



Parafield Gardens
Children's Centre
for Early Childhood
Development and Parenting



Information Book



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Welcome to Parafield Garden's Children's Centre for Early Childhood Development and Parenting. In 2014 the Centre was recognized by Save the Children Australia as a Global Peace School-Early Years for promotion of child rights in accordance with the United Nations Convention on the Rights of the Child.

The Centre works in partnership with families, community and agencies to support the education and early childhood development of young children.

This community is one of great diversity where everyone is encouraged to participate.

STATEMENT OF PHILOSOPHY

We champion the child as a citizen from birth with capabilities, competencies and the possessor of Rights.

We respect and value the traditions and culture of the Aboriginal and Torres Strait Islanders.

We embrace an intercultural community and the richness it brings.

Optimal learning opportunities occur through our strong respectful partnerships with families, community and services.

Children learn through a strong PLAYFUL holistic curriculum.

VISION

[Parafield Gardens Children's Centre for Early Childhood Development and Parenting](#) will support the learning, development and wellbeing of families and young children, pre-birth to 8 years of age by bringing together care, education, health, community development and family services, combined with family and community partnerships.

WE VALUE

POTENTIAL: Every person is capable and competent and has great potential

RESPECT: Acknowledgement of strengths, diversity, knowledge, skills, uniqueness, the environment and each other

SAFETY: The right to be safe and have peace and harmony

OUR AIMS are to:

- Develop collaborative partnerships;
- Build on strengths and create opportunities
- Provide an environment for life-long learning;
- Strengthen parenting and the wellbeing of children and families;
- Assist in early identification and intervention;
- Learn, play and grow together
- Support *The Hundred Languages* of the child's voice

Our Team Our core multi disciplinarily staff team are:

Director

Our Centre director is Faye. She is responsible for the management of the whole Centre and all staff employed by Department of Education (DoE) In collaboration the Centre's Quality Improvement Plan (QIP) is developed and yearly priorities are set and monitored. Faye regularly attends DoE, Hollywood Lakes and Gardens partnership meetings with other principals and directors. Another aspect is Faye supports families with children who have special rights and require additional support. This includes their time at preschool as well as transitioning through to school. She is happy to meet with you at any time.



Community Development Coordinator

Our Community Development Coordinator is Imelda. She works with families and agencies to develop opportunities and partnerships that respond to the local need. At Parafield Gardens Children's Centre we have a range of programs and services available for children, families and the community. Each term a timetable is available showing the programs being offered. Bookings or inquiries are made at reception. Please see Imelda for further details or if you have ideas or skills you would like to share.



Family Services Practitioner

Our family services practitioner is Annalise. Some of the services and support she provides is:

- individual and family counselling to help with personal issues, feelings and behaviours
- service coordination – connecting families to the most appropriate services,
- provide follow up, advocacy and work in partnership with the family and other services
- therapeutic group programs with a focusing on parenting, relationships, social and emotional wellbeing, trauma and other identified areas
- information about available services and supports



Speech Pathologist

Our Children's Centre speech pathologist works with families and young children (birth-preschool age) as part of the allied health team to support communication skills and early literacy development.

- Early communication (eg. Eye contact, babbling)
- Understanding spoken language (eg. Following instructions, remembering spoken information, understanding different kinds of questions)
- Using spoken language (eg. Using a range of words and grammar to ask questions, give instructions, talk about what we're doing, answer questions)
- Participating in social communication (eg. Responding to questions 'on topic', taking turns, problem solving)
- Learning English as an additional language
- Speech development (eg. The way we pronounce sounds and words)

You are also welcome to come and speak with the speech pathologist if you have concerns about your child's development.

Occupational Therapist

As an Occupational Therapist Shelley supports children's participation in everyday activities. These include children's independence in self-care, play and learning. Shelley's role is to support families with their children's overall development and wellbeing. Primarily Shelley has a focus on working with families who have children aged 0-3 years old to support early identification of developmental difficulties and support the navigation of services as needed.

Shelley can support families by:

- providing advice around child development
- facilitating group programs to meet the needs of the community
- liaising with external services such as health professionals
- working in collaboration with the Centre's team to support families in need

If you feel your child is experiencing any developmental struggles, feel free to contact Shelley.





Jan
Teacher



Emma
Teacher



Emily
Teacher



Vanessa
Teacher



Phuong
Receptionist



Razia
ECW



Payal
ECW



Sophie
ECW



Truc
ECW



Rani
ECW



Sonja
Occasional Care

Policies and Practices at the Centre

The Centre has a strong commitment to the health and safety of the environment, children, families, staff and wider community. All children's programmes within the Centre are developed and delivered in accordance to the Early Years Learning Framework (EYLF) and the National Quality Standards (NQS).

Our policies and practices are developed on knowledge, evidence; research, legal obligations and consultation in order to promote child development, education, health, wellbeing and safety. Policies apply to both children and adults. We ask for a commitment from all in adhering to and promoting the policies and practices.

Full copies of the Centre policies are located in the POLICY FOLDER on the top of the cupboards in the entrance. Additional policies that apply within the Centre can be accessed at DoE website <http://www.education.sa.gov.au> or ask a staff member.

Medication

If your child has a medical condition such as asthma, anaphylaxis or has an allergy please speak with staff as Department of Education forms need to be filled out by your doctor. NO medication is given unless a form has been completed and signed by your doctor and medication is supplied in its labelled container with the child's details. This is important for your child's wellbeing and safety.

Pupil Free Days

Every year we are granted 4 closure days granted by the Department of Education, when the children do not attend the Centre. These days allow staff to be involved with professional development to benefit children's development and learning and are approved by Governing Council.

Arrival and Departure Procedure

- It is important for your child to attend all of their allocated sessions. Please phone if sick.
- Sign your child in on arrival and sign out on departure.
- Ensure that an educator is aware of your child's arrival and departure.
- Ensure you only let your child out of the door and no other child/ren.

This procedure is to keep all children safe at all times.

Centre Hours of Operation

Core Opening Times – 8.00 -15.30 Monday-Friday during school terms. Closed on Public holidays. The Centre may be open in addition to the above times. However, it is recommended you telephone before visiting outside of core hours.

Communication

At Parafield Gardens Children's Centre we aim to regularly communicate with families in a variety of ways. Including

- Face to face
- Phone calls
- Text messages
- Emails
- Newsletters
- Website
- Facebook

If you have any concerns or queries please do not hesitate to speak to an educator. If your child has an acute infectious illness (eg. Flu or cold) or unable to attend it is important to notify the centre on 8258 3659.



Reggio Emilia

Our learning environments and pedagogy is influenced by the Reggio Emilia philosophy and Re-Imagining Childhood with Professor Carla Rinaldi. We believe that child led learning is important, every child has a voice, every child is capable and competent from birth. All children have rich and powerful potentials.

100 languages

“Children pose a hundred languages, a hundred ways of thinking, of expressing themselves, of understanding and of encountering others, with a way of thinking that creates connections between the various dimensions of experience rather than separating them.” (Reggio Children p. 10)

Listening

Active listening between adults, educators, children and the environment is important for educational relationships. It is important for dialogue and change.

Learning

Children have the opportunity to participate in both group and individual learning. They will foster creativity, uncertainty, curiosity, critical thinking, collaboration, craftsmanship to be courageous and take risks. It is based on the motivation and pleasure of learning.

Environment

Inside, outside and beyond environments complement one another and foster interaction, autonomy, explorations, curiosity and communication between adults, educators and children to research and learn together.



The Hundred Languages

No way. The hundred is there.

The child
is made of one hundred.
The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.

A hundred, always a hundred
ways of listening,
of marvelling, of loving,
a hundred joys
for singing and understanding,
a hundred worlds
to discover,
a hundred worlds
to invent,
a hundred worlds
to dream.

The child has a hundred languages
(and a hundred hundred hundred more)
but they steal ninety nine.
The school and the culture
separate the head from the body.
They tell the child:
to think without hands
to do without head
to listen and not to speak
to understand without joy
love and marvelling
only at Easter and Christmas.

They tell the child:
to discover the world already there
and of the hundred
they steal ninety nine.
They tell the child:
that work and play
reality and fantasy,
science and imagination,
sky and earth,
reason and dream
are things
that do not belong together.

And thus they tell the child
that the hundred is not there.
The child says:
No way. The hundred is there.



Nature Pedagogy

Our Centre has been involved with nature pedagogist Claire Warden and other nature pedagogists. We have a beyond space which is our natural environment in the front of our centre. It is a learning environment which we regularly access. Risk benefits are conducted with the children to support children's understanding. Children have the opportunity to be:

Risk Takers

Children are able to take educated risks in a safe environment, such as climbing a tree independently. Using tools (saws, drills, whittlers, hammers, flints) that are carefully introduced to children over time using a working glove. Building, being creative and problem solvers with loose parts (balance and coordination)

Engage with their senses (taste, touch, smell, sound, sight & balance)

Fire: charcoal, cooking

Water: puddles,

Air: wind

Earth: wood carving, mud

Researchers

Children have the opportunity to conduct their own research, source information using technology and share their expertise with their peers.

Environmentalists

Propagating, gardening, harvesting and cooking produce from our vegetable, herb and fruit gardens. Children learn about sustainability through composting fruit and vegetable scraps for our worm towers. Conserving water and energy. Caring for insects and animals.

Artists

Through using loose parts such as leaves, pebbles, flowers and twigs. Use of charcoal, clay, mud and creating natural dyes.





Children's Learning

Early Years Learning Framework Along with Reggio Emilia philosophies children's learning is linked to the Early years Learning Framework.

Documentation

Our documentation includes

- Learning Stories
- Floorbooks
- Journals

All kindergarten children will have a portfolio that will be a snapshot of their learning journey and will be given to them at the end of their time here. Please take time to share their learning with them when looking at YOUR OWN CHILD'S PORTFOLIO.

Mini Markit

Educators have a secure login to enter observations and data on all children. This has been approved by the Department of Education. Please ensure you have signed a permission form for your child to be on this system so that educators can track your child's learning. If your child is attending a public school in the future and they are using Markit, this information will be able to be transferred to their teacher.





Healthy Eating

We encourage all children to bring along a healthy snack (ideas: fruit, vegetables, cheese) and lunch (ideas: sandwich, wrap, sushi, salads, savoury muffins, rice, noodles, fruit, yoghurt) every day. This supports their bodies and brains growing and learning. Unhealthy food such as chips, chicken nuggets, cakes, biscuits and burgers have a huge impact on children's ability to concentrate and learn.

Please note hot food needs to be sent in a thermos. During summer food needs to be sent in a cooler bag. Food is not reheated or refrigerated at the centre.

No Nuts

Are to be sent with your child this includes products such as NUTELLA PEANUT BUTTER, MUESLI BARS. This request is to safeguard the health of children attending the Centre who have life-threatening reactions when exposed to NUTS. We are a Nut Aware Centre.

Water

We have a bubbler tap located under the veranda for everyone's use. Only water in a named drink bottle is to be sent with your child.

Celebrations

Throughout the year we have a number of community gatherings. All children and their families are encouraged to join in with these occasions. Birthdays are celebrated. We sing Happy Birthday with a pretend cake and the child receives a sticker. This is the same for all children and we ask this is respected by all families.



Sustainability

Vegetable and fruit tree garden

Propagating, gardening, harvesting and cooking produce from our vegetable, herb and fruit gardens. Children learn about sustainability through composting fruit and vegetable scraps for our worm towers.

Nude food

Please send you child's food in containers. No wrappers or plastic please.

If your child's lunch box contains wrappers or plastic it will be sent home. We focus on being environmentally friendly and reducing waste.

Recycling

Children learn about recycling by re-using, thinking how much they are using and what they are going to create first.

We encourage families to participate in recycling with us by bringing in

- food boxes
- yoghurt containers
- bottle tops
- corks
- toilet rolls / cardboard cylinders
- cotton reels / wooden reels
- buttons
- paper

or anything else that you think we maybe able to use please discuss with educators

Water

For water play we use rainwater wherever possible

Energy / Power

Turning off the lights when not inside or in a room.

Turning off technology when not in use.



What to wear

Please support your child to be able to participate in the full learning program and to be able to be independent in all areas including the toilet. Send your child in clothing and footwear that allows them to run, climb, crawl, play in the sandpit, mud and water. Although smocks are provided in the art studio for painting, clothing may still get dirty. Please ensure clothing is washable, is comfortable and allows for your child to participate in messy learning. Please ensure all items are labelled with your child's name.

- Gumboots
- Wet play gear (required)
- Sun Smart hat please no caps
- Sun Smart clothes please no singlet tops
- Appropriate shoes please no thongs or slippers
- Sunscreen

Wet Play Gear

Please make sure you pack your child's wet play each day. It allows children to be actively involved in learning including messy play while protecting their clothing. It allows children to connect with nature and play with:

- sand
- soils
- water
- puddles
- mud
- sensory play (finger paint, shaving cream, gloop)

Please remember to dry daily and wash when necessary.



Kindergarten

Full days from 8:00am to 2:45/3:00pm

Blue Group - Monday and Tuesday

Green Group - Wednesday and Thursday

Every minute of the day is vital for your child's learning, so please be on time both in the morning and afternoon.

Fees: \$440 per year (fees, 4 excursions/incursions)

\$60 for wet play gear (required for all children, purchase at transition visits or before commencing kindergarten)

Fees can be paid in full, per term or installments. Payment options include:

- EFTPOS available at the Centre
- cash - please complete a payment envelope and place in the Fee Box in the kindergarten.
- electronic payment (internet banking)

Bank: Commonwealth Bank
 Account name: Parafield Gardens Children's Centre
 BSB number: 065 175
 Account number: 10380412
 Please enter your child's name in the transaction description

Please speak with Faye if you are having difficulty in paying fees as it is important that families do not accumulate a debt record.





Occasional Care

Sessions are during school terms. Booking is essential. There is a priority of access according to DoE.

MONDAY & TUESDAY: 2- 4 years old

Morning : 8:30 to 11:20/11:30am Afternoon: 12:00 to 2:45//3:00pm

FRIDAY: 3 months - 4 years old

Morning: 8:30 to 11:20/11:30am

Cost:

\$5.00 per session (full fee)

\$1.50 with a Health or Concession Card Please pay fees by cash on arrival.

Family rates

50% of fees from the second child upwards.

If you already have an occasional care booking, you can only make a future booking on that visit and only access 1 Centre.

Cancellation:

Please notify the Centre prior of any cancellation otherwise fees will be charged.

When the program is in high demand on average of one session per fortnight per child may be offered.





Community Programs

There is a wide range of programs which families can access. These may include:

- Playgroups,
- English class
- Creche
- Cooking classes

Health Services include:

- Northern Area Midwifery Group Practice
- Child and Family Health Services
- Watto Purrunga Aboriginal Health Services
- SA Dental – oral health checks

Please see current community timetable

