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Teacher's Message

Dear Parents/Guardians,

Welcome to Wellington Preschool. This handbook has been designed to provide you with all the necessary information to understand how our preschool functions.

Preschool is often the first step a child takes in the world outside his/her home and family. It is the beginning of the formal education process and should be viewed as a stepping-stone into the wonderful world of learning. Preschool provides your child with experiences that will allow him/her to develop in many areas. These include cognition (thinking, problem solving), fine motor skills (grasping, eye coordination), gross motor (climbing, balancing), social skills (forming relationships with peers, sharing) and language.

This is the beginning of children's development with independence, and it is extremely important that parents/guardians accept and assist in the development. Let your child try and dress themselves; encourage them to look after their personal belongings. At preschool they will be expected to take off and put on their own coats, smocks, put their own drink bottles away, open their own lunchboxes and eventually pack their own bags, wash, and dry their hands and other simple activities. Children enjoy feeling capable and independent.

Planning for children occurs at both an individual and group level. Through observations and other formal assessment techniques, staff can plan and implement programs that are creative, flexible, and responsive to children's interests, experiences, and developmental abilities.

An indoor and outdoor program is implemented through a large variety of individual and group activities such as painting, puzzles, swings, sandpit, climbing plus lots more! Large group experiences include songs, music, dance, and discussions. The activities provided allow the children to grow into individuals with self-respect and self-esteem.

The staff at Wellington Preschool are committed to providing all eligible children with a program that is educational, fun, and suited to their individual needs. We look forward to getting to know both you and your child this year.

From The Team at Wellington Preschool.



Kinder Philosophy

At Wellington Preschool we are committed to providing a high-quality early childhood program with a strong focus on building nurturing and supportive relationships with children, families, educators, and the community. We believe that children learn best in a safe and caring environment, where all children and families feel a sense of belonging.

Children

Each child is recognised as an individual and supported in a warm and caring environment. We foster each child's uniqueness, through mutual respect and encouragement. Our program endeavours to reflect the "whole child," their holistic wellbeing, and their learning by supporting their social emotional wellbeing as they develop their sense of self.

We believe in an inclusive approach in our kindergarten program, ensuring all children are treated equally and respected as individuals. We support the children's self-esteem and respect using positive language and encouragement.

Families and Community

At Wellington Preschool, we respect and celebrate the traditional owners of the land through cultural awareness in our practice and program. We strive to be inclusive to all cultures, heritages, and family structures. We aim to learn more about the diversity within our kindergarten community and be supportive of their needs by encouraging families to share their experiences and feel included in our program. We recognise that families are the most valuable and important element of a child's life. We collaborate with families to share decision making about their child's learning and development. The relationships between educators and families are based on mutual trust and open communication.

Educators

Our qualified and dedicated educators believe that learning during the Early Years is critical for the development of the whole child. Our child centered, indoor/outdoor play-based program, reflects the interest of the children and encourages each child to be an active learner.

We recognise that learning occurs in a variety of social contexts and interactions with others. Along with intentional and purposeful education that supports the child's interests, we work with the children using strategies to speculate, explain, share thinking, problem solving, creativity, music, and dance, and most importantly, play which is the fundamental factor in the children's learning.

Along with creating programs based on the Victorian Early Years Learning and Development Framework and the National Quality Framework, we provide programs which reflect experiences from our everyday life and the children's abilities and interests, with an emphasis on choice and independence.

Environment

Our purpose built and award-winning environment plays an important role in contributing to the wellbeing, happiness, creativity and developing independence of our children. The environment acts as the third teacher where children conduct a lot of their learning. We believe it enhances and challenges the children's experiences and allows the children to take risks, in a supervised environment. We are committed to implementing sustainability into our everyday practices, as this promotes awareness and action towards caring for the world, we live in.

2025 Wellington Kindergarten Program (subject to change)

| | Monday | Tuesday | Wednesday | Thursday | Friday | Total Hours |
|--|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|---------------------------------|------------------|
| Ladybugs 3-Year-olds | | 9.00am - 2.00pm (5 hours) | | 9.00am – 2.00pm (5 hours) | 9.00am – 2.00pm (5 hours) | 15 hours/week |
| *Please note that children cannot attend kinder until after their 3rd birthday | | | | | | |
| Grasshoppers 3-Year-olds | 8.30am - 4.00pm (7.5 hours) | | 8.30am - 4.00pm (7.5 hours) | | | 15 hours/week |
| *Please note that children cannot attend kinder until after their 3rd birthday | | | | | | |
| Bumblebees Group 4-year-olds | | | 9.30am - 2.30pm (5 hours) | 9.30am – 2.30pm (5 hours) | 9.30am - 2.30pm (5 hours) | 15 hours/week |
| Butterfly Group 4-year-olds | 8.30am - 4.00pm (7.5 hours) | 8.30am – 4.00pm (7.5 hours) | | | | 15 hours/week |

Snack and Lunch Times

The kindergarten has a nutrition Policy which is in the Centre Policy Book. The Policy Book is located in the foyer of the kindergarten. Please take the time to read it and be familiar with what it says.



Parents and carers are responsible for providing a healthy snack and lunch at kindergarten in a named, easy to manage lunch box. Each child will need a clearly labeled Drink Bottle which will contain fresh water daily and will be readily available to the children at all times during a kinder session. Please do not hesitate to talk to your teacher if your child has special dietary needs.

Snacks each day can include fresh fruit, vegetables, cheese, yoghurt or crackers.

Healthy SNACK



Healthy



What your child needs to bring

- A Kindergarten Bag
- A **named** lunchbox/container, with a healthy lunch & snack
- A **named** bottle of Water
- Water **only**, please NO MILK and NO JUICE
- Change of clothes (named)

□ We are a **NO NUT Kinder**. No Peanut butter, Nutella, whole nuts, or other nut products allowed! No whole EGGS as there are children who are anaphylactic to eggs.



□

Clothing

Remember SAFE and COMFORTABLE- running, climbing easy to MANAGE- undo easily. Shoes need to be well fitted and suited to running and climbing. **We ask that the children do not wear thongs, crocs, and shoes without a back strap as they are very dangerous on the climbing frames. Long flowing skirts and dresses can also be a hazard on climbing frames.**

Please Remember:

- Please do not send the children in their best clothes, as children get very dirty at Kinder. We provide smocks for messy activities, but accidents do happen.
- All clothes must be comfortable, easy for them to toilet and allow your child to move freely.
- Please provide a spare set of clothes in your child's bag in case of accidents.
- Coats need to be provided during winter months as the children still play outside on colder days, providing it is dry.

Please note we are a sun smart preschool - singlet dresses and singlet tops must have a t-shirt underneath to protect your child from the sun.



We have a range of colours for T-shirts
T- shirts are \$10 each

Hats - each child will receive a free hat to wear at kinder.



Be Sun Smart!

We ask that you send your child to preschool with an appropriate hat and applied 30+ Broad Spectrum Water Resistant Sunscreen to all exposed skin. Please make sure sunscreen is applied from home/or before the kinder session starts. Educators will reapply sunscreen as necessary.

You have the opportunity to purchase Wellington Preschool T-shirts and jumpers for your child on interview day. Parents who are staying at preschool for a duty session are also requested to bring a hat for outdoor play. Hats are compulsory for any day where the UV is 3 or higher.



Arrival and Departure Procedures

Please ensure the children are brought to the door on time, and you are waiting at the end of the session to collect your child. Some children become very distressed if parents are late or if they have to wait to be taken home. If, for some unavoidable reason, you will be late **please call the Preschool to let educators know 9560 96106**. Please call 10 - 15 mins prior to the end of the session, if possible. This allows us to inform your child of the situation and they won't become distressed.

When you arrive at preschool, please wait in the outside foyer until the door to the preschool room is opened. While you wait to begin the session don't forget to read the important notices on the outside of the room. Please feel free to stay a while and look around at what the children are doing when the preschool room door is opened.

According to government policy all children must be signed in and out of preschool

The arrival and departure time of all children must also be recorded in the attendance app, HubHello through our iPads, located on the sign in desk.

PLEASE DO NOT LEAVE YOUR CHILD AT THE DOOR BY THEMSELVES.

- If you cannot collect your child for some unavoidable reason, the authorized nominees can pick up your child instead. If you require a friend or a relative to drop off/pick up your child on a one off, please let the educators know who in advance (phone call, text, or email) and educators will check the person's ID upon arrival of this adult.
- Persons under the age of eighteen (18) are not permitted to drop off or collect a child from preschool.

Notices – Storypark

Please check your Storypark app and emails regularly. At Wellington Preschool we use a smart app called Storypark to get all our notices, photos, announcements, learning stories to families. Other information about the program can be found on Storypark as well as outside your child's kindergarten classroom.

You will be sent an email invitation to join Storypark. Follow the instructions after you have downloaded the Storypark app to link to our preschool news.

Absences, Illness and Wellbeing



The attendance at preschool is very important and valuable. In order for your child to get maximum benefit from the planned educational program it is important that they attend regularly. If your child is ill or unable to attend, please notify the Kinder by telephone- **9560 6106** or email us wellington.kin@kindergarten.vic.gov.au

During the year, it is quite possible that your child may contract any of the usual children's ailments- please see and adhere to the exclusion table or check with the staff at Kinder how long your child should be excluded for.

For the health and safety of all children **please notify the teacher** if your child has a childhood ailment. This will enable extra precautions to be taken. If your child is unwell, please do not send him/her to kindergarten as it is easier for germs and childhood ailments to be spread through coughing, sneezing, etc.

If your child becomes ill or hurt at kindergarten, you or your emergency contact will be notified to collect your child.

Wellington Preschool is an Anaphylactic and Asthma Friendly Centre. All staff have the approved Anaphylactic and Asthma training. If your child has anaphylactic medication or asthma please speak to your child's teacher regarding the management and care of your child and to fill out an action plan, signed by your doctor. If your child requires oral medication during a kinder session, parents must complete and sign the medication administration book each day. Medication must be given to staff on arrival as no medication must remain in a child's bag.

Below is an Infectious Diseases exclusion table for common illnesses. If your child becomes unwell with a disease from the list below - please adhere to the exclusion period noted in this handbook.

Please note for the health and wellbeing of all our children, parents, and staff, we **WILL ENFORCE** exclusions for Vomiting, Diarrhea, fever and rashes. Our policies state that children should not attend Kinder until all symptoms of **Vomiting, diarrhea and fever** have been **ABSENT** until 24 hours after the last episode.

Please refer to [Department of Health Website](#) for minimum period of exclusion from Primary schools and children's services for infectious diseases cases and contacts. If your child becomes unwell with a disease from the list, please adhere to the exclusion period noted in the table.

Minimum period of exclusion from primary schools and children's services centres for infectious diseases cases and contacts

health

Public Health and Wellbeing Regulations 2009

Schedule 7

Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts (Public Health and Wellbeing Regulations 2009).

In this Schedule, medical certificate means a certificate from a registered medical practitioner.

| [1] Conditions | [2] Exclusion of cases | [3] Exclusion of Contacts |
|---|---|--|
| Amoebiasis (Entamoeba histolytica) | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Campylobacter | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Chickenpox | Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children | Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded |
| Conjunctivitis | Exclude until discharge from eyes has ceased | Not excluded |
| Diarrhoea | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Diphtheria | Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later | Exclude family/household contacts until cleared to return by the Secretary |
| Hand, Foot and Mouth disease | Exclude until all blisters have dried | Not excluded |
| Haemophilus influenzae type b (Hib) | Exclude until at least 4 days of appropriate antibiotic treatment has been completed | Not excluded |
| Hepatitis A | Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness | Not excluded |
| Hepatitis B | Exclusion is not necessary | Not excluded |
| Hepatitis C | Exclusion is not necessary | Not excluded |
| Herpes (cold sores) | Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible | Not excluded |
| Human immuno-deficiency virus infection (HIV/AIDS virus) | Exclusion is not necessary | Not excluded |
| Impetigo | Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing | Not excluded |
| Influenza and influenza like illnesses | Exclude until well | Not excluded unless considered necessary by the Secretary |
| Leprosy | Exclude until approval to return has been given by the Secretary | Not excluded |
| Measles* | Exclude for at least 4 days after onset of rash | Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIg within 144 hours of exposure, they may return to the facility |
| Meningitis (bacteria — other than meningococcal meningitis) | Exclude until well | Not excluded |
| Meningococcal infection* | Exclude until adequate carrier eradication therapy has been completed | Not excluded if receiving carrier eradication therapy |
| Mumps* | Exclude for 9 days or until swelling goes down (whichever is sooner) | Not excluded |
| Pertussis* (Whooping cough) | Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment | Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment |
| Poliomyelitis* | Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery | Not excluded |
| Ringworm, scabies, pediculosis (head lice) | Exclude until the day after appropriate treatment has commenced | Not excluded |
| Rubella* (German measles) | Exclude until fully recovered or for at least four days after the onset of rash | Not excluded |
| Salmonella, Shigella | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |
| Severe Acute Respiratory Syndrome (SARS) | Exclude until medical certificate of recovery is produced | Not excluded unless considered necessary by the Secretary |
| Streptococcal infection (including scarlet fever) | Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well | Not excluded |
| Tuberculosis | Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious | Not excluded |
| Typhoid fever (including paratyphoid fever) | Exclude until approval to return has been given by the Secretary | Not excluded unless considered necessary by the Secretary |
| Verotoxin producing Escherichia coli (VTEC) | Exclude if required by the Secretary and only for the period specified by the Secretary | Not excluded |
| Worms (intestinal) | Exclude until there has not been a loose bowel motion for 24 hours | Not excluded |

Statutory rule

A person in charge of a primary school or children's services centre must not allow a child to attend the primary school or children's services centre for the period or in the circumstances:

- (a) specified in column 2 of the table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 1 of the table in Schedule 7; or
 (b) specified in column 3 of the table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 1 of the table in Schedule 7.

The person in charge of a primary school or children's services centre, when directed to do so by the Secretary, must ensure that a child enrolled at the primary school or children's services centre who is not immunised against a vaccine preventable disease (VPD) specified by the Secretary in that direction, does not attend the school or centre until the Secretary directs that such attendance can be resumed. (Note—VPDs marked in **bold** with an asterisk (*) require the department to be informed immediately. Contact the department on 1300 651 160 for further advice about exclusion and these diseases.)

Further information

For further information about exclusions mentioned in this document, please contact the Department of Health's Communicable Disease Prevention and Control Section on 1300 651 160 or visit ideas.health.vic.gov.au.



To receive this document in an accessible format email: infectious.diseases@health.vic.gov.au
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Department of Health

No Jab, No Play Policy



The Victorian Government is undertaking a range of strategies to boost vaccination rates. One of these strategies is the introduction of legislation, known as 'No Jab, No Play', which will require children to be fully vaccinated before they can commence at early childhood education and care services (excluding outside school hours care).

Every day, immunisation saves lives and makes it possible for Victorians to live free from illness and disability caused by many infectious diseases.

The 'No Jab, No Play' law will recognise that there are a number of vulnerable children in the community whose families face difficulties accessing immunisations. The law will allow vulnerable children to be enrolled. Early childhood services will be provided with information to assist parents to access immunisations and obtain the necessary documentation within 16 weeks of commencing at the service.

Immunisation protects people who have been vaccinated, and also protects those in the community who may be unable to receive vaccines themselves, by reducing the prevalence and spread of disease.

Wellington Preschool's policy states that children **MUST** be immunised to access our service. All children attending the service must have a copy of their AIR Medicare Immunisation schedule at the Kinder. This will be a condition of acceptance for a position at Wellington Preschool.

Appointments

Parents are encouraged to speak to the teacher at various times during the year to find out how their child is progressing at Kinder. This can be done informally whilst you are on parent duty or formally by booking an appointment with the teacher. We have an open-door policy and encourage anyone to come and see us with any concerns they may have. Problems whether they be big or small can only be resolved if we know about them. Each family will have an opportunity for a start of year interview (before the sessions officially start) and a mid-year progress report and interview for those that wish to, in the middle of the year. 4-year-olds will also receive a transition report which is also the report sent to schools in term 4.

Health & Hygiene

All children should wash their hands upon entering the service daily. We will also actively encourage hand washing after playing outdoors, before eating, after wiping noses, when they are dirty and after toileting.

During the course of the year, we may ask for parents to donate toilet paper, tissue boxes and other items to the Kinder to keep our costs down. We thank you in advance for all families who help in this manner.

Photographs/videos taken by educators

Staff at the service may take photographs/videos of children as part of the program. These may be displayed at the service. Some staff may use learning journals in which photographs are included.

When the photographs/videos are no longer being used, the service will destroy them if they are no longer required, or otherwise store them securely at the service. Photos taken by staff will only be used for kinder program/individual or group documentation purposes and will NOT be used on social media.

Group photographs/videos taken by parents/guardians

Parents/guardians may take group photographs/videos of their own child/children at special service events such as birthdays, excursions, and other activities. **Parents must ensure that where the photographs/videos taken must NOT include other children.**

We ask all families to please be respectful of other parents and children's rights **to not have photos taken.** Please do not post pictures of children (other than your own if you wish) from our Kindergarten on social media sites.

Parents Committee of Management

The Department of Education & Training is responsible for the standards governing the developmental needs of the preschool, but the Committee of Management is responsible for the day-to-day upkeep and maintenance of the preschool. Equipment purchases, social functions, supporting the director, maintaining the grounds, and building, etc, are just some of the responsibilities of the committee. The Annual General Meeting is held in November, when the following year's committee is elected.

The main qualification for membership of the committee is enthusiasm and the desire to work for the benefit of the children at the preschool. The committee consists of a President, Vice President, Secretary, Treasurer, Maintenance Officer, and General Committee Members. Meetings are held monthly at the preschool or via Zoom.

This is an opportunity for parents to have a say in the running of the preschool. Our preschool's running is a result of the cumulative efforts of the staff and committee over many years. All parents are encouraged to think seriously about joining the committee, and to support all committee activities to the best of their ability. If you wish to be part of the committee, please speak to the staff to find out about a role that may suit you.

Inclusion

At Wellington Preschool we, the staff and Committee of Management endeavor to be inclusive in our practices at all times. We do this by:

- ensuring that service programs are available and accessible to families from a variety of backgrounds.
- encouraging collaborative, family-centered practice at the service.
- providing families with information about the role of inclusive practice in achieving positive outcomes for all children, the key values underpinning inclusive practice and the support options available for children attending Wellington Preschool.
- working with individual families to determine the needs of their child and facilitating the inclusion of both the child and the family into the service.
- ensuring that educational programs are delivered in accordance with an approved learning framework, are based on the developmental needs, interests, and experiences of each child, and consider the individual differences of each child ensuring that the enrolment process is fair and equitable and facilitates access for all children tailoring the orientation process to meet the individual needs of children and families.
- considering barriers to participation in service programs and activities and developing strategies to overcome these.
- considering options to provide appropriate physical infrastructure, staffing and resources to facilitate the inclusion of all children at the service.
- ensuring that staff have access to appropriate and accredited professional development activities that promote a positive understanding of diversity, inclusion, and equity, and provide skills to assist in implementing this policy.
- ensuring that the Nominated Supervisor, educators, and all staff are aware of the service's expectations regarding positive, respectful, and appropriate behavior when working with children and families considering any issues regarding fees that may be a barrier to families enrolling at Wellington Preschool and removing these barriers wherever possible.
- providing service information in various community languages wherever possible.
- using language services to assist with communication where required, considering the employment of a multilingual worker/s to meet the needs of culturally and linguistically diverse (CALD) families.
- working with the Nominated Supervisor and educators to ensure appropriate program planning and resourcing for children with additional needs.
- accessing Kindergarten Inclusion Support Services and Kindergarten Inclusion Support Packages for children with disabilities, complex medical needs and/or developmental concerns, where required.
- where practicable, accessing resources, support, and professional development to facilitate inclusion of children with additional needs who are ineligible for specific support packages.
- working with specialised services and professionals (e.g. Early Childhood Intervention Services and inclusion support agencies) to provide support and services for families and children experiencing severe disabilities, complex medical needs and/or developmental concerns.
- ensuring that all eligible three-year-old Aboriginal and Torres Strait Islander children and children known to Child Protection are supported to access the Early Start Kindergarten program accessing support from DEECD's Koorie Engagement Support Officers (refer to *Definitions*), the Koorie Preschool Assistants program (refer to *Definitions*) and the Indigenous Education Program, where required.
- implementing appropriate programs and practices to support vulnerable children and families, including working co-operatively with relevant services and/or professionals (e.g. Child FIRST), where required.
- ensuring that service programs are inclusive of children with medical conditions, including anaphylaxis, asthma, diabetes and epilepsy.
- ensuring that no employee, prospective employee, parent/guardian, child, volunteer, or student at the service is discriminated against on the basis of having or being suspected of having an infectious disease, blood-borne virus, illness or medical condition.

- ensuring that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner.
- ensuring that all policies of Wellington Preschool, including the *Privacy and Confidentiality Policy*, are adhered to at all times.

Stay and Play

All parents/guardians completing a stay and play must have a valid Working with children check. This is mandatory to protect the children's safety and wellbeing. A Working with children check must be shown upon arrival or sent via email prior to doing a stay and play duty.

We invite parents to assist at some sessions by staying to help with the program. It is an enjoyable time, and your child will eagerly and proudly wait for the day he / she can share this preschool time with you.

We hope that all parents will become involved in doing some Duty days and being part of your child's Kinder experience. We have a Parent Roster for Parent Duty during each term and anticipate that all families can help out with this - it is a great way to be involved during the Session:- reading stories, playing with the playdough or construction with the children, drinking imaginary cups of tea or just talking to them.

Rosters are provided at the preschool for you to select a convenient date each term.

The staff at the preschool relies on parent help during kinder sessions. It allows the teacher time to focus and work with your child, as well allowing you to see how your child interacts in the room, and with their peers. It can also be a valuable time to chat with the teacher to see how your child is progressing with their school readiness.

Being on duty involves supervising children at an activity during indoor time, packing up the tables during "pack up time", wipe down the tables and set them up for snack time.

Birthdays

Birthdays are fun and we love to share them with the children at preschool. We do ask, however, that this be kept very simple. Parents are more than welcome to bring cupcakes to share with all the children in the group- but please **NO sweets or lolly bags**. Please no cream or products containing nuts. Parents who wish to use children's art boxes for party invitations are welcome to do so, though please do this with some discretion unless you plan to invite all the children in your Kinder class. i.e. your child would be best uninvolved in this process.

Toys

Children love toys! We recommend toys do not come to kindergarten as they are easily broken or lost during a preschool session. We can take no responsibility for any breakages or loss of toys.

Special Sessions

Throughout the year, there will be special sessions arranged for Fathers, Mothers, and other occasions. The children really enjoy these occasions, so they can show family and loved ones who are their special friends, what goes on at preschool, and watch parents/grandparents join in games and other activities.

Concerns and Complaints

Parents with a concern or complaint are encouraged to voice their concern. The teachers and members of the committee are available to discuss matters of concern. Please make an appointment with a teacher or Nominated Supervisor, or President of the Committee.

A list of current committee members is displayed on the front notice board, as well as the procedure for making formal complaints with appropriate emails or phone numbers.

Working Bees



Necessary maintenance work- mowing, weeding, sorting, repairing, sweeping, and generally keeping the yard tidy and safe, needs the participation of **all families**. Monash Council has passed total responsibility for preschool maintenance (grounds, exterior and interior of building) to the committee. We encourage families to be part of our working bees and maintain our grounds and buildings in a presentable and appealing manner for our children. All children use the equipment, all children benefit equally from a well-maintained and orderly preschool.

We have 2-3 working bees throughout the kinder year. We appreciate all your effort to help out with maintenance at our Kinder.

Excursions and Incursions

From time to time, excursions and entertainment are planned to stimulate interest in the current topic being discussed. Excursions (in particular) parental assistance is appreciated. However, it is not always possible for siblings to attend, as supervision of the kindergarten children is a priority and adventurous toddlers may divert parental focus. For your children to be able to attend an excursion a parent/guardian must sign and return the excursion permission form prior to the excursion, these forms are handed out approximately two weeks prior to the excursion.

Is your child ready for Preschool?

To encourage optimal learning for a child starting Kindergarten or school it is important for them to be ready to accept the challenges of large group play away from their most comfortable environment, their family. Children that are not three years old yet cannot attend kinder due to teacher/child ratios. Teachers and educators will look forward to them attending on or after their birthday.

Please do not hesitate to talk with your child's teacher for a private discussion about any concern you have about your child. Parents/Teacher interviews for both the three- and four-year-old groups are held twice, one at the start of the year and again, during the second half of the year to discuss school readiness, developmental progress, etc. Teachers and educators make themselves regularly available to briefly discuss smaller matters and the day-to-day happenings.

Child Safety

Wellington Preschool is fully committed to the safety and wellbeing of all our children.

At Wellington Preschool we believe that every child is entitled to be safe and feel safe so they can thrive and develop to their full potential. This fundamental right underpins and is at the forefront of our care and decision-making. We are committed to the Child Safe Standards and contributing to the greater awareness of child safety in our community as a whole. In ensuring children's safety our philosophy also recognises the child's right to self-expression and making decisions and choices that influence their learning and wellbeing.

Our Child Safe Environment Policy provides clear guidance and a best practice framework for allowing us to take a preventative, proactive and participatory approach to child safety. We will keenly foster a culture of openness and trust that supports our kinder community to discuss worries and concerns, and safely disclose any risk or perceived risk of harm to children. We will pay particular attention to the safety of vulnerable children in our community, respect diversity of cultures, needs of children with disability, and child-rearing practices while keeping child safety paramount.

We take our moral and mandatory requirements seriously and will report suspected abuse, neglect, or mistreatment promptly to the appropriate authorities. We will work with other organisations appropriately and lawfully where the safety and wellbeing of children is at risk. We are committed to working closely with families in the case of court orders or inventions.

Our Code of Conduct clearly outlines our expectations around appropriate conduct and behaviour around the kindergarten and applies to all staff, committee members, volunteers, and parents. Recruitment procedures are in place ensuring we employ suitably qualified candidates who are screened, reference checked and must hold a current working with children check. Our staff are trained and updated appropriately in relation to child protection matters maintaining informed and current legislative practice.

All members of the Wellington Preschool community have a responsibility to understand the important and specific role they play individually, and collectively to ensure the wellbeing and safety of all children. We want all those involved with the kindergarten to feel informed, equipped and empowered so our children and community can thrive.

For a comprehensive look at the areas outlined above please see our Child Safe Environment Policy on our Website.

The Victorian Child Safe Standards

Victoria's mandatory Child Safe Standards are a mandatory framework to protect children and young people from harm and abuse and have been in effect since 2016. Following the Royal Commission, the Victorian Government reviewed the Standards and recommended several changes to better align the Standards with the National Principals for Child Safe Organisation, and to strengthen administration of the Standards, increasing it from seven to eleven. The new Child Safe Standards have commenced on 1st July 2022.



Cultural Competence

Creating inclusive environments and learning about Aboriginal Reconciliation and promoting access and inclusion into our program is important because Aboriginal people hold the unique status of being the first people of Australia. As educators there are many ways, we can make this learning about our first people meaningful to the children.

As Early Childhood professionals, increasing our knowledge of Aboriginal Australia in the past and present assists us to apply knowledge, skills, and attitudes to create accessible and inclusive preschool environments. It is important as educators that we educate ourselves to feel confident in passing on knowledge about Aboriginal and Torres Strait Islander cultures to all children in a meaningful informed way.

Understanding the broader issues faced by many families can help us develop a more empathic stance in our interactions with them. In the long run this will help us in building more secure and respectful relationships. This can also encourage us to remain flexible in our approach and service delivery to better accommodate families' needs.

As educators we ask ourselves "how do I support children to develop a deeper understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages?"

By supporting children's understanding and respect of differences or diversity and giving them knowledge, books, songs, and opportunities for inquiry, we can help accomplish our aim of successfully developing our understandings of our Indigenous culture and heritage.

"How do I acknowledge and incorporate Aboriginal and Torres Strait Islander cultures in my program?" This question takes us on a continuous journey, which is still ongoing, as we document children's inquiry as they engage with the resources, activities, and media we plan for them within the learning environment. Our journey is led by children with open-ended questions within their learning experiences. We keep building on their interest, and curiosity towards cultural awareness and acknowledging Aboriginal and Torres-Strait Islander cultures.

As young 3- 5-year-olds we understand that the children in the kinder group have had little or no specific knowledge of Aboriginal and Torres Strait Islanders culture. Providing them several opportunities within their interests supported a deeper understanding about Aboriginal and Torres Strait Islanders culture. Children will develop more respect and understanding towards diversity. As educators we are also increasing our understanding of diversity. At this point of time, kinder children are open to learning and exploring aboriginal culture. They are demonstrating an understanding of respect towards First People of Australia. Children use signs and symbols in their artwork. Children are gaining an understanding of how our first people lived, used art and the land to communicate and tell their story and pass this on down the generations for us to learn and respect. You will see at least one experience each session that is inclusive of Australian Indigenous culture within our educational program. We are always looking to broaden and strengthen our understanding and our acceptance of the first people of this land, if you have an Aboriginal or Torres Strait Island background, resources, or experiences to share we would love for your family to share these with us.



Policies

THE PRESCHOOL HAS A COMPREHENSIVE POLICY DOCUMENT AVAILABLE TO EVERYONE. It is located in the foyer. Please feel free to read these, so that you are aware of our policies. Please note: The policy folder must remain at the kinder at all times.

Please note you can also access our policies on our website www.wellingtonpreschool.org.au

Routine for the first few sessions.

During the first two weeks of term one, we have staggered sessions to allow children to settle into the Kinder. Staggered sessions are shorter session times with smaller groups of children. They allow the teachers to spend special individual time with your child to ensure a smooth transition into the program. Included in your Orientation Day Pack are your staggered sessions your child will attend for the first weeks of 2024.

GENERAL POINTS TO REMEMBER

- Please NO TOYS, JEWELRY OR VALUABLES MAY BE BROUGHT TO KINDER. Please check your child's bag regularly.
- Change of address or telephone number must be given immediately to the Kinder Teacher so that parents can be contacted quickly in case of emergency.
- Please let the kindergarten know if your child is away due to sickness or other reasons. The Teacher must be notified of all sicknesses.
- PLEASE REMEMBER KINDERGARTEN TIMES. Bring your child on time and pick them up on time after the session. Children may get upset waiting for even a short time.
- Please note, that the children are only our responsibility during the session hours. The time before and after each session is very important to the staff as it is to prepare and set up for the children, so we cannot cater for children to be dropped off early or picked up late except, in cases of emergency.