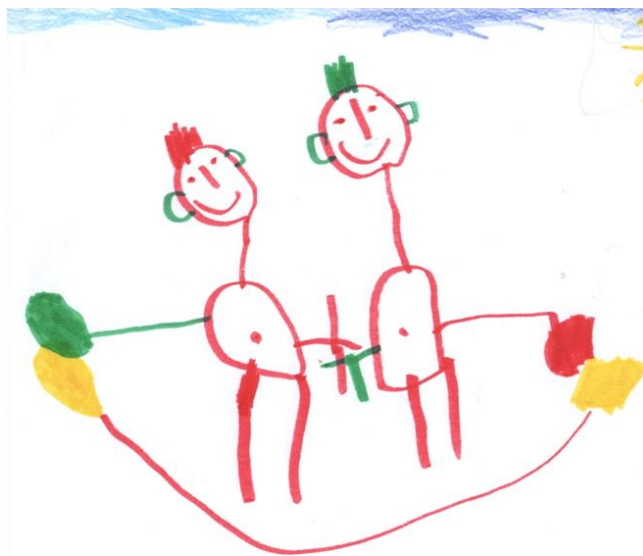


Loxton Lutheran School Early Learning Centre



LLS Early Learning Centre

Parent Handbook 2025

6 Luther Road LOXTON SA 5333

Phone: 8584 7496

www.loxton-lutheran.sa.edu.au

Welcome to Loxton Lutheran School

Early Learning Centre

We are a Christ-centred caring community providing quality Christian education where individuals are challenged to achieve their maximum potential.

We believe that it is most important that the children develop relationships which are built on the **Core Values** of Lutheran Education Australia. These Gospel values are:

Love

Compassion

Service

Courage

Quality

Hope

Justice

Humility

Forgiveness

Appreciation



Our school logo contains the following elements:

The cross, which reminds us of the ultimate sacrifice that Jesus made for us and identifies us as being his followers.

The dove signifies many things:

- The Holy Spirit and the peace of God.
- The new beginning in life as we follow Jesus.
- The abundance of new beginnings for the students in our school.
- The dove's wings, outstretched beyond the boundary, signify that LLS encourages children to spread their own wings and reach their greatest potential spiritually, mentally, physically and socially.
- The dove is moving towards the cross, signifying LLS's emphasis on Christian values and keeping our eyes fixed on the cross.

The water is a reflection of Loxton's position on the river and it reminds us of our baptism and salvation in Christ.

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WELCOME

On behalf of all staff, children and families, I warmly welcome you to the Loxton Lutheran School Early Learning Centre. We hope that your child and your family will delight in being part of our ELC. We are an inspiring education facility which is brought to life by the enthusiasm and active involvement of our parents, teachers, and children.

The ELC caters for Prekindergarten and Kindergarten children, whom we aim to provide a safe, caring, and loving environment for. Our ELC is a member of Lutheran Education South Australia Northern Territory and Western Australia (LESNW) and is centred on the values that define our faith such that all members treat each other with respect and dignity.

We believe that strong relationships are the essence of children's successful learning, personal growth, and development. Our nurturing and stimulating centre is underpinned by collaborative unions with families that impact upon the children's sense of belonging, identity, and confidence in their future. We are fortunate to have updated, outdoor play areas and pride ourselves on our interesting and well-maintained indoor learning and creativity spaces.

Our ELC curriculum is play-based whilst being guided by the national Early Years Learning Framework.

We also follow the National Quality Framework (NQF), under which all early childhood education and care services operate in Australia. Within this framework, the National Quality Standard (NQS) includes 7 quality areas which are regulated by the Education Standards Board in South Australia.

We are excited about the year ahead and are very much looking forward to helping children on their pathway of discovery and in achieving their full potential.

Jono Hartley

Early Learning Centre Director

email: elcadmin@loxton-lutheran.sa.edu.au



VISION STATEMENT

Educational Excellence – Together in Christ

MISSION STATEMENT

The Loxton Lutheran School Early Learning Centre exists to provide a caring service in an educationally stimulating environment based on the Gospel values of Jesus Christ, with the primary focus on the individual child and his/her family. We endeavour to make parents feel welcome and encourage them to become involved at the centre in whichever capacity they feel comfortable.

PHILOSOPHY

At Loxton Lutheran School Early Learning Centre, we believe that each child is a valuable and unique individual created by God.

We additionally believe that:

- Children learn in their own time and have preferred styles of learning.
- Children should feel a sense of belonging and inclusion regardless of race, gender, age, ability, social status, or family structure.
- Play-based learning is at the core of our daily program.
- Positive and consistent relationships are the key to children's successful learning outcomes and in fostering their skills and dispositions for life-long learning.
- Children develop confidence and a strong sense of identity and self-worth when they feel happy and secure.
- Children's growth and development is supported, facilitated, and encouraged by caring and creative educators.
- Children's wellbeing is nurtured by staff who are approachable, trusted, responsive, sensitive, flexible, respectful, and available.
- Staff continuously set and review each child's learning goals in accordance with their interests, needs and personal strengths.
- Our safe, rich, and engaging learning environment provides each child with the opportunity to play, discover, investigate, wonder, and grow.
- Parents are children's first and most important educators and each child's education is a partnership between home and the ELC.

CURRICULUM

Our curriculum is based on the **Early Years Learning Framework (EYLF) 'Belonging, Being and Becoming'** - covering birth to five years. Initially developed by the Council of Australian Governments (COAG), the EYLF's objective is to promote and enrich a learning foundation for children's future success and to facilitate their transition to school.

The EYLF curriculum was essentially underpinned by the Council of Australian Governments premise and vision that: *"All children have the best start in life to create a better future for themselves and for the nation."*

The early years of childhood are recognised as being integral for children's individual growth and development. Positive learning experiences in the early years focus on the whole child and the incorporated dimensions of cognitive advancement assimilated with their physical, social, emotional, cultural and spiritual progressions.

We encourage children to walk in the ways of Jesus and use him as a role model to aspire to. The Gospel values are used in everything we do and taught to children in all experiences they take part in.

In early childhood, play is considered the key way in which children learn. The program and the environment, therefore, are carefully arranged so that children have access to a range of resources that challenge them to develop new skills and to practise recently acquired ones. The sense of identity that children form in the early years is intrinsic to the adult that they may later become.

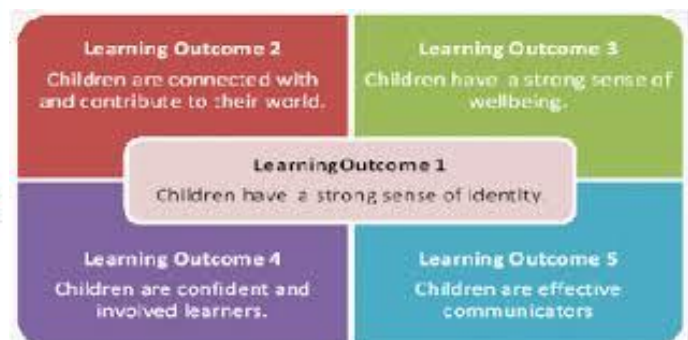
Children are encouraged to:

1. recognise their **Belonging** to their environments, including cherished family relationships, spiritual and cultural backgrounds, and the wider community.
2. live life through **Being** in the moment; immersing themselves happily in play, enjoying the little things in their day, problem solving and taking risks.
3. experience **Becoming** aware of their achievements, capabilities, gifts, talents and responsibilities with a sense of love, care and kindness towards others.



The Early Years Learning Framework (EYLF)

The framework has 5 outcomes:



SESSION INFORMATION

The ELC is licensed for 30 children per day from the ages of 3-5 years and we run sessions for both Kindy and Prekindy children. The centre is open between the hours of 8am and 4:00pm Monday to Friday for the entire school term. The centre is closed on public holidays and all school holidays.

1. **Prekindergarten (Monday and Thursday)**

Children are eligible to start Prekindergarten at the beginning of the term following their third birthday.

2. **Kindergarten (Tuesday, Wednesday and Friday)**

Children turning 4 years of age prior to 31st May can commence Kindergarten in Term 1 of that year. Children turning 4 years of age on 31st May to 31st October are eligible to commence in the kindergarten program through the midyear intake at the start of Term 3 of that year. (Children eligible for midyear Kindy enrolment, are then eligible for midyear Reception enrolment in the following year.)

Children who are under the Guardianship of the Minister or are of Aboriginal or Torres Strait Islander descent can commence kindergarten from 3 years of age. They are able to attend up to 12 hours per week until they are eligible to formally begin the kindergarten program.

FEES & CONDITIONS

Centre Fees and Conditions – valid from January 2024

Prekindergarten program (Monday and Thursday):

\$60 per day

Kindergarten program (Tuesday, Wednesday and Friday):

\$195 per term (based on 2 days per week attendance. An optional, extra Kindy day will be charged at \$60 per day).

Parents should note that federal government funding ('Universal Access' – 15 hours per week) enables us to offer the kindergarten program at a reduced rate. We do not receive federal government funding for children not completing the kindergarten program.

Invoices for daily fees will be issued each fortnight on the even weeks of the term. Kindy term invoices are issued at the beginning of each term. Payment details and procedures are included on the invoice. Please note that there is no charge for public holiday and ELC closure days. Please contact the school Business Manager if you have any questions regarding the ELC fees.

Fees will remain payable if your child is absent through illness or any other reason. (This is not applicable to the Kindy term fee for two days of attendance per week.) A late fee of \$10 will be charged for children not collected by 4.10pm. (This fee will be waived on the first occasion *only* if the centre has been notified 30 minutes prior to pick up on that day and there are extenuating circumstances.)

ADDITIONAL SERVICES

The ELC is able to organise access to specialist agencies and support services if required, eg speech pathologist, occupational therapist, early childhood psychologist, physiotherapist, etc. Please advise the director if you have concerns regarding your child's development or wellbeing or are seeking referral for additional professional early intervention.

A Child and Family Health Service (CAFHS) nurse visits the Kindy children during the year. Prior to starting school, Kindy children will be offered a comprehensive health screen check. The ELC will advise of appointment times and consent information for this service.

School Transition visits will occur during your child's last term of Kindy. This program is generally held on Tuesdays from about Week 5 of Term 2 and Term 4. If Kindy children are already attending the centre on this day, ELC staff can facilitate these experiences on your behalf. Otherwise, parents are responsible to get their children to and from school transition visits.

BUS (Loxton Lutheran School - User Pays Bus Service)

Our school provides two bus services for our children who live out of the township of Loxton and who are ineligible for transport via the Government bus service.

Currently one bus services the Moorook, Glossop, Barmera, Berri and Bookpurnong Hill areas while the other travels to the areas of Stanitski Road, Loxton North, Loxton OSHC and Bookpurnong Road. These routes are reviewed as the needs of the school change.

Whilst there is a cost to families for children travelling on these buses, families who commit to using the service on a full-time basis are eligible for a subsidy from the school. ELC children using the bus service are escorted to and from the bus by a staff member each day.

STAFF TEAM

Director: Jono Hartley (Bachelor of Early Childhood Education; Diploma of Children's Services) – Monday - Friday

Teacher: Elba Pearson (Bachelor of Early Childhood Education) – Tuesday, Wednesday, Friday

Educators:

- Lauren Falland (Bachelor of Early Childhood Education)
- Julie Fielke (Diploma of Children's Services)
- Dana Petch (Advanced Diploma of Children's Services)

PERSONAL INFORMATION

As part of the enrolment process, important information is collated and made available to all staff. Telephone numbers, health information and emergency contact people are maintained in a confidential and sensitive manner. Please inform us as soon as possible if any of this information alters during the time that your child attends at the ELC.

CHILDREN'S MEDICAL INFORMATION

All Loxton Lutheran School Early Learning Centre parents are responsible for providing the ELC with accurate, up-to-date information about their child's medical needs. If any information changes throughout the year parents must notify the centre. **It is essential that the centre always holds current information.**

Children's Medications

We do not encourage the administration of medication by staff, however, there may be times when it is unavoidable. A copy of policy is included in the ELC Policies for Families booklet.

A Health Care/Action Plan is to be developed by your child's doctor if they are taking prescribed medication for allergies, asthma or other illnesses/conditions that require medication on either a consistent or precautionary basis.

Immunisation Statement

From 7 August 2020, parents who wish to enrol their child must provide a copy of their child's Australian Immunisation History Statement from the Australian Immunisation Register (AIR) at the time of enrolment, showing that the child's immunisations are up to date in line with the National/SA Immunisation Program (includes any approved exemptions).

NUTS

Due to allergies the Loxton Lutheran School Early Learning Centre ask that nuts and items containing nuts are not brought into the school/centre.

Items containing nuts (as listed in ingredients) are not permitted to be consumed or brought to the school/centre. Items containing "traces of nuts" are acceptable.

A Nut Minimisation Guidelines brochure is included in the enrolment pack.

ACCIDENTS AND ILLNESS

Staff are trained in basic First Aid and will follow safety guidelines and treatment as necessary. If a child requires minor first aid, parents will receive notification either in person or via telephone. In the event of requiring medical treatment, parents or an emergency contact will be notified via telephone. In the case of an emergency, an ambulance will be called immediately.

Should a child become unwell during the course of a day at the ELC, parents will be contacted to provide collection as soon as possible.

DROPPING OFF / COLLECTION OF CHILDREN

Signing In/Out

Located at the entrance of the ELC is the Signing In / Out sheet. It is imperative that this be signed each time a child is taken into and out of the centre in case of an emergency (e.g. fire). The daily sheet is used by staff to account for all the children in the centre and is part of the ELC's licensing and registration requirement.

Children also undertake their own sign in/out procedure. After selecting their name tag from the end of the cupboard, children attach it to their locker of choice before placing their bag inside. There will also be another name (or similar) activity for children to do before they are free to play. This routine allows children to both practice being able to identify their name, as well as to provide another means of confirming attendance.

Arrival and Departure

It is very important for parents/caregivers to make contact with a staff member on arrival and to personally notify staff of any special circumstances relating to their child's departure, or any other altered situation for the day.

If arrangements for collection at the end of the day are changed, staff require notification in advance and may seek appropriate identification (e.g. driver's license) before a child will be released. If the staff have not received any warning of changes and are in doubt, they will not release a child to an unknown person.

CAR PARKING

A car park area is in front of the school on Luther Road at the end closest to the dam. Entry is one-way via the entrance on Luther Road in front of the basketball courts.

For safety reasons, we ask that you please access the school grounds either by walking across the basketball courts or the playground area, rather than walking through the staff/visitor car park area.

WHAT TO BRING TO THE ELC

A back-pack bag large enough to contain the following:

- a packed lunch (we always encourage healthy eating)
- 2 pieces of fruit (dried or fresh) and/or vegetables for morning fruit time; plus additional healthy snack foods, e.g. cheese and biscuits for afternoon tea (The school canteen is available for lunch and snack orders, through the QKR app, on Wednesdays and Fridays, if you choose to use this service.)
- 1 named water bottle (that can be refilled at the centre at any time)
- a named, broad-brimmed hat
- a spare set of clothing, including underwear, socks, shirt, shorts/skirt
- 1 named library bag

WHAT TO WEAR TO THE ELC

Please make sure your child's bag, lunch box, clothing etc. is easy for them to manage, so that they may be able to perform common, daily tasks themselves. Elastic waistbands and velcro shoes, for example, support children's independence with toileting and when moving between indoor and outdoor play spaces.

All clothing, footwear, etc. needs to be clearly labeled, so that staff can return all items to their correct owner. Lost property is in a basket near the Sign In/Out table.

Uniform

Hats, polo shirts and jumpers are available for sale from the ELC. It is requested that children wear the correct ELC uniform whenever they are in attendance. Dress-ups, excessive layers and other 'best wear' clothes are not practical for climbing, running, painting and sometimes, messy, play. Special days and celebrations throughout the year enable the children to dress with specific intent and purpose for particular occasions. A range of dress-ups are always available for socio-dramatic play at the centre.

All children and staff are required to wear a broad-brimmed hat when the UV rating is 3 or above. The UV rating is checked each morning and recorded at the top of the Sign In/Out Sheet.

Footwear

Please ensure your child is wearing safe, comfortable shoes (ie closed-in footwear or sandals). Thongs, slip-ons, and platform soles or clogs are not appropriate.

SunSmart Procedures

Loxton Lutheran School Early Learning Centre's Sun Protection Guidelines requires parents to dress children in clothing that gives them protection from the sun, ie covers the shoulders and the back of the neck. Parents are also requested to apply SPF30+ broad-spectrum water-resistant sunscreen to their children before they arrive at the centre each morning.

COMMUNICATION AND SHARING INFORMATION WITH FAMILIES

Parental participation in student learning through regular communication with staff is encouraged. Strong partnerships between home and school are fundamental to enabling the best educational outcomes for each child. We are available at pick-up and drop-off times to discuss your child's day - or by appointment, whenever parents wish to discuss their child's progress and learning needs in greater detail.

Via our fortnightly newsletters, the centre provides updated information on the weekly program and events, staffing, birthdays, visitors scheduled to be at the centre, etc. Emails are used regularly as an immediate source of information and communication. Newsletters and the weekly program are communicated in this way. The ELC also uses the educational app 'SeeSaw' to share images of children's learning experiences via photos, video, and anecdotes. This app is security protected and only authorised people (ie. parent/guardian, educators) may access this site.

Each child is allocated a note pocket (situated above the children's lockers). Different news items may be placed in these pockets, eg fundraising events, excursion notes, etc. Please check this note pocket regularly to keep informed about occurrences. On occasion, the school Facebook page and 'Happenings' newsletter may share information about children's learning and involvement at the ELC.

OUR PROGRAM

Our program is prepared weekly in collaboration with all centre staff and is structured on the learning outcomes of the national Early Years Learning Framework. The program details learning experiences that, while group focussed, take into account the needs, interests, skills and dispositions of individual children. Programming decisions are derived in response to regular observations and anecdotal notes, family feedback, children's requests, and shared discussions regarding children's progress and development.

DAILY ROUTINE

Below is a broad outline of what our day looks like at the Early Learning Centre.

8-8:45am	Children arrive at the ELC
8.50am	Kindy children: Morning Routine and songs
9.10-9.30am	Morning Activities incl outdoor play
9:30am	Kindy children: Literacy Groups (explicit teaching focus) Prekindy children: Morning Routine, songs, and Literacy groups
10:00am	Morning Tea (fruit and/or vegetables time) Morning Activities incl playground play
11:00am	School Library visit (book borrowing and small group story reading)
11.50am	Devotion
12:00pm	Lunch
12:30pm	Relaxation Time
12:45pm	Afternoon activities including outside play
1:30pm	Group Time: intentional Numeracy/Science teaching focus
2:00pm	Afternoon Tea (fruit and/or vegetables; healthy snacks)
2:20pm	Pack up and pack bags
2.45pm	Group Time: "Show and Tell"
3:15pm	Home Time for some children
3.30pm	Final songs/story/game/free play
4:00pm	Close

DETAILS OF OUR DAILY ROUTINE

Our weekly educational program is emailed to families and is also on display on the notice board inside the centre.

Generally, the term's learning will have a particular book-based 'theme' that is built from a series of similar-topic texts.

While some aspects of the program are targeted towards intentional teaching, the children are also able to contribute their own ideas and direct their own learning as their understandings, discoveries, questions, and wonderings evolve. Our groups times may sometimes be split into smaller group situations, as deemed to be appropriate and responsive to different skill development sessions and objectives.

Learning at the ELC has a consistent and predictable routine. When children know the sequence of occurrences and events, they feel more empowered with the activities, opportunities, learning and play experiences that each day presents. Feeling safe, secure, and confident about their day, also adds to children's sense of belonging, ownership of their environment and the choices they can make in it.

On arrival, children use the velcro labels to select their bag locker, then put their lunch box into the fridge and water bottle on the tray near the fridge.

Library books can be placed in the cane basket to the left of the front doors.

There will be a brief 'Sign In' activity for your child to complete with a staff member, and then they are free to seek out a play, or art and craft, activity.

For Kindy children, the bell will ring at approximately 8.50am to commence their day with the Morning Routine. Along with welcoming children individually and undertaking a series of calendar and weather processes, the day's activities are also introduced. * (NB: For Prekindy children, their Morning Routine will form part of their Literacy Group activities at 9.30am.)

Following this Group Time, children can then choose from a range of activities, including at least one, structured activity.

At 9.30am, the bell rings for Literacy Group Time. This is a 30-minute intentional teaching time that focusses on specific groups of letters and/or phonological awareness skills (see further information on the following page). Songs and music often accompany this learning time.

Kindy children may sometimes break into smaller groups during these activities.

At 10.00am, the children wash their hands and eat Morning Tea (fruit) together at the tables indoors. After that, the children continue to explore a variety of both free and structured indoor and outdoor play activities.

At 11.00am, the children are called again by the bell, and we walk together to the school library. While at the library, the children exchange their books and we then break into smaller groups for story reading. During this time, we discuss text features such as the author, illustrator, publisher, title, front cover, back cover, words, letters, directionality, blurb, page numerals, etc.

At about 10 minutes before 12.00pm, the children share in Devotion. This generally involves saying a prayer, songs and/or a Bible story, or a story that is linked to the Bible Verse of the Week, Core Values study, etc. Before lunch at 12.00pm, children wash their hands and begin lunch by saying Grace: *'Come Lord Jesus, be our guest and let this food to us be blessed. Amen.'*

From about 12.30pm until about 12.45pm, the children have a quiet rest time whereupon they listen to music, hear a story, or do yoga for relaxation.

Afternoon activities are then explained, and children can engage with these at their choosing.

At 1.30pm, the bell again signals for the children to come together for another 30-minute intentional teaching time. This learning session is focussed on Numeracy, or Science. It may be inquiry-based, and children may undertake this learning in small groups, at times. * (NB: For Prekindy children, this afternoon session is usually only about 20 minutes in length.)

At 2.00pm, children wash their hands and enjoy Afternoon Tea together. Fruit and other healthy snacks are eaten before children pack their bags in preparation for home time.

Children have a short time playing, before they help to pack up the outdoor area.

'Show and Tell' occurs at about 2.45pm. This Group Time is based on a particular topic of current learning for the week, eg. an alphabet letter, a shape, or a science theme or investigation. It gives the children an opportunity to share information with the group that, while topic-related, is essentially of their own choosing, and perhaps, linked to a personal interest, also. Speaking to a small group also forms an important part of children's literacy development as they practise effective communication and oral language skills.

Children are dismissed individually from the group mat area as parents, or carers, arrive for collection.

Children remaining after about 3.30pm, engage in final songs, stories, games, or other activities of choice, either inside or outside. The ELC closes at 4.00pm.

EARLY LITERACY AND NUMERACY SKILLS

Our Literacy and Numeracy sessions are levelled according to children's strengths and capabilities. *Kindy children will have a deeper level of exploration and more in-depth investigations with their learning, in comparison to the Prekindy children.*

Some of the concepts we learn throughout the year are:

Literacy:

- phonological awareness: rhyme (hearing the 'sounds' in words), syllabification, alliteration, alphabet letter sounds (phonemes), blending, etc.
- exploring writing (word awareness and simple sentences, word/text patterns, name recognition and experimentation, etc)
- exploring reading (concepts of print/textual features, vocabulary, etc)
- handwriting skills (correct pencil/paint brush grip, strengthening hand/finger muscles, pre-writing skills, lower case letters and their formation)
- exposure to punctuation (spaces between words, capital letters, full-stops, etc)
- art activities are an important part of learning about 'marks on paper' and noticing the different shapes and forms that evolve

Numeracy:

- counting with correspondence to 10 and beyond
- recognition and writing of numerals (to 10 and beyond)
- classifying/grouping/sorting (based on identified attributes or certain characteristics or consistencies)
- measurement concepts (length, mass, capacity/volume, time)
- simple patterning systems
- prepositions (positional language)
- shape recognition (2D and 3D)
- art and craft enables children to observe patterns, build spatial awareness and follow step-by-step processes

These concepts are taught through play, games, art and craft activities, stories, drawing, colouring, painting, gluing, cutting, threading, focus tables, songs and finger rhymes, movement, building and construction, playdough, small group work, puzzles, whole group sessions, etc.

During the Kindy year, particularly, the children often naturally develop an interest in experimenting with pre-writing and writing skills. As they practise writing the letters in their name, along with other letters, it is especially important for them to ensure they are establishing accuracy with their pencil grip. If children are not guided to write or draw using the correct grip, it becomes more difficult to alter as time goes by. Resource 1 details correct letter formations and Resource 2 shows numeral formation, and the ideal pencil grip for your child to learn while they are still young. Please let me know if you would like further copies of these (or other) resources.

CHRISTIAN STUDIES

Through daily Devotion, school Worship, Christian Studies lessons, and incidental teaching opportunities we aim for the children to understand:

- that we can talk to God and Jesus in prayer
- that the Bible is a special book that tells us about God's love
- Scripture stories and songs guide us to learn about Christian values
- God loves us no matter what happens
- God wants us to love Him, and one another.

We aim to make our ELC and school Christian lens as relevant as possible to our daily lives and experiences. As themes and topics are studied, we integrate our Lutheran values as meaningfully as possible.

PHYSICAL EDUCATION – GROSS MOTOR DEVELOPMENT

As part of developing the whole child, the children's physical development is a priority at the ELC. Physical activities develop better gross motor skills, concentration and thinking skills. Movement, co-ordination, and physical skills are developed in a range of activities throughout the day.

CHILD PORTFOLIOS

As part of the education program, the centre uses Portfolios to document ongoing evidence of each child's learning and development. Child Portfolios are a collection of observations, evidence of children's achievements, photographs, writing, art, and craftwork, along with anecdotes of your child's experiences while at the centre.

Child Portfolios become a story of your child's life at LLS ELC, showing skills developed over time, learning stories, information about play situations, interactions, interests and other events or activities.

You can view your child's Portfolio at any time, and your child's Portfolio will be sent home for viewing, discussion, and comment at the end of each term. Portfolios are a way for us to plan experiences and make appropriate provisions to meet and extend upon the individual dispositions, skills, interests and needs of each child.

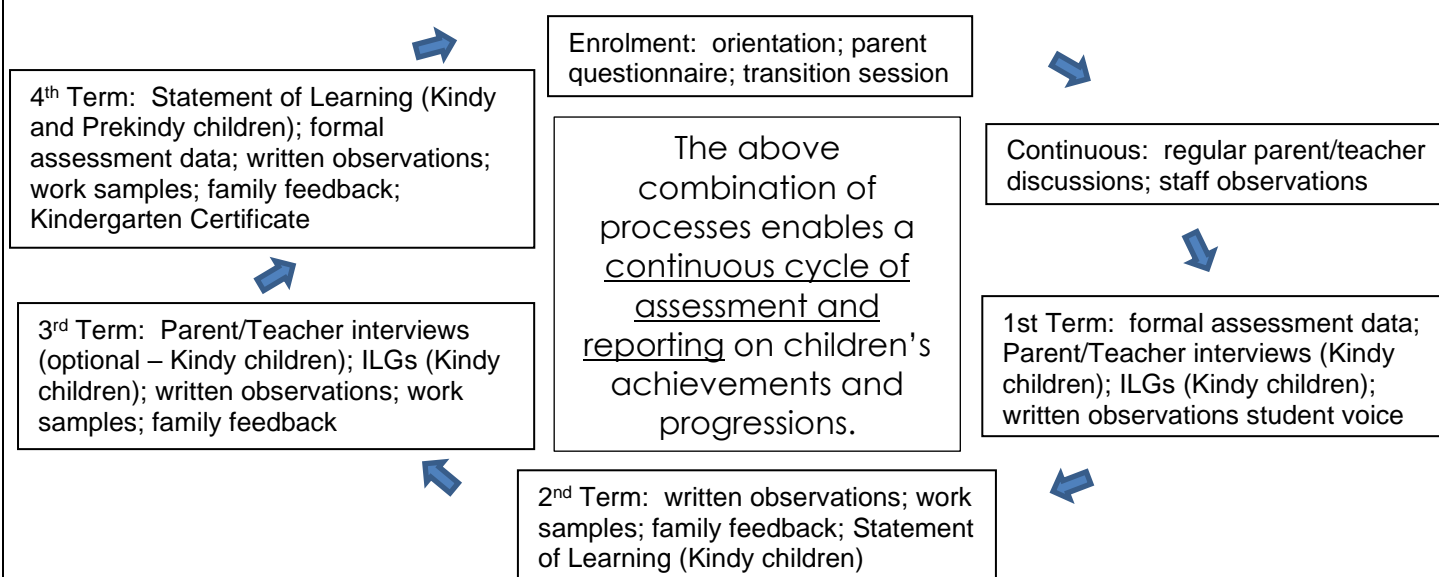
Child Portfolios are private and confidential and are available only to appropriate centre staff and parents.

ASSESSMENT AND REPORTING

At the end of each term, your child's Portfolio will contain a Term Summary in reflection of the range of experiences and learning opportunities that your child has engaged in. Staff consistently work together to review children's progress through intentional observations, noticing incidental moments, undertaking personal interviews, gathering work samples and in consideration of parental information. These responses and occurrences are what guides our weekly planning and learning activities and assists us to monitor both individual and group growth.

Informal discussions and more formal interview appointments are additional means for assessment and reporting procedures. For those children undertaking the Kindy program, a Parent Teacher Interview will be specifically offered during their first and third terms, to discuss and review their progress. Kindy children will also receive an Individual Learning Goals document, as a result of these formalised 15-minute interviews. An interim Statement of Learning will be issued in the second term of attendance, and a final Statement of Learning is compiled for each Kindy child at the end of the term prior to commencing school. With your permission, this is then given to your child's Reception teacher in preparation for school.

Assessment and Reporting Cycle



ELC PHOTOGRAPHS

Early in Term 4, a professional photographer visits the ELC to take both group and individual photos. These packages are then available for purchase. Photos are additionally taken daily by staff and included in Portfolio data and information, SeeSaw posts, newsletters, curriculum recording, etc. Photography consents are a component of the enrolment application form.

LAUNDRY

A laundry roster for parents will be distributed to families at the beginning of each term. We thank you immensely in advance for your valued contribution to this essential service.

BIRTHDAYS

Birthday celebrations are an important and fun part of our lives, and we acknowledge each child's special day with a photograph and card, along with a small keepsake. Recognising each child's birthday promotes a sense of belonging and positive self-esteem.

PARENT CORNER

Just inside the front doors, is a bookcase that holds some parent resources, DVDs, books, and information pamphlets related to parenting, healthy eating, etc. Please help yourself to any of these items. Other items may be borrowed (as marked). There is also a small collection of Literacy, Numeracy and Science resources which you are welcome to borrow. We will continue to build on our supply of these packs as time goes by.

SPECIAL ITEMS - TOYS, JEWELLERY, ETC

Please do not allow your child to bring toys, jewellery, or other special items to the ELC. This ensures that toys are not lost, damaged, or argued over. We have a term-by-term 'Show and Tell' roster with specific topics. Weekly topic items are placed in a basket in our Group Time area upon arrival in the morning and are then kept safe until 'Show and Tell' time at the end of the day.

EXCURSIONS/INCURSIONS

To complement our learning program, we have several incursions and excursions throughout the year. Term 3, particularly, has a strong focus on the wider community and the emergency services, and is linked to the Child Protection Curriculum. These experiences are much enjoyed by the children as they stimulate further learning, inquiry, and personal development.

PARENTAL INVOLVEMENT AT THE ELC

Parents/guardians are encouraged to be supportive in any area that they feel capable. This can include volunteering in the ELC or supporting fundraising efforts run at the centre. The centre also encourages parents to offer feedback and suggestions; not only in the programming experiences provided to the children, but in all aspects of the centre operations.

Parent involvement at the ELC is very welcome at whatever level or capacity you are most comfortable with. You are always invited to spend time playing with your child, or to have a coffee and a chat.

There are also a host of other ways for you to engage with the centre and its learning objectives:

- cleaning and odd jobs
- help with the weekly washing of towels, etc.
- playing with small groups of children; helping them with construction designs, puzzles, reading to small groups, etc.
- supporting fundraising events
- demonstrating a craft or hobby
- playing a musical instrument (or other talent)
- becoming a member of the ELC Committee
- helping with excursions or other special events
- typing, photocopying, and laminating (which may be done either at home or within the ELC)

Involvement in any form is always much appreciated.

Regular participation will require a current Working With Children Check, Valuing Safe Communities and RRHAN-EC training. Volunteers will also be required to read and sign a Confidential Volunteer Declaration Agreement and policy, as part of our ELC volunteer handbook.

ELC COMMITTEE

The Early Learning Centre Committee reports to the Loxton Lutheran School Board and a School Board Representative is present at our meetings. ELC parents form the main body of the committee and meetings are held at least once per term.

The committee is involved in making decisions regarding the direction and operation of the ELC, in conjunction with the Director. As a collective representative group, the ELC committee is responsible for initiating and improving recommendations and strategies, monitoring and reporting progress, supporting staff in their work, and contributing to centre outcomes and objectives.

RECYCLABLE MATERIALS

Early Learning Centres are the best recyclers! If you have access to various 'junk' materials that you think we may be able to use, please bring them along to the ELC.

Some suggestions for every-day, re-usable items:

- plastic ice-cream and yoghurt containers
- old greeting cards, envelopes
- wrapping paper
- ribbons, lace
- cardboard tubes
- paper or card cut-offs, shredded paper, computer paper
- buttons, cotton reels
- corks
- bottle tops, lids
- ... anything else you think we may be able to add to our Making Box

Due to health regulations, we are unable to use toilet rolls.

POSITIVE WAYS TO TRANSITION FROM HOME TO THE ELC

Transitioning from home to the Early Learning Centre, may be a new learning experience for parents, as well as children. Children will have different levels of independence. Some children will not be concerned if their parents do not stay at all. For others, it may take several attempts before ease and familiarity is gradually established. Our goal is for the children to feel comfortable, safe, and secure and to navigate their way successfully through their separation anxiety.

Together, we will arrive at strategies that may best suit you and your child, with the intention to work towards leaving your child for all or part of the session. As detailed previously, parents are always welcome to be active participants at the ELC.

Some hints to develop confidence with the transition process:

- **Be firm:** Consider an activity that you can do together and follow through with the action you have decided upon, eg. "I will stay and do one painting/one puzzle, etc, then I will go." Be clear and decisive with what you say you will do. Remember that you are the parent, and you are the one in control.
- **Reassure** your child about your return to pick them up. Let your child (and staff) know who will be collecting him/her if it is not going to be you. Do not ask your child for permission to go. This is your decision as a parent and does not need to be granted by your child.
- **Leave your child** (if this was your arrangement) – even if he/she is crying. You are more than welcome to ring the centre staff shortly afterwards to reassure yourself that everything is okay. Many children cry in these early days of realising their independence. It is quite common. Practise leaving your child

for other short amounts of time and in different places, to help establish the skill. They will soon develop their sense of self and self-reliance.

- **Attend regularly:** Regular attendance enables children to become confident with the routines and responsibilities. Learning to organise their lunch box, water bottle, library bag and other possessions contributes to their sense of purpose and autonomy.
- **Play an active part in your child's education and development:** Encourage your child with the centre's rules and expectations. Talk to them about the importance of listening and being an active part of the group. Their understanding of their environment will be easier with your positive reinforcement and affirmations.

Discussions and concerns may be raised at any time with our staff. We are approachable and informative about the progress of your child. Our wish is for your child to be the best they can be and have fun at the ELC! It always astounds us how much they thrive and mature over the course of a year!

CONFIDENTIALITY AND RAISING CONCERNS

Please remember to maintain confidentiality if a situation should arise that is a concern. It is of high importance to us to establish, nurture, and maintain, good relationships between home and the ELC. This facilitates children's learning, accomplishments, and wellbeing – which underpins everything that we do.

In the instance of a worrying personal matter, please arrange to talk to the person who knows about the situation. A time may need to be established with this person directly, or through the Director. Whether your concern is regarding your child's progress and development, yours or another child's behaviour, the program content, or any other general queries or concerns, we always aim to provide a caring and quality environment.

INFECTIOUS DISEASES

The guidelines that are printed on the following pages have been drawn up on the premise that children who have been ill with an infectious disease will not return to the school/ELC until they have fully recovered.

In cases of doubt, or for guidance about conditions not mentioned on the list, advice should be sought from an appropriate medical officer or health authority.

All children should be immunised against measles, mumps, rubella, poliomyelitis, diphtheria, whooping cough and tetanus before entry into the centre.

Parental records regarding the immunisation status of children should be accurate and kept up to date (see page 9).

INFECTIOUS DISEASES TABLE

DISEASE OR CONDITION	EXCLUSION OF CASE	EXCLUSION OF CONTACT
<i>Amoebiasis</i>	Exclude until no diarrhoea for 24 hours.	Not excluded.
<i>Campylobacter infection</i>	Exclude until no diarrhoea for 24 hours.	Not excluded.
<i>Chickenpox (Varicella-Zoster)</i>	Exclude until all blisters have dried (usually 5 days).	Any child with an immune deficiency (eg leukaemia) or receiving chemotherapy should be excluded for own protection. Otherwise not excluded.
<i>Cytomegalovirus Infection (CMV)</i>	Exclusion is NOT necessary.	Not excluded.
<i>Cold sores (see herpes simplex type 1, fever blisters)</i>		
<i>Conjunctivitis</i>	Exclude until discharge from eyes has stopped (unless doctor has diagnosed non-infectious conjunctivitis).	Not excluded.
<i>Cryptosporidium Infection</i>	Exclude until no diarrhoea for 24 hours.	Not excluded.
<i>Diarrhoea (no organism identified)</i>	Exclude until no diarrhoea for 24 hours.	Not excluded.
<i>Diphtheria</i>	Exclude until medical certificate of recovery from SA Health's Communicable Disease Control Branch is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the second, at least the next 48 hours.	Exclude contacts living in the same house until cleared by SA Health's Communicable Disease Control Branch
<i>Food Poisoning</i>	Exclude until well – no vomiting or diarrhoea for 24 hours.	Not excluded.
<i>Giardia infection</i>	Exclude until no diarrhoea for at least 24 hours.	Not excluded.
<i>Glandular Fever (infectious mononucleosis, EBV or Epstein-Barr virus infection)</i>	Exclusion is NOT necessary.	Not excluded.
<i>Hand, Foot and Mouth Disease</i>	Exclude until all blisters are dry.	Not excluded.
<i>Haemophilus influenzae type b (Hib infection)</i>	Exclude until person has received appropriate antibiotic treatment for at least 4 days.	Not excluded.
<i>Head lice (pediculosis)</i>	Exclude until appropriate treatment has commenced.	Not excluded.
<i>Hepatitis A</i>	Exclude until medical certificate of recovery is received, and until at least 7 days after the onset of jaundice or illness.	Not excluded.
<i>Hepatitis B</i>	Exclusion is NOT necessary.	Not excluded.
<i>Hepatitis C</i>	Exclusion is NOT necessary	Not excluded.
<i>Hepatitis D</i>	Exclusion is NOT necessary	Not excluded
<i>Hepatitis E</i>	Exclude for 2 weeks after illness onset, or if jaundice (yellow eyes or skin) occurs, for 7 days after the onset of jaundice	Not excluded
<i>Herpes Simplex (Cold Sores, Fever Blisters)</i>	Young children and others unable to comply with good hygiene practices should be excluded while lesion is weeping. Lesions should be covered by a dressing where possible.	Not excluded.
<i>Human Immunodeficiency Virus infection (HIV/AIDS)</i>	Exclusion is NOT necessary. If the person is severely immune suppressed, he or she will be vulnerable to other people's infections.	Not excluded.
<i>Hydatid Disease</i>	Exclusion is NOT necessary	Not excluded.
<i>Impetigo (see school sores)</i>		
<i>Influenza and influenza-like illnesses</i>	Exclude until well (at least 5 days for adults and 7-10 days for children).	Not excluded.
<i>Legionnaires' Disease</i>	Exclusion is NOT necessary.	Not excluded.
<i>Leprosy</i>	Exclude until clearance has been given by an infectious diseases physician, dermatologist or SA Health Communication Disease Control Branch doctor.	Not excluded.

Measles	Exclude until 4 days after the onset of the rash.	Immunised and immune contacts are not excluded. Non-immunised contacts are excluded from childcare until 14 days after rash onset in the last case in the facility, unless given vaccine (within 72 hours of first exposure) or Normal Human Immunoglobulin (within 144 hours of first exposure). All immune suppressed children should be excluded until 14 days after rash onset in the last case in the facility.
Meningitis (Bacterial)	Exclude until well and has received appropriate antibiotics.	Not excluded.
Meningitis (Viral)	Exclude until well.	Not excluded.
Meningococcal Infection	Exclude until appropriate antibiotic treatment completed and until well.	Not excluded.
Molluscum contagiosum	Exclusion is NOT necessary.	Not excluded.
Methicillin resistant Staphylococcus aureus (MRSA) skin infection	Exclusion is NOT necessary unless infected skin lesions on exposed surfaces cannot be completely covered with a dressing.	Not excluded.
Mumps	Exclude for 5 days after onset of swelling.	Not excluded.
Norovirus	Exclude until no vomiting or diarrhoea for 48 hours.	Not excluded.
Parvovirus infection (fifth disease, erythema infectiosum, slapped cheek syndrome)	Exclusion is NOT necessary.	Not excluded, but people who are anaemic, immune suppressed, or pregnant should be informed of possible risk of getting infection.
Respiratory syncytial virus (RSV) infection	Exclusion is NOT necessary.	Not excluded.
Ringworm/tinea	Exclude until the day after appropriate treatment has commenced.	Not excluded.
Ross River Virus	Exclusion is NOT necessary.	Not excluded.
Rotavirus infection	Exclude until no diarrhoea for at least 24 hours.	Not excluded.
Rubella (German Measles)	Exclude until fully recovered or for at least 4 days after the onset of the rash.	Not excluded.
Salmonella Infection	Exclude until no diarrhoea for at least 24 hours.	Not excluded.
Scabies	Exclude until the day after appropriate treatment has commenced.	Not excluded.
Scarlet fever (see streptococcal sore throat)		
Shigella infection	Exclude until no diarrhoea for 24 hours.	Not excluded.
School sores (impetigo)	Exclude until appropriate treatment has commenced. Any sores on exposed surfaces should be completely covered with a dressing.	Not excluded.
Streptococcal sore throat (including scarlet fever)	Exclude until the person has received appropriate antibiotic treatment for at least 24 hours and feels well.	Not excluded.
Shingles	Exclude until blisters have dried up unless rash can be covered with a dry dressing or clothing so others are not exposed.	Not excluded.
Thrush (candidiasis)	Exclusion is NOT necessary.	Not excluded.
Toxoplasmosis	Exclusion is NOT necessary.	Not excluded.
Tuberculosis (TB)	Exclude until medical certificate is produced from SA Tuberculosis Service of SA Health.	Not excluded.
Typhoid, paratyphoid	Exclude until clearance has been given by a doctor or SA Health's Communicable Disease Control Branch	Not excluded unless considered necessary by SA Health's Communicable Disease Control Branch.
Varicella-zoster (see chickenpox or shingles)		
Viral gastroenteritis (viral diarrhoea)	Exclude until no diarrhoea for at least 24 hours. If the gastroenteritis is known or suspected to be caused by norovirus, then exclusion period is 48 hours.	
Warts (common, flat & planter)	Exclusion not necessary.	

Whooping Cough (Pertussis)	Exclude from childcare, school or workplace and similar settings until 5 days after starting antibiotic treatment, or for 21 days from the start of any cough.	For exclusions of contacts in a childcare setting, seek advice from SA Health's Communicable Disease Control Branch. Usually, childcare contacts (in the same childcare group or room) and household contacts of the case who are under 6 months of age and have received less than 3 doses of pertussis containing vaccine should be excluded from childcare for 14 days from the first exposure to the infectious case, unless he or she has completed 5 days of recommended antibiotic treatment, after which he or she may return to childcare.
Worms	If diarrhoea present, exclude until no diarrhoea for 24 hours.	Not excluded.

Reprinted from "You've Got What?" published by
SA Health Communicable Disease Control Branch – 28 January 2021

CORONAVIRUS

If a child tests positive for COVID-19, It is very important that you:

- notify us immediately (via phone call or email).
- Please do not attend for 5 days if COVID-19 positive.
- keep your child/children home if they are:
 - unwell
 - experiencing any COVID-19 symptoms (even if symptoms are mild,) and they should get tested as soon as possible. Please do not attend while symptomatic.

1. Classroom Contacts

If a student, teacher, or educator in your child's group tests positive for COVID-19, your child will be deemed a classroom contact and the following will occur:

- we will notify all parents in that group of the positive case,
- all children **without** symptoms can continue attending at the ELC.

Any teacher or educator who spent a cumulative period of 4 hours indoors, in close physical proximity, and was not wearing a mask with another adult who tests positive, will undertake 5 rapid antigen tests over a 7-day period following exposure.

A positive result will be reported to SA Health (within 24 hours) via their website and to the ELC director.

(NB: People who have recovered from COVID-19 will not be considered a close contact for 28 days after testing positive.)

2. Additional Recommendations for Classroom Contacts

Staff or children who have been recommended to undertake RAT testing or where the centre has been temporarily closed as a circuit breaker in the past week, SA Health advice is to do the following for 7 days:

- avoid attending OSHC and extra-curricular activities and excursions,
- avoid high risk settings,
- wear a face mask when indoors and on public transport,
- avoid working across worksites unless an approved risk management plan is in place (eg rapid antigen testing),
- avoid contact with vulnerable people outside of your workplace or family, where possible,
- avoid non-essential activities where possible (eg where there are lots of people, inside, in close contact)
- avoid shared spaces and maintain physical distance.

(25 September 2023; Department for Education)

COMMUNITY SERVICES

Child and Family Health Services

A CaFHS nurse visits the ELC during the year to perform free developmental screening for Kindy children, particularly just before they commence at school.

Riverland Oral Health Centre

Children who are not yet of school age can gain access to a free dental clinic at the back of the Riverland Hospital in Berri.

Ph: 85802700

Riverland Gymnastics Academy:

29 Stadium Drive, Berri

Ph: 0418 810 940

Good Prospects (Speech Pathology and Psychology)

13 Denny St, Berri

Ph: 8182 3335 or 83121518

<https://www.goodprospects.com.au>

Evolving Potential (Occupational Therapy)

Ph: 85360169

CNS HQ (Occupational Therapy and Speech Pathology)

9a William St, Berri

Ph: 85821645

<http://www.cnshq.com.au>

OTFC (Occupational Therapy for Children) Group Riverland

29 Jellett Rd, Berri

Ph: 84104522

Jayne McDonough (Private Paediatric Occupational Therapist)

Loxton

Ph: 0428 399 379

email: ot.jaynemcdonough@aapt.net.au

Relationships SA

9 Kay Avenue, Berri

Ph: 85824122

<https://www.rasa.org.au>

FINE MOTOR STRENGTH DEVELOPMENT RECIPES

Cooked Playdough

2 cups flour

4 tablespoons cream of tartar

2 tablespoons cooking oil

1 cup salt

2 cups water

food colouring

Mix all ingredients in a saucepan and stir constantly over medium heat until the mixture congeals.

Uncooked Playdough

3 cups flour

1½ cups salt

½ cup oil

food colouring

water

Mix all ingredients to the right consistency. Store in an airtight container.

Slime

1 cup soap flakes dissolved in 2 litres of warm water

food colouring, if liked

Allow the mixture to stand until it becomes thick and slimy. Beat with an eggbeater or a fork to make it froth. Put slime in a wide, open container or trough for children to experiment with funnels, cups, sieves, whisks, etc.

Cornflour Goop

2 cups cornflour

1 cup water

food colouring, if liked

Slowly add the water to the cornflour in a bowl.

Stir until the water is absorbed by the cornflour.

Add food colouring, if desired.

Great to play with using hands, bowls, or sticks. It can also be re-crumbled from the powder when it has dried out – adding water slowly to work it back to its original form.

Fluffy Paint

⅔ cup soap flakes

⅓ cup water

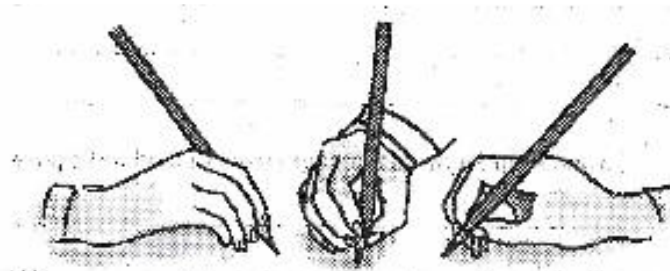
powdered paint or food colour

Combine all ingredients and whip until fluffy.

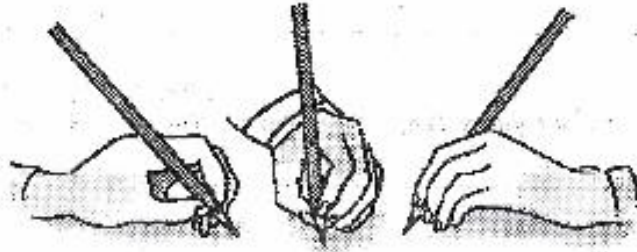
Paint.

NB: If paint gets into your eyes, it will sting – rinse your eyes with water or wipe them with a damp cloth.

Accurate Pencil Grips

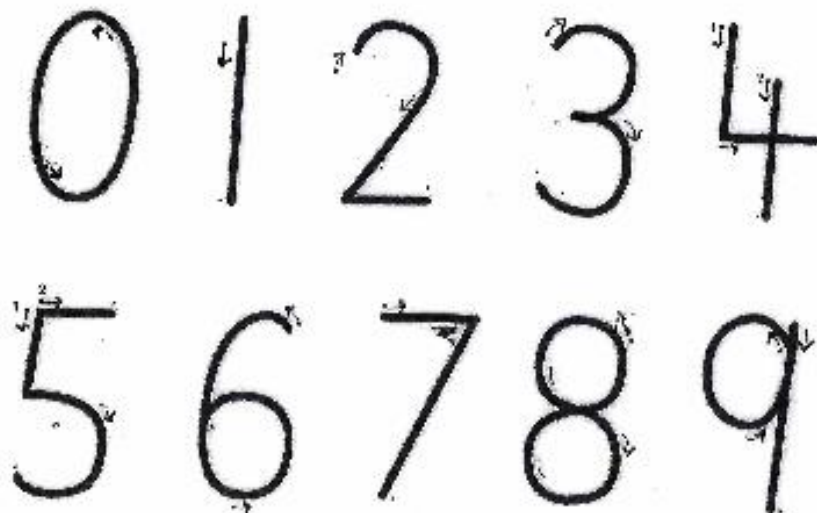


Correct pencil hold for a right-handed person

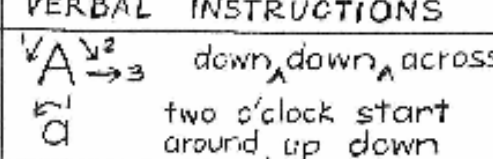
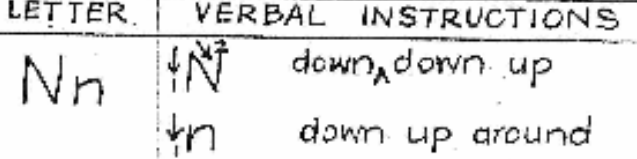
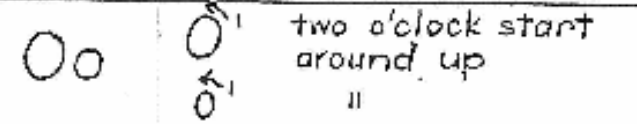
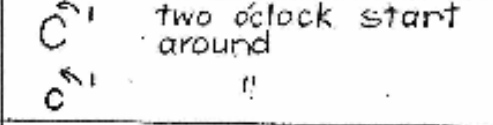
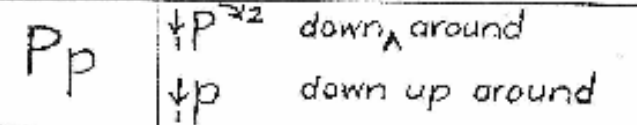
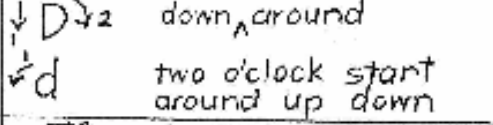
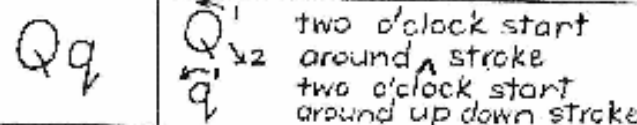
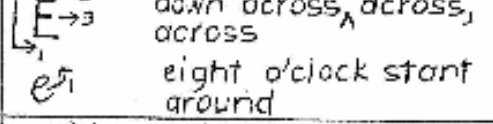
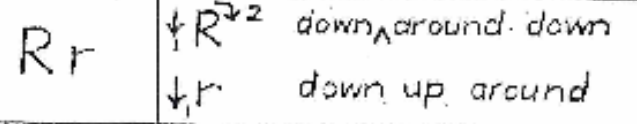
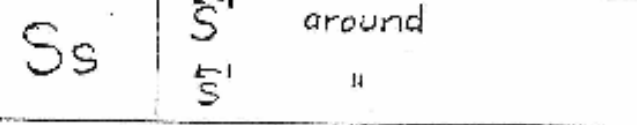
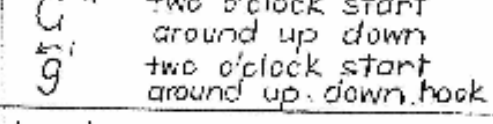
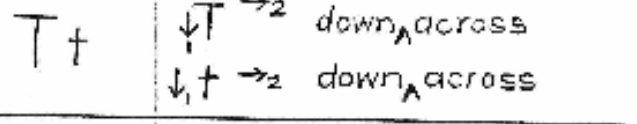
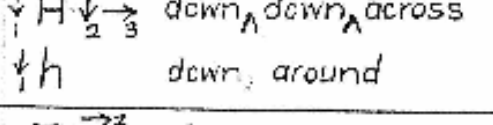
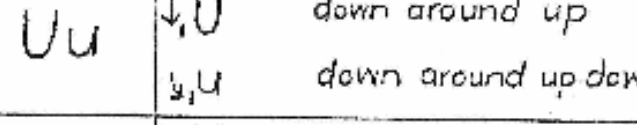
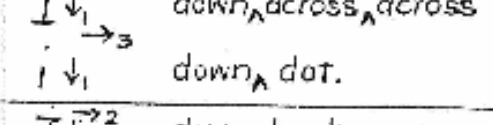
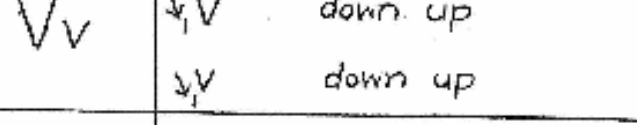
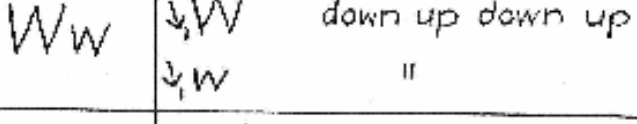
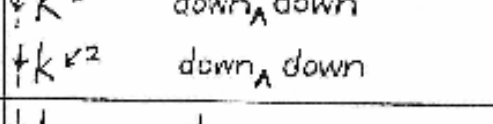
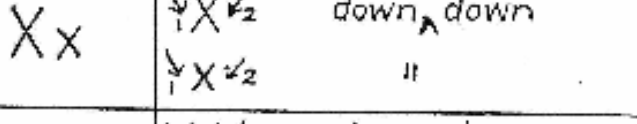
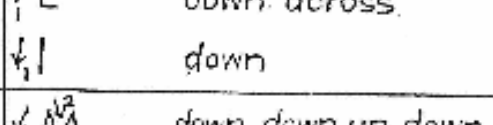
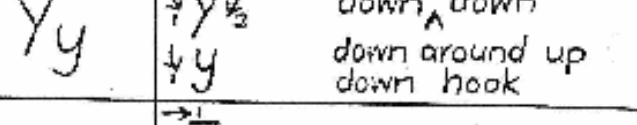
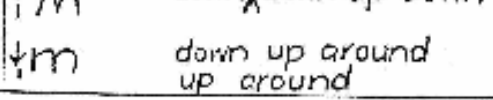
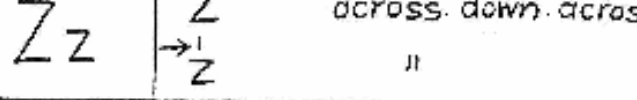


Correct pencil hold for a left-handed person

Correct Number Formation



Letter Formation

LETTER	VERBAL INSTRUCTIONS	LETTER	VERBAL INSTRUCTIONS
Aa	 down, down, across two o'clock start around, up down	Nn	 down, down, up down, up around
Bb	 down, around, around down, up around	Oo	 two o'clock start around, up "
Cc	 two o'clock start around "	Pp	 down, around down, up around
Dd	 down, around two o'clock start around, up down	Qq	 two o'clock start around, stroke two o'clock start around, up down stroke
Ee	 down, across, across, across eight o'clock start around	Rr	 down, around, down down, up, around
Ff	 down, across, across two o'clock start around, down, across	Ss	 around "
Gg	 two o'clock start around, up down two o'clock start around, up down, hook	Tt	 down, across down, across
Hh	 down, down, across down, around	Uu	 down, around, up down, around, up, down
Ii	 down, across, across down, dot.	Vv	 down, up down, up
Jj	 down, hook, across down, hook, dot	Ww	 down, up, down, up "
Kk	 down, down down, down	Xx	 down, down "
Ll	 down, across down	Yy	 down, down down, around, up, down, hook
Mm	 down, down, up, down down, up, around, up, around	Zz	 across, down, across "

A means "take pencil off"