Welcome to Rose Park Pre-School. Rose Park Preschool is a government funded preschool for the Department of Education and Child Development and provides quality education for children in the year prior to starting school.

Rose Park Pre-School is situated in a tree lined street in the quiet residential suburb of Rose Park in the City of Burnside, 3 kilometres east of the centre of Adelaide.

The pre-school community is made up primarily of families who live locally and also children who access the pre-school through local child care centres. This is a full time centre with the following staff.

**Staff**
- Directors: Dianne Weber 1.0
- Teachers: Deborah Walsh 1.0
- Early Childhood Workers/Support Workers: Antonia Lambrakis, Nadia Russo. (part time)

**Special Services**
As a Department of Education and Child Development site we have access to the DECD’s Special Services team which includes social workers, speech pathologists, psychologists and special education advisers. Referrals are made to these services when necessary and with parent consultation and approval.

**Preschool Enrolment**
Under Universal Access, which began at Rose Park Preschool in 2012, all preschool children are eligible for up to 15 hours of preschool per week, for four terms of preschool before entering school. Please note that pre-schools/kindergartens are staffed on attendance, not enrolment, therefore it is important that children attend regularly. This is also important for children socially and for educational continuity. We have a Priority of Access Policy which is implemented when numbers of children on the waiting list exceeds the number of vacancies available.

**National Quality Standard**
As part of the National Quality Framework, the Education and Early Childhood Registration and Standards Board of South Australia has commenced an assessment and rating cycle with Rose Park Preschool in accordance with regulation 63 of the National Regulations.

**Schools:**
The majority of children attending Rose Park Preschool are enrolled to attend Rose Park Primary School, with a few going on to attend other local schools and colleges. In 2014 schools and preschools commence their single intake policy, which means that in 2013, preschools will only have two intakes (in terms 1 and 2) in preparation for this.

**Session times:**
- Blue Group: Monday & Tuesday 8.30am – 3.15pm
  Alternate Fridays 8.30am – 11.30am (term weeks 1,3,5,7,9)
- Red Group: Wednesday and Thursday 8.30am – 3.15pm
  Alternate Fridays 8.30 – 11.30am (term weeks 2,4,6,8,10)

**Fees**
Fees are $180 per term (including an excursion levy of $20 and an optional Fundraising Levy of $30) and parents will receive an invoice at the beginning of each term. Fees are expected to be paid by week 3 of each term. See Web site for Fees Policy.

**Playgroup**
Unfortunately due to Universal Access, we no longer provide a playgroup.

**Collection of Money**
Our preferred method of payment is by internet transfer. Details are found on the invoice supplied at the beginning of each term. Occasionally other money is required for a social event or fund raiser. At these times please bring correct money and place it in a named envelope and place in the money tin on the shelf above the lockers. A receipt will be issued by the treasurer within a week.
Service Statement of Philosophy
At Rose Park Preschool we believe:

- that Play is the way children make sense of their world and is their natural way of learning, that children learn best when they are actively engaged and that through play children practice the skills and values they will need for life in a happy and safe environment.
- Through our reflective practice, we encourage children along their lifelong learning journey: to develop a positive self-esteem, a sense of optimism, social, communication and physical skills, to be curious and to solve problems.
- In developing partnerships with families we also have a respect for diversity and inclusivity in our community.

Our Core Values include:
- Respect
- Care
- Trust
- Inclusivity
- Reflective practice
- Learning
- Family partnerships
- The importance of a play based curriculum
- Enjoyment
- Optimism
- Fairness and honesty

Play is:
- Self initiated and spontaneous
- A means of self expression
- Sensory experiences
- A way of finding out about others
- A way of learning to live with others
- A means of thinking, reflecting and contributing ideas
- A means of developing and practicing skills
- Remaining focused and involved
- A way of nurturing creativity and imagination
- An opportunity for children to use their curiosity to explore, experiment and test their ideas
- Cooperating, taking turns and sharing with others
- Laughing and experiencing joy and fun
- Taking responsibility
- Making choices, decisions and taking risks
- Participating in a variety of literacy and numeracy rich experiences
- Exploring roles and identities

Information about the program is usually included in newsletters. The daily activities are planned to meet the outcomes of our program. Parents are invited to read the Quality Improvement Plan and policies at the sign in desk and to be involved in the program which is always displayed on the notice board.

We encourage parents to be involved in a variety of ways such as cooking, playing a musical instrument, talking about their job or role in the community, demonstrating art techniques, reading stories and supervising children on the computer. Children benefit when their parents are interested and involved with what they do at kindy.

What does this look like in our centre?
We offer a play based program where children’s interests, strengths and needs are the focus for all planning.
Learning/Curriculum Programming
From 2010 the new National Early Years Learning Framework has been used as guide for educators to ensure all children receive quality education programs in their early childhood setting; a vital time for children's learning. The Early Years Learning Framework describes childhood as time of belonging, being and becoming.

The curriculum evolves from a flexible learning environment where children are encouraged to make choices, and are involved in planning and decision making. We believe children’s learning is at it’s optimum when they are involved in initiating and negotiating their own learning and encourage “children’s voice”.

**Belonging** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

**Being** is about living here and now. Childhood is a special time in life and children need time to just ‘be’ - time to play, try new things and have fun.

**Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Our program focuses on the 5 Learning Outcomes of the framework:-

*Children have a strong sense of identity*
*Children are connected with and contribute to their world*
*Children have a strong sense of well being*
*Children are confident and involved learners*
*Children are effective communicators*

Newsletters are an important method of information sharing and are placed in the child’s pigeon hole approximately once a fortnight. Please check pigeon holes regularly.

Assessment & Reporting
We believe that parents are their child’s first educators and know their child best. At enrolment we ask parents to complete information about their child. This information is used to assist in programming and in helping staff to get to know the child.

During the year at pre-school targeted examples of work, digital photos and observations are collected in a portfolio which becomes the property of the child when exiting the preschool. This information is confidential, but parents may access their own child’s book at any time. An interim report is written in each child’s second term where their strengths and goals to work towards are presented to parents/caregivers for their information, comments and discussion. From information in each child’s portfolio, assessments, staff observations and photos, a Summative Report is written at the end of each child’s time at preschool, by the teaching staff which is then sent to the school of choice with parental permission. Staff members are available at any time during the year to discuss the development of your child, especially at the beginning/end of sessions, email or by phone.

Confidentiality
We respect all information given to us about your family or child. This will remain confidential at all times, as will any discussions we have with you Please keep us informed of any changes in family circumstances. Children’s behaviour and emotional well being can be affected by a range of events from separation, a new baby, moving house, allergies, death of a family member, illness or death of a pet. Things that may seem minor to us may affect children in different ways and may result in behaviour changes.
Behaviour Management
At Rose Park Pre-School we encourage the following behaviours:

- Participation in a variety of activities
- Sharing and respecting equipment and materials
- Taking turns
- Actively listening and responding to others
- Co-operating with each other
- Respecting each other
- Being responsible for our actions

There are times when we need to help children manage their behaviour when it is inappropriate. This includes:

- Behaviour that puts the child or other people at risk that hurts or frightens others or put the child in danger.
- Behaviour that is disruptive to the child or to other children’s learning
- Behaviour that is socially unacceptable such as biting, hitting, swearing, spitting etc.

We manage inappropriate behaviour using the following strategies:

- Establishing clear rules and using language children understand
- Encourage and praising positive ways of behaving
- Redirecting the child
- Being consistent in our expectations and the way in which we deal with the child
- Teaching new skills to empower children such as expressing feelings confidently, and negotiating skills to handle conflict in a positive manner
- Giving and following through with consequences
- Ignoring attention seeking behaviour whenever possible
- Giving the child a time and place to regain control of their behaviour

What to Bring / Wear
Pre-school activities are often messy. Please make sure that your child wears clothes they can comfortably and safely play, paint, climb and toilet themselves. Thongs and slip-on shoes make it difficult for children to run, climb and jump safely.

Your child needs to bring the following named items every day

- A named bag
- A named hat (we have kindy hats available for $10.00)
- Two pieces of fruit
- Healthy lunch when staying the whole day
- A named bottle of water
- Preschool T-shirts (optional) are available for $25 each

Please do not send any packaged or processed foods as these often contain traces of nuts such as muesli bars, peanut butter, nutella, sweet biscuits, dip products or fruit bars. In addition to our healthy food policy we have children with severe nut and other allergies. Please use savoury fillings in sandwiches rather than sweet. Yoghurt can be messy and difficult to manage. Fresh fruits, vegetables or a slice of cheese are recommended for fruit time to encourage healthy eating. See the Healthy Food Policy on our website.

Please keep a named hat in your child's bag from September 1st to the end of April. We ask that you apply sunscreen to your child each day and advise staff if your child is allergic to sunscreen. See the Skin Protection and Hot Weather Policy on the web site.
Bringing and Collecting Children

- Please observe session times punctually as staff only have 15 minutes before children arrive and another 15 minutes at the end of the day to tidy up after children leave at 3.15 pm.
- Please sign your child in on arrival and out again on departure.
- Please ring if the unavoidable happens and you will be late to collect your child. Staff can then reassure your child.
- If anyone else is to collect your child please ring us or write the details on the sign in sheet and tell a staff member.

Absences

If your child is unwell or has an illness which may be infectious, please keep them at home and advise us. Please ensure that emergency information is up to date as staff will use these contact numbers if your child becomes unwell during a session. If you will be away on holidays during the term please let us know.

Accidents and Incidents

A staff member is required to be outside at all times when children are playing outside.

You will be notified if your child is hurt in any way. In case of serious injury you will be notified immediately. For this reason it is important that we have access to the most recent updated contact details at home, work mobile numbers and emergency contacts.

Photographs

Each year a professional photographer visits to take individual and group photos of the children. Purchase of these packages are optional. Costs are approximately $40. Staff also take photos of the children to record their work and events. If you do not wish your child to be photographed please let us know.

Lost Property

Please name all your child possessions including clothing, shoes, snack containers and bag. Items left at the end of term are given to charity. Please do not allow your child to bring any toys from home as they are often misplaced or broken.

Governing Council

The Governing Council is elected each year in November and parents are warmly encouraged to join the council so that they can participate in decisions which impact on their child’s education. Meetings are held twice per term and take approximately 1½ hours. The council has a role in decisions about the services provided by the centre, financial management and fundraising, planning for facilities and resources, and the maintenance and improvement of the building, grounds and equipment. Grants are received from DECD for staff wages, curriculum incentives, some maintenance and staff training but fees and the fundraising levy are necessary to supplement our income for services such as electricity, gas, telephone, maintenance, cleaning and disposable materials (art, craft supplies).

Grievance Procedures

We aim to be welcoming and friendly. Good relationships between parents and staff are very important to us. If parents have concerns or issues about their child or an occurrence at the kindergarten, please speak with staff or view our Parent Complaint/Raising Concerns Policy on our website.
THERE’S NOTHING IN MY BAG TODAY

Today I did my Maths and Science –
I toasted bread.
I halved and quartered, counted, measured,
Used my eyes and head.
I added and subtracted on the way,
I used the magnet blocks and memory tray,
I learnt about a rainbow and how to weigh.
So – please don’t say
“Anything in your bag today?”

You see I’m sharing as I play,
I learn to listen and speak clearly when I talk,
To put my thoughts into a phrase,
To guide a crayon through a maze,
To find my name and write it down,
To do it with a smile and not a frown,
To put my pasting brush away,
So – please don’t say
“What Nothing in your bag today?”

I’ve learnt about a snail and a worm.
Remembered how to take my turn,
Helped a friend when he was stuck,
Learned that water runs off a duck,
Looked at words from left to right,
Agreed to differ, and not to fight.
So – please don’t say
“Did you only play today?”

Yes, I played the whole day through.
I played to learn the things I do.
I seek a problem, find a clue,
And work out for myself just what to do.
My teachers set the scene and stay nearby
To help me when I really try.
They are there to pose the problems
And to help me think;
I hope they’ll keep me floating
And never let me sink.
All this is in my head, and not my bag.
It makes me sad to hear you say,
“Haven’t you done anything today?”

When you attend your meetings
And do your work today
I will remember not to say to you
“What, nothing in your bag? What did you do?”

---

**Term Dates**

**2013**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 4</td>
<td>14 October – 13 December</td>
</tr>
</tbody>
</table>

**2014**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>28 January – 11 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>28 April – 4 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>21 July – 26 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>13 October – 12 December</td>
</tr>
</tbody>
</table>

**2015**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>27 January – 10 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>27 April – 3 July</td>
</tr>
<tr>
<td>Term 3</td>
<td>20 July – 25 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>12 October – 11 December</td>
</tr>
</tbody>
</table>