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Our Vision

The vision of Braeside is:

At Braeside we aim to create a learning environment where all students feel safe, happy and included. We understand that students have a range of skills and abilities, catering for individual needs through curriculum that is both differentiated and inclusive. All students are encouraged to achieve their personal best. Parents are valued as partners in their child’s education and work together with staff to ensure that all students are successful.

Literacy and Numeracy are specifically targeted, with 50% of teaching time devoted to best practice teaching and learning programs and emphasis on a whole school approach to planning and learning. Braeside staff are dedicated and professional. We expect high standards from staff and students and constantly strive for higher levels of achievement.

We plan to have a fantastic year and look forward to sharing your child’s learning journey at the Braeside Primary School Kindergarten.

Mrs Teresa Wigg
Principal

Kindergarten Aims and Goal

The needs of the child shall be the first and the greatest consideration. With care and education we will enhance the development of the child and support the family.

- We will provide a caring, stimulating and aesthetic environment. This will be a reflection of the children as they develop at their own pace through learning opportunities that are reflective of their individual needs.
- We will provide a stimulating program, making learning fun, enjoyable and a natural experience. These will incorporate developmental areas including language and literacy, social skills, physical and cognitive development.
- The Kindergarten will reflect cultural diversity, heritage and philosophy. Our staff will offer guidance with patience, care and skill.

We want all children to:

- Be children and have fun;
- Experience success through developmentally appropriate activities i.e. creative art, music, drama, storytelling, manipulative and other forms or play;
- Be provided with pre-reading and pre-writing activities and experiences to enrich language and communication;
- Develop a positive self-image and self-esteem by gaining an understanding or their own uniqueness;
- Develop a positive awareness of health and safety, hygiene and cleanliness.
- Develop physical growth and muscular co-ordination through a variety of educational and playgroup activities;
- Learn appropriate skills necessary to carry out given tasks and develop independence through play and routine.
Our Shared Role

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child’s mind,
They fashioned it with care.
One was a teacher, the tools they used
Were books, music and art;
One a parent with a guiding heart.
Day after day the teacher toiled
With a touch that was deft and sure,
While the parent laboured by their side
And polished and smoothed it over.
When at last their task was done
They were proud of what they had moulded into the child
Could be neither sold nor bought.
And each agreed they would have failed
If they had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.

Author Unknown
1. **Facts for 2017**

1.1 **Contacting the Kindergarten**

Please contact Administration on 9821 2328 and you will be directed through to Kindergarten.

1.2 **Term Dates 2017**

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Wednesday 1 February - Friday 7 April</td>
</tr>
<tr>
<td>Term 2</td>
<td>Monday 24 April - Friday 30 June</td>
</tr>
<tr>
<td>Term 3</td>
<td>Monday 17 July - Friday 22 September</td>
</tr>
<tr>
<td>Term 4</td>
<td>Monday 9 October - Thursday 14 December</td>
</tr>
</tbody>
</table>

1.3 **School Development Days**

School Development Days (SDD) or Pupil Free Days, will be held during the year. The proposed dates are:

- Monday 30 and Tuesday 31 January
- Monday 24 April (Monday prior to ANZAC day)
- Monday 21st August
- Monday 9 October
- Friday 15 December

These dates will be advertised in the School Newsletters and Term Planners.

1.4 **School Times**

**Term 1 & 2**

- Independent Morning Activities 8.35am-8.55am
- School commences 8.55am
- Morning Recess 10.00am-10.30am
- Lunch 12.00noon
- School concludes 3.15pm (except for Mondays)
- Early Close Monday 2.30pm

**Term 3 & 4**

- Independent Morning Activities 8.35am-8.55am
- School commences 8.55am
- Morning recess 11.00am-11.20am
- Lunch 1.00pm-1.40pm
- School concludes 3.15pm (except for Mondays)
- Early Close Monday 2.30pm

*Children should not arrive at school before 8.30am. Those who do arrive early will need to remain in the undercover area. After 8.35am students can move inside their classrooms to undertake morning routines such as reading, sight word practice or times tables practice.*
1.5 Hours of Operation

The Kindergarten operates from;

8.35am to 2.30pm on Monday, and
8.35am to 3.15pm on Tuesday to Friday.

A child may be dropped off and collected at a time suitable to the parent.

1.6 Attendance

Braeside is planning on running two Kindergarten Groups for 2017.

Group one will attend Wednesday, Friday and ODD Mondays

Group two will attend Tuesday, Thursday and EVEN Mondays.

Children attending Kindergarten are between the ages of 3 and 4. For 2017 the birth date bracket for eligible enrolments are July 2012 to June 2013.

1.7 Absences

All parents or carers are requested to notify the school of their child’s absence prior/during/post the school day. If the absence is due to an infectious disease, notification must be given immediately after diagnosis. A child will not be readmitted without a written clearance from the child’s doctor.

1.8 School Contributions

A voluntary contribution is requested from families to support the educational program at Braeside Primary. Funds are used to purchase materials used in the school program and allows programs to develop further. The contribution for 2017 is $40.00 per child.

1.9 Kindergarten and Administration Staff 2017

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten Class</td>
<td>Teacher</td>
<td>Mrs Estelle le Roux</td>
</tr>
<tr>
<td>Kindergarten Class</td>
<td>Education Assistant</td>
<td>Mrs Corry Why</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administration</th>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Principal</td>
<td>Mrs Teresa Wigg</td>
</tr>
<tr>
<td></td>
<td>Associate Principal</td>
<td>Mrs Amber Ward&lt;br&gt;Mrs Joanne Tester</td>
</tr>
</tbody>
</table>
2. Curriculum

2.1 Kindergarten Classroom Program

The Kindergarten program is based on the WA (Western Australian) Kindergarten Curriculum Guidelines. This document outlines the following Early Learning Areas as being associated with later success in school.

While the EYLF focuses on children from birth to five years, the WA Kindergarten Curriculum Guideline aim to specifically enrich children’s learning in the Kindergarten year. Throughout the Kindergarten year, children’s right to experience the joy of childhood is fundamental and learning is promoted through guided play, emergent and planned learning experiences and collaboration between teachers and children. The Kindergarten Oral Language Program that Braeside offers in conjunction with speech therapists promotes the development of a high level of pre-literacy skills. Students are assessed at the start and end of their Kindergarten year.

Foundation Learning Area 1 - Identify

A Kindergarten Child who has a strong sense of identity:

- is building a sense of security and trust;
- acts with increasing independence and perseverance;
- is building a confident self-identity.

Related EYLF learning outcome: Children have strong sense of identity.

Foundation Learning Area 2 - Connectedness

A Kindergarten Child who is connected with and contributes to their world:

- is building positive relationships with others;
- shows increasing respect for diversity;
- shows increasing respect for environments.

Related EYLF learning outcome: Children are connected with and contribute to their world.

Foundation Learning Area 3 - Wellbeing

A Kindergarten Child who has a strong sense of well-being:

- is building a sense of autonomy and wellbeing;
- explores ways to show care and concern and interact positively with others;
- explores ways to promote own and others’ health and safety;
- explores ways to promote physical wellbeing.

Related EYLF learning outcome: Children have a strong sense of wellbeing.
Foundation Learning Area 4 - Active Learning
A Kindergarten Child who is a confident and involved learner:
- is building positive dispositions and approaches toward learning;
- shows increasing confidence and involvement in learning;
- engages in ways to be imaginative and creative;
- explores tools, technologies and information and communication technologies.
Related EYLF learning outcome: Children are confident and involved learners.

Foundation Learning Area 5 - Communicating
A Kindergarten Child who is an effective communicator:
- explores and expands ways to use language;
- explores and engages with literacy in personally meaningful ways;
- explores and engages with numeracy in personally meaningful ways.
- Related EYLF learning outcome: Children are effective communicators.

The children are introduced to many skills during the year. Each child develops at an individual rate. Mastery of these developmental skills will vary from child to child.
### 3. Kindergarten Daily Routine

#### 3.1 Daily Routine Table

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.35am -</td>
<td>Share time (parents invited to pick a puzzle, read or do an activity with</td>
<td>Shared time at the beginning of the day allows for transition between home and school for children and parents, and allows time for parents-teacher conversation.</td>
</tr>
<tr>
<td>8.55am</td>
<td>their child if they wish)</td>
<td></td>
</tr>
<tr>
<td>8.55am</td>
<td>Opening mat time: calendar, weather, morning message, singing, finger</td>
<td>Opening mat time is important for the classroom community building, a time for coming together. Children think about and share their plans before moving to individual and small group activities learning centres.</td>
</tr>
<tr>
<td></td>
<td>plays, or teacher reads big books or story or poetry;</td>
<td></td>
</tr>
<tr>
<td>9.15am</td>
<td>Small group or stations time or oral language program time</td>
<td>Centre time provides opportunities for children to learn and meet Prescribed Learning Outcomes. The oral language program provides play based experiences that develop grammar, vocabulary and pre-reading skills at identified point of student need.</td>
</tr>
<tr>
<td>9.50am</td>
<td>Review, clean-up, washing hands/toilet</td>
<td>Review time provides opportunities for children to discuss what they did and learned during centre time or the oral language program.</td>
</tr>
<tr>
<td>10.00am</td>
<td>Fruit and outdoor or indoor play/physical activity</td>
<td>Regular physical activity is essential for learning and well-being and to meet daily physical activity requirements.</td>
</tr>
<tr>
<td>10.30am</td>
<td>Maths Stations: children rotate after 10-15 minutes; teacher works with</td>
<td>Maths stations promote mathematics and numeracy learning through hands-on play, exploration and manipulation. Activities are designed to relate to Prescribed Learning Outcomes.</td>
</tr>
<tr>
<td></td>
<td>children to develop math skills at the different stations</td>
<td></td>
</tr>
<tr>
<td>11.30am</td>
<td>Story/ Discussion</td>
<td>Stories and discussions foster children’s language and literacy development and knowledge of the world. Discussions are focussed on topics of study.</td>
</tr>
<tr>
<td>12.00pm</td>
<td>Lunch – Outdoor play</td>
<td>Lunch provides opportunities for promoting social behaviour and healthy eating habits.</td>
</tr>
<tr>
<td>1.00pm</td>
<td>Transition from lunch break (toilets etc.)</td>
<td></td>
</tr>
<tr>
<td>1.05pm</td>
<td>Quiet time with music</td>
<td>Quiet time helps children ‘wind down’ after lunchtime play; the music promotes attentive relaxation.</td>
</tr>
<tr>
<td>1.30pm</td>
<td>Small group or stations time or hands-on science/art education/literacy</td>
<td>Hands-on science/arts education/literacy activities address Prescribed Learning Outcomes in developmentally appropriate ways. Connect with activities from the morning.</td>
</tr>
<tr>
<td></td>
<td>activities</td>
<td></td>
</tr>
<tr>
<td>2.30pm</td>
<td>Outdoor activity</td>
<td>Outdoor play</td>
</tr>
<tr>
<td>2.45pm</td>
<td>Tidy up and group reflection</td>
<td></td>
</tr>
<tr>
<td>3.00pm</td>
<td>Group time; singing or shared reading</td>
<td>Group time contributes to classroom community building and language development. It also acts as transition.</td>
</tr>
<tr>
<td>3.15pm</td>
<td>Children go home</td>
<td></td>
</tr>
</tbody>
</table>
4. Requirements

4.1 What your child requires for Kindergarten

Each child will need:

- A large enough bag to hold all their belongings;
- School hat (broad brim);
- School uniform shirt (please ensure these are clearly NAMED);
- Spare full set of clothes (please ensure these are clearly NAMED);
- Labelled lunch box and water bottle (water only, no soft drink, juice or cordial);
- Shared fruit time – for example good options are - fresh or dried fruit, raw vegetables, cheese, popcorn or crackers.
- Lunch – a nourishing, wholesome lunch of fresh food is also desirable for example good options are - sandwiches, spaghetti, baked beans, chicken, salad, cheese, crackers, fruit salad, fresh fruit or yoghurt.

To encourage good nutritional habits please NO chips, lollies, canned drinks/soft drinks or chewing gum.

Please note that it is important not to send food in tins. Tinned food is to be transferred to plastic containers prior to the arrival at the School.

Please use plastic containers for food and drink – glass containers are not permitted.

To promote sustainability, we request the limited use of plastic/ziplock bags. Reusable, smaller plastic containers inside lunchboxes are preferable.

We have a refrigerator for any items that need to stay cold.

Please ensure your child can handle his/her clothing at toilet time as this can become frustrating for them if they can’t manage themselves.

4.2 Stationary Items – Personal Items List

Please refer to the Parent Information Package that includes the Personal Items List.
5. Additional Activities

5.1 Rest Time

Rest periods are a time when children have a chance to relax and engage in a period of quiet time, this may also include sitting and quietly reading a book. Staff will be sensitive to the needs of your child during this time. Rest times will be reduced as the year progresses.

5.2 Shoes versus Bare Feet

Our Kindergarten recognises the benefits of bare footed play for children’s safety and growth and the development of sensory awareness. Shoes can be hazardous in outdoor play areas. Bare feet provide the safest climbing grip and promote more effective balance and control e.g. during music or when climbing. Children should arrive and depart with footwear on. It is important everything is clearly NAMED.

5.3 Birthdays

Birthdays are an important part of your Kindergarten child's life! Parents are welcome to bring a cake (or enough cupcakes) for the class to share as part of your child's birthday celebration. If you wish to do this for your child, please contact the Kindergarten staff before you do so, we can inform parents of those children whom have allergies.

5.4 Treasures from Home

While we don't wish to dampen your child's enthusiasm, we would appreciate it if toys brought from home were limited to those received on a special occasion.

We are not responsible if any items get broken or misplaced.

However, your child is encouraged to bring to school, any type of interesting specimen or object eg. rocks, shells, insects etc. to enrich the science program. Please provide air holes for insects to breathe and a plastic container is safer then glass containers.

5.5 Excursions

On occasions, the children may be taken on excursions to complement the curriculum. At other times visitors will be invited to the School to offer the children an extension of their current program. Parents will be notified of forthcoming excursions. A risk assessment will be carried out before an excursion takes place. Identified risks will be managed and minimised. We encourage families to participate in supervision of excursions. Permission slips will be issued for each excursion and must be signed by a parent/guardian prior to departure. Children are required to wear suitable closed-in footwear and sun smart clothing on these occasions.
6. Policies

6.1 Relationships with Children
Braeside Primary School views learning as both a collaborative and individual journey whereby children are encouraged to participate and have ownership of their involvement. We believe play is an integral part of a child’s experiences.

We believe children learn and develop in an all-inclusive environment where they are happy and secure, have the opportunity to experience a wide range of developmentally appropriate learning experiences and activities.

Teachers will participate in supervision and provide direction sensitively when children experience difficulty in resolving a disagreement.

6.2 Concerns and Complaints
At Braeside Primary School we view communication as an important aspect of creating a safe and harmonious space for children to learn and play. For this reason everyone needs to be clear on their responsibilities, where they can go and what they can expect to happen if they have a concern or complaint. The school also recognises a need for concerns to be dealt with quickly and in a professional manner. To achieve this we need the support of the community in following the most appropriate channels for addressing and responding to concerns.

Parents are responsible for communicating their concerns in an appropriate, respectful way.

All concerns and complaints will be responded to within 48 hours.

It is extremely important to maintain confidentiality. While it might be tempting for a parent to gather opinions of other parents on a matter of concern, it is fair and courteous to raise the matter with the teacher and school.

Some concerns may be based on a misunderstanding and can be quickly resolved through respectful conversation. A copy of our School Complaints Policy is available on the School website and a hardcopy is available at the School Office.

6.3 Behaviour Guidance, Children’s Rights and Rights of Others
Teachers will participate in children’s play and will support children to negotiate their rights and the rights of others. Teachers will provide direction sensitively when children experience difficulty in resolving a disagreement. Staff model appropriate behaviour to children and will provide a supportive environment where children are given consistent opportunities and positive guidance and encouragement toward learning acceptable social behaviours.
7. Health, Safety and Wellbeing

7.1 Health and Hygiene

To keep our children healthy the following hygiene procedures apply:

Staff and children are to wash their hands after wiping their nose, before handling food, after toileting, after handling cleaning products or touching blood;

Staff will wear protective gloves when handling food, assisting with toileting, handling soiled items, wiping noses and attending to wounds.

7.2 Illness

Children who are sick cannot attend or remain at Kindergarten. If a child has any of the following illnesses, parents/guardians will be called to collect their child immediately:

- Vomiting
- Diarrhoea
- Conjunctivitis
- Rashes and blisters
- Impetigo (school sores)
- Hair lice
- Temperature over 38 degrees, or
- Any other condition that may put other children’s health at risk

Where a child has been sent home with sickness or illness children must remain absent from the Kindergarten for the rest of the day.

If a child should become ill or has an accident during session times, a parent will be contacted in regards to this. Please ensure all contact numbers are current. In the event of neither parent being contactable it is the School’s policy that staff will telephone emergency contacts and then medical attention will be sought at the teacher’s discretion. If considered necessary we will obtain the service of an ambulance to take your child to hospital.

7.3 Sun Protection

As part of our sun-safe policy:

We implement the “No hat, no outdoor play” policy. All children to wear a wide brimmed or bucket hat and clothes which offers adequate sun protection. Children playing outside are protected with a sunscreen with a 30+ rating prior to outdoor activities. Children are encouraged to make use of shaded areas for play activities.

7.4 Medication

We will administer prescribed medication to your child on your request only and within the following guidelines:

Details regarding a child’s medication must be entered on the medication form by the parent/guardian upon arrival, recording the following: Child’s name, Date, Drug, Dosage, Time(s) due and Signature.
The staff member administering medication must sign the medication form when medication is given. Staff will only administer medication to a child if his/her name is on the label. All medication must be handed to a staff member for safe storage/handling. Under no circumstances must any medication be left in a child’s bag.

The request is to be made in writing before the medication is to be administered.

7.5 Medical or Allergic Conditions
If your child has an allergy, parent/guardians are required to provide a medical management/action plan for the child. This plan will be followed in the event of an incident relating to your child’s health care need, allergy or relevant medical condition.

To minimise allergic reactions the Kindergarten has a ‘no peanut’ request for parents not to send any food containing peanuts in children’s lunch boxes.

Please ensure that the ‘Student, Family and Medical Details’ form is kept up-to-date including immunisations. Parents are required to put in writing and notify staff of any changes to medical conditions or allergies your child may have. Your child’s physical safety is important to members of staff.

7.6 Immunisation Policy
The School requires a copy of your child’s immunisation records.
7.7 Parent Communication and Involvement

Parent involvement is an important part of the Kindergarten. We believe that this experience is a partnership between teachers and parents and positive relationships are the key to a successful and effective learning environment for our children.

Parents and families are encouraged to be involved in the program through sharing skills and hobbies with the children, e.g. music, craft, etc, or visiting the Kindergarten to participate in and experience the program with your children. Classroom teachers are available to discuss the program and provide information explaining the activities and experiences offered and the philosophy relating to learning and development. Parents are able to access their child’s books at all times and are able to discuss their child’s developmental outcomes. Means of communication from the Kindergarten will also include Newsletter, Internal mail, notices and information sheets. Parents means of communication can also include Parent Communication book located in the classroom, Parent-Administration Forms and meetings with teachers.

7.8 Emergency Evacuation

Emergency, evacuation and lock down drills are practiced each school term (with the Primary School).

Details of evacuation plans are displayed prominently throughout the Kindergarten.

The role each staff plays in an emergency is established and rehearsed.

A sign indicating that fire drill is in process will be placed on the front door.

Staff are familiar with location and use of fire extinguishers.

In the event of a fire, staff will undertake procedures as follows:

- Assist anybody in immediate danger
- Close the doors to affected areas
- Contact the School office
- Evacuate to assembly area, call rolls, ensure all children and staff are accounted for.