



BUTTERFLIES CHILDCARE  
& EARLY LEARNING CENTRE

*Brichard Road*

# Butterflies Kindergarten

## -Parent Handbook 2021-

Attending Kindergarten is an important step for your child. It will help them gain skills that they will build on throughout their life.

At Kindergarten, your child will grow social and emotionally. Their ability to think, use and recognise language and their fine motor skills will be developed through play, art, dance, music, movement and interacting with others.

Butterflies Kindergarten will offer your child a range of learning experiences and activities that are both stimulating and fun. Your child's learning and curiosity will be encouraged through experiences and activities, such as exploring the natural world, being exposed to new ideas and solving problems.

### **Your child will be able to:**

- **Learn to work with others and make friends through group activities and cooperative play.**
  - **Express their creativity, for example, through dance, movement and art.**
- **Build their communication skills by listening to and having conversations with the educators and other children.**
  - **Develop the skills that they need for reading, writing and mathematics.**

The main benefits of long day care Kindergarten are:

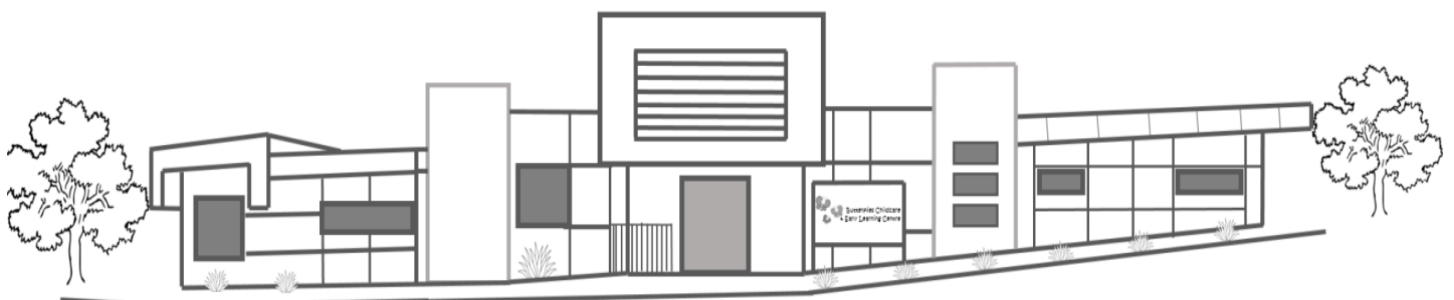
Children who take longer to settle in after drop off are still able to participate in the program due to having a longer day here.

A longer day allows more relaxed transitions throughout the day.

A long day prepares the children adequately for longer days at school.

Kindergartens operating within childcare hours allows working families to continue working with no disruption to their working hours.

**We are looking forward to your child joining us for their Kindergarten year!**



# Flexible Daily Routine

**6.30am-9.15am** – Extended Care - Children are involved in activities and experiences of their own choice that are planned by the Kindergarten teacher.

**9.00am** – Session Begins. (We ask that all children arrive by 9.00am for the beginning of the session)

**9.15am-9.30am** - Group time with whole group.

Children come together to join in a story, game or activity. They will also be involved in a discussion about the topic of interest and activities and experiences that have been planned. Children are able to have input into the program.

**9.30am-10.00am** – Children are involved in an activity or experience which is Teacher initiated and structured. This may be a game, art and craft experience or a spontaneous excursion or incursion.

**10.00am-10.30am** - Progressive morning Tea. Children are invited to join Morning tea in their own time. This allows children to complete the activity or experience they are involved in which gives children a sense of achievement.

**10.00-11.00am** – Children are involved in a balance of structured activities and learning through play. An indoor / outdoor program is implemented. Children have the opportunity to make choices about their learning and become confident and involved learners.

**11.00am –11.45am** - Children are involved in an activity or experience which is Teacher initiated and structured. This may be a game, art and craft experience or a spontaneous excursion or incursion.

**11.45am -12.00pm** - Group time – Children come together to join in a story, game or activity. This helps children settle and creates a smoother transition into lunch time.

**12.00pm-12.30pm** – Lunch Time. Children serve their own lunch and have the opportunity to interact in a meal time with their peers.

**12.30pm-1.45pm** – Rest Time. Children are given the opportunity for a rest or sleep. This allows children to absorb the information from the morning activities and experiences and be refreshed for the afternoon program.

**1.45pm-2.45pm** – Children are involved in an activity or experience which is Teacher initiated and structured. This may be a game, art and craft experience or a spontaneous excursion or incursion.

**2.45pm-3.00pm** - Group time - Children come together to join in a story, game or activity. They will also be involved in a discussion about the topic of interest and activities and experiences they were involved in throughout the day. Children discuss the program and the learning that has occurred.

**3.00pm-3.30pm** – Afternoon Tea. Children have the opportunity to interact in a meal time with their peers. (On occasion a progressive afternoon tea is served)

**3.30pm-4.00pm** – Children are involved in a balance of structured activities and learning through play. An indoor / outdoor program is implemented.

**4.30pm** – Session Ends.

**4.30pm-6.30pm** – Extended Care - Children are involved in activities and experiences of their own choice that are planned by the Kindergarten teacher.

## Excursions & Incursions

From time to time throughout the year we take the children on excursions. Prior to these, parents are given information on the excursion regarding the type of transport to be used and a permission form to sign and return.

Parent participation is always welcome and adult to child ratios are always followed.

Children not attending the excursion will be catered for at the Centre.

## Dental Health Session & Preliminary Dental Health Screen

Qualified Dental Health nurses from Nillumbik Health visit the centre to talk to the children about dental health and hygiene, before inviting the children to take part in a preliminary dental health screen. The discussion prior to the health screen is a friendly, fun and light hearted way to ease children's concerns about visiting the dentist.

## **Responsible Pet Ownership**

The Responsible Pet Ownership initiative is presented by The Department of Primary Industries and is a fantastic way to encourage children to explore what it means to be a responsible pet owner.

## **Creative Storytelling Sessions**

A librarian from Yarra Plenty Regional Library visits the Kindergarten to involve the children in creative storytelling sessions, including role play and music.

## **Other incursions and excursions include:**

Crossing Supervisor Visit

Lunchbox Week

Excursion to Laurimar Primary School

Graduation

Road Safety Incursion

## **Fixed Learning Experiences in the Classroom**

Children are involved in fixed learning experiences throughout the year. This includes the following:

### **Chickens**

Children are involved in the maintaining of the class chickens. Scraps are collected from morning tea and are given to the chickens.

### **Mice**

The children will have pet mice introduced into the program this year and will take part in handling, maintaining, feeding and watching them grow.

## **Chicken Handling & Egg Hatching Program**

Butterflies participate in an egg hatching program, where 20 fertilised eggs are delivered to the centre, along with an incubator, feed and information on the life cycle of a chicken.

Children participate in the chicken hatching program at the beginning of the year and are then responsible for caring for the chickens as they grow. Children collect scraps from morning tea and are invited to feed the chickens each day. Children are also responsible for maintaining water and food levels and collecting the eggs from the nesting boxes.



## **Show & Tell – Term 3 & Term 4**

Children will be participating in Show & Tell from Term 3 onwards. Each child will be allocated a day that they will be encouraged to bring an item from home to share with their peers. Some great ideas for Show & Tell items are photographs, souvenirs from places your child has visited, or even a family member!

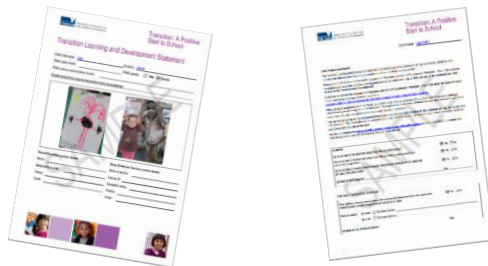
# Transition Statements

Starting school is a major life transition for children and their families which can be both exciting and challenging. Change is a critical feature of transition periods and while most children make the transition to school successfully, it may sometimes be associated with anxiety, uncertainty and confusion.

Research highlights that when families, schools and communities work together in positive and collaborative ways, a child's capacity to achieve their learning potential is significantly enhanced—and so are their general health, wellbeing, positive outlook and sense of purpose in life.

In addition, international research has found that a family-centred, strength-based approach is associated with increased service engagement, increased parenting competency, and enhanced interaction among family members.

The Transition initiative aims to improve children's experience of starting school by strengthening the development and delivery of transition programs. A key component of the initiative is the Transition Learning and Development Statement (Statement)—a tool for the consistent sharing and transfer of information about a child's early learning and development irrespective of the setting to or from which the child is transitioning. Its aim is to support continuity of learning as children transition to primary school.



## Parent Teacher Interviews

Parent-teacher interviews allow a parent to sit down with their child's teacher to discuss their progress in the classroom. This is especially important at the kindergarten level as many important insights are gained during this time that can be used to gauge a child's physical, cognitive and social development.

For this reason, parents will want to take note of the following questions that can be used to develop a better understanding of their child's progress while showing their support for the teacher.

How is my child progressing academically?

Does my child participate in social interactions well?

What strengths have you noticed in my child?

Are there any weaknesses we can work on?

What should my child be able to do at this stage of development?

What should they be doing by the end of the year?

What kinds of assessments do you use to track development?

How can I support your work with my child?

What is my child's favourite activity? Least?

Do you have any specific concerns about my child?

How does my child learn best? Are they an auditory, visual, or kinaesthetic or tactile learner?

By asking questions throughout the parent-teacher interview, a child's teacher will know that the parents are interested in learning more about how to support their child's development. Although serious topics may be discussed during the conference, it is important to ensure that the conference focuses on positive strategies to help the child to be successful. It is a good idea to follow up with the child's teacher throughout the year in order to stay aware of how the child is progressing so that any problems can be addressed immediately.

## Outcomes & Basic overview of Framework

The Victorian Framework sets the highest expectations for every child. It identifies five Early Years Learning and Development Outcomes for all children:

**Outcome 1:** Children have a strong sense of identity

**Outcome 2:** Children are connected with and contribute to their world

**Outcome 3:** Children have a strong sense of wellbeing

**Outcome 4:** Children are confident and involved learners

**Outcome 5:** Children are effective communicators

The Victorian Framework describes each of these Outcomes for children from birth to eight years, linking the learning outcomes from the Early Years Learning Framework for Australia to the Victorian Essential Learning Standards (VELS) Levels 1 and 2.

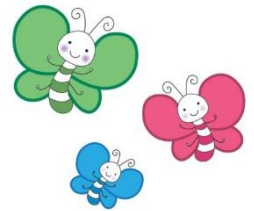
The Outcomes provide a shared language for all early childhood professionals and families to use when planning for children's learning and development. The Victorian Framework identifies eight Practice Principles for Learning and Development, which describe the most effective ways for early childhood professionals to work together and with children and families to facilitate learning and development.

In addition, the Victorian Framework emphasises the importance of supporting children's and families' transitions as they move within and across services throughout the early childhood period.

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Department of Education and Early Childhood Development (Revised 2010). How to Write and Interpret the Transition Learning and Development Statement: Professional Development Booklet. Melbourne: State Government of Victoria, DEECD Publishing. Also published on <http://www.education.vic.gov.au/earlylearning>

# Butterflies Kindergarten FAQ



Please see some frequently asked questions and do not hesitate to contact us should you have any further questions.

## **Question: What is the daily fee for Kindergarten?**

**Answer:** The daily fee for Kindergarten is currently \$119 per day, less Child Care Subsidy. The Victorian Government has also just introduced a “FREE KINDER” initiative which means families will save around \$2,000 for the year!

## **Question: How many hours does my child have to attend Kindergarten?**

**Answer:** The Government recommends each child complete a minimum of 15 hours of Kindergarten in the year prior to attending school.

## **Question: If I only want my child to attend the minimum 15 hours, how many days can this be spread over?**

**Answer:** If you are looking to complete the minimum 15 hours this *can* be done over a minimum of 2 days, as long as your child attends for 7.5 hours each day. Alternatively, you may wish to enroll your child for 3 or more days to get more out of the program.

## **Question: Can my child attend for *more* than 15 hours?**

**Answer:** Yes! Unlike council run sessional Kindergartens, children can attend up to 5 days, from 6.30am to 6.30pm.

## **Question: What time does the Kindergarten program start?**

**Answer:** The kindergarten teacher commences the program at 8.30am and concludes at 4.30pm. As mentioned above, your child can attend before and after these times. We ask that your child arrives no later than 9.00am to ensure minimum disruption to the program.

## **Question: Are there any additional charges to attend on either side of the Kindergarten hours?**

**Answer:** There are no additional charges to attend either side of the Kindergarten hours. The daily fee remains the same (\$119 per day this year) whether the child attends 5 hours or 12 hours of the day. There is a 10% discount offered for a 5 day enrolment.

## **Question: Are there any additional costs for incursions and or excursions, and what are they?**

**Answer:** None! All incursions, excursions and extra activities are included! The Nillumbik dental health educational session & checkup, Responsible Pet Education program, yoga classes, excursion to Laurimar Primary, lunchbox week and much more!

**Question: Is there a uniform for the Kindergarten children?**

**Answer:** There is no compulsory uniform for the Kindergarten children; however, we do have T-shirts and jumpers available for purchase. T-shirts are \$15 each and the Jumpers are \$26 each. You will also receive a free t-shirt.

**Question: Does kindergarten still run in the school holidays?**

**Answer:** The kindergarten teacher does not work during the holidays, however the assistants continue to run the room and deliver a "School Holiday Program." We do have most children continue to attend, but families can always apply for holidays if they do not require their child to attend during the school holidays.

**Question: Are there Parent Teacher Interviews for Kindergarten?**

**Answer:** Yes! Parent Teacher Interviews are held mid-year. This is an opportunity to discuss your child's progress and set goals for the remainder of the year. If you have any concerns or questions, you may ask to speak to the Kindergarten Teacher or set up a meeting at another point in the year.

**Question: Can I call up for one off extra bookings or permanent extra days?**

**Answer:** Yes, if we have availability on a particular day that you require we can offer you an extra booking. Please keep in mind how many Child Care Subsidy hours you are entitled to in the fortnight, prior to making any extra bookings, as you will be paying the full fee if you are not entitled to further CCS hours.

**Question: What if my child does 4 year old kinder and then I decide they need another year? Can they do a second year?**

**Answer:** Yes. If part way through the year you believe that your child may require a second year of Kindergarten, please speak with the kindergarten teacher. An application for a second year of kindergarten can be made by you and the kindergarten teacher. Children applying for a second year of kindergarten must meet eligibility requirements.

Do you have a question we have not answered? Please let us know your question by sending us an email at [info@butterflies-childcare.com.au](mailto:info@butterflies-childcare.com.au)

