



PENINSULA

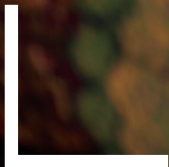
GRAMMAR

INSPIRING PERFORMANCE



WELCOME TO KINDERGARTEN

2021







STAFF CONTACT NUMBERS

School Principal: Mr Stuart Johnston 9788 7777

Head of Junior School (K-4): Mrs Louise Nicholls-Easley
9788 7836

Early Childhood Centre: Reception 9788 7836

HOURS

3 Year Old Kindergarten: 3 days – Monday, Tuesday,
Wednesday 9am – 3pm

2 days – Thursday, Friday 9am – 3pm

4 Year Old Kindergarten: 5 days – Monday to Friday 9am – 3pm

WELCOME

‘We, the Peninsula Grammar Community, recognise that we stand on the sacred land of the Boonwurrung people of the Kulin nations. We respect indigenous spiritual connections and beliefs and acknowledge that this land has always been a place of teaching and learning. We aim to work together to deepen our understanding of indigenous culture in our school, to provide hope for united future generations’.

Mr. Stuart Johnston, Principal

Welcome to Peninsula Grammar's Kindergarten program. We hope you and your child enjoy your first days at Kindergarten and the months afterwards as you settle into the program. Our aim is to provide a rich and nurturing environment where every child can learn, grow and flourish. We believe that happy children learn best so we aim to engage and inspire children in our developmental based programs.

Through our strength-based learning programs we deliver appropriate learning and experiences for all students.

The Kindergarten years are an important part of your child's education and it is a very exciting time for all involved. We are looking forward to a rewarding year working with the children and you, the parents.

Mr. Stuart Johnston
Principal





PHILOSOPHY

The program that is offered to the children in the Kindergarten at Peninsula Grammar is based on a developmental approach and the belief that the children learn best through play. We follow the School's Mission and Core Values, nurturing and inspiring children to strive for excellence.

We aim to support and develop the children's emotional resilience, social confidence, self-motivation, persistence and resourcefulness. We believe that each child has the right to feel safe and secure, enjoy their Kindergarten experience, be a valued and respected member of the group, contribute to their learning environment and be challenged, stimulated and encouraged to take risks.

An important part of this philosophy is forming strong partnerships with parents. Staff recognise that parents are aware of their own children's development and can share vital information that provides a link between home and Kindergarten.

The School's principles of Positive Psychology guide the development of the Kindergarten curriculum and pedagogy which focuses on the strengths and virtues that enable

individuals and communities to thrive. Through this approach the children are given opportunities to develop optimism, engagement and happiness where learning is fostered through positive and authentic relationships with their teachers and the wider community.

The philosophy and the practices are complemented by the teacher's use of the Early Years Learning Framework for Australia and the Victorian Early Years Learning and Development Framework which are underpinned by five principles and five learning outcomes.

PRINCIPLES

Respectful relationships
Partnerships with families
High expectations and equity
Respect for diversity
Reflective practice.



JUNIOR SCHOOL STRUCTURE AND TEAM



Mrs. Louise Nicholls-Easley
Head of Junior School



Ms. Celeste Hudson
Deputy Head of Junior School



Kinder 3KG
Mrs. Kate Gaul



Kinder 3KA
Mrs. Jacqui Adams



Kinder 4KM
Ms. Sloane Quilty



Kinder 4KM&KW
Mrs. Jane Bateman



Kinder 4KW
Ms. Lucinda Watson



Prep A
Mrs. Amanda Whelan



Prep B
Mrs. Elsa Walters



1A
Miss. Emily Tyler



1B
Mrs. Rebekah Cameron



2A
Mrs. Jane Conquest-McDyre



2B
Mrs. Kylie Naylor



3A
Ms. Natalie Benson



3B
Mrs. Monique Le Fevre



4A
Miss. Cassidy Hewitt
(Terms 1 & 4)



4A
Miss. Rachel Petts
(Terms 2 & 3)



4B
Mrs. Kate Prowd



4B
Mrs. Rachael Carvell

LEARNING OUTCOMES

- 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 learners
- Children are effective communicators.

We believe that teaching children to care about each other, have empathy and show kindness and gratitude enables them to flourish in the Kindergarten environment.

Our indoor and outdoor learning environments allow children to learn through exploration and experimentation in a multi modal space. Children have opportunities to work independently and in groups allowing them to develop and strengthen their social and emotional skills.

In April 2015 the Kindergartens were assessed in accordance with the Australian Education and Care Quality Authority (ACECQA) continuous improvement plan. We were delighted to receive an Exceeding National Quality Standard rating.

AIMS

WE WORK TOWARDS:

- Developing positive and meaningful relationships with children and families
- Creating an inviting environment that encourages engagement and a love of learning
- Allowing for a wide variety of possibilities through flexible programming.

CURRICULUM

Our curriculum has been influenced by early childhood educators such as Maria Montessori, Piaget, Froebel and Steiner, and also more recent theorists such as Gardner and De Bono, and the educators of Reggio Emilia in Italy and Forest Kindergartens in Denmark. We are also influenced by the Positive Psychology practices that Peninsula Grammar is embedding in the school-wide curriculum.

This eclectic approach ensures that we acknowledge the early theories of early childhood education, as well as exploring current approaches. It is important to note:

- The way in which we program for the children, together with the manner in which we report to parents, recognises this eclectic approach
- The curriculum and the content of the program include both teacher directed activities and those that have been instigated by the children's particular interests. The teachers and children work collaboratively to engage in rich learning opportunities and experiences

- The curriculum is primarily play-based. We believe that children's learning is maximised through exploration, experimentation and investigation. By using open-ended materials the children experience unlimited possibilities
- We recognise that children learn in different ways and consequently the curriculum incorporates activities that are based on Gardner's theory of Multiple Intelligences (1983) which are visual, logical-mathematical, spatial, kinesthetic, musical, interpersonal and intrapersonal, thus ensuring that every child has a means by which they learn about themselves and the world around them.

POSITIVE PSYCHOLOGY

THE SCIENCE OF HUMAN FLOURISHING AND THRIVING

Peninsula Grammar believes that schools should be places that focus on more than academic achievement. We also need to cultivate resilience, optimism, character strengths and wellbeing in our children. Positive Psychology, which is a new area of scientific study, refers to the cultivation of positive emotions and the engagement of character strengths to enhance student and staff wellbeing and resilience. It also aims to create a culture of accomplishment and achievement.

Positive Psychology emphasises the importance of building positive relationships between all members of the School community as well as developing positive attitudes towards work and play. It underlies all that we do in the Kindergarten.

THE START OF THE YEAR

STAGGERED START

At the commencement of the Kindergarten year, the children will be divided into small groups and attend Kindergarten for shorter periods of time. The small groups gradually come together as one, and the length of time that the children attend Kindergarten will progressively increase over the first month. This ensures that the children are given time to settle happily into Kindergarten life.

Although this can be frustrating for parents, in our experience, the 'staggered start' values the children's need for a gradual and intimate introduction to a full day program. It also attempts to avoid emotional and physical exhaustion.

FORMING FRIENDSHIPS

Children and adults learn and make friendships in a variety of ways and over varying periods of time. During the early weeks of Kindergarten the children may chat happily and spontaneously to each other or be happy to play alongside their peers with minimal verbal communication. Some will be content to spend time watching the play of others. In the early weeks of Kindergarten, we will plan many activities that encourage the children to establish new friendships in a relaxed and unhurried manner.

SMOOTH SAILING - CRASH LANDING!

Most children begin the Kindergarten year full of wonder and enthusiasm. Occasionally, as the term progresses, the children may experience a period of adjustment when they become somewhat hesitant and clingy. We do ask that you communicate this to us so that we can work together to offer reassurance and support when it is required.

It is important to maintain a regular routine during any periods of uncertainty.

GENERAL PROCEDURES

PARENT PARTICIPATION

We welcome your participation in the Kindergarten program. The children enjoy having their parents share their Kindergarten experiences and the program is enhanced by your input.

We invite you to be fully present during this time and therefore ask that you do not use your phone whilst participating in the program. We understand that you may need to take a phone call and ask you to step outside into the foyer area. If you would like to take a photo, please ask staff and they will be more than happy to assist you.

Our parent participation program includes:

- Parent involvement during the first part of the day (approx. 9.00am - 10:30am)
- Attending excursions
- Sharing in special events such as for Mothers' and Fathers' Days
- Participation in a gumboot walk.

BIRTHDAYS

We enjoy celebrating the children's birthdays at Kindergarten. You are welcome to send along something special such as a cake or individual cakes, to help celebrate. We all enjoy sharing the excitement and joy that birthdays generate! We do have tips to help keep our children safe. These are our food handling policies and are available in the Kindergarten foyer.

EXCURSIONS & INCURSIONS

We hold various excursions and incursions throughout the year. Ensure the CareMonkey profile for your child is up to date and you accept notifications of excursions promptly for the teachers organising the excursion. The parents will be notified in advance of these special events. Permission will need to be given for the children to participate.

OPEROO

Operoo is a health and safety system that automatically keeps up to date medical and emergency contact details for all students. It is an innovative parent controlled program used

to seek and document consent from parents for students to participate in or attend events or activities such as excursions, sporting activities and camps.

A Operoo profile is only completed once and provides parents the opportunity to update medical and emergency contact information promptly and accurately while providing Peninsula Grammar with instant access to the information provided.

Once the profile has been completed, consent via Operoo for any School event should be instant.

Parents can use a PC, laptop, tablet or smartphone to enter the details including:

- Emergency contacts
- Medical checklist - anaphylaxis, asthma, allergies, diabetes, seizures etc
- Ambulance and health insurance details
- Any other care instructions from parents/guardians.

When a student commences at Peninsula Grammar, we will send an email invite via Operoo to the primary contact parent email which includes instructions on how to get started. You **MUST** update your child's profile to be able to start using Operoo.

SCHOOL APP

The School app is available free from the iTunes store for iPhone and iPad users and from the Google Play app store for those with an android smartphone. iPad users can download

the app for iPhone which also offers complete functionality on the iPad. Just search for Peninsula Grammar and look for our

crest. The app provides alerts, calendar events, school news and other valuable pieces of information for parents.

BEHAVIOURAL EXPECTATIONS FRAMEWORK

The Behavioural Expectations Framework reflects Peninsula Grammar's core values of; stewardship, integrity, coeducational learning, personal excellence, community spirit and Christian faith. This framework, in association with the established School policies, indicates what the School and its students can expect from each other. The School's mission is to maintain its reputation as a leading co-educational day and boarding school, provide the highest quality teachers, inspire students to reach for personal excellence and nurture in our students the skills and passion to contribute to and engage with the world. This framework is designed to establish the tone and philosophy of Peninsula Grammar and to provide a standard that creates a safe, positive, and nurturing learning environment. It is expected that all members of the School community will embrace this framework so that needs and outcomes are better achieved to advance the vision of our school.

We firmly believe that positive relationships enable important conversations to take place. These then encourage students to make good decisions and to correct inappropriate behaviour. At Peninsula Grammar, these conversations initially involve the student and class teacher as these staff are responsible for developing a positive relationship with each student in their class or class teacher group.

The Behavioural Expectations Framework has been provided to all students and is available from the website under Important Information for Current Students.





COMMUNICATION

We believe that children learn best when there are open lines of communication between home and school. You will have many opportunities to be involved in the Kindergarten program and we enjoy sharing information with you. Please feel free to contact us via email or phone if you would like to catch up with us.

Our normal communication lines are:

- Newsletters/Zenith updates/App updates
- Bulletins/reflection journal
- Parent/teacher discussions – formal and informal
- Reports
- Parent education and information evenings.

ABSENCES

If a student is absent, parents are required to ring before 10.00am to notify the School. We have a 24/7 absentee line and email address that provides one point of contact for parents to use to notify the School of student absences for all children. Parents can now ring 9788 7800 at any time and leave a message or email absent@peninsulagrammar.vic.edu.au. Please provide your child's name and year level. This is very important as it allows us to complete our regulatory paperwork accurately. We encourage parents not to take their son/daughter out of school during term time.

Requests for extended leave greater than five days should be addressed to **Mrs Nicholls-Easley, Head of Junior School on 9788 7831 or email lnichollseasley@pgs.vic.edu.au.**

ILLNESS AND EMERGENCY

A sick child needs to be at home resting. If a child becomes ill during the day we will contact the parents (or the emergency contact) and seek the assistance of School Health staff. Parents will be kept informed at all times.

If your child requires antibiotics, we would not expect to see them back at Kindergarten for a minimum of two days. This is for the benefit of your child, as well as the other children and staff.

All medication must be handed to a staff member and form to be filled out to ensure safe administering.

ACCIDENTS

Accidents that occur at the School may only require minor first aid. However, all accidents will be recorded and parents asked to check the daily attendance book for any notes and to sign the accident book. Parents will be notified of serious incidents. At all times the wellbeing of the child will be the first priority. Parents will be notified if an injury requires medical treatment. We have a School Health nurse on duty and they can assist us with children if they need immediate medical assistance.

INFECTIOUS DISEASES

All parents will be notified when a case of an infectious illness occurs in either the children or staff. All policies about the children's health and wellbeing are available for parents in the Kindergarten foyers. Please make yourself familiar with these policies.

HEAD LICE

Head lice have been around for thousands of years and anyone can get them. They do not carry or transmit disease and, given the chance, will move from head to head without discrimination.

If lice are found, parents will be contacted and asked to treat the condition.

All parents will be notified if outbreaks occur at Kindergarten.

No product is available to prevent head lice. However, tying long hair back and checking weekly for lice, using the conditioner and comb method, can help to minimise the spread.

ANAPHYLAXIS AND ASTHMA ACTION PLANS

Anaphylaxis and Asthma Policies are available in the foyer of the Kindergarten and on our website. Individual Anaphylaxis Management Plans and Asthma Management Plans are kept in the classrooms.

NUDE FOOD

CREATING A CLEANER WORLD FOR THE FUTURE

At Peninsula Grammar we place a strong emphasis on sustainability and in the ECC our focus is on 'reducing, reusing, recycling and rethinking'. All families are encouraged to help us in this endeavour by minimising the amount of packaging in each child's lunchbox. Our aim is for all children to have 'nude food' lunches with no packaging.

While we appreciate that making food is time consuming for busy families, it's worth the effort. There are two powerful incentives for providing 'nude food' lunches: knowing what your child is eating and knowing that you are reducing rubbish, which will significantly affect the future of our planet.

DELIVERY AND COLLECTION OF CHILDREN

Our Kindergarten is registered to operate from 9.00am until 3.00pm. From 8.50am onwards you are welcome to wait in the entry of the Kindergarten. The time of arrival must be recorded in the "sign in book". Departure time must also be recorded when the children leave. Authorisation is required if a child is to be collected by someone other than the parent, guardian or nominated persons (as stated in the enrolment forms).

LATE COLLECTION

If circumstances prevent you from collecting your child from Kindergarten at “home time” please contact the Kindergarten directly or Early Childhood Centre reception and arrangements for care will be made.

AFTER SCHOOL CARE

Camp Australia runs Before and After School Hours Care at Peninsula Grammar. Children who are three years and over are able to be registered to attend the program between 6.45am-9.00am and 3.00pm-6.00pm. Please speak directly to Camp Australia regarding the availability of these programs for Kindergarten children.

All bookings and contact for the service can be completed by contacting Camp Australia on 1300 105 343 or online www.campaustrialia.com.au

EMERGENCY AND EVACUATION PROCEDURES

If an emergency arises, children will be evacuated to the H.A. Macdonald Oval according to our emergency evacuation plan. A copy of the evacuation plan is in the Kindergarten for parents to view.

UNIFORM

The children are expected to wear the Kindergarten uniform. Details of this are provided in a package from the Admissions Office. Please make sure that all uniform items are clearly named.

As we are a ‘Sunsmart’ school, it is mandatory for all students to wear hats in Terms 1 and 4. Please apply sunscreen before students begin the day. Staff will reapply if the children play outside after lunch.

www.peninsulagrammar.vic.edu.au/current-students/uniform-shop/

HOME VISITS

Occasionally we will conduct a home visit to a child so that we are able to gain a clearer understanding of their needs and interests. Home visits give an opportunity to enhance our relationship with a child on their territory and thereby enable us to plan more appropriately for them.

A home visit also allows parents to speak with us informally regarding any concerns that they may have regarding their child and how we can best meet their needs.

THE FIRST DAY

On the first day of Kindergarten the children will need to bring:

- A named, plastic cup that will stay at Kindergarten for the year (250ml max.)

- A recent photograph which will be placed in a locker for identification
- A library bag (4 Year Old Kinder only)
- A school hat
- Named, spare clothes and underwear (which will stay in their bag)
- A pair of named gumboots and spare socks for the digging patch and gumboot walks.

Each day your child will need to bring a piece of fruit to be shared at morning tea time, and an individual lunch. In line with School policy we encourage the children to bring along a nutritious lunch (ie. no lollies, rollups, chips, chocolate, fizzy drinks etc).

REST TIME

Each day the children will have a rest time. We consider this an important part of the program where the children are able to take time out from a day which is busy on an intellectual, physical and social level. We often underestimate how exhausting social interactions are for children. They need time to reflect on the day, time to think, to relax and to sleep if they wish.

A typical rest time would run as follows – children make their beds and settle quietly on their mattresses. A staff member will read to them for a short while and then relaxing music is played. Rest time usually lasts 40 minutes.

WHAT DO YOU NEED TO BRING?

Rest time bedding is provided by the School and will be sent home at the end of each week to be laundered. Your child may wish to bring along a small soft toy for rest time and a small pillow, which can remain in their locker.

TOYS

We would ask that the children do not bring toys to Kindergarten. Both groups will be offered an opportunity to bring something special along to show the other children in their group during the year.

We do, however, encourage children to bring along special things from the natural world – a nest, a selection of shells, a bunch of flowers etc. If you are unsure come and ask us.

A PARTNERSHIP

The Kindergarten is a stepping stone from home to ‘school’ and what we can achieve is enhanced when parents play an active part in the child’s life by providing and sharing experiences and encouraging a positive response to opportunities as they occur.

We encourage your participation in the program and we love to hear about the children’s life at home and special experiences that each child may have.



POEM

I dreamt I stood in a studio,
And watched two sculptors there,
The clay they used was a young child's mind
And they fashioned it with care

One was a teacher
and the tools that were used
Were books, and music and art;
One was a parent with a guiding hand
And a gentle, loving heart.

Day after day the teacher toiled
With touch that was deft and sure,
While the parent laboured side by side,
And polished and smoothed o'er.

And when their task was done,
They were proud of what they had wrought,
For the things that they had moulded into the child
Could neither be sold or bought.

And each agreed they would have failed
If they had worked alone,
For behind the parent stood the school,
And behind the teacher, the home.

Anon





I TOOK HIS HAND AND FOLLOWED

My dishes went unwashed today
I didn't make the bed,
I took his hand and followed
Where his eager footsteps led.

Oh yes, we went adventuring
My little son and I
Exploring all the great outdoors
Beneath the summer sky.

We waded in a shallow creek
We wandered through the bush
My kitchen wasn't swept today
But life was gay and good.

We found a cool, sun-dappled nook
And now my son knows
How mother bunny hides her nest
Where wattle and grevillea grow.

We watched a magpie feed her young
We climbed a sunlit hill ...
Saw cloud-sheep scamper through the sky
We plucked a daffodil.

That my house was neglected
That I didn't brush the stairs
In twenty years no one on earth
Will know or even care.

But that I've helped my little boy
To noble manhood grow
In twenty years, the whole wide world
May look and see and know.

Anon

LEARNING OUTDOORS IN NATURE

The staff at Peninsula Grammar value outdoor play and encourage children to explore learn and connect with the natural environment. The children in both Three and Four Year Old Kindergarten participate in regular gumboot walks throughout our school grounds. Children's learning and appreciation for nature is enhanced when they engage in the outdoors.

Current research clearly shows that natural environments and outdoor play are beneficial to children in many ways. Playing outdoors is important for developing capacities for creativity, symbolic play, problem solving and intellectual development. Outdoor play has clear physical benefits for developing children including helping children to acquire gross motor skills, eye-hand coordination and helping to prevent obesity.

Sensory stimulation derived from interacting with natural environments allows children to learn with all of their senses. These senses include seeing, hearing, touching and smelling.

It is well known that physical activity is beneficial for children in many ways. In a recent review of literature concerning children outdoors, Munoz examines research linking time spent outdoors to increased physical activity, healthy development and overall wellbeing (Munoz, S.A. 2009 Children in the Outdoors. Sustainable Development Research Centre. Horizon, Scotland).

Research also shows that children who have trouble concentrating benefit from playing outdoors, as after playing outdoors these children are better able to concentrate on tasks.

Natural environments give educators in education and care services opportunities to teach children about caring for the world in which we live. Seeing plants grow and change throughout the year helps children to understand and learn more about nature. Read more here: <https://www.education.vic.gov.au/childhood/providers/regulation/Pages/naturalenvironments.aspx>





PENINSULA
— G R A M M A R —
INSPIRING PERFORMANCE