

PLAY LEARN GROW



INFORMATION HANDBOOK 2022

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Acknowledgement of Country

*We acknowledge the traditional Aboriginal custodians of this land, the Wurundjeri people of the Kulin Nation, and recognise their continuing connection to land, water and community.
We pay our respects to their Elders past, present and emerging.*

WELCOME

Highmount Preschool extends a warm welcome to all children and their parents and guardians.

This year will be a big step for your child. Some children will have been to playgroup or crèche, but for many this will be their first experience away from home. We recognise that each child is unique and that children will approach this new environment in varying ways.

Each child will be made to feel welcome and secure, so that they will be at ease to explore and become familiar with the outdoor area, the room equipment, the staff and the other children. The program allows for a great deal of parent/guardian involvement, so you will be able to be part of your child's preschool education. As parents/guardians you will play a very important role in the functioning of Highmount, and we hope you will feel satisfaction in being part of our kindergarten community.

This handbook will provide you with the main information about the way Highmount operates and how you can help make Highmount an enjoyable, rewarding and safe environment. The Committee of Management encourages all parents and guardians to become familiar with these policies and procedure. They are available for viewing on our website <http://www.highmountpreschool.org.au> Hard copies can be made available upon request.

Highmount Preschool continuously strives to improve our service and program. We encourage parental involvement and input, and we welcome all comments, suggestions and concerns.

OUR PROGRAM

The educational program at Highmount Preschool is guided by the principles and outcomes outlined within the Victorian Early Years Framework (VEYLDF) and the National Early Years Learning Framework (EYLF) – Belonging, Being and Becoming. Teachers and educators strive to create an engaging, interactive, inclusive and supportive learning environment where each child’s learning and development opportunities are maximised through our high-quality play-based curriculum.

Our program aims to nurture, support, inspire, celebrate and respect each individual child so that they may develop positive dispositions for learning, social competence, self-concept and emotional wellbeing. Therefore, our curriculum and pedagogy is constantly evolving in response to children's changing needs and interests, parental and community interests and concerns, and teachers' understanding and approaches to pedagogy. Each of these key elements shapes the direction for future learning.

Our program provides children with rich, authentic and meaningful experiences that support them to connect with and contribute to their world as they engage with community, culture and nature, and find fun and joy in learning. Educators facilitate children’s learning and development through responsive and respectful relationships, intentional teaching, and inspiring and engaging play experiences.

3-Year-Old Program

The 3-Year-Old Program at Highmount Preschool invites children to discover the joy and wonder the world has to hold and foster a love of learning that they will carry with them throughout life. At three and four years old, children love to explore, experiment, create, connect with others and delight in the world around them. They are full of energy and curiosity. Our program recognises these wonderful characteristics and seeks to nurture, celebrate, and develop them.

Through warm and respectful relationships and a supportive and engaging play experiences, we support each child to grow physically, socially, cognitively, emotionally, and creatively. The three-year-old program also places great importance of ensuring each child achieves a sense of belonging. The Early Years Learning Framework explains the importance of belonging:

“Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.”

We support each child to connect with their peers, teachers, and the Preschool community in ways that promote a positive sense of self, inclusion and emotional and social wellbeing.

4-Year-Old Program

The kindergarten year is a very special year for your child as they meet new challenges, go on adventures, experience new things, and open their minds even further to the possibilities that life holds for them. With this in mind, we know how important our role is in ensuring Kindergarten is where they find their love of learning and experience learning as fun. We strive to nurture, support, inspire each child and show them how capable they are and how amazing the world is when you are a seeker of knowledge and understanding.

At four and five years old the children come to Kindergarten with volumes of knowledge, a wide range of skill sets, and lived experiences that will inform and transform their play. They are seekers of knowledge and understanding, risk takers, adventurers, natural scientists, codebreakers, problem solvers, artists, friends, and authors of their own stories. Throughout their Kindergarten year they will be supported and encouraged to explore all these identities through engaging, fun, inspiring and meaningful experiences that will help them to become effective and confident learners and strong in their social and emotional wellbeing.

Social and Emotional Learning

Social and emotional learning helps children learn the competencies and skills needed to build resilience and effectively manage their emotions, behaviour, and relationships with others. Through relationships with others, children cultivate expectations and understandings about their world and the people in it and are developing their first:

- understanding and sense of self and their capabilities
- social skills to get along in life with others
- emotional skills such as effectively identifying, understanding, expressing and managing a wide range of feelings.

These first experiences, understandings, skills are crucial as they form the foundations for children's ongoing development and impact their mental health and wellbeing, now and into the future.

At Highmount Preschool we support the children to engage in social and emotional learning by:

- providing opportunities for role play where children can explore aspects of identity, make sense of things they may have seen and practise social roles and skills.
- intentionally teaching children to identify their emotions and the emotional responses of those around them.
- helping children to build and maintain positive relationships by learning about kindness, care and empathy.
- engaging children in group projects and play experiences to support their ability to work co-operatively with others.
- teaching the children techniques for coping with stress and worry.
- engaging children in regular mindfulness experiences.
- forming secure and trusting relationships with each child and modelling pro-social behaviour, problem solving skills and empathy and kindness.
- Using texts and media to support children's emotional literacy development.
- inviting the children to walk with us on our journey towards reconciliation. We are committed to reconciliation and contributing to a better Australia where Aboriginal and Torres Strait Islander peoples and all other Australians participate in an equitable and fair society, free from prejudice and persecution.
- exploring the culture, heritage, backgrounds, and traditions of each child within the context of their community.
- planning experiences and providing resources that broaden children's perspectives and encourage appreciation of diversity.

Literacy and Numeracy

Literacy and numeracy are essential skills for all children to develop. At Highmount Preschool we support each child to become literate and numerate through engaging play experience, explicit teaching, real tools, a print rich environment, a language rich environment and a diverse and inclusive understanding of the different ways that humans communicate.

Our program encourages children to connect with literacy and numeracy at their own pace and to use their knowledge, skills and understandings in contexts that are authentic and reflect real life.

The following experiences and approaches are embedded in our program to support each child's literacy and numeracy learning and development at Highmount Preschool:

- Engaging children in meaningful and sustained conversations.
- Valuing children's linguistic heritage and encouraging the use of and acquisition of home languages and Standard Australian English.
- Encouraging and facilitating communication between peers.
- Dramatic play experience that invites children to use oral language, movement, print and music to express themselves and create scripts for their play.
- Space and materials that support children to engage in mark making and writing.
- Open-ended art experiences that support children to express themselves creatively and use art as language.
- A print rich environment that invites children to engage with text, images and symbols and build their print awareness and visual literacy.
- Spaces and experiences that celebrate books and foster a love of reading and storytelling.
- Interactive story-time experiences that support children to develop emergent literacy skills.
- Access to real mathematical tools and concrete materials that support children to engage with mathematical concepts and language.
- Opportunities to solve problems and use number in creative and meaningful ways.

Developing Skills and Dispositions for Learning

As children engage with our program and the environment at Highmount Preschool they are supported to develop key dispositions and skills for effective learning. Together with their educators they imagine, create, investigate, explore, experiment, wonder and reflect. Each child is supported to be active and confident in their play and to make decisions and share ideas and interests that drive and influence their learning and development. We seek to empower each child to become a highly capable, confident and effective learner by:

- inviting children to collaborate with educators when planning experiences.
- ensuring children have access to high quality resources that facilitate learning through play.
- using children's interests as a vehicle for learning and planning for all learning styles.
- supporting children to explore and connect with the natural world, and to take on roles of responsibility and care as we teach them about sustainable living.
- providing a high-quality science program that invites children to experiment, investigate and explore through hands-on experiences.
- taking an integrated approach to learning as we understand that one experience can present many avenues for the development of dispositions, skills and knowledge.
- incorporating meaningful incursions and excursions in our program that support each child to progress in their learning and development.

Partnerships with Families

'...Parents' attitudes, behaviours, and actions in relation to their children's education have a substantial impact on student learning and educational attainment.' (Emerson, L., Fear, J., Fox, S., and Sanders, E. 2012)

At Highmount Preschool we work in partnership with families/caregivers to achieve the best possible outcomes for each child. We strive to make this partnership visible in our program and ensure that families/caregivers are supported to contribute to the program in meaningful and real ways. Through relationships and partnerships, we ensure that different preferences, perspectives, and interests are heard, valued, respected, and included. Utilising family knowledge and understanding, resources, and strengths assists shared decision making for children in the early childhood service.

We support families/caregivers to be active participants in their children's learning and development at Kindergarten by:

- asking families/caregivers to share important information regarding their child, including their interests, strengths, aspirations for their child, family and cultural values, and ways that we can best support their child.

- seeking ongoing authentic feedback and input regarding our program that will be used to improve outcomes for all children.
- sharing diverse ways of being knowing so that we can honour and celebrate the culture, identity, and capabilities of each child.
- inviting families/caregivers to share their skills, expertise and experiences in ways that enrich our program.
- inviting families/caregivers to support our program as a 'helper' or through 'stay and play experiences'.
- celebrating community events with families/caregivers in ways that are respectful, inclusive, and culturally appropriate.
- asking families/caregivers to share stories. Sharing stories enables us to better know your family and your children and are a springboard for discussion and reflection with your child and others. Shared stories are also a great way to foster the relationship between home and kindergarten and encourage a sense of belonging. They also help to develop language and literacy skills.

Transition to School

At Highmount Preschool we understand the transition to school as an **active process of continuity and change that is facilitated by families/caregivers the kindergarten service and primary schools, in the context of secure and supportive relationships**. The process of transition occurs over time, beginning in the first term of Kindergarten and extending to the first year of school.

Throughout the year we will support each child to make a positive transition to school by:

- gathering information about each child's learning and development from a wide range of sources and taking a strength-based approach when analysing and using this data to achieve the best possible outcome for all children.
- working in consultation and partnership with children, families, and professionals to support each child's transition.
- supporting each child to manage change and build resilience as they develop and try out a range of skills and strategies while moving between contexts.
- facilitating reciprocal visits from Prep teachers and local school children so that transition occurs in the contexts of secure and supportive relationships.
- ensuring we provide schools with a comprehensive picture of each child so that they can better prepare and plan for their first year at school.
- supporting each child to develop their social competency, emotional wellbeing as well as key dispositions and skills for learning so that they feel confident to meet the challenges, new experiences, and adventure that Primary School has to offer.
- developing detailed Transition Learning and Development Statements that celebrate the strengths of each child and suggests ways teachers can act to ensure they are fully supported and engaged throughout their Prep year.

We understand that starting school is a major life transition for both children and their families, that is why we are committed that the children at Highmount Preschool are given every opportunity to make a positive and effective transition to school.

STATEMENT OF VALUES AND PRESCHOOL PHILOSOPHY

Mission Statement

At Highmount Preschool we provide high quality education and care and implement a child-centred program based on the principles outlined in the Victorian Early Years Framework (VEYLDF) and the National Early Years Learning Framework (EYLF) – Belonging, Being and Becoming.

Our Vision, Our Purpose

We believe positive, warm and responsive relationships lay the foundation for successful learning and development. Our commitment to positive relationships promotes social and emotional wellbeing, and our inclusive environment provides rich learning experiences for all children.

VALUES

Learning

We believe in learning that is authentic, ongoing, engaging, meaningful and reflective.

Inclusion

We believe in embracing diversity and purposeful actions to ensure that all people reach their potential and are celebrated. This contributes to the richness of our society and presents opportunities for choices and new understandings.

Respect

We believe in authentic relationships that are founded on kindness, understanding and empathy.

Community

We have an appreciation for and are curious about the world, its cultures and the diversity of its peoples. We are prepared to take action to better our world, both locally and beyond.

PHILOSOPHY

In our relationships with **children**, we believe:

- The health, safety and wellbeing of children according to the Child Safe Standards is paramount
- Every child has the right to quality education and care, regardless of background, ethnicity, culture, beliefs, gender, age, socioeconomic status, ability, family structure or lifestyle in accordance with the United Nations Convention of the Rights of the Child.
- Nurturing supports children to feel respected, self-confident, trusted, responsible, independent and acknowledged for their individuality.
- Children are supported to adopt environmentally friendly practices.
- Children's individual needs, interests and experiences are recognised, embraced and supported.
- Children are treated equitably and with respect.
- Promoting inclusive practices ensures the successful participation of all children.

In our partnerships with **families**, we believe:

- Families bring with them the knowledge of the whole child and are the primary source of learning for children.
- Trust, respect and collaboration forms the basis for strong partnerships between families and teachers to ensure children's needs are met.
- Families should be welcome to engage in meaningful participation in the program.
- Open and regular communication with families builds positive relationships, and feedback is welcomed and encouraged.

In our relationships with our **community**, we believe:

- In embracing, understanding, and embedding the cultures and beliefs of the First Nations Peoples.
- Promoting and adopting sustainable practices will care for our environment now and in the future.
- Relationships with the wider community provide a sense of belonging.
- Employing qualified and professional educators who adhere to the Early Childhood Australia Code of Ethics supports the best interests of children and families.
- A collaborative approach to continuous improvement and professional development creates a supportive, happy and productive work environment.

STAFF

Rebecca Tyson – Early Childhood Teacher and Educational Leader (currently on Parental Leave)

Rebecca joined the Highmount Preschool community in 2020. It will be her 8th year teaching kindergarten and her 16th year working in the education sector.

“I am deeply passionate about quality education for all children and aim to provide children with meaningful and engaging learning experiences and foster a life-long love of learning. I like being part of the Highmount community and providing a high-quality kindergarten program for the children and families to enjoy. I know that together we will learn, gain understanding, be challenged and inspired, experience adventure and wonder, and most importantly we will form connections and have fun!”

In her spare time Rebecca enjoys spending time with her partner Craig, her daughters Phoebe and Lucy, and their extended family and friends. Her hobbies include painting, drawing, restoring mid-century furniture and exploring the Yarra Valley.

Grace Keleher – Early Childhood Teacher 4YO and Educational Leader

Grace obtained her Bachelor of Education (Early Childhood and Primary) in 2019 has been teaching at sessional kindergartens for the past three years.

“I have a true passion for educating young children. I pride myself on the meaningful relationships I form with children, staff, families, and the wider community. I have a keen interest in nature play and sustainability, and I like to incorporate these into my program wherever possible. I also emphasise practising self-help skills with children which helps set children up with independence and confidence before starting school.”

Nicole Barnes – Early Childhood Teacher 3YO

Nicole recently joined Highmount Preschool as our 3-year-old kindergarten teacher at Highmount Preschool. Nicole has over 10 year’s experience in early childhood education and has worked with a variety of children between 0-6 years of age.

*“I have a strong passion for sustainability and having a positive impact on the environment. This is something that I embed in my everyday life as well as my teaching practice.
Along with Grace and Hilda I look forward to building new relationships with you and your children”*

Hilda Cousins –Assistant Educator

Hilda joined Highmount Preschool as a volunteer in 2016 and loved working with children so much she decided to leave her 30-year corporate career to study and attain a Diploma of Early Childhood Education and Care. Hilda works as an assistant educator with both the three- and four-year-old groups.

Abida Khan – Assistant Educator

Abida has a Bachelor’s Degree in Education (overseas) and a Diploma in Early Childhood Education from JTI Melbourne. Abida has varied experience in both preschools and primary schools and has a keen interest in teaching children through play. Abida joined the Highmount Preschool team in 2016, working as a lunch time relief assistant.

Our educators (including Relief Educators) meet the training and qualification requirements as set out in the Education and Care Services National Law Act and Regulations.

All educators possess and regularly update their First Aid, CPR, Asthma, Anaphylaxis and Auto injection device training.

NATIONAL QUALITY FRAMEWORK

The National Quality Framework (NQF) aims to raise quality and drive continuous improvement and consistency in education and care services through:

- a national legislative framework – Education and Care Services National Regulations, Education and Care Services National Law Act
- a National Quality Standard
- a national quality rating and assessment process
- a national body called the Australian Children’s Education and Care Quality Authority (ACECQA).

Quality education and care shapes every child’s future and lays the foundation for their development and learning. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Research shows quality education and care early in life leads to better health, education and employment outcomes later in life.

For further information:

<https://www.acecqa.gov.au/nqf/about>

National Quality Standard

The National Quality Standard (NQS) is a key aspect of the NQF and sets a national benchmark for early childhood education and care, and outside school hours care services in Australia.

To ensure children enjoy the best possible conditions in their early educational and developmental years, the NQS promotes continuous improvement in quality.

For further information:

<https://www.acecqa.gov.au/nqf/national-quality-standard>

QUALITY IMPROVEMENT PLAN (QIP)

The National Regulations require approved services to have a Quality Improvement Plan (QIP). The aim of the QIP is to help the staff and educators self-assess their performance in delivering quality education and care and to plan future improvements. The QIP also helps the regulatory authorities with their assessment of the service.

Please take the opportunity to have a read of our QIP and our current goals at Highmount Preschool. A copy of the Highmount Preschool QIP is located in the “welcome area”.

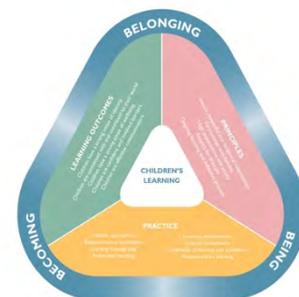
We are always looking to improve our service. We welcome feedback from parents and the preschool community as we endeavour to be a program that is flexible and responds to the needs of the children and families at the service. Feedback can be provided anonymously and will be treated with confidentiality and respect.

THE EARLY LEARNING YEARS FRAMEWORK

Learning Outcomes for Children Birth to 5 Years

The National Quality Standard is linked to [national learning frameworks](#) that recognise children learn from birth.

The Early Years Learning Framework for Australia (Belonging, Being and Becoming) suggests five outcomes. At Highmount Preschool we will be moving towards achieving these outcomes during the year. You will see references to these outcomes in the journal/visual diary on most days as we share what has been happening, some learning stories and our thoughts about a curriculum that energises as the year progresses.



Outcome 1: Children have a strong sense of IDENTITY

- a) Children feel safe, secure and supported
- b) Children develop their emerging autonomy, inter-dependence, resilience and a sense of agency
- c) Children develop knowledgeable and confident identities
- d) Children learn to interact in relation to others with care, empathy and respect

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

- a) Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
- b) Children respond to diversity with respect
- c) Children become aware of fairness
- d) Children become socially responsible and show respect for the environment

Outcome 3: Children have a strong sense of WELLBEING

- a) Children become strong in their social and emotional wellbeing
- b) Children take increasing responsibility for their own health and physical wellbeing

Outcome 4: Children are confident and involved LEARNERS

- a) Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, community, enthusiasm, persistence, imagination and reflexivity
- b) Children develop a range of skills; such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
- c) Children transfer and adapt what they have learned from one contact to another
- d) Children resource their own learning through connecting with people, places, technologies and natural and processed materials

Outcome 5: Children are effective COMMUNICATORS

- a) Children interact verbally and non-verbally with others for a range of purposes
- b) Children engage with a range of texts and gain meaning from these texts
- c) Children express ideas and make meaning using a range of media
- d) Children begin to understand how symbols and pattern systems work
- e) Children use information and communication technologies to access information, investigate ideas and represent their thinking.

For further information:

<https://www.education.gov.au/early-years-learning-framework-0>

GENERAL INFORMATION

Term Dates – 2022

Period	Start	Finish	Length
Term 1	Thursday 27 th January (<i>Educators commence</i>) Monday 31 st January (<i>Students start</i>)	Friday 8 th April	10 weeks
<i>School Holidays – Saturday 9th April – Monday 25th April, 2022</i>			
Term 2	Tuesday 26 th April	Friday 24 th June	9 weeks
<i>School Holidays – Saturday 25th June – Sunday 10th July, 2022</i>			
Term 3	Monday 11 th July	Friday 16 th September	10 weeks
<i>School Holidays – Saturday 17th September – Sunday 2nd October, 2022</i>			
Term 4	Monday 3 rd October	Friday 16 th December	11 weeks
2022 / 2023 Summer School Holidays Saturday 17 th December 2022 – Friday 27 th January 2023 (<i>Educators commence</i>) (Tuesday 30 th January 2023 – Students commence)			

Public Holidays – Victoria 2022

Day	Date	Holiday
Saturday	1 st January	New Year's Day
Monday	3 rd January	New Year's Day (Substitute)
Wednesday	26 th January	Australia Day
Monday	14 th March	Labour Day
Friday	15 th April	Good Friday
Saturday	16 th April	Easter Saturday
Sunday	17 th April	Easter Sunday
Monday	18 th April	Easter Monday
Monday	25 th April	Anzac Day
Monday	13 th June	Queen's Birthday
Friday	24 th September	Friday before the AFL Grand Final – <i>To Be Confirmed</i>
Tuesday	1 st November	Melbourne Cup
Sunday	25 th December	Christmas Day
Tuesday	27 th December	Christmas Day (Substitute)
Monday	26 th December	Boxing Day

Operational Hours

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
8:30 - 2:30pm	8:30 - 11:30am	8:30 - 2:30pm	8:30 - 11:30am	8:30 - 2:30pm
4-Year-Old	3-Year-Old	4-Year-Old	3-Year-Old	4-Year-Old
RED, GREEN & PURPLE GROUPS	12:15pm - 3:15pm	RED, BLUE & PURPLE GROUPS	12:15pm - 3:15pm	GREEN & BLUE GROUPS
	4-Year-Old		4-Year-Old	
	BLUE & PURPLE GROUPS		RED & GREEN GROUPS	

3-Year-Old Timetable

Two days a week - 6 hours

2 x 3-hour session

Monday	Tuesday	Wednesday	Thursday	Friday
YELLOW GROUP				
	8:30am – 11:30am		8:30am – 11:30am	

4-Year-Old Timetable

Three days a week - 15 hours

2 x 6-hour session

1 x 3-hour session

RED GROUP	GREEN GROUP	BLUE GROUP	PURPLE GROUP
Monday 8:30am – 2:30pm – 6 hrs Wednesday 8:30am – 2:30pm – 6hrs Thursday 12:15pm – 3:15pm – 3hrs	Monday 8:30am – 2:30pm – 6 hrs Thursday 12:15pm – 3:15pm – 3hrs Friday 8:30am – 2:30pm – 6 hrs	Tuesday 12:15pm – 3:15pm – 3hrs Wednesday 8:30am – 02:30pm – 6hrs Friday 8:30am – 02:30pm – 6 hrs	Monday 8:30am – 2:30pm – 6 hrs Tuesday 12:15pm – 3:15pm – 3hrs Wednesday 8:30am – 2:30pm – 6hrs

DELIVERY AND COLLECTION OF CHILDREN

At Highmount Preschool we are committed to:

- ensuring the safe delivery and collection of children being educated and cared for at the service
- meeting its duty of care obligations under the law

Attendance Book

Parents/Guardians are required to sign the daily Attendance Book on arrival and departure. This record also informs staff as to who is collecting the child. Highmount will keep the child inside the classroom until they are satisfied that the person collecting the child is authorised to do so.

Please note that the Department of Education (DET) does not accept initials, it should be a full signature.

Additionally, please ensure that you write the **exact time** you drop off and pick up your child – **not** the session time. This enables us to be aware of where your child is at a given time and ensures we comply with Occupational Health and Safety guidelines and insurance purposes. Highmount’s responsibility for a child does not start until the session begins, and it reverts to the parent/guardian as soon as the session ends.

Delivery of Children

Parents/Guardians are requested to wait with their child in the “welcome area” until staff are ready to receive the children. Unless by prior arrangement, children must not enter the Preschool building before the start of the session.

- an Attendance Book will be made available to parents/guardians when educators are ready to take full responsibility for children
- the person delivering the child to the service (and collecting the child from the service) will need to complete the following details in the Attendance Book each day and sign their name
 - the full name of the parent/guardian
 - the date and time the child arrives and departs
 - the signature of the person who delivers and collects the child
- once children have been signed into the Attendance Book, the educators become responsible for the care and education of the children.

Upon Departure

Children must be collected punctually. Young children often become distressed if they are picked up late.

- at the end of the session families are asked to wait in the “welcome area” until an educator opens the door.
- You will be called forward onto the porch one at a time to collect your child.
- When it is your turn, the educator will confirm who you are picking up and your child will then come to the door,
- the person collecting the child then needs to sign their name and note the time in the Attendance Book indicating that they have collected the child
- once the Attendance Book has been signed and the time of collection noted, the children's supervision is the responsibility of the parents/guardians or carers whilst they are still on the premises.

Please note that we have actioned additional procedures on account of the Coronavirus pandemic.

Late Collection of Children and Late Collection Fee

Parents/guardians of children attending the service are expected to adhere to scheduled session times. However, there may be occasions when there are unavoidable delays when parents/guardians or authorised persons are collecting children. If parents/guardians are unable to adhere to scheduled session times it is expected that;

- parents/guardians must contact and advise the educators if they are going to be unavoidably late so that they can reassure the child and/or alleviate any fears the child may have by not being collected on time.
- parents/guardians will make arrangements for their child to be collected in the event of their delay; and
- **every effort** is made to organise alternative arrangements for timely collection of the child.

The Committee of Management reserves the right to impose a late collection fee should parent/guardians continually ignore their child's scheduled session times or are habitually late despite reminders.

The procedure for the recovery of a late fee will be set out in the Highmount Preschool's Fee Policy.

Authorised Nominees

Your consent is required for persons other than parents/guardians to collect the child from the service on your behalf. These people are known as "Authorised Nominees." An Authorised Nominee is a person who has been given permission by a parent/guardian to collect the child from the preschool. These details are recorded on your Enrolment Form.

In the event that your child is not collected from the service and the parents/guardians cannot be contacted, an authorised person will be contacted to collect your child. This list can be added to or changed at any time during the year.

In the event that the "Authorised Nominee is dropping off and/or collecting your child then please ensure they make themselves known to staff and that they are shown the location of the Attendance Book, how to sign-in/out and that the PIN to access the security gate is provided.

Playground

In accordance with our COVIDSafe plan parents and children are unable to socialise and play in the playground before and after the kindergarten session.

Safety Gate and PIN

The front gate is operated by a PIN (Personal Identification Number). The PIN is changed annually, and you will be informed of the PIN at the beginning of the school year. When entering the school gate please enter the PIN and lift the gate safety latch. Upon exiting the preschool premises, you will need to press the green EXIT button located on the left-hand side of the gate and lift the gate safety latch. At all times please be aware that no other children are following, and that the gate closes firmly behind you.

Under no circumstance are children to use the security system.

Parking

Please take note of the **timed parking restrictions** on Lechte Road opposite the preschool entrance. Please be mindful of the nearby residents and do not obstruct driveways.

The Committee of Management would also like to take this opportunity to remind parents of the **dangers of leaving children unattended in cars** even for a short period of time and that it is recommended that children exit a vehicle on the kerb side of the road.

COMMUNICATION

Parent Noticeboard

Noticeboards are located in the Preschool. Notices include information on the Preschool program and upcoming activities. For example: incursions, parenting seminars, immunisation schedules, community events, primary school tours and transition dates etc.

Storypark

[Storypark](#) is an easy-to-use private online service that helps teachers, parents and families work together to record, share and extend children's learning. It also allows our service to keep our community up-to-date with notices, events, newsletters or daily diaries. An invitation to join will be sent to you from your child's Educator.

How does Storypark help my child?

- Deeper insights into your child's unique interests, needs and abilities allows better support and improved outcomes.
- Improves communication between educators and families.
- Enables educators to spend their time with your child more effectively.
- Helps your child define 'what's next' in their learning.
- Share movement, song, and creative expression through audio and video.
- Actively involves grandparents, family and close friends.



Newsletter

Highmount Preschool produces a letter 4 times a year. The newsletter is emailed to parents/guardians of the preschool. Please ensure that your email address is provided during the enrolment process. The Newsletter Editor welcomes any contributions.

Surveys

The Committee conducts a survey during the year to receive feedback from parents.

Social Events

The 3 and 4-Year-Old Parent Representatives organise various events during the year such as morning teas, Mother's Day and Father's Day celebrations and other activities.

Social Media



The purpose of the Facebook and Instagram pages are to:

- share events like incursions, excursion, reminders about these events
- preschool and children's projects will be shared ensuring that children are not identifiable.
- links to parenting articles, webinars and educational information will be posted on the page.
- **children will not be identified either by image or name.**

The aims of our Social Media pages are to promote communication. It will be up to the discretion of the administrator to remove:

- abusive and offensive language
- any personal information
- cultural inappropriateness
- commercial content
- intimidation or offensive behaviour

PRACTICALITIES

Orientation

Our three-year old program provides for an induction and orientation session at the beginning of the year. Parents and Guardians are invited to stay for the entire session with their child. The kindergarten routine will be discussed to assist children with settling in and encouraging them to feel safe and secure in their new surroundings.

The orientation session is an ideal opportunity to share information about your child with the educators and discuss your expectations of kindergarten for your child.

Staggered Starts

Staggered starts are made over the first few weeks of the new year for the 3-year-old and 4-year-old groups to give each child more one-on-one contact with the staff (and vice versa). It also offers children the opportunity to familiarise themselves with the kindergarten environment and routines, and to deal with any anxiety or separation issues.

When attending a kindergarten program, children may benefit from a 'staggered start' to the timetable at the beginning of the year. This means that children can begin kindergarten in a smaller group for shorter periods of time initially.

Children come to kindergarten with different needs and experiences. If the staggered intake timetable provided does not suit your child or your family needs, please discuss your preferences with the educators.

We are committed to working with families to ensure that starting kindergarten is a positive experience that meets the needs of all children and families." DET

We will provide information detailing the staggered start timetable in the Enrolment Pack.

Settling in and Separation

All children react differently when introduced to kindergarten and it can be trying for both parents and children. The environment will be new, and your child may feel uncomfortable and need time to adjust. Be patient and understanding while your child begins this new experience. It is important that you give your child reassurance during these first days.

The way parents feel can influence their child's adjustment to preschool. If you feel reluctant and over-anxious about leaving your child, they may also feel insecure and wary, making their adjustment difficult. Your child may be very reluctant to leave you! You may like to stay for a short while until your child settles at an activity. However, when you are leaving, give your child a cheerful kiss goodbye and then leave promptly after reassuring them that you will be back to pick them up. Don't hover around once you have said you are going, or your child may feel anxious. If you are still concerned after leaving your child, please don't hesitate to call us during the session to see how they are going on

9802 2812

** It is important that you are punctual when picking up your child; otherwise, they may feel forgotten and worried, making their adjustment to kindergarten more difficult.



What to Bring

- **Bag** – We suggest a backpack.
- **Hat** – We are a SunSmart kindergarten so during 1st September to 30th April we ask that you provide a sun hat. If a child does not bring a suitable sun hat then the Preschool will implement a 'no hat, no outside play' practice. We suggest that you apply sunscreen for your child at home before the kindergarten session.
- **Clothing** – Children should be dressed in suitable play clothes considering weather conditions. Weather permitting, part of each session includes outdoor play; therefore, please remember to send your child to preschool with a warm jacket and hat in the colder months. Clothing needs to be easily managed by the child, so they can go to the toilet on their own, take off their jumper when hot, and put on their jacket when going outdoors. This encourages and develops the child's independence.
- **Change of Clothes** – At least one complete set of clothes (including underwear and socks) in case of accidents or messy playtime is highly recommended.
- **Shoes** – Thongs and slip on shoes are not suitable footwear as they do not provide enough foot protection during outdoor play particularly during activities such as climbing, running etc.
- **Drink Bottle and Lunch Box**

Highmount Preschool will provide protective clothing for activities involving paint, clay or water.

All bags, removable clothing, drink bottles, and snack containers should be clearly labelled with the child's name. A lost property box is located in the welcome area.

Snack Time

We ask that all parents send snacks for their children in a small, labelled container that children can open themselves. We encourage healthy eating habits and prefer food to be sent in containers with no packaging. The following suggestions are suitable snacks;

- | | | |
|-----------------------|--------------------|------------------|
| ✓ Fresh Fruit | ✓ Vegetables | ✓ Small Sandwich |
| ✓ Cheese and Crackers | ✓ Drinkable Yogurt | ✓ Water Bottle |

NB. We are a **NO NUT** kindergarten. Some children at the kindergarten are at risk of Anaphylaxis – a severe and potentially life-threatening allergic reaction. For this reason, we must ensure that the following food items and ingredients are not brought into the kindergarten at any time:

- | | | |
|--------|----------------|----------------|
| X Eggs | X Sesame Seeds | X Sesame Oil |
| X Nuts | X Nut Products | X Nut Products |

Highmount Preschool supports the “**Progressive Mealtime**” model... where children can snack anytime within a certain time frame instead of eating at a set time where it may not suit the children.” (NQF, 2012).

The progressive approach to mealtimes, rather than expecting children to all eat together, recognises children as active participants in making decisions about their own wellbeing and learning. Incorporating progressive mealtimes allows children to choose to eat when they are hungry, rather than according to a timetable and without interrupting the needs and play of others. This also encourages quieter, more social and meaningful interactions at mealtimes and allows for a smoother flow throughout the day. Anecdotal evidence has shown that progressive mealtimes are less stressful for children and educators. **Heather Barnes 2019**

Educators have a process in place whereby they monitor whether a child has eaten their snack and lunch.

Artwork

We encourage children to be creative and enjoy exploring different forms of artistic mediums. At Highmount Preschool we focus on the process, not the end product. Children are able to choose from a variety of activities and materials and enjoy the creative process without always having to take home a completed end product. Creating is also about block play, construction, play dough, clay etc. They may even create their own dramatic play in the home corner.

We will encourage cutting and pencil-holding skills and help them develop the ability to write their own name.

An “art box” placed in the “welcome area” at the end of each session where finished masterpieces can be collected.

Money

To prevent money being misplaced at kindergarten, please place all money for special events etc. in an envelope with details of child’s name and group, amount and what it is for written on the outside. Please include correct money as this makes collection of money easier and less time consuming for our volunteers! The envelopes can then be placed in the blue box located in the washroom.

Term fees are to be paid by Internet banking. We do not keep cash or change on the premises.

Photographs

Highmount Preschool organises a professional photographer (**Little World Photography** www.littleworldphotography.com.au) to take both individual and group photos of the children. These photos will be made available for families to purchase if you wish.

PARENT PARTICIPATION

“Parent participation in early childhood education is widely recognised in research as crucial to positive lifelong outcomes for children. Currently, many Victorian parents are engaged in strong and active partnerships with kindergartens and other community-based early children’s services.” Department of Education and Training

Highmount Preschool is committed to promoting parent involvement in the preschool program and fostering a spirit of cooperation between the parents/guardians of the children attending the Preschool and the Staff and Committee of Management.

“Stay and Play” Roster

Every Term a Roster for Parental involvement is placed in the “welcome area.”

We require volunteers to assist with the daily kindergarten program and we encourage parents to write their names on our “Stay and Play” roster at least once and possibly twice per term.

Whilst assisting in the sessions we ask that you:

- ✓ sign yourself and any children in and out of the Visitor’s Book, this is a legal requirement
- ✓ spend time enjoying activities with the children
- ✓ write the children’s names on all their artwork
- ✓ read a book or help with a puzzle
- ✓ helping to pack up activities
- ✓ general tidy up of the room, cleaning paintbrushes, wipe down table and chairs, vacuum the carpet etc.
- ✓ you may be asked to assist with a specific activity/experience that has been arranged for the session

If parents are unable to volunteer their time due to work commitments, then talk to us about other ways you can participate like collecting craft materials. *eg.* paper, corks, bottle top lids, empty boxes etc. If you can do some cooking, gardening and craft activities then please let us know. Your assistance and participation is greatly welcomed and appreciated by both children and educators.

You are welcome to use the kitchen facilities for making tea or coffee but for safety reasons hot drinks must be consumed in the kitchen area only.

We appreciate and thank you for volunteering your time at kindergarten; your child will love having you there. You will see how your child interacts within the group and gain valuable insight into your child’s development. Unfortunately, siblings unable to attend.

This may be subject to change in accordance with government guidelines.

Laundry Duty

The “Stay and Play” roster includes a laundry roster. This involves taking home a bag of smocks, tea towels and hand towels. Occasionally dress-up clothes may be included. We ask that you return the washing cleaned and folded at your child’s next session.

Personal Items

We ask that toys are NOT brought to kindergarten as they may be lost, broken or fought over. Any toys that are brought will stay in the “special box” until the session concludes.

Excursions and Service Events

Highmount Preschool recognises that excursions and incursions (service events) provide opportunities through the educational program for children to explore and experience the wider environment and broader society. No additional fees will be payable for your child to participate in these activities however minimal costs may be incurred for parental involvement. Please refer to the Highmount Preschool Policy Manual or the website for detailed policy guidelines.

POLICIES AND PROCEDURES

Highmount Preschool Policy and Procedure Manual

The policies of this kindergarten are written to reflect the requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations 2011 and the Victorian Kindergarten Guide 2016. A full copy of all Highmount Preschool's policies and procedures are available for viewing on our website <http://www.highmountpreschool.org.au>. Hard copies can be made available upon request.

Privacy and Confidentiality

Early childhood services are obligated by law, service agreements and Service Approval requirements to comply with the privacy and health records legislation when collecting personal and health information about individuals.

All information collected from persons is considered private and will not be disclosed without the prior knowledge or consent from the child's parents or guardians, unless there are Child Protection concerns or a medical emergency.

As a parent / guardian, you will have the opportunity to be involved with many activities and children throughout the year at preschool and it is important to remember that you must respect the privacy and confidentiality of other children and their families in any discussions that may take place while assisting at the preschool.

Emergency Management

Highmount Preschool is committed to planning for and responding to fire and emergency evacuations. Emergency management procedures will commence if the Nominated Supervisor or Responsible Person-in-Charge decides the circumstances warrant, or if directed by emergency personnel.

Highmount Preschool will provide an induction checklist to ensure all new staff and relief staff are aware of the location of fire extinguishers and the evacuation procedures.

Further details are available in the Highmount Preschool Policy Manual on our website at <https://highmountpreschool.org.au/wp-content/uploads/2020/10/QA2-Emergency-and-Evacuation-Policy.pdf>

Concerns or Complaints

All families are encouraged to direct any concerns, complaints or feedback to their child's educator or the Nominated Supervisor at the Preschool.

You can also contact Lou Skepper President of the **Highmount Preschool Committee of Management** on 0403 327 762 or highmount.president@gmail.com

Alternatively, you can contact the Department of Education and Training on 1300 651 940 or emr.gar@edumail.vic.gov.au

ENROLMENT POLICY

Highmount Preschool participates in the Monash City Council Central Enrolment Scheme. To register your child (both 3- and 4-year-old programs) you will need to create an account via the online portal and follow the prompts to submit your application.

Families are able to enrol, pay the administration fee and view their application details from home at any time. You can login to **update your details and change your kindergarten preference** at any time.

It is your responsibility to ensure that your details are correct and up-to-date at all times to allow Monash Council us to process your child's application before the cut-off date of 30 June, in the year prior to commencing kindergarten. This will ensure that your child will be included in the allocation process.

Further information on the Central Enrolment Scheme can be found at the City of Monash website <http://www.monash.vic.gov.au/Services/Children-Family/Kindergartens>

Queries can be emailed to the Preschool Support Officer on kinderenrolments@monash.vic.gov.au

Phone queries should be directed to 9518 3530.

Successful applicants will be issued with a Letter of Offer in the year prior to the child's attendance at the Preschool. Upon receipt of the non-refundable deposit payment (to secure a position) and Placement Confirmation Form, you will be invited to attend the AGM. At the AGM you will be asked to submit your completed Enrolment Form and Immunisation Certificate

For more information on Highmount Preschool enrolments, please email highmount.kin@kindergarten.vic.gov.au

Changes to Personal Details

Please inform Highmount Preschool immediately in writing of any changes to home address, email, work contacts, child-minding details, emergency contact details and/or names of persons you authorise to collect your child.

- Children are eligible for attendance in the three-year-old program provided they have turned three prior to 30th April in the year of attendance.
- A child must be 3 years of age before they can commence the program. This is because there are different child/teacher ratios applicable for children aged under 3 years.
- Families with a child not yet 3 years old, who wish to hold a place in 3-year-old group until the child's birthday, will be invoiced fees at a pro-rata amount from the date their child commences kindergarten sessions. *Please refer to the Fee Policy.*

FEE POLICY

The Committee of Management will decide the rate of fees payable, the period of time (e.g. term) for which the fee is fixed and the method of payment. The Committee of Management will consider:

- the running cost of the Preschool
- affordability to parents

Families are advised that kindergarten is not a free service and relies on fee collection to cover a percentage of running costs. Fees must be paid as directed by the Committee of Management and notice to this effect will be given to parents prior to collection of fees.

Non-Payment of Fees

Fee collection is mandatory, and the Committee of Management has the discretion to withdraw service for non-payment of fees. Parents should contact the Fee Officer if you are having difficulty with payment of fees as the Preschool has a process for negotiating alternative arrangements.

Kindergarten Fee Subsidy

The [Kindergarten Fee Subsidy](#) is provided by DET and enables eligible children to attend free of charge. Eligibility conditions change from time-to-time and must be checked in the most recent edition of the Kindergarten Funding Guide. Families may be eligible for the Kindergarten Fee Subsidy in the year before school if they fall into the following category:

- The child is identified by the parent carer or legal guardian as Aboriginal and/or Torres Strait Islander
- Commonwealth Health Care Card
- Commonwealth Pensioner Concession Card
- Department of Veterans' Affairs Gold Card or White Card
- Refugee Visa – subclass 200
- In-country Special Humanitarian Visa – subclass 201
- Global Special Humanitarian Visa – subclass 202
- Temporary Humanitarian Concern Visa – subclass 786
- Protection Visa – subclass 866
- Emergency Rescue Visa – subclass 203
- Woman at Risk Visa – subclass 204
- Bridging Visas, A-E
- The child is identified on their birth certificate as being a multiple birth child (triplets or more)

The fee subsidy will enable families who hold one of these concession cards to access kindergarten at low or no cost. If the Health Care Card/Pensioner Concession Card expires during 2022 and new card details are not provided when requested, full term fees will apply. Families who are eligible are required to show the relevant card/information to the Enrolment Officer at the kindergarten upon request.

Refundable Maintenance Levy

The participation of parents/guardians is encouraged and can help to keep costs more affordable. These projects, which parents are asked to assist with, are intended to improve the facilities available to the children and promote a positive community within the Preschool environment. Payment will be refunded to parents/guardians on participation in 2 specified activities which include working bee(s) and/or fundraising BBQ. Eligible concession card holders will not be required to pay this levy. Please note 'kinder duty' during session times cannot be claimed as refundable time against this levy. The levy is not intended to be a barrier to participation and families experiencing financial difficulties should discuss this with the service.

Families eligible for the Government's Kindergarten Fee Subsidy are not required to pay the Maintenance Levy.

The levy will be invoiced along with Term 1 fees. Refunds will be paid at the conclusion of Term 4.

3-Year-Old Funded Kindergarten

Fee schedule 2022

Hours: Six (6) hours per week

Service	Fee	Amount Payable	Families Eligible for KFS	Date
Non-Refundable Fee Deposit	\$80	\$80	\$0	Date set by Enrolment Officer
Term 1 Fees	\$570		\$0	Friday 22nd January 2022
<i>plus</i> - Refundable Maintenance Levy	\$125		\$0	
Subtotal - Term 1 Fees Balance	\$695	\$615	\$0	
Less – Non-Refundable Deposit	\$80		\$0	
Total Term 1 Fees Payable	\$615		\$0	
Term 2 Fees	\$570	\$570	\$0	Friday 16th April 2022
Term 3 Fees	\$570	\$570	\$0	Friday 9th July 2022
Term 4 Fees	\$570	\$570	\$0	Friday 1st October 2022

Children turning three before 30th April 2022

- Children **must** be three years old before they can commence sessions. This is due to different child/teacher ratio regulations for children under three years old.
- Enrolment may be accepted for children who will be three (3) years old by the 30th of April in the attending year. However, they cannot attend until they have their third birthday.
- Fees for Term 1 will be invoiced pro-rata once the child turns 3-years old and commences the kindergarten program.

Please contact the Preschool for more information.

4-Year-Old Funded Kindergarten

Fee schedule 2022

Hours: Fifteen (15) hours per week

Service	Fee	Amount Payable	Families Eligible for KFS	Date
Non-Refundable Fee Deposit	\$100	\$100	\$0	Date set by Enrolment Officer
Term 1 Fees	\$550			Friday 22nd January 2022
<i>plus</i> - Refundable Maintenance Levy	\$125			
Subtotal - Term 1 Fees Balance	\$675	\$575	\$0	
Less – Non-Refundable Deposit	\$100			
Total Term 1 Fees Payable	\$575			
Term 2 Fees	\$550	\$550	\$0	Friday 16th April 2022
Term 3 Fees	\$550	\$550	\$0	Friday 9th July 2022
Term 4 Fees	\$550	\$550	\$0	Friday 1st October 2022

Payment of Fees

Invoices will be issued by the Fees Officer and must be paid by the due date.

Kindergarten Fee Deposit

Parents/guardians are required to pay the fee deposit on offer of a place. This payment is retained and deducted from term fees. Payment will secure the child's place in the four-year-old kindergarten program. **Children/families experiencing vulnerability and/or disadvantage and families eligible for the Kindergarten Fee Subsidy (see below) are not required to pay the deposit.** Families experiencing hardship should discuss any difficulties with the service.

Kindergarten Fee Subsidy

The Kindergarten Fee Subsidy is provided by DET and enables eligible children to attend 15 hours of kindergarten free of charge. Eligibility conditions may change from time-to-time and must be checked in the most recent edition of the *Kindergarten Funding Guide*. Please contact the Preschool for more information.

Early Start Kindergarten

Families who are eligible for the Early Start Kindergarten will not be required to make fee payments.

Late Collection Charge

The Committee of Management reserves the right to implement a late collection charge when parents/guardians are frequently late in collecting a child.

Refundable Maintenance Levy The participation of parents/guardians is encouraged by the service and can help to keep costs more affordable. These projects, which parents are asked to assist with, are intended to improve the facilities available to the children and promote a positive community within the Preschool environment. Payment will be refunded to parents/guardians on participation in 2 specified activities which include a working bee and/or fundraising BBQ. Eligible concession card holders will not be required to pay this levy. Please note 'kinder duty' during kinder session times cannot be claimed as refundable time against this levy. The levy is not intended to be a barrier to participation and families experiencing financial difficulties should discuss this with the service.

[Method of Payment](#)

Once invoices have been issued by the Fee Officer, payment may be made by:

- **Internet banking into the Highmount Preschool Association bank account.** *Please ensure you write the child's name as a reference. Without this we cannot trace payment.*

[Bank Details](#)

WESTPAC	BSB: 033 065	ACCOUNT NUMBER: 471 357
ACCOUNT NAME: HIGHMOUNT PRESCHOOL ASSOCIATION		

HEALTH

Highmount Preschool is committed to:

- the safety and wellbeing of all children.
- providing a safe and healthy environment for children while at the service.
- responding to the needs of the child if the child is injured, becomes ill, or is traumatised whilst attending the service.
- complying with all legislative requirements.

Health and Infectious Disease

Infectious diseases are common in children. Children are at a greater risk of exposure to infections in a children's service than at home due to the amount of time spent with a large number of other children. The Department of Health has developed a document, *Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts*, to assist in protecting the public by preventing, or containing, outbreaks of infectious conditions common in schools and other children's services and is regulated by the *Public Health and Wellbeing Regulations 2009*.

When a child is ill or becomes ill at the Preschool

If your child appears unwell or you have reason to think they may be infectious, please consider the other children and keep them at home. If a child is unwell then this compromises the health and wellbeing of our community and does not provide a child with the care and comfort they require. If your child requires Panadol (or similar), to manage symptoms then they should not be attending kindergarten. To reduce the risk of spreading infection, families will be informed that a child may not stay for the session or will be sent home if they are displaying the symptoms of:

- Gastroenteritis
- Respiratory infection (more than just the common cold). eg. Infected runny nose or persistent cough
- Hand, foot and mouth disease (when weeping blisters that have not yet scabbed over are present).
- Any of the infectious diseases listed in the "Minimum Period of Exclusion from Primary Schools and Children's Services Centres for Infectious Diseases Cases and Contacts".

When a child becomes ill after arrival at Preschool, the parent/guardian, or if they are unable to be contacted, the emergency contact person will be notified immediately, and arrangements will be made for the sick child to be taken from the Preschool as soon as possible. If necessary, details will be recorded in the Incident, Injury, Trauma and Illness record.

At the beginning October 2020 the Department of Education and Training released a directive about '[managing illness in schools and early childhood services during the coronavirus \(COVID-19\) pandemic](#)'. The DET states that, '*It's important to make sure unwell children and staff stay at home until their symptoms resolve and seek medical assistance as required. Services should send unwell children or staff home in accordance with Preventing infectious diseases in early childhood education and care services.*'

The educators will be using the guidelines to inform their decision-making processes and actions when managing illness at the Preschool service and we ask for your understanding and support as they implement them.

Accidents at Kindergarten

If a child has an accident or is injured at Preschool, arrangements will be made to notify the child's parent/guardian immediately. First aid treatment will be administered, and details of the accident / injury will be recorded in the Incident, injury, trauma and illness record. Parents are asked to read this information and sign and date the record. In the case of a serious accident or injury, educators will submit a report to the Department of Education and Training (DET) within 24 hours of the event occurring. A serious accident or injury would be defined as that which requires medical, hospital or ambulance attendance. Parents/Guardians will be responsible for all costs associated with an ambulance service called to attend their child at the service.

Immunisations

The law – “No Jab, No Play”

Under Victorian law, it is illegal for any child to be enrolled at Highmount Preschool unless they have been immunised as set out in the Australian Immunisation Schedule. There are only two exceptions to this rule:

- The child has not been fully vaccinated but has commenced a program of “catch-up” vaccinations and will soon be fully vaccinated.
- The child is medically unable to receive some or all vaccinations (e.g. Due to an anaphylactic reaction to a vaccine).
- Please note that under the law conscientious objections is no longer an exception.

The child cannot attend the service until acceptable documentation is provided.

Australian Childhood Immunisation Register (ACIR) Immunisation History Statement

The ACIR is a national register administered by Medicare that records details of vaccinations given to children in Australia.

If your child is fully immunised:	You must provide an Immunisation History Statement (AIR) from the Australian Childhood Immunisation Register. You can obtain one online via www.humanservices.gov.au or email acir@medicareaustralia.gov.au Alternately, visit your local Medicare office or contact 1800 653 809.
If your child has a medical exemption:	If your child has a medical reason that they cannot be vaccinated, you must ask your doctor to sign an ACIR Medical Contraindication Form and supply it to the Australian Child Immunisation Register. The Register will then update your child’s Immunisation History to show which vaccine(s) your child is unable to receive. You must then obtain a copy of this statement and provide it to the Preschool. You can obtain one online via www.humanservices.gov.au Alternately, visit your local Medicare office or contact 1800 653 809
<i>If your child is on a “catch-up” program:</i>	You must provide evidence from an immunisation provider (such as your GP or local council) that your child has commenced and is on track with a vaccination catch-up schedule.
Please <u>do not</u> submit any other documentation such as pages from your child’s Maternal Child Health Record book. Under the law we cannot accept these as evidence.	

[Monash Council Immunisation Services](#) offers free vaccinations, available through the [National Immunisation Program Schedule](#) for infants, school children and adults.

To view the immunisation schedule (what vaccines are due at what age) go to www.betterhealth.vic.gov.au and search “immunisation” or speak to your doctor.

Medical Conditions

Our [Dealing with Medical Conditions](#) policy provides guidelines for Highmount Preschool to ensure that:

- clear procedures exist to support the health, wellbeing and inclusion of all children enrolled at the service
- service practices support the enrolment of children and families with specific health care requirements.

Children may come to kindergarten with a range of medical conditions including; [asthma](#), [diabetes](#), [epilepsy](#), [anaphylaxis](#) and other allergies. Highmount Preschool is committed to recognising the importance of providing a safe environment for children with specific medical and health care requirements through implementing and maintaining effective hygiene practices.

All staff maintain current First Aid, CPR, Anaphylaxis and Asthma Certificates.

Educators will ensure that a copy of the child's medical management plan is visible and known to all educators in the kindergarten, including relief educators.

Parents/guardians of a child with asthma/anaphylaxis / allergy will;

- inform educators at the kindergarten, either on enrolment or on diagnosis, of their child's medical condition. This information will be documented with the child's enrolment record.
- develop a risk minimisation plan with educators. (The Risk Minimisation Plan is intended to identify the issues or potential situations that could lead to a medical incident or emergency, and strategies to reduce these risks.)
- provide educators with a medical management plan signed by the Registered Medical Practitioner giving written consent to administer medication in line with this action plan.
- provide educators with any relevant medication.
- assist educators by offering information and answering any questions regarding their child's medical condition.
- notify the educators of any changes to their child's medical condition and provide a new medical management plan in accordance with these changes.
- communicate all relevant information and concerns to educators, for example, any matter relating to the health of their child.
- comply with Highmount's policy that no child who has been prescribed medication is permitted to attend kindergarten or its programs without the relevant medication.

Educators/carers and parents/guardians need to be made aware that it is not possible to achieve a completely allergen-free environment in any kindergarten that is open to the general community.

It is the parent's responsibility to keep the Preschool informed of all information relevant to ensure the safety, health and wellbeing of each child.

A child cannot attend kindergarten without a medical management action plan and any relevant medication.

COMMITTEE OF MANAGEMENT (CoM)

Highmount Preschool is a legally constituted body under the Associations Incorporation Reform Act 2012. We are a community-based, not-for-profit kindergarten, with all funds raised through fees, fundraising initiatives and levies going back into the operational costs of running the kindergarten.

Highmount Preschool is managed and maintained by a voluntary Committee of Management (CoM) who are elected at the Annual General Meeting (AGM) to represent and act on behalf of the kindergarten community. The CoM is responsible for the management of the kindergarten and upholding the Rules of the Association, Education and Care Services National Law Act 2010, and the Education and Care Services National Regulations.

Without a Committee of Management, Highmount Preschool would not satisfy minimum obligations as an “Incorporated Association” and therefore be unable to operate as a legal entity.

The Committee conducts meetings once a month throughout the year.

The Preschool needs parents to volunteer their time, enthusiasm, skills and energy to fill the Committee roles.

If you would like to know more about becoming a committee member and what is involved, please don't hesitate to contact the current President Lou Skepper at highmount.president@gmail.com

Fundraising

Highmount Preschool will have a number of fundraising activities for the year. It is hoped that all families will do what they can to help support the activities chosen.

All monies raised from fundraising goes towards purchasing new equipment or replacing old equipment from which your child will benefit.

RESOURCES

Belonging, Being and Becoming - The Early Learning Years Framework for Australia	https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
VEYLDF	Victorian Early Years Learning and Development Framework For all Children from Birth to Eight Years https://www.education.vic.gov.au/Documents/childhood/providers/edcare/veylframework.pdf
Starting Blocks	Starting Blocks provides parents with information about early childhood education and care. Starting Blocks is a starting point to: <ul style="list-style-type: none"> • learn about children's developmental milestones • understand what to expect from an early childhood education and care service • find services and learn about their quality ratings • get tips on starting childcare or preschool, and what can be done at home to encourage your child's learning and development.
Parentline	Parentline is a Victorian telephone counselling, information and referral service for parents and carers with children from birth to 18 years. Parentline supports and nurtures positive, caring relationships between parents, children, teenagers and the significant other people who are important to the well-being of families. If you need to talk to someone, call Parentline on Phone 1300 30 1300 between 8am and 10pm, 7 days a week or visit www.parentline.com.au
Maternal and Child Health Service	The Maternal and Child Health (MCH) Line is a 24-hour, 7 day a week statewide telephone service available to Victorian families with children from birth to school age. The service functions as an adjunct of the universal Maternal and Child Health Service and is fully funded by the Victorian Government. The service is staffed by qualified maternal and child health nurses who provide information, support and guidance regarding child health, nutrition, breast feeding, maternal and family health and parenting. Phone: 13 22 29 or visit http://www.education.vic.gov.au/childhood/parents/support/pages/mchline.aspx
Better Health Channel	The Better Health Channel was established in May 1999 by the Victorian (Australia) State Government. The Better Health Channel provides health and medical information to help individuals and their communities improve their health and wellbeing. Information on the Better Health Channel is provided to help people stay healthy or understand and manage their health and medical conditions. It does not replace care provided by medical practitioners and other qualified health professionals. www.betterhealth.vic.gov.au
Raising Children Network	The Raising Children Network website is based on the philosophy that all children and families are individual and different. We provide scientifically validated information, translated into everyday language, to help parents and carers make decisions that work for them in their individual family circumstances. Please visit www.raisingchildren.net.au
Starting Out Safely	Starting Out Safely - This website includes information and resources for families, educators and anyone working with or transporting young children to help them stay safe and become independent road users. http://childroadsafety.org.au
Monash Public Library	Preschoolers love to sing and listen to stories and can enjoy free storytime sessions at the Library. Sessions run for 45 minutes. No bookings needed. https://www.monlib.vic.gov.au/Kids/Storytime
My Child	My Child - The www.mychild.gov.au website is Australia's online childcare portal. On this website you will find information on different types of childcare and how to get assistance with the cost of child care. You can also search a database to find child care centres in your local area. In many cases, you will also be able to find the services' vacancy and fee information. This site also has information and links to other useful websites about children's health and wellbeing, parenting and family support services.
The following resources have been designed to support families through the transition-to-school process.	
Welcome to Primary School	A Parent's Guide to Victorian Government Schools - Starting primary school is a major milestone for your child. Here you'll find information on how to make the move to primary school as smooth as possible. The first years are an exciting and engaging time for your child. Building positive relationships and experiences in the early years is important to long-term development, learning and wellbeing. The more you can help your child to become familiar with the layout of the school and what they need to do before day one, the less overwhelmed they are likely to feel. To start Prep, the first year of primary school, your child needs to turn five by 30 April of that year. Your child must be at school in the year they turn six, which is the compulsory school-starting age. www.education.vic.gov.au/welcometoprimarieschool
Choosing a Primary School	Choosing a school for your child and/or enrolling your child into school please visit www.education.vic.gov.au/findaservice or phone the DET Information and Referral Service on 1800 809 834
Transition – A Positive Start to School	Transition: A Positive Start to School – <i>Information sheet for families</i> and <i>Guidelines to help families complete the Transition Learning and Development Statement – Part 1: the family</i> are available at www.education.vic.gov.au/childhood/parents/transition/Pages/default.aspx
Transition to School – Multilingual Resources	Transition to School – Multilingual Resources - These documents and helpful videos are available in community languages at www.education.vic.gov.au/childhood/parents/transition/Pages/caldresources.aspx