



Halifax Street  
Children's Centre  
& Preschool

# Halifax Street Family Handbook 2025



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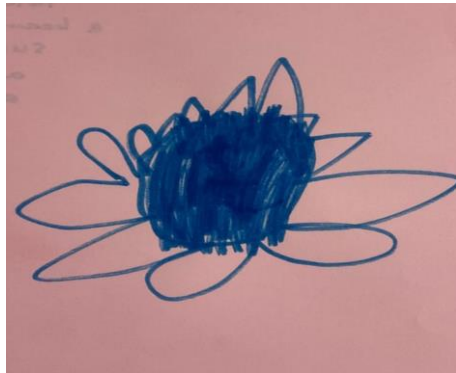


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01.



No Way. The hundred is there.

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 marveling 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 (translated by Lella Gandni)







# 02. Welcome

Dear Parents and Caregivers,

Thank you for entrusting your most treasured gift into our care, your children. We are all aware of the responsibility this places on us at Halifax Street Children's Centre & Preschool.

We welcome you to our community of learners, a place where we will be learning alongside, about, and with your child/ children.

The Hutt Street Precinct is referred to as a *village within the city* and we take advantage of this by making strong connections with businesses, other agencies, and the environment of the local area.

We all hope you feel the warmth, welcome, and acceptance of the Halifax Street Community and are able to see how valued you, your family, and your children are to us.

Halifax Street CC&P is a community-based, not-for-profit, Early Learning Centre with an integrated sessional Government Preschool for four-year-old children. We have a long association with the community of Adelaide and with the Department for Education. Our families come from within Adelaide city, the metropolitan suburbs, and from the Adelaide Hills and Southern Districts. We place a high emphasis upon celebrating the diversity of our community and on working in authentic partnerships with families to provide the best possible education and care for young children. The Management Committee and staff look forward to getting to know you and your child and working with you to maximise your child's early learning and development.

From the beginning of this early learning centre's history, the plan was for it to be a Centre of exceptional learning and care for families living within the CBD of Adelaide and families beyond who required their children to be close by during their early years.

Children learn more quickly during their early years than at any other time in their life. They need love and nurturing to develop a sense of trust and security that turns into confidence as they grow.



# 03. Our Vision, Values, & Philosophy

## Vision:

Our vision is to cultivate a nurturing and stimulating environment where every child is seen, heard, known, and valued for who they are. Through our commitment to the pursuit of excellence in Early Childhood Education and Care, we aim to give all children a program that respects their unique rhythm of learning, growth, and development.

## Values:

Care: including physical, social, emotional care for children, families, staff, and our environment.

Connect: to our community, environment, learning, teaching, rights, and responsibilities for children, families, and staff.

Culture: celebrating our diversity, inclusivity, curiosity, creativity, critical and reflective thinking of our children, their families, and our staff. We also celebrate the culture of the city of Adelaide.

## Philosophy:

(Our Philosophy underpins our actions; it guides our practices, our approach to learning, development, and well-being. This living document reflects our values and beliefs so that we are able to support our children, educators, and the wider community.)

We acknowledge with respect the unique position of the Kurna people as the traditional custodians of the land upon which Halifax Street Children's Centre and Preschool is built. We have based this upon three Kurna words; (Taikurtirna — Relationships (*Pronounced Tai-gurn-tir-na*), Research (*Pronounced Bai-yin-thee*), and Mingki— Joy (*Pronounced Min-gee*))

We therefore believe:

- That parents and caregivers are the child's first and most influential teachers and that it is a privilege to co-share the responsibility of education and wellbeing. We believe it *'takes a village to raise a child'* and that our village will be strengthened by building strong relationships. (Taikurtirna)
- That an environment of loving kindness, nurturing, and responsive care neurologically switches on and releases children's social, emotional, intellectual, and physical potential. (Taikurtirna)

- That all human beings are innately curious, powerful to express their thoughts and feelings, and actively looking to make a positive contribution to the world. (Taikurtirna)
- That children's emotional intelligence and capabilities are strengthened through positive guidance and role modelling from peers and adults. (Taikurtirna)
- That all children are innately connected to the natural world and free exploration of nature helps to facilitate development of their social, emotional, intellectual, physical capacities. (Payintha)
- That children express themselves in many different languages (Loris Malaguzzi's 100 Languages), and educators can listen to with all their senses, and co-construct knowledge in the journey of learning. (Payintha)
- That play is the highest form of research and that it is the highest expression of human development, of a child's knowledge, and their soul. (Payintha)
- That an environment filled with beauty and order will inspire creativity, wonder, and curiosity which will aid children in expressing who they are and what they are learning. (Mingki)

#### Supporting Statements & Documents:

- Acknowledging early childhood development and the different theories of how children learn.
- Accepting the diverse social and cultural values of our community.
- Incorporating the values of the Early Years Learning Framework vs.2, National Quality Framework and Standard (NQF & NQS), the Early Childhood Australia (ECA) Code of Ethics, and the Reggio Emilia Approach.







# 03. Staff Team



Each Learning Community has teams of qualified Early Childhood Education Teachers, Diploma qualified Educators, and Cert. 3 Educators. The Halifax Street Team are a diverse and creative team both in experience and in culture.

Supporting the Education Team is our Administration Team who warmly welcome your child/children each day and are also here to support you as a family as you join us or transition from one learning community to another. Our other team is involved with the nutritional needs of all the children and are our Cook, who is supported by our Assistant Director.

We strongly believe that everything begins with relationships.

**Director:** Clare Williamson

**Assistant Director:** Gilda Syrigos

**Administration Officer:** Sophie Scipioni (M-Th)

**Kuma Team:** Kanako Bower, Vanessa Chiali, Sylvie Van Leuven

**Purlaitiyi Team:** Sophia McLachlan, Cathy Surrey, Iwona Groth-Pikula, Siena Wilson

**Marnkutyi – Yarapurla Team:** Vicki Clonan, Chloe Rodda, Karon Ferguson, Danielle Fradd

**Kitchen:** Anna Burai

We are fortunate to be supported by a team of regular casuals that allows our program to flow with as much continuity for the children as possible.









# 04. Learning @ Halifax

Kuma Learning Community: Children are aged from 6 weeks to 2 years.

Purlaityi Learning Community: Our 2-year-olds are members of this community.

Marnkutyi Learning Community: Are 3 - 4-year-olds. They share their learning environment with the children of the Yarapurla community.

Yarapurla Learning Community: This group is our Preschool Kindergarten children and are aged 4+ and these children are with us until their transition to school.

## What Informs our Programming & Practice?

### The National Quality Framework (NQF)

This framework was introduced by the Australian Government to improve the quality of care for all children in Australia. The NQF includes:

- The National Quality Standard (NQS)
- Assessment and Rating Procedure
- The National Law and the Regulations, South Australian variations included
- The Australian Children's Education and Care Quality Authority (ACECQA)

The National Quality Standard (NQS)

The NQS has 7 Quality Areas and within these there are 15 standards including 40 elements.

Early Childhood Centres are assessed and rated against these areas, standards and elements.

**1** Educational program and practice

**2** Children's health and safety

**3** Physical environment

**4** Staffing arrangements

**5** Relationships with children

**6** Collaborative partnerships with families and communities

**7** Governance and leadership





# Belonging, Being, and Becoming

## The Early Years Learning Framework (EYLF)

The program will also be developed from the children's interests and the intentional teaching of staff.

The Early Years Learning Framework (EYLF) is the Australian Government Framework. This document was developed to acknowledge the importance of the early years of life. This is not a prescriptive curriculum but some principles, practices & outcomes that are used to guide the development of programming and planning cycles. These programs are connected to the children's individual and group interests, strengths, needs, and are also specific to our particular context.

Children's neurological pathways multiply and develop faster in the first five years than at any other time. The framework will be used to assist educators to develop quality educational programs.

### The Five Outcomes are:

1. Children have a strong sense of identity
2. Children are connected with and their world
3. Children have a strong sense of wellbeing
4. Children are aware of and develop strategies to support their own mental and physical health and personal safety
5. Children are effective communicators

The document can be found at: <https://www.acecqa.gov.au/sites/default/files/2023-01/EYLF-2022-V2.0.pdf>





# Other pedagogical influences

## The Reggio Emilia Approach®

A major influence will be the documented work of the educators from the city of Reggio Emilia in Italy. Reggio Emilia has worldwide acclaim and has influenced the work of thousands of teachers, educators, and researchers on all continents. Its influence is more than the Early Years (birth to 8) of life and has had far-reaching impact in all areas of education.

Due to the Reggio Emilia influence we will:

- Promote a strong and positive image of children, advocating for their rights both as citizens and to realise their potential
- Assist children to accept their responsibilities as members of the community
- Value relationships that promote collaboration and communication with and between children, parents, and staff
- Provide an environment, the third teacher, which will stimulate, challenge, and provoke children's thinking
- Reflect the children's and adults' interests and provide opportunities for different learning strengths to be developed and areas requiring support to be given appropriate attention
- Encourage children to participate in research projects which will provoke them to theorise, analyse, reflect, revisit, and interpret
- Provide fun, joyful, and enriching learning experiences
- Value children as individuals and group members and be inclusive of differences
- Provide small and large group experiences that will provide complex cognitive problems for children to solve, enabling persistence and motivation to develop
- Encourage the active participation and involvement of parents
- Document the children's learning experiences in order to make their learning visible
- Encourage reflection and research for staff, children and parents



In 2012, Carla Rinaldi was an Adelaide Thinker in Residence. Carla is the President of Reggio Children. If you'd like to explore her South Australian Report it can be found at: [https://www.education.sa.gov.au/sites/default/files/reimagining-childhood.pdf?acsf\\_files\\_redirect](https://www.education.sa.gov.au/sites/default/files/reimagining-childhood.pdf?acsf_files_redirect)

For further information on the Reggio Emilia Approach please go to: [About REAIE - Reggio Emilia Australia \(reggioaustralia.org.au\)](http://reggioaustralia.org.au)

Halifax Street will include elements of the Nature Play movement from Scandinavia and the Forest Schools of Scotland, as well as the Inquiry Project-based Learning and Bush Kindy.

# 06. Hours of Operation

## **Operating Hours**

The ELC is open from 7:45am until 5:45pm, Monday to Friday, for approximately 50 weeks a year. Our staff will finish their duties at 5:45pm and we ask for your cooperation in ensuring your child is picked up prior to this time.

## **Late Collection**

Staff will remain with your child for a maximum of 30 minutes after closing. During this time every effort will be made to contact you and other authorised people on your enrolment form. In the event that this is unsuccessful, the Department for Child Protection will be contacted for advice and then the Police will be called. A late collection fee of \$50 will apply, which may be waived at the Director's discretion.

## **School & Public Holidays**

Halifax Street Children's Centre & Preschool is open throughout the School Holidays, except for an approximate two-week closure over the Christmas and New Years periods. Fees only apply to your allocated days in the School Holidays (whether your child attends on those days or not) but are not charged on for the two weeks the Centre is closed over the Christmas/New Year break.

The Management Committee is responsible for setting closure dates and will notify parents each year via the newsletter. The management committee may also decide on further closure days for the purposes of staff professional learning.

## **Fees, Accounts, and Payments**

Information regarding fees, payment options and booking notifications are detailed in the Fees and Bookings Policy. A copy of this policy is included with the new parent pack. All policies are available in a folder at the Centre, and available online. Specific policies are able to be emailed to parents on request.

## **Security and Collection of Children**

This is a matter of great concern to staff and parents. If you sometimes arrange for someone else to collect your child, please make sure that the procedures are clearly understood. Only adults authorised by you are able to collect your child from the Centre. The front door is secured by a code. There is a doorbell for people who do not have the code. Please only provide the code to people who collect your child on a regular basis. This code will be changed each semester as children move off to big school.

It is important that each child's attendance (or absence) is recorded electronically. There are 2 iPads in the hallway for parents or caregivers to sign in and out. Each adult with collection authority will be provided with their own code for this purpose. Each child should be left in the care of a staff member. We recommend that you settle your child at play and make sure you verbally let a staff member know you are leaving. At the end of the session, your child will only be released to the parent or nominated adult.

Please make a staff person aware when you are leaving the Centre with your child, even if a staff member is present and you think they have seen you, it is best to tell them directly that you are leaving. If you or your child find separation difficult in the mornings, please speak with staff so you can work with us to develop a specific planned routine for arrival and departure that works for you and your child.



## Collection of Children by People Other than Parents

Adults nominated on your enrolment form are authorised to collect your child. Authorised people will be asked to show photo identification to staff upon collection of your child until they are known to staff. In the event of an emergency, you can inform us by phone who will be collecting your child. You may be asked to provide written confirmation of the alternative arrangements as soon as possible after this occurs.

## Our Learning Communities—based on relationships and listening

The names of our Learning Communities are simply numbered rooms in the Kurna Language.

### Kuma: Our 6 weeks to 2 years old children

Our youngest group of learners are building strong relationships with the adults and this is extremely important to begin from the children's first visit. These children should not be underestimated in their ability to understand language, as in what is being said to them or about them. They communicate back to us using their body language and varied vocalisations. We are balancing the role of carer and teacher and aim to surround the children with warmth, acceptance and forgiveness. Whilst there are times of routine, for example; nap time, nappies, food and drink, there are also times of fun games, stories, songs, and laughter. We include times of adventure out behind the Purlaityi (2s) and Marnkutyi & Yarapurla (3s & 4s+) into our larger garden and regularly venture offsite to places such as St John's Garden to literally smell the roses.





## Purlaityi: Our 2-3-year-old children

Whist now appearing more grown up than the Kuma children, our 2-year-olds are still in their infancy. As a society, we expect so much from them because they can physically do so much more. Many can also verbally let us know what they want and what they do not want but we forget that emotionally and socially they have had little time to learn how to manage their emotions and to get along with others. This actually take years. Our dedicated teaching team in Purlaityi understand this and will carefully model calm ways of responding to children and their behaviours. The Zero to Three USA National Survey of parents found that:

- *56 percent of parents believe children have the impulse control to resist the desire to do something forbidden before age 3, and 36 percent believe that children under age 2 have this kind of self-control. However, brain research shows that these skills start developing between 3.5 and 4 years, and take many more years to be used consistently.*
- *43 percent of parents think children can share and take turns with other children before age 2. In fact, this skill begins to develop between 3 to 4 years.*
- *24 percent of all parents believe that children are able to control their emotions, such as not having a tantrum when frustrated, at 1 year or younger, while 42 percent believe children have this ability by 2 years. Research shows this type of self-control is also just starting to develop between 3.5 and 4 years.*

*“The early years are about teaching, not punishing.” “When parents and educators have realistic expectations about their child’s capabilities, they can guide behaviour in very sensitive and effective ways.” - Matthew Melmed (Executive Director of Zero to Three)*

The Learning Environment for our 2-3-year-olds is designed and intentionally set up with invitations to role play, play freely with familiar equipment, and also include deliberate provocations that tap into particular interests of the children. This age group are often fascinated and curious about the natural world so many opportunities are planned to allow the exploration of this through direct experiences such as visits to St. Andrew’s gardens and working on a Butterfly Garden in the outdoor environment. In Semester 2, they’ll begin to attend our Bush Kindy site. They show their learning through their play, song & dance, and through diverse art and craft experiences.





## Marnkutyi: Our 3 - 4-year-old children are our Pre-Kindy children

At 3 and 4, our children are still learning, growing and trying to make sense of their world. It is therefore important to not expect children to behave like small adults and manage their bodies and emotions accordingly. For this age group, we are looking closely for their developmental progression in the social, emotional, and physical domains. Children of this age are becoming more social in their play and love role play, physical challenges, participating in simple games, and investigating various art and craft experiences. They continue to join in song and dance. There is an increasing awareness of rhyme, rhythm, and repetition of language and also the shapes of objects, the investigating and formation of sequence of patterns, and an increased awareness of their mark-making having a link to written script. This group are becoming more independent and can manage most self-cleaning skills such as dressing themselves, toileting, & handwashing,

Marnkutyi children join with the Yarapurla children for many offsite adventures.

## Yarapurla: Our 4-5-year-old children including our Government Preschool-Kindergarten children accessing their Kindy Hours.

Our Kindy children receive their 15 hours of Kindy on either Tuesday & Wednesday or Thursday & Friday as of 2025. The Kindy program is an extension of the Early Learning Program that all children receive @ Halifax Street no matter the days they attend. Kindy hours are 8:45am-3:45pm

In South Australia, Preschool and Kindergarten programs mean the same thing. We are differentiating our program by holding the choice of Kindy days between Tuesday—Friday with Monday not being allocated for that choice. We think it is a much better option as most Public Holidays fall on a Monday in Australia.

We have established a Bush Kindy Program in the Parklands of the South East. Our intent with this project is to take our *caring for country* seriously by regenerating the *forgotten corner* of the Parklands. We've been liaising with Adelaide City Council's, Green Adelaide, Uncle John (our Kaurna elder friend), and Trees for Life. Other experiences that will be for our Yarapurla children will be visits to Gilles Street Primary School where we have established a relationship with the Reception teacher and class. Gilles Street PS doesn't have an onsite Kindy so Halifax Street are happy to be considered their Kindy. We are also establishing relationships with some of the Independent and Catholic Sector Schools within the CBD, too. This offers different types of activity and also allows our children to explore the city and meet other members of our wider community.



We found a possum at Bush Kindy!



Other adventures for the Marnkutyi & Yarapurla children will be by utilising the Free City Connector Bus Loop that can give easy access to the Botanic Gardens, sections of Adelaide University, the Museum, the State Library, the Art Gallery, the Migration Museum, the Central Markets, and so much more within the city. Each outing, even the walks within the Hutt Street Precinct will enrich the children's sense of place and belonging.

Blair Boyer, Minister for Education, would like to implement a before and after care program at Sessional Preschools. Halifax Street already has this care in place for which CCS applies for eligible families. If you would like to know more about our Preschool program, please ask the Administration Team or make an appointment to speak with our Director.

**\*\*\*When families decide to select another Preschool for their 15 hours of funded Kindy, the Government funding goes to that site. Even if they attend Halifax Street for the other 3 days of the week, the government funding remains with the other site and Halifax Street goes without.**



### **Sustainability:**

Sustainability in the Early Years Learning Framework V2.0 goes beyond environmental conservation. It encompasses three interconnected dimensions: environmental, social, and economic sustainability.

Environmental sustainability: Focuses on helping children recognise their role in ecosystems and the importance of preserving, protecting, and improving the environment.

Social sustainability: Addresses issues of social justice, equity, respect for diversity, and active citizenship. It emphasises the importance of living peacefully, fairly, and respectfully in resilient local and global communities.

Economic sustainability: Refers to practices that support economic development without negatively impacting the environment or society. This includes a focus on fair and equitable access to resources, conserving resources, and reducing consumption and waste.

We have been proactive and are working with Adelaide City Council to set up a recycling station for blister packs, batteries, toys, and other treasures. We also have a basket for excess garden produce for our families to help themselves to or bring their excess to share. This means we have lemons, bunches of herbs, and other fruits and vegetables. Some people also package up their harvested seeds. Our community is a generous one.

We take care of our Bush for Life site in the south-eastern corner of the Adelaide Parklands. This is where we go for Bush Kindy. Here we observe many native plants, birds, insects, and even the resident ring-tail possum. We think it might be Hush or Grandma Poss from Mex Fox's classic, Possum Magic.

Another site we visit is the Community Garden on the grounds of St. Andrew's Hospital. We are able to tend our own plot there and appreciate the work of others who call this corner of the city, "Home."

Our re-developed kitchen garden and worm farm provide our children with an opportunity to explore and understand where our food comes from and how we are able to reduce and recycle our food waste and avoid sending it to landfill. We tip our leftover drinking water into watering cans for the garden to conserve our precious water, too.

# 08. A Day in the Life...

**7:45 am**

Centre opens, children and parents arrive, check-in, and enter the Centre where they are greeted by the educators in the Kuma Learning Community and are able to have toast, crumpets, or English muffins.

**8:15 am**

Children move to their Learning Community and settle at the play invitations waiting for them. Morning Meetings occur which will include times of stories, songs, and a reminder of investigations that are happening, followed by inside and/or outside learning opportunities.

Mid-morning healthy snack provided. Learning continues and may include a visit to the library, an adventure to an offsite destination, and more.

**11:30 - 1:00 pm**

Lunch – children enjoy a nutritious meal prepared on site and help each other by setting the tables, serving their food, taking their plates or bowls to the kitchen and scraping any leftovers into the compost & chook buckets, cleaning up the tables at the end of their meal and resetting for the Learning Community that follows.

Relaxation and rest time - some children will sleep and others will have a quiet rest, or an individual or small group activity if they have outgrown the need for a sleep. Sheets and blankets are provided and are washed weekly or immediately depending on cleanliness. Each child's is stored separately in a named bag. Learning activities continue for the afternoon including indoor and outdoor activities and also following the children's lines of inquiry.

**2:30 - 3:00 pm**

Afternoon tea is served approximately in this time. This may include a cooking experience beforehand depending on the menu item.

**3:00 pm**

Pack-up routines for children begin so that those leaving at the end of a typical school day are ready. Children will be actively involved in re-setting the spaces and putting outdoor equipment away. Learning Communities will meet to read stories, reflect upon and recount the learning experienced, singing, and saying goodbye to children who are going home.

Children who are staying later will meet together in the Back Garden or move into the Purlaityi, Marnkutyi, or Yrapurla Learning Communities and continue inside and outside activities until the Centre closes. This time includes a late snack for those staying quite late and therefore, in need of some food to get them through until dinner.

**5:45pm**

**Centre closes**

## What to Bring in Your Bag

- A piece of fruit
- Nappies, if required
- Formula or breast milk, if required
- Some changes of underwear & clothes to remain in bag until needed, family surname applied is appreciated



# 09. Policies and Procedures.

There are a number of policies and procedures that have been developed. These are reviewed and updated regularly to comply with the National Law and Regulations concerning Early Childhood Education. A hard copy of these policies is available in the Halifax Street Centre foyer near the entrance to the Purlaityi, Marnkutyi, and Yarapurla. Please familiarise yourself with these policies and procedures and if you have questions, please ask a staff member for clarification or if you'd like to make a suggestion for consideration. A few of these policies include such wide-ranging areas as: • Child Safe Environments • Continuity of Education and Care • Health, Hygiene and Safe Food • Food, Nutrition, and Beverage • Education, Curriculum, and Learning • Emergency Management and Evacuation • Environmental Sustainability • Excursions • Grievances • Incident, Injury, Trauma and Illness • Infectious Diseases • Medical Conditions • Privacy and Confidentiality • Work Health and Safety

## ENROLMENT WITHDRAWAL POLICY

One full term's notice is required in writing to conclude/withdraw your child/ren's enrolment. A failure to satisfy this requirement will result in the liability for one term's fees. Parents will also be responsible to pay all costs associated with the collection of overdue accounts.

## THE IMMUNISATION ACT STATES:

- An early childhood service must not enrol a child if all immunisation requirements are not met
- Early childhood services must keep a current copy of an approved immunisation record for each child enrolled in, or attending that service
- Approved immunisation records must be supplied by parents/guardians to the early childhood service at specified times



Therefore, parents are asked to provide regular up to date Medicare Immunisation History Statements. These can be easily accessed through your myGov account or from Medicare. Please send copies to [gilda.syigos692@schools.sa.edu.au](mailto:gilda.syigos692@schools.sa.edu.au).

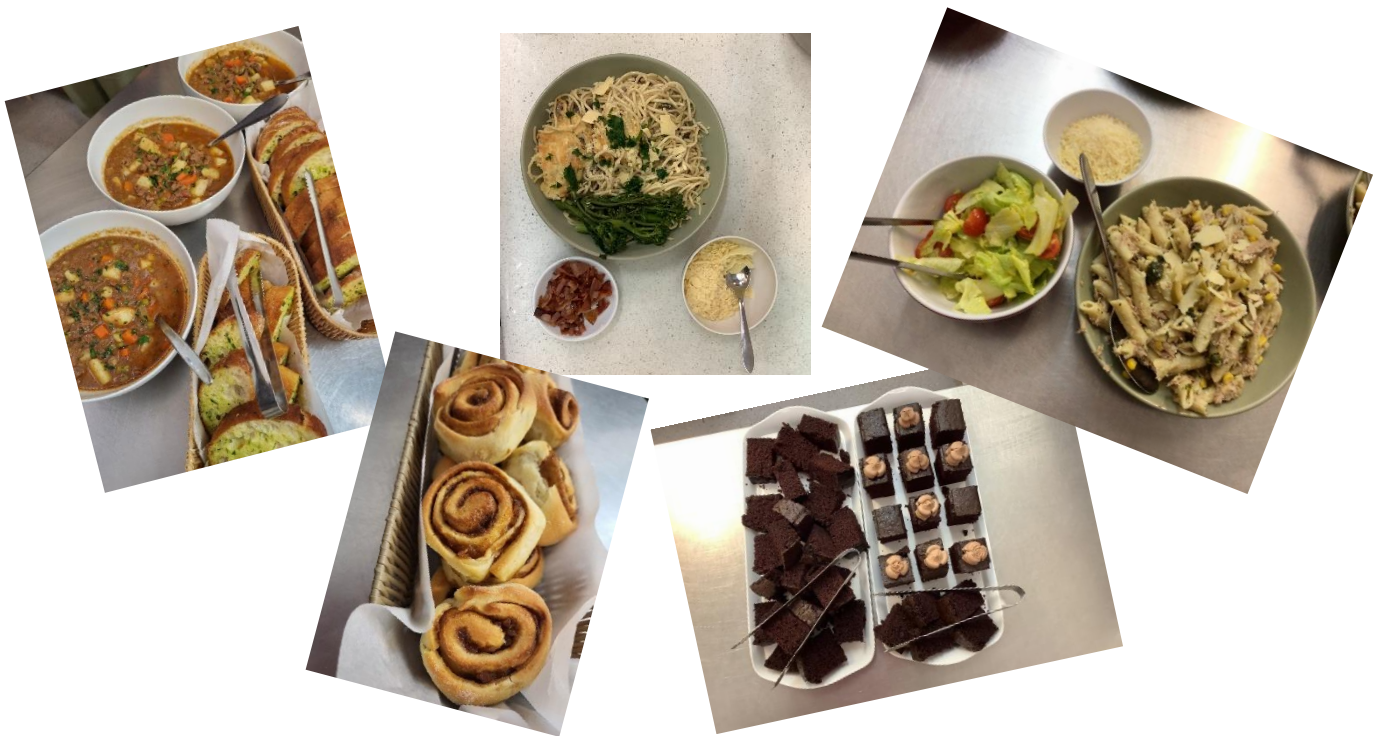
# 10. Food & Nutrition

## Food and Nutrition:

At Halifax Street, food plays an important role in our community. In 2016, our Centre was fortunate to work with Carla Rinaldi from Reggio Emilia to reimagine our food experiences. This research placed a significant emphasis on the importance of mealtimes in creating positive memories of taste for your children. We ensure children are receiving a wide range of food types in line with their developmental needs and the Australian Dietary Guidelines. More information and guidance are available at the following link: <https://www.healthdirect.gov.au/healthy-eating-for-children>

All children's cultural and allergy needs are respected and catered for by our kitchen staff.

As Maddalena Tedeschi, a Pedagogista for the Preschools and Infant-Toddler Centres of the Municipality of Reggio Emilia, Italy, has said, *"The kitchen is a place of life and of possible relationships, a vital space inhabited on a daily basis by adults and children. A space for thinking, and research, and learning."*



# 11. History

## The story so far...

It all started back in 1910 when the fourth kindergarten in South Australia was opened in the Madge Church Hall in Halifax Street. Kindergartens in those days were new and radical ideas, which were treated with some suspicion by the city's poor, for whom they were established to help. The benefits of the idea soon caught on and the Halifax Street Free Kindergarten grew in leaps and bounds.

By 1924 the Church Hall had outlived its usefulness and the Committee was successful in securing a bequest of £2000 pounds from the estate of the late Miss Alice Keith Sheridan, and a new building was planned. In 1925 the new premises were opened in Cairns Street and was the first purpose-built Kindergarten. Keith Sheridan Kindergarten was born.



With the advent of the Second World War, Keith Sheridan became one of two Centres to cater for the needs of children whose mothers were working for the war effort. The Centre was open from 7am until 7pm and all meals were provided.

In 1953 the Committee and the Kindergarten union arranged the purchase of a property at the rear of the Centre in Halifax Street and the land was used as a playground, and in 1972 the Kindergarten Union purchased a small cottage to the west of the Centre on Cairns Street and demolished it to give even more room. In this year, Lady Bonython resigned from the Committee after 59 years of service.

In 1983, a new building was opened facing Halifax Street. The 58-year-old two-storey building was demolished and a playground and garden established at the rear, backing onto Cairns Street.

The Centre continued its long tradition of providing a Kindergarten program and offering childcare for the over 2's. The Centre was funded under the 'Bowen' formula that offered generous funding and was an Education Department managed site. From the beginning of 1997 the Centre became a community-managed service and a Management Committee was established to run the Centre. From that year, the Centre offered care for under 2's in new additions and alterations to the building.

From March 2000, the Centre continued to offer care and education services to the city's community of residents and workers under the name of Halifax St Children's Centre and Preschool. It is with pride that the current Management Committee and staff acknowledge the Centre's history and the people who made it possible over many years, and in whose great traditions we follow.

As one of the first Kindergartens in South Australia, we continue to serve our beautiful, culturally diverse community and are committed to serving this community of learners now, and into the future. The story continues...

# 12. Concerns

If you have any educational concerns or queries, please speak to the Teacher/Educator who is the Learning

Community Team Leader rather than the Co-educators. The Co-educator is often placed in an awkward or embarrassing position when asked by a parent to comment on a child's development as this function is outside their area of responsibility. If you have a serious concern which cannot be addressed by your child's Learning Community Leader, please make an appointment with the Director.

If you wish to discuss your child's progress, you will need to make an appointment outside the program time. We also love hearing positives about the Centre, staff and program so please let us know those things too.

**Contact:**

**Address:** 257 Halifax Street, Adelaide SA 5000

**Phone:** 8223 2240

**Social Media:** Facebook, Instagram