



Modbury North Kindergarten

FAMILY &
GUARDIAN
INFORMATION
BOOKLET 2026



Preschool Contact

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FACEBOOK
MODBURY NORTH KINDERGARTEN



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Welcome to Modbury North Kindergarten

We are excited for you to spend your Preschool year with us, and we look forward to getting to know you and your children. We are focused on our children's needs and interests, supporting families, and working together to provide a quality preschool program. Thank you for taking the time to read the information in this handbook - if you would like a printed copy, please let us know.

Modbury North Kindergarten is a Department for Education Kindergarten. We provide a caring, stimulating, and educational play-based environment for your child. We trust that your time at the Modbury North Kindergarten will be an enjoyable and valuable learning experience. We value your input and hope you enjoy a special year with us and your child. Firstly, we would like to introduce our teaching team: (Right to Left)

Timsy- Preschool Director (Mon-Fri), Freda - Preschool Teacher (Wed-Fri), Laura Preschool Teacher (Mon-wed) Sonya- ECW (Mon-Fri), Veronica- Preschool Teacher (Mondays and Fridays).



Our philosophy influences what we do and how we do it. We have recently reviewed it, and we are proud to continue our learning journey within our community. Families are invited to contribute in developing the philosophy each year. We are focusing on embedding cultural perspectives, beliefs, and ways of being.

Our Statement of Philosophy

At Modbury North Kindergarten, we have a longstanding connection to country. We have educators, families, and community members from a range of Aboriginal Nations. Our practices are deeply embedded in respectful considerations to our families, children, educators, and community. We acknowledge the elders, past, present, and future, with respect for the environment and the land. We share this reverence with our children on a daily basis. We take pride in our cultural diversity and the richness it brings. We invite our community to engage, share, learn with us. This community extends both within our site and beyond. We are actively exploring ways to regularly involved the community through incursions and excursions.

Our focus is on building positive, trusting, and caring relationships, leading to a safe and supportive environment. Here, we listen and learn from families, providing support and valuing the connections. As educators, we encourage open communication to expressing ideas, fostering reflection and embracing growth mindsets. We recognise that families lead complex and busy lives, so we facilitate communicate through various means such as email, notice boards, phone calls and parent pockets.

Our program and curriculum are inclusive, and we prioritise children's voices and the knowledge and experiences they bring. This inclusivity is evident in our planning and reflection processes. We understand that children learn through play, and we advocate for this valuable time. It provides opportunities to master their skills, revisit experiences, request activities and extend their learning using real tools and materials.

From the beginning, our families and children are part of the planning and programming. We celebrate our multiculturalism by inviting families to share their important cultural celebrations with us in authentic ways, acknowledging their being and respecting their identities. We also emphasize the development of key learning dispositions to support children's lifelong learning. These include qualities like resilience, persistence, and curiosity, encouraging a sense of wonder of the world around us.





Our commitment to respecting the environment aligns with our belief in the significance of learning through play. We wholeheartedly welcome, value and include all children and families within our community. Our support for families extends beyond our gates, as we dedicate time to nurturing a sense of safety and belonging. We deeply value the insights and expertise of families, considering them as experts. We weave this into our environment with children's interests steering our experiences.

Our activities are thoughtfully planned and presented, encouraging children to actively participate while also respecting our resources and environment for the benefit of ourselves, each other, and the entire Kindergarten community. Our commitment to using natural, sustainable, and culturally rich resources remains steadfast as we strengthen our connection to country. This dedication creates a palpable sense of engagement and warm energy within our community. Children feel secure when exploring new challenges, and families find it easy to engage in open discussions with our educators. This environment fosters a collaborative success story that seamlessly extends from home to Kindy and back again.

As a team of educators, we prioritise awareness and mindfulness of each other, thereby cultivating a safe and supportive environment where we genuinely value the unique contributions of every team member. We dedicate time each week for both scheduled and spontaneous discussions and critical reflections, which serve as opportunities to share information and enhance our collective understanding. We are committed to supporting the wellbeing of our educators by promoting a healthy work-life balance. This ensures that we can bring our best selves to work every day, benefiting not only the children and families we serve but also our fellow educators and the broader community.



Eligibility

Children start kindergarten a year before school. Your child needs to be turning 4 on or before 30th April 2025 to start kindergarten at the beginning of 2026. If your child turns 4 on or after the 1st May 2026 until the 31st Oct, 2026, they begin kindergarten in Term 3 of 2026. Children who are Aboriginal or Torres Strait Islanders or children in care can attend Kindergarten from 3 years of age.



Fees

Session fees are \$105 each term. Early each term, an invoice will be placed in your notice pocket. Kindergarten fees are used to purchase resources (such as paint, glue, construction resources, puzzles and books) for the children to use and can be paid in cash or via Direct Debit.

- Cash register receipts are given for cash payments
- Direct Debit details are as follows –
Account name: Modbury North Kindergarten
BSB: 065 147, Account number: 1008 3603.

Please quote your child's name in full as a reference.

If you need to pay any fees in instalments, please see the Director-Timsy



Sessions

Sessions for 2026 will be held from 845am - 245pm

Group A

Week 1 - Monday, Tuesday & Wednesday

Week 2 - Monday & Tuesday

or

Group B

Week 1- Thursday & Friday

Week 2- Wednesday, Thursday & Friday

Parents provide their preference for days at enrolment and where possible we will offer these days to your child. At times we are unable to due to numbers. If you are flexible please let us know to help cater for families that have previous arrangements or circumstances that can't be changed.

We understand that some people may require longer days. We are sorry if this doesn't meet your care arrangements. We are focusing on what is best for our children, families, communities and educators and we believe this session timing will ensure the best learning opportunities for children.

2026 Term Dates

Term 1: 27 January to 10 April

Term 2: 27 April to 3 July

Term 3: 20 July to 25 September

Term 4: 12 October to 11 December



Curriculum

Early Years Learning Framework Version 2

The Modbury North Kindergarten use the National Early Years Learning Framework (EYLF v2) of 'Belonging, Being and Becoming' for planning, programming, assessing, reflecting and reporting.

Belonging: "Children belong to diverse families, neighbourhoods local and global communities" (EYLF V.2, p. 6). Relationships are extremely important to developing a sense of belonging.

Being: "Being recognises the significance of the present, as well as the past in children's lives" (EYLF V.2, p. 6).

Becoming: "Children's identities, knowledge, understandings, dispositions, capabilities, skills and relationships change during early childhood." (EYLF V.2, p. 6)

"... Becoming reflects this process of rapid and significant change that occurs in the early years as children learn and grow."

The five outcomes in the EYLF are broad and acknowledge that children learn in a variety of ways.

- 1.Children have a strong sense of identity
- 2.Children are connected with and contribute to their world
- 3.Children have a strong sense of wellbeing
- 4.Children are confident and involved learners
- 5.Children are effective communicators

"Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned that occur in an environment designed to foster children's learning, development and wellbeing." (EYLF v.2 p7)



Curriculum



“Play is a context for learning that:

- Allows for the expression of personality and uniqueness
- Offers opportunities for multimodal play
- Enhances thinking skills and lifelong learning dispositions such as curiosity, persistence and creativity
- Enables children to make connections between prior experiences and new learning and to transfer learning from one experience to another
- Assists children to develop and build relationships and friendships
- Develops knowledge acquisition and concepts in authentic contexts
- Builds a sense of wellbeing
- Strengthens self-regulation, and physical and mental wellbeing.”

From EYLF v.2, p. 8

Daily Routine

The daily routine allows for long uninterrupted periods of play for children to collaborate, explore, discover, practice knowledge and skills, further develop their social skills, create and imagine while developing their dispositions for learning. Planned group sessions with intentional teaching that occurs during the day are rich in literacy, numeracy, social skills and music and movement.



Planning and Programming

Throughout your child's year at Kindergarten, educators document children's learning through both formal and informal methods, following the planning cycle—a thorough and reflective approach based on EYLF v2, ACECQA, and NQS. The planning cycle involves observing children, assessing their learning, planning meaningful experiences, implementing these plans, and then reflecting and evaluating to inform future learning.

During the first three terms, parents or guardians are invited to participate in a learning conference with the child's focus teacher. In the fourth term, a Statement of Learning is provided. Families are valued as equal partners in their child's learning journey, and we encourage ongoing conversations with educators. Parents can also schedule appointments to discuss their child's progress and development at any time throughout the year.

Image of a child

We view each child as a competent, capable, and involved individual, bringing a wealth of knowledge, experiences, and unique perspectives to their learning. We meet each child where they are, providing a secure, safe, and inclusive environment that nurtures their sense of belonging and wellbeing.

As a trauma-trained centre, we approach every interaction through a trauma-informed lens, ensuring that we are always mindful of the child's emotional and psychological needs.

Our approach is deeply rooted in positive and nurturing relationships, recognizing that strong connections with educators, peers, and families are fundamental to a child's learning and development. We adopt a strength-based approach, focusing on what children can do and building on their existing skills, interests, and dispositions.

We hold high yet achievable expectations for every child, believing in their potential and supporting them in meaningful and engaging learning experiences. Through intentional teaching, play-based exploration, and responsive interactions, we empower children to develop confidence, resilience, and a love for learning.

As partners in this journey, families play a vital role, and we actively collaborate to ensure each child feels valued, respected, and supported in reaching their full potential.

Daily Requirement

Clothing

Please send your child in clothing that is SunSmart:

- When outside, children are required to wear loose fitting clothing that covers as much skin as possible.
- Clothing made from cool, closely woven fabric is recommended.
- Tops that cover the shoulders and, if possible, elbow length sleeves, collars and knee length or longer style shorts and skirts are best. Suitable ones can be purchased from Kindy.

Children's clothing should be:

- easy for them to manage themselves when they need to go to the toilet (eg. no tricky buttons, zips or belts, we recommend no jeans or tight fitting pants).
- comfortable, non-restrictive and easy to wash. Children engage in messy activities whilst exploring their Kindergarten environment. Smocks are provided for painting. However our Kindy environment supports and encourages messy play such as mud, water, paint, play dough etc.

Please do not send your child to Kindergarten in thongs or crocs as these are not safe on the climbing equipment or on the swings.

Hats

Please ensure that your child has a SunSmart hat in their bag everyday. Hats are required to be worn when the UV rating is 3 or above.

•Hats need to protect children's face, neck and ears, i.e.. bucket, broad brimmed or legionnaire style hat, clearly labelled (as per our Sun Protection Policy). Baseball or peak caps are NOT suitable because they do not fully protect children's face, neck or ears.

•You can check the UV rating through the Bureau of meteorology website (it is usually displayed under the daily temperature) alternatively you can check the kindy notice board each morning.



What to bring

- A bag clearly labelled with your child's name
- A SunSmart hat
- A clearly labelled drink bottle containing only water
- Medication (if required- see below for more details)
- A spare set of labelled clothes appropriate for the weather (including underwear)
- Healthy food (as per our Healthy Food Policy)
 - Snacks and
 - A healthy lunch
- Before you come to Kindergarten
 - Please ensure that you assist your child to apply sunscreen on days when the UV rating is going to be 3 or more. Kindy provides the sunscreen, however if your child has allergies or special skin requirements we ask you to supply your own. Educators will assist children to apply sunscreen during the day (when required).
 - Please label all of your children's belongings and regularly check the lost property box for any lost items



What to do when you arrive at Kindergarten in the MORNING

- Get your child to put their bag outside on the veranda
- Morning snacks stay in your child's bag (unless it is really hot), children can place their lunchbox with lunch into the fridge
- Get your child to put their drink bottle containing water on the trolley
- Pay money (when required)
- Sign your child in
- Check your parent pocket
- Parents and caregivers are welcome to do a puzzle, read a book or do an activity with their child before they leave
- Ensure you stay with and supervise your child until 845am
- Lunches need to be clearly labelled (labels and permanent markers are available at Kindy for you to use)

Please remember we are a "NUT AWARE SITE" when packing your child's lunch and snacks. This means no nuts or nut products including Nutella.

Picking up children at the end of the session

Please pick children up from the back veranda (south) entrance. This allows staff to release children to parents and caregivers safely. Staff will not release to other people unless notified by parents and they are on the enrolment form. A Community Noticeboard is located in this area. If you need to collect your child early, please let a staff member know.



Toys

Please encourage your child to leave their toys at home to avoid breakages and loss. If your child would like to show us something special, please show staff and children at the beginning of the session and take it with you when you leave.

If your child takes home a toy or item that you think is from kindergarten, please return it ASAP.

Absences and attendances

If your child is unwell then they need to rest at home until they are well. This means any children with runny nose (particularly if green), coughs, temperatures etc need to be home and rest.

Please phone the Kindergarten if your child will be absent or let staff know if they will be away for long periods of time.

Health and medical information

Regular attendance at Kindergarten is essential; however, if your child is unwell, we kindly request that you do not send them school. Our staff will promptly get in touch with parents in the event that a child becomes ill while at Kindergarten.

Allergies or medical conditions

It is essential that you supply us with a health care plan signed by a doctor and parent, should your child have allergies or medical conditions. Please speak with Cath to organise these- there is some additional paperwork that needs to be completed for children with any allergies or medical conditions and it must be completed before they begin Kindy.

Infectious diseases

Please notify staff if your child contracts an infectious disease or illness eg. Hand foot and mouth or conjunctivitis. Your doctor will be able to inform you when your child can return to kindergarten.

Immunization

If your child is not up to date with their immunisations and we do not have evidence of your child's up to date immunisation status on an "Immunisation History Statement" (IHS) your child will not be allowed to attend Kindergarten. These statements can be accessed via a Medicare online account through MyGov, an express plus Medicare mobile app or by contacting the Australian Immunisation Register on 1800 653 809.

First aid

Staff have first aid training but will treat minor injuries only. Anything else is referred to parents to contact their doctor for medical treatment. In an emergency, an ambulance will be called and parents contacted. If we cannot contact you we will call the emergency contacts listed on your child's Enrolment Form. Please note that you will be required to pay any ambulance costs. Contact SA Ambulance Service for more information or Ambulance Cover

Non-contact infrared thermometer

Staff will only give medication (e.g. antibiotics) that has been prescribed by a doctor and is in the original container as dispensed from the pharmacy. A medication plan must be completed and a medication log will be recorded at the Kindy. We also require a letter/note from the doctor. Children must stay home for the first 24 hours with new medications.

Children with a medical condition, such as asthma or anaphylaxis, will need a health care plan completed by a doctor detailing the condition, medication and any action to be taken. A copy of this can be emailed to you or collected at Kindy. There are additional forms once this is done that we will complete with you once you have the health plan and it must be completed before they begin Kindy.

Toilet Training

If your child is not toilet trained before they begin Kindergarten, a Continence Care Plan needs to be completed by your Doctor or Occupational Therapist and returned to the Kindergarten before your child begins.

Food at Kindergarten

We promote and model healthy eating choices at our Kindergarten.

Food brought from home

- We encourage families to supply healthy snacks that are low in

- Fat

- Salt

- Sugar

- Healthy snacks are

- High in fibre

- Have good nutritional value

- We encourage children to bring ONLY water to drink

We discourage the following foods:

- Fruit roll ups

- Chips

- Sweets

- Cordial and fruit boxes

- Chocolate

- Cake

- Sweet biscuits

- Juices or milks

- NO NUTS – In order to ensure the safety of children who suffer from allergies to nuts, please do not provide nuts or nut products for your children while at Kindergarten. This includes: peanut butter, Nutella, muesli bars or any items that may contain traces of nuts



Modbury North Kindergarten policies

As a Department for Education site a number of our policies are congruent across all Department sites. Our site specific policies are:

- Sun Protection Policy

- Site Behaviour Code

- Healthy Food Supply and Nutrition Policy

- Inclement and Hot Weather Policy

- Parent Concerns Procedure

These policies are available on the Modbury North Kindergarten website.

Please see the Director if you would like a copy of any Department for Education policies. These will be printed from the Department for Education Intranet.

Additional Services

Following consultation with the director, families may be able to access additional services for their children with a staff referral. These include; Speech Pathology, Preschool Support, Psychology, general assessments and access to a Social Worker. We also have onsite Children and Families Health services conduct 4 year old health screeners at least twice a year. You will be invited to book one of these sessions or you can request one by speaking with an educator.

The Department for Education offer a bi-lingual service. The number of hours allocated to our site, depends on the number of bi-lingual children and their language needs.

Children who have special needs or very limited English skills may be able to access Early Entry in Term 4 (if spaces are available). Please consult with the Director.

Birthdays

We do celebrate birthdays, but ask families not to send cakes, food or party items. You can send uncut fruit and the staff will prepare a fruit platter for everyone to share. We have a little ceremony for those children interested in celebrating at Kindy.

Family and Guardian Involvement

Parents & Guardian are encouraged to be active participants in their child's learning at Kindy. Ways of being involved include:

- Membership on the Governing Council
- Being aware of what is happening by reading noticeboards and newsletters, contributing ideas or resources
- Volunteering
- Donating resources to extend the program (natural items, wood, pods, pinecones, boxes and seeds)
- Supporting fund raising activities
- Spending time with your child when you drop them off
- Putting kindy photos and work in your child's take home portfolio
- Sharing information with staff about your child or their experiences

We do family lunches every term and also try to tie them to special celebrations at kindy, giving families an opportunity to spend the afternoon with siblings and extended family.

Volunteers

Help is always welcome and appreciated and can be offered in a number of ways, for example; cutting up resources, sewing, gardening, washing, cleaning at the end of term or working with staff and students cooking, gardening or being creative. If you would like to come in and help during sessions, then please let staff know.

PLEASE NOTE: Some Volunteers will need to have a Working with Children Check. If you are interested in volunteering at the Kindergarten, please see the Director for further information.

Governing Council

Kindergartens in SA are legally required to have a management committee. Parents are invited to join the Governing Council at the Annual General Meeting (usually held in the middle of the first term). Parents can elect for the following positions:

- Chairperson
- Vice chairperson
- Secretary
- Treasurer
- Fundraising co-ordinator
- General member

Being on the Governing Council is not onerous or time consuming. We meet twice a term, at a time that is convenient for our Governing Council members.

- These meetings are open to all families however only elected members may vote.
- It is a great way to meet other parents and learn more about your child's Kindergarten
- Participate in major decision making about the Kindergarten
- Be involved in fundraising which supports us in providing those extra resources that we would not otherwise afford
- Our Kindergarten Committee manages the contracts for vital things including cleaning, gardening and finance.



Parent Feedback

As a staff team we pride ourselves in being available to talk 1:1, in a confidential manner on concerns that you may have regarding your child/ren's time at kindergarten. We love to celebrate any success with you and your child as well as any concerns. You can talk to us at the beginning or end of session, ring to have a chat or make an appointment to discuss any concerns. Please see the parent concern or complaint brochures for more information.

Thank you for taking the time to read our Family & Guardian Information booklet.

