

# Glandore Community Kindergarten



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[www.glandorekgn.sa.edu.au](http://www.glandorekgn.sa.edu.au)

[www.facebook.com/glandorecommunitykindergarten](http://www.facebook.com/glandorecommunitykindergarten)



2018 Information Booklet



Government of South Australia  
Department for Education and  
Child Development

# Glandore Community Kindergarten



*Staff*

**Director:**

Michelle Swincer

**Teachers:**

Margot Hayter & Rita Alexandru

**Early Childhood Workers and Preschool Support Workers:**

Debbie Wannan & Libby Henly

**Speech and Language Program Teacher:**

Irina Carthew

**Speech and Language Program Speech Pathologist:**

Mary O'Bryan

# 2018 Sessions

8:45am until 2:45pm  
Mondays and Tuesdays  
&  
8.45am until 11.45am Fridays

**or**

8:45am until 2:45pm  
Wednesdays and Thursdays  
&  
8.45am until 11.45am Fridays

*\*If we cannot accommodate all children in the Friday half day session each week there will be options for either a Monday or Wednesday half day.*

**\*The Department for Education and Child Development Preschool Enrolment Policy states that children turning 4 before May 1<sup>st</sup> of each year are entitled to sessional preschool of up to 15 hours per week. These children start preschool at the beginning of 2018 and will be able to start at a department school at the beginning of 2019. Children who turn 4 on or after May 1<sup>st</sup> will start preschool the following year. Families are required to provide a proof of age document. A current passport or birth certificate are examples. Proof of immunisation status will also need to be sighted as per the DECD policy.**

<https://www.decd.sa.gov.au/doc/protecting-children-against-vaccine-preventable-diseases-procedure>

<https://www.decd.sa.gov.au/parenting-and-child-care/child-care/starting-preschool>

<https://www.decd.sa.gov.au/supporting-students/your-childs-education/school>

<https://www.decd.sa.gov.au/sites/g/files/net691/f/>

## Our Philosophy

We believe that all children are capable and competent and that they are co researchers with us. As we continuously learn together we aim to provide opportunities for children to be active participants. We encourage children to accept challenges, make decisions, ask questions, develop resilience, increasingly persevere and develop confidence. A flexible plays-based program enables this to occur. All educators believe that the provision of a high quality program where individual cycles of learning are planned for is paramount. We aspire to be reflective practitioners who plan a program that is based on the authentic interests of children. We as educators acknowledge that all children come to our centre with a range of skills and contexts. They bring with them different perspectives that reflect their life experiences. Educators encourage children to explore and learn everyday ensuring that programs are inclusive of the diverse needs of children enrolled in our programs. We use Early Years Learning Framework for Australia, the most current Child Protection Curriculum and The Indicators for Numeracy and Literacy (DECD).

All educators are strong advocates for equity and inclusion. We believe all children should have access to high quality programs and care regardless of socio economic position, cultural and/or community identity or ability. Educators engage in critically reflective dialogues in order to plan a challenging, diverse and equitable curriculum for all children. We aim to develop resilience, social skills and persistence in a safe and supportive environment. This will in turn develop each child's well-being, independence, social and cultural competence and engagement as a life long learner. We embrace the use of current and developing information technologies to enhance children's learning.

Sustainable practices at our service underpin each child's learning, experiences and involvement. We consider how and what we purchase and collect for use within the curriculum. We acknowledge and value every small step taken towards a more sustainable future. Children get involved as part of their learning program.

A strong focus on continuous improvement is part of daily discussions. In addition we formally discuss and plan our improvement cycle both as a staff team and in partnership with our Governing Council.

All educators acknowledge the Kaurna Aboriginal peoples as custodians of the Adelaide Region and respect their spiritual relationship with their country. They recognise that their cultural values and heritage beliefs are still as important to the Kaurna people today.

We believe that adult involvement must be purposeful and deliberate and that children must be listened to with respect with all communication forms acknowledged.

All educators are committed to establishing effective partnering relationships between the centre and home. By encouraging all parents and carers to feel welcome and accepted, we respect their roles as primary caregivers and value their contribution to their child's learning. We value a supportive partnership with parents and caregivers which is responsive to the needs of families within our community. Strong relationships with each family will build a secure and trusting base for the children to learn whilst all educators work towards developing a sensitive understanding of each family's identity.

### References

Questions Parents could ask when choosing a 'Reggio Inspired' early childhood centre for their child, REAIE (Reggio Emilia Australia Information Exchange) 2011

Code of Ethics, ECA (Early Childhood Australia )2016

Perspectives on Pedagogy, Early Years Learning Framework, DECD Early Childhood and Reform 2013

REVIEW DATE: Term 1 2018

# The Early Years Learning Framework for Australia: EYLF

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<https://www.education.gov.au/early-years-learning-framework>

## Learning through play

Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children's thinking and enhance their desire to know and to learn. Early childhood educators take on many roles in play with children and use strategies to support learning. They engage in sustained shared conversations with children to extend their thinking. They provide a balance between child led, child initiated and educator supported learning. Educators recognise spontaneous teachable moments as they occur, and use them to build on children's learning. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constrictive ways to build caring, fair and inclusive environments.

## Intentional teaching is deliberate, purposeful and thoughtful

Educators who engage in intentional teaching recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning. They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking. They use strategies such as modelling and demonstrating open questioning, noticing and wondering, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking. A growth mindset is encouraged at all times. Educators monitor and document children's learning in a number of ways. p 15 Early Years Learning Framework for Australia

## Learning environments

Learning environments are welcoming spaces that reflect and enrich the lives and identities of our children and families who participate in our programs. Environments that are vibrant and flexible spaces support learning. They cater for the different learning capacities and learning styles of individual children and invite families to contribute and participate. Outdoor learning spaces are a key feature of Australian learning environments.

## Reggio Emilia inspired practice at Glandore Community Kindergarten

The Reggio Emilia is an inspiring approach to Early Childhood Programs originating in Italy. The approach views each child as strong, capable and competent. At our service we have worked to incorporate many of the Reggio principles. Since 2014 our learning spaces have progressively been changed and developed as we have recognised 'the environment as the third teacher' while incorporating children's voice. You will see this continue in 2018. The 'mud kitchen', and other less permanent child initiated projects, as well as children's involvement in the care and maintenance of our gardens shows how children have been invited to influence their play spaces and have real agency. The Green Team Project (an initiative in 2016) will continue in 2018.

### Literacy and Numeracy

#### How is numeracy and literacy defined today?

The national early childhood curriculum Belonging, Being & Becoming: the Early Years Learning Framework (EYLF) describes numeracy and literacy as follows:

**Numeracy** is the capacity, confidence and disposition to use mathematics in daily life. Children bring new mathematical understandings through engaging in problem solving. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives. Spatial sense, structure and pattern, number, measurement, data argumentation, connections and exploring the world mathematically are the powerful mathematical ideas children need to become numerate. (EYLF p. 38)

**Literacy** is the capacity, confidence and disposition to use language in all its forms. Literacy incorporates a range of modes of communication including music, movement, dance, storytelling, visual arts, media and drama, as well as talking, reading and writing. Contemporary texts include electronic and print-based media. In an increasingly technological world, the ability to critically analyse texts is a key component of literacy. Children benefit from opportunities to explore their world using technologies and to develop confidence in using digital media. (EYLF p. 38)

The indicators are underpinned by the principles, practices, and learning outcomes in the Early Years Learning Framework.



At Glandore Community Kindergarten we use the

## The Early Years Learning Framework for Australia - Belonging, Being & Becoming.

The Framework conveys the highest expectations for all children's learning from birth to five years and through the transitions 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.**

### BELONGING

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. *Belonging* acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of *belonging*. *Belonging* is central to *being* and *becoming* in that it shapes who children are and who they can become.

### BEING

Childhood is a time to be, to seek and make meaning of the world.

*Being* recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

### BECOMING

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. *Becoming* reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

### Indicators of Preschool Numeracy and Literacy

**The indicators of preschool numeracy and literacy provide eight indicators: four for numeracy and four for literacy. The indicators describe how a child sees, interacts with and explores their world.** The indicators describe the child being and becoming numerate and literate. They are conceptual, behavioural, interconnected and observable in the day-to-day learning context of a preschool. The indicators are not a list of teachable items that require children to be removed from the everyday learning environment.

#### Numeracy indicators:

- \*I explore and understand my place and space in the world \*I measure and compare my world
- \*I analyse, read and organise the data in my world \*I quantify my world.

#### Literacy indicators:

- \*I use language to connect with my world \*I understand the language of my world
- \*I engage with texts and make meaning \*I represent my world symbolically.

## Governance and support from our parent community.

The Kindergarten is primarily funded by the South Australian Government through The Department for Education and Child Development. The centre manages a budget which is determined by the number of eligible enrolments and the site's context. This funding covers staff costs (within the allocated annual financial resource entitlement), breakdown maintenance and some of our operating costs. The funding does not cover all of our operating expenses. Curriculum materials and equipment, cleaning costs and garden maintenance are outside of this funding. Sites endeavour to plan and develop their services. They continually seek to improve their grounds, update curriculum materials and replace and/or maintain equipment. This is done with the help of parental financial contributions (kindy fees) and through fundraising activities.

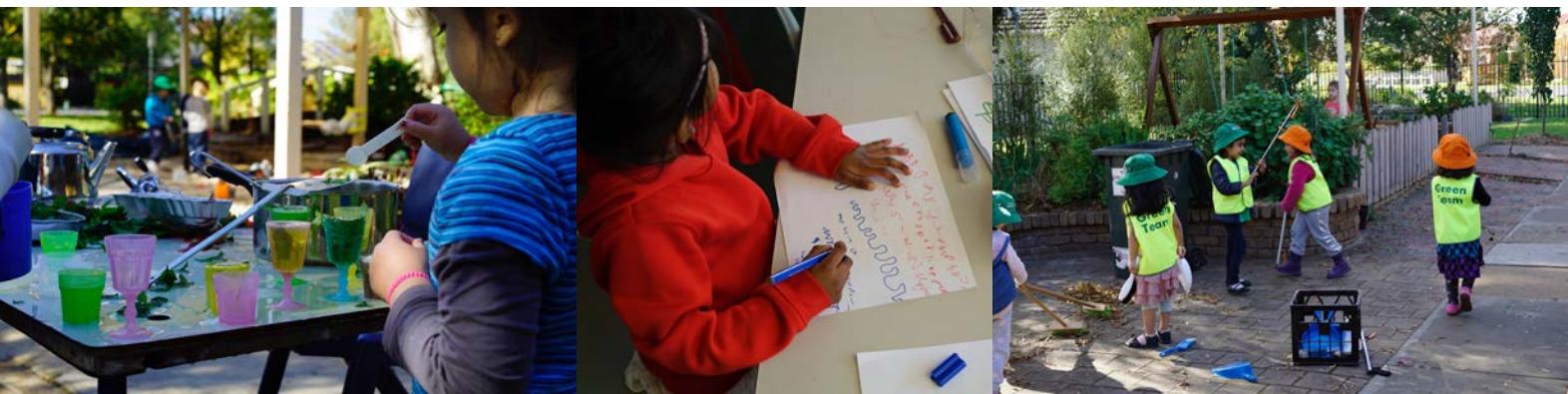
The parents elect a GC at the Annual General Meeting at the beginning of each year. This group represent the community. New members are welcome and able to join GC throughout the year.

The GC meets twice a term. Being involved in governance is a good way to find out what is happening at the centre, help make decisions and plan for improvements. GC supports the budgeting process for the year, reviews policies, plans possible functions and is involved in curriculum matters. Many members find it is a great opportunity to meet other parents and make new friends.

The Governing Council partner with staff and have many key responsibilities. These can include governance in relation to:

- accountability and transparency re the running of the service. Each year this will involve information about the centre's Quality Improvement Plan, any relevant National Quality Standard accreditation matters and financial management
- the discussion and review of financial management for the site in relation to DECD policy and any improvement priorities determined at the local level
- being informed of any directives and mandated policies as they become available
- determining local community contexts and priorities as well as liaison and engagement with the wider community (inclusive of local & state government)
- reviewing site specific policies
- be involved in Workplace, Health and Safety matters that relate to the service
- joining in fundraising events and opportunities
- supporting fundraisers and social functions
- attending working bees for the kindergarten
- joining sub-committees as needed
- planning and setting out proposals to ensure continuity between successive governing council groups.

**Please consider joining the 2018 Governing Council for our kindergarten.**



## **How can you become involved in your child's education at Glandore Community Kindergarten?**

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Without the cooperation and support of parents and friends, we would not be able to offer such diverse services to children, families and the community.

Your involvement is valued and you are always welcome to share special skills and work alongside the children in their activities.

Some ways parents may get involved at Glandore Community Kindergarten are:

- sharing in the planning process for your child's learning
- regularly viewing our .....Blog.... [www.tumblr.com/blog\\_auth/margotsayshellogarden](http://www.tumblr.com/blog_auth/margotsayshellogarden)  
Password: bertiebettybronte
- checking out our Facebook page for regular updates of events  
<https://www.facebook.com/glandorecommunitykindergarten/>
- participating in excursions and sharing your skills, knowledge and interests
- helping out at the beginning or end of sessions
- helping us with a cooking or craft session
- washing roster
- offering program resources and suggestions
- gardening or cooking
- taking home small jobs to do e.g. cutting up collage materials, sewing, bookmaking, pre-folding or preparing threading materials
- joining the Governing Council
- supporting children's learning during a session
- you may wish to read stories, help with the library and kit making, share your culture or generally help with the daily routines of the kindergarten.

### **Keep in touch with what is happening by checking notice pockets and displays, email, Facebook, our Blog, posters, and your child's individual pocket.**

Each child has a material pocket which hangs just inside the main entrance doors. Please check these regularly for information, receipts and notes.

### **Parent Financial Contributions (fees)**

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- \$180 per term (includes a Glandore Community Kindergarten bucket hat and a lunch box in their first term).
  - There may be additional costs during some terms for visitors/performers to the centre. There may also be costs for excursions.
  - Invoices are put into children's note pockets and/or emailed at the beginning of each term. Parent financial contributions are due by the end of week 5 of each term. If you have **not** paid by then you will receive a reminder note or prompt via email. Talk to staff if you wish to discuss your invoice. In some circumstances payment plans can be negotiated.
  - The preferred method of payment is via internet banking directly into our bank account.
  - For any cash payments please place the correct amount in an envelope marked with your child's name, the purpose of the payment and the amount you are paying and place it in the slot (cupboard next to the kitchen door).

### **Permission for others to collect your child**

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When completing your child's enrolment form please provide the details of people who are authorised to pick up your child. If someone else will be collecting your child we ask that you write their name and contact details in the parent diary near the sign in/out folder. Also please inform a staff member and remind the person collecting your child to have ID with them.

### **Prior to commencement families may be offered an orientation visit or visits**

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There will a **Come 'n' Try** Saturday morning for the 2018 enrolled children and their families to attend. This will be held in Term 4 (2017) when the weather is more suitable. The Come'n' Try session for your child is a play session where children can experience our program and get to know the teachers. Parents stay and play too.

## **Excursions/Incursions**

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These occasions are an important way of celebrating and reinforcing children's learning. Should opportunities for excursions arise, parental permission will be gained in writing and depending on the number of children, extra adult supervision may be called for. If a performer or visitor to the centre is organised as part of the program we will also notify parents.

A charge in addition to the regular parent financial contribution may also be necessary.

We may take the children on short walks: crossing no main roads. This may include having lunch and a play at the park next door. We would request permission from families on the day if this was to take place.

## **When to keep your child at home**

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Sometimes it's difficult to know when to keep your child home from kindergarten?

The following are guidelines that should be used:

Please keep your child at home if they:

- are very tired
- have had gastro symptoms e.g. vomiting or diarrhoea
- have vomited in the past 24 hours (even if they say they are feeling better)
- have an ear infection
- have any discharge from the eyes, as this is very contagious
- have a body rash especially with fever or itching
- have a sore throat, laryngitis or any viral or bacterial infection, heavy cough or swollen glands in the neck
- have mucus from the nose that is very thick and not clear
- have any other contagious illness/disease

We understand that it can be difficult for you to take time off work when your child is sick, but infection spreads rapidly to other children. Try to make "just in case" plans with a neighbour, friend or relative.

## **Medication**

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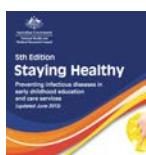
All regular medication including anaphylaxis and asthma medication must be left at kindy when your child attends along with a current management plan from your child's doctor. This is required in order for staff to give this medication to your child. **Children's medication must be stored in the locked First Aid cupboard.**

*If your child requires medication 3 times a day we would prefer that you please give it to them in the morning, immediately after kindergarten and before they go to bed in preference to medication being given while they are at kindergarten.*

*If they have been unwell and are still requiring medication please consider keeping them home from kindergarten.*

### **Medication must not be left in your child's bag**

<http://www.sa.gov.au/topics/education-skills-and-learning/health-wellbeing-and-special-needs/health-conditions/infectious-diseases-and-exclusion>

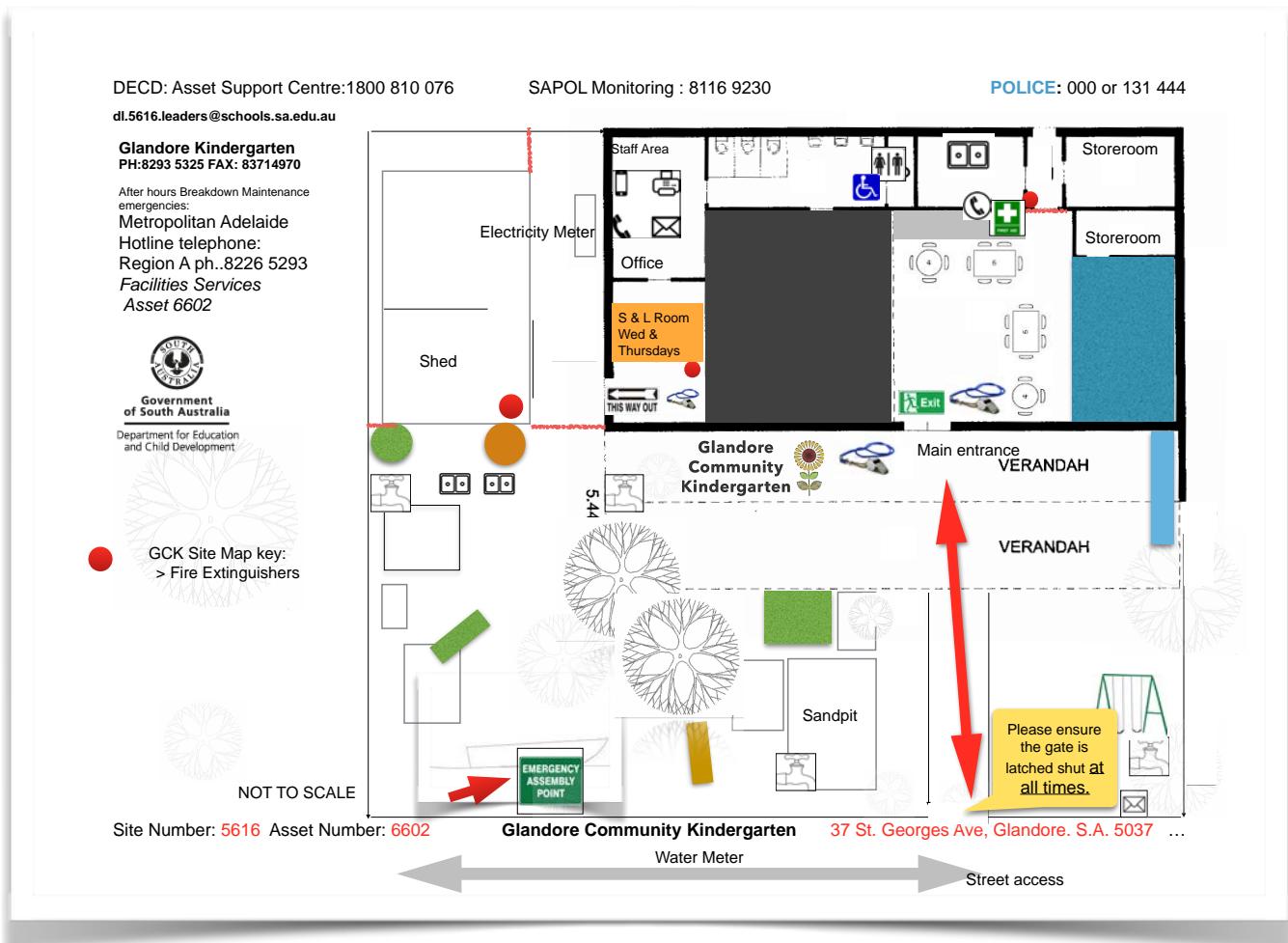


<https://www.nhmrc.gov.au/guidelines-publications/ch55>



## Emergency Procedures: Evacuation and Invacuation

If you hear continuous short whistle blasts everyone must move outside to the fence near the boat. All staff have an 'I' on their lanyard. If this is shown everyone must move quickly (I) inside. Staff will direct all people to a safe alternative location and assign roles as necessary. We practise our Evacuation and Invacuation twice each term with both groups of children.



The emergency procedure is displayed by the exit door in the kindy and next to the phones.

**SA  
School  
Term  
Dates**

	Term 1	Term 2	Term 3	Term 4
<b>2017</b>	30 January - 13 April	1 May - 7 July	24 July - 29 September	16 October - 15 December
<b>2018</b>	29 January - 13 April	30 April - 6 July	23 July - 28 September	15 October - 14 December
<b>2019</b>	29 January - 12 April	29 April - 5 July	22 July - 27 September	14 October - 13 December
<b>2020</b>	28 January - 9 April	27 April - 3 July	20 July - 25 September	12 October - 11 December
<b>2021</b>	1 February - 16 April	3 May - 9 July	26 July - 1 October	18 October - 17 December

This information is current as of May 2017.



# Lunch and Fruit Times

At Glandore Community Kindergarten we are passionate about providing an environment that supports and encourages healthy eating for happy, healthy bodies and minds. Don't forget that a good breakfast is the best start for children each day.

We have two main eating times, a morning fruit time (fruit is stored in your child's bag in an outside locker), lunch and sometimes an afternoon snack (provided by kindy). Lunch should be packed in the lunchbox (provided by the kindy) and then placed in the black trolley near the kitchen door (each day). It will be placed in the children's fridge (located just inside the storeroom opposite the kitchen) by staff. It is important to name all lunch boxes, drink bottles and inner containers. Please note we cannot heat/warm food because we cannot meet the food safety standards in relation to this.

## Ideas for your child's morning snack and lunch box could include:

- Fruit and vegetables for vitamins, minerals and fibre eg. carrot sticks, cherry tomatoes, apples, pear, strawberries, bananas & other seasonal fruit.
- Breads and cereals for body and brain energy and to help fill hungry tummies eg. wholegrain sandwiches, rolls and wraps, pikelets, fruit bread, wholegrain plain savoury biscuits, rice, pasta.
- Meat and other protein foods for strong muscles eg. lean meat in wholegrain sandwiches or salads, left-over meat based casseroles and pastas.
- Dairy foods for strong bones eg. cheese slices, cheese in sandwiches, yoghurt with chopped fruit.
- High fibre foods are good for supporting happy, healthy and regular tummies. Try to include plenty of high fibre foods everyday eg. wholegrain/wholemeal bread or wraps, fruits and vegetables (skin on where possible), grains such as rice, pasta and noodles (try brown or whole grain varieties), and beans and lentils.

**Examples of foods not consistent** with the healthy eating policy are: plain sweet biscuits and flavoured savoury crackers (eg. Shapes), flavoured rice crackers, Nutella and other chocolate/nut spreads, cakes, chocolates, chips, lollies, muesli bars, fruit straps and bars, fruit juice, cordials. Foods high in salt, sugar and fat are not recommended by dieticians if they are eaten on a regular basis.

Staff promote and model safe and healthy practices around eating times. Children are supervised while they eat.

All children are encouraged to

- wash their hands prior to handling any food
- to be independent in managing their own food
- to sit down whilst eating in the designated areas
- to eat the food that you provide **but we will not insist that children** eat everything. Lunchtime is an important learning time that should not be stressful or take too long.
- to drink water from their water bottle or from the water container and cups set up on our veranda. We introduce the Do I need a drink? chart so that children become aware of the link between the colour of their urine and hydration levels
- to dispose of their own food scraps in the appropriate buckets for recycling and composting.
- to enjoy the social aspects of having lunch with their peers.
- To NEVER share food. We respect and value the diverse cultural and/or choices that families make inclusive of vegetarian or vegan dietary needs and ensure that the children themselves learn about each other

We are not able to reheat food brought from home. Food brought from home needs to be stored in our fridge as we adhere to the SA Food handling and storage regulations. However food can be brought to kindy and kept warm in a proper insulated thermos container if you wish. These food thermos style containers are available at Big W and Kmart.

Glandore Kindergarten is a **NUT AWARE** kindergarten and will have children attending over time that have severe allergies to nuts and nut products. To ensure that these children are not at risk please be diligent in ensuring that nuts and nut products such as peanut butter are **not** brought into the kindergarten. In addition we have children attending our centre who are severely allergic to other foods or materials. Eggs and seafood are further examples of allergens which may trigger anaphylactic reactions. Additional information will be provided to keep families informed of the current health needs of children. This may affect what can be included in lunches.

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## Celebrations, values and diversity

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We acknowledge and value our diverse and culturally rich community when programming. We are sensitive to the needs, family situations and beliefs of all families at Glandore Community Kindergarten. We avoid as best we can, the commercialisation of many popular occasions such as Father's/Mother's Day, Valentine's Day etc. We believe children and their families can choose their level of involvement in any specific celebration. Please share with us all that makes your family and community you.

*For celebrations such as birthdays, children are welcome to bring a fruit platter to share with their friends at the conclusion of the day. Please arrange this with staff.*

Please note that we celebrate Birthdays with a song and pretend candles. We don't want cakes or lollies etc sent in for sharing. From time to time we do have plain ice block treats (no gelatine) or make fruit juice with the children. We are aware of the health information that you provide and refer to this always.

## Professional Photography

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Professional photos are taken in the second term each year on an agreed date. You are under no obligation to buy these photo packs. The payment method may vary depending on the requirements of the photographer.

## What to wear to kindergarten

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- Please dress children appropriately in clothes that won't cause concern if they get dirty. In addition dress your child in clothes that they can manage themselves. Tight fitting pants, belts and buckles make it difficult for your child to be independent when using the toilet or getting changed. Pack a spare set each day in case your child needs to be changed. In summer wear loose longer sleeved tops that cover shoulders as these offer the best UV protection. Long sleeved kindy (UV rated) T-shirts will be available for purchase in Term 4.
- Flat closed shoes are most suitable for climbing.
- Paint and clay stains wash out in COLD water perhaps with a little help from wonder soap. Hot water sets the stain. Soaking for a minimum of two hours is recommended.

**Remember kindy is FUN!!! Your child could get sandy, muddy, gluey, wet and perhaps painted on!!!**

## Children with additional needs and DECD Support Services Information

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Children with special needs attend the centre. With parental consent, we are able to refer children to speech pathologists, psychologists, special educators and family support workers. Preschool Support hours are allocated to the kindergarten when children are eligible for a little help with their learning. Health and other needs may also attract a level of support. Any additional funding enables preschools to engage extra staff to work either individually or in small groups with children as per a Negotiated Education Plan. If you have any concerns about your child's development and learning, please talk to staff.

## Speech & Language Program at Glandore Community Kindergarten

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Glandore Community Kindergarten is one of eight centres in Adelaide that host a specialised program for seven children with significant communication needs. Enrolment in the program is determined by a formal process through DECD. Speech Pathologists can refer children who meet the criteria. All referrals are considered by a department intake panel and offers are made towards the end of Term 4. Please follow the link below to get information about the processes and eligibility requirements. Children cannot be enrolled in the program through the kindergarten.

<http://www.sa.gov.au/topics/education-skills-and-learning/health-wellbeing-and-special-needs/disabilities-and-special-needs/speech-language-and-hearing/speech-and-language-impairments#title4>

<https://www.decd.sa.gov.au/doc/preschool-enrolment-policy>

The DECD Preschool enrolment policy gives detailed information about eligible children and other programs such as Early Entry.

## Enrolling at school

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It is advisable for **you** to enrol at a school around the same time as your child starts at Kindergarten. It is important to let us know which school your child will be attending so the kindergarten staff can be actively involved in their transition to school. We can direct families to information sources about schools in our area.

## Housekeeping/General Information

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- No children are allowed in our sheds (unless under the direct supervision of an educator).
- Smoking is **not** permitted in our building or grounds.
- Bikes, trikes and scooters are to be left locked to the front fence, away from the main entrance gate and double gates. The kindy sells bike locks for \$6.00.
- Children must be brought into the building on arrival and must be signed in. Children are dismissed one by one as parents arrive at the end of the session. Please sign your child in and out.
- All members of the kindergarten community are encouraged to notify staff of potential hazards and risks to ensure that appropriate action is taken.
- All visitors who stay longer than just dropping off or collecting children are required to sign in via our Visitor's Book.
- Please find all policies in the Community Information Area.
- Families are put on a washing roster to take home kindy washing such as smocks and towels. When it is your turn please just wash and dry items, then fold before returning the bag to the kindy the following week.
- We have a lost property box which is located on the verandah. Please check regularly.
- We encourage clothes with longer sleeves for sun protection. Hats need to be worn when the UV rating is 3 or more. We refer to the **Sunsmart App** several times each day all year round.
- Please advise us if any of your contact details change or for example if you have changed schooling plans.
- PLEASE advise us ASAP if your child will be starting school earlier..Term 3 or 4.
- Please let us know if your child will be absent because of illness or family holidays etc.
- **REMEMBER to physically check that the main gate is latched in the locked position when you enter and exit and ensure that ONLY children in your care leave with you.**

## Take Home English and Maths Kits

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Your child may borrow as often as you wish. Please limit borrowing to one kit at a time to allow other children to have a good range to choose from. Please record your details in the Take Home Kits borrowing book. **Kits should be returned within two weeks of borrowing.**

## Attendance

Regular attendance is important. If your child is not going to be at the kindergarten for any reason please notify the kindergarten staff by email or by phone on the day.

Michelle Swincer, Margot Hayter, Rita Alexandru, Irina Carthew, Mary O'Bryan, Debbie Wannan & Libby Henly

Staff Team

1/8/2017

Please be advised our website: <http://www.glandorekgn.sa.edu.au> is **very** out of date. We will be updating it ready for 2018 in Term 4.