



**BENOWA
EARLY LEARNING**
Children's Centre of Excellence

KINDERGARTEN

#2

4-6 years

Information Package
2019



Your Educators are:

Miss Jaime – Kindergarten Teacher (Mon-Fri)

Miss Pishaya - Educator (Mon-Fri)

KINDERGARTEN 2 WELCOMING LETTER

Hello and welcome to the Kindergarten 2 Room. This Introductory Package is designed to provide you with information relating to the operation and functions of the room. It is our hope that this information will answer some of your questions and alleviate some of your concerns. Please remember our door is always open to you at any time and we look forward to getting to know both you and your child.

The Kindergarten 2 room at Benowa Early Learning Centre operates under the "Queensland Kindergarten Learning Guideline". This 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".

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

- Belonging – recognizing 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 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, emergent and planned learning experiences and interactions.

The guideline recognises that parents are children's first educators and values the vital role parents, carers and family members play in children's lives and their ongoing learning. The term "families", throughout the guidelines, recognises the range of people who take on parenting roles and build close and supportive relationships with children in their home environments.

At Benowa Early Learning Centre we are very proud and excited to be offering this very unique and engaging Kindergarten program. We are dedicated to providing a Kindergarten program that will prepare your child for the Preparatory Year in 2019.

Your Educators

Miss Jaime – Kindergarten 2 Teacher

Hi, my name is Jaime Smith. I have been working in Early Childhood Education for 9 years. Four years ago I decided to complete my Bachelor of Education to further my skills and knowledge. I grew up in the Blue Mountains, west of Sydney and when I was 23 I decided to move to the far north coast of NSW. After a year and a half, I then made the move to the Gold Coast and have called it home now for 4 years. I truly love working with young children and their families as they grow and develop. I believe that each child is unique with different interests and skills which should all be fostered here in the Early Childhood setting. I look forward to meeting and working with all of the children and families at BELC.

Miss Pishaya - Educator

Hello, my name is Pishaya. I have a Masters Degree of Early Learning Education from Chulalongkorn University in Bangkok. I have been working with young children for more than 15 years in an international kindergarten in Thailand and 6 years in a childcare centre on the Gold Coast. Coming to kindy and having fun learning experiences with my students is the joy of my life. I love teaching and watching them learn and grow. I believe Early Childhood Education is very important and is the foundation of a child's education and life. As an educator I believe in being a good role model and giving children opportunities to learn through play.

General Comments

We want you to feel comfortable and confident about the care your child is receiving. We aim to provide a safe, healthy, educational and relaxed environment where children can enjoy their learning experiences.

Kindergarten education is designed to provide a bridge by which young children can be assisted to make a smooth transition from learning at home to the more formal learning setting at school. The Kindergarten program is designed to cater for the particular ways in which young children learn.

Our Kindergarten program will be child focused and play based, as per the guidelines set out by the Queensland Kindergarten Learning Guidelines 2010. Activities will be based on the children's interest, needs and abilities. Through play, discovery and exploration, the children are guided towards developing knowledge, skills and attributes that will enable them to become responsible, independent learners.

Parent/Educator Communication

Our aim is to foster positive relationships with you and your child. Strong partnerships with families contribute to the development and well being of the child. Partnerships are strengthened when parents communicate their expectations, achievements and share a common goal.

Email

Email is great for keeping up to date with what your child is doing in the classroom. Important information about special days and excursions will also be detailed in these emails. The office staff also regularly use email to keep in touch with families. Please ensure you keep your email details current with our office and notify us of any changes to ensure you receive our regular correspondence such as Parent Newsletters, Fee statements, details of special events, room correspondence and other information relevant to your child & family.

Parent/Educator Communication Book

This is kept on top of the lockers; this is where you can write a message to the educators about concerns or news about your child. The educators check this book each morning for new messages.

Online Correspondence

A daily blog is available for you which outlines the children's day and talks about key experiences and interests that are emerging.

Queensland Kindergarten Fee Subsidy

This subsidy is provided to help reduce your out of pocket expenses. You may be eligible if you: hold a current Australian Government Health Care Card (or have a child who does); are a foster family with a current Australian Government Health Care Card; identify as being Aboriginal or Torres Strait

Islander (or have a child who does); have 3 or more children, of the same age, enrolled in the same year.

Please note: It is the responsibility of the parent/carer to ensure our office has a copy of your current Health Care Card AT ALL TIMES to receive the subsidy. We are unable to include any families in the claim if this information is not up to date. Please contact the office for more information.

Grievance Procedure

If at any time you have any problems at all with anything to do with the Kindergarten 2 Room, please do not hesitate to discuss your concerns with the Early Childhood Educator, Miss Jaime, or her assistant educator, Miss Pishaya. If the problem is not resolved then the second point of contact should be Miss Kylie, the Centre's Approved Provider/The Nominated Supervisor.

What to Bring When Starting in Kindergarten 2

Please label all items clearly with your child's name.

- 1 reading document folder (for pre-reading program)
- 1 pkt of A4 white & 1 pkt of coloured paper for craft/drawing activities
- 2 pkts of textas
- 1 pkt of crayons
- 1 box of tissues

Daily Requirements

- A hat (no hat, no play policy)
- A sheet for rest time (January and February only)
- Spare set of clothes
- Shoes for outside play
- Drink bottle

Please remember to label all items to prevent your child's property being lost.

Food Requirements

Meals at Benowa Early Learning Centre are prepared fresh on site every day by our own chef. The menu is designed by a qualified naturopath and nutritionist with the focus on providing the best, most wholesome, nutritionally balanced, home cooked meals, all made with love.

Our Kindy Kitchen philosophy includes:

- Selecting locally grown produce to reduce 'food miles'
- Using fresh, minimally processed and minimally packaged foods
- Using organic foods as a priority but not a necessity

- Incorporating sustainable protein sources such as beans, lentils, chickpeas and chicken
- Choosing sustainable seafood (www.marineconservation.org.au)
- Choosing to use no artificial anything – including colours, flavours and preservatives
- Conserving water in food preparation
- Using environmentally sustainable and safe tableware
- Raising awareness amongst children and parents of the importance of eating healthily and consciously, especially in the younger years as this is where food habits are formed for life.

Please do not send nuts or popcorn as these items can be a choking hazard and due to allergies, we ask you to refrain from sending such foods.

Drink Bottles should be named and placed in the fridge every day. PLEASE ENSURE THEY ARE TAKEN HOME AT THE END OF EVERY DAY and cleaned to prevent mould growing. Water will be available to the children during the day and they will have access to the bubbler when outside.

Lost Property

We have a lost property box; all unnamed items will be placed here.

Signing In and Out

Benowa Early Learning Centre uses the OASIS online attendance sign in system.

Parents/guardians must complete the childcare sign in process for each booked day of care. This process ensures the safety of children and is an auditable requirement for parents to receive Government Child Care Subsidy (CCS).

Signing in/out is available via a tablet in our front office area, babies room and kindergarten rooms. Parents/guardians with incomplete signing in or out records for any reason including absences will receive a reminder email each night. Records can be completed remotely via your smart phones or tablet or you can “catch up” pending records when you are next at the centre.

Please note: signing in and out must ONLY be performed by the authorised parent/guardian and we ask that you refrain from allowing children to touch the tablets.

Sick and Away Days

If your child is sick with a contagious illness, they will require a medical clearance before returning to the centre. If your child has had vomiting or diarrhoea, there is a 24 hour exclusion period before they may return to the Centre. Please call the Centre and let us know if you will be away.

Make Up Days

If you are after a specific day for a make up day, please notify the educators so we can check our diary and hopefully help you out. If there is no day available we can write you in and let you know as soon as we know.

Please remember that make up days are a privilege not a right and unfortunately we can not guarantee a make up day. **Families' fees must be up to date for make up days to be approved.** Make up days cannot be used for consecutive days e.g. two Mondays in a row. Make up days will only be given for a maximum of 20 days holiday per calendar year, priority will be given to those families whose permanent bookings fall on a public holiday.

Medication Forms

If your child needs medication, a Medication Form must be completed on that day, with all the relevant information (time, dosage, etc.) and signed by you the parent before any medication can be administered. Feel free to ask educators to help you complete them if you have any concerns. Please hand the form to any educator upon arrival.

ALL medication needs to be placed by the parent in the refrigerator in the Nominated Supervisor's office. If medication does not need to be refrigerated, then it is placed in the locked cupboards clearly labeled "Medication" in each room.

NO MEDICATION WILL BE ADMINISTERED WITHOUT A MEDICATION FORM FILLED OUT BY THE PARENT.

NO MEDICATION IS TO BE LEFT IN THE CHILDREN'S BAGS, this includes asthma puffers, etc., as it a danger to other children at the Centre.

Incident Forms

If your child has an accident which requires treatment, an incident report will be filled out and placed at the office for parents to read and sign. A note informing you will be placed on your sign in sheet.

Special Events

Throughout the year we have numerous functions such as Mother's Day, Father's Day, Easter, Parent/Educator Interviews, Christmas Concerts, etc. These are designed for parents, children and educators to get together socially and professionally to enhance relationships and to create an understanding of each other's roles in the lives of your children. The Kindergarten children also participate in excursions & monthly educational shows (prices vary from \$5.50 - \$8.50). The cost of these events will automatically be surcharged to your account, unless you advise us otherwise.

Birthdays in Kindergarten 2

Birthdays are important so we like to celebrate them. The centre will supply ice blocks which are 'juices' for each child on their birthday celebration. We will also give each child on their birthday a certificate. The 'juices' contain 100% natural frozen juice bar, 99% real fruit juice, no added sugar and they are made from fresh press apple juice in New Zealand.

Behaviour Guidance

Positive techniques are used to help children learn appropriate behavior. Children are reminded and redirected, so they can gain an understanding of the Kindergarten Room rules. The Kindergarten rules will be developed with the children and displayed for all to view. Staff will model appropriate behaviours and arrange the classroom environment to enhance their learning and promote positive behaviour.

Educators will use praise when appropriate behaviour is occurring, this will be descriptive and precise. When unacceptable behaviour is occurring, we will:

- Talk about the problem and resolve the conflict.
- Redirect by providing a positive activity to engage in.
- Active listening to establish underlying cause of behaviour.
- Time out & separation from others is only used when less intrusive methods have been tried and the behaviour of the child is dangerous to themselves or to others. When separated, the child will be supervised and the length of time will be relevant to the child's age and maturity and will never exceed 10 minutes.
- Persistent unacceptable behaviour will be recorded and discussed with the family.

The Kindergarten Room endeavours to be a place where all children feel safe and secure, so we try and do everything we can to promote cooperative pro-social behaviour amongst all children.

The Emergent Curriculum

In the Kindergarten 2 Room we have adopted an Emergent Curriculum Approach, which encourages children to have input into the daily and weekly programs. This approach allows children to further explore any ideas or inquiry they may have and recognises children's quest for further understanding and knowledge.

Within the Kindergarten program we embrace the Emergent Curriculum Approach by incorporating a mapping of "Current Interests", where children can freely contribute their ideas about what they may like to learn about, or play with, that week/fortnight. All children are encouraged to contribute to the program with discussions about their interests, current knowledge and what they want to find out. This information will be detailed in the fortnightly flyer and also on the interest table which is set up near the front of the room.

QLD Kindergarten Learning Guidelines (2010) consist of 5 learning and development areas.

The learning and development areas describe the breadth of knowledge, skills and dispositions that children explore during the Kindergarten year within a holistic learning program. In addition, educators work with family, community and other partners to negotiate learning and development priorities. Educators use the learning and development areas to plan opportunities to engage children in integrated learning through play, real-life engagements, routines and transitions.

1. Identity

A kindergarten child who has a strong sense of identity:

- is building a sense of security and trust
Significant learnings
 - a sense of being safe, accepted and supported;
 - a sense of belonging and confidence for others.
- acts with increasing independence and perseverance
Significant learnings
 - organizing self and belongings & managing routines;
 - making choices;
 - willingness to keep trying.
- is building a confident self-identity
Significant learnings
 - pride and confidence in who they are, their family and culture;
 - pride and confidence in their strengths and abilities;
 - confidence in themselves as learners.

2. Connectedness

A kindergarten child who is connected with and contributes to their world:

- is building positive relationships with others
Significant learnings
 - skills for connecting with and relating to others;
 - awareness of own and others' rights and responsibilities;
 - understandings and fairness.
- showing increasing respect for environments
Significant learnings
 - caring for and respecting environments;
 - ways to investigate and understand natural and built environments;
 - exploring interactions between people and environments.
- showing increasing respect for diversity
Significant learnings
 - ways to respond to others with respect;
 - interest in their own and others' cultures and heritages;
 - exploring aspects of culture and similarities and differences among people;
 - awareness of bias and stereotyping.

3. Well-being

A kindergarten child who has a strong sense of well-being:

- is building a sense of autonomy and well-being
Significant learnings
 - delight in making decisions and choices (agency);
 - courage and resilience to manage change and challenges;
 - ways to understand and regulate emotions.
- explores ways to show care and concern and interact positively with others

Significant learnings - interest in and desire to interact with others;
- considering and empathizing with others.

- explores ways to promote own and others' health and safety

Significant learnings - ways to manage personal hygiene and self-care;
- ways to stay healthy & safe.

- explores ways to promote physical well-being

Significant learnings - control and strength for manipulating objects, tools and equipment;
- large movement skills, movement control, co-ordination and strength;
- confidence to engage in movement challenges.

4. Active Learning

A kindergarten child who is confident and involved learner:

- is building positive dispositions and approaches toward learning

Significant learnings - enthusiasm for learning & curiosity;
- problem solving and investigating;
- applying and reflecting on learning.

- shows increasing confidence and involvement in learning

Significant learnings - confidence, interest and involvement in learning;
- making choices and organizing resources for learning;
- ways to contribute to learning conversations.

- engages in ways to be imaginative and creative

Significant learnings - a sense of wonder, imagination & creativity;
- ways to creatively represent ideas, feelings and experiences.

- explores tools, technologies and information and communication technologies (ICTs)

Significant learnings - using tools and technologies in play and active learning;
- using information and communication technologies for a range of purposes.

5. Communicating

A kindergarten child who is an effective communicator:

- explores and expands ways to use language

Significant learnings - spoken and non-verbal communication;
- age-appropriate speech patterns, vocabulary and sentence structures;
- using language for a range of purposes;
- skills for listening and taking turns in conversations.

- explores and engages with literacy in personally meaningful ways

Significant learnings - positive engagement with a variety of print and multi-media texts and the arts;
- exploring symbols and patterns in language;
- exploring text purposes and meanings;
- confidence and interest in exploring reading and writing behaviours.

- exploring and engaging with numeracy in personally meaningful ways

Significant learnings - exploring number symbols and their purposes;
- confidence and interest in counting and exploring pattern and relationships;
- exploring mathematical thinking, concepts and language.

Kindergarten Library – in the office

Reading aloud to children is the single most important activity for building the skills and knowledge necessary for children to successfully learn to read when they begin school.

Families and children are encouraged to visit with Miss Jo in the office where they can choose one book from our basket and check it out to take home and read with their families.

Developmental Books/Learning Profiles

In the Kindergarten 2 Room we like to keep a record of your child's individual progress throughout the year. We complete monthly observations, jottings and developmental records about your individual child. We also record any important information about your child and use photos as records as well. In the Kindergarten 2 Room we complete a mid-year and end of year Transition Statement that will offer you information and support for the transition to Prep.

The Transition Statements:

- Communicating about children's motivations, strengths and higher-order skills, understandings and learning dispositions.
- Is recognized as a "snapshot in time" given that children's learning is fluid at this age.
- Includes information contributed by and documented with children, parents, carers and educators.
- 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.
- Includes information about the child's learning in each of the learning and development areas.
- Describes the level of support the child requires in familiar and or/new situations.
- Includes information about the kindergarten service, teacher and contact information.
- Includes information about the child's attendance history and relevant family information.

As part of our commitment to keep open communication and relationship building services available to you, your child's developmental books are now available for you to take home. This process has been recommended to us by the Queensland Studies Authority that designed the Queensland Kindergarten Guidelines. By taking these special books home that are a record of your child's development from the time of enrolment, provides an opportunity for you to share your child's experiences of their Kindergarten learning with them, keep up to date with your child progress and preparedness for the Prep year.

Please note that these books are very special to both your child, their past and present teachers and you and your family. Be sure to take care of them and return them once you have read them. We update these books several times a month so readily borrowing and returning is recommended.

Maintenance of these books are also part of our industry requirement so please ensure you sign these books in and out so we can keep track of where they are. The books are displayed in alphabetical order of your child's first name. Please attempt to put your child's book back in correct place upon return.

Parent Participation

We are always happy to have parents or family members come into Kindergarten to help out or just to see what's happening during the day. We welcome all parent helpers, as we are very busy in the Kindergarten Room and would love to have an extra pair of hands. Remember any family members are welcome to help: dad, mum, aunty, uncles, grandparents, etc.

Morning Group Time

If you arrive after 9.am, please be mindful that a group time with the children may be in progress. Please enter the room quietly and be mindful of chatting with other parents in a loud voice or calling out to your child. If you need to discuss something with an educator, please discuss it with the educator who is not conducting the group.

Saying Goodbye – Some Helpful Hints

Give yourself some extra time so that you can settle your child. Allow time so that your child can show you things and places that interest them. Develop a routine; this helps offer your child reassurance through their ability to understand the sequence of events. Don't prolong the farewell; say "I'm going now. I'll be back at 4.00pm". Give them a hug and kiss and then leave. Your educators are here to help settle your child into the new routine.

Miss Jaime & Miss Pishaya



KINDERGARTEN 2 ROOM ROUTINE 2019

Our Daily Routine is a moving, flexible day depending on the children's interests, needs and the weather.

7.00 - 8.00am	The Centre opens. Inside free play in either Kindergarten room.
8.00 - 9.30am	Outside play: Children's choices, Intentional teaching moments
9.30am	Group time: Welcome song, Days of the week song, Weather chart, What we may do today, roll call
9.45 - 11.00am	Progressive Morning tea. Children are free to choose when to have their own morning tea. Reminders are given before it is cleared away.
9.45 - 10:45am	Morning experience time: Free choice of experiences, Intentional teaching experiences, Inside/outside experiences, Small and large group
10.45 - 11.00am	Pack away time
11.00 - 11:45am	Outside play
11:45 - 12:00pm	Group time: Story time, singing, finger rhymes, Yarning Circle & Show and Tell time
12.00 - 2.15pm	Lunch time followed by rest time and/or quiet activities: Free choice activities, Games, puzzles, drawing, Rest time if required
2.15pm	Group time: Yarning Circle, Yoga/brain gym, Dancing
2.30pm	Afternoon tea
3.00 - 4.15pm	Outside play.
4.15 - 5.30pm	Pack away outside area, late snack, inside free choice.
5.30 - 7.00pm	Move to Pre Kindy room in main part of centre

Please note our Kindergarten 2 program begins at 9.00am every day.

Developmental milestones and the EYLF/NQS

3 to 5 years

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Physical	<ul style="list-style-type: none"> • dresses and undresses with little help • hops, jumps and runs with ease • climbs steps with alternating feet • gallops and skips by leading with one foot • transfers weight forward to throw ball • attempts to catch ball with hands • climbs playground equipment with increasing agility • holds crayon/pencil etc. between thumb and first two fingers • exhibits hand preference • imitates variety of shapes in drawing, e.g. circles • independently cuts paper with scissors • toilet themselves • feeds self with minimum spills • dresses/undresses with minimal assistance • walks and runs more smoothly • enjoys learning simple rhythm and movement routines • develops ability to toilet train at night 	<p>EYLF Outcome 3: Children have a strong sense of wellbeing - Children take increasing responsibility for their own health and physical wellbeing. E.g. "Promote continuity of children's personal health and hygiene by sharing ownership of routines and schedules with children, families and the community." (p.32)</p> <p>NQS: Areas 1, 2, 3, 5, 6</p>
Social	<ul style="list-style-type: none"> • enjoys playing with other children • may have a particular friend • shares, smiles and cooperates with peers • jointly manipulates objects with one or two other peers • develops independence and social skills they will use for learning and getting on with others at preschool and school 	<p>EYLF Outcome 1: Children have a strong sense of identity - Children learn to interact in relation to others with care, empathy and respect. E.g. "express a wide range of emotions, thoughts and views constructively." (p.24)</p> <p>NQS: Areas 1, 5, 6</p>
Emotional	<ul style="list-style-type: none"> • understands when someone is hurt and comforts them • attains gender stability (sure she/he is a girl/boy) • may show stronger preference for same-sex playmates • may enforce gender-role norms with peers • may show bouts of aggression with peers • likes to give and receive affection from parents • may praise themselves and be boastful 	<p>EYLF Outcome 2: Children are connected with and contribute to their world - Children respond to diversity with respect. E.g. "plan experiences and provide resources that broaden children's perspectives and encourage appreciation of diversity." (p.27)</p> <p>NQS: Areas 1, 2, 5, 6</p>

Developmental milestones and the EYLF/NQS 3 to 5 years continued

DEVELOPMENTAL AREA	OBSERVE	EXAMPLES OF LINKS TO EYLF/NQS
Cognitive	<ul style="list-style-type: none"> • understands opposites (e.g. big/little) and positional words (middle, end) • uses objects and materials to build or construct things, e.g. block tower, puzzle, clay, sand and water • builds tower eight to ten blocks • answers simple questions • counts five to ten things • has a longer attention span • talks to self during play - to help guide what he/she does • follows simple instructions • follows simple rules and enjoys helping • may write some numbers and letters • engages in dramatic play, taking on pretend character roles • recalls events correctly • counts by rote, having memorised numbers • touches objects to count - starting to understand relationship between numbers and objects • can recount a recent story • copies letters and may write some unprompted • can match and name some colours 	<p>EYLF Outcome 5: Children are effective communicators - Children express ideas and make meaning using a range of media. E.g. "use language and engage in play to imagine and create roles, scripts, and ideas." (p.42)</p> <p>NQS: Areas 1, 5</p>
Language	<ul style="list-style-type: none"> • speaks in sentences and use many different words • answers simple questions • asks many questions • tells stories • talks constantly • enjoys talking and may like to experiment with new words • uses adult forms of speech • takes part in conversations • enjoys jokes, rhymes and stories • will assert self with words 	<p>EYLF Outcome 5: Children are effective communicators - Children use information and communication technologies to access information, investigate ideas and represent their thinking. E.g. "Provide children with access to a range of technologies." (p.44)</p> <p>NQS: Areas 1, 5, 6, 7</p>
Seek advice if:	<ul style="list-style-type: none"> • is not understood by others • has speech fluency problems or stammering • is not playing with other children • is not able to have a conversation • is not able to go to the toilet or wash him/herself 	<p>NQS: Areas 1, 5, 6, 7</p>

Communication milestones

At 4 years children can usually...

understanding

- answer most questions about daily tasks
- understand most wh-questions, including those about a story they have recently heard
- understand some numbers
- show an awareness that some words start or finish with the same sounds.

speaking

- use words, such as 'and', 'but' and 'because', to make longer sentences
- describe recent events, such as morning routines
- ask lots of questions
- use personal pronouns (e.g., he/she, me/you) and negations (e.g., don't/can't)
- count to five and name a few colours.

No need to always read the whole book. Talk about pictures that interest me.



 Speech Pathology Australia

www.speechpathologyaustralia.org.au

Communication milestones

At 5 years children can usually...

understanding

- follow three part instructions (e.g., put on your shoes, get your backpack and line up outside)
- understand time related words (e.g., 'before', 'after', 'now' and 'later')
- start thinking about the meaning of words when learning
- understand instructions without stopping to listen
- begin to recognise some letters, sounds and numbers.

speaking

- use well formed sentences to be understood by most people
- take turns in increasingly longer conversations
- tell simple, short stories with beginning, middle and end
- use past and future verbs correctly (e.g., 'went', 'will go')
- use most speech sounds, but still may have difficulties with 's', 'r', 'l' and 'th'.



 Speech Pathology Australia

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GUIDELINES

To promote healthy growth and development, infants, toddlers, and pre-schoolers should achieve the recommended balance of physical activity, high-quality sedentary behaviour, and sufficient sleep.

INFANTS (AGED < 1 YEAR)

For infants, a healthy 24 hours includes:

- **Physical activity:** Being physically active several times in a variety of ways, particularly through interactive floor-based play; more is better. For those not yet mobile, this includes at least 30 minutes of tummy time spread throughout the day while awake.
- **Sedentary behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair). Screen time is not recommended. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged; and
- **Sleep:** 14 to 17 hours (for those aged 0-3 months) and 12 to 16 hours (for those aged 4-11 months) of good quality sleep, including naps.

TODDLERS (AGED 1-2 YEARS)

For toddlers, a healthy 24 hours includes:

- **Physical activity:** At least 180 minutes spent in a variety of physical activities including energetic play, spread throughout the day; more is better.
- **Sedentary Behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller, car seat or high chair) or sitting for extended periods. For those younger than 2 years, sedentary screen time is not recommended. For those aged 2 years, sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged; and
- **Sleep:** 11 to 14 hours of good quality sleep, including naps, with consistent sleep and wake-up times.

PRE-SCHOOLERS (AGED 3-5 YEARS)

For pre-schoolers, a healthy 24 hours includes:

- **Physical activity:** At least 180 minutes spent in a variety of physical activities, of which at least 60 minutes is energetic play, spread throughout the day; more is better.
- **Sedentary behaviour:** Not being restrained for more than 1 hour at a time (e.g., in a stroller or car seat) or sitting for extended periods. Sedentary screen time should be no more than 1 hour; less is better. When sedentary, engaging in pursuits such as reading and storytelling with a caregiver is encouraged; and
- **Sleep:** 10 to 13 hours of good quality sleep, which may include a nap, with consistent sleep and wake-up times.

For greater health benefits, replace time restrained or sedentary screen time with additional energetic play, while preserving sufficient sleep.

KINDERGARTEN 2 2019
INDIVIDUAL CHILD PROFILE

Name: _____ Age: _____

Parent's Names: _____

Siblings: _____

Special Needs: _____

Religion: _____ Culture: _____

Cultural Celebrations: _____

How do you think your culture will be implemented in the learning environment?

I would like my child to be able to do:

- _____
- _____
- _____

My child has just learned to:

- _____
- _____
- _____

Over the next 6 months, I would like to see my child achieve:

- _____
- _____
- _____

I would like to see educators helping my child in the following areas:

-

-

-

Are there any special talents you can bring to our Kindergarten learning environment?

-

-

-

Additional Comments:

-

-

-

Daily Checklist

- Have you applied your child's sunscreen and put hat on?
- Have you communicated your needs or your child's needs to the educators of your child's room?
- Have you checked your child's communication folder?
- Are your fees up to date?
- Are your family details up to date?
- Does your child have everything that he/she will need for the day?
- Have you read the notice board?
- Did you say goodbye to your child?
- Did you sign your child out for the day?
- Did you speak to your child's educators about his/her day?
- Did you check your child's portfolio this week?



Your Child's First Day

The first day at a child care centre can be quite overwhelming and daunting for some families. We are here to support the transition for your child and your family. There are so many things to think about; what to expect, how long do I stay when I drop them off, what should I pack, how should I dress them? Our friendly, experienced and caring educators are here to help you and your child settle in on your first day. We have put together a little checklist below to help you prepare for the big first day!

What to expect on the first day

First days can bring nerves and mixed emotions. It is natural to feel anxious as this is a big change for you as a family. Our Nominated Supervisor/Owner, Miss Kylie, and educators will explain the process of dropping off your child and saying goodbye throughout your orientation and first day. They may also call or email you throughout the day letting you know how your child is settling in and what activities they have participated in. At any time throughout the day if you are curious as to how your child is going, call the centre and ask to talk to the educators in the classroom and they will be able to update you every step of the way.

Before you know it your child will be showing you to the classroom and waving goodbye independently as they see their new friends and get involved in the many activities they will experience!

What to wear

We promote sun smart practices throughout Benowa Early Learning Centre. When you are dressing your child for their day consider:

- 🍷 Tops and dresses that cover the shoulders and as much of the arms as possible;
- 🍷 Closed toe shoes or sandals with a back so they don't slip off; and
- 🍷 Clothes that have the potential to get a little messy at times even though we try and prevent it with the use of smocks!

What to bring

- 🍷 Change of clothes, all clearly labelled;
- 🍷 A jumper or jacket in case the weather changes, clearly labelled;
- 🍷 A sun safe hat which covers your child's ears, neck and face, or our kindy hat supplied to child at enrolment, clearly labelled;
- 🍷 Comfort item such as teddy, blanket or family photo, clearly labelled;
- 🍷 Water bottles, clearly labelled;
- 🍷 Any medications - this will need to be given directly to the office on arrival and placed in the Nominated Supervisor's refrigerator.

At Benowa Early Learning Centre, we are committed to offering exceeding quality of care to every child that attends our centre. We pride ourselves on providing an engaging and nurturing environment for both yourself as parents and your very precious children. We feel very privileged to join in partnership with you and establish a very stable foundation of education for your child.