



ECKA acknowledges Wadawurrung and Dja Dja Wurrung as the Traditional Owners of the lands, water and resources of the countries that ECKA reside upon. We say thank you for sharing your connections and pay respects to their elders of the past, present and emerging. ECKA pays respect to the central place in education that Aboriginal cultural holds and says thank you.



Creswick & District Pre-School 2023 Information Booklet

24 Victoria Street, Creswick, 3363

Journey Room (4 year old): 03 5345 1164 / 0457817311

Bunjil Room (3 year old): 03 5345 2274/ 0409932973

Email: creswick.kin@kindergarten.vic.gov.au

Web: ecka.org.au



Enriching children's lives through learning

Welcome to our Kindergarten

Dear Parents and Guardian/s,

Welcome to Creswick & District Preschool, we look forward to the year ahead with great enthusiasm and excitement and hope it is filled with joy, growth, learning and laughter for both your child and yourself.

Contained in this booklet is information that answers some frequently asked questions, details of how the kindergarten operations and how you can participate.

This year your child will have the opportunity to engage in his/her own learning, make friends, make discoveries, hopefully make lots of mistakes and learn a lot more from them. There will be problem solving, sorting, painting, singing, dancing and a plethora of new and exciting activities for them to try.

Your child will have the chance to share stories from home, celebrate birthdays and become a VIP within our kindergarten community. Along with your child, we welcome you, their families to also become part of our kindergarten community, by spending time with them at kinder, sharing photos, family happenings and any skill you may have (reading a book to a child is a skill – you will be most welcome).

Creswick & District Preschool is a community kindergarten that is funded by the Victorian State and The Federal Governments and managed by the Eureka Community Kindergarten Association (ECKA). The kindergarten is responent to the Education and Care Services National Regulations' (2012) and the Education and Care National Law Act' (2010). The educational program is underpinned by the Victorian Early Year Learning and Development Framework (VEYLDF) and the national framework 'Belonging, Being and Becoming'. The kindergarten currently holds a 'Meeting the National Standards' rating for the National Quality Framework' (NQF).



Philosophy

Philosophy of Creswick & District Preschool

We acknowledge the Dja Dja Wurrung People, the Traditional owners of the land on which we are gathered, and we pay our respects to their Elders, past, present & emerging

Learn to play and play to learn. We as educators, will honour what play means to each and every child and will facilitate and scaffold play in a respectful, unhurried and genuine manner.

As educators, we, listen, observe & record, respond, and analyse the play of the children within our kindergarten and recognise the uniqueness and the diversity of the children and their families.

Through listening, we are respecting the voice of the child. We are using their voice to guide our educational programs, introducing learning activities that come from their interests and based on their needs and developmental stage.

Through observations and recordings, we see how the children play, who they play with, the type of play that they engage in and the duration of their play. Observations are done through anecdotal notes, learning cycles, photographic evidence, conversations and collaboration between educators and with children and families.

Through responding, we scaffold their learning and play. We provide the resources and support they need in order to deepen and expand their play and their learning. We encourage them to achieve to the best of their abilities.

Through analysing, we ensure that the children are supported to fully engage in their play and learning. We assess where they are developmentally, socially and emotionally and we ensure that our educational practises compassionately meet each child's needs.

We base our philosophy in alliance with ECKA Purpose and Value statements:

PUPOSE: Enriching Children's Lives Through Learning

VALUES: RESPECT – COURAGE – COLLABORATION – COMPASSION

Our Kindergarten year of 2023 will begin with...

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1		February 6th	February 7th	February 8th	February 9th	February 10th
Bunjil	Group A	9:15am – 11:15pm		12:15pm – 2:15pm	9:15am – 11:15pm	
	Group B	12:15pm – 2:15pm		9:15am – 11:15pm	12:15pm – 2:15pm	
Banya			8:30am – 4:00pm		8:30am – 4:00pm	
Wirrang		9:00am – 3:00pm	9:00am – 3:00pm		9:00am – 3:00pm	
Week 2		February 13th	February 14th	February 15th	February 16th	February 17th
Bunjil		9:15am – 2:15pm		9:15am – 2:15pm	9:15am – 2:15pm	
Banya		Planning day for Staff	8:30am – 4:00pm		8:30am – 4:00pm	
Wirrang		Planning day for Staff	9:00am – 3:00pm		9:00am – 3:00pm	

Expectations

We have high expectations and we hope you do as well.

- We have high expectations that your child will have fun at kindergarten.
- We expect that you will want to be and will be part of our kindergarten community,
- We have high expectations that you want the very best for your child and we will strive to provide that.
- We have high expectations that the children will make mistakes and learn so much more from those mistakes.
- We have high expectations when it comes to communication between families and educators, if you have a concern, a highlight or a problem, that you will chat with the educators.
- We have high expectations that the children will learn and use their manners with one another and they will show respect to each other and educators.
- We have high expectations that you will support our fundraising efforts to purchase new materials and equipment for your child.



Enriching children's lives through learning

Our Preschool is proudly managed by ECKA Inc. ECKA is called the Approved Provider and is responsible for all aspects of the management of the preschool including employment of staff. Information about ECKA can be found at www.ecka.org.au and you will receive an ECKA policy and procedure booklet when you commence.

ECKA is a not-for-profit community based Early Years Management Service for kindergartens and early childhood care services in Ballarat and surrounding areas, proudly managing 28 services. While all kindergartens operate within Legislative guidelines, each kindergarten operate an individual program to meet the needs of the children and families attending their service. ECKA values the role the kindergarten in building local support networks with families, often contributing to lifelong friendships between the families and children who have shared their kinder years together.

Our Purpose

Enriching children's lives through learning.

Our Values

Respect • Courage • Collaboration • Compassion

Our Guiding Principle

In order to deliver on 'Our Purpose', ECKA is committed to being a sustainable organisation that maximises its impact on the lives of children.

We commit to:

- Provision of high-quality education and care services that enhance the learning and development of all children
- Advocating for children and the early education and care sector – being an influential voice for high quality early years services
- Planning and partnering for effective, sustainable and supported early years services both now and in the future.

Contact ECKA

ECKA Office

11 Grandview Grove, Wendouree VIC 3355

P: 5339 5055

E: admin@ecka.org.au

Teaching Team

Our Journey Room – Four year old kindergarten	
<p>Michelle Callahan (Journey Room) BEd. Kindergarten Teacher Educational Leader Nominated Supervisor Level 2 First Aid Asthma Management Anaphylaxis Awareness</p>	<p>Kate Muscat Diploma of Early Childhood Education and Care Level 2 First Aid Asthma Management Anaphylaxis Awareness</p>
	<p>Holly Clark Dip Children’s Services Level 2 First Aid Asthma Management Anaphylaxis Awareness</p>
Bunjil Room – Three year old kindergarten	
<p>Kylie Tallent (Team Teacher) Bachelor of Arts/Primary Teaching Graduate Diploma of Early Childhood Teaching Kindergarten Teacher Certified Supervisor Level 2 First Aid Asthma Management Anaphylaxis Awareness</p>	<p>Barbara Howard Dip Children Services Certified Supervisor Level 2 First Aid Asthma Management Anaphylaxis Awareness</p>

Term 1	Monday 31 January	Friday 8 April
Term 2	Tuesday 26 April	Friday 24 June
Term 3	Monday 11 July	Friday 16 September
Term 4	Monday 3 October	Tuesday 20 December

Public Holiday

- Labour Day: Monday 14th March
- ANZAC Day: Monday 25th April
- King's Birthday: Monday 13th June
- Grand final Parade Day: Friday 23rd September
- Melbourne Cup: Tuesday 1st November

Enrolment Forms and documents:

All children are required to have a completed enrolment form on file at the kindergarten prior to commencement. Enrolment forms are accessed online.

Enrolment cannot be completed until you provide us with a current Immunisation History Statement'.
Access your account on the 'mygov website: www.mygov.au or request a copy at the Medicare office in Centrelink.

All other paperwork (in the pack) is required back at the kindergarten by **13th December** for processing.

Interview Appointment:

All parents and children will be invited to an interview appointment in the week prior to sessions commencing. You will have the opportunity to select the time most suited to you at the Information session. Interviews provide a wonderful opportunity for the children to familiarize themselves with the environment and to meet their teachers and educators. Teaching staff will have processed your enrolment forms and this appointment gives teachers and parents the opportunity to ask questions and discuss any issues.

If you are unable to make your allocated interview time, please contact the kindergarten to organise another time.

Orientation time table

We acknowledge that children are exposed to a variety of social experiences prior to commencing kindergarten and cope with new experiences differently. For some children starting in a new environment with new teachers, educators, children, routines and expectations may be overwhelming. We want to ensure that each child's transition to the kindergarten setting is a happy and positive experience. Teaching staff have designed and 'Orientation Timetable' to support the children's transition the new environment. Please find the timetable in your pack. On conclusion of the 'Orientation timetable' normal session times will commence. If individual children require a longer orientation programme or are not coping with the full hours due to tiredness, separation anxiety or the heat at the start of the year, parents may choose to reduce the number of days/hours that the child attends in the first few weeks. Please discuss your child's individual needs with your teacher. Individual orientation plans can be discussed on Interview Day'.

Risk Management/Communication Plan Interviews

Parent/s/guardian/s of every child that has a diagnosed illness or medical condition, with or without medication, will need to attend an interview to complete an assessment and communication plan. Any family with court orders related to custody will also require to attend a meeting. Please contact your child's teacher to make a time to meet.

What to bring to kindergarten each day:

- Kinder bag (large enough to hold children's lunch box, spare clothing {underwear, shorts/pants, sock & a wetbag} and art work)
- Roll-on sunscreen – named
- Warm coat and hat (winter months) – gumboots
- Water bottle with **water only**
- Packed lunch in containers that children can open on their won. Please limit packaging and landfill

Please ensure all belongings are clearly named



Healthy Food:

Following our [Nutrition Policy Guidelines](#) and our participation in the 'Smiles for Miles' dental health programme and the 'Achievement Programme' we request that you only send nutritious food to kindergarten. These may include:

- Sandwiches, rolls or wraps with healthy fillings IE: meat, salads, vegetables, vegemite, cheese
- Dry biscuits and cheese/dips
- Yoghurt/fruit tubs (**please send a spoon and ensure your child can open the container**)
- Fruit, salads, vegetable sticks, pasta, rice, sushi (there is a fridge available to store children's food if it needs refrigeration – please ensure it is named)
- Plain popcorn.

Please **TRY NOT to** send chips, lollies, fruit bars, roll ups, chocolate bars, LCM bars, chocolate custards or sweetened drinks including juice or cordial. Please **TRY NOT TO** fill sandwiches with jam, honey or sprinkles. Your child will be educated about sometimes food as outlined in our Centre policies. We also ask that you do **minimalise the nut/nut products with your child including peanut butter, Nutella, tree nuts or cashews.**

As part our **Anaphylaxis Policy**, if we have children attending the center with allergies we are required to develop a 'Risk Minimisation Plan'. This may mean that we will need to prohibit certain foods. You will be notified of this at the commencement of the kindergarten year or if it occurs during the year.

Sun Smart:

Our kinder policy requires all children, teachers, volunteers, parents and students to wear a sun hat from September 1 to the end of April and when the UV rating is above 3. If the weather is overcast and cool children will still be required to wear a sun hat (we will provide all children with a bucket hat). Please ensure that your child wears appropriate clothing. **No singlet tops or sleeveless dresses.** Tee-shirts and polo shirts are ideal. Children will be asked to play inside or in shaded areas of the garden if they do not have a hat or appropriate clothing. Please ensure your child has had sunscreen applied **before** arriving at kindergarten. Children will be assisted to apply their own sunscreen if required.

The kindergarten is a NON SMOKING environment

Clothing:

WARNING: we get dirty!

The children will be encouraged to engage in a range of activities during their time at kindergarten. All the children's learning is hands on, and even though they wear smocks for painting they will still manage to get dirty! Please send your child in clothes you don't mind getting dirty or marked. Our kindergarten uniform pieces are ideal! Uniform pieces can be purchased through ECKA. An order form is in your pack. Children need to wear solid non-slip and water proof footwear that enables them to run, climb and balance outdoors. *Slip-ons, crocs and thongs are not suitable.*

Bringing toys to kinder:

Please encourage your child to leave their precious toys at home. Children become very upset when their toys are lost or damaged. If toys are brought to kindergarten we will encourage them to be left in the child's bag. Comfort toys/rug may come with the children if needed.

Program Information & Notices

The kindergarten education programme is developed and written by your child's kindergarten teacher under the guidance of the educational leader. An outline of current learning goals, teaching strategies and activities will be on display. Teaching staff will develop individual records of each child's learning, skills and interests and the programmed will be written to reflect these elements.

Regular observations, reflections and discussions will occur throughout the year between parents, children and teachers. Children's learning will be documented in individual 'Learning Portfolio's'. Displays in the classrooms and foyer will include learning data and reflective dialogue that will endeavor to interpret the children's learning, thinking and ideas. There is an emphasis on the process of learning rather than the end product and children are encouraged and supported to persevere in order to achieve mastery of a task before moving on.

The Department of Education and Early Childhood Development require us to display the following material for your attention:

- Outline of the program and activities
- Policies
- Hours and days of operation
- Admission requirements and enrolment procedures
- Fee procedure
- Arrangement for the delivery and collection of children
- Illness/accident/emergency procedures
- Complaints procedure

The curriculum is underpinned by Victorian Early Years Learning and Development Framework, Developmental Milestones and a range of teaching and learning theories.

Practice Principles:

- Reflective practice
- Partnerships with families
- High expectations of every child
- Respectful relationships and responsive engagement
- Equity and diversity
- Assessment for learning and development
- Integrated teaching and learning approaches
- Partnerships with professionals

Learning Outcome Areas:	Developmental Milestones Domains:
1. Children have a strong sense of identity 2. Children are connected to and contribute to their world 3. Children have a strong sense of wellbeing 4. Children are confident and involved learners 5. Children are effective communicators	Emotional Social Physical Cognitive Language

Relationships and Experiences in our Sessions

The children will be offered the opportunity to engage with a range of materials and equipment during their time at kindergarten. Teachers see materials as a 'language' that children can become proficient in. Just like speaking, children can develop the skills to express meaning and understanding using painting, drawing, sculpture, collage and construction. The children will be given the opportunity to explore and develop skills using a wide variety of media thus providing them with unlimited opportunity to express themselves, their wonderings and understandings. Children will be supported to develop the foundational skills of numeracy and literacy so that they have the skill-set to build on as they move into school.

Our major aims at the beginning of each year are to enable the children to smoothly transition into the program and to develop positive relationships with educators and each other.

In order to achieve these aims, we make considered choices about what experiences are available and how we, as educators, interact with the children. We plan to have as much time and attention available for individual children (and families) so that we may begin to know them and they us. Experience has shown us clearly that when children feel recognized, heard and safe that they are happier and more engaged. That our ability to be responsive and connected to the children's needs and enquiries is crucial for their transition and learning.

Children's brains are not receptive to learning if their basic needs for security, belonging and relatedness are unmet. As educators, we witness this every day and know that it is vital we are available and receptive to the children to support their emotional and social needs. This must happen before we can expect them to experience satisfaction in external, creative pursuits such as painting.

As educators, we intend to be available to children, to actively listen and respond, offer warm and meaningful contact, recognize their feelings and sensitively engage with them. While our experience has taught us to do this spontaneously, these crucial practices are made more difficult when we are mopping up spilled paint, cleaning easels, hanging up paintings or looking for texta lids.

The program in our Bunjil Room's (1st year of kindergarten) program is designed to provide rich learning opportunities for our youngest students. There is an emphasis placed on the development of skills needed to socialize, care for self and belongings and to develop speech, language and communication skills. Children will have opportunities to build on their motor skills, developing body awareness and the ability to move in the environment safely. The children will be supported to interact with others, share space and equipment and develop the skills needed to transition into 4-year old kindergarten, whilst ensuring that this very special year in their life is celebrated. Children attending the 3-year old programme will receive a summative assessment page at the end of term 2 and four.

All children attending their first year of kindergarten in Bunjil Room must have turned three prior to starting

Catching teaching staff at the start and end of the day can be tricky as the teacher's attention will be on supervising the children. If you require more than a brief chat at the door please make an appointment time with your child/s teacher.

All teachers & educators at Creswick & District Preschool work closely together, contributing to the learning programmes of every child. From time to time teachers may wish to contact you to discuss your child's progress. Teachers may request a meeting time with you that is outside of teaching times. It is recommended that children do not attend meetings. Kindergarten teachers/educators are specialized in early childhood education and development and are able to support parents in their role. Referrals to other professionals (ie: speech pathologist, dentist) can be made by the teachers in consultation with or at the request of families. Please feel free to contact your child's teacher with any concerns or queries.

We are very grateful for the opportunity to provide a kindergarten programme to you and your child/ren. We look forward to an exciting and productive year and thank you for entrusting you child's kindergarten education to us.

“Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others. Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect and trust. Responsiveness enables educators to respectfully enter children's play and ongoing projects stimulate their thinking and enrich their learning.

Belonging, Being, Becoming

The Early Years Framework for Australia