



Braeside Primary School

Honour, Pride and Achievement



Kindergarten Parent Handbook 2025

Vision:

Braeside Primary School is a dynamic learning community that values diversity and fosters a sense of belonging.

We meet the needs of each individual through collaborative, reflective and evolving school-wide practices that provide explicit, engaging experiences. Our students achieve their academic, emotional and social potential and are contributing members of the community.

17 Carinya Gardens
Katanning WA 6317

Website: www.braesideps.wa.edu.au

Phone: (08) 9821 3500

Email: braeside.ps@education.wa.edu.au

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Our Vision

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We meet the needs of each individual through collaborative, reflective, and evolving school-wide practices that provide explicit, engaging experiences. Our students achieve their academic, emotional and social potential and are contributing members of the community.

We look forward to sharing your child's learning journey at Braeside Primary School Kindergarten.

Mr Geoff MacNicol
Principal

Early Years Philosophy

Our Early Years fosters a sense of belonging for the whole child including emotional, physical and academic development. We provide this through a balance of play based and explicit teaching experiences including Language Lift, extended play periods with intentional outdoor play experiences and the following of the whole school plans. Parent engagement and involvement is a crucial part of the Early Years.

All staff involved in the Early Years are actively engaged and supportive of our Early Years Philosophy.

Kindergarten Aims and Goals

The needs of the child shall be the first and the greatest consideration. With care and education we will enhance the development of the child and support the family.

- We will provide a caring, stimulating and aesthetic environment. This will be a reflection of the children as they develop at their own pace through learning opportunities that are reflective of their individual needs.
- We will provide a stimulating program, making learning fun, enjoyable and a natural experience. These will incorporate developmental areas including language and literacy, social skills, physical and cognitive development.
- The Kindergarten will reflect cultural diversity, heritage and philosophy. Our staff will offer guidance with patience, care and skill.

We want all children to:

- Be children and have fun;
- Experience success through developmentally appropriate activities i.e. creative art, music, drama, storytelling, manipulative and other forms or play;
- Be provided with pre-reading and pre-writing activities and experiences to enrich language and communication;
- Develop a positive self-image and self-esteem by gaining an understanding of their own uniqueness;
- Develop a positive awareness of health and safety, hygiene and cleanliness.
- Develop physical growth and muscular co-ordination through a variety of educational and playgroup activities;
- Learn appropriate skills necessary to carry out given tasks and develop independence through play and routine.

Our Shared Role

I dreamed I stood in a studio
And watched two sculptors there,
The clay they used was a young child's mind,
They fashioned it with care.
One was a teacher, the tools they used
Were books, music and art;
One a parent with a guiding heart.
Day after day the teacher toiled
With a touch that was deft and sure,
While the parent laboured by their side
And polished and smoothed it over.
When at last their task was done
They were proud of what they had moulded into the child
Could be neither sold nor 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.

Author Unknown



1. Facts for 2025

1.1 Contacting the Kindergarten

Please contact Administration on 9821 3500 and you will be directed through to Kindergarten. The direct line for Kindergarten is 9821 3508 .

1.2 Term Dates 2025

Term 1	Wednesday 5th February - Friday 11th April
Term 2	Monday 28th April - Friday 4th July
Term 3	Monday 21st July - Friday 26th September
Term 4	Monday 13th October - Thursday 18th December

1.3 School Development Days

School Development Days (SDD) or Pupil Free Days, will be held during the year.

The proposed dates are:

- Monday 3rd February 2025
- Tuesday 4th February 2025
- Monday 28th April 2025
- Friday 22nd August 2025
- Monday 13th October 2025
- Friday 19th December 2025

These dates will be advertised in the School Newsletters and Term Planners.

1.4

	Monday	Wednesday & Thursday
Independent Morning Activities	8.35am – 8.55am	8.35am – 8.55am
School Commences	8.55am	8.55am
Morning Recess	10.55am -11.15am	10.55am -11.15am
Lunch	12.55pm -1.30pm	12.55pm -1.30pm
School concludes	2.30pm	3.15pm

School Times

Children should not arrive at school before 8.30am. Those who do arrive early will need to remain in the undercover area. After 8.35am students can move inside their classrooms to undertake morning routines.



arrive at school who do arrive early the undercover area. can move inside their undertake morning

1.5 Hours of Operation

The Kindergarten operates from;
 8.35am to 2.30pm on Monday, and
 8.35am to 3.15pm on Wednesday and Thursday.

1.6 Attendance

Braeside will be offering three full days of Kindergartens in 2025. These days will be Monday, Wednesday and Thursday.

Children attending Kindergarten are between the ages of 3 and 4. For 2025 the birth date bracket for eligible enrolments are 1 July 2020 to 30 June 2021.

1.7 Absences

All parents or guardians are requested to notify the school of their child's absence prior/during/post the school day. If the absence is due to an infectious disease, notification must be given immediately after diagnosis. A child will not be readmitted without a written clearance from the child's doctor.

1.8 School Contributions

A voluntary contribution is requested from families to support the educational program at Braeside Primary. Funds are used to purchase materials used in the school program and allows programs to develop further. The contribution for 2025 is \$50.00 per child.

1.9 Kindergarten and Administration Staff for 2025

Kindergarten	Position	Name
Kindergarten	Teacher	TBA
	Education Assistant	TBA
Administration	Position	Name
Administration	Principal	Mr Geoff MacNicol
	Associate Principal	Mrs Morgan Dezotti

** names current at time of printing*

1.95 School Board for 2025

The School Board meets once a term and is comprised of parents, staff and the Principal. Members are elected at the beginning of each year when a member's term has come to an end.

A Business Plan is drawn up every three years to address the aims of the school and is based on data gathered from testing, teacher recommendations and parent suggestions. Priorities are decided collaboratively with staff and the School Board and are supported by school grants and P & C funds. The School Board also plays an important role in presiding over school processes including ratification of financial plans and expenditure.

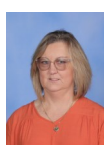
School Board members for 2025 are:



Geoff MacNicol
Principal



Morgan Dezotti
Deputy Principal



Kym Shephard
Staff Rep



Joanna Steel
Parent Rep



Emilie Duffall
Staff Rep



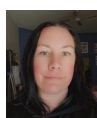
Sit Madison
Parent Rep



Claire Lopes
Parent Rep



David Rudd
Community Rep



Sandy Thill
P & C Rep



Mohammad Yusri Ahmad Gunawan
Parent Rep

2. Curriculum

2.1 Kindergarten Classroom Program

The Kindergarten program is based on the WA (Western Australian) Kindergarten Curriculum Guidelines. This document outlines the following Early Learning Areas as being associated with later success in school.

While the Early Years Learning Framework (EYLF) focuses on children from birth to five years, the WA Kindergarten Curriculum Guideline aims to specifically enrich children's learning in the Kindergarten year. Throughout the Kindergarten year, children's right to experience the joy of childhood is fundamental and learning is promoted through guided play, emergent and planned learning experiences and collaboration between teachers and children.

Foundation Learning Area 1 - Identify

A Kindergarten Child who has a strong sense of identity:

- is building a sense of security and trust;
- acts with increasing independence and perseverance;
- is building a confident self-identity.

Related EYLF learning outcome: Children have strong sense of identity.

Foundation Learning Area 2 - Connectedness

A Kindergarten Child who is connected with and contributes to their world:

- is building positive relationships with others;
- shows increasing respect for diversity;
- shows increasing respect for environments.

Related EYLF learning outcome: Children are connected with and contribute to their world

Foundation Learning Area 3 - Wellbeing

A Kindergarten Child who has a strong sense of well-being:

- is building a sense of autonomy and wellbeing;
- explores ways to show care and concern and interact positively with others;
- explores ways to promote own and others' health and safety;
- explores ways to promote physical wellbeing.

Related EYLF learning outcome: Children have a strong sense of wellbeing.

Foundation Learning Area 4 - Active Learning

A Kindergarten Child who is a confident and involved learner:

- is building positive dispositions and approaches toward learning;
- shows increasing confidence and involvement in learning;
- engages in ways to be imaginative and creative;
- explores tools, technologies and information and communication technologies.

Related EYLF learning outcome: Children are confident and involved learners.

Foundation Learning Area 5 - Communicating

A Kindergarten Child who is an effective communicator:

- explores and expands ways to use language;
- explores and engages with literacy in personally meaningful ways;
- explores and engages with numeracy in personally meaningful ways.
- Related EYLF learning outcome: Children are effective communicators.

The children are introduced to many skills during the year. Each child develops at an individual rate. Mastery of these developmental skills will vary from child to child.



3. Kindergarten Daily Routine

3.1 Daily Routine Table

	Monday- Teacher
8.35	SIREN - Doors open - parent/carer play & learn
8.55	STEM- Science, Technology, Enterprise and Mathematics
10.55	Recess
11.15	Health- Aussie Optimism program
12.55	Lunch
1.30- 1.45	Extended Play
1.45- 2.00	Quiet rest
2.00	Open-ended Investigation
2.30	Dismiss to parents/carer

	Wednesday & Thursday- Teacher
8.35	SIREN - Doors open - parent/carer play & learn
8.55	Literacy Rotations & Café
10.55	Recess
11.15	Numeracy Rotations
12.55	Lunch
1.30- 1.45	Extended Play
1.45- 2.00	Quiet rest
2.00	Open-ended Investigation
3.15	Dismiss to parents/carer

4. Requirements

4.1 What your child requires for Kindergarten

Each child will need:

- A large enough bag to hold all their belongings;
- School hat (broad brim);
- School uniform shirt (please ensure these are clearly NAMED);
- Spare full set of clothes (please ensure these are clearly NAMED);
- Labelled lunch box and water bottle (water only, no soft drink, juice or cordial);
- Shared fruit time – for example good options are - fresh or dried fruit, raw vegetables, cheese, popcorn or crackers.
- Lunch – a nourishing, wholesome lunch of fresh food is also desirable for example good options are - sandwiches, spaghetti, baked beans, chicken, salad, cheese, crackers, fruit salad, fresh fruit or yoghurt.
- Term 2: Students need a pair of gumboots and raincoats that stay at school. (please ensure these are clearly NAMED);

To encourage good nutritional habits please NO chips, lollies, canned drinks/ soft drinks or chewing gum.

Please note that it is important not to send food in tins. Tinned food is to be transferred to plastic containers prior to the arrival at the School.

Please use plastic containers for food and drink – glass containers are not permitted.

To promote sustainability, we request the limited use of plastic/ziplock bags. Reusable, smaller plastic containers inside lunchboxes are preferable.

Please ensure your child can handle his/her clothing at toilet time as this can become frustrating for them if they can't manage themselves.

4.2 Personal Items List (Booklist)

Please refer to the Parent Information Package that includes the Personal Items List.



5. Additional Activities

5.1 Rest Time

Rest periods are a time when children have a chance to relax and engage in a period of quiet time, this may also include sitting and quietly reading a book. Staff will be sensitive to the needs of your child during this time. Rest times will be reduced as the year progresses.

5.2 Shoes versus Bare Feet

Our Kindergarten recognises the benefits of bare footed play for children's safety and growth and the development of sensory awareness. Shoes can be hazardous in outdoor play areas. Bare feet provide the safest climbing grip and promote more effective balance and control e.g. during music or when climbing. Children should arrive and depart with footwear on. It is important **everything** is clearly NAMED.

5.3 Birthdays

Birthdays are an important part of your Kindergarten child's life! Parents are welcome to bring a cake (or enough cupcakes) for the class to share as part of your child's birthday celebration. If you wish to do this for your child, please contact the Kindergarten staff before you do so, we can inform parents of those children whom have allergies.

5.4 Treasures from Home

While we don't wish to dampen your child's enthusiasm, we would appreciate it if toys brought from home were limited to those received on a special occasion.

We are not responsible if any items get broken or misplaced.

However, your child is encouraged to bring to school, any type of interesting specimen or object eg. rocks, shells, insects etc. to enrich the science program. Please provide air holes for insects to breathe and a plastic container is safer than glass containers.

5.5 Excursions

On occasions, the children may be taken on excursions to complement the curriculum. At other times visitors will be invited to the School to offer the children an extension of their current program. Parents will be notified of forthcoming excursions. A risk assessment will be carried out before an excursion takes place. Identified risks will be managed and minimised. We encourage families to participate in supervision of excursions. Permission slips will be issued for each excursion and must be signed by a parent/guardian prior to departure. Children are required to wear suitable closed-in footwear and sun smart clothing on these occasions.

Consent2Go

This application is used for all excursions/incursion. Information is sent via email. Parents are encouraged to ensure the school has current email addresses and regularly check their emails for information to approve/not approve the incursion or excursion for their child.

6. Policies

6.1 Relationships with Children

Braeside Primary School believes children learn and develop in an all-inclusive environment where they are happy and secure, have the opportunity to experience a wide range of developmentally appropriate learning experiences and activities.

We view learning as both a collaborative and individual journey whereby children are encouraged to participate and have ownership of their involvement. We believe play is an integral part of a child's experiences.

Play based learning experiences.

The following will occur in 2025:

- Students will have an additional 45 minutes a day to allow for play based experiences to develop.
- An outdoor play area with planned learning experiences.
- Social skills taught explicitly during this time.
- Extension of the Early Years play area, with additional nature play elements. Staggered implementation through reflection on student play choices and areas.

6.2 Concerns and Complaints

At Braeside Primary School we view communication as an important aspect of creating a safe and harmonious space for children to learn and play. For this reason everyone needs to be clear on their responsibilities, where they can go and what they can expect to happen if they have a concern or complaint. The school also recognises a need for concerns to be dealt with quickly and in a professional manner. To achieve this we need the support of the community in following the most appropriate channels for addressing and responding to concerns.

Parents are responsible for communicating their concerns in an appropriate, respectful way, this can be done by either using PickTime on our website to arrange a meeting with the teacher, or by contacting our office to request an interview.

All concerns and complaints will be responded to within 48 hours.

It is extremely important to maintain confidentiality. While it might be tempting for a parent to gather opinions of other parents on a matter of concern, it is fair and courteous to raise the matter with the teacher and school.

Some concerns may be based on a misunderstanding and can be quickly resolved through respectful conversation. A copy of our School Complaints Policy is available on the School website and a hardcopy is available at the School Office.

6.3 Behaviour Guidance, Children's Rights and Rights of Others

Teachers will participate in children's play and will support children to negotiate their rights and the rights of others. Teachers will provide direction sensitively when children experience difficulty in resolving a disagreement. Staff model appropriate behaviour to children and will provide a supportive environment where children are given consistent opportunities and positive guidance and encouragement toward learning acceptable social behaviours.

7. Health, Safety and Wellbeing

7.1 Chaplain Services

Braeside Primary School have a YouthCARE Chaplain; whose primary role is to provide pastoral care services to students. Discussions held with our Chaplain are non-judgemental and are available to all students, any religion or culture. Pastoral care involves the care and well-being of students who seek support based on parent's or teacher referral.

7.2 Health and Hygiene

To keep our children healthy the following hygiene procedures apply:

Staff and children are to wash their hands after wiping their nose, before handling food, after toileting, after handling cleaning products or touching blood;

Staff will wear protective gloves when handling food, assisting with toileting, handling soiled items, wiping noses and attending to wounds.

7.3 Clothing

All children need a set of spare clothes to stay in their school bags each day. In the event of an accident requiring a change of clothing and in the absence of having a spare set in their bags, parents/guardians will be notified and required to attend the school to change their child.

7.4 Illness

Children who are sick cannot attend or remain at Kindergarten. If a child has any of the following illnesses, parents/guardians will be called to collect their child immediately:

- Vomiting
- Diarrhoea
- Conjunctivitis
- Rashes and blisters
- Impetigo (school sores)
- Hair lice
- Temperature over 38 degrees, or
- Any other condition that may put other children's health at risk

Where a child has been sent home with sickness or illness children must remain absent from the Kindergarten for the rest of the day.

If a child should become ill or has an accident during session times, a parent will be contacted in regards to this. Please ensure all contact numbers are current. In the event of neither parent being contactable it is the School's policy that staff will telephone emergency contacts and then medical attention will be sought at the teacher's discretion. If considered necessary we will obtain the service of an ambulance to take your child to hospital.

7.5 Sun Protection

As part of our sun-safe policy:

We implement the “No hat, no outdoor play” policy. All children to wear a wide brimmed or bucket hat and clothes which offers adequate sun protection. Children playing outside are protected with a sunscreen with a 30+ rating prior to outdoor activities.

Children are encouraged to make use of shaded areas for play activities.

7.6 Medication

We will administer prescribed medication to your child on your request only and within the following guidelines:

Details regarding a child’s medication must be entered on the medication form by the parent/guardian upon arrival, recording the following: Child’s name, Date, Drug, Dosage, Time(s) due and Signature.

The staff member administering medication must sign the medication form when medication is given.

Staff will only administer medication to a child if his/her name is on the label.

All medication must be handed to a staff member for safe storage/handling. Under no circumstances must any medication be left in a child’s bag.

The request is to be made in writing before the medication is to be administered.

7.7 Medical or Allergic Conditions

If your child has an allergy, parent/guardians are required to provide a medical management/action plan for the child. This plan will be followed in the event of an incident relating to your child’s health care need, allergy or relevant medical condition.

To minimise allergic reactions the Kindergarten has a ‘no peanut’ request for parents not to send any food containing peanuts in children’s lunch boxes.

Please ensure that the ‘Student, Family and Medical Details’ form is kept up-to-date including immunisations. Parents are required to put in writing and notify staff of any changes to medical conditions or allergies your child may have. Your child’s physical safety is important to members of staff.

7.8 Immunisation Policy

The School requires a copy of your child’s immunisation records.



7.9 Parent Communication and Involvement

Parent involvement is an important part of the Kindergarten. We believe that this experience is a partnership between teachers and parents and positive relationships are the key to a successful and effective learning environment for our children.

Parents and families are encouraged to be involved in the program through sharing skills and hobbies with the children, e.g. music, craft, etc. Classroom teachers are available to discuss the program and provide information explaining the activities and experiences offered and the philosophy relating to learning and development. Parents are able to access their child's books at all times and are able to discuss their child's developmental outcomes. Means of communication from the Kindergarten will also include the School Newsletter, Internal mail, notices, information sheets and Seesaw which is a digital platform for sharing students work. Parents means of communication includes a Parent Communication book, Parent-Administration Forms and meetings with teachers.

A parent communication pamphlet is attached to this handbook and is available on the School Website.

8.0 Emergency Evacuation

Emergency, evacuation and lock down drills are practiced each school term (with the Primary School).

Details of evacuation plans are displayed prominently throughout the Kindergarten.

The role each staff plays in an emergency is established and rehearsed.

A sign indicating that fire drill is in process will be placed on the front door.

Staff are familiar with location and use of fire extinguishers.

In the event of a fire, staff will undertake procedures as follows:

- Assist anybody in immediate danger
- Close the doors to affected areas
- Contact the School office
- Evacuate to assembly area, call rolls, ensure all children and staff are accounted for.
- A brochure regarding Bushfire Emergencies at Braeside is attached to this handbook and is available on the Website.



