



SEAFORD RISE KINDERGARTEN

"Children are our future"



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Seaford Rise Kindergarten



Government of South Australia

Department for Education and
Child Development

2018

Information Booklet

Preschool Sessions:

Monday &

Tuesday:

(8:30am-3:15pm)

& Fortnightly Friday

(8:30am-11:30am)

Or

Wednesday

& Thursday:

(8:30am-3:15pm)

& Fortnightly Friday

(8:30am-11:30am)

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Welcome

Members of the staff and Governing Council welcome you to Seaford Rise Kindergarten. We look forward to sharing your child's learning journey with you to ensure that our time spent together will be a happy and fulfilling experience for both you and your child.



Please take time to read through this information booklet as it will help you to gain an insight into our philosophy, goals, curriculum and routines. It will also outline the policies and procedures to ensure that you have a smooth transition into our Kindergarten community.

At the Seaford Rise Kindergarten we aim to provide a high quality flexible educational programme that is inclusive, equitable and accessible for all children, meeting the needs of individual children and their families. We encourage families to be involved in the services. You are welcome to visit or be a part of our programme after consultation with the Director or a Teacher.

The Kindergarten curriculum is developed by the staff and is based upon the Australian National Curriculum, the "Early Years Curriculum Framework" (EYLF), "Belonging, Being & Becoming."

The outcomes that we develop the learning programme around 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

We offer:

- Kindergarten sessions
- Early Entry - for children with special needs (after consultation with the Director). Some support may be available for children with special needs, depending upon DECD funding.
- Occasional Care (2-4 years old)
- Child and Youth Health Checks



Seaford Rise Kindergarten is located next to the grounds of the Seaford Rise Primary School.

Our Philosophy Statement

At Seaford Rise Kindergarten we believe that children are strong capable learners and in empowering children to make decisions on factors which affect them. We believe that children learn through play, engaging in positive relationships with their teachers and peers.



Through play we encourage children to use their imagination and creativity, providing open ended activities using Bloom's Taxonomy, to nurture higher order thinking. Each and every child is respected and valued and is at the centre of the curriculum. Our programme uses the practices and principles of the Early Years Learning Framework to support children's learning and development. Through our teaching pedagogies we scaffold children's experiences and ideas, to create kindergarten culture that is inclusive of all children and families.

We believe in the value of early childhood education and that a positive sense of self and wellbeing is the foundation for learning success. Children are encouraged to explore the world around them through dramatic play, sensory activities, literacy and numeracy exploration, developing their curiosity and problem solving ideas. We believe that children learn through extended play experiences and enjoyment.

We have created a learning environment which fosters working in partnerships with families through involving families in our programming and learning stories. We have a team of passionate and dedicated educators who continue to strive for personal excellence in early childhood education. We believe in empowering children as they transition into kindergarten by encouraging self-help skills and independence.

We believe in the philosophies of the Reggio Emilia Approach and the 100 hundred languages of children poem, which captures the true essence of the value of our teaching early childhood education:





The Hundred Languages of Children

The child is made of one hundred.

*The child has
a hundred languages
a hundred hands
a hundred thoughts
a hundred ways of thinking
of playing, of speaking.*

*A hundred.
Always a hundred
ways of listening
of marvelling of loving
a hundred joys
for singing and understanding
a hundred worlds
to discover
a hundred worlds
to invent
a hundred worlds
to dream.*

*The child has
A hundred languages
(and a hundred hundred hundred more)
but they steal ninety-nine.
The school and the culture*

separate the head from the body.

*They tell the child;
to think without hands
to do without head
to listen and not to speak
to understand without joy
to love and to marvel
only at Easter and Christmas*

*They tell the child:
to discover the world already there
and of the hundred
they steal ninety-nine.*

*They tell the child:
that work and play
reality and fantasy
science and imagination
sky and earth
reason and dream
are things*

*that do not belong together.
And thus they tell the child
that the hundred is not there.*

*The child says:
NO WAY. The hundred is there.*

*Loris Malaguzzi
Founder of the Reggio Approach*

It is through this approach to learning which encompasses the teachings of great thinkers such as Piaget, Dewey and Vygotsky, that we believe children are both researchers and constructors of their own ideas and knowledge. We believe that our task as early childhood educators is to help children communicate with the world using their skills, strengths and potential, building the foundation for learning success.

Kindergarten Staff

DIRECTOR: Donia Haidar holds a Master of Teaching (Early Childhood) and has started working at the kindy in January 2015. She has been working with children for a number of years and has worked across the curriculum in childcare, schools and kindergarten settings. She has worked at Good start Early Learning centres at Glenelg and Marion as an early childhood educator. She has also worked at Kurralta Park kindergarten as the Occasional Care co-ordinator and at Brompton kindy as the teacher. She has been at Nazareth Early Childhood centre working as the teacher in the kindy room and has worked as a Reception teacher at Magill School. She has worked as a director at Paradise kindy and before coming to Seaford Rise she worked as the Universal Access teacher at Stepping Stone Kidman Park. She enjoys working with children and supporting children on their learning journey.

TEACHER: Audrey Bley-Linn holds a Diploma of Teaching (Early Childhood Education) and has worked in Kindergartens since 1983. These include Kindergartens in Hackham West, a mobile Kindergarten servicing Port Elliott and Hallett Cove, bi-lingual support in Morphett Vale, Kindergartens in Strathalbyn, Christies North and 10 years at Madge Sexton Kindergarten, McLaren Vale. She has worked at Seaford Rise Children's Centre since January 2008. Audrey has lived in Willunga since January 2006 and is mother to 2 sons. Audrey's lifelong goal was to work as a Kindergarten Teacher, a role she is very passionate about!

TEACHER: Carly Smith has attained a Bachelor of Early Childhood and Disability Studies. She is enthusiastic about early childhood development, supporting children in their learning and growth.

OCCASIONAL CARE COORDINATOR: Kelsey Walker has accomplished a Diploma in Early Childhood Education and Care. She has been working at the kindergarten since 2016. She is a Reggio enthusiast and has a passion for working with children with diverse needs.

Anita Vario, Early Childhood Worker and Support - Anita possesses a Certificate 3 in Children's Services. She has worked at Seaford Rise Children's Centre since 2009. She also works as speech and language support for children with special needs.

Rachel Moulds, Early Childhood Worker - Rachel retains a Certificate 3 in Children's Services. In 2007 she worked in a voluntary capacity at both the Kindergarten and school prior to working at Seaford Rise Kindergarten.

Sam O'Connor, Early Childhood Worker - Sam holds a Certificate 3 in Children's Services. She has done volunteer work here and at the Seaford Rise Primary School before starting her employment with us in mid-2012.



What to do upon arrival at Kindergarten

1. Sign your child in – sign in sheets are on the table under the verandah
2. Encourage your child to put his/her own back pack on a hook
3. Check your child's pigeon hole for any notices or newsletters
4. Help your child to settle into an activity and say 'goodbye' before you leave

Settling in

Some children need a lot of reassurance to settle into Kindergarten, while others throw themselves whole-heartedly into activities straight away. There is no right or wrong way, every child is unique. We recognise that parents know their own child best, and staff will support you to develop a suitable system of separation that suits everyone. Please make sure that you always say 'goodbye' to your child when you leave, don't 'sneak away' as it is vital that we work together to build trusting relationships. We encourage children to be responsible for their own bags and belongings. It is important to let your child hang their own bag on a hook so that they know where to find their fruit, drink bottle and hat etc.

Daily Routine Components

Small group time - During this time, a small group of children meet with an Educator to experiment with materials, try out new skills, and solve problems. Educators develop a small group activity based on children's interest and particular skills or content areas that suit children's developmental learning needs. Though the educator plans the activity and sets it in motion, children make choices about how to use the materials and freely communicate their ideas.

Large group time - This time builds a sense of community. Educators and all the children come together for movement, music activities, interactive storytelling and other shared experiences.

Outdoor and indoor free play - Children decide where they would like to engage themselves and play. Play can be described as: Pleasurable-play is an enjoyable and pleasurable activity. Play sometimes includes frustrations, challenges and fears; however enjoyment is a key feature. Symbolic-play is often pretend, it has a 'what if?' quality. The play has meaning to the player that is often not evident to the educator. Active-play requires action, either physical, verbal or mental engagement with materials, people, ideas or the environment. Voluntary-play is freely chosen. However, players can also be invited or prompted to play. Process oriented-play is a means unto itself and players may not have an end or goal in sight. Self-motivating-play is considered its own reward to the player.

Transition times - Transitions are the minutes between other blocks of the day, as well as arrival and departure times. Teachers plan meaningful learning experiences for this time, which keep children engaged and minimize disruption.

Rolling snack time - By providing rolling snack time the children have a choice of when they would like to eat, and snack time becomes an integrated activity within the session. This allows children to continue their play undisturbed.

Lunch time - Children come together for lunch which allows them to enjoy eating healthy food in a supportive and social setting.

Resting times - Rest is for relaxing or quiet, solitary activities.

What to Bring to Kindy

- Bag
- Hat
- Fruit/healthy snacks
- Drink bottle (water only)
- Lunch box
- Ice brick (to keep lunch box contents cool)
- Spare clothing in a plastic bag
- Any Medication (*see below*)

Please ensure that all items are labelled clearly and your child is independently able to manage their belongings.

PLEASE DO NOT BRING TOYS

Children often get distressed if they bring a toy to Kindergarten and it is then lost or broken. Please support us by keeping children's toys at home.

Hat

Your child will need to bring a **named** broad brimmed or legionnaires hat. Our centre has a policy "NO HAT, NO OUTDOOR PLAY." This supports the recommendation of the Anti-Cancer Foundation. Children need to wear a hat on any day when the U.V. level is predicted to be 3 or above. This level can be achieved during the winter months as well as at other times during the year so please ensure that you pack a suitable hat **every day**.



Children who forget their hat are asked to play indoors or under the veranda. We encourage children to be independent and take on the responsibility of caring for their own hat. Please encourage your child to apply sun screen before the start of the session. Sun screen will be given to children at lunch time. As part of protection from the sun, children need to wear clothing which covers their shoulders.



Clothing

A child's Kindergarten year is a special time where children have the opportunity to explore, grow and develop through the use of a wide range of learning experiences. Sometimes children will be apprehensive about participating in these valuable experiences because they are concerned that they will be punished if they get dirty. You can help by:

- Dressing your child in play clothes or old clothes, (smocks are provided for messy art activities).
- Sending a change of clothes with your child (Place spare clothes in a plastic bag, place into their Kindy back pack. Name all clothes and shoes.)

Choose clothes that wash easily and are suitably comfortable for climbing, running, jumping and swinging, as well as clothes that can withstand a bit of wear and tear as your child will be working with paints, glue, sand etc. Please ensure that clothing covers shoulders and ensure that your child wears appropriate shoes, not thongs or plastic clogs (such as 'crocs') as these are inappropriate for running and climbing.

Fruit/ Snack

Your child will need to bring healthy snacks to Kindy. We encourage healthy eating in compliance to the Rite Bite food supply and nutrition policy for preschool. We are finding that children are hungry early on in the day and rolling snack times are a wonderful part of our routine, which supports the wellbeing of children. We are an **ALLERGY AWARE** centre, therefore, **NO NUT or EGG PRODUCTS** are to be brought into the centre e.g. Peanut Butter, Nutella, egg sandwiches. Please check labels carefully. Please see our Food and Nutrition Guidelines for more information and ideas on what is appropriate to bring to Kindergarten. If you have any questions please see a staff member. Children's lunch boxes are kept in their bags which are kept in your child's designated room. When children feel hungry they may go to their bags and get their lunch boxes and sit on the mat in the middle room to have their snack. At lunch time all the children gather under the veranda to have their lunch and engage in shared conversations with educators and peers.

Drink

We encourage children to drink water at Kindergarten. Please supply a **named** drink bottle of **water** to be kept in your child's bag. A water eski is located under the veranda, providing children with access to fresh drinking water at ALL times.

Collection of Children

If someone other than a parent is collecting your child from Kindergarten you must write this information in the Parent Communication Diary or 'phone the Kindergarten. Should an emergency arise, and you are unable to collect your child, please 'phone the Kindergarten to let us know who will be collecting your child in your absence.

Seaford Rise Kindergarten requires a minimum age of 18 for an authorised nominee to collect a child. This can be reviewed on a case by case basis, taking into account extenuating circumstances with the Approved Provider.

When coming and going from the Kindergarten, please ensure the gate closes behind you and that no one goes through the gate other than you and your child.

Out of School Hours Care (OSHC) children will be 'signed out' from Kindergarten, and escorted to the Seaford Rise Primary School OSHC room and signed in by a kindy staff member. See page 16 for more information on OSHC.

Car parking

Please note that the car park on the southern side of the Kindergarten is for Kindergarten and School staff parking only. Families are permitted to park on Grand Boulevard, which has a 25km/h speed limit when children are present. The Kindergarten disabled car park is the designated and signed park closest to the Kindergarten. If you park here without a permit, you could get fined approximately \$370.00 by the council. Leaving your child in a car unsupervised at any time is extremely dangerous and not recommended.

Fees

The Kindergarten fees are \$130.00 per term.

We offer concession to families that hold a current Health Care Card.

Public Kindergartens in South Australia are administered by the Department for Education and Childhood Development. We rely heavily on fees to cover the costs of consumables, new equipment and to maintain a high quality learning environment for the children. Fees are set by the Governing Council and accounts are distributed via your pigeon hole at the Kindergarten. Fees for the following term are required to be paid in full by week 9 of the current term.

If you have any difficulty in paying fees, please see the Kindergarten Director.

Internet Payments (preferred method)

ACCOUNT NAME:	Seaford Rise Kindergarten
BSB:	035-087
ACCOUNT NUMBER:	127580
REFERENCE:	Child's name

Internet payments will be reconciled weekly & receipted against fees outstanding.

A receipt for internet payments will only be issued upon request.

Cash, Cheque or Money Order

Personal payments can be made at the Kindergarten. Fees are paid into the locked fees box located at the end of the kitchen bench.

Staff members are usually available at the beginning and end of each session if required to assist parents with fee payments.

The following procedures to be used:

- Parents complete payment details on the Fees and Money Verification sheet.
- Parents complete details on a fee envelope located at the end of the kitchen bench.
- Have details counter-signed by a staff member **before** sealing the envelope.
- Post the fee envelope containing payment into the fee box at the end of the kitchen bench.

All other payments such as social event payments will be recorded in the same manner unless otherwise indicated.

PLEASE SEE A STAFF MEMBER IF YOU HAVE ANY QUERIES.

Detail Changes

If at any stage during your child's time at Kindergarten there are changes to your circumstances such as telephone number, address, family situation, intended school and medical conditions, it is important that you inform us as soon as possible to ensure we are able to provide the best quality care and education for your child.

Forms of Communication with Parents

Pigeon Holes

Named pigeon holes are provided for parents. Newsletters, notices, art work and other important information will be regularly placed in these for your convenience. Please check your child's pigeon hole after each session.

Notice board

There is a notice board under the verandah. It provides additional information about daily and upcoming events as well as other important information such as health issues. Please check at each attending session. A Community Profile Board is displayed in the middle room, to provide information about community events/ activities along with a Parenting SA stand with handouts for you to take.

Parent Diary

A diary for notifying staff of absentees, late arrivals and child collection is available. Please ask a staff member for assistance. Please note that important or private information should be directly given to the Director or a Teacher.

Absence

Please advise staff of any absences your child may have. To enable each child to gain maximum benefit from the Kindergarten programme, it is essential that children attend regularly. High attendance rates ensure staffing continuity at the Kindergarten as our funding for staffing is based on ATTENDANCE, not enrolment figures.

If your child is running a temperature or showing any signs of being unwell you must keep them at home. Please keep children home for 24 hours after the last episode of any vomiting or diarrhoea to aid your child's recovery and to prevent the spread of infection. We also ask for notification in the incidence of infectious or contagious diseases in the family.

Medication

If your child suffers from a medical condition or allergy, the Kindergarten will require a medical plan from your child's doctor to ensure that the staff can support your child in their health needs. Please see the Director for the appropriate forms or for more information. **Under no circumstances should any type of medication be left in children's bags.**

Emergency Policy

All children in attendance at the Kindergarten are signed in by you on an attendance sheet when they arrive at Kindergarten. This attendance sheet is used to identify all children in the event of an emergency or evacuation process. This is why it is important for you to remember to sign your child in and to notify us should your child not be attending Kindergarten for their nominated session. Evacuation and lock down procedures are practised with the children and staff on a regular basis as required by law (at least once per term). An ambulance will be called in the case of an emergency. All staff are trained to administer First Aid.

Special Services

The Kindergarten has restricted minimal access to some DECD services including Speech Pathologist, Psychologist, Social Worker and Special Support Staff. If you think that your child may require any of these services, please speak to the Kindergarten Director.

CAFHS visits the Kindergarten, generally once per term, to do 4 year old health checks. You will be notified of the date so that you can make an appointment if you wish.

Behaviour Support

Positive reinforcement and encouragement for appropriate behaviour is modelled by staff. Redirection/distraction and early intervention to avoid escalation of conflict are practiced by staff. Teaching of communication and problem solving skills that encourage self-awareness and self-discipline are an integral part of the curriculum programme. At the Kindergarten we implement a programme called, "Say What You See." Examples of this practice can be seen on display at the Kindergarten.

Consequences for inappropriate behaviours must reflect the dignity and rights of the child.

Children are encouraged to develop social skills that will allow them to resolve conflicts and meet their needs without the use of aggressive or destructive behaviours. We encourage children to respect themselves and others and have staff members guide children's behaviour and provide clear guidelines as to why a particular behaviour is unacceptable while they are at the Kindergarten.

Early Entry into Kindergarten

Early entry may be available to children with additional needs such as a disability, developmental delay, culturally and linguistically diverse backgrounds or family and social circumstances. These children may attend a modified programme, as early as two terms before their eligible year of preschool. If you believe that your child may qualify for any of these programmes, please don't hesitate to speak to the Director.

Assessment and reporting

Assessment and reporting involves collecting information about your child in a variety of ways including:

- Written observations
- Individual Learning Plans
- Photographs
- Parent interviews (Individual Learning Plan meetings)
- Summative Reports/ Learning Statement

We encourage you to provide feedback on your child's learning and our program.

Birthdays

We support and encourage participation in a range of cultural celebrations including birthdays. We celebrate birthdays at the Kindergarten by singing “Happy Birthday.” We provide a pretend ‘cake’ so that the birthday child can blow out the candles.

We support family choice for those families preferring not to be involved in this celebration; please let staff know. We ask that birthday food is kept for home as it would mean that children could be eating birthday cake several times a week if every child brought cake to share for their birthday!

We love to celebrate birthdays but please do not send along any items for your child to give out to the other children.

Family Grievances

Our team is here to ensure you and your child enjoys a happy and healthy experience at Seaford Rise Kindergarten. Should a problem arise that you feel you need to resolve with our staff, then please let us know. Communication is the key, the first person to speak to is always the staff. In almost all cases, parents together with the staff will be able to resolve the issue. Should this not be the case and you find yourself unsatisfied with the outcome, please contact the Director, who can work with you and the staff to resolve the problem.

All grievances will be taken seriously and our best efforts will always be forthcoming.

How you can help us

There are many ways that you can help us including: bringing in recycling materials and resources; volunteering your time (Governing Council); offering your services (trade, skill, interest) to improve our facilities or enrich our learning experiences. Please see staff for more information or to offer your services.

What about the good things! Let us know! Don’t be shy to tell us about the good things Seaford Rise Kindergarten staff do or say, if you don’t tell us...we won’t know! Positive feedback reinforces the good things that are happening and lets staff know what is working. On this note, we are always happy to have constructive feedback or ideas for improvement. Seaford Rise Kindergarten staff is committed to providing a quality educational programme and service for children and families and we are always looking for improvement ideas.

The Governing Council

What is Governing Council? The Seaford Rise Kindergarten Governing Council provides a wonderful opportunity for parents to become involved in the Kindergarten community by strengthening the partnership between families and staff. The Governing Council aims to provide a supportive network of interested parents who can provide suggestions, advice and feedback to the Director and staff about how the Kindergarten is run and where any improvements can be made in meeting the needs of the children.

Who can join the Governing Council? All parents and care providers of children at Seaford Rise Kindergarten are invited to join. At the Annual General Meeting in Term One, the Council elects a committee of Office Bearers and various small roles are shared between Council members. You do not require any committee experience to be involved in the Governing Council, as a parent or caregiver of a child at the Kindergarten your opinions and ideas are highly valued – all we ask is that

you bring a positive and enthusiastic attitude towards strengthening the Kindergarten community partnerships.

How much time is involved in being on the Governing Council? Two meetings per term! Meetings are an opportunity for parents to have input into the management of the Kindergarten and to get to know the inner workings of the centre. It is a good way to get to know other parents, the Director and some members of the Staff. The Council fosters an environment where parents work together with staff to make Governing the Kindergarten a fun and enjoyable experience for all involved.

Developing partnerships with families

At Seaford Rise Kindergarten, we believe that developing positive relationships with the children, families and Kindergarten community are essential. A vital part of this is ensuring we are communicating effectively and providing lots of opportunities for dialogue about your child's learning and development, as well as the Kindergarten's programmes and environment.

Throughout your child's time at Kindergarten we will communicate information about his/her learning and the Kindergarten's programmes in a variety of ways. Family members are welcome to participate in Kindergarten sessions after consultation with the Director or a Teacher.

Below is a list of some of the processes that you should expect to see!

- A questionnaire to inform us of your child's strengths, needs & interests
- Display boards
- Newsletters
- An informative website www.seafordrisecc.sa.edu.au and Facebook page.
- Current program and learning available for parents to view and provide feedback
- Informal chats – we are never too busy to have a chat, even if we look like we are!
- Additional meetings if your child has special needs i.e. speech, hearing, emotional issues etc.
- Parental/ Care providers survey about the services we provide
- A summative report. (In your child's final term of sessional Kindergarten.)
- Kindergarten staff always being friendly, caring and approachable.
- Governing Council Committee (you are welcome to join at any time).

Like us on Facebook!

Please like our Facebook page and be kept up to date with what's happening at our kindergarten.



Working together

Success in early childhood is a goal that we as educators share with parents for their children. Learning capabilities improve when the parents are involved with their children's education.

So what can you do at home?

- Encouraging a positive attitude towards learning is one of the most beneficial things that a parent can do for their child.
- Helping your child to understand that learning is important. Actively showing an interest in what your child is learning and what is happening at the Kindergarten is essential.
- We ask that you read the information on the entrance notice boards, as well as any newsletters and information sheets placed in your child's pigeon hole. Please take note of any important dates.
- Please let the Kindergarten Director or one of the staff know, should there be a situation at home which might affect the child's interest in participation. A seriously ill relative, the arrival of a new baby or general changes in the home situation can be upsetting for the child.
- Educators are better able to provide positive learning outcomes for the children if they are informed of things that affect the child in the home setting.

Your input to the programme is very important so please let us know should you have any ideas. You can become involved by joining the Governing Council, or by volunteering to assist in the Kindergarten, you may have some special skills that you want to share with the children, be it singing, gardening, cooking, language etc.! (Please see the Volunteer Policy). Our goal is not just to aim for parental involvement, but for parental partnerships, there is a big difference – this is YOUR kindergarten, we hear YOUR voice.



Services

Out of School Care (OSHC)

We are unique as we can offer our families attending Seaford Rise Kindergarten, a before kindy and after kindy hours care program. The service is provided by Camp Australia www.campastralia.com.au and held in the OSHC rooms at Seaford Rise Primary School (E suite).



For more information please check their web site or please call 1300 105 343.

Helpful Information

Child Youth Health (CYH) Screening

Child Youth Health screenings are offered to children from 4 years and 3 months old. Parents will receive notification and information as the time for your child's screening approaches.

SA Dental Service Noarlunga

The School Dental Service is a free service available to children attending preschool. It is located at the GP Plus Super Clinic Noarlunga, 2 Alexander Kelly Drive, Noarlunga Centre. Open Monday to Friday Ph: 8382 9244

South Australian state school terms dates:

	Term 1	Term 2	Term 3	Term 4
2017	30 January - 13 April	1 May - 7 July	24 July - 29 September	16 October - 15 December
2018	29 January - 13 April	30 April - 6 July	23 July - 28 September	15 October - 14 December
2019	29 January - 12 April	29 April - 5 July	22 July - 27 September	14 October - 13 December
2020	28 January - 9 April	27 April - 3 July	20 July - 25 September	12 October - 11 December
2021	1 February - 16 April	3 May - 9 July	26 July - 1 October	18 October - 17 December

This information is current as of January 2017.

South Australian State Schools Term Dates

This information is current as of January 2017.

To confirm this information, please contact the Department for Education & Child Development on 8226 1083

Visit www.greatstart.sa.edu.au for everyday ideas for you and your child.