



KINDERGARTEN HANDBOOK 2021



Whitsunday
Anglican School



The Whitsunday Anglican School Kindergarten is proudly funded and supported by the Queensland Government.

Whitsunday Anglican School Kindergarten

Address: Celeber Drive, North Mackay, QLD, 4740

Junior School Office: (07) 4969 2038

Kindergarten: (07) 4969 2083

We are happy to have you join us at Whitsunday Anglican School Kindergarten. Our Kindergarten is a learning environment in which all children have the opportunity to reach their individual potential. We hope you will soon feel at home and enjoy the experience of making new friends. Your many abilities and talents certainly have a place here, so please feel free to offer these, and if they can be incorporated into the program it will make it an even more enriching experience for the children.



Foreword

Whitsunday Anglican School is an Anglican Independent Co-educational school. We strive to provide the best quality education for our students. We will pursue excellence in all areas of the educative process and enhance the well-established school and community relationship already existing at the School.

Core Values lead the School's Anglican Ethos

1. CHRISTIANITY (through Social Responsibility) – characterised by faith in God, forgiveness, reconciliation, developing a sense of mission/purpose through service to, and compassion and care for others;

2. TOLERANCE (through Respect) – characterised by openness to a broad range of ideas and concepts, accommodation of multi cultures and faiths, and inclusivity of a wide range of backgrounds;

3. EXCELLENCE (through Effort) – characterised by the pursuit of optimum outcomes for students in their intellectual, social and artistic endeavours and underlined by our explicit strategies to assist students develop the habits of self-belief, persistence and resilience;

4. DIGNITY (through Tradition) – characterised by our expectations for a conservative approach to worship, dress, appearance, manners, language, social discourse, rituals and symbols;

5. TRUST (through Co-operation) – characterised by consideration of the needs of the group before the needs of the individual, expressed through collaboration, teamwork, honesty and consistency.



Whitsunday Anglican School Kindergarten

We believe in creating and providing engaging and supportive environments to stimulate and extend each child's physical, social, emotional, spiritual and cognitive development. We value the importance of play, as play encourages exploration, risk taking, socialisation and engagement in learning. We believe children to be competent and capable learners and should be given every opportunity to display this. We see the diversity in our class reflecting that in our community and believe that each person has their own culture and belief system which makes them unique.

Our Goals:

- To provide a safe and inclusive environment in which children, their families and Staff feel valued and secure.
- To provide developmentally appropriate activities to promote pre-literacy, pre-numeracy, fine and gross motor skills, social and emotional skills and, in turn, a lifelong love of learning.
- To develop independence, resilience and problem-solving skills.
- To develop an awareness of health and safety, nutrition, hygiene and cleanliness.
- To develop life skills through play and routines.
- To develop positive communication skills.
- To promote socially acceptable behaviour and respect for others to prepare children for continuing education.

How we facilitate learning:

- We have a commitment to ongoing Professional Learning to keep Staff informed on current child development trends and knowledge.
- We celebrate the diversity in our community and commit to building our cultural competence within the Kindergarten community and beyond.
- Teachers respect parents as each child's first teacher and welcome their input and feedback into our curriculum.
- As children are all different, activities (structured and non-structured) are differentiated to allow an opportunity for success.
- We value open, reciprocal and constant communication with our families, and we encourage and provide opportunities for active participation and collaboration with families and the community.
- We include structured activities in pre-literacy, pre-numeracy, fine motor, gross motor and social/emotional skills.
- We provide intentional teaching moments that are woven into the interests of the children.
- We structure our day to include individual, small group and large group activities, spontaneous and planned play, intentional and incidental teaching and the opportunity to self-select activities.
- We collaborate with the wider School community to facilitate the children's transition to the Preparatory Year.
- We foster the children's intrinsic love and appreciation for our natural environment.

Staffing

Name/Position	Qualification
Jane Hirst Early Childhood Director/Teacher	Diploma of Teaching (Primary) Graduate Diploma Teaching (Early Childhood) First Aid Certification Exemption Card
Nicole Smeets Kindergarten Assistant	Certificate III (Early Childhood Education & Care) First Aid Certification Suitability Blue Card
Tammie Banks Kindergarten Care Coordinator	Bachelor of Education (Early Childhood) Associate Diploma in Education First Aid Certification Suitability Blue Card
Sri Singh Kindergarten Care Assistant	Certificate III Children's Services First Aid Certification Suitability Blue Card
Mick Martin Head of Junior School Nominated Supervisor	Bachelor of Education (Primary) Diploma of Teaching (Primary) Graduate Diploma (Executive Leadership) First Aid Certification Exemption Card



Enrolment and Orientation

Whitsunday Anglican School Enrolment Policy

Whitsunday Anglican School is not academically selective but caters for boys and girls of all abilities. This being said, the School's focus is on producing the best possible academic outcomes for its students within the resources it has available. The strong academic program is underpinned by an equally strong pastoral program. Although the date of registration will be a major factor when deciding offers of places at the Kindergarten/School, preference will also be given to siblings of children already enrolled.

Enrolment Fee

Application for enrolment must be made on the 'Application for Enrolment' form and accompanied by an enrolment fee which is non-refundable.

Enrolment Bond

At confirmation stage, there is an Enrolment Bond for both day students and boarding students. In both cases, a portion of this is credited to the student's life membership of the Old Scholars Association. The remaining amount is credited to the final account at the School provided the student completes four full terms and the School account is paid in full. If the student does not complete four full terms at the School, the enrolment bond is non-refundable.

Confirmation Interview

During the year before proposed entry, an interview with the Head of Junior School will be arranged. At the time of arrangement, a development profile will be sent to parents/guardians. The completed profile is given to the Head of Junior School at the confirmation interview. The confirmation interview will include a tour of the Kindergarten.

Cancellation/Withdrawal from the Kindergarten/School

The School requires a term's notice of the intention to withdraw a student from the School.

Delayed Entry and Exit

At Whitsunday Anglican Kindergarten we recognise that some children may benefit from starting or exiting Kindergarten at a later age. Delayed entry is an option allowing for the enrolment of children older than the usual kindergarten age of 4 years by 30 June of the year in which they attend the Kindergarten program. Delayed exit means that a child may be approved to enrol in the Kindergarten program for a second year. In order for these to be considered:

- Parents must fill out either a Delayed Entry or Delayed Exit Form (available from the Kindergarten Staff)
- The Kindergarten teacher, Learning Support Teacher and Head of Junior School must be consulted and agree that the decision is based on the necessary documentation from relevant health or education professionals.
- There is a position available in the class the following year.

Orientation to the Kindergarten

Parents and children will be sent an invitation via mail to attend an Orientation Morning at the Kindergarten. The Orientation Morning is usually held on a Saturday morning towards the end of Term 4 prior to the year of commencement. Parents are guided through the Handbook and are encouraged to ask any questions they may have about the Kindergarten. Children are invited to explore the Kindergarten.

Curriculum

Queensland Kindergarten Learning Guideline (QKLG)

The Queensland Kindergarten Learning Guideline supports kindergarten teachers' professional practice in a range of contexts across Queensland. The guideline is based on the Early Years Learning Framework for Australia (EYLF) and embraces the inclusive vision that "all children experience learning that is engaging and builds success for life". (EYLF, 2009)

The EYLF describes a vision of children's learning, characterised by:

- Belonging — recognising that knowing where and with whom you belong is integral to human existence, providing a basis for children's interdependence and relationships with others.
- Being — recognising and valuing the "here and now" in children's lives and viewing childhood as more than simply preparation for adulthood or for the future.
- Becoming — recognising the rapid and significant learning and development that occurs in the early years, and the capability and potential of all children.

While the EYLF focuses on children from birth to five years, the Queensland Kindergarten Learning Guideline aims to specifically enrich children's learning in the Kindergarten Year. In Queensland, the Kindergarten Year is the year before the Preparatory Year of schooling.

Throughout the Kindergarten Year, children's right to experience the joy of childhood is fundamental and learning is promoted through play, and emergent and planned learning experiences and interactions. (QKLG, 2010)

The QKLG is able to be viewed at - https://www.qcaa.qld.edu.au/downloads/p_10/qklg.pdf.

The Importance of Play

Whitsunday Anglican School Kindergarten recognises the value and richness of play as a catalyst for children's learning and their ongoing engagement in meaningful experiences. When children play, they approach experiences with interest, ownership, empowerment and possibility.

Through play at kindergarten your child is:

- learning about and engaging in the community in which they live
- exploring, interacting and appreciating the world around them
- actively engaged in negotiating and creating their own play environments
- practicing and developing their verbal communication skills and vocabulary
- developing early literacy and numeracy skills
- building personal and emotional resilience, independence and self confidence
- exploring relationships and developing friendships; listening to and appreciating the ideas and thoughts of others.

"If we remove play from children's lives, we remove a possibility for learning."

Carla Rinaldi

Pre-Literacy

The early years, from birth to age 5, form an indelible blueprint for your child's long-term learning success. Early behaviours and skills associated with successful reading development used to be described as readiness skills, but we now use the term pre-literacy. This umbrella term covers far more than a child's ability to identify letters, numbers, or shapes. It includes important skills such as oral language and phonological and phonemic awareness (the awareness of sounds), as well as knowledge of the alphabet and an understanding of common print concepts (print goes from left to right and from up to down on a page).

By the time your child enters Whitsunday Anglican School Kindergarten, the teacher will expect them to have some pre-literacy skills, especially the ability to conduct a brief conversation. By the end of the year, your child will also be expected to begin to pay attention for sustained periods, react to stories, to know some letters of the alphabet and their corresponding sounds, as well as some basic print concepts, such as knowing that printed words convey meaning. These are all skills derived from living in a language and print rich environment.

Although knowing letters and sounds is important, perhaps the most significant factors in your child's reading success are oral language skills. Language is the foundation of reading development and is strongly tied to your child's growth in reading and writing. Research shows that by about 5 years of age, most children have learned approximately 5000 words. But those words are not acquired through passive listening alone. Rather, language is supported through verbal interactions and experiences with others. Your child will be exposed to rich oral language within the classroom environment through books, media, theatre and other art forms.

Motivation to read and self-regulation (self-control) are also considered to be pre-literacy skills. Children develop motivation to read by being read too often, learning firsthand the pleasures that reading can bring. Motivation also grows out of a child's interaction with the adults in their life and their observations of how print and language are used in everyday life. Regular story sessions with the class teacher are part of the program.

Self-regulation involves your child's ability to control their behaviour. Listening to a story or directions and sitting still when necessary are skills that will help your child become a focused learner in the classroom. If your child is an especially active learner, we can help them build self-regulation skills through a range of activities, such as listening to a very short story or sitting in group tasks with adult supervision for short periods of time. Over time as their attention is captured and sustained the timing of activities will be extended. Self-regulation is more difficult for some children than for others and is learned only with patience and persistence.

While it is important to understand pre-literacy skills and behaviours, they do not need to be taught directly. Instead, we try to follow your child's lead. For example, interesting experiences like grocery shopping, a visit to the doctor or trips to the veterinarian encourage children to talk. We use Group Time and Show and Tell to allow them to take risks using language, particularly in new and creative ways. Children will play with familiar words, explore new meanings, and test the use of language in different settings. Sometimes they will even invent new ways to use well-known words, and eventually begin to write about these events (through scribble writing, letters, speech sounds and spelling choices). All of this happens in interactive settings, with a supportive adult who listens and responds in positive ways to their language play.

Write2Spell2Read

Write2Spell2Read is the phonics program used in the Junior School up to Year Two and begins in Kindergarten. *Write2Spell2Read* is a highly organised program. It is organised both visually and phonetically, helping children to see and hear the patterns and idiosyncrasies in our language. It helps the student to understand that in our English language there are letters, sounds, phonemes and different combinations of letters that make the sounds. This program helps students to 'make sense' of their learning, which in turn makes learning easier. By using vision, hearing, touch and movement in a way where each sense reinforces other senses, an integrated learning system is formed that enhances memory and understanding, creating a sound learning tool for children.

Pre-Numeracy

Numeracy learning builds on children's curiosity and enthusiasm, and challenges children to explore ideas about patterns and relationships, order and predictability, and logic and meaning. Consequently, quality instruction occurs in environments that are rich in language, encourage children's thinking, and nurture children's explorations and ideas. These ideas include the concepts of number pattern, measurement, shape, space, and classification.

Understanding the concept of Number is fundamental to Mathematics. Children come to school with a rich and varied (informal) knowledge of Number. A major goal is to build on this informal base and move toward a more thorough understanding and skills.

Patterns and Algebra

Recognising patterns and relationships among objects is an important component in children's intellectual development. Children learn to organise their world by recognising patterns and gradually begin to use patterns as a strategy for problem-solving, forming generalisations, and developing the concepts of number, operation, shape, and space. Pattern recognition is the first step in the development of algebraic thinking.

Spatial Sense

Geometry (spatial awareness) helps children to systematically represent and describe their world. Children learn to name and recognise the properties of various shapes and figures, to use words that indicate direction, and to use spatial reasoning to analyse and solve problems.

Measurement

Measurement is one of the most widely used applications of Mathematics. Early learning experiences with measurement should focus on direct comparisons of objects. Children make decisions about size by looking, touching, and comparing objects directly while building the language to express size and relationships.

Classification and Data Collection

Children use sorting to organise their world. As children recognise similarities and differences, they begin to recognise patterns that lead them to form generalisations. As they begin to use language to describe similarities and differences, they begin sharing their ideas and their mathematical thinking. In the kindergarten environment, the children develop their thinking about numbers through the manipulative mode; this is where the children use manipulatives to increase their awareness of mathematical concepts. Much of the learning experiences offered in this curriculum area are through play. These include:

- Child determined play
- Teacher assisted play.

You Can Do It! Early Childhood Program (YCDI!)

This program teaches children a number of different skills they need to know to be successful and happy throughout life. YCDI! is created around five foundations that are vital to a young child's social and emotional development. These are: Confidence, Persistence, Organisation, Getting Along and Emotional Resilience; although these words may seem very grown up for our little ones, the 'You Can Do It! Early Childhood Program' introduces each foundation at a Kindergarten level using character puppets, songs, stories and group discussions.

Perceptual Motor Program

This program focuses on helping children to develop their perceptual motor skills such as body image, balance, spatial awareness, hand-eye coordination, laterality, directionality and form discrimination through a variety of movement activities.



Daily Routine

At Whitsunday Anglican School Kindergarten, we are committed to providing the best possible program and education for each individual. We believe that all children develop in unique and different ways and at different rates. This is best achieved through the provision of an environment that creates a sense of belonging and encourages children to build a security and trust through familiar routines and transitions. Although we do follow a routine, it is flexible and is subject to change as the children's needs and interests are responded to. Below is a sample of our daily routine:

Time	Program
7:30am -- 8:15am	Before Kindergarten Care program
8:15am -- 8:30am	Kindergarten program begins
8:30am -- 9:00am	Group time including, 'Calendar Maths and weather', letter and number of the week, 'Tuning in 'to programme, 'Focus Children' discuss learning plans and investigation intentions, transition to investigations. Show and Tell,
9:00am -- 10:20am	Indoor/Outdoor investigations, including Literacy and Numeracy, Science and Nature, Sensory investigations, Motor Development.
10:20am -- 10:40am	You Can Do It! Program/Reflection
10:40am -- 11:00am	Morning Tea
11:00am -- 11:10am	Investigations- Indoor/Outdoor investigations, including Literacy and Numeracy, Science and Nature, Sensory investigations, Motor Development.
12:55 pm -- 1:15pm	Group time, story time (Read it again) and transition to lunch
1:15pm -- 1.50pm	Lunch
1:50pm -- 2.00pm	Transition to rest time
2.00pm -- 2.30pm	Rest time
2:30pm -- 2:50pm	Quiet activity time
2:50pm -- 3:00pm	Singing/Reflect on the day – end of kindergarten day
3:00pm -- 6:00pm	After Kindergarten Care

Morning Activities

Upon arrival at Whitsunday Anglican School Kindergarten, you will find activities set up in the classroom and in the playground. These complement the program. We encourage parents to complete these activities with their child to further enhance their learning. Examples of these include:

- Construction such as Lego, Mobilo, K-nex. These experiences help to develop mathematical and logical thinking.
- Writing and Drawing which may include name writing or free choice drawing.
- Sensory activities such as play dough.
- Cognitive Games such as board games. These enhance children's social skills such as turn taking.
- Cognitive skills such as colour coding, counting, matching and shape discrimination are developed.
- Obstacle course for climbing, balancing and motor planning.

When the doors open for our Kindergarten program, we encourage parents to stay until the tambourine sounds at 8:30am. Children love it when parents are interested in their world. Just taking a few moments can mean a lot to them. At 8.30am, we will sound the tambourine and the children will come and sit on the mat and start the day.

Our Indoor and Outdoor Program is fluid and we can move tables outside to complete small group work. The expansive verandas mean that we can be outdoors in any weather.

Investigation Learning Areas

The Kindergarten room has various areas set up for the children to play in such as:

- **Dramatic Play:** Dramatic Play activities allow children to recreate the social roles that they see in their everyday lives. They learn to take turns and share. They take on family and community helper roles. This helps them to understand what people do and they learn to make choices and decisions as they discover ways people help each other.
- **Reading:** An area for children to explore and enjoy good books. By becoming confident in their ability to read pictures, children will be more ready for formal reading in their Preparatory year.
- **Science and Nature:** This allows children to explore a range of items from the world around them. Children are able to ask questions about the natural environment and study creatures or models of creatures in safety. They can collect interesting natural treasure such as feathers, shells, stones, leaves and flowers, to add to the Nature table.
- **Painting and Drawing:** Painting and Drawing provides children with the opportunity to explore a variety of interesting media. It enables them to experiment with colour and develop their fine motor strength and control
- **Collage and Construction:** The children can use a variety of materials and recycled items to create 2 and 3-dimensional work.
- **Literacy and Numeracy:** A variety of implements to practice pencil grip and mark making, clip boards, paper, white boards. Literacy and Numeracy items based on the Programme include number cards, alphabet cards, number and letter books, familiar stories.
- **Outdoor Activities**

Our outdoor area is set up with a playground, swing and sandpit. Staff will also set up an obstacle course in the morning with input from the children. Activities outside vary depending on the Learning Programme and Developmental needs of the children

- **Water play:** cooling and calm play involving sensory experience, science and measurement activities
- **Sensory play** such as goop, digging in the mud, playing in the sandpit
- **Construction** using large wooden blocks or waffle bricks
- **Role playing games:** stage play and drama
- **Group games and music groups**
- **Pasting and construction:** group art projects
- **Block Centre:** this area aids the development of mathematical and logical thinking.



Mat Time

Mat time encourages children to be able to share their ideas in a safe environment where they will be encouraged by their teachers and peers. It also helps to develop listening and turn-taking skills. Mat time is used for playing circle games, singing songs, sharing show and tell, reading stories and intentional teaching moments such as looking at the alphabet and mathematical concepts such as counting, number recognition and shapes.

Built into this time is also our 'Focus Children' programme, where 3 focus children will each be offered the chance to share information about themselves. This programme supports the development of oral language and self-confidence.

Mat time also helps prepare children for the Preparatory Year.

Rest Time

Rest time is an essential part of the Kindergarten program. It allows children to relax their bodies, daydream, and reflect on the passage of their day after a busy time of physical and mental stimulation. Generally, quiet activities such as puzzles engross the children; a long chapter book may be read to engage children in imagination without the ever-present visual cues. Those children who wish to sleep may do so, and restful music is played to help others relax while participating in 'quiet' activities.

Arrival and Departure

Attendance and Hours of Operation

Kindergarten hours are 8:15am until 3:00pm with a maximum of 22 children in each group. There are a small group of children who attend all five days shared across the two Kindergarten groups.

The days are as follows:

Magpies: Monday, Tuesday, *Alternate* Wednesday

Lapwing Plovers: *Alternate* Wednesday, Thursday, Friday

Blue Faced Honey Eaters: Monday, Tuesday, Wednesday, Thursday, Friday

The available days of operation are in accordance with the days set down by the whole school. Please be aware that the Kindergarten programme does not operate during School holidays, Student Free days or Public holidays.

Arrivals and Departures

Parents are required to sign their children in each morning and out each afternoon using the provided iPad. This is a legal requirement. The staff ensures that each child goes home with a parent or authorised person as stated in the School's enrolment package.

Please advise the staff if another adult is collecting your child. If they are not already authorised, you will need to fill out an Additional Child Collection Authorisation Form which can be obtained from Kindergarten staff. The now authorised adult collecting your child will also be required to show photo identification to Kindergarten staff before collecting your child.

Settling Your Child into Kindergarten

When you arrive with your child, please encourage them to put their lunch in the fridge and water bottle on the kitchen bench, their bag in the marked locker and their bedding in the baskets. As stated earlier, we will sound the tambourine as a signal for the children to come to the teacher on the mat and for parents to say 'goodbye'. Please do not be embarrassed if your child clings to you and cries when you try to leave, this is all a new experience for your child. However, we do find that the children usually settle once they are involved in an activity. If you have any concerns, please speak to us so that we can work out a strategy that will help your child to settle easily. Often children seem to settle in easily but become tearful in a few weeks when they realise that Kindergarten is a regular occurrence. If this is the case, it is best that you just say 'goodbye' and leave straight away - we will settle your child into an activity.

Before and After Kindergarten Care

Before and After Kindergarten Care (BAKC) is a service offered to our Kindergarten families and is complementary to the program. It is licensed and governed by the same national laws, regulations and Kindergarten philosophy and policies. This service may be used on either a permanent or casual basis for any day your child attends the Kindergarten.

Should an occasion arise where parents are unable to pick up at 3.00pm, parents should contact staff or contact the Junior School Office on 4969 2038.

Hours of operation

- Before Kindergarten Care: Monday to Friday, 7.30am to 8.15am
- After Kindergarten Care: Monday to Friday, 3.00pm to 6.00pm

Kindergarten School Holiday Care (Vacation Care)

Whitsunday Anglican School also offers vacation care for your enrolled kindergarten child. The program and hours for vacation care will operate from 7.30am to 6.00pm. Programs and further information will be distributed to parents during the Term.

Child Care Subsidy (CCS) Approved Service

Whitsunday Anglican School Kindergarten is a Child Care Subsidy approved service. This means that families are able to access the Child Care Subsidy depending on eligibility requirements. To access more information regarding eligibility please follow this [link](#).



Communication and Parent Involvement

Questions and Concerns

Communication between the teachers and parents is an essential component in fostering strong partnerships with families. Whitsunday Anglican School Kindergarten staff aim to communicate informally with parents regularly to share stories and experiences about their child's time with us in kindergarten. Formal interviews will be held in Terms One and Four. Please do not hesitate to speak to the teacher about any concerns you may have. If it is a matter that will take time to discuss, please make a time convenient to you and the teacher for a meeting.

Daily Correspondence

Each afternoon 'Daily Correspondence' is emailed to all families. This email consists of general and specific School, Junior School and kindergarten news and information, and has a Snapshot of each Kindergarten Day.

Whitsunday Word

The School newsletter – The Word – is produced monthly and it available via Daily Correspondence.

Transition Statement

A transition statement is based on information gathered throughout the year in informal and formal ways and in a variety of learning contexts through normal day-to-day activities, conversations and interactions. Toward the end of Term four, parents are encouraged to attend a formal interview at which you will receive a copy of your child's transition statement. Parents are advised that if their child is going to be a continuing student at Whitsunday Anglican School, this statement will become part of the child's ongoing school records and is available for that child's future teachers for perusal. Children who are not continuing on at Whitsunday Anglican School may choose to pass a copy of the transition statement on to their new school on entry into the Preparatory Year.

Parent Roster and Involvement

At Kindergarten, we love to have parents involved in our program. In order to offer the best developmental program to children, it is essential to have the valuable input from parents who are, after all, the first teachers of children. We appreciate any relevant information you can share about your child with the teacher. This enables staff to better understand your child and family.

Although the Kindergarten does have a Family Roster in place, the Centre understands that many families are busy, and has an open-door policy and welcome parents at any time to join us in our daily activities and participate in some of the experiences offered to children. Children love having their parents participate and they like to show them what they do at Kindergarten.

Parents are also encouraged to assist the Kindergarten by helping out with off-campus and on-campus excursions. As the Kindergarten is attached to the school, there are many whole school activities that the children participate in such as sports carnivals, cross country and assemblies. We will ensure that as much notice as possible is given prior to these events to give you the opportunity to attend. Parents may also assist us by supporting our valued creative art activities. We are continually in search of recycled materials. We can use boxes of all shapes and sizes, bottle tops, wrapping paper, greeting cards, scraps of material, natural materials and any other interesting items. If you are unsure whether we can use it or not, bring it along and we can let you know.

PLEASE Note: For the first 4-5 weeks, while the children are settling, we will not have a Parent Roster. Once the children are able to separate confidently, we will start our Parent Help Roster.

Code of Conduct for Parents in the Kindergarten

- **Safety:** Comply with all Policies and Procedures of the Kindergarten
- **Ethics:** Always act in the best interest of the children, their families and users of the Centre
- **Support:** Work in a cooperative and positive manner
- **Communication:** Use courteous and acceptable verbal and non-verbal language in all medium of communication (in person, telephone, email, etc). Refrain from the use of profane, insulting, harassing or otherwise offensive language
- **Respect:** Value diversity and refrain from all actions and behaviours that constitute harassment or discrimination.
- **Confidentiality:** Keep information in relation to the children, families and the Kindergarten confidential.

Whitsunday Anglican School Work Health & Safety/Child Protection Induction

All parents wishing to volunteer to work with children in the Kindergarten must firstly complete the School's Work Health & Safety and Child Protection Induction. Information regarding this is available through the School website (Community tab), the Junior School Office or Kindergarten staff.



Healthy Eating

Food and Healthy Eating

Parents must provide a packed morning tea and lunch for their child (or alternatively, may place an order through the School Tuckshop).

Children enrolled in the After-Kindergarten Care program will be provided with a healthy afternoon tea; the menu will be displayed on the notice board for parent information.

Healthy eating is promoted at the Centre and we ask parents to pack healthy and nutritious foods in their lunch box. Some ideas of foods you may like to include:

- sandwiches, salad rolls
- wraps
- fruit
- carrot and celery sticks
- boiled eggs and salad
- cheese
- yoghurt
- crackers with spread
- Left overs in thermos flask



We strive to foster children's independence and self-help skills, therefore please present food in a manner which allows easy access to the food.

We work toward litter free lunch boxes at our Kindergarten and children are encouraged to help care for the environment; therefore, to reduce packaging we encourage the use of re-usable containers. Any fruit/vegetable scraps are used in our worm farm or compost.

Water

Children are encouraged to drink water regularly. They are required to bring a water bottle filled with water and can access water from chilled bubblers throughout the day.

Special Dietary Requirements

Parents of children who have special dietary requirements will be asked to provide details of their child's needs in the Enrolment Record. Parents are expected to include appropriate food according to their child's needs. Children with food allergies will be monitored as per the Anaphylaxis and Allergy Policy.

Supervision during Eating Times

Children are fully supervised by staff while they are eating their morning tea and lunch and in the case of After Kindergarten Care, afternoon tea. Meals are relaxed, pleasant times where children are encouraged to develop independence and social skills. Staff members present themselves as role models, maintaining good personal nutrition, and eat with the children at meal times.

What to Wear and Bring to Kindergarten

Uniform

The Kindergarten has a compulsory uniform, as follows:

- Whitsunday Anglican School Kindergarten polo
- Whitsunday Anglican School shorts with logo
- White socks
- Joggers/sandshoes (velcro straps instead of laces are strongly recommended, to enable your child to independently remove/put on their own shoes)
- Whitsunday Anglican School bucket hat
- Whitsunday Anglican School jacket or jumper (Winter)
- Black tracksuit pants or black tights (Winter)

Hair is to be neatly trimmed and pulled and tied back from the face. Unnatural hair colours, including streaks and foils, and “fashionable” and radical cuts and/or trends are not permitted. Fringes must clear the eyebrows and not be swept back behind the ears. Boys’ hair must be trimmed at reasonably frequent intervals, have the ears showing and must not be worn below the level of the collar. Girls’ hair must be tidy and pulled back from the face. Hair accoutrements are to be similar in colour to the School colours i.e. red, grey, black, white and must be modest in appearance. Hair should not interfere with the wearing of the School hat. Coloured nail polish is not permitted and will be removed.

Jewellery is restricted to a watch; and for girls only, one pair of small plain gold or silver stud earrings, less than 5mm in diameter and worn in the lobes. Students unable to wear small studs may wear plain gold or silver sleepers after written parental requests have been made. Clear plastic inserts in any body piercings are not acceptable. Medical bands verified by medical practitioners are permitted. Religious crosses and symbols on chains are permitted if worn beneath the uniform.

What to bring to Kindergarten

The children will be required to bring the following items with them to Kindergarten:

- A spare set of clothes including underwear and socks; these clothes do not need to be the compulsory uniform, but appropriate play clothes. These should be in a labelled Zip lock bag and can be stored at Kindy.
- Lunch and morning tea in a lunch box
- Drink bottle for water only
- Sleep mat/blanket. The sleep mat needs to be brought on the first day of the week on which your child attends. It will stay at the kindergarten until the last day of the week on which your child attends, when it will be sent home for washing.

Please ensure all items are clearly labelled with your child’s name.

Sunscreen

As part of our morning routine, children will apply their own sunscreen. The National Health and Medical Research Council states that children who are able to apply their own sunscreen (under supervision) should be encouraged to do so. This fosters independence and responsibility. (Cancer Council 2014).

Safety and Child Protection

Child Protection

Whitsunday Anglican School Kindergarten Staff will protect students from harm and the risk of harm as far as it is reasonably possible. The safety, wellbeing and best interests of our students are of primary importance. The Whitsunday Anglican School Child Protection Policy is available and recommended for parents via the [School's website](#).

Supervision

Your child's safety is important to us; therefore, staff/child ratios are maintained in accordance with National Laws and Regulations. To enable the Kindergarten to maintain the highest standards of safety, staff ask parents to ensure gates and doors are closed behind them. Please do not let your child swing on the gate as this can compromise the safety lock.

Tobacco Free

In keeping with State and Federal legislation, Whitsunday Anglican School is a 'smoke free' institution. Smoking of illegal or legal substances, including tobacco, is not permitted by staff, students, parents or visitors. All people over the age of 18 are subjected to the application of the law.

Alcohol Free

Alcohol is not to be consumed by staff members, parents or volunteers on the Kindergarten premises during the Kindergarten hours.

Fire and Lockdown Drills

Fire and lockdown drills are practiced once a term by staff and children at Kindergarten. Evacuation procedures are outlined in all rooms with diagrams and steps to follow.

Health and Hygiene

Illness

We understand that parents do have to work; however, if your child is sick, they should not attend the Kindergarten. Sending a sick child to Kindergarten can cause cross infection in the Centre. If a child becomes unwell or develops any of the following illnesses throughout the day, parents will be contacted and asked to collect their child. In the event of neither parent nor emergency contact being able to be reached, staff will seek advice from the school nurse. In the event of an emergency, staff will contact emergency services. The illnesses/conditions include:

- a temperature over 38 degrees Celsius
- conjunctivitis
- rashes and blisters
- heavy nasal discharge
- bronchitis
- diarrhoea
- impetigo (school sores)
- vomiting.



Exclusion and Return of the Child

Where a child has been sent home with a condition such as high temperature, vomiting or diarrhoea, the child is not to return to the Kindergarten for at least 24 hours after the last incident. An Illness Record will be completed by staff and kept at the Kindergarten; parents will need to sign this when they collect their child.

Incident or Injury

If a child sustains an injury at Kindergarten, first-aid is provided immediately.

If a child has a minor accident, contact will be made with the parent or emergency contact and further instructions obtained. The School Nurse may also be contacted.

If the accident is serious, the School Nurse and ambulance will be called immediately, and parents or emergency contact advised accordingly. If the child needs to be transported to hospital, they will be accompanied by either their parent, staff member, school nurse or another authorized emergency contact person. All incidents are recorded on an Incident, Injury and Trauma Record and parents will need to sign this when they collect their child. Small bumps and scrapes will be reported to parents at collection time in the afternoon. It is a School policy that if your child receives a knock to the head serious enough to cause a lump to form, they must be sent home.

Medication

If a child requires medication at the Kindergarten, the procedure is as follows:

- Parents are required to complete the Medication Record
- Medication is stored safely out of reach of children
- A staff member is to witness another staff member administering the medication by checking the dosage of the medication to be administered and the identity of the child to whom the medication is to be administered
- Both staff members must complete their section of the Medication Record.

Medication and First-Aid items are stored out of the reach of children. All medication must be given to a staff member on arrival. For the safety of children, under no circumstances is medication to be left in the child's bag, on top of lockers or in any other unsecured location.

Immunisation and Infectious Diseases

On enrolment of a child at Whitsunday Anglican School, parents are required to show proof of current up-to-date immunisations of the child, although confirmation of enrolment is not dependent of a child being immunised. This documentation can be the child's Personal Health Record Book, Immunisation certificate or letter from a doctor, local council or community health centre.

It is recommended that your child is immunised, and a certificate must be given to the Whitsunday Anglican School at enrolment. However, if your child is not immunised and there is an outbreak identified by the school of any illnesses or infectious diseases, we will request that your child be withdrawn for the duration of the exclusion period to ensure the safety of your child. Please refer to the table below for details of exclusion periods.

If parents have not produced any evidence of the child's immunisation, the child will be considered not to be immunised. Children who have received homoeopathic immunisation which is not recognised by the Queensland Health as an alternative to the recommended Childhood Immunisation Schedule will also be considered to not be immunised.

A child is considered to be protected from vaccine preventable diseases if they have been given each of the following immunisations specified by the National Immunisation Program.

If an outbreak occurs, staff will inform the School Nurse and Head of Junior School who will contact the appropriate authorities: Queensland Health Communicable Diseases Branch and Office of Early Childhood Education & Care. Families will also be informed as soon as practicable, along with guidelines on the exclusion period and symptoms of the disease.

National Immunisation Program Schedule

<https://www.health.gov.au/sites/default/files/documents/2020/09/national-immunisation-program-schedule-for-all-people.pdf>

Governance

Licensing

The Kindergarten is governed by the National Law and National Regulations. If you have any questions or concerns regarding the Centre, you can contact the Office for Early Childhood Education and Care, on 4842 8354 or in person at their office at Level 4, 44 Nelson St, Mackay or PO Box 760 Mackay 4740.

Administrative Structure of Whitsunday Anglican School Kindergarten

The Kindergarten is a service operated by the incorporated company Whitsunday Anglican School Limited, an entity formed under the Corporations Act, which is the Service Provider. The Principal is the CEO of the company thus taking on the legal responsibility for the Kindergarten. The Principal devolves their responsibilities to the Head of the Junior School who reports back to the Principal as part of their brief so that they can ensure that the Kindergarten is compliant with all regulatory requirements, is financially solvent and is delivering operationally in line with the Board's strategies and policies. The Board members are responsible for the overall good governance of the company, including the Kindergarten.

Kindergarten Policies and Compliance History Logbook

Parents are most welcome to view our Kindergarten Policy Folder at any time which is located in the Parent Library in the foyer. Each month, policies are reviewed according to the Policy review Schedule. We welcome parent assistance in the review of these policies. Parents are also able to view the Centre's Compliance History Logbook at any time.

Class Size

The class is limited to a maximum of 22 children, to ensure an appropriate staff/child ratio (1/11) is maintained, as stipulated in our license.

General Information

Toileting

Due to the nature of Kindergarten, it is an expectation that children enrolled into the program will be completely (daytime) toilet trained and can toilet independently (can wipe own bottom and re-dress).

Toys

We request that the children do not bring toys from home into Kindergarten, as they can become very upset if their favourite toy is broken or lost. However, children may bring a quiet toy (such as a soft cuddly bear or doll) for rest time. This must be kept in their sheet bag during the day and may be used at rest time to help them settle.

Birthdays

Children enjoy celebrating their birthday with their friends at Kindergarten, so we are happy for you to send along little cakes or similar on your child's special day. If your child cannot eat cakes due to dietary requirements, please feel free to send along an alternative which we can keep in the freezer, so they can still participate in the celebration. There are 22 children in each class.

Please be sensitive to the children in the Kindergarten and do not hand out birthday invitations in the classroom. Please give them to a staff member and they will place them in children's bags during the day.

Focus Child Programme:

This is an exciting day for each child. Each fortnight to three weeks, each child will have their special Focus Day. The timetable for this will be displayed on the Parent Information Board in the Kindergarten foyer. On this day, these children will undergo focussed teaching and learning, based on their individual needs. It also offers these children a chance to share some information about themselves with their peers. On this day, the educators make observations which form the basis of on-going intentional teaching and learning experiences.

Show and Tell:

Term 1: Can be bought in on their Focus day or if something special has occurred in their life.

It could be - from nature; Hand made by the child; A photograph; a book.

No toys please.

Term 2-4: Letter Show and Tell

Each week we examine a letter of the alphabet. Objects, books, items may be bought in, which begin with our letter of the week. Toys can be bought in for display only.

Absences

As per School requirements, absences can be informed via email attendance@was.qld.edu.au, the School App, or by calling the Junior School Office on 4969 2038 or the Kindergarten on 4969 2083.

Changes to Your Child's Information

If there is a change to your child's enrolment information, you can update this yourself via Parent Lounge. Please note that Kindergarten staff are unable to change personal details.

Excursions

During the year the Kindergarten children will be welcoming visitors to the centre to complement the program and at other times we will be going on age appropriate excursions. These experiences are designed to support and extend the children's learning within the classroom. You will be given ample notification of these excursions and a permission form will be sent home to be completed and signed for each excursion. We may be asking for parental assistance for off-campus excursions.

Students and Volunteers

At times during the year, University and TAFE students may visit the Kindergarten for work experience, practice teaching and service commitments. At no time will these visitors be left in charge of the children. All students and volunteers must hold a current Suitability (Blue) Card.

Grievance Procedure

1. The parent/guardian is to first communicate their concern to their child's kindergarten teacher.
2. Staff must record the concern in the 'Grievance and Complaints book' including the following information:
 - i. Date the complaint was made
 - ii. Who the complaint is being made by
 - iii. What the complaint is about
 - iv. Action taken by staff
 - v. Signature and full name of Staff recording the complaint
3. If the parent/guardian still feels the issue has not been resolved, they may speak to the Head of the Junior School (Nominated Supervisor).
4. If the parent/guardian feels that the issue still needs addressing, they may contact the Principal's Secretary to speak the Principal of the School.
5. Where the issue is still not fully resolved at this level, complaints may also be made to the Office for Early Childhood Education and Care, on 4842 8354 or in person at their office at Level 4, 44 Nelson St, Mackay or PO Box 760 Mackay, 4740.



APPENDIX 1: TERM DATES

School/Kindergarten Term Dates 2021	
Term 1	Wednesday 27 January – Thursday 1 April
Easter Vacation	Friday 2 April – Friday 18 April <i>*Good Friday 2 April/Easter Monday 5 April</i>
Term 2	Monday 19 April – Friday 18 June
Mid-year Vacation	Monday 22 June – Friday 10 July
Term 3	Monday 12 July – Friday 17 September
Spring Vacation	Monday 24 September – Monday 4 October
Term 4	Tuesday 5 October – Friday 26 November



APPENDIX 2: GROUP ATTENDANCE DATES

	Magpie Group
	Lapwing Plovers Group
	Public Holiday

	School Holidays
	Vacation Care

Kindergarten Attendance 2021 Calendar

January						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May						
Su	Mo	Tu	We	Th	Fr	Sa
						1
	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August						
Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



School Mission Statement

In a framework of Christian values we provide an engaging and supportive learning experience that achieves the best outcome for the individual.

PRINCIPAL: Mr Andrew Wheaton BA, GradDipEd UNE, MEd (Lead) UQ, MACEL, MACE, GAICD

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