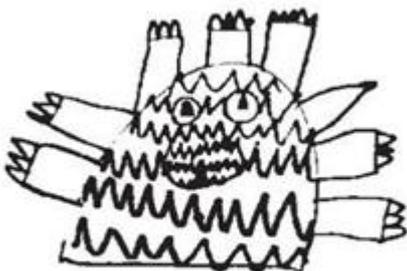


Lorne Kindergarten

# Handbook



Reg No A000 7539K  
ABN 25 862 454 689

## Lorne Kindergarten

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### **Acknowledgement to country:**

We wish to acknowledge the Gadubanud (Gunditjmara) People as the Traditional Custodians of the land on which we stand.

We thank the Traditional owners for their custodianship of the continuing living culture of the Aboriginal People.

We pay respect to their Ancestors and Elders both past and present.

## Our Kindergarten

The Lorne Kindergarten started in the Anglican Church Hall in 1953 with Mrs Hilda Huxtable as the teacher, and Mrs. Betty Cornford as the assistant. The Baby Health Centre was at the same venue. In 1956, these two services amalgamated and were then able to borrow money from the council to build their own centre. There were delays in the building, mainly caused by the water that ran off the football ground. In the meantime, the Kindergarten moved to the Library Hall. The new building was eventually opened on the 10th June, 1961, by The Hon. T.A. Darcy, M.L.A. Afternoon tea was catered for by the R.S.L. Ladies Auxiliary. The wooden blocks which are still in use today, were made by The Boys Home at Bays water. The debt for the building of \$32,000, was paid off, exactly when is not known, as the books for the Kindergarten were burnt in the Ash Wednesday bushfires. The Baby Health Centre moved to Lorne Community House in 1999 leaving the Kindergarten as a standalone entity.

Lorne Kindergarten provides a warm caring environment where your child can indulge their natural curiosity and drive to discover and learn.

The Kindergarten program will support you in the education of your child by providing a rich, stimulating program with lots of new experiences

This booklet has been designed to provide you with the necessary information to ensure your awareness of the program and the applicable policies and procedures.

Please take the time to read the information; if you would like to speak to someone further, please contact the Team Leader Kindergarten Programs, Melissa Iannazzo on 52 601 548.

We hope this kindergarten year will be a progressive happy one, and invite your ongoing involvement and support.

## Philosophy

**Children need a safe, beautiful, stimulating environment, where they can indulge their natural curiosity and drive to discover and learn.**

Research tells us that the environment has a crucial and formative impact on the way children's brains develop. We believe that our learning environment should support the development of children who can make choices, think independently, take challenges, explore ideas, appreciate beauty, appreciate diversity, ask questions, feel nurtured, safe, and well cared for, and express curiosity, be a source of pleasure and enjoyment within a social play based context.

We acknowledge that the kindergarten stands on Gadubanud land and that this land continues to be sacred to them and pay our respects to elders past and present.

Educational experiences at this stage need to be integrated, child directed, and based around children's interests.

Within the context of play there exists a myriad of learning opportunities. Children explore social relationships, contribute ideas and take on the ideas of others. Play provides the opportunity to experiment, explore, discover, to solve problems. As children play there are opportunities to talk, to listen and to explore language. There are also opportunities to relax, to have fun, to experience and to express joy.

We support all areas of the curriculum through the educational, play-based program. Foundations of literacy and numeracy and other pre academic skills are learnt both in the context of play, and through responsive and intentional teaching. In practice, this means that rather than "teach" the alphabet, or "practice" counting, we instead look for opportunities to engage with children about text and meaning, language, rhyming, ordering, counting, matching, spatial awareness in a natural play based context.

**Children need warm, responsive, caring educators who treat them with great respect.**

The early childhood years are crucial and formative years. What takes place during these years plays an important part in determining the way a person feels about him or herself, the way a person relates to others, their capacity to solve problems, the way a person thinks and learns.

We place a value on providing a caring and nurturing environment for children, their families and for educators. If people feel cared for and nurtured, this supports healthy emotional, physical and mental development - and engenders a sense of belonging, self-worth and connection.

At Lorne Kindergarten we recognise the tremendous importance of these early childhood years and the subsequent importance of our role as early childhood educators in supporting, nurturing and facilitating growth and development of children. With this in mind we aim to embed the seven 'child safe standards' (Nov 2015) into practice. Ensuring as a kinder community we are proactive in protecting children.

Supporting this is a professional culture of reflective practice, one where ongoing professional development for educators is supported and encouraged, an environment where there are high expectations for the quality of the educational program and a mutual respect between families and educators as we work together to ensure a positive start in the early years for

Relationships between educators and parents affect the program, wellbeing and enjoyment of the children in the kinder.

## **Lorne Kindergarten Handbook**

Educators acknowledge and respect the uniqueness of each child and his/her family, culture, structure, language, beliefs and customs. We acknowledge that children learn within the context of their family and extended community and that they bring this knowledge and a wide range of experiences with them to kinder.

We place a value on ensuring that our program is accessible and meaningful for all children, that it includes and supports children and families with diverse abilities and alternative perspectives.

We endeavor to place an emphasis on communication, positive relationship building and also on learning within the context of groups and social contexts throughout our kindergarten day. We place a value on supporting and fostering positive and respectful relationships and communication between educators, families and extended family.

### **Children need a garden. Children learn from playing outside at planned experiences all year round.**

We aim to place an equal value on the learning through play that takes place both indoors and outdoors. We believe that a gentle rhythm to the day helps create a sense of security

We believe in the capacity the environment has to influence thinking, moods, learning, emotions and behaviour. With this in mind we aim to establish an environment that is aesthetically pleasing, with an emphasis on a "home like setting, animals to care for, high quality materials, the use of natural, recycled and found objects, that promote caring for and natural environment and acknowledgement of sustainable practice.

### **Children need positive reinforcement, role modeling and supportive guidance strategies to enhance their learning.**

The program is driven by the strengths, needs and interests of the children. Educators are involved in a continual process of observing children, recording their observations and planning the program as the result of these observations. The program also includes a number of visiting presentations and excursions throughout the year.

Our program aims to equip children for a positive transition to school - and we pay attention to research that suggests that emotional and social preparedness are key drivers in terms of being ready for school. Further, we pay attention to the Victorian Early Years Learning and Development Framework which reminds us to focus on a child's "being" as well as a child's "becoming". That is, a recognition of the here and now as well as future development and transitions.

### **Children need to build connections to the wider Community.**

We recognise that all children, their families and educators are part of a wider community. We place a value on building connections between a child's home, family and the kindergarten. Supporting these connections helps children develop a sense of belonging and self-worth if they know that their teachers and families have a shared interest in what's happening in their world.

We endeavor not only to nurture and foster a healthy community within, but also to look outwards and to form connections with people and places outside the kindergarten. To support children's understandings with what it is to "belong" to a community. We believe that children are citizens in their own right and as such have the opportunity to participate, contribute and engage meaningfully within their various communities.

Our Philosophy is seen as a living document, continually evolving in the light of new research, ideas and input from educators and families.

## Our staff team

### Educators/ Committee/ Shire

Michelle and Alyce are your educators for both the Minnows 3/4 years and the Kindergarten 4/5 year old program. These experienced, motivated and enthusiastic educators have worked together for the past five years.

Under Kindergarten Cluster Management the Surf Coast Shire employs the kindergarten staff and takes care of all of the Department of Education and Early Childhood Development funding and regulatory requirements.

The kindergarten has a voluntary parent committee; however they are no longer required to manage the kindergarten. Their role is now a Social –Fundraising Committee. This committee is a great way to become involved in your child's education, meet other parents and raise funds for the added extras such as enhanced play spaces & extra incursions or excursions.

Invoices for fees will be sent to parents from Surf Coast Shire and can be paid online or through the Shire offices.

The names and contact details of all current committee members are displayed in the front Kindergarten notice board. Meetings are held at the kindergarten each quarter. Teacher's present detailed reports about the program and committee members make decisions in consultation with educator.

### Educator Preparation days and PD sessions

The first day of Term 1 is set aside as "preparation day" where educators are required to organise the building and materials. The final day of the year is set aside as a "clean up day". This is a huge task and parents are asked to help out. A third day will be taken as a "professional development day" for staff to attend the annual early year's conference, this day is an important way for educators to keep abreast of updates and collaborate with other early childhood educators.

#### ***Staff Absences – Kindergarten Closure***

If the teacher is sick and unable to come to kinder, another qualified teacher must be found to replace them. If a teacher cannot be found, the kindergarten must close until a teacher can be located. This is due to regulations that must be adhered to. In the event of kindergarten closure, every effort will be made to contact parents as set out in our communication plan, and there will be a sign of explanation clearly posted on the kindergarten door.

Surf Coast Shire employs a relief staff coordinator, who ensures each kindergarten in the cluster has the correct ratios at all times and that staff are. This role includes ensuring that, where possible, familiar and consistent educators cover educator absences. We will ensure that a picture of the person replacing your usual educator is displayed so that you can discuss this with your child.

Term Dates 2018

TERM	
Wednesday 31 <sup>st</sup> Jan	Minnows Group/interviews and orientation
Thursday 1 <sup>st</sup> February	Kindergarten Group /interviews and orientation
Thursday 29 <sup>th</sup> March	Last Day of term 1
TERM 2	
Tuesday 17 <sup>th</sup> April	First day of term 2
Tuesday 25 <sup>th</sup> April	Anzac Day Holiday- No Kinder
Thursday 28 <sup>th</sup> June	Last day of term 2
TERM 3	
Tuesday 17 <sup>th</sup> July	First day term 3
Thursday 20 <sup>th</sup> September	Last day of term 3
TERM 4	
Tuesday 9 <sup>th</sup> October	First day of term 4
Tuesday 7 <sup>th</sup> November	Melbourne Cup Holiday - No Kinder
Wednesday 19 <sup>th</sup> December	Last day of term 4 Kindergarten Group
Wednesday 19 <sup>th</sup> December	Last day of term 4 Minnows Group

## Sessions Times 2018

### Session Times

**Kindergarten Group – Tuesday & Thursday** 9.00 – 2.45pm

**Kindergarten & Minnows (Pre-kinder group) - Wednesday** 9.00- 2.00pm

## What to bring to Kindergarten

**A spare change of clothes to be kept in children’s lockers throughout the year** – spare pair of underpants, socks, t-shirt and bottoms – we do have a few spares on hand, but children usually prefer to wear their own clothes.

**A packed lunchbox with healthy morning snack & lunch** along with a **drink bottle filled with water** only. Water bottles will be available to the children throughout the day. Having a lunch box helps to develop independence (opening own lunch box) and helps prepare your child for school.

**A brimmed hat for outdoor play** – if your child does not have a hat they will be restricted to the shaded areas of the yard. Please leave this hat in your child’s locker for the entire year. ‘NO HAT NO PLAY NO FUN TODAY’

**Sensible shoes that will keep your child safe** – no thongs please, these offer little support for your child’s feet and can make outdoor activity potentially unsafe, especially climbing activities.

## Early Arrival

If you arrive early at the kindergarten we ask that you stay with your child until the sessions starting time. The gate /door will be locked until the beginning of the session. The teachers do arrive earlier than the session starts however this is their preparation time and is needed to set up equipment for the day.

## Pick-up

It is also important to collect your child on time. The protocol for dealing with late pick-up is to wait fifteen minutes and then ring the parents. If the parents cannot be contacted, another person authorized by the parents and listed on the enrolment form will be contacted and asked to pick up the child. If no-one can be contacted, both staff members must remain with the child in the kindergarten until such time as some authorized person arrives. We cannot hand a child over to anyone who is not listed on his/her enrolment form.

## Departure time

We love to chat to families at the end of the session. However until all children have left our care, we are required to stay focused. If you have any questions about the program or would like to discuss your child's development, please contact educators, so time can be set aside for a discussion.

*Please see Delivery and Collection Policy for more details.*

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### 'NUDE FOODS'

Means we prefer **NO PACKAGED FOODS**

Please try not to bring any pre-packaged foods to kindergarten.

We want to show our support for a cleaner, greener earth and  
be an environmentally friendly kindergarten.

## FOOD ALLERGIES

Allergies and sensitivities to foods are common. Please inform educators if your child is allergic or sensitive to any particular foods. When and if a child with an allergy is enrolled, families will be informed immediately and asked to exclude that particular item from all children's lunch boxes.

## BIRTHDAY CELEBRATIONS

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At kinder we celebrate children's Birthdays; with them sitting in the special birthday chair for lunch. We sing happy birthday and they can blow out candles on our FAKE CAKE. You are welcome to bring something along to give out; however it is not necessary. Some ideas are Bubbles; Treasure maps unfortunately it cannot be a food item.

### Family involvement

There are lots of different ways you can be involved in kinder how much or how little depends on individual families circumstances.

- Join the Parent Advisory /Fundraising /Social Committee.
- Attend Working Bees and support maintenance of equipment
- Join the parent support roster, help out on excursions.

**Please see the statement below regarding Working with Children Checks and volunteering in your child's kindergarten.**

Surf Coast Shire Council is committed to creating a child safe and child friendly environment, where children and young people are respected, valued and encouraged to do their best. As part of our commitment, we require all employees and volunteers to hold a Working with Children Check.

If you wish to volunteer in your child's early years' program, you will be required to obtain a Working With Children Check (Volunteer) and link this Check to Surf Coast Shire, on the Department of Justice website. There is no cost involved in obtaining this. Further information, along with details on how to apply, can be found at <http://www.workingwithchildren.vic.gov.au/>

In your child's enrolment form there will be a space to enter your Working with Children Check card number and details. If you already have a Working with Children Check, please ensure you have filled these details. Once you have applied for your Working with Children Check please advise Team Leader – Kindergarten Programs or you child's teacher.

Please find attached Surf Coast Shire working with children check policy or follow the link for further information

[https://www.surfcoast.vic.gov.au/My\\_Community/Children39s\\_Services/Child\\_Safe\\_Standards](https://www.surfcoast.vic.gov.au/My_Community/Children39s_Services/Child_Safe_Standards)

#### ***Become part of the committee***

In 2018 the committee will primarily be a Parent advisory /fundraising committee however you will also work closely with the Surf Coast shire Cluster. You attend the monthly meeting to discuss and organise ways to raise funds to spend on resources for your children, to ensure open communication between Parents at the kinder and the cluster managers. This is a great way to meet new people and get involved in the kinder community.

#### ***Support fundraising and social activities***

The committee will run a number of different fundraising and social activities. Get involved!! Supporting fundraising activities raises money for our educators to spend on resources for the kinder. Some social activities are for the kids, some are for families and some are just for the adults. Making links in our community helps everyone feel connected.

If you work in/operate/own a business that is able to assist the kindergarten in any way, please do so. Donations take the strain off funds which means we can spend more on the kids.

#### ***Kinder Support***

Why not come along and support our program; extra hands never go astray. We would love you to share your skills; hobbies or interests with our children .However if you don't feel comfortable with that we can also give you a particular activity to supervise. Some parents just prefer to go with their child to a variety of activities and that's fine too, we are just pleased to have you. Extra support enhances and enriches the program for all children. Don't worry; it is all easy and fun! This is an important time to share in the session with your child and watch his/her new skills developing.

Any additional children brought into the centre by you; remain your responsibility and not that of the educators.

#### ***Kinder Support during Bush/Wild Space sessions***

To ensure our kindergarten children are given freedom to play and engage with nature, we ask that adults are respectful of their space at all times. Parents and Carers are always welcome to stay and be involved in sessions, and are asked to indicate their intention at the commencement of the session. Children learn through watching others, especially their family so if you are un-comfortable in the bush setting, please discuss this with the educators.

***Please note:*** you will be required to provide us with your Working with Children Check; Card number to support our programs. Information on how to obtain this free check is available at [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

## Communication

### Parent Information

- Parent pockets are located in the front foyer. Most kindergarten information/ updates and news will be online. Occasionally hard copies are needed or requested; please ensure you regularly check your pocket.
- There is also a whiteboard located at the sign in bench, in the front foyer that you should read each time you attend kinder.
- A newsletter is published each term and is available to read on our website [www.lornekindergarten.com.au](http://www.lornekindergarten.com.au) in the parent protected area and also on **Educa**.
- Group/Individual Learning Journal- Hard copy near sign in book; online on Educa or on our website in parent password protected area.

### Group/Individual Learning Journal (Portfolios)

We are interested in how your child is growing and learning both at home and at kinder.

We will be using a variety of methods to observe and document their progress. Over the year we will be keeping a Learning Journal which will include collections of their work, photos and written records.

Learning Journals are an invaluable tool to track the learning of your children however with your busy

## Lorne Kindergarten Handbook

lives; you are often rushed to read and hear about your child's day. As part of our commitment to providing your child with the best early learning experience and to keep you informed and involved we are introducing **online Learning Journals with Educa**.

As this is a transition year to online journals, some of your child's art work/ stories and observations will still be in paper form. However for everything else head to Educa or our kindergarten website.

Educa is a secure web-based portfolio system specifically designed for Australian teachers and parents that significantly improves teacher communication with parents and families. Educa provides an interactive online environment where teachers and family can share learning stories; photos and videos; and collaborate on children's learning. Our aim is that with all the above forms of communication we can continue to provide an ongoing partnership to support your child's development



## Educational Programs

Children learn from birth and their learning and development at each stage of life forms the foundation for the next. During the period from birth to eight years, children experience more rapid brain development and acquire more skills and knowledge than in any other period in their lives. By the time they enter school, children have already developed key communication, learning and thinking skills; learned to build and maintain relationships; and formed a strong sense of their own identity. These skills and knowledge are the foundation for learning at school, and for lifelong learning.

Play is the primary means by which pre-school children learn. As early childhood professionals we apply strategies to support sustained and shared interactions with children through play to more focused experiential learning. The integration of child-directed play and learning; guided play and learning; and adult-led learning set the foundations for our program.

### Sustainability/ Science/Wild space/Kitchen Garden Program

Lorne Kindergarten's most significant achievement since 2014 is the implementation of our Sustainability; Science; Bush/Wild space & Kitchen garden programs. Our learning goal is to engage children in Natural, Social and Formal Sciences to ensure understanding of Sustainability is broader than just being waste and water wise. Our aim is to integrate sustainability into our entire curriculum.

In 2017 our Junior Earthlings sustainability program was enhanced; by the upgrade and planting that has been completed in our Kindergarten's bush kinder site; known as WILDSPACE. It is the parcel of land that sits right behind the kinder and backs onto Stribling reserve and the school. Each week we plan to offer a maximum of 3 hours of uninterrupted play, where possible in wild space; time to play in a natural setting. Why? because we believe that being outside in nature is a precious and important

## Lorne Kindergarten Handbook

part of childhood. Numerous studies and research indicate the need for children to spend more time outside in nature.

- Creative Play based activities out of recycled materials
- Teacher lead science experiments, waste & water wise activities
- Developing our own ecosystems and waterway
- Exploring our unique beachside location
- Caring for resident animals
- Gardening activities in our Wild space
- Cooking experiences with produce from our Kitchen garden

Children will use what nature has provided as learning materials and they will have the opportunity to play in the rain, balance on fallen logs, be involved in dramatic play, find insects, birds, animals and plants that engage their interest, use natural materials in creative ways, explore their understanding of the natural world, climb trees, expand their knowledge and skills, and share these ideas with their friends, parents and teachers.

At Bush/Wild space; we hope your children will embrace; connect with, respect and love natural spaces. They will have the opportunity to connect with the land in a way that cannot be done under a roof or within our walls. Educators will support children as they take risks and face challenges essential to developing resilience and self-confidence. Wild space will become a special part of your child's total kinder experience.

**Lorne Kindergartens Bush/Wild Space** is located directly behind the kinder yard. *This program is designed for the **Kindergarten children (sorry not our Minnows group)** and will be held on a Tuesday for 2018.* Drop off will continue to be as per normal; when all the children have arrived, we will move as a group out to Wild Space.

***Please ensure that children come to kinder dressed in appropriate clothing for Bush/ Wild Space sessions (Tuesdays).***

- Allows children to move freely and undertake activities such as climbing, balancing, running.
- Keeps children warm and dry in cold/wet weather;
- Protects children from the damaging effects of the sun, UV rays in warm weather conditions.
- Prevents sunburn, bites, scratches and stings.
- Where possible, clothing made from natural fabrics which allow the body to breathe and is comfortable against the skin; **( Long pants and long sleeve tops please)**
- In the case of footwear, shoes that keep feet and toes covered and have a flexible sole to allow children to climb and balance on uneven surfaces.
- **Lorne Kinder has a class set of puddle suits & gumboots that children will always have access to.** These are a light rainproof suit worn over the clothing, which includes a jacket with a hood, and pants or overalls, which zip up over clothing.

## Policies

The following policies must be read before commencing with your place at the kindergarten. Please ensure you have read and understood our expectation of you and your family and sign the declaration. The declaration form must be submitted with your enrolment form and other forms indicated on your checklist.

All policies are accessible at [www.surfcoast.vic.gov.au](http://www.surfcoast.vic.gov.au), please take time to read these. If you need a hard copy please contact 5261 0548 and we will organise for a copy to be provided.

### Service Specific Policies

- Acceptance and refusal of authorisations
- Access and Inclusion
- Delivery and Collection of children
- Educational program
- Surf Coast kids Go Bush Program
- Emergency Management and Evacuation Policy- (please note: if you are attending Lorne kindergarten please ensure you nominate an authorised nominee on your enrolment form to be your bush fire evacuation person.)
- Family Complaints
- Incident, injury, trauma and illness
- Infectious diseases
- Medical Conditions and Medication
- Nutrition and Healthy Eating
- Sun protection Policy
- Interactions with children and behaviour guidance
- Payment of Fees
- Child safe standards

## Emergency Evacuation

**Our Emergency Evacuation Policy is accessible at [www.surfcoast.vic.gov.au](http://www.surfcoast.vic.gov.au). However it is also important to note:** Our evacuation point- when we are at the Kindergarten or in Bush/Wild space is always the **Lorne P-12 College Office area (Blue Stone building)**. Educators will notify parents via a Broadcast SMS/TXT refer to Emergency Evacuation Policy. Please ensure that your enrolment form is always kept up to date with Emergency contact numbers.

## Bushfire 'AT-RISK' Closures

**Lorne Kindergarten resides in one of the state's 52 high risk townships in relation to bushfires. Consequently our Kinder has been placed on the 'Bushfire At-Risk Register' by the Department of Education and Early Childhood Development [DEECD]. As such the Kinder will be pre-emptively**

## Lorne Kindergarten Handbook

closed in the event that the Bureau of Meteorology issues a Code Red Fire Danger Rating warning for the weather district in which the kindergarten is located.

- Where possible the DEECD will provide up to 3 days' notice of planned closures, however in some instances this may not be possible.
- On days rated lower than Code Red, the Committee of Management may, in consultation with DEECD, close the Kindergarten.
- The final decision to close the Kindergarten will be confirmed no later than 12noon the day prior to the closure.
- Once the decision to close is made this will not change- regardless of changes in weather forecast- this will help to limit confusion.

The safety of children and staff remain paramount. We look forward to your ongoing cooperation in this most important matter. All warnings of potential and actual closures will be posted on the DEECD web site by 10:30 each morning during the bushfire season.

Go to: [www.education.vic.gov.au/bushfires](http://www.education.vic.gov.au/bushfires)

