

**Welcome**

**Avenues College respects children's  
voice, nurtures families and inspires  
life long learning.**

# Avenues College

- An amalgamation has been successfully achieved between Gilles Plains Primary School, Children's centre and Windsor Gardens Secondary College.
- The Children's Centre programs (including preschool) will stay on the Beatty Avenue site until new facilities have been built. A move is likely for 2019/20.
- We enjoy many of the school facilities such as the library, gym, playground, oval and kitchen. The staff and Chan Welfare, Head of Primary, support us in many ways.
- Robyn McLean is the Principal and is always happy to talk with you, she can be contacted on 82612733.

# Preschool Sessions

- Children are entitled to **15** hours per week of preschool. You don't have to use all of this.
- Currently the schedule is a **30** hour fortnight. It looks like **three** days one week and **two** days the following week.
- Choose a Yellow or Red option.

		Monday	Tuesday	Wednesday	Thursday
Week One	8:45 - 3:00	Yellow	Yellow		Yellow
Week Two	8:45 - 3:00	Yellow	Yellow		

		Monday	Tuesday	Wednesday	Thursday
Week One	8:45 - 3:00		Red	Red	Red
Week Two	8:45 - 3:00		Red	Red	

## Timetable – A Guide Only, **Flexibly** Applied

Sorry, we  
can't start  
earlier than  
8.45.



Children find routines reassuring and help them feel in control. They can eat their snack at any time. Be sensitive, offer help and support to make transitions between activities.



- 8:45** Children arrive, put away their belongings, greet their friends and teachers, choose an indoor activity until one of our educators opens the outdoor play-space as well.
- 10:00** Educators give children a 5 minute warning that a team activity will soon start.
- 10:10** Everyone gathers on the mat for a short time together. We might talk, sing, listen or enjoy a story, a performance; whatever it is we remember that children of kindergarten age can usually concentrate for their age +2 minutes, so we keep a careful watch on the clock.
- 10:20** Remind children to enjoy a snack, wash their hands and soon we can play again.
- 11:30** Some children will return to child care for lunch, most stay for lunch. We might gather together one last time for a song, game or story before enjoying lunch together.
- 12:00** We welcome back our friends who went to child care for lunch. We play indoors until about 12:30 at which time we reapply sunscreen as required. Playing in and outdoors until...
- 1:45** Five minute warning that it will soon be time to have a group activity. We build group norms, develop friendships and celebrate the learning and fun of the day.
- 2:00** We have the last play experiences of the day, sometimes having snack in the garden but always remembering to wash our hands. Soon enough it's.....
- 2:45** .....Pack up/ Teamwork time and gathering together on the mat inside to say goodbye.
- 3:00** Educators give parents and caregivers feedback about children's interests and achievements, reminders for upcoming events and reporting any incidents or accidents.

Out of School  
Hours Care is  
scheduled to  
begin in  
Term 2 2018

# Who 's Who?

- The child adult ratio is 1:10.
- Your child's educators are qualified, experienced and caring.
- School closure days enable educators to work together to make improvements for teaching and learning. These dates will be shared with you in advance.
- First day for 2018 is Monday 29<sup>th</sup> January.

# What to bring...

Named  
healthy  
snack



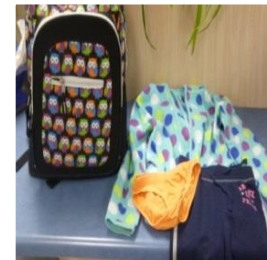
Named easy  
open lunch  
box



Named  
water  
bottle



Named bag  
with a  
change of  
clothes.



# When you arrive...



Hang your bag on a hook



Check your pocket for notes

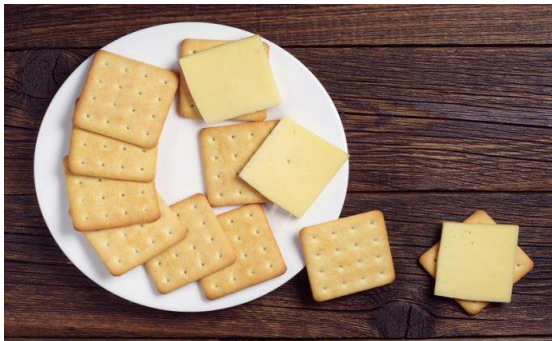


Sign in



Find a space for your water bottle and snack and lunch box

# We recommend easy nutritious snacks



You can read the preschool policy - Healthy Food and Nutrition.



# Avoid difficult to manage and non-nutritious snacks

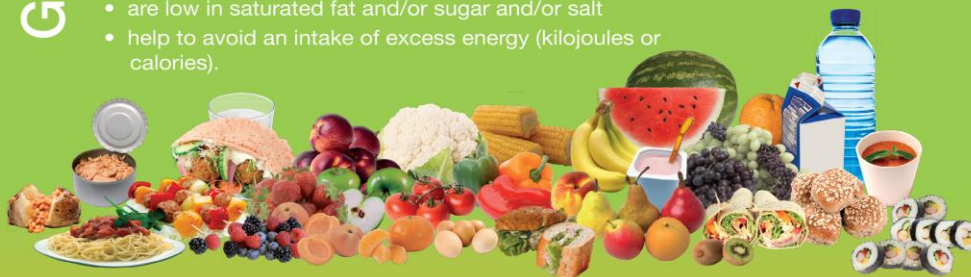
- Especially Chips, Chocolate and Lollies disguised as fruit
- We are a nut aware school to protect children with allergies and anaphylactic reactions.

## GREEN

### *choose plenty*

Encourage and promote these foods and drinks. They:

- reflect the five food groups in the circle on the 'Australian Guide to Healthy Eating'
- are excellent sources of important nutrients
- are low in saturated fat and/or sugar and/or salt
- help to avoid an intake of excess energy (kilojoules or calories).



## AMBER

### *select carefully*

Do not let these foods and drinks dominate the choices and avoid large serving sizes. They:

- have some nutritional value
- contain moderate amounts of saturated fat and/or added sugar and/or salt (often added during processing)
- can, in large serve sizes, contribute excess energy (kilojoules or calories).



## RED

### *occasionally*

These foods and drinks are banned from sale in SA school canteens and preschools. Schools and preschools can provide some RED category products a maximum of twice a term on whole of school or preschool occasions. They:

- lack adequate nutritional value
- are high in saturated fat and/or sugar and/or salt
- can contribute excess energy (kilojoules or calories).



# Early Years Learning Framework

- All early years settings use this guide to what and how children learn in prior to school settings.
- Five areas of interest are-
- Children have a strong sense of identity
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

# Learning Through Play

- Children's play is all about exploring, trying new things, being creative, noticing and wondering.
- Play allows for the expression of personality and uniqueness.
- Play enables children to make connections between prior experience and new learning.
- Educators plan the learning environment to be welcoming, flexible and responsive to the interests of children.

# What Children Might Learn?

- Respectful social rules and interactions such as waiting, turn taking, sharing, etc.
- How to independently understand and cater for their needs
- How to follow routines
- How to strengthen their physical abilities
- How to manage and control their emotions and empathise with others
- How to use scissors and cooking utensils safely and appropriately
- Measuring and comparing, analyse read and organize data
- Listening skills - which involves listening for sounds in words, rhyme and syllable
- How to write and recognise their name
- Using and creating text and symbols or images to represent ideas
- How to conduct themselves in conversation with peers and adults
- How to listen to and following instructions
- About trial and error, problem solving and persistence
- Mathematical skills such as measurement (weight, length, volume), number (counting, grouping, ordering) pattern, shapes and prediction, data and analysis
- How to understand and develop an identity for themselves and learn to respect that of others
- Hazard identification and risk assessment – also how to seek help
- About the outside world and how to relate to it/how it affects them
- How to be responsible for their own learning and encourage the learning of others
- How to care for and appreciate nature and the world around them
- Learn how to wonder and ask questions as well as exploring to discover answers
- About health and hygiene- how to look after themselves and wash their hands

# What about learning to read?

- Children are not expected to read or write prior to starting school but frequently can.
- Literacy learning is well underway already through viewing, decoding, listening and speaking.
- When guiding your child in writing their name use upper case for the beginning of names and lower case for the other letters.
- If you are interested in following your child's interest in reading – the following information might be helpful.

# Information about Reading

- There are 25 Concepts of Print that your child should be very familiar with to be a successful and confident reader. Without this knowledge your child will find reading a book difficult or during their primary school years they may progress to a certain level of reader then have difficulty moving on.
- Some Concepts of Print may seem very simple but if your child cannot manipulate books or demonstrate this knowledge to you they will not be able to read it successfully.

<b>Concept of Book</b>	1) This is the cover of the book. 2) This is the front of the book. 3) This is the back of the book. 4) This is called the title?
<b>Concept of Text</b> (Print tells a story)	5) Show me where the book tells the story.
<b>Concept of a Word</b>	6) Can you point to a word? 7) Let's find two words that are the same? 8) I will point to each word as I read? 9) Try changing some words, see if your child notices?
<b>Concept of a Letter</b>	10) I can see the letter that starts your name ! 11) What are the names of some of the letters on this page?

Beginning at the front and finishing at the back	12) Where do we start reading the book? 13) Where do we finish reading the book?
Left to right in a sentence	14) Our eyes start on the left hand side of the words.
Concept of top and bottom	15) Can you see the numbers on the top/bottom of the page?
Left to right page turning	16) Show me how to turn a page.
Return sweep	17) Where do we go when we get to the end of the line?
Concept of first	18) Show me the first word on the page.
Concept of last	19) Show me the last word on the page
Concept of middle	20) Show me the middle of the page



Capitalisation	21) Where is the upper case letter?
Punctuation	22) Where is a small letter or a lowercase letter?
Full Stop	23) What is this? (point to a full stop)
Question mark	24) This symbol means these words are asking a question. (point to a question mark)
Quotation mark	25) These symbols tell us that someone is saying these words. (point to quotation marks)

- While reading with your child talk about the concepts of print and give your child the opportunity to demonstrate to you that they understand these. This doesn't have to be done every time you read and not all the concepts have to be concentrated on at once, choose one or two to explain.
- Before and during reading
  - Orient your child to the text – discuss the cover, title, author and illustrator.
  - Talk about what they think the book might be about, look for clues in the illustrations.
  - Pause frequently to discuss events, characters, information, allow your child to predict what might happen, then talk about the predictions e.g. “What will happen if....?”
- After reading the book with your child
  - Ask a few simple questions based on the characters in the text or the setting of the book.
- Focus on an illustration and ask your child to retell what is happening within the illustration.
  - (Remember that the illustrations are highly supportive of the words within the book, they help your child to read)
- Invite your child to retell the story.
- Encourage your child to talk about any similar experiences that are relevant to the book. A sure way to build vocabulary is to hear and tell a story. Try telling about an experience from your own childhood. Children are fascinated by the idea of their own parent having once been a child.!

# Accidents or Incidents

- We take great care to provide safe materials and hazard free environments. Sometimes accidents happen and we describe them as learning injuries. Think about building a bridge which is not stable. Walking across it provides a huge cognitive and physical challenge. Lots of feedback from children's brains and bodies to use next time in a similar situation.
- Still, sometimes accidents happen and we take care to offer the right first aid then change the environment so that it doesn't happen again.
- We will call you if your child needs more than first aid.
- We write a detailed report so that you know what happened.



We are happy to help children who need help with toileting – we just need a

**continence care plan**

from a medical practitioner. It will guide us to promote independence and success for toileting.

# Come every day !!

- Regular attendance = connections.
- Connections = builds relationships for learning.
- Please let us know if your child will be absent with a call to the school on 261 3339  
(make it a contact in your phone).



# How can families be involved?

- Parents are always welcome to be here, enjoying and learning alongside your child.
- We are more than just a preschool. The playgroups and parent groups are designed to give families what they want, need and enjoy.
- We can help you find services for you or your family.
- The Family Program is on the website <http://gillesplainscc.sa.edu.au/>

# Windsor Gardens Children's Centre Term 4 (Mon 16th Oct – Fri 15th Dec) 2017 - Program at a glance

*The Windsor Gardens Children's Centre respects children's voice, nurtures families and inspires life long learning.*

MONDAYS	TUESDAYS	WEDNESDAYS	THURSDAYS	 <b>Learning Together PLAYGROUP</b> Windsor Gardens Children's Centre Session 1: 9.00 am – 10.30 am Session 2: 11:00 am – 12:30 pm <b>Learning Together</b> A supported playgroup for families with children 0-5 years. Contact Nicole: 8261 3339 Starts 27th October Booking essential (limited space)
<b>Windsor Gardens PRESCHOOL</b> 8.45 am – 3.00 pm Contact: 82613339	<b>Windsor Gardens PRESCHOOL</b> 8.45 am – 3.00 pm Contact: 82613339	<b>Windsor Gardens PRESCHOOL</b> 8.45 am – 3.00 pm Contact: 82613339	<b>Windsor Gardens PRESCHOOL</b> Alternate Thursdays 8.45 am – 3.00 pm	
<b>Acorn</b> Parent-Infant Attachment Group 9.30 am – 11.30 am Attachment based group for mums with mental health struggles and their child/ren aged birth to 3. Contact: Coordinator 81313400 or acorn@anglicaresa.com.au 	<b>Coffee and Crafts Morning</b> 9.00 – 11.00 am Windsor Gardens Children's Centre After Preschool, or school drop off, join us for a craft program for adults and children. All Families Welcome Starts 17th October	<b>Connections Playgroup</b> For new parents and parents using Circle of Security as a parenting roadmap. 9:30 am – 11:00 am at Windsor Gardens Children's Centre Bookings Essential Contact Nicole or Steph: 8261 3339 Starts 25th October	<b>Sing n' Play</b> at Windsor Gardens Children's Centre <b>First Block</b> Oct 19th – Nov 9th 9:15am – 10:15am <b>Second Block</b> Nov 16th – Dec 7th 9:15am – 10:15am A music & movement program for children 0 – 5 years and their parents / carers. Bookings essential Call Lisa: 8261 3339 Starts 19th October	<b>MY TIME</b> 9:30am – 11:30am at GP Plus Clinic, Gilles Plains A time out group for carers of children with a disability, developmental delay or chronic medical condition. Free crèche for children 0 – 5 years Contact: Silvana Zotti 0488 151 789
<b>Watto Purrunga Aboriginal Primary Health Care Service</b> <b>NUNGA Playgroup</b> at Maringga Turtbandi GP Plus Super Clinic 10.30 am – 12.00 am Come along to Playgroup with Amy and Cherie Please bring a piece of fruit to share. Limited transport available if booked in advance. Contact: Cherie on 74258916	 Let's Read is a literacy program for children 0 – 5 years. Come in for your FREE pack including a new picture book, DVD and information sheets about reading to your child. There are packs for different ages; from 4 months, 12 months, 18 months and 3½ years. You can receive a new pack at each age!	<b>Circle of Security Parenting Course</b> 7 Weeks : 25th Oct - 6th Dec 12:30 - 2:30pm Light meal available Lunch and crèche enquiries Contact Steph: 8261 3339 Starts 25th October Bookings essential	<b>Nature Playgroup</b> Held in the Community Garden 10:00am – 11:30 am A outdoor Playgroup for Toddlers to 5 years old and parents / carers. Aimed to encourage unstructured play in a natural environment. Bookings Essential Contact Lisa: 8261 3339 Starts 19th October	
		Windsor Gardens Children's Centre Family Services Coordinator available TUESDAYS WEDNESDAYS, THURSDAYS, FRIDAYS Available for individual appointments and referrals to other agencies regarding parenting and personal concerns affecting your family. Contact: Steph 82613339 Stephanie.wheaton2@sa.gov.au		<b>All groups need bookings: Programs have limited access and eligibility. Please talk to us regarding this</b>

*Programmes are free of charge with the exception of Preschool fees*

# Many policies exist to guide our work.

- Healthy Food Supply and Nutrition
- Sun Protection
- Water Safety
- First Aid
- Allergy Aware
- Infection Control
- Serious Incident Notification
- Personal Care
- Collection of Children
- Daily Safety Check
- Behaviour Guidance
- Enrolment Policy
- Priority of Access
- Payment of Fees
- Parent Complaints
- Emergency and Evacuation
- Camps and Excursions
- Child Protection
- Curriculum Pedagogy Assessment and Reporting
- View these in person or soon on
- [www.wgsc.sa.edu.au/](http://www.wgsc.sa.edu.au/)



# Fees and Payments

- Fees are: 15 hours per week = \$75 per term.  
12 hours per week = \$60 per term.  
(A sliding scale for 9, 6 and 3 hours per week.)
- Fees are invoiced to you each term, you will find the invoice in your child's notice pocket.
- Please pay at the school office where a receipt will be issued.
- Fees supplement the provision of resources and experiences for a fun and exciting preschool year.
- School card does not apply for preschool fees.

# Skool Bag App

- Free app to download to your phone, or tablet to keep you up to date with newsletters, events or alerts in the case of an emergency.
- Ask for instructions for downloading this app.

# Need more information?

- Allyson - Children's Centre Director on 8261 3339
- Robyn - Principal on 82612733
- Chan - Head of Primary on 82613339
- Lisa – Reception at Beatty Avenue 8261 3339