Fulham Park Kindergarten
In Lockleys
“Connecting with Children, Families and Community”

Information Booklet

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Welcome

Welcome to Fulham Park Preschool Kindergarten (FPPK). We look forward to your family’s involvement during your stay. Please don’t hesitate to ask staff if you have any questions or suggestions.

Staffing

The staff team at FPPK are tertiary qualified with a Bachelor of Early Childhood Education, Diploma of Teaching, Diploma of Children’s Services and Certificate 3 in Children’s Services.

Preschool Director: Laura Tyner
Preschool Teachers: Gillian Rositano and Maria Scherer
Early Childhood Workers: Elizabeth Spear, Dragana Curak and Shu Hua Kuo

Staffing is determined by the Department for Education and Child Development (DECD). The attendances of enrolled children is used to organise the staffing level within the preschool. It maintains a 1:11 children ratio. To ensure that our staffing levels are kept, it is important that children attend regularly.

Preschool Intake

In South Australia children begin preschool at the start of the school year. The cut off birth date for preschool intake is May 1st. All children born after May 1st attend preschool the following year.

Waiting Lists

Preliminary enrolments are accepted and encouraged for children from the age of 2.5 years. If details change please notify the preschool so our records can be kept current. Please note we use ‘Priority of Access’ for placements at FPPK.

What to bring to Preschool

Your child needs to bring
- A bag to keep belongings
- A legionnaire or a broad brimmed hat
- ‘Brain Food’ – fruit/vegetables for snack time
- Healthy lunch in an insulated container with an icepack
- A change of clothes in a plastic bag
- A drink bottle filled with water ONLY.
- Roll on sunscreen

All items need to be labeled. At the time of enrolment your child will receive a preschool hat.

Children’s Clothing

- Comfortable clothing that allows easy access if they need to use the bathroom or able to adjust their clothing when they are hot or cold.
- Clothing that protects the skin. It is recommended that clothing should cover arms and protect the back of the neck.
- Protective shoes preferably sneakers or sandals.
- No thongs, gum boots, or slippers.

All clothing must be labeled.

Absence

Children are to be kept at home if they are unwell. Please contact the preschool if your child is to be absent.

Sometimes a sick child can ‘insist’ on coming. It is important that your child stays at home to reduce the spread of germs.

If your child has an infectious condition e.g. chicken pox, head lice etc, we are obliged to notify other parents.

Change of Personal Details

Please notify staff of any changes so that your information at preschool is kept up to date. Sometimes emergency contact details may change if so please inform us of the changes.

Birthdays

We acknowledge children’s Birthday by singing and giving a card on behalf of the children and staff. Sharing a cake is discouraged.
**Fees**

DECD pay staff salaries and the preschool receives an operating grant. However, the preschool relies heavily on term fees and fundraising to help with the day to day expenses e.g. children’s curriculum requirements including payment of painting paper, textas, books, general learning toys etc. daily cleaning, gardening, water and electricity bills.

The preschool fees are set by the Governing Council.

At Fulham Park Preschool Kindergarten children attend 15 hours of preschool.

**Preschool Fee: $180.00 per term plus incursion fee for performers and special activities.**

Direct Debit account is available for payment of fees. All fees are required to be paid within the first five weeks of each term.

**Settling your Child into Preschool**

Some children need a lot of reassurance to settle into preschool while others throw themselves wholeheartedly into activities straight away. There are many individual differences. Whilst families know their child best, the educators understand general patterns of behaviour and individual process for managing separation can be arranged.

Families are always welcome to stay at preschool until they feel that their child is ready to be without their family member. However, please be assured that the staff members are very experienced at sensitively handling any distress that children may experience when separating from a family member.

In the settling stage it is a good idea to leave a phone number where you can be reached. We would always ring you if your child does not settle. You are always welcome to phone us and check how your child is.

Sometimes a full day of preschool can be a little daunting for some children. If you feel that your child may not cope with a full day of preschool you can always build your child’s time gradually from a few hours to a full day.

**Starting School**

All government and non government schools (Catholic schools) have one intake at the start of the school year. It is the parent’s/caregiver’s responsibility to enrol their child at school.

**Local Schools**

**Government Schools**

- Fulham Gardens Primary School 8356 3726
- Fulham North Primary School 8356 9272
- Henley Primary School 8356 2699
- Kidman Park Primary School 8353 2444
- Lockleys Primary School 8443 6103
- Lockleys North Primary School 8443 5544

**Non Government Schools**

- Immanuel College 8443 6103
- St Francis School Lockleys 8356 6404
- St John Bosco 8352 7073
- St Michaels College Primary Campus 8346 6548
- Star of the Sea 8235 1834
Curriculum and Program

The main emphasis of the preschool program is to promote learning and teaching in a safe, caring, happy and supportive environment. The curriculum at this preschool is play-based, and is centred around children’s individual needs and interests. We use the National Early Years Curriculum Framework — ‘Belonging, Being & Becoming.’ to plan experiences to promote the development of children’s life skills and competencies. The curriculum reflects and responds to the individual child in the context of his/her family and community, the child’s developmental needs and learning styles. Planning for learning consists of a planning proposal that provides an overview of the terms focus and aims. Each week the educators review, evaluate and plan for follow up activities. Children’s individual learning needs are catered for within the program.

Our daily program allows for uninterrupted periods of play as well as planned group sessions e.g. music, games, songs, language, science etc. Play is an essential aspect of learning for young children and planning for play is central to the development of a curriculum that integrates all areas of a child’s development.

Adults in the preschool have a critical role in responding to children’s ideas and establishing an environment which supports and extends children’s learning through play.

The information we collect about your child is collated and presented in individual learning folders. These folders are an integral part of the preschool’s assessment and reporting procedure. The evidence of learning is gathered and presented in the learning folder. The information collected supports the preparation of the ‘Statement of Learning’ which is completed at the end of the child’s time at preschool.

The children are free to access their own record of learning as this enables the child to share, discuss and learn to evaluate their individual progress with educators, peers and their family.

At the end of each term, a reflection of the child’s learning is completed along with a term review that captures children’s learning and involvement in relation to the child’s individual learning plan and the term’s areas of focus and aims.

At the end of the child’s time at preschool this learning folder is presented to the child. The ‘Statement of Learning’ is given to the child’s family which contains information about the child’s time at preschool and a copy is forwarded to the school.

Philosophy Statement

“The practices of our preschool are based on the philosophy that the child’s voice is central to everything we do. By actively listening to a child’s voice, this creates a child’s sense of belonging and well being. The child will feel valued and respected.

Children’s, ideas, opinions, interests, knowledge and experiences are embraced in the learning environment.

We believe it is through play that children learn to understand each other, make sense of the world around them and develop and practice skills that they will use throughout their lives.

Children’s curiosity and their sense of wonder are nurtured in a program that allows for independent learning as well as learning from each other in a social manner. Open ended questions are used to heighten children’s inquisitive nature.

We believe by keeping a strong link with the child and family will help bring greater knowledge and understanding about the child, the family and the environment in which the child is raised.

We view our roles as partners and colearners. This is achieved by working collaboratively with our families and children in a team approach, so that all voices are heard, learning is shared and opinions are respected. We view our roles as models for positive relationships by using positive language and working together towards a resolution.

We view our roles as reflective practitioners. We give time to ask questions, reflect and examine our practice.”

Services Provided

Preschool Education - we offer 2 full days and 1 half day

<table>
<thead>
<tr>
<th>Group 1 (Yellow Group)</th>
<th>Week 1</th>
<th>Monday and Tuesday from 8.30 am to 3.15 pm and Friday from 8.30 am to 11.30 am</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2 (Blue Group)</td>
<td>Week 1</td>
<td>Wednesday and Thursday from 8.30 am to 3.15 pm</td>
</tr>
<tr>
<td></td>
<td>Week 2</td>
<td>Wednesday and Thursday from 8.30 am to 3.15 pm and Friday from 8.30 am to 11.30 am</td>
</tr>
</tbody>
</table>

Each group will have up to 30 children attending 2 full days and 1 half day on Friday every fortnight.