



ACACIA CHILDREN'S CENTRE- St Albans



Acacia children's centre delivers and demonstrates quality, responsive programs for children through:

- Education and care programs that follows the national and Victorian early educational Frameworks.
- A large shared outdoor play space with many natural and sustainable features
- A flexible indoor/outdoor program
- Project based learning
- All programs provide rich learning experiences developed through a strength/interest based approach as we view children as capable, competent co contributors and acknowledge them as active participants in learning.
- The unique design of our centre provides community engagement with neighbouring St Albans north Primary School, Monmia Primary School to set up a buddy program.
- Maternal and Child Health Service
- Early Intervention Services –IPC Health Speech therapy, psychologist and Occupational Therapist & Noahs Ark

4-5 years Educator to child ratios are 1 educator to 11 children

22 children each day

1 Bachelor of Educator (Centre Educational Leader)

2 Diploma Qualified Educator

Educational Programs

- Australian Cultural heritage
- P.A.TH.S – Promoting Alternative Thinking Strategies
- Yoga - (Intended Program)
- Incursion each term
- Excursions to Various places in our community
- Music Movement
- Learning language and Loving It
- Pet responsible Program
- Road Safety – Thingle Toodle
- Ardoch
- Count me in
- Water safety
- Early learning Languages Australia (ELLA) Language of Japanese and Japanese teacher
- **Positive Behavioural Intervention and Supports**
- **STEAM Science, Technology, Engineering, Arts, Mathematics**

Participation in kindergarten

We encourage families, parents and caregivers to take an active role in a child's journey at kindergarten, whether it's assisting in the service, participating in a parent group or helping out at a working bee. But the most important role you can play is to be there for your child; supporting and embracing their ongoing development, and their search for knowledge and self-expression. A working with children check is required for you to be involved.



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Items/clothing to bring to Kinder for your children: **ALL CLEARLY LABELED**



A few changes of clothes in a bag



A warm jacket



Sunhat



Gum boots and rain Jacket

Our Expectations

1. Acacia is an inclusive centre, so all children are welcome here.
2. Get to know your child's friends and educators.
3. Please keep educator inform when routines change for your child.
4. Be friendly and show respect to each other.
5. Parents assist children become independent by allowing your child to carry in their own bag to their locker.
6. Build a positive relationship and communicate any issues with the teachers.
7. It is quite normal for incidents/accidents to occur whilst your child is interacting with other children and participating in various experience and developing social skills. If you have any concerns please come see us.
8. At Acacia we encourage messy play (painting, mud and water play, sand) as a method to further develop their skills, so pleas dress your child in appropriate clothes that will allow them to get dirty.
9. Update us with information that affect your child's day e.g. Family changes, unusual events occurring outside the centre.
10. Take an interest in your child's learning and development, e.g.: come and ask questions, read our documentation and educational program.
11. Attending our parent teacher interviews where we can discuss your child progress and set goals
12. Help out when you can by sharing your special skills with us e.g., reading, fixing, attending excursions, donations
13. Talk to your child about their day.
14. Please let us know of any medical conditions or medication
15. Keep children who are sick home, any questions please call Olivia
16. Please notify us if your child will be absent
17. Please **do not bring any food** into the room.
18. Label all belongings and encourage your children to take care of their belongings.
19. HAVE FUN WITH US!!!



Children with additional needs or concerns on school readiness

The year before your child's school can be very exciting for you as a parent. Sometimes you may feel overwhelmed about the thought of your child starting school in the following year.

Questions and emotions may arise such as:

- Sometimes you may question the readiness of your child to commence school
- You might believe they need extra assistance in their development (speech, emotions, social, motor skills such as writing)
- You may want to seek further advice on best ways to assist your child to be ready for school in the following year.
- Is my child ready for school

As a whole centre, we may assist you with all these questions. We may also ask the assistance of our local Preschool Field Officers (PSFO). Please talk to us if you wish to ask for external assistance.

Preschool Field Officers

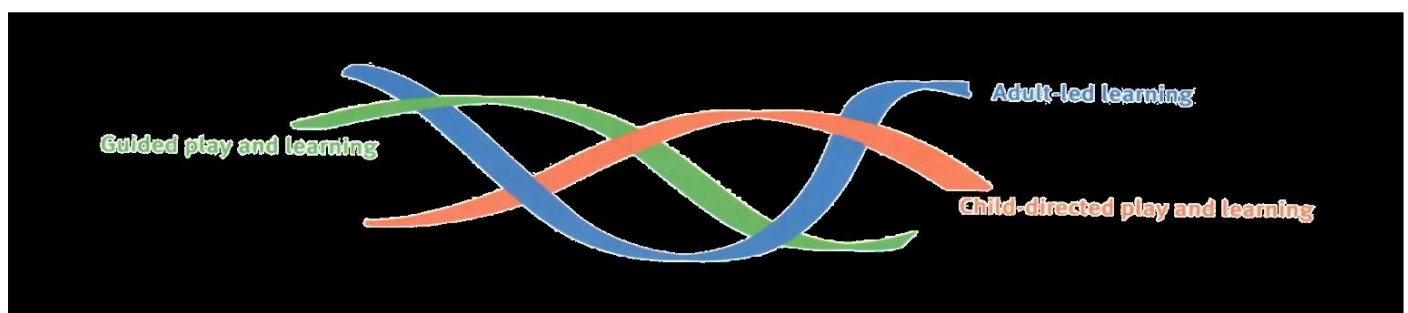
Preschool Field Officers (PSFO) provide an early childhood specialist service which assists families and children with additional needs to access and participate in State funded Kindergarten programs.

The Preschool Field Officer can support children with:

- a disability who are not involved with an early intervention agency;
- developmental delay;
- challenging behaviour;
- social and emotional difficulties;
- at least two areas of developmental concern.

The Preschool Field Officer can also support:

- Children to ensure that their individual needs are met and they are actively included in the kindergarten program
- Families by providing information about children's developmental stages and needs;
- Linking families to other services and resources and referral to specialist agencies if required; and
- Kindergarten staff by assisting in programming, training and resources.





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Daily Program

- 6.30am family grouping in baby room and breakfast served til 8.15am
- 8.30am family grouping in 3 year old room
- 9am session starts in 4 year old kinder room, sign in and mat time to greet each other and share ideas
- Local Outing Commence 10am and finishes at 3Pm
- 9.30am Morning tea (progressive)
- 9.45am Indoor /outdoor educational program
- 11.30am Group time and reflection of the day
- 12pm Lunch time provided by Acacia
- 1.00pm Indoor /outdoor educational program
- 3pm afternoon tea (progressive)
- 5.15pm Late snack
- 5.30pm Family grouping in 3-4 room or 0-2 room
- 6.15pm Acacia Closes.

Routines are always a guideline and are flexible to meet the needs of all children

Group time for the children is flexible and will include stories, song, dancing.

Rest time is offered throughout the day to allow children to wind down and recharge for more learning.

Indoor and outdoor program will continue in cold weather. We will bring them inside when the weather becomes unsafe for their health and wellbeing e.g.: asthma, extreme heat or strong winds



ABC's and 123's: Earlier Is Not Better

Many parents are concerned when their children are not learning letters and numbers. They believe work sheets in preschool programs will better prepare their children for primary school.

Children who are rushed into reading and writing miss important steps in learning and will suffer later on because they lack the foundation needed for using language. Children who are taught to read in preschool may be able to sound out and recognise words, but they may have little understanding of what they are reading.

Activities such as stringing beads, fastening buttons, play dough, cutting and drawing are valuable because they develop the small muscle skills needed for writing.

Activities such as dramatic play, singing songs, puppets and listening to stories help develop their literacy skills so that children can understand what they read at school.

Math involves more than memorising facts.

To acquire a foundation for logical thinking, children need many opportunities to problem solve, place objects (sand and water) in and out of containers, explore, weigh, count objects, sort them into piles, add some to a pile and take some away. Children also need to have opportunities to discover patterns, similarities, difference in everyday experiences.

By playing games like these, they will come to truly understand addition, subtraction, division, and multiplication.

When children are rushed into academic subjects too soon they may lose their enthusiasm for learning. Memorisation trains students to become passive, dependent learners. Independent learning and playtime help children see themselves as explorers, discoverers and problem-solvers.