Department of Education

**Yina Bira**

Woorabinda State School Kindergarten

**Handbook for Families**

**Yina Bira**

Means

**‘Here we Play’**

in the traditional language of the Gungulu people, of the Woorabinda Community of Central Queensland. Gungulu is one of 52 Aboriginal and/or Torres Strait Islander peoples’ cultural groups past and present who have made Woorabinda their home.

**The name** **‘Yina Bira’** acknowledges the importance of children and families accessing traditional language/s as a significant part of forming their identity and developing a strong foundation for their future.

**The meaning of ‘Yina Bira**’ respects the importance of play in young children’s learning. From birth, children actively construct meaning through play that encourages exploration, discovery and interaction with the natural world, resources, other children and adults.

**At Yina Bira** to support children to build strong cultural identities as life-long learners.

Acknowledgement of Country

We acknowledge

the traditional owners and custodians of this land.

We acknowledge

the waterways, the land, the sky and all who inhabit this place,

this country.

We pay our respects

to the Elders

past, present and future.

We acknowledge our past

and stand here for our

future country.

Table of Contents

1. About Yina Bira Kindergarten 6

1.1 The Program 6

1.2 The Service 8

1.3 Service Philosophy 8

1.4 Children 8

1.5 Parents, Families & Community 8

1.6 Culture & Language 9

1.7 Program and Practice 9

1.8 Staff 9

1.9 Staff at the Service 10

1.9.1 Contact Details of Staff 12

2. How does my child register for Yina Bira Kindergarten? 13

2.1 Registration Process 13

2.2 Medication 13

2.3 Immunisation Policy 13

2.4 Allergies, Medical Conditions and Additional Needs 14

2.5 Emergency Contact Details 14

2.6 Checklists 15

Checklist for registration 15

Checklist to prepare your child for starting Kindergarten 15

3. What will my child do at Yina Bira Kindergarten? 16

3.1 Your Child’s First Day 16

3.2 Learning Activities 17

3.3 Learning Sessions 18

4. How can I help my child? 19

4.1 Yarning and Information Sharing 19

4.2 Quality Improvement Plan (QIP) 20

4.3 Helping your Child to Learn 20

4.3 Resources Needed 21

5. Important things to know about Yina Bira Kindergarten 23

5.1 Drop-off and Pick-up 23

5.2 Food 24

5.3 What to Wear 24

5.4 Homework 25

5.5 Parent Involvement/Participation 25

5.6 Lost Property 25

5.7 Hygiene 25

5.8 Toileting 25

5.9 Attendance and Absences 26

5.10 Common Illnesses 26

5.11 Making a Complaint 27

5.12 Emergency and Lockdown 28

5.13 Learning Portfolios 28

6. What happens after Yina Bira Kindergarten? 29

6.1 Transition to Woorabinda State School Prep 29

7. Attachments 29

Timeout poster 29

Frequently Asked Questions 29

# 1. About Yina Bira Kindergarten

## 1.1 The Program

Yina Bira - Woorabinda State School Kindergarten program is an early education program for children aged 3½ to 4½ years, and operates for 15 hours per week. While kindergarten is not compulsory, regular attendance is important for establishing a sense of belonging and increasing opportunities to achieve well at school. All areas of a child’s development can be greatly enhanced by attending kindergarten regularly.

The *Foundations for Success Guideline for extending and enriching learning for Aboriginal and Torres Strait Islander children in the Kindergarten Year* (Foundations for Success), guides teachers in developing a learning program that aims to bridge Aboriginal and Torres Strait Islander children’s home experiences with the experiences they will have in Kindergarten. It emphasises solid early childhood principles for learning and development. It also acknowledges that a quality Kindergarten program is built upon a strong relationship with children’s parents/carers, their family and community.

A copy of *Foundations for Success* is available at the Kindergarten service, online, at <http://www.foundationsforsuccess.qld.edu.au/resources> or please ask a kindergarten staff member if you would like more information.

The kindergarten program focuses on:

* reinforcing personal and cultural identities
* connecting with families
* providing the foundations for children’s successful learning.

Kindergarten early learning programs support Aboriginal and Torres Strait Islander children to be strong in the cultures and languages of their family and community and the wider world, by taking every opportunity to immerse children in environments rich in their home and traditional languages, and Standard Australian English.

The planned learning based on *Foundations for Success* is communicated across five learning areas that lead to achievement of the outcomes of the national *Early Years Learning Framework* (EYLF):

|  |  |
| --- | --- |
| Foundations for Success  Learning Area | EYLF  Learning Outcome |
| Being proud and strong   * Identity and belonging * Confidence and resilience | Children have a strong sense of identity |
| Being an active participant   * Listening and negotiation * Positive relationships | Children connect with and contribute to their world |
| Being healthy and safe   * Safety and security * Physical activity | Children have a strong sense of wellbeing |
| Being a learner   * Involvement in learning * Investigating environments | Children are confident and involved learners |
| Being a communicator   * Oral language/s * Literacy * Numeracy | Children are effective communicators |

## 1.2 The Service

Yina Bira Kindergarten operates on the grounds of the Woorabinda State School, situated on the traditional lands of the Wadja Wadja and Gungulu Aboriginal people. In 2018, the people of Woorabinda are the descendants of 52 tribal groups from across Queensland, NSW and the Northern Territory. The range of cultural languages brought to Woorabinda in conjunction with demands for Standard Australian English, have resulted in most Woorabinda people using “Woorie Talk”, an English based creole, as their primary language for communication. Numerous members of Woorabinda community are currently endeavouring to showcase the linguistic uniqueness of Woorabinda by supporting young people to revive traditional languages, use home language and learn Standard Australian English (SAE).

Yina Bira Kindergarten supports the unique needs of pre-school learners and encourages the children to play and learn in both indoor and outdoor environments, whilst developing awareness of cultural traditions and relationships to country.

## 1.3 Service Philosophy

Yina Bira Kindergarten’s service philosophy acknowledges the strengths of our Kindergarten students, parents/carers, families and community members. We honour Woorabinda Community’s diverse cultures and languages throughout our program and daily practices. We believe in the importance of supporting children’s development in the early years and the positive impact of a safe, low-stress and stimulating environment. We encourage engagement with the natural environment, supported by responsive adults who focus on building children’s sense of belonging, self-worth and confidence.

## 1.4 Children

We believe that every child is a unique, capable and competent learner who is valued, respected, treated fairly and equally, and whose safety is of the highest priority. We respect and value all children’s ideas and encourage them to communicate their personal opinions in many ways using a variety of mediums.

## 1.5 Parents, Families & Community

All children, parents/carers, families and community members have the right to feel safe and secure in a friendly, caring environment that supports each child’s learning journey. We believe this environment is essential for the children’s successful transition into future education and contributes to lifelong learning. We therefore welcome, support and encourage parents/carers, families and community members to actively participate and have input into our program.

## 1.6 Culture & Language

We value children’s diverse cultural backgrounds and relationships with families in our community. We recognise and respect that their families as their “First Teachers” are highly influential in the development of the core of our students’ identities.

Knowing who you are and where you belong is central to children’s social, emotional, intellectual, physical and spiritual wellbeing and is the foundation upon which children learn.

## 1.7 Program and Practice

Our program honours children’s home and traditional language/s and creates a learning environment rich in shared and sustained conversation and resources. This rich language learning environment utilises home language/s to support children’s awareness and use of Standard Australian English. We prioritise time for uninterrupted play because it has creates opportunities for investigations and extended projects that encourage numeracy, literacy and oral language acquisition.

We also believe play empowers children to be decision-makers, communicators, thinkers, negotiators and collaborators.

## 1.8 Staff

As educators, we support each other by building trusting, caring, open and honest communication that sustain positive and collaborative relationships with children, families, communities and other professional colleagues.

## 1.9 Staff at the Service

|  |  |
| --- | --- |
| cid:90a87407-7fc9-4567-8864-ce5601b46ed9@ausprd01.prod.outlook.com | **Tracey Egan –** Principal/Nominated Supervisor  *Bachelor of Teaching (Primary)*  *Graduate Diploma of Learning Support*  *Masters Applied Linguistics*  *PHD: Challenges experienced by white teachers in a very remote Aboriginal community school.*  Tracey has worked as a teacher, teacher educator and school leader in indigenous community schools in around Queensland and the Northern Territory, and tertiary and regional office settings.  Tracey is committed to improving education services and developing learning pathways that broaden opportunities and experiences for community members. |
|  | |

|  |  |
| --- | --- |
|  | **Annette Viduka –** Kindergarten Teacher  *Bachelor of Education (Early Childhood)*  *Diploma of Visual Art*  *Cert IV Trainer and Assessor*  Annette is passionate about quality early childhood education that supports life-long learning and happiness. Annette is looking forward to building a wonderful Kindergarten Program at Yina Bira with our families, children and educators. |
|  | |

|  |  |
| --- | --- |
| D:\atvid0\Desktop\Noelene.jpg | **Noelene Gulf –** Early Childhood Educator  *Diploma of Early Childhood Education and Care Education*  Noelene has worked with young children of all ages. She is committed to early learning as a means of helping young indigenous children to create bright futures with many opportunities. |

|  |  |
| --- | --- |
| D:\atvid0\Desktop\fika tash pics.jpg | **Natasha Leisha and Fika Major**  Food Provision  Canteen Woorabinda State School  The ‘fabulous foodies’ who prepare and deliver daily meals for the Kindergarten children. |

|  |  |
| --- | --- |
| D:\atvid0\Desktop\tahlia.png | **Tahlia Abawi -** Business Manager  Woorabinda State School  Financial Wizard and Jill of all Trades! |
|  | |

|  |  |
| --- | --- |
|  | **Vera Christian -** Education Leader  Early Years Support Team Department Education and Training. |
|  | |

## 

## 1.9.1 Contact Details of Staff

|  |  |  |
| --- | --- | --- |
| Staff Member Name | Contact | Staff Member Role |
| Tracey Egan | Woorabinda State School. 07 4913 2222 | Principal/Nominated Supervisor |
| Annette Viduka | Woorabinda State School. 07 4913 2222 | Early Childhood Teacher/Director |
| Noelene Gulf | Woorabinda State School. 07 4913 2222 | Diploma Educator |
| Tahlia Hungerford | Woorabinda State School. 07 4913 2222 | Business Manager |
| Natasha Leisha  Fika Major | Woorabinda State School. 07 4913 2222 | Food Provision |
| Vera Christian | Pre-Prep Support Team  07 4037 3920 | Educational Leader |
| Woorabinda State School | 07 4913 2222 |  |
| Yina Bira,  Woorabinda State School Kindergarten | 07 4913 2234 |  |

# 2. How does my child register for Yina Bira Kindergarten?

## 2.1 Registration Process

Registrations for Yina Bira Kindergarten **should begin during Term 3 of the year prior to attendance**, and may include visit/s to introduce new children and families to the Kindergarten program.

To register a child in Kindergarten, parents/carers need to complete an ***Application to register a child in a pre-Preparatory learning program in a Queensland state school* form** (Registration Form) and **provide proof of age (e.g. birth certificate) and immunisation documents**. This form is available from the administration building at Woorabinda State School or from Yina Bira Kindergarten service.

At the start of the year child’s teacher(s) will meet with you to answer any questions you may have and to share information that will help your child’s teacher(s) to better understand your child.

## 2.2 Medication

If your child requires medication, please provide us with permission to administer the medication in writing and complete a *Medication Record* form (available from the Kindergarten). The medication must have an original pharmacy label with your child’s name, dosage, time to be taken and the doctor’s name. A letter of authorisation from a doctor will need to be provided if you would like us to administer over-the-counter medicine.

## 2.3 Immunisation Policy

In accordance with the *Public Health (Childcare Vaccination) and Other Legislation Amendment Bill 2015* and the *Department of Health: the National Immunisation Program Schedule*, your child’s Immunisation History Statement (IHS) is required at the time of registration. Should you be unable to provide this information when you return your Registration Form please see the Kindergarten teacher. In the event of an outbreak of an infectious disease at the school and your child is not immunised, it may be necessary to exclude your child for their own wellbeing until it is safe for them to return.

## 2.4 Allergies, Medical Conditions and Additional Needs

Before your child starts Kindergarten it is important to let the staff know if your child has any allergies or medical conditions (such as asthma) or additional needs. This will give the Kindergarten time to make any necessary arrangements for your child. This information is retained on your child’s file, and details of allergies and other special requirements may also be located in for example the kitchen or other relevant Kindergarten rooms. In the case of allergies and medical conditions, a Medical Management Plan (as prescribed by a medical professional) from your child’s doctor may be required.

## 2.5 Emergency Contact Details

In the event of an emergency it is important that we are able to contact you quickly. Please notify the Kindergarten as soon as possible of any changes to your contact details, particularly phone numbers.

Please remember that if there is a family emergency your child can only be collected from Kindergarten by a parent/carer or previously authorised person as nominated on the Registration Form and/or *Authority to Collect* form. If the authorised person is not known to Kindergarten staff they may request further identification (such as photo identification).

If your child is involved in an accident or becomes unwell whilst at Kindergarten, staff will ensure your child is attended to immediately and if necessary the Principal/Head of Campus or another Kindergarten staff member will ensure that you or an emergency contact are notified promptly.

Dependent upon your child’s condition, you may be required to collect your child earlier. In the event of a medical emergency while the child is in the care of the Kindergarten, the Principal or Responsible Person is authorised to make the decision that your child needs to leave the Kindergarten to obtain medical treatment. This also applies if you and other emergency contacts cannot be contacted and your child becomes unwell whilst at the Kindergarten.

## 2.6 Checklists

### Checklist for registration

€ Complete all sections of the Registration From and other relevant forms provided to you and give them to the office staff. If there is something you don’t understand or you are worried about, ask a staff member.

€ Provide proof of date of birth (e.g. birth certificate or visa).

€ Gather and provide health and immunisation records.

€ Decide who will be authorised to pick up your child. (Discuss this with those people you intend to list on the *Authority to Collect* form and make sure you have their current contact details to provide to staff. People authorised to collect a child from pre-Prep/kindergarten must be aged over 16 years old.)

### Checklist to prepare your child for starting Kindergarten

€ Talk to your child about starting Kindergarten. Ask them what they are looking forward to and what they might be feeling worried about.

€ Help your child to learn how to pack their bag.

€ Explain to your child they are expected to listen to the teacher and follow instructions.

€ Make sure your child has the things they will need:

* bag
* change of clothes, including socks and underwear
* hat
* shoes

€ Label your child’s belongings.

# 3. What will my child do at Kindergarten?

## 3.1 Your Child’s First Day

For many children, starting Kindergarten is an exciting time. For others, the change may seem a little scary.

It is therefore important that parents/carers and staff work together to ensure every child’s first day is positive and that they feel safe and happy in their new environment.

For many young children, this may be the first time that they have been left with someone they don’t know. Where possible, we aim to stagger the starting day of new children over a few days.

Upon arrival, a teacher will greet your child. This teacher will work with your child on a one-to-one basis until he/she becomes fully settled into the Kindergarten environment. This period of intense support will vary, as each child is different and will be feeling comfortable at different stages.

For some children they may initially stay for a shorter period and we will gradually increase the time spent in the environment until the child is attending a full session. On average, this takes about one week. In some cases it may take a little longer.

We encourage parents/carers to stay with their child and participate in the program and gradually move to leaving the child with us so that we can begin to build a relationship with them. If your child is having difficulty settling in, staff will discuss alternative strategies with you, to reduce stress on your child and the wider learning community.

Parents/carers are always welcome to observe in the classroom to see the learning program first hand.

## 3.2 Learning Activities

During the day, children engage in learning through:

* Play—Play is a child’s natural learning strategy. Through play children will develop their thinking and problem solving strategies. They will extend their capabilities in oral languages, literacies and numeracies, and explore diverse ways to develop their imagination and creativity and symbolise their experiences.
* Extended projects and investigations—Extended projects and investigations deliberately focus on finding answers to questions posed by children. Children will generate and discuss ideas, make plans, research, brainstorm solutions to problems and share reasons for their choices.
* Focused intentional teaching—During focused intentional teaching, teachers will make learning explicit. Children will build on existing knowledge, experiences and language/s to create learning bridges to new knowledge.
* Shared rituals—A shared ritual could be the sharing of a book, an arrival or departure ritual, a rest time ritual, toileting times, or a meal. They provide an opportunity for children to develop trusting relationships and engage in warm and responsive interactions with teachers and other children. Shared rituals also provide opportunities to calmly move between experiences throughout the day, for instance, from play to a shared meal time.

Children engage in activities that promote creativity, independence, concentration, social skills and problem solving, such as:

* puzzles and blocks
* painting, drawing, cutting and pasting
* reading books and listening to stories
* climbing on equipment, balancing, running and jumping
* talking and listening
* gardening
* listening to and playing music
* dancing and drama
* using computers
* play dough, clay, sand and water.

## 3.3 Learning Sessions

|  |  |
| --- | --- |
| Time | Learning Activities  All aspects of the Kindergarten program are designed to support the development of a range of skills and capabilities related to communication, mathematics, music, science, movement, strength, self-regulation and social skills. |
| **9:00** | **SHARED RITUALS/ ROUTINES**   * **Morning Routine** -Children arrive by bus or families take them to Yina Bira. Once signed in, breakfast is available if needed. When ready children choose a play area and explore available indoor learning centres focused on fine motor development. * **Whole Class/CircleTime** – Pack up/Morning Greetings/Welcome to Country/ Stories/Songs/Rhymes/Explicit teaching focus (e.g. language skills) |
| **9:30** | **OUTDOOR LEARNING**   * **Children explore** **and interact** with the outdoor play area and utilise the range of learning areas available that encourage connection to country, large motor development, movement and creative play. |
| **10:00** | **SHARED MORNING TEA**   * **Whole class/circle time** (indoors or outdoors) – Stories/Songs/Rhymes/Explicit teaching focus (e.g. physical co-ordination) * Personal Hygiene Routine * Shared morning tea and conversation |
| **10:30** | **LEARNING CENTRES “indoors/outdoors” learning areas**  **Activities/learning centers that change** throughout the week which encourage oral language development and a range of specific play types:  Creative and sensory play, dramatic and imaginary play, co-operative play, literacy/numeracy/science play, physical play to strengthen large muscle groups, fine motor play to strengthen small muscle groups. |
| **11:40** | **Pack up and YARNING CIRCLE (REFLECTION TIME)**   * Sharing Creations and Play Investigations and Reflecting together on learning– what worked or did not work & why. Generating Solutions about how to do things differently next time. * Discussing plans for tomorrows play activities / projects / investigations. * Student reflections on safe / unsafe play. Role-play / discuss as a whole class * Song/Story/Rhyme - developing oral language |
| **12noon** | **LUNCH TIME**   * Personal Hygiene Routine * Sharing Lunch and conversation |
| **12:30** | **QUIET READING TIME** as lunch area is cleaned. |
| **12:45** | **REST TIME –** Children, with educators support, choose to sleep or rest. They help make up beds or set up quiet restful play areas that respect other children’s need to sleep and recover from the morning play session and support all children’s developing ability to self-regulate emotional states. |
| **1:15** | **LEARNING CENTRES “indoors/outdoors” learning areas**  **As children wake or recover energy they choose from a range of activities/learning centers that change** throughout the week which encourage oral language development and a range of specific play types:  Creative and sensory play, dramatic and imaginary play, co-operative play, literacy/numeracy/science play, physical play to strengthen large muscle groups, fine motor play to strengthen small muscle groups. |
| **2:00** | **PACK UP AND WHOLE CLASS/CIRCLE TIME** (indoors or outdoors) - Songs/Rhymes/Explicit teaching focus (e.g. mathematical skills and understandings) |
| **2:30** | **HOME TIME**  Children collect their belongings and school bags and prepare to be collected or board bus. |

# 4. How can I help my child?

## 4.1 Yarning and Information Sharing

Successful early learning for children relies on strong relationships and connections among educators, families and communities. Parents and family members are always welcome at pre-Prep/kindergarten. Feel free to join in activities with your child or come and share your knowledge with the children and staff. If you have any concerns or you just want to yarn, come in and talk to us.

If you are not a parent and would like to volunteer to help in the program, you will need to apply for a Blue Card. Please speak to our kindergarten staff for more information.

## 4.2 Quality Improvement Plan (QIP)

As part of the *National Quality Framework*, all early childhood education and care services are required to maintain a *Quality Improvement Plan*. This document identifies areas for improvement in our kindergarten service, strategies and how we aim to achieve this. We value your feedback about the program and use it to help us improve our service which is why you may be asked to comment on particular areas throughout the year. If however, you have ideas about how we could do things better, please don’t wait to be asked to comment, just come in and see us or drop a note in the Suggestion Box.

Whether you are able to spend time in the kindergarten or not, we aim to foster a sense of individual belonging for all of our children and their families. Some ways that we do this is via learning portfolios, newsletters and our notice board.

## 4.3 Helping your Child to Learn

* Family members are a child’s first and most influential teachers. Help your child’s class teacher to understand your child by sharing information about their interests and habits.
* Establish routines at home. Sleep and Meal routines provide structure which in turn helps children to feel secure and assists memory recall; both of which are important for learning.
* Have an early bed-time routine, for example 7:30pm. Children need a good sleep each night (11-13hrs) so they are better able to pay attention, think creatively and play sensibly.
* Ensure your child attends kindergarten on time each day they are booked in. Attending kindergarten on time each day helps children to feel connected to the learning happening in the kindergarten, as well as to their friends and teachers.
* Talk with your child about their day at kindergarten and everyday routines at home. This helps them to develop oral language skills as well as understand that there is a link between home and kindergarten.
* Volunteer as a helper in the classroom. You may like to join in with our learning experiences, teach us to cook special food, help to make gardens in our playground or yarn a story for us.
* Read with your child every day. This provides opportunities to strengthen your relationship, improves language and communication skills, contributes to academic excellence, develops thinking skills, assists your child to make connections to the world around them, enhances concentration, and helps your child to view reading as fun, not a chore.
* Make sure your child starts the day with a healthy breakfast. It will help them to concentrate and give them energy to play.

## 4.3 Resources Needed

Resources needed…..PLEASE HELP by recycling household items below!

Many of the learning experiences that your child will engage in will be based on a play or investigative approach to teaching and learning. In order to fully implement this approach, we need particular resources.

The following table outlines the types of materials that we require. If you can help out by providing any of these things, please bring them in. Your donations will be greatly appreciated!

|  |  |  |  |
| --- | --- | --- | --- |
| Large building materials | | Small materials for adding detail | |
| large cardboard boxes  large sheets of reinforced cardboard  broom handles  large (e.g. 3 litre) juice tins  large pieces of fabric (variety of colours and textures including hessian)  long dowel lengths  large cardboard and plastic cylinders (not toilet rolls)  rope  cardboard display stands  laundry baskets | island baskets  island mats  island brooms  old calculators  table cloths  wool/fleece  small reels  pieces of hose  cash registers  switches  scales  radios  torches  hair dryers  headphones  steering wheels  clothes and accessories for dress up play  helmets  gloves  clothing specific to particular community roles (e.g. Police Officer, Nurse) | | baby bottles  baby clothes  empty powder/shampoo/conditioner containers  pots and pans  wooden spoons  plastic cookie cutters  plastic moulds  elastic (in a variety of lengths)  stethoscopes  bandages  unused notebooks and diaries  plastic food  current phonebooks  street directories  bottle tops  buttons  plastic picnic materials  mixing bowls  shells  j0433907[1]plastic containers with lids for storage (small, medium and large)  telephones  old laptops |
|  |  | |  |

# 5. Important things to know about Kindergarten

## 5.1 Drop-off and Pick-up

Kindergarten commences at 9:00 am and finishes at 2:30 pm. Any families needing care before or after these times must organise care with family or with Undoonoo Child Care Centre - (07) 4935 0107.

Parents and carers must sign their child’s name in the sign-in/out book when dropping off in the morning and also at pick up time or when the bus arrives to collect or drop off children at home.

Parents and carers can authorise other people (over the age of 16) to collect their child from Kindergarten when completing the Registration Form or at a later date by completing the *Authority to Collect* form. Please remember that:

• only people listed on the Registration Form and/or *Authority to Collect* form are able to collect the child, and

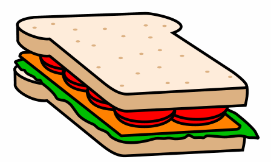
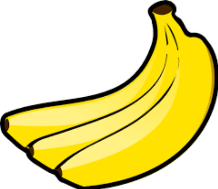
• it is parent/carer responsibility to ensure that all contact information, including those for emergency contacts, are kept up to date.

Parents are obligated to inform teachers if there is any person NOT authorised to collect their child.

Children respond well to routines so please be sure to bring your child on time each day and pick them up on time each day; children can become easily distressed when they realise someone has not arrived to collect them at home time. Staff will not be available to supervise children after ‘home time’. In unforeseen circumstances, please contact the school as soon as possible so that alternative arrangements can be made for your child.

## 5.2 Food

It is important that Kindergarten children have healthy food for their growing bodies. We will be providing breakfast if needed, lunch, morning and afternoon tea. If you prefer to send a lunch box we recommend:



Yoghurt

Sandwich

Water bottle

Piece of fruit

Children will be encouraged to eat their healthy food first, some foods may be returned home.

## 5.3 What to Wear

Children need to wear comfortable clothing each day, for example shorts, a t-shirt, footwear and hat. A Yina Bira Kindergarten shirt is being designed at the moment more information will be available soon.

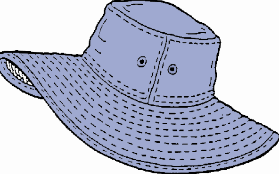
Families are asked to provide spare clothes for their child at the beginning of the year. Please put the following items in a plastic bag with your child’s name on it and give it to a staff member:

* Pair of shorts
* Pair of underwear
* Shirt

If a child has an accident at Kindergarten the spare clothes will be used to change into so that he/she will feel comfortable.

Please also make sure your child has a hat to wear each day. Children without a hat will be able to play in a covered area only.

For health and safety reasons we encourage all children to wear shoes to Kindergarten. All children will be required to wear shoes on excursions.



## 5.4 Homework

At Kindergarten your child will not be required to complete homework as learning will be promoted daily through play in a safe and happy environment.

## 5.5 Parent Involvement/Participation

While no parent/teacher interviews are scheduled, parent involvement and feedback is valued and you are encouraged to keep in regular contact with your child’s teacher to ensure your child’s needs are met.

You are welcome to visit the Kindergarten at any time to participate in the program or even share a skill. We also encourage your input into the program and invite you to share your child’s interests or activities that you have undertaken as a family that may be incorporated into the learning experiences at the Kindergarten.

## 5.6 Lost Property

It is important to label all of your child’s belongings (including clothing and shoes) as unnamed items can become lost very easily. We recommend labelling each item with the child’s first name and surname. The chances of lost items being returned are much higher if they have a name on them.

## 5.7 Hygiene

It is very important that we teach children the importance of good hygiene. We regularly reinforce appropriate hygiene practices, including using a tissue to blow our nose and frequent hand washing to keep germs away and keep our bodies healthy. To support this learning, we would greatly appreciate it if families could encourage this behaviour at home.

## 5.8 Toileting

While it is preferable for children to be toilet-trained prior to commencing Kindergarten, access cannot be denied if children are not toilet-trained. Individual toileting requirements of your child will be incorporated into daily life at Kindergarten. If your child is not yet toilet trained, Kindergarten staff will assist with this process when your child is ready and in consultation with you. Where appropriate, methods used at home will be incorporated within Kindergarten to ensure continuity with the home routine.

## 5.9 Attendance and Absences

Kindergarten is a non-compulsory program delivered to children 3½ to 4½ years of age for a minimum of 15 hours per week. As Kindergarten participation is part-time, parents are encouraged to talk with the school to find out how the Kindergarten program at their school is set up. Woorabinda State School will run kindergarten 5 days a week, for 2 groups of children. Each group will attend 15 hours over a fortnight, 3 days one week, 2 days the next week, on an alternating basis. Kindergarten staff will discuss with you the days your child will be attending. **Kindergarten hours are between 9.00am and 2.30pm daily. Families will need to drop children by 9:00 and sign them in and collect children at 2:30 and sign them out. Alternatively families will need to organise with staff to collect their child from home of a morning and drop child at home in the afternoon by bus. An authorised person must sign for the child at the time they collected from and dropped at home.**

Whatever the days, it is important that your child attends Kindergarten on their scheduled days. Regular attendance will help your child to develop positive relationships with peers and teaching staff, as well as establish routines that enhance learning. However, if your child is suffering a contagious condition, please do not send him/her to Kindergarten until he/she is no longer contagious. If your child is sick or absent for a family reason, please call the school as soon as possible.

Please let the teacher know when your child is sick or going to be away from Kindergarten. A record of your child’s attendance is kept by Kindergarten. Drop into the Kindergarten or phone: (07) 4913 2234. If the doctor has given you medicine for your child to take during the day, please talk to the teacher.

## 5.10 Common Illnesses

Some medical conditions require exclusion from school or child care to prevent the spread of infectious diseases among staff and children. Please see the *Time Out* poster at the back of this handbook for the recommended minimum exclusion periods for infectious conditions.

## 5.11 Making a Complaint

We always welcome your feedback. If there is something you are not happy with we encourage you to talk to us about it. The following five-step procedure is in place to assist parents/carers and Kindergarten staff to reach an outcome that is in the best interest of the child.

|  |  |
| --- | --- |
| Making a compliant | 1. **Discuss your complaint with the class teacher** 2. **Discuss your complaint with the Principal**   If after approaching your child’s teacher your complaint remains unresolved, make an appointment to see the school Principal to discuss the issue further.   1. **Contact the Approved Provider**   If you have discussed your complaint with the Principal and still feel that you have not reached a resolution, you have the right to contact the Approved Provider.  Department of Education (DoE) on behalf of the Queensland State Government is the Approved Provide for all kindergarten services operating in Queensland State Schools.   1. **Contact your Regulatory Authority**   If you have been unable to resolve your complaint, you have the right to contact the state’s Regulatory Authority (the Regulatory Authority is responsible for ensuring Queensland’s early childhood education and care services meet the National Quality Framework).   1. **Independent review**   If you have not been able to resolve your complaint through these formal processes, you can lodge your complaint with the Queensland Ombudsman. |
| Complaints contact | 1. **Teacher:** Annette Viduka ph: (07) 4913 2234 2. **Principal:** Tracey Egan ph: (07) 4913 2222 3. **Approved Provider: Selwyn Button, Assistant Director-General, State Schools – Indigenous Education, DoE** ph: (07) 3513 5810 4. **Regulatory Authority:** Linda Vella   ph: (07) 48428305   1. **Office of the Ombudsman** ph: 1800 068 908 |
|  |

## 5.12 Emergency and Lockdown

Your child’s safety, and the safety of staff and visitors, is important to us. We regularly practice evacuation and lockdown procedures so that in the unlikely event of an emergency we can keep everyone as safe as possible. Please familiarise yourself with these emergency procedures or ask staff to explain when you visit.

## 5.13 Learning Portfolios

Children in kindergarten do not receive a report card; however at the beginning of the year kindergarten staff begin individual portfolios for each child. The unique portfolios will capture the children’s involvement in the program and include comments that detail what and how they are learning. The portfolios will be jointly constructed which means that children will contribute their ideas about what is to be included in the portfolio, and they will have access to their portfolio at all times.

At the end of each semester, the teacher will organise to meet with you to talk about your child’s progress. Your child’s portfolio and his/her Early Learning Profile will form the basis of this discussion.

In your child’s portfolio, you might see:

* Stories about their learning
* Photographs
* Drawings, paintings and other artworks
* Group projects.

Your child’s portfolio will be sent home at the end of the year.

# 6. What happens after kindergarten?

## 6.1 Transition to Prep

Our kindergarten program aims to provide children with experiences that will support them to successfully transition into their first year at school. As part of the transition process, educators share information about each child’s knowledge, skills and dispositions so learning can build on foundations of earlier learning. Children will also have opportunities to experience Prep through school-based activities.

Towards the end of the year before your child starts Prep, you will be provided with a transition statement that you can provide to your child’s Prep teacher. At the same time (or when the child leaves the kindergarten at any time during the year) you will asked to complete a *Consent to Allow Access to pre-Prep OneSchool Record* form. This consent allows the school to continue to access your child’s OneSchool record when they are enrolled in Prep and gives permission for information about your child to be made available to the Prep teacher in the following year.

# 7. Attachments

## Frequently Asked Questions

## Timeout poster