



St James Park Kindergarten



Parent Handbook

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Government of South Australia
Department for Education

We acknowledge the Traditional Owners and Custodians of the Lands across Australia. We also acknowledge and extend our respect to Elders, past and present. We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Peoples of Australia, including their role in the education and care of children. We also acknowledge and recognise the rich histories and diverse cultures of Aboriginal and Torres Strait Islander peoples, and the valuable contribution their diversity brings.



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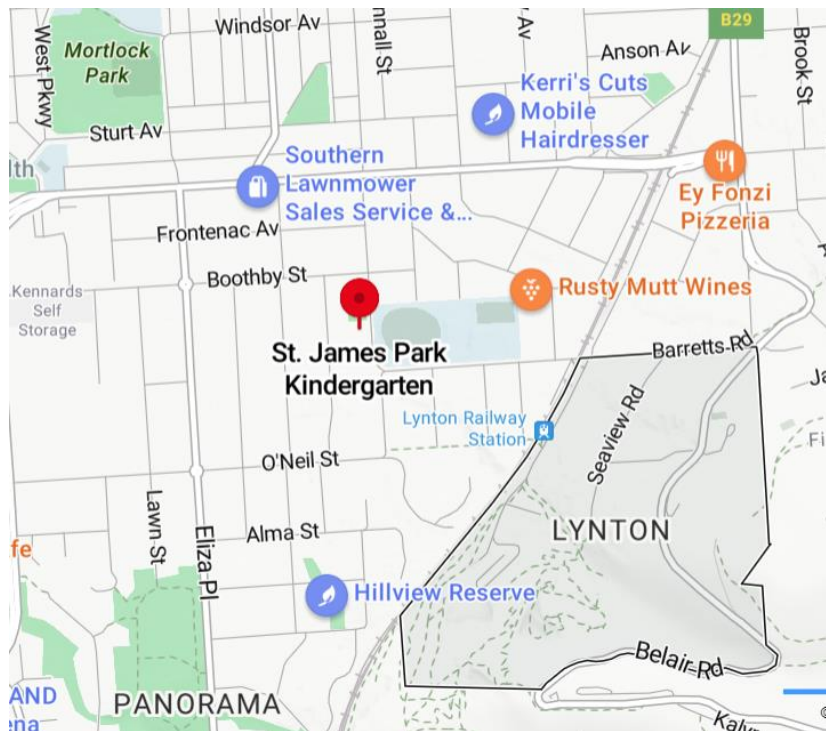
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Site Context

St James Park Kindergarten is a standalone preschool located 8kms south of the GPO in the council area of Mitcham. The kindergarten shares space with the Strathcona Reserve and is adjacent to Clapham Primary School with a child crossing allowing easy access to the oval and within walking distance to the Lynton Railway Station and Lynton Reserve. St James Park Kindergarten is home to spacious outdoor play spaces for children to learn through nature play.



joy curiosity nature
community exploration
family warmth play
together friends



Site Philosophy

Who we are... By children, parents, and educators of St James Park Kindergarten

“We come to kindy to play with new friends and learn new things.”

Children

- Kindy is a welcoming, safe and secure environment where each child’s agency is encouraged through meaningful play.
- We recognise children as competent and capable learners and acknowledge it matters how children see themselves.

“St James Park Kindy is a place where people come together.”

Families and Community

- We recognise families as their child’s first educator and understand our role in working together to ensure every child and family feels heard, seen and can share their ideas.
- We are committed to the provision of an inclusive and equitable community and society for all where Aboriginal and Torres Strait Islander peoples experience a sense of belonging and identity.
- We value and support continuity of learning and build and foster partnerships between children, families, educators, schools, and our local community.

“We value learning dispositions of resilience, optimism, curiosity, imagination and problem solving.”

Pedagogy

- We are committed to building inclusive and balanced relationships where children have a strong sense of wellbeing, belonging and are decision makers.
- The physical environment is an integral part of the curriculum, it engages and fosters a sense of ownership and respect which encourages a sense of connection to place and our community.
- Educators support children’s learning through spontaneous and intentional teaching, a flexible and responsive pedagogy

Session Times

Families can choose their preferred group at registration.

Blue Gum Group

Mondays 8:30am-3:00pm Tuesdays 8:30am-3:00pm

Alternate Fridays (odd weeks of the term) 11:00am-3:00pm

Wattle Group

Wednesdays 8:30am-3:00pm Thursdays 8:30am-3:00pm

Alternate Fridays (even weeks of the term) 11:00am-3:00pm

Playgroup

We also offer **playgroup** every Friday morning 9-10:30am during term time. Parents and caregivers stay and play with their children.

Playgroup is a great way to:

- Make new friends and meet new people.
- Learn more about child development and share your experiences with other families.
- Play with your child and engage in learning experiences with your child.

Children:

- Gain new skills including problem solving, co-operation and sharing.
- Make new friends, discover new learning challenges, have new experiences.

Friday mornings
during the term
9am-10:30am

Casual fee
\$5 per session

Term fee \$30



Term Dates

Regardless of whether your child starts at the beginning of the year, or through a mid-year intake they will undertake 4 terms of preschool.

2024	Start	Finish	Length
Term 1	29 th January	12 th April	11 weeks
School holidays	13 th April	28 th April	2 weeks
Term 2	29 th April	5 th July	10 weeks
School holidays	6 th July	21 st July	2 weeks
Term 3	22 nd July	27 th September	10 weeks
School holidays	28 th September	13 th October	2 weeks
Term 4	14 th October	13 th December	9 weeks
School holidays	14 th December	27 th January	6 weeks

Daily Routine

Predictable routines support children's wellbeing as they are confident about what is going to happen next.

8:30am	Children arrive Inside learning experiences
9:15am	Group time Whole group welcome followed by small group learning experiences Apply sunscreen
9:45am	Inside and outside learning experiences
10:30am	Morning tea
10:45am	Inside and outside learning experiences
12:00pm	Whole group time/story Apply sunscreen Handwashing routines
12:30pm	Lunch
1:00pm	Inside and outside learning experiences
2:10pm	Time to tidy up Afternoon tea
2:25pm	Relaxation/mindfulness
2:35pm	Group time
3pm	End of kindy day Children are farewelled from group time as their adults arrive *Children are accompanied by an educator to their adult

Routines are flexible to change according to children's needs, weather, incursions/excursions and special events. Educators share these changes with children ahead of time where possible.

Enrolment Information

Children are entitled to access 4 terms (1 year) of government preschool in the year before they start school.

We're introducing a mid-year intake into preschool. This means that from 2023 children who turn 4 years old:

- before 1 May are eligible to start preschool at the beginning of the year.
- on 1 May to 31 October can commence preschool through the mid-year intake at the start of term 3 of that year
- after 31 October will be eligible to commence preschool at the start of the following year.

Regardless of whether your child starts at the beginning of the year, or through a mid-year intake they will undertake 4 terms of preschool.

If you're unsure about the best time for your child to start preschool, talk to our preschool director about your options.

Preschool Catchment Areas

A preschool catchment area is a defined area from which the preschool accepts its core intake of children. The preschool gives priority enrolment to children who live inside that catchment area. Families can apply for any preschool, even if it's not their local one. Enrolment will only be offered if the preschool has places available.

If the preschool has places available after enrolling local children, children in care and referred families, places may be offered to children living outside of the preschool catchment area. You can use the [find a school zone or catchment area](#) tool.

When there are more applications than spaces from families living outside of the catchment area, places will be offered based on several factors such as:

- if the child is Aboriginal
- the distance from home
- If there are siblings at the local school
- transport needs.

All metropolitan and some regional preschools have a catchment area.

Children With Disability or Additional Needs

If you have a child with disability or additional needs they might be able to start preschool earlier if there are places available.

Immunisation Requirements

Children cannot be enrolled in or attend preschool unless all immunisation requirements are met (No Jab, No Play).

Register Interest to Enrol

Complete a [preschool registration of interest form \(PDF 240 KB\)](#). We recommend using your computer to fill in the form, unless your mobile has Adobe Acrobat or similar software. You can also collect this form from us or any other Department for Education preschool.

Once you've completed the form, email it or drop it off.

You can apply to more than 1 preschool. You should always apply at your local preschool in case your application to non-local preschools is not successful.

After Registering – Wait for an Enrolment Offer

When you register your interest to enrol, we will tell you when you can expect to find out the result. If you have a preferred preschool but do not live in the local catchment area, you may still be offered a place.

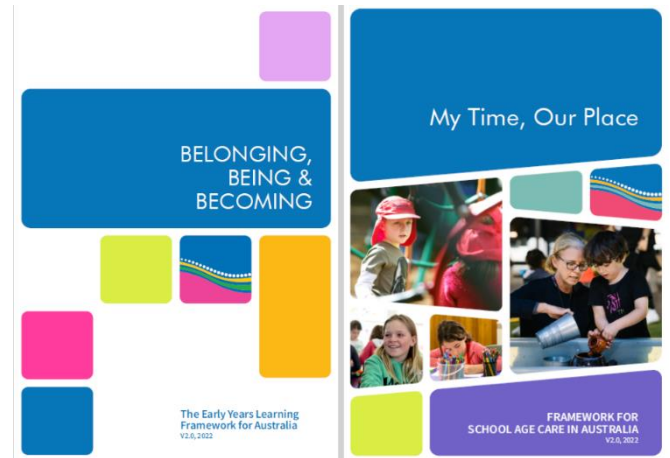
If you're offered a place, you'll receive an email. To accept the offer and secure the place, you'll need to reply within the timeframe requested and complete all enrolment documents.



Curriculum

St James Park Kindergarten uses the Early Years Learning Framework V 2.0 (EYLF) to support children's wellbeing and learning within a play-based environment. The EYLF is a national framework for children from birth to five years and describes childhood as a time of belonging, being and becoming:

- **Belonging:** is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.
- **Being:** is about living here and now. Childhood is a special time in life and children need time to just 'be' - time to play, try new things and have fun.
- **Becoming:** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.



The framework has 5 outcomes:

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world.

Outcome 3: Children have a strong sense of wellbeing.

Outcome 4: Children are confident and involved learners.

Outcome 5: Children are effective communicators.

We also plan for children based on the Preschool indicators of Numeracy and Literacy. The indicators are underpinned by the principles, practices, and learning outcomes in the Early Years Learning Framework.

Individual Child Learning Goals

Children's strengths and interests form the basis of our curriculum planning- we believe children learn best when engaged in open-ended play. Our program facilitates children's learning within spontaneous teaching moments and collaborative group projects. We document children's thinking and experiences through our 'snapshot' scrapbook and children's individual learning portfolios. These documentation tools contain photos, child voice annotations, children's artwork along with their 'individual Learning Plan'. We involve parents to work with educators to determine individual goals for their child's social, emotional, literacy and numeracy development and learning throughout their preschool year.

