



Bute Early Learning and Primary School

Previously: Bute and District Kindergarten and Rural Care

Information Booklet

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BUTE

Early Learning & Primary School



Starting Preschool

Eligibility for enrolment at Preschool

In South Australia (SA), parents can enrol their child in a government preschool program provided that the child lives in SA and:

- has Australian citizenship or permanent residency, or
- is a child with a relevant specified visa or Immicard.

Children who live outside of SA may be considered for enrolment where specific requirements are met. All children are entitled to access a preschool program for up to 4 terms the year before they start school. Aboriginal children and children who are or have been in care are entitled to access a preschool program any time after their 3rd birthday. Where children start preschool in the mid-year intake, they are eligible to begin reception mid-year the following year and undertake 6 terms of reception. See starting school for more detail.

Government preschools have two major enrolment intakes each year, where children are eligible to access 4 terms of their full preschool entitlement (15 hours per week).

Aboriginal children and children who have been or are in care, are eligible to attend preschool after their 3rd birthday. In these circumstances, a child may be enrolled at any time after their 3rd birthday and attend a preschool program for an average of 15 hours per week.

Age of eligibility

Child	Age of child	Eligibility
Aboriginal children and children who are or have been in care	From date of 3rd birthday	Eligible to start 15 hours per week at any time, not limited to major enrolment intakes.
All children	Turn 4 years of age before 1 May of that year	Eligible to start 15 hours per week from term 1 of the same year (intake 1).
All children	Turn 4 years of age between 1 May and 31 October of that year	Eligible to start 15 hours per week from term 3 of the same year (intake 2).
All children	Turn 4 years of age after 31 October of that year	Eligible to start 15 hours per week from term 1 of the following year (intake 1).

Quality Area 1: Educational Practice and Program

The Centre offers the following services

- ❖ A **Preschool (Kindergarten)** program catering for children in the year prior to starting school.
- ❖ A **Long Day Care (Rural Care)** program catering for children aged birth – 12 years

Preschool Program:

Children are eligible for up to 600 hours in the year prior to starting school.

Tuesday (Fortnightly term 3 and 4)	8:30am – 3.15pm
Wednesday	8:30am – 3.15pm
Thursday	8.30am – 3.15pm
Public Holidays	CLOSED

Rural Care Program:

Monday to Friday & School Holidays	8:00am – 6:00pm
Public Holidays	CLOSED

A closure period (2-4 weeks) is determined each year usually in occurring in Dec/Jan period. Governing Council will endorse this decision with the families provided a months' notice of the closure dates.

It is very important that you keep to these times. Before and after sessions, staff are setting up educational experiences and the environment and cannot fully supervise the children's safety.

Fees

Preschool:

Governing council set fees in Term 1 and are currently **\$85 per Term**

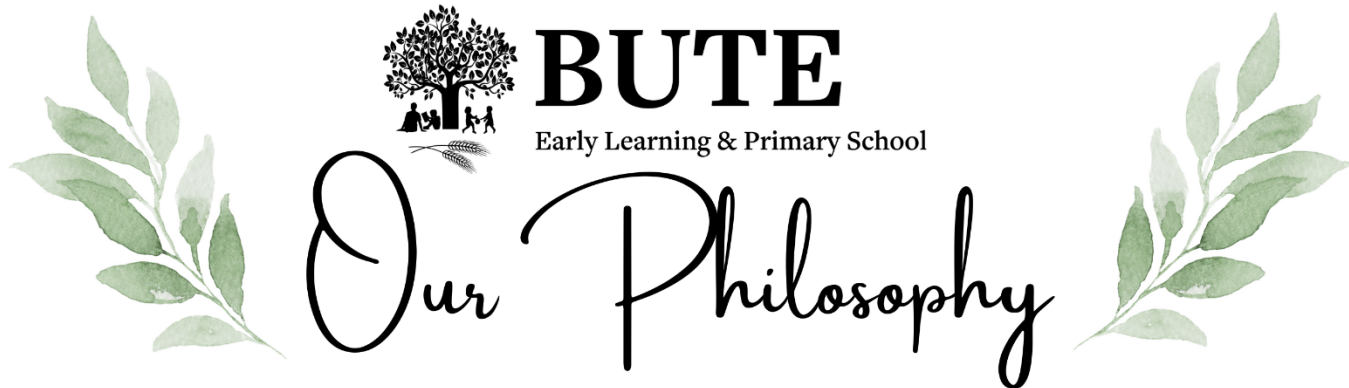
Fees can be paid at the Front Office located in the school (cash). Fees can also be paid electronically (Direct Deposit). Families are invoiced each term with instructions provided for online payments.

What are fees for?

paint,	staples,	crayons,
paper,	scissors,	indoor & outdoor play
glue,	pencils,	equipment,
sticky tape,	textas,	toilet paper, etc.

Rural Care:

Please refer to the Rural Care Fee Schedule for more information.



BUTE

Early Learning & Primary School

Our Philosophy

We believe our role in partnership with families and the community, is to build upon and develop dispositions, capabilities and knowledge for life long learning.

We acknowledge and respect the Narungga people as the traditional custodians of the land in which we play, learn and grow on.

We believe...

- All children are capable, competent active learners.
- In the importance of play and exploration of both the indoor environment and the outdoor natural environment.
- In providing equal opportunities for all children to engage in meaningful learning experiences.
- All children are unique individuals who bring their own views, ideas and knowledge of the world around them into the learning environment for educators to build upon.
- In building trusting, reciprocal and respectful relationships with children and families.
- That children can develop their emotional literacy and regulation skills, with guidance and support.

We are committed to...

- Providing a safe, nurturing and secure environment that is adaptive and flexible to the needs of every child.
- Developing a program of learning and development around the emerging needs and interests of the children.
- Engaging in meaningful interactions with children throughout their learning and everyday routines, making intentional decisions to build on, extend and challenge them as learners.
- Creating inspiring spaces that are challenging and adaptive to the children's ideas, interests and needs.
- Promoting sustainable practices through recycling, gardening and caring for all of the living elements in our learning environment.
- Supporting a continuity of learning between the ELC and school.
- Being intentionally focused on and inclusive of Aboriginal and Torres Strait Islander cultures and perspectives.

We believe that all children and families...

- Work closely in partnership to provide continuity of learning between home and the learning environment.
- Home cultures and values are important to assist them in developing a sense of belonging and help educators get to know and understand them.

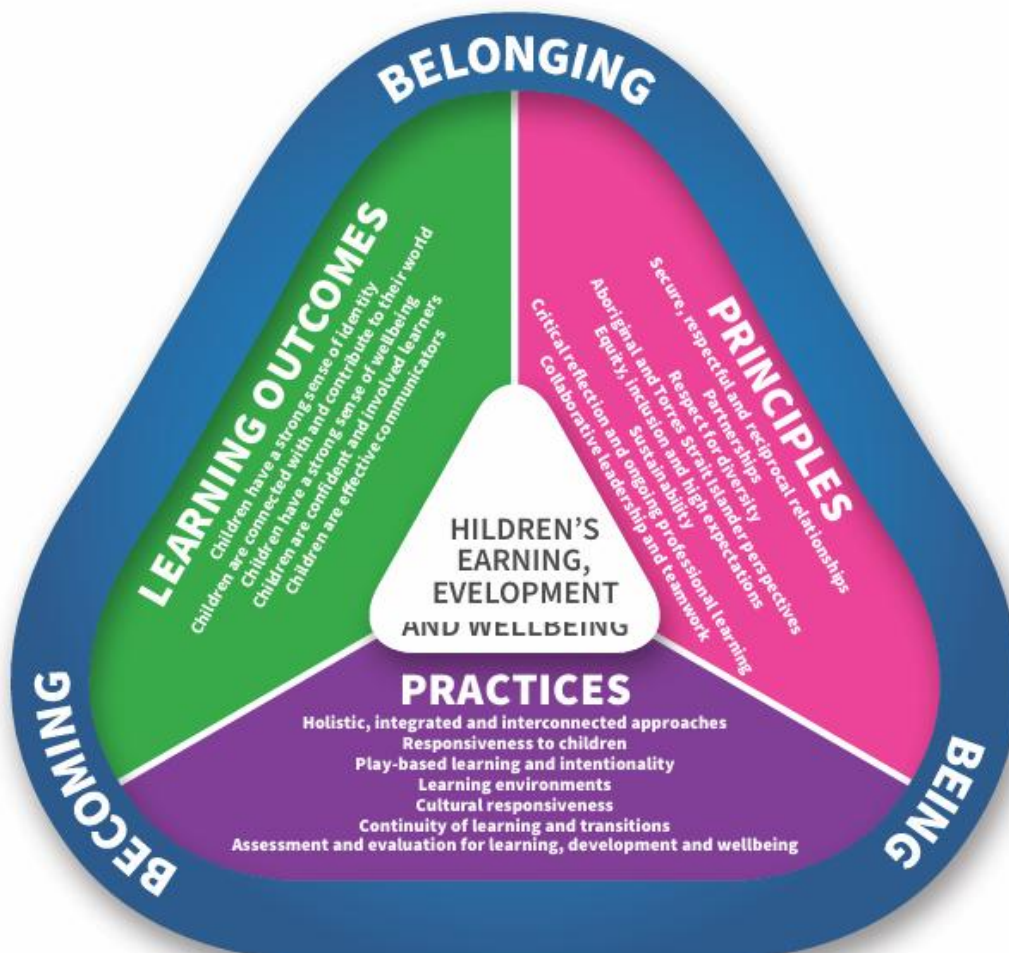
Curriculum

Play is very important for children. Through play young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create. When children play they are showing what they have learned and what they are trying to understand. By working together parents and educators can enhance a child's learning and wellbeing.

In our Early Learning Centre, we use the Early Years Learning Framework 2.0, called 'Belonging, Being and Becoming'. It is a national framework for children from birth to five years. The Early Years Learning Framework 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.

ELEMENTS OF THE EARLY YEARS LEARNING FRAMEWORK

This diagram shows the integrated connections of the Vision, Principles, Practices and Learning Outcomes that centre on children's learning, development and wellbeing. Belonging, Being and Becoming overlap all these elements.



Documentation

Each child has a special folder. This folder plays an important role in capturing your child's time learning and growing during their time at our Early Learning Centre. It will contain learning stories, work samples and photographs.

Learning Stories are a way of documenting the learning that we see written with your child in mind. They are a tool for the children to revisit their learning and to see themselves as powerful learners. Good stories take place over time, sometimes days or months, not every detail is recorded just the main important events, they give details about the context and background and not only describe actions but make feelings and interpretations visible. Good learning stories 'capture the magic'.

Term Evaluations are a way to document your child's growth through the term.

Floor book documentation- Is a book we use to collaboratively document and reflect on our learning throughout the year. We reflect on our learning together and provide further learning opportunities as a result of the reflection. Child's voice and interest lead the learning.

Class Dojo – Class Dojo provides a digital portfolio of learning experiences in which your young person engages. There are whole group event notices and individual portfolios specific to your child(ren) which only relevant families see.

Quality Area 2: Children's Health & Safety

Your child's health, safety and wellbeing is very important. Therefore, there are many policies and procedures that we are required to follow. Please refer to the policies folder or to our website for more information.

Medication / Care Plans

Please see the Medication Policy. Paracetamol, aspirin, cough mixture, asthma preparations/inhalers are all medications for the purpose of the policy requirement.

Before medication can be administered by a staff member the following forms must be completed and signed by parents.

1. Authorisation to Administer medication form signed by your Doctor
2. Medication Plan form
3. Care Plan form for children with Asthma, Epilepsy, Allergies etc.

All medication needs to have the following information:

1. Written authorisation signed by a Doctor to administer the medication
2. Be in original container
3. Appropriate instructions
4. Current used by date
5. Dosage
6. Times and dates of administration

Immunisation

Early childhood services must not enrol children into their service without a current immunisation record. This includes:

- a copy of their child's current immunisation record that shows that the child's immunisation is up-to-date or on catch up schedule with a future end date
- evidence that their child has an approved exemption from the Chief Public Health Officer.

Parents or carers can access an immunisation history statement via:

- Medicare through MyGov
- Express Plus Medicare mobile app
- contacting the Australian Immunisation Register general enquiries line on 1800 653 809 and requesting that a statement be posted to them.

Smoking

Smoking (including vaping and e-cigarettes) on the grounds is prohibited at all times. It is therefore requested that staff, parents and visitors refrain from smoking, to facilitate modelling of desirable health practices for children. If people need to smoke they must be at least 10 metres from the outside perimeter fence which surrounds the Centre.

Sun Protection Policy

As an accredited SunSmart site, all children and adults must apply sunscreen, wear a broad brimmed hat and protective clothing for outside play during all terms, with the exception of days when the UV is below 3. Please pack a broad brimmed hat (the first one is provided free of charge by our Parent Club) and dress your child appropriately (cover shoulders, etc.). For clarification please see our Sun Safety Policy.

Food and Drink

We follow the Right Bite strategy (see DfE website for more information).

We are a nut free centre.

Please provide fruit and healthy snacks for snack time and healthy options for lunch for your child to have at the centre. It is always important to send a little too much, than not enough. All children are asked to supply a water bottle. Only water is an acceptable drink in water bottles (unless alternatives are required due to medical reasons). Children might like to have a plain milk box for lunch.

After school hours children attending the Rural Care program are asked to supply snacks and a water bottle.

Arrival and Departure

All children must be signed in/out on arrival and departure. Bus children will be signed in/out by Centre staff. We would appreciate being notified if your child will not be attending.

Parents and/or Caregivers must enter the Centre to deliver and collect children. No child will be permitted to leave the Centre until the parent or caregiver has entered the inside of the building and the child has been farewelled by a staff member. Please advise staff if somebody other than a parent or caregiver is to collect your child. If you cannot collect your child from the centre, please phone or get a written message to staff about alternative arrangements.

Emergency Action Plan

In the event of an emergency the Centre has an evacuation and invacuation procedure. A whistle will be blown for an evacuation and an invacuation. These procedures are talked about frequently during session times and put into practice once a term with Bushfire drills practised twice in Terms 1 and 4.

Catastrophic Days Procedure

The Bushfire Action Plan is available in the Centre's policy folder situated in the family corner. We are situated in a bushfire risk area.

On days when the fire danger rating is "Catastrophic" the Centre will be closed.

Quality Area 3: Physical Environment

Activities and the learning environment are changed regularly, in line with our planning. This is determined by childrens' interests, goals and special events.

We are continually improving our indoor and outdoor environments. We rely on parent support with busy bees, maintenance jobs and donations. Please let us know if you have any skills that you could help us with.

Quality Area 4: Staffing Arrangements

The NQS regulations require there to be suitably qualified staff at all times.

Principal: Richard Hall

Preschool Teacher: Dempsey Fuss

Rural Care Educators:

Paula Knowles

Katrina Edwards

Megan Bellman

Maria Daniel

Brooke Millward

Amy Evans

Sophie Flowers

Dee Wigzell

Deb Taylor (After School/Preschool Care)

Relief Educators:

Geraldine Penney

Quality Area 5: Relationships with Children

At Bute, we highly value our relationships with children. When families first join our Early Learning Centre, they will be asked lots of questions about their child(ren) so we know each child's strengths, interests and needs.

Throughout the year we undertake regular observations of children / educator interactions to monitor our relationships. Observations and learning stories can be found in your child's folder. Many of these wonderful experiences are also shared with families on Class Dojo.

Quality Area 6: Collaborative Partnerships with Families and Communities

Family Involvement

We welcome family involvement at the centre and you can help in many ways:

- ❖ Providing feedback about our centre.
- ❖ Share any skills and knowledge you have ie if you play an instrument, artist, craft skills.
- ❖ Contributing help at end of term clean up
- ❖ offering to spend a session or part thereof to assist.
- ❖ maintenance tasks, which are sometimes done at a working bee, or at another time.
- ❖ Participating in fundraising activities or attending special events/excursions.

Communication

We have a whiteboard near the front door. Please read this daily for the days' important information.

Each child has a tray located near the lockers into which newsletter and notices are placed. Please check your trays daily so you are kept up to date with centre happenings.

E-mailing is an important communication method. We prompt this form of communication for Newsletters etc.

A parent notice board is located inside our centre above the children's lockers. It contains relevant information for you to read and keep up to date with what is happening at the centre.

The parent book shelf holds pamphlets, spare newsletter, centre policies, Governing Council Minutes and any other relevant information for parents.

We have a Facebook page. Please like our page to stay up to date with what is happening. Don't forget we have a website with lots of important information.

Bus children (Preschool children only) are issued with a communication book providing information about the child learning during the day and other communication. Please ensure this book comes with the child on the bus to Kindy.

Playgroup

Playgroup is held every Monday morning (times advised) and is run by parents. All families are welcome to attend. A \$2 donation is asked each visit. For further information please contact the Preschool.

Bute Primary School

The Early Learning Centre is a school-based Preschool / Rural Care and the Centre works in collaboration with the Primary School by;

- Going to the School library once a fortnight to borrow books.
- Visiting the Junior Primary class and vice versa on a regular basis
- Buddy class interaction between all students throughout the year
- Joining for school events
- Joining for excursions

School Transition

Please inform educators of which school your child will be attending so the transition time can be organised. The transition program occurs during your child's last term at Preschool. A note will be sent home from Preschool and school in your child's last term to keep you informed.

Cafhs Checks

In Term 2 or 3, the Child and Family Health Nurse visits either face-to-face or virtually to conduct children's 4 year old health check. When this time comes, families will be given additional information and instructions will be given for an interview time to bring your child to Preschool with their "Blue Book".

Quality Area 7: Governance and Leadership

Governing Council

The Amalgamated Governing Council is responsible for the operation and management of the Centre, i.e. curriculum, fundraising, maintenance and development of buildings, grounds and facilities, budget and finance, and policies and programs that the centre may undertake in collaboration with the Primary school. We need your participation and ongoing support.

Our AGM is held in February of each year and if you would like to become a councillor you are more than welcome. Minutes of each meeting can be viewed in the Governing Council folder.

Policies, Procedures and Guidelines

Our Early Learning Centre abides by Department for Education policies and procedures as required under Regulation 168. These guiding documents are used by all Preschool and Rural Care services for the purpose of compliance, assessment and rating. Where required complementary site specific policies and procedures which take into account local context and implementation have been developed and are available either on our website or in the Policy Folder located in the parent area of the Centre.

Your Child's First Days – What to Expect and What to Do

What to Do

You might like to discuss a plan with your child about what to do first.

Staff pictures and names of the staff members working on that day are on the front door. It would be great for you and your child to say hello to these staff members. This gives your child an opportunity to know staff. It will also build connections with your family and the educators working with your child.

Put your child's bag away in the locker and drink bottle and lunch box in the fridge (Children are encouraged to take responsibility for this organisation). In the first couple of weeks we will ask you to encourage your child to join one of the experiences on offer to help settle your child.

Saying Goodbye

Plan with your child when you will say goodbye, e.g. after reading a story together we will join a group experience and the adult/parent/carer will say goodbye. It is important to say goodbye and let your child know what will happen at the end of Kindy e.g. child care will pick you up or grandma will collect you from Kindy etc.

It can be confronting for some families with children who find separation difficult to say goodbye, nevertheless it is very important, as saying goodbye will provide your child with trust and understanding of their day.

Leaving without saying goodbye can be very upsetting for children, as not knowing if their parents are still around or have left will add to their anxieties about separation. Leaving without saying goodbye leaves children feeling vulnerable and unsure.

Staff are very happy to assist with a goodbye routine and support families through these transitions. We welcome phone calls to check how your child is going throughout the day. We know how challenging the first couple of weeks can be and we are committed to working with families through these times.

Important Things to Remember!

Wear clothes that can get dirty

Label all items with first and second names please.

Bring broad brimmed Hats.

Preschool sessions start at 8:30am. The time before this is for educators to set up learning experiences, please wait with your child until the Preschool session starts, thank you.