



# **Sago Hill Campus**

# **Family Information**

# **Booklet 2025**

Enriching children's  
lives through learning

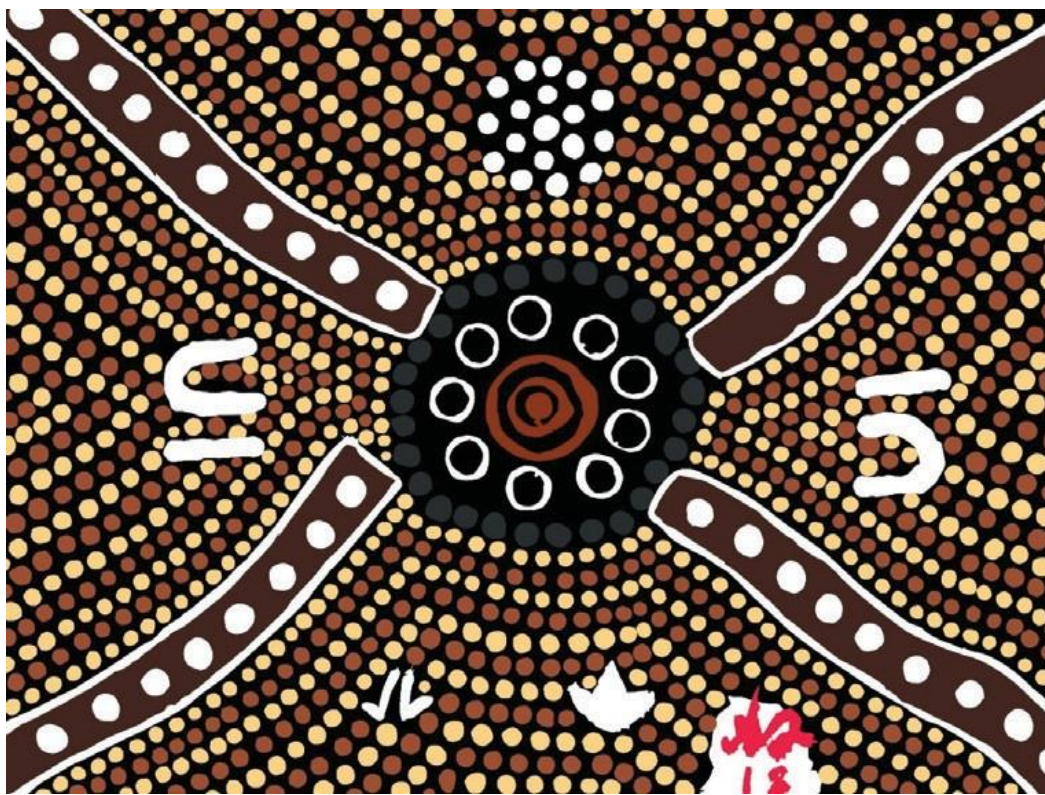
[ecka.org.au](http://ecka.org.au)  

A member of





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



### **Indigenous Preschool Advancement Strategy (IPAS) Artwork “Cared for”**

*Painting created by Albert Fagan, Wadawurrung Traditional Owner*

#### **Painting description:**

The lines within the painting represent the individual journey the children and teachers have taken to get here today. In the middle of the painting is a camp fire where the teachers provide food and water for the children. The symbols on either side represent the teachers and the learning that occurs with the children

# WELCOME TO HADDON EARLY EDUCATION SERVICES

This information booklet has been compiled so you may have a better understanding of your Kindergarten - the how's and why's of its operation. We hope your association with the kindergarten will be a happy and rewarding one. You will soon become aware that your Kindergarten is not just a centre that your child attends, but more so a unique combination of interested staff and families, all working together with the common goal of producing happy, confident and well-adjusted children.

This centre is bound by the Education and Care National Law 2010 (National Law) and the Education and Care Services National Regulations 2012, (National Regulation) and the National Quality Standard (NQS) and is responsible to the Department of Education and Early Childhood Development. Our Kindergarten premises are leased from the Golden Plains Shire Council.



**Enriching children's lives through learning**

Our Kindergarten 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](http://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 29 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.

## CHILD SAFE STATEMENT

ECKA's purpose, Enriching children's lives through learning, can only be achieved where children are in education and care environments that are safe, welcoming and inclusive for children and their families; and ensure that children's health safety and wellbeing is protected at all times. Importantly, children must not only be safe but also feel safe. The welfare of children in ECKA services is at all times our priority and ECKA has a zero tolerance to child abuse.

ECKA operates under a range of legislative, policy and procedural requirements that prioritise the safety of children as paramount at all times, and these are available on the ECKA website, ECKA office, and ECKA Services

ECKA encourages all children, families, employees and others involved with ECKA services to participate in regular evaluation and review of policies and practices, or at any time provide feedback, anonymously if desired, via the ECKA website, ECKA office or ECKA service. At all times, any complaints or concerns about child safety will be treated with the highest priority.

### STATEMENT OF COMMITMENT

#### ECKA:

- is committed to the rights of all children to feel safe, and be safe at all times, including:
  - promoting the cultural safety of Aboriginal children
  - promoting the cultural safety of children from culturally and linguistically diverse backgrounds
  - promoting the safety of children with a disability
  - promoting the safety of trans and gender diverse children and their families in ECEC settings
  - Ensuring that LGBTIQ+ children and families feel included
- values, respects and cares for children
- empowers children's voices by fostering opportunities for each child to participate, express their views, and to learn and develop
- always acts in the best interests of each child and has zero tolerance of child abuse
- takes all reasonable steps to ensure the health, safety and wellbeing of children at all times, whilst also promoting their learning and development
- actively manages the risks of abuse or harm to each child, including fulfilling our duty of care and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm
- continuously improves the way our service identifies risks of and responds to child abuse and encourages reporting and improved responses to allegations of abuse.
- proactively sharing information with relevant authorities to promote the wellbeing and/or safety of a child or a group of children, consistent with their best interests

## CONTACT INFORMATION



396 Sago Hill Road, Haddon VIC 3351

0419 384 901

[haddon3kocc@gmail.com](mailto:haddon3kocc@gmail.com)



11 Grandview Grove, Wendouree VIC 3355

(03) 5339 5055

[info@ecka.org.au](mailto:info@ecka.org.au)

## OUR KINDERGARTEN

The 3yo kindergarten year is an important opportunity for your child to be supported in all curriculum areas when beginning their educational journey. It is a year of developing and acquiring important skills such as, problem solving, resilience, persistence and critical thinking. These learning opportunities will provide your child with the foundation for a positive learning future.

The dedicated staff at Haddon Early Education Services will nurture your child along this exciting journey within a play-based learning curriculum. Your child will enjoy opportunities for discovery, exploration and creativity, whilst developing positive social relationships with their peers and educators.

Your input into the kindergarten program is highly valued and appreciated i.e.

- Sharing skills, ideas, culture, and community experiences.
- Volunteering time in the kindergarten as parent helper.

The educators at Haddon Early Education Services welcome family participation and input on running a successful learning program for your child. We believe learning outcomes are best achieved when there is a collaborative partnership between the families and educators. If you have a particular interest such as cooking, gardening, music etc. or a special activity that your child enjoys doing at home with you, we welcome you to come and share this with us during a kinder session. Alternatively, you may prefer to just come and spend an hour or two helping out and spending time with your child during the session.

We hope that as parents and carers, you have an enjoyable year as you watch your kinder child grow and develop.

We look forward to getting to know you all!

**Please note children starting 3 year old kinder are unable to begin until they have had their 3<sup>rd</sup> birthday.**

## TERM DATES FOR 2025

2025	Start Date	Finish Date	Public Holidays
Term 1	3 February *	4 April	Labour day 10 <sup>th</sup> March
Term 2	22 April	4 July	ANZAC Day 25 <sup>th</sup> April Kings Birthday 9 <sup>th</sup> June
Term 3	21 July	19 September	
Term 4	6 October	18 December	Melbourne Cup 4 <sup>th</sup> November

\* Children commence after the meet and greet interview in early February. Start times can vary so please check Storypark for details on your child's starting date and times.

## SESSION TIMES FOR 2025

### 1st Year Group (3yos)

	Monday	Tuesday	Wednesday	Thursday	Friday
Group 1	9:00 – 2:00	9:00 – 2:00	9:00 – 2:00		
Group 2	9:00 – 2:00		9:00 – 2:00	9:00 – 2:00	
Group 3	9:00 – 2:00	9:00 – 2:00		9:00 – 2:00	
Group 4		9:00 – 2:00	9:00 – 2:00	9:00 – 2:00	

## NO JAB NO PLAY

By law to finalise your kindergarten enrolment you must provide the kindergarten with a current Immunisation History Statement from the Australian Immunisation Register (AIR) that shows your child is up to date with all immunisations that are due or able to receive for their age. In some circumstances a 16 week 'grace period' can be applied so you child can start at the service while you arrange to get a statement. The kinder can advise you if that applies to you.



The quickest way to get your child's statement is by using your Medicare online account through myGov or the Express Plus Medicare mobile app. Alternatively you can call the AIR on 1800 653 809 to request your child's statement to be sent to you.

More information can be found at [www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

**\*\*DOCUMENTS PRODUCED BY GP'S OR OTHER IMMUNISATION PROVIDERS WILL NO LONGER BE ACCEPTABLE AS PROOF OF IMMUNISATION\*\***

## ARRIVAL AND DEPARTURE



On arrival at the kindergarten please sign your child in, in the 'Sign in' book located on the bench outside the door. Encourage your child to place his/her bag in the appropriate named locker.

When entering and leaving the kindergarten please ensure no child other than those for whom you are responsible leave the kindergarten. **DO NOT HOLD THE DOOR OR GATE OPEN.** Please talk to your children about the importance of staying with you when leaving the building. Please refrain from having children climb on the garden outside the kindergarten gate as we are trying to establish our gardens and this can be a large drop for a child.

### Separation at Arrival

Often parents and children can become fretful about separating from each other. This is quite natural and we have some great tips to help you and your child move through this difficult stage. It is important that parents understand that kinder is about their child developing new relationships independently as they attend kinder. Your child will require positive guidance from you to settle. Please be mindful of your language and phrases – don't use phrases such as "I will never leave you."

Some useful tips to prepare your pre-schooler are:

- Approach the first day of kinder with a positive and joyful outlook
- Go past the kinder and talk about it as your child's kinder
- Tell your child that this is what will happen
- Sit at an activity with your child to help them feel secure in their kinder environment.

Always say goodbye to your child and acknowledge at least one staff member so we are aware that your child is here.

Some useful websites with information about separation are:

- Kathy Walker: <https://earlylife.com.au/>
- Department of Education and Early Childhood Development: [www.education.vic.gov.au](http://www.education.vic.gov.au)

All children must be brought to and collected from the room. The door will remain closed until staff open it at the beginning of session as this allows us to ensure the room is fully set up for the day. Parents must remain with and supervise their children (including siblings) until they have entered the room. Upon collection the door will be closed until staff dismiss the children. The children are asked to wait on the mat until their name is called, this will not happen until the staff member has had visual confirmation that the child's parent is present and the child is going safely.

Photo Identification will need to be shown to staff if someone we have not met is collecting your child. For Example: grandparents, aunts, uncles, family friends

**Please be on time.** If you are going to be late, please call us so that we can reassure your child. If you need to arrange an alternative arrival or dismissal time please speak to your teacher.

**Please ensure you make staff aware of any changes to your contact details as necessary.**



## ATTENDANCE

It is important that your child attends kinder regularly. Please let us know if your child will be absent.

### Sign in book

The sign in book is located on the bench outside Kinder room. All children's names are recorded in the book next to a number. It is a requirement that all children in attendance are signed in and out. All people dropping off children must:

- Write the exact time
- Sign their name
- Write who will be collecting the child (Full name please no nicknames e.g. mum/dad/nan)

Children will only be released into the care of the person whose name is in the sign in book and if they have been authorized on the enrolment form.

If someone other than the person in the sign in book is to collect the child a phone call to the Kinder to inform staff is required. If the Kinder has not been informed of the change, we will contact parents to confirm collection arrangements.

If someone not on the enrolment form is to collect the child, the parent will be required to add them onto the enrolment form in the specific section regarding child's collection.

## ACHIEVEMENT PROGRAM

Haddon Early Education Services are registered and have worked through the Achievement Program for Early Childhood Services. This is an exciting opportunity to actively promote the health and wellbeing of our children, families, educators and staff and be recognized for our achievements.

Jointly developed by the Department of Health and the Department of Education and Early Childhood Development, the Achievement Program reflects the Victorian Governments ongoing commitment to improving people's health where they live, learn, work and play.

Six health priority areas have been identified:

- Healthy eating and oral health
- Physical activity
- Sun Protection
- Tobacco Control
- Mental Health and Wellbeing
- Safe Environments.

Haddon early Education Services have received guidance to work through each health priority area from Ballarat Community Health. Our benchmarks for the health priority have been met and we have gained recognition. We have received a certificate and an outdoor sign from the Victorian Government.

## FOOD

### Lunchboxes

At HEES we are a Smiles 4 miles Accredited service. For this to continue we need your help and support to assist us in promoting healthy eating & drinking practices.

Some suggestions for healthy lunchbox items are:

- Fresh fruit (Children should and need to have at least 1 piece of fresh fruit per day)



- Carrot, Cheese and celery sticks
- Yoghurt
- Salads
- Wraps
- Sandwiches with nutritious fillings
- Dry Biscuits



**Please refrain from sending lollies, chocolate, chips and juice packs** (During the kinder year, opportunities for special days where a special treat, chips, lollies and chocolate may be included in program).

### Drinks

#### **NO SUGARY DRINKS.**

Fresh water is always available for your child to access. Please ensure your child brings a water bottle every day to kinder, with fresh water **only**. It is important that your child can access water when they need it.

We encourage the children to bring healthy food items for morning tea and lunch. As we are an anaphylactic aware service, in the event of a child being diagnosed with a food anaphylactic condition i.e., nuts, banana's, dairy we will reassess this situation and inform all parents to modify their child's lunchboxes accordingly. We do not deny foods just in case, instead we educate all children in the importance of healthy eating and keeping each other safe if an allergy is to arise.

## CLOTHING

We provide many sensory and creative learning experiences which can be messy i.e. mud kitchen, digging in the garden, water play and painting.

Therefore, please dress children in:

- clothes that they can get dirty
- clothes that they can manage themselves – be aware of buttons, straps, shoe laces etc.
- No thongs or strappy dresses.
- SunSmart compliant clothing – hats, T-shirts. Please read the SunSmart Policy for clarification.

### Clothes appropriate to the weather conditions should be worn

- Broad brimmed sunhats that protects your child's face, head, neck and ears. Sun protection is required between September and April and when UV levels are 3 and over. You can check the SunSmart app or website each day for a daily UV rating.
- A winter coat – Haddon gets very cold and wet in winter;
- Gumboots & slippers are recommended in Terms 2 & 3.

Parents are also asked to put sunscreen on their child before coming to kinder on days that will have a UV level 3 or higher. The UV index level can be checked via the SunSmart App or on the ECKA website. Coles Sunscreen will be available at the service however if your child requires their own sunscreen, please let staff know.



## BIRTHDAYS



We celebrate the children's birthdays by singing "Happy Birthday" and are happy for parents to bring along cupcakes to share with all the children to make it a special day for your child. However, we do ask that they are store bought cupcakes and not home made to ensure we are allergy safe.

Please speak to staff regarding any allergies within the group before bringing any food into the kinder or if you do not want your child to participate in these celebrations.

## STORYPARK

Storypark is an online platform that allows us to communicate with families and share your child's learning and kindergarten experience. You will be able to access your child's planning and assessments throughout the year and have input to every step of your child's learning.

Every family will be asked to join Storypark.

Please check Storypark regularly as there will be regular, important correspondence from staff, Parents & Friends and ECKA on this platform.

## LOCKERS

Each child will be allocated a locker, which will be clearly named, to place their bag, hats and coats during each session. These lockers are also used by other children so we ask that you take all your belongings home at the end of the day.

## FAMILY INVOLVEMENT

The educators at Haddon Early Education Services welcome family participation and input on running a successful learning program for your child. We believe learning outcomes are best achieved when there is a collaborative partnership between the families and the educators. If you have a particular interest such as cooking, gardening, music etc. or a special activity that your child enjoys doing at home with you, we would love for you to come and share this with us during a kinder session. Or you may prefer to just come and spend some time with your child during the session.

Some things you can help out with during the year may include:

- Participating in kinder sessions, as a parent helper.
- Being a mystery story teller and coming in to share a story with the class
- Offering an art experience
- Assisting with gardening
- Launder our smocks, towels, face washers, table covers etc.
- We have a chook scrap roster which you can put your name on. The children are able to take home the fruit scraps and we are able to introduce them to sustainability.

We hope that you as parents and carers have an enjoyable year as you watch your kinder child grow and develop. We look forward to getting to know you all.

## ACCIDENTS AND ILLNESS AT KINDERGARTEN

Please inform the Educator if your child is to be absent for any length of time. If a child suffers injury or bodily harm at kinder the educators will ascertain the extent of the injury and take all necessary steps to provide first aid and notify the parent/ guardian if required.

## Medication

Any child requiring medication during session times must have details entered on a Medication Record. All medication must be handed to an Educator on arrival at the kindergarten.

The staff member will then place the medication into the First Aid Kit situated in the office or the fridge in the kitchen. If medication is to be taken at kindergarten children must not have medication left in their bag.

## Illness and Infectious Diseases

Within a small community such as a kindergarten, colds, tonsillitis, vomiting and diarrhea, chicken pox etc are easily transmitted.

Please keep your child at home if they are unwell and please notify us if your child is going to be away. Please inform staff if your child has been unwell. If your child has been vomiting, please do not send them to kindergarten for 48 hours after the vomiting has stopped. Children with live lice and nits must not come to kinder. Please inform staff if your child has been treated for nits so that parents can be informed to be extra vigilant. Infectious and communicable diseases will be dealt with according to the requirements of the Victorian Health Department's 'Minimum Period of Exclusion from Schools and Children's Services of Infectious Diseases Cases and Contacts' table.

This table will be displayed at the kindergarten or found at <https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion/school-exclusion-table>

## Allergies

During individual enrolment interviews, the child's parent/guardian must provide details of any allergies and a detailed management plan to the Educator.

Staff will follow the management plan according to need.

Any medications and/or treatment devices must be provided by the parents and shall be located at a site designated by the Educator.

In consultation with the child's parent(s) and staff any necessary professional development associated with the management of the allergy will be considered.

The child's parent(s) is responsible for ensuring that the management plan and medication(s) are kept up to date, and that staff are informed of any changes. As part of their duty of care, staff will also be responsible for checking that the management plan and medication(s) are up to date at the beginning of each term.

While particular products will not be banned, all caregivers will be informed via the newsletter and/or a separate letter regarding the presence of a child with an allergy in the kinder, the nature of this allergy and will be encouraged to avoid sending products which may be put a child's health and wellbeing at risk.

Throughout the kinder year opportunities will be taken to educate all children regarding the inappropriateness of sharing food.

The Educator will discuss with the parent(s) on an individual basis their wishes regarding their child's participation in celebrations where food is brought into the kinder (e.g. peer birthdays). These wishes will be included on the management plan.

## Medical Conditions

Please let staff know if your child has a medical condition such as Asthma, Epilepsy etc. As a medical plan will need to be filled out and signed by your doctor and kept at the Kinder. Please leave a clearly named supply of the required medication at Kinder. Your child can not stay at kinder without their medication.

## SLEEP

Kinder is a big day for your child and it is essential that they have adequate sleep in order to manage and enjoy all that kinder has to offer. Please ensure your child's bedtime allows them adequate sleep.

## RECYCLED MATERIALS

We love clean recycled things, especially odd stuff!

\*\*\* We are unable to accept any items which have contained any nut products. Neither can we accept toilet rolls. Also, we love any preloved furniture donations such as cubby house furniture, shelving or even a couch. It is amazing the things that we could use- old bike wheels for weaving, old crates for garden beds, cut up trees for stepping stones, seats or old kitchen utensils and pans for our sandpit. Please check with staff if you or someone you know have anything to donate as it would be greatly appreciated.

## DELICATE TOPICS

Life will throw many varied challenges our way at times. Please feel reassured that we are trained in dealing with a wide range of family experiences and circumstances. Our role includes the provision of a safe and secure environment for you and your child. To assist us in this, we would very much appreciate you speaking confidentially with us about any personal family circumstances which may affect the wellbeing of your child.

## WHAT TO BRING

For each session we ask that you pack your child:

- Named back pack, big enough to hold children's lunchbox, drink bottle, spare clothing and art work.
- A change of clothes including underwear, socks, singlet, T-shirt, jumper and pants. Please name all clothing and shoes.
- A named broad brimmed hat for when the UV is over 3 and a named hat and coat in colder months.
- Drink bottle filled with water
- Lunchbox with sandwich or wrap, healthy snacks for morning tea.

For further information please refer to the ECKA Booklet

## CURRICULUM

The curriculum unfolds as the year progresses and the children's interests flourish and develop. At Haddon Kindergarten we follow the children's lead. A rich year of learning is guaranteed in all areas of the children's development, following the National Framework Guidelines, with easy, manageable and at times more challenging experiences planned and set up by the staff.

The seasons are closely followed and discussed as we travel through the year together in our beautiful surroundings.

Kindergarten offers your child the opportunity to learn life skills. While it is important for your child to experience a rich year of kinder, it is also necessary to be mindful of the need to prepare the children for school the following year. We begin this process very subtly from Term 1 and develop more and greater initiatives for the children as the year progresses. By the time they are off to school, shoes, lunch boxes, looking after their own belongings are all things they are very familiar and comfortable with.

Early education services are the first educationally based environment under the umbrella of learning through play.

All of the experiences are carefully set according to the following projected learning outcomes:

### 1. Identity:

Children have a strong sense of identity

### 2. Community:

Children are connected with and contribute to their world

### 3. Wellbeing:

Children have a strong sense of wellbeing

#### 4. Learning:

Children are confident and involved learners

#### 5. Communication:

Children are effective communicators

... and of course, the important aspects of developing appropriate social behaviors, and much, much, much more!

While this is a learning environment, the sessions are long, particularly at the beginning of the year. Special attention is given to the flow of the day, the children's energy and how the children are managing as a group. The staff will not only assist in the guidance of your child educationally, but will care for and nurture your child in the time they are with us.

We passionately enjoy our chosen careers and this is reflected in the cohesive relationships we have with each other as a team, as well as with the positive relationships forged with families and particularly with the children, who are the focus of our work.

The staff have a very strong work ethic at Haddon Early Education Services and are professionally motivated to provide an outstanding curriculum for children. We attend regular Professional Development workshops to stay abreast of new ideas, refresh our outlook, and to network with other Early Childhood Professionals. We are also offered professional support from ECKA to assist with further study.

### The Importance of Play

***“Young children learn the most important things not by being told, but by constructing knowledge for themselves in interaction with the physical world and with other children – and the way they do this is by playing.”***

Play nourishes every aspect of children's development and learning. It forms the foundation of intellectual, social, physical and emotional skills necessary for success in school life and play. Play paves the way for learning – it is a child's window to the world.

While much learning does occur during group time and structured activities, spontaneous free play is equally important to early learning.

In play, children learn by combining their ideas, impressions and intuitions with experiences and opinions. They create ideas about their world and share them with one another. They establish a culture and a social world with their peers. Play allows children to make sense – and sometimes nonsense – of their experiences and discover the intimacy and joy of friendship. When it is self-directed, play leads to feelings of competence and self-confidence.

For example, block building and sand and water play lay the foundation for logical mathematical thinking, scientific reasoning and cognitive problem solving.

Rough-and-tumble play develops social and emotional self-regulation and may be particularly important in the development of social competence in boys.

Pretend play(socio dramatic) fosters communication, developing conversational skills, turn taking, perspective taking and the skills of social problem solving – persuading, negotiating, compromising and cooperating.

Pretend play with peers engages children in the same kind of representational thinking needed in early literacy activities. Children develop complex narratives in their pretend play. They begin to link objects, actions and language together in combinations and narrative sequences. They generate language suited to different perspectives and roles.

Play fosters creativity and flexibility in thinking. There is no right or wrong way to do things; there are many possibilities in play – a chair can be a car or a boat, a house or a bed.

## Play and Literacy

There are consistent findings in research about the close relationship between symbolic play and literacy development and good evidence that increasing opportunities for rich symbolic play can have a positive influence on literacy development.

## The Value of Outdoor Play

Nature has a positive impact on children's physical and mental well-being. Natural landscapes in the outdoors typically provide:

- rich, diverse, multisensory experiences;
- opportunities for noisy, boisterous, vigorous, physically active play;
- opportunities for physical challenge and risk-taking that are inherent in the value of play – rough, uneven surfaces, with opportunities for the development of physical strength, balance and coordination;
- and natural elements and loose parts that children can combine, manipulate, and adapt for their own purposes.

*(Adapted from a report on Lessons in Learning, Let the Children Play: Nature's Answer to Early Learning, Canadian Council on Learning, 2006).*