# Wudinna RSL

# Memorial Kindergarten

## Parent Guideline Booklet

www.wudinnakgn.sa.edu.au

# WUDINNA KINDERGARTEN INFORMATION

Phone: 86802252 Mobile: 0428239946
Address: Corner of Oswald St and Wilkins St, Wudinna 5652

PO Box 261 Wudinna SA 5652

Director: Lucy Schultz Teacher: Jessica Parsons

Occasional Care: Georgie Inglis

Finance Officer: Paula Tarran (Central Office)

Kindy session times: 8.25am – 3.35pm Tuesdays and Thursdays.

*(We sing our Kindy song at approx. 3:20pm to ensure we get bus children boarded on time.)*

We aim to hold our 4 pupil free days on non-kindy days to reduce impact on families.

Occasional Care session times: Thurs AM 9.00am – 11.45am **OR** Thurs PM 12.30pm – 3.15pm

**Kindy Fees**

Kindy fees are billed once at the beginning of your child's time at kindy. The fees for 2026 are: $100 per term.

**Occasional Care Fees**

Occasional Care is booked on a term-by-term basis. Parents receive a term schedule, with a window to decline any session/s that do not suit. The accepted sessions are then billed for the Term. Any sessions that are unable to be utilised after the decline period will have to be paid for. Session fees are below

| Income group | Income level | Fees to be charged |
|---|---|---|
| 1 | In receipt of a health care card concession | $1.50 per session |
| 2 | Standard fee* | $5.00 per session |

*Families with more than one child enrolled receive a 50% reduction of the fee for the second and any subsequent children attending in the same term.

**Payment**

Fees may be paid via cash or cheque to the Kindy. Incremental payments are welcome. Alternatively, you may pay via bank deposit. Our bank details are:

Account name: Wudinna Memorial Kindergarten

BSB: 105 171 Account No: 016 033 640

Please use your child's name and 'fees' as the reference.

# ACKNOWLEDGEMENT OF COUNTRY

In 2017 the children of Wudinna Kindy were involved in an inquiry to develop an Acknowledgement of Country – to acknowledge the traditional owners of the land we meet on at kindy.

*"We the people of Wudinna Kindy, would like to say thank you to the Aboriginal people and traditional owners of the land. Thank you for looking after the country. Thank you for giving us a place to go, so that we can play on the earth with our friends, see things growing like animals, trees, flowers and the grass. Thank you for giving us a place to learn about it all together at kindy".*

*Here is the land, here is the sky*

*Here are my friends and here am I*

*We stand together, hand in hand*

*To respect and honour the Aboriginal people;*

*the traditional owners of the land.*

# Welcome to

# WUDINNA RSL MEMORIAL KINDERGARTEN

# Our Philosophy

*"Learning for life"*

## Acknowledgment

## Our Place

Wudinna RSL Memorial Kindergarten offers a unique environment for young children and their families to connect, learn and engage with others. Our welcoming, homely, nature inspired indoor and outdoor play spaces allow every child a rich early learning experience. The kindergarten is part of the closeknit community of Wudinna and surrounding areas, and actively contributes to its wellbeing. All families of our community are encouraged to be involved in decision making either through the Governing Council or in informal ways.

## Our Values

- Kindness
- Teamwork
- Challenge

## Our Beliefs

We believe:

**Every child** is unique and brings diverse experiences, understandings and ways of being. Children are naturally curious and motivated to make sense of their world through play and relationships. We see children as capable and competent and rich in possibilities.

**Children learn** best when they have a sense of belonging and feel safe to explore, take risks and solve problems. Having opportunities to have a voice in their learning, to think critically and creatively and to build on their existing knowledge supports children's learning.

Building respectful, reciprocal relationships with **families and our community** enables a shared commitment to the future of our youngest citizens.

**Learning environments** that are warm, calm, reflect children's lives and the natural world invite children's engagement and learning. Effective learning environments offer children opportunities to make choices, to feel secluded, to collaborate with others, use their imaginations and challenge themselves. They offer a wide range of choices for children to follow their interests, explore their curiosities and lines of inquiry both independently and as part of groups.

## Our Commitments

So we will:

Ensure that our planning is strength based, reflects the uniqueness of each child and builds their connections and sense of belonging

Enable children to actively explore, take risks and shape their own learning, in collaboration with educators and peers

Actively work to build partnerships and relationships with families and the community to enable children to participate as citizens

Create learning environments that reflect children's lives and offer a wide range of choices for learning

# GOVERNING COUNCIL - DECISION MAKING AT WUDINNA KINDY

We invite you to join our team in sharing your child's time at Wudinna Kindergarten! We believe it is a vital part of your child's development to have open communication between home and kindergarten.

We welcome your comments, participation, and involvement in the Kindy.

We invite you to assist us with programming for your child through a "tell us about your child survey" and ongoing opportunities for feedback.

We invite you to participate in the management of the Kindergarten by joining our Governing Council. Governing Council roles are renewed each year. We ask you to consider taking on a role during your child's time at kindy.

Not available for Governing Council? We invite you to share your thoughts and ideas for our Kindy grounds and program by either talking to educators or discussing with our Governing Council members.

## The Governing Council

The Governing Council meets twice per term to discuss matters important to the kindy. Office Bearers of the council are elected at the first meeting (held early in the year). Members of Governing Council have an input into matters such as general policy making, resource purchasing, fundraising and general kindy developments.

If you have ideas and suggestions for our Kindy, they may be fed through to educators or the Governing Council members.

We welcome Occasional = Care voice. Parents who are keen to voice any concerns/ideas are welcome to join Governing Council. Please reach out to the Director.

# WHAT TO BRING TO KINDY

A backpack for a kindy/Oc care bag – please label

A piece of fruit, a snack for morning tea and afternoon snack

(Oc Care AM: fruit and a snack/s  Oc Care PM: lunch and a snack/s)

Kindy Lunch

A broad brimmed hat to keep at kindy (no chin straps please)

A spare set of clothes inc. underwear/socks

A waterbottle (preferably no cordial thanks)

Appropriate footwear – we prefer sandals or sneakers.

Nappies/pullups/wipes (if not toilet trained)

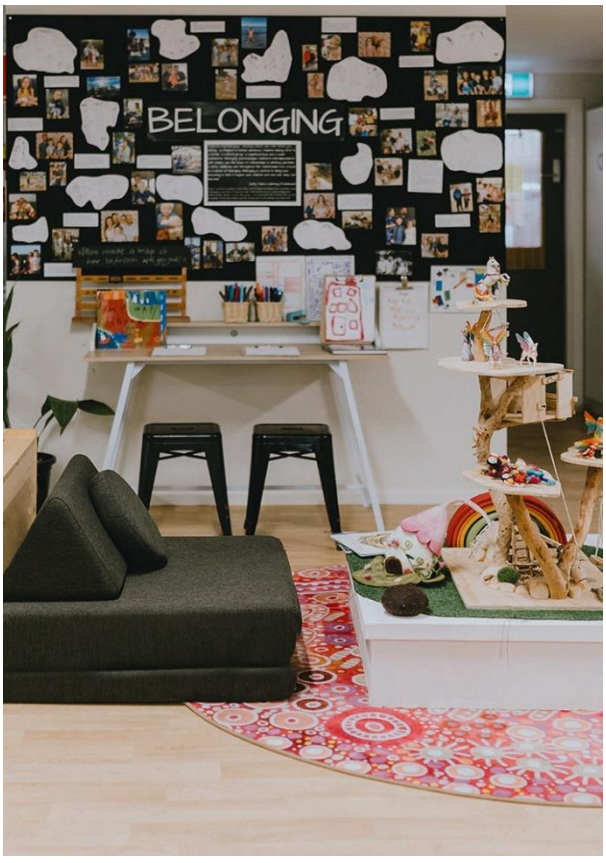
50+ Sunscreen (applied)

Please make sure everything is labelled clearly including all clothing and shoes

**Bringing toys from home**

We have a wonderful selection of toys at Kindy that have been intentionally chosen for their open-ended uses.

We understand that from time-to-time children need to bring along a comfort toy from home. We have some requirements for this toy. Toys brought from home cannot contain button batteries. In addition, the toy must not be of value—the Kindy holds no responsibility for the toy. Thanks for your understanding.



# Arrival and Departure

**School Bus travel**

There are currently 5 school buses transporting children from around the district into both kindy and school. Kindy children are able to utilise the school bus service provided there is room on the bus. Please speak Cassie Stringer at the school to organise this, 86802263.

Once confirmed your child can come via the bus, please let us know and we will provide you with the relevant documentation.

**All children must be collected by an adult (18+) at the end of each session.**

On arrival to each session please support your child to:

- Unpack their bag – getting out their lunch box, waterbottle, etc. Place their bag in the allocated bag space.
- Identify their fruit/snack for the baskets and water bottle on the shelf
- Apply sunblock.

We encourage children to be as independent as possible with this process. Please support them to develop this independence.

Please Sign in at the beginning and end of each session. It must be stated if a different person is to collect your child.

If pick up plans change, please notify educators via text to the kindy phone, so we can prepare your child for any changes.

**We ask parents to take note of the session times and adhere to them.** Arriving on time for drop off/pickup allows educators time to set up equipment/plan for the day, and it allows the Kindy children time to settle into their day or engage in age-appropriate experiences before the arrival of the younger Occasional Care children.

Parking is available behind the Kindy – alternatively at the back of Standley Park (opposite the front of the kindy).

# BUSHFIRE ACTION PLAN

## Parent Responsibilities

*The Bushfire Action Plan tells us what we will need to do in the event of a fire in our area.*

*Please read and ensure you understand your responsibilities. If you have any questions, please contact the Kindy.*

**BEFORE**

Ensure the Kindy has updated telephone numbers

Develop your families Fire Action Plan

Ensure we have alternate pickups if needed.

**On CODE red or CATASTROPHIC days**

**Please be aware that school buses do not run on catastrophic days**

You will be contacted by educators/the school to inform you if buses are running.

Only bring your children into Kindy if you feel it is safe to do so.

Monitor the ABC or CFS website for fires in the local area.

If we move to our offsite safe refuge you will be contacted by educators WHEN POSSIBLE.

**IN THE EVENT OF A FIRE**

Please do not come to pick your children up until it is safe to do so (this includes yourselves being safe, don't drive through fire affected areas).

Your children will be looked after until you can get into us. Do not take children back to a fire affected area.

Try to contact us on the Kindy mobile, 0428 239 946 and let us know what you plan to do. This will help us assure your children are ok, as well as give us a timeline.

**RECOVERY**

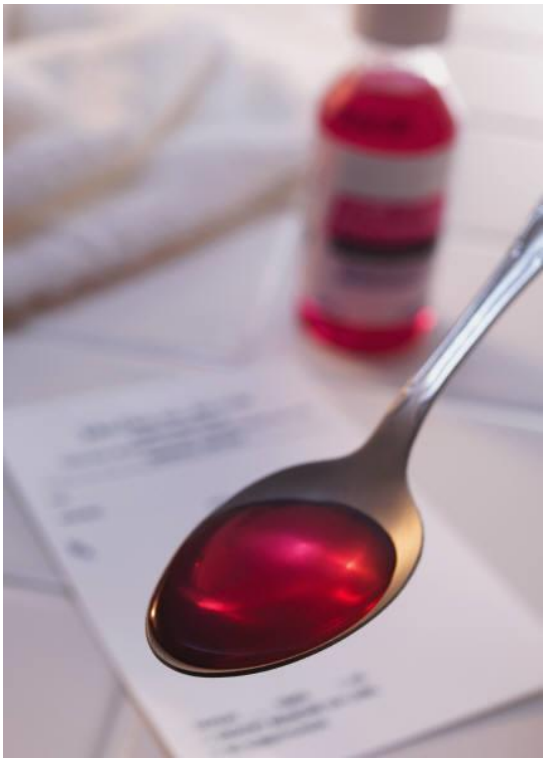
Communicate any concerns including children's emotional state with Kindy so we can be really informed to help your children.

# ILLNESS, MEDICATION & IMMUNISATION

Children must be excluded from Kindy if they are ill or have a contagious infection. Please contact your doctor or educators if you require information in regard to illnesses or infection.

**Regular or permanent medication (such as an epi-pen or asthma medication)**

If you require educators to administer medication to your child, you must have both a Medication Agreement and a Health Care Plan from your Doctor stating the child's name, frequency of dosage and size of dosage. An agreement from parents reiterating the above information is also required.



*****Medication cannot be administered without correct documentation. *****

Administering educators will communicate name, dosage, and time of administering with parents.

Educators must be supplied with a health care plan for Asthma. Educators will support children to administer medication in accordance with the plan.

Educators must be supplied with the following documentation for Anaphylaxis:

- Anaphylaxis (severe Allergy) care plan
- Action plan for allergic reaction and
- A medication agreement for Allergic reactions.

**Medication and permissions must be given to educators at the beginning of each session and not left in bags.**

**Immunisation**

We require a current copy of your child's up to date immunisation schedule on file. This can be accessed via your medicare app. If your child is not up to date with their vaccinations, please contact the Director who can explain the "Catch-up schedule" process.

# ASSESSMENT AND REPORTING AT OUR KINDY

Assessment and reporting are the basis of the curriculum cycle; it helps us to determine learning activities for children, monitor and collect evidence of learning and allows us to focus on children's individual needs.

Educators at Wudinna RSL Memorial Kindergarten use the Department for Education Policies and Strategy and the Early Years Learning Framework to plan, assess, and report on children's learning.

**Assessment** at Wudinna Kindergarten Involves:

- *Observations and Anecdotal notations*
- *Video observations and analysis we call "Ped Doc" short for Pedagogical Documentation.*
- *Dated and annotated work samples*
- *Interviews*
- *Checklist*
- *Photos*
- *Specific screenings (such as speech assessments)*

**Reporting** at Wudinna Kindy involves:

- *A report called the "Statement of learning" (to be shared with the school at the end of the year)*
- *Learning Journey Folder given to families in their child's first term of kindy. A place for parents to keep any ped doc inc transcripts, mini moments, photos or work samples, to evidence learning growth.*
- *Interviews (when requested)*

Families are the first educators of children. At Wudinna Kindy we encourage family involvement and input into the education of each child.

# SUN PROTECTION

Our service recognises the value of outdoor play and learning in a sun safe way. We are committed to ensuring all children, educators and staff are protected from ultraviolet (UV) radiation for all outdoor activities.

This includes;

- providing shade in the outdoor environment,
- ensuring all sun protection measures are promoted and utilised,
- encouraging and supporting children to develop independent sun protection skills, and
- providing learning opportunities for children, staff and families.

## SunSmart Behaviours

### *Seek shade*

- The approved provider and nominated supervisor ensures there is enough shade (natural, built, temporary) available in the outdoor area particularly in high-use areas.
- The availability of shade is considered when planning all outdoor activities.
- Children are encouraged to choose and use available areas of shade when outside.
- Children who do not have appropriate hats or outdoor clothing are asked to choose a shady play space or a suitable area protected from the sun.
- In consultation with the service's committee, shade provision and UV reflective surfaces are considered in plans for refurbishments and future buildings and grounds.

### *Slip on sun-protective clothing*

- Children wear loose-fitting clothing that covers as much skin as possible.
- Families are asked to choose tops with elbow-length sleeves, higher necklines (or collars) and knee-length or longer style shorts for their child. The kindy uniform is rated as an "Excellent" level of UV protection.

### *Slap on a sun protective hat*

- All children wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket style).
- Caps and visors are not considered a suitable alternative.
- Children without a sun protective hat are provided with a spare hat where possible.

### *Slop on sunscreen*

- SPF50+ broad-spectrum, water-resistant sunscreen is supplied by the service and/or families.
- Sunscreen is applied before going outdoors and reapplied every two hours, or more frequently if sweating or swimming. Children are required to be wearing sunscreen upon arrival.
- To help develop independent skills ready for school, children from three years of age are encouraged and given opportunities to apply their own sunscreen under supervision of staff.
- The expiry date of sunscreen is monitored.
- Where children have allergies or sensitivities to sunscreen, parents are asked to provide an alternative sunscreen or children are encouraged to play in the shade.

### *Slide on sunglasses [if practical]*

- Where practical children are invited to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible

### *Educational Program*

Sun protection is incorporated into the learning and development program.

- The Sun Protection policy is reinforced by educators and through children's activities and displays.

- Children are encouraged to be involved in initiatives to promote and model sun protection measures at the service including taking leadership roles in managing sun protection e.g., accessing daily sun protection times, hat and sunscreen reminders, and supporting other children to be SunSmart.
- Educators and families are encouraged to role model appropriate sun protection strategies in all service activities.

When enrolling their child, families are:

- informed of the service's Sun Protection policy;
- asked to provide a suitable sun protective hat, covering clothing and sunscreen for their child;
- asked to provide written authority for staff to apply sunscreen to their child; and encouraged to use SunSmart measures themselves when at the service.

*Family responsibilities:*

- Be aware of, support and follow the service's sun protection policy and procedures.
- Ensure children are dressed in appropriate sun protective clothing.
- Model SunSmart behaviours
- **Support your child to apply sunscreen prior to attending the preschool each day.**

# SCRUB KINDY

Scrub Kindy is an experience we engage in during your child's time at kindy. It involves spending periods of time over a number of weeks engaged in nature play at a site near the kindy (usually the Pony Club).

*Through this experience, children will:*

- Climb trees, walk along logs, climb various inclines, walk across rocks, build cubbies, explore the environment, hold campfires.

The elements of risk have been identified in each of the above-mentioned experiences and environments.

*The Learning Outcomes from Our Scrub Kindy program are:*

Physical and sensory development, including coordination, balance, lifting, aware of senses in environment.

Dispositions for learning including risk taking, solving problems, making decisions, being persistent, determined, communicating with peers and adults, being resourceful, building their confidence and self-esteem, creativity and imagination.

Literacy and numeracy learning through nature experiences.

STEM – Science, Technology, Engineering and Mathematics learning.

Researching, inquiring and promoting a deeper level of thinking of children.

Reflective learners, articulating aspects of the visit they have particularly felt strongly about.

*We ensure the Scrub Kindy experience is safe by:*

- Appropriate supervision – child to staff ratio in outdoor learning environment.
- A direct walking route is determined, and the same route is taken each visit to maintain consistency and familiarity for children. Children hold hands and walk in a "train" with educators are positioned in front, behind and in the middle of the group.
- Scrub Kindy is cancelled in event of extreme weather – heat, thunder, lightning and high winds.
- Children and educators to wear high-vis vests for duration of visit.
- A "home base" is identified and that is the gathering place at the beginning and end of each visit.
- A "boundary walk" is undertaken each visit.
- Educators to carry whistle for emergency procedure, carry first aid bag and operational mobile phone.
- Children are involved in "dynamic" risk assessments and conversations.
- Educating children about risk and challenge and safety/limitations as part of our everyday learning environment.

Benefits outweigh risk 'when children encounter certain types of risks, it helps them to learn to assess and manage risks"
Gill, 2007

# FOOD AND DRINKS AT KINDY

At Wudinna RSL Memorial Kindergarten we believe that adopting healthy eating habits early in life is important to enable children to develop optimally and set themselves up to carry healthy habits into adulthood.

Our Nutrition, Food and Beverages, Dietary Requirements Policy and Procedure aims to promote healthy food choices to children, teach children about food and nutrition and promote safe eating practises

Fruit Time

During our morning sessions at Wudinna RSL Memorial Kindergarten we have Fruit Time. Children can eat fresh or dried fruit during this time. Parents, please supply a piece of fruit for your child to eat. We also allow children to eat cheese or yoghurt during this time.

Afternoon snack

At 3pm each day we have an afternoon snack. We collect the afternoon snacks from lunchboxes at the beginning of each session, so we ask that you send something that doesn't need refrigeration.

Unhealthy Foods

Some foods may be unhealthy because of their high sugar content or because they pose a risk of choking. It is preferred that children don't bring the following to kindy:

Cordial
Lollies including cough lollies
Soft drinks

**Food Allergies and Sensitivities**

**It is vital that parents keep Kindergarten educators up to date with children's sensitivities to foods, however mild. Educators will negotiate with parents regarding a course of action (depending on the severity) to protect their child.**

Birthday cakes

We believe that each birthday should be special which is achieved by using our fun wooden birthday cake, which the birthday child is able to decorate. This is such a special event at Kindy and children enjoy having "Happy Birthday" sung to them and blowing out the candle on their special "Kindy Cake".

A copy of our Nutrition, Food and Beverages, Dietary Requirements Policy and Procedure is available upon request or alternatively can be accessed via our website.

www.wudinnakgn.sa.edu.au

# AUSTRALIAN DIETARY GUIDELINES

At Wudinna Kindy we have a Nutrition, Food and Beverages, Dietary Requirements Policy and Procedure that is is guided by the Australian Dietary Guidelines. a copy of our policy and procedure can be found at www.wudinnakgn.sa.edu.au

## 1

**To achieve and maintain a healthy weight, be physically active and choose amounts of nutritious food and drinks to meet your energy needs.**

- Children and adolescents should eat sufficient nutritious foods to grow and develop normally.
- They should be physically active every day and their growth should be checked regularly.

## 2

**Enjoy a wide variety of nutritious foods from these five food groups every day:**

- Plenty of vegetables of different types and colours, and legumes/beans
- Fruit
- Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties, such as breads, cereals, rice, pasta, noodles, polenta, couscous, oats, quinoa and barley
- Lean meats and poultry, fish, eggs, tofu, nuts and seeds, and legumes/beans
- Milk, yoghurt, cheese and/or their alternatives, mostly reduced fat And drink plenty of water.

## 3

**Limit intake of foods containing saturated fat, added salt, added sugars**

- Limit intake of foods high in saturated fat such as biscuits, cakes, pastries, pies, processed meats, commercial burgers, pizza, fried foods, potato chips, crisps and other savoury snacks.
- Replace high fat foods which contain predominately saturated fats such as butter, cream, cooking margarine, coconut and palm oil with foods which contain predominately polyunsaturated and monounsaturated fats such as oils, spreads, nut butters/pastes and avocado.
- Low fat diets are not suitable for children under the age of 2 years.
- Limit intake of foods and drinks containing added salt • Read labels to choose lower sodium options among similar foods.
- Do not add salt to foods in cooking or at the table.
- Limit intake of foods and drinks containing added sugars such as confectionary, sugar-sweetened soft drinks and cordials, fruit drinks, vitamin waters, energy and sports drinks.

## 4 Encourage, support and promote breastfeeding

## 5 Care for your food - prepare and store it safely

# BEHAVIOUR CODE -

# OUR RELATIONSHIP CODE

At Wudinna RSL Memorial Kindergarten we believe that everyone has the right to feel safe all the time (educators and children). We accept that children feel angry, frustrated, and upset sometimes and we encourage children to express their emotions appropriately. We believe that behaviour changes quickly when handled in a positive manner. Educators and parents need to share the responsibility, to be fair and consistent, to create a safe and secure environment, and to model appropriate behaviours.

At Wudinna RSL Memorial Kindergarten we encourage positive behaviours. The behaviours we encourage are:

- Sharing and turn taking
- Taking responsibility for ourselves and our things
- Playing safely
- Being respectful of others and property

We provide additional support to children for the following behaviours:

those that may hurt others or themselves physically, emotionally, mentally or socially.

A copy of our Relationship Code (formally a Behaviour Code) is available upon request or alternatively can be accessed via our website.

www.wudinnakgn.sa.edu.au

# COMMUNICATION AT KINDY

**We have a Facebook Messenger Group which we use for Kindy or Oc Care updates and reminders. Please let us know if you are not a Facebook user and we will aim to inform you via notes and text message.**

We also have a Kindy website which can be used as a one stop shop for parents.

You can find the following information on there:

- Term dates
- Links to relevant parenting websites
- A link to the Wudinna Area School website
- Link to UV rating and CFS fire rating
- An updated bushfire plan
- Copies of Wudinna Kindy site specific policies
- An updated parent guideline booklet

*please add it to your favourites*

www.wudinnakgn.sa.edu.au

We believe that a successful time at kindy requires teamwork and communication between families and the Kindy. As a result, you are welcome to ring/text anytime to discuss any concerns or worries you may have.

**Our kindy phone number is 0886802252** **The kindy mobile number is 0428239946**

Lucy can be contacted via email Lucy.schultz128@schools.sa.edu.au or Jess Jessica.parsons23@schools.sa.edu.au

While we use Facebook for generalised information, **please do not** message educators about your child via Facebook Messenger. The Department's communication policy does not consider Facebook Messenger to be secure enough to maintain the confidentiality required.

From time to time, Kindy Governing Council groups have set up a Facebook Messenger Group about Kindy business. We are happy for this to occur provided an educator is included and that methods are put in place to ensure those parents who are not Facebook users are notified of these discussions in some way. Please speak to Lucy for more information.

**Change of circumstances**

Please notify us about any change of circumstance which may affect your child. Ie; custody, bereavement, marriage, medical conditions, change of address, phone, name etc. This information will be kept confidential.

# OTHER SERVICES AVAILABLE

# At Wudinna Kindergarten

**Occasional Care**

Wudinna Kindy's Occasional Care program is short periods of care for children aged between 2 years and kindy age. Families can access Occasional Care on either a regular or irregular basis. Parents use Occasional Childcare for a variety of reasons, including casual, shift-work or part-time work; respite care; crisis and emergency care, shopping or attending appointments.

The benefit of Occasional Care is it provides families with the flexibility to leave their children in a caring and interactive early childhood learning environment to play, learn, socialise and interact with other children. Children have the opportunity to learn through play, develop social skills including speech and language skills, numeracy skills and fine/gross motor skills.

Priority of access to Occasional Care sessions is based on:

- Care needs of children who are not accessing other children's services
- Aboriginal and Torres Strait Islander children
- Children from low income families
- Children with additional needs or at risk
- Children of parents with a disability
- Occasional Care is available to support families to meet both work- related and non-work related commitments.

Two sessions run each Thursday:

Morning session: 9:00—11:45am Afternoon session: 12-30—3.15pm

Please call the kindy for more information.

**Occupational Therapist**

The Occupational Therapists role is to assess and provide treatment to young babies, children, adults and elderly people who are having trouble performing everyday tasks. The O.T. visits local Kindergartens, Schools, Hospitals, and people in their own home by request. The O.T. who visits our Kindy is located at Mid West Health Wudinna 86802254.

**Speech Pathologist**

For children under preschool age, the Mid-West Health Speech Pathologist visits Wudinna twice a term. We are supporters of early intervention with speech. If you have any concerns about your child's speech or language development please speak to the educators.

# COMPLAINTS AT WUDINNA KINDY

## (Grievance Procedure)

**Education and quality care are vital to your child's success. Wudinna RSL Memorial Kindergarten is committed to delivering high quality education and care. Working with you to resolve any concerns or complaints is a key part of how we will deliver on this commitment.**

*We recognise that sometimes things go wrong and you may feel that your expectations are not being met. If you have an unresolved issue or a complaint, please raise it. It is important to work together, talk, listen and find solutions so we can improve our services to the community.*

*The following information will walk you through the steps you can take when you have a complaint or concern.*

### Types of concerns and complaints

You may choose to make a complaint if you believe that we have:

- done something wrong/unfair/impolite
- failed to do something they should have done .

Your concern or complaint may be about:

- the type, level or quality of services
- the behaviour and decisions of educators
- a policy, procedure or practice.
- Complaints may be about something we have to do because of state or federal law. In such cases we will talk to you and help you understand the requirements and why they exist.

**Step 1:** Talk to the preschool—specifically the person who made the original decision. We encourage a process where the original decision maker is given the opportunity to resolve the concern or complaint wherever possible. In a preschool setting this might be the Teacher or ECW.

If you're still not satisfied that your complaint has been addressed, you can contact the Preschool Director. We accept that some things are difficult to say in person so we accept and will respond to text message on the Kindy mobile or emailed concerns—beck.sampson17@schools.sa.edu.au

**Step 2:** If you're not satisfied that your complaint has been addressed at the local level, you can get help from our Customer Feedback Team (CFT). Contact the CFT: phone 1800 677 435 (toll free). Or you can search "complaints" on the department website for a form.

Most complaints are resolved quickly, but some complex matters may take more time. We will advise you if this is the case.

**Step 3:** If we haven't been able to resolve your complaint through steps 1 and 2, you may choose to seek independent advice from the Ombudsman SA.

Ombudsman SA (OSA)
Free call: 1800 182 150 email: ombudsman@ombudsman.sa.gov.au

Depending on the nature of the matter, the OSA will usually ask if you have taken your complaint to the school, preschool or the CFU before approaching the Ombudsman.

## After you make a complaint

After submitting your complaint, you may be:

· sent a message to let you know your complaint has been received

· given a reason for actions taken or decisions made

· given a chance to explain your point of view and hear the school's view

· told the next steps in the department's complaint process

· given information about the policy, procedure or guideline that relates to your complaint.

Most complaints can be resolved quickly, but complex matters may take more time. We will let you know if this is the case.

## Outcome of the complaint

After you receive a final outcome:

· the issue might be confirmed, or you might receive information showing why it can't be proven

· a decision, process or procedure might be reviewed, or you might get more information about why it can't be changed (for example, due to law)

· it might be confirmed that the matter was managed properly or could have been handled better you may receive an apology.

## Requesting a review

You can seek a formal review if you're not satisfied that your complaint has been addressed or you have identified an error in the assessment. You must have already:

· followed the complaint steps

· allowed enough time for Customer Feedback to follow up on your complaint

· exhausted all avenues and options to resolve your concerns.

· provided all information and evidence requested.

## Receiving fair treatment

You will not be discriminated against if you make a complaint.

All department staff are bound by the Code of Ethics for the Public Sector.  This requires that all staff act impartially, fairly and equitably.

## Avoiding unreasonable conduct

We understand you might feel frustrated or upset when you make a complaint. However, this is not an excuse for unreasonable conduct.
If you start behaving unreasonably, we will take steps to manage this.
Unreasonable conduct includes:

· constant phone calls, visits or emails after you have received a final response to a complaint

· threats, harassment, demands, yelling or insults to staff.

# ATTENDANCE

## An extract from the Department for Education

The likelihood of success in learning is strongly linked to regular attendance and appropriate participation in education programs.

It is crucial that children and students develop habits of regular attendance at an early age, even from the time they are enrolled in a kindy setting. Children and students who have poor patterns of attendance are at risk of not achieving their educational, social or psychological potential and are disadvantaged in the quality of choices they are able to make in later life situations. These learners may:

- Be socially isolated
- Place themselves at risk of harm during times of absence
- Be more likely to be involved in socially unacceptable and/or illegal activities

**Benefits of regular attendance for students**

- Getting the maximum benefit from kindy and school will optimise your life choices.
- Attending kindy regularly will develop skills and attitudes that will help you to be successful in later life. These include self-discipline, punctuality, being organised and sticking to routines.
- Regular attendance leads to an increased likelihood of being successful at school.
- Attending regularly leads to making friends and learning to maintain relationships over a length of time.
- You will learn social skills necessary to live and work successfully with others.
- People will be more positive about you if you have a good attendance record.
- Attending kindy provides opportunities for socialising with your friends.

The more you attend, the more you learn, and this will probably mean you will like kindy more.

**Benefits of regular student attendance for parents/caregivers**

- By encouraging regular attendance you will know that you have positively influenced your child's education.
- You will know that your child is safe at kindy and not at risk elsewhere.
- You will have peace of mind in knowing that children who attend kindy regularly are less likely to break the law and go to jail in later life.
- You will enjoy more structured family routines.
- Your child is more likely to finish year 12 and have broader opportunities.

# SLEEP AND REST

From time-to-time children may fall asleep while at Kindy/Occasional Care.

At Wudinna Kindergarten we offer:

- a quiet place will be designated for rest and sleep away from interactive groups. This space will allow for a calm play experience.
- children are to sleep and rest with their face uncovered.
- the sleep and rest environment and equipment will be safe and regularly checked for hazards. This includes all equipment complying with the Australian standards.
- supervision, planning and placement of educators across the service will ensure educators are able to adequately supervise sleeping and resting children.
- educators will closely monitor sleeping and resting children and our sleep environments. This involves checking/inspecting sleeping children at regular intervals and ensuring that we are always within sight and hearing distance of sleeping and resting children so that we can assess a child's breathing and the colour of their skin.

Service providers will consider the risk of each individual child and tailor sleep and rest to reflect the levels of risk identified for children at our service. Factors considered include the age of the child, medical conditions, individual needs and history of health or sleep issues.

In the even that a child falls asleep, Parents will be notified at the earliest possible convenience. A sleep record will also be provided.

We are respectful of family wishes with regards to sleeping and will do our best to accommodate.

This procedure is consistent with the requirements of the:

- ***Education and Care Services National Law and Regulations***
- ***DFE Safe sleeping and resting for infants and children Procedure Oct 2026***
- ***Safe infant sleeping standards policy directive (SA Health)***
- ***Red Nose***
- ***Kidsafe SA safe sleeping recommendations***

# Safe Use of Digital Technologies & Online Environments

## Wudinna RSL Memorial Kindergarten

We are committed to creating a safe and child-focused environment when using digital technologies. This page explains our procedure for keeping children protected and how families can support these practices.

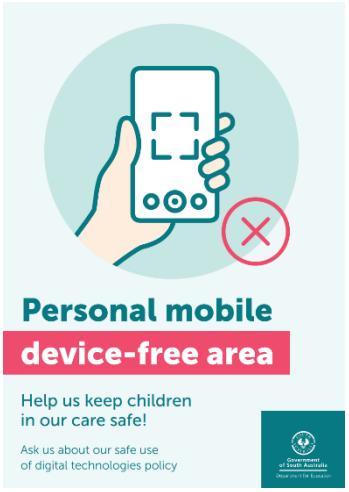
## Key Points for Families

### Personal Devices

- Staff and volunteers cannot use personal phones/devices around children, including smart watches that can send, receive or hold images.
- Personal devices are stored in the office and only used during breaks.
- Parents are asked to avoid phone use at Kindy and must not photograph other children.

### Service Devices

- Only Kindy-issued devices are used to take photos/videos.
- Staff complete cyber safety training and follow department policies.




### Photos & Videos of Children

- Parent consent is required before any photos or videos are taken, shared, or published.
- Children's voices and rights are respected – staff ask for their permission too.
- Images are used for learning, displays, and sharing updates with families.
- Media is never stored on personal devices – only on secure department platforms.

### Children's Use of Technology

- Technology is part of learning but always age-appropriate, supervised, and limited.
- Screen time guidelines:
  - 0–2 yrs: none
  - 2–5 yrs: <1 hour/day
  - 5–12 yrs: max 2 hours/day (entertainment)
- No personal devices (e.g. smart watches) from home, unless approved for health/learning needs.

### Online & AI Safety

- Staff follow strict online safety guidelines for any incidents.
- Use of AI tools (like ChatGPT) is closely monitored and never involves sharing children's personal details.

## Working With Parents

- Parents are children's first teachers – we work with you to promote safe, balanced technology use.
- Families are encouraged to talk to children about online safety at home.
- Resources:
  - eSafety Commissioner
  - Raising Children Network

# GETTING READY FOR KINDY

## A healthy lifestyle begins early

**Sleep**

A good night's sleep is very important for young children to be successful in kindy. 10 to 12 hours of sleep per night is the recommended time needed for 4-year-olds. We offer relaxation time daily, but children may not have the opportunity for an afternoon sleep. We encourage you to utilize non-kindy days for this, as your child gets closer to school – work towards cutting these out. You could compensate with earlier teas and bedtimes.

**Healthy eating**

A healthy breakfast and a healthy lunch is very important. It is hard to concentrate when you are hungry. If you are packing your child's lunch, choose foods that are filling and provide energy but at the same time can be eaten in a short amount of time. We eat a piece of fruit every day. You can start now practicing eating fruit, discussing what is fruit, and what is a treat/lunch in a lunchbox.

## Self-help skills

**Dressing themselves**

Your child will be more confident if he or she can put on a jacket, pull up zip or button pants, put on shoes, and other basic skills in dressing himself during the kindy day. Be sure to choose shoes that your child can be relaxed in, and learn to put on by themselves. NB *this does not include tying shoelaces, this may come later in your child's time at kindy, or once they have started school.*

**Taking care of belongings**

Start early teaching your child how to put things away when finished playing with them at home.

Remind your child to put lids back on textas, and to close the lid on glue sticks. Give your child opportunity to use these items and practice taking care of their kindy supplies at home so they will be prepared to take care of them at kindy.

**Backpacks**

Help your child select a backpack that is large enough to fit an A4 sized note folder, a lunch box, water bottle, hat, jumper and spare clothes – ensure it is not so large that the child can't carry it easily to and from the car/bus. Sit down with your child every day after kindy and go through the backpack to see what is coming home and to talk about what might need to be coming home.

Remind your child to put their note folder back in the backpack after you have read the notes.

**Toileting**

We will need to know if a child is unable to use the toilet without help so we can provide support. It may be important for your child to have a consistent approach to toileting when at home and at kindy/Oc Care.

Generally, children are toilet trained by the time they start Kindy or school, however this may not always be the case. Each child is unique, and they all learn and develop at their own pace.

If your child is yet to become toilet independent, you can use the Parenting SA toilet training guide.

Even when a child is able to use the toilet independently, an occasional accident is normal. Most kindergartens ask that a change of clothes is kept in the child's bag in case of accidents.

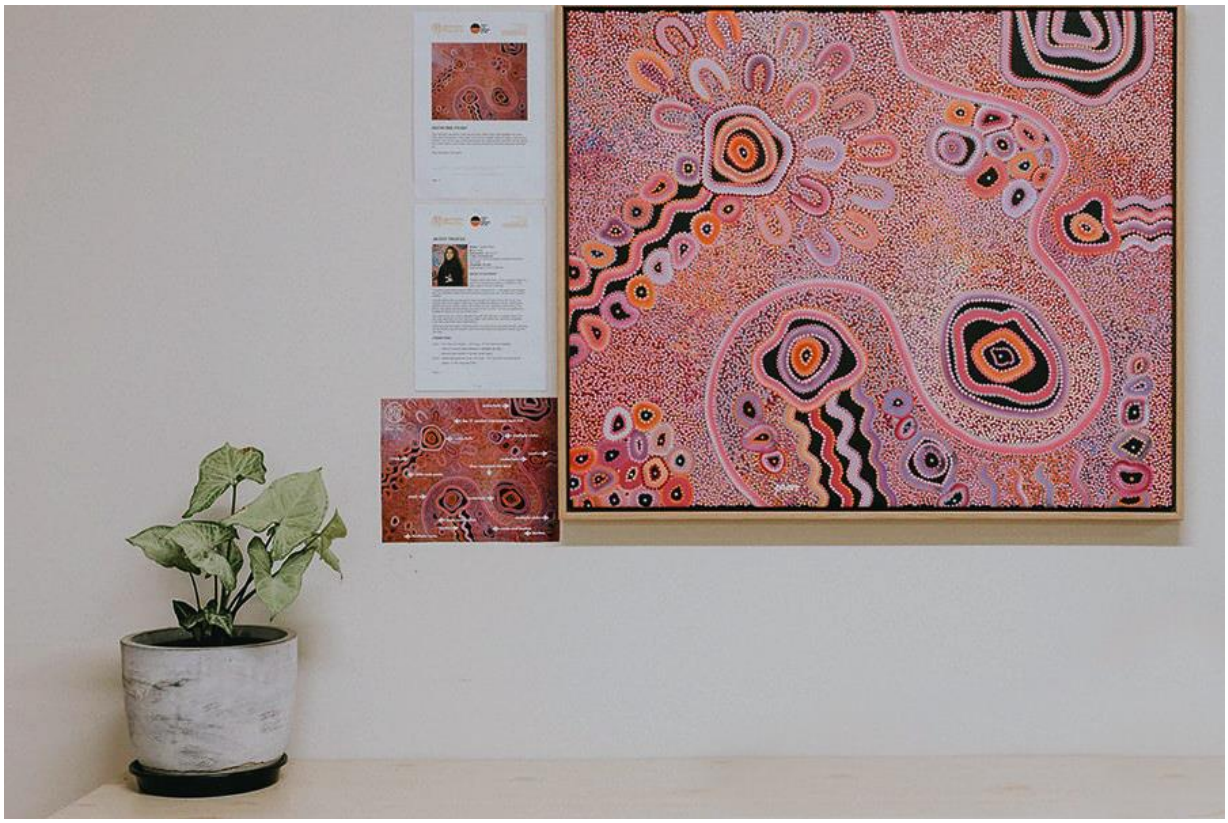
Encourage your child to wash their hands after going to the toilet… And for boys…. More encouragement to use the toilet rather than the lawn/garden.

**Nappies**

If your child is still in nappies, we ask that they arrive in a clean nappy. SA Health recommends changing every 3 hours. We will follow our Nappy Changing Procedure should the need arise.

**Sunscreen**

We supply 50+ sunscreen to children and aid its application. However, we encourage children to do as much of this as possible. We aim to build independence through modelling sunscreen application. Your support with this at home is greatly appreciated.



# DEVELOPMENTAL READINESS

**Emotional Readiness**
If your child hasn't spent much time away from you, heading off to kindy is going to be a big step.

If possible, start smaller by taking your child to spend a fun period of time at trusted relatives or friends houses so your child will be more confident and less anxious when you are leaving and while you are not there. You may also like to utilize our Occasional Care service.

**Social Readiness**
Give your child lots of opportunities to spend time with other children his or her same age.

Don't be in a big rush to interfere with every "normal childhood" conflict that arises. Your child needs plenty of practice developing his or her own skills in making new friends, getting along with others, working through disappointments and conflicts, cooperating, taking turns, and discovering how to be a good friend.

**Physical Readiness**
Give your child opportunities to develop both fine motor and large motor skills through play and creative experiences.

Give your child ample opportunity to develop fine motors skills through activities that include cutting, gluing, painting, drawing, folding, tearing, and other uses of those small motor skills.

Give your child ample opportunity to play outdoors, toss and catch a ball, run, march, jump, and other large motor development type activities.

**Cognitive Readiness**
Your child will be learning so much throughout his or her kindergarten year but you can participate at home through some of the following ways…

**Show your child that you are a writer**: value writing at home and write/draw in front of your children. This helps your child develop their understandings of the purpose of writing.

**Read, Read, Read:** Reading with and to your child often will help your child as they begin their path to mastering literacy and language, as well as imagination and creative thinking!

**Decision-Making**: Give your child ample opportunities that will foster his or her ability to make good decisions and choices. Sometimes a "not-so-good" decision under your watchful eye can lead to an opportunity to learn and make better decisions in the future.

**Ask your child open ended questions:** These are questions that promote critical thinking and require more than a yes or no answer or a one-word response.

**Play Car Games**: Fun games such as eye spy (something starting with tr for tree) build 'pre-reading' skills AKA Phonological Awareness.

**Empathy**: Encourage, model, and teach your child to care about other children and people as well as the things in their world like pets, plants, and the things that belong to others.