't tried it before because I know that I can learn through being actively involved.

I am a social learner and use positive self talk.

I am an organised learner and set learning goals, take care of things, listen carefully and plan my time.



The Hundred Languages of Children

This poem by the founder of the Reggio-Emilia approach beautifully conveys the important roles imagination and discovery play in early childhood learning. Much of Reggio-Emilia philosophy is based on protecting children from becoming subjected too early to institutionalized doctrines which often make learning a chore rather than an extension of natural curiosity.

The child is made of one hundred.

The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred. Always a hundred
ways of listening
of marveling, of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.

The child has
a hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture

separate the head from the body.

They tell the child:

to think without hands

to do without head

to listen and not to speak

to understand without joy

to love and to marvel

only at Easter and at Christmas.

They tell the child:

to discover the world already there

and of the hundred

they steal ninety-nine.

They tell the child:

that work and play

reality and fantasy

science and imagination

sky and earth

reason and dream

are things

that do not belong together.

And thus they tell the child

that the hundred is not there.

The child says:

No way. The hundred is there

-Loris Malaguzzi, Founder of the Reggio Emilia Approach