

PLAY LEARN GROW



INFORMATION HANDBOOK 2024

36 Lechte Road, Mount Waverley VIC 3149

Phone: (03) 9802 2812

Email: highmount.kin@kindergarten.vic.gov.au

Website: www.highmountpreschool.org.au

A.B.N. 61 371 106 108

Approved Provider: A0005140G

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Acknowledgement of Country

Highmount Preschool acknowledge the Wurundjeri people of the Kulin Nation, the traditional custodians of the land on which we work, learn and play.

We recognise their continuing connection to land, water and community and we pay our respects to their Elders past, present, and emerging.

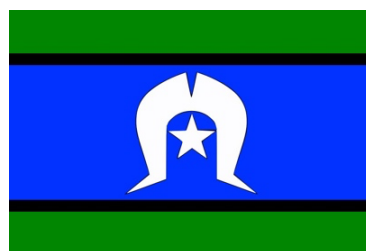
WELCOME

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

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

Every 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, their teachers, and children. Our programs allow for a great deal of parent/carer involvement, and you will be part of your child's preschool education. As parents/carers you will play a very important role at Highmount, and we hope you enjoy being part of our kindergarten community.

Highmount Preschool encourages all parents and carers to become familiar with our policies and procedures, which are available for viewing on our website <http://www.highmountpreschool.org.au> Hard copies can be made available upon request.



CHILD SAFE STANDARDS

Victorian organisations that provide services or facilities for children are required by law to implement Child Safe Standards to protect children from harm.



The Child Safe Standards aim to:

- Promote the safety of children.
- Prevent child abuse.
- Ensure organisations and businesses have effective processes in place to respond to and report all allegations of child abuse.

Child Safe Standards work by:

- Driving changes in organisational culture – embedding child safety in everyday thinking and practice.
- Providing a minimum standard of child safety across all organisations.
- Highlighting that we all have a role to keep children safe from abuse.

For further information on the Child Safe Standards please refer to the website of the [Commission for Children and Young People](#) (CCYP)

CHILD SAFETY STATEMENT

Highmount Preschool is committed to ensuring the safety and wellbeing of children and young people. We have a zero-tolerance approach to child abuse and are committed to creating and maintaining a child-safe environment where all children are valued and protected from abuse.

We are an inclusive organisation that recognises and respects diversity and believe that all children have the right to be protected from harm and to be treated with dignity and respect.

We are committed to supporting and building the cultural safety and inclusion of all children, regardless of their age, gender identity, ethnicity, religious beliefs, ability, and family background.

We recognise the distinctive history and experience of Aboriginal and Torres Strait Islander people, and respect and observe their cultural rights. We are committed to creating a culturally safe and inclusive environment in which the diverse and unique identities, experiences and cultural rights of Aboriginal and Torres Strait Islander children and young people are respected and valued.

As a child safe organisation, we are committed to providing welcoming, safe, and accessible environments where all children feel valued, are listened to, and are genuinely considered and involved in decision making.

The wellbeing and safety of the children in our care will always be our priority. We have specific policies, procedures, and practices in place to support our management, educators, and volunteers to achieve these commitments, and are aware of our legal and moral obligations to contact authorities if we have concerns about a child's safety.

For a full copy of our Child Safety and Wellbeing Policy, please visit the [policies section](#) of our website.

If you believe a child is at immediate risk of abuse phone 000.

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 in and are committed to positive, nurturing, and respectful relationships to support learning and development, promote social and emotional wellbeing, and to provide rich and inclusive 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 commitment to **children**, we believe:

- Our priority is to ensure the health, safety, and wellbeing of children according to the Child Safe Standards and National Quality Standards.
- 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 provided the opportunity and are supported to adopt environmentally friendly practices, and to see themselves as active citizens who know how to successfully impact changes needed to address climate change.
- Children's individual needs, ideas, interests, and experiences are recognised, embraced, and supported.
- Children are treated equally and with respect.
- Promoting inclusive practices ensures the successful participation of all children.

In our commitment to **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 are encouraged to engage in meaningful participation in the program, to initiate and lead their own learning.
- Engagement and partnerships between families through social events, excursions, working bees and fundraising activities contribute to a sense of community.
- Open and constructive communication with families builds positive relationships, and feedback is welcomed and encouraged.

In our commitment to **community**, we believe:

- 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 happy and supportive environment.

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 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.

Teachers and educators nurture, support, inspire and celebrate each child to develop positive dispositions for learning, social competence, emotional wellbeing, and identity. Children are provided with rich, authentic, and meaningful experiences that support connections with community, culture, and nature. Educators facilitate this through positive relationships, intentional teaching, and inspiring and engaging learning experiences.

Our program evolves in response to children’s changing needs and interests, community feedback and teachers’ best practice approach to pedagogy.



source: Victorian Department of Education and Training

3-Year-Old Program

The 3-Year-Old Program at Highmount Preschool invites children to discover 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

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.

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 will nurture, support, and inspire each child to show them how capable they are and how amazing the world is when you are a seeker of knowledge and understanding.

Social and Emotional Learning

Social and emotional learning helps children gain 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 and 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, 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 service events 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 to achieve the best possible outcomes for each child. We make this partnership visible in our program and ensure that families are supported to contribute 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 kindergarten

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

- Asking families 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 and knowing so that we can honour and celebrate the culture, identity, and capabilities of each child.
- Inviting families to share their skills, expertise and experiences in ways that enrich our program.
- Inviting families to support our program as a volunteer.
- Celebrating community events with families in ways that are respectful, inclusive, and culturally appropriate.
- Asking families 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 is an **active process of continuity and change that is facilitated by families, the kindergarten, 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 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 and we are committed to giving children every opportunity for a positive and effective transition to school.

OUR TEAM

Rebecca Tyson – 4YO Early Childhood Teacher, Nominated Supervisor and Educational Leader

Bec joined the Highmount Preschool community in 2020, bringing with her 16 years of experience in the education sector. With a Bachelor Degree of Education in both Primary and Early Childhood Teaching, she takes pride in offering a high-quality kindergarten program that brings joy to the children and families. Deeply passionate about early childhood education, Rebecca's dedication shines through every aspect of the kindergarten program.

"I 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 Bec enjoys spending time with her partner Craig, her daughters Phoebe and Lucy, and their extended family and friends. Bec's hobbies include painting, drawing, restoring mid-century furniture and exploring the Yarra Valley.

Madeline Daly – Educator

Madeline joined the Highmount Preschool team in 2023 and is currently studying parttime towards achieving her Early Childhood teaching qualification. When Maddi has some free time, she enjoys spending it with family and friends, walking and adventuring the outdoors.

"I love being a part of the Highmount community and developing strong connections with families and children. I have always had a passion for providing education and meaningful experiences that are inclusive of all children and their development; fostering children's growth, and inspiring young minds for a love of learning and play."

Hilda Cousins – Educator

Hilda joined Highmount Preschool as a volunteer in 2016. With her passion for early childhood education Hilda 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. In 2020, she proudly took on the leadership position for the three-year-old group.

"I love being a part of the Highmount community and working with the children and their families. Seeing the children learn and grow together through their learning experiences is so rewarding!"

Stephanie Glass – Educator

Stephanie joined Highmount Preschool in 2022 after taking time off to raise her own family. As a passionate educator, she invests time in forming strong connections with the children, fostering a warm and nurturing learning environment.

"I am a passionate educator and put time into forming strong connections with children. I love hands-on learning and have a particular interest in the creative arts. I am a strong believer that children learn best through play."

"I'm a mum to three young boys and when I'm not running around after them, I enjoy spending time lurching at cafes, catching up with friends and enjoying the outdoor environment."

Kavita Adhikari – Educator

After 15 years in the corporate sector, Kavita made the inspiring shift to follow her true passion: teaching. With a freshly completed Certificate 3 in Early Childhood Education, she joined Highmount Preschool in 2023. Kavita firmly believes in the significance of early childhood education; its where the journey begins. She sees children as capable and curious learners, and she cherishes the cultural diversity that enriches their experiences. Outside the classroom, Kavita enjoys exploring the great outdoors, indulging in the world of art, and letting her creativity flourish through graphic design.

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

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.

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 outcomes in their early educational and developmental years, the NQS promotes continuous improvement in quality.

QUALITY IMPROVEMENT PLAN (QIP)

The National Regulations require early childhood services to have a Quality Improvement Plan (QIP). The aim of the QIP is to help the teachers 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 provide 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

Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) V2.0 2022 conveys the highest expectations for all children’s learning, development, and wellbeing from birth to 5 years and through the transitions to school.

This diagram shows the integrated connections of the Vision, Principles, Practices and Learning Outcomes that centre on children’s learning, development, and wellbeing. *Belonging, Being and Becoming* overlap all these elements.



PRINCIPLES	PRACTICES
<ul style="list-style-type: none"> • Secure, respectful, and reciprocal relationships • Partnerships • Respect for diversity • Aboriginal and Torres Strait Islander perspectives • Equity, inclusion, and high expectations • Sustainability • Critical reflection and ongoing professional learning • Collaborative leadership and teamwork 	<ul style="list-style-type: none"> • Holistic, integrated, and interconnected approaches • Responsiveness to children • Play-based learning and intentionality • Learning environments • Cultural responsiveness • Continuity of learning and transitions • Assessment and evaluation for learning, development, and wellbeing

LEARNING OUTCOMES

1. **IDENTITY - Children have a strong sense of identity.**
 - Children feel safe, secure, and supported.
 - Children develop their emerging autonomy, inter-dependence, resilience, and sense of agency.
 - Children develop knowledgeable, confident self-identities and a positive sense of self-worth.
 - Children learn to interact in relation to others with care, empathy, and respect.

2. **COMMUNITY - Children are connected with and contribute to their world.**
 - Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens.
 - Children respond to diversity with respect.
 - Children become aware of fairness.
 - Children become socially responsible and show respect for the environment.

3. **WELLBEING - Children have a strong sense of wellbeing.**
 - Children become strong in their social, emotional, and mental wellbeing.
 - Children become strong in their physical learning and wellbeing.
 - Children are aware of and develop strategies to support their own mental and physical health and personal safety.

4. **LEARNING - Children are confident and involved learners.**
 - Children develop a growth mindset and learning dispositions such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity.
 - Children develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching, and investigating.
 - Children transfer and adapt what they have learnt from one context to another.
 - Children resource their own learning through connecting with people, place, technologies, and natural and processed materials.

5. **COMMUNICATION - Children are effective communicators.**
 - Children interact verbally and non-verbally with others for a range of purposes.
 - Children engage with a range of texts and get meaning from these texts.
 - Children express ideas and make meaning using a range of media.
 - Children begin to understand how symbols and pattern systems work.
 - Children use digital technologies and media to access information, investigate ideas and represent their thinking.

GENERAL INFORMATION







Term Dates – 2024

Period	Start	Finish	Length
Term 1	Monday 29 th January (<i>Educators commence</i>) Tuesday 30 th January (<i>Educators only</i>) Wednesday 31 st January (<i>Students commence</i>)	Thursday 28 th March	10 weeks
<i>School Holidays – Friday 29th March – Sunday 14th April, 2024</i>			
Term 2	Monday 15 th April	Friday 28 th June	11 weeks
<i>School Holidays – Saturday 29th June – Sunday 14th July, 2024</i>			
Term 3	Monday 15 th July	Friday 20 th September	10 weeks
<i>School Holidays – Saturday 21st September – Sunday 6th October, 2024</i>			
Term 4	Monday 7 th October	Thursday 19 th December	10 weeks

Public Holidays – Victoria 2024

Day	Date	Holiday	Day	Date	Holiday
Monday	1 st January	New Year's Day	Thursday	25 th April	Anzac Day
Friday	26 th January	Australia Day	Monday	10 th June	King's Birthday
Monday	11 th March	Labour Day	Friday	27 th September	Grand Final Friday
Friday	29 th March	Good Friday	Tuesday	5 th November	Melbourne Cup
Saturday	30 th March	Easter Saturday	Wednesday	25 th December	Christmas Day
Sunday	31 st March	Easter Sunday	Thursday	26 th December	Boxing Day
Monday	1 st April	Easter Monday			

Operational Hours

Monday	Tuesday	Wednesday	Thursday	Friday
 4YO Silver Banksia 9:00am to 3:00pm	 3YO Golden Wattle 9:00am to 3:00pm	 3YO Golden Wattle 8:30am to 11:30pm	 4YO Silver Banksia 9:00am to 3:00pm	 3YO Golden Wattle 9:00am to 3:00pm
		 4YO Silver Banksia 12:00pm to 3:00pm		

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 our duty of care obligations under the law.

Attendance Book

Parents/Carers are required to sign the daily Attendance Book on arrival and departure. This record also informs educators as to who is collecting the child. Educators 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 (DE) does not accept initials, it should be a full signature.

Please ensure that you must write the **exact time** you drop off and collect your child – **not** the session time. This enables us to be aware of where your child is at any 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 parents/carers as soon as the session ends.

Delivery of Children

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

- The Attendance Book will be made available to parents/carers at the beginning of each session.
- The person delivering and collecting the child to and from the kindergarten is required to complete the following details each day.
 - the full name of the parent/carer
 - 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.

Collection Procedure

Children must be collected punctually. Young children can become distressed if they are collected 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/carers including whilst still on the premises.

Late Collection of Children and Late Collection Fee

Parents/Carers of children attending the kindergarten are expected to adhere to scheduled session times. On the occasion of an unexpected delay in collecting your child you must:

- Contact and advise the educators if you are going to be unavoidably late so that they can reassure your child and alleviate any fears they may have by not being collected on time.
- Make arrangements for your child to be collected in the event of a delay; and
- Organise alternative arrangements for the timely collection of your child.

Management reserves the right to impose a late collection fee should parents/carers be habitually late. The procedure for the recovery of a late fee is set out in the Highmount Preschool Fee Policy.

Authorised Nominees / Emergency Contacts

Consent is required for a person other than a parent/carer to collect a 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 parents/carers to collect the child from the preschool. These details are recorded on your enrolment form.

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

If the Authorised Nominee is dropping off and/or collecting your child, please ensure they make themselves known to educators 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.

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 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. 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 within the Preschool and include information about the preschool program and upcoming activities such as service events, 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 and development. It also allows our kindergarten to keep our community up-to-date with notices, events, and newsletters. An invitation to join will be sent to you from your child's educator.

How does Storypark help your 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 quarterly newsletter which is emailed to parents/carers and communicated via Storypark.

Surveys

The DE and Management of Highmount Preschool conducts a survey during the year to receive feedback from parents/carers.

Social Events

The 3 and 4-Year-Old Parent Representatives organise various events throughout the year such as morning teas, park visits and special celebrations at the kindergarten in collaboration with our educators.

Social Media



The purpose of the Facebook and Instagram pages are to share:

- Service events and information.
- Links to parenting articles, webinars, and educational information.
- **Children will not be identified either by image or name.**

The aim of our social media pages is to promote communication and engage with the community. It will be at the discretion of the administrator to remove:

- Abusive and offensive language.
- Any personal information.
- Cultural inappropriateness.
- Commercial content.
- Intimidating or offensive behaviour.

PRACTICALITIES

Staggered Start Timetable

Starting kindergarten is a significant time for you and your child. The teaching team at Highmount Preschool will work closely with families to ensure a smooth transition. Our goal is to ensure that all the children feel nurtured and happy; to support your child in establishing routines; to feel safe and confident in their new environment.

Highmount Preschool operates on reduced hours over the first 2 weeks of the new school year 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. It allows educators time to get to know your child and listen to your child, more time with families at drop off or pick up, manage any outstanding documentation, and build positive and respectful relationships with parents and caregivers.

“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.” DE

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

What to Bring

- **Bag** – We suggest a backpack.
- **Hat** – We are a SunSmart kindergarten. During 1st September to 30th April, we ask that you provide a sun hat and apply sunscreen for your child at home *before* the kindergarten session.
- **Clothing** – Children should be dressed in suitable clothes with consideration to 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 beanie in the colder months. Clothing should 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**



All bags, removable clothing, drink bottles, and snack containers should be clearly labelled with the child’s name.

Highmount Preschool will provide protective clothing for activities involving paint, clay, or water. A lost property box is located in the welcome area.

Personal Items

We recommend that children do not bring toys or other special items to kindergarten in case of loss or damage.

Meal and Snack Time

We ask that snacks and lunches are provided in labelled containers 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
- ✓ Cheese and Crackers
- ✓ Vegetables
- ✓ Drinkable Yoghurt
- ✓ Small Sandwich
- ✓ Water Bottle

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 Nuts
- X Sesame Seeds
- X Nut Products (this includes Nutella, Peanut Butter, and Muesli Bars)
- X Sesame Oil

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 to 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 final product. Children can choose from a variety of activities and materials and enjoy the creative process without always having to take home a completed product. Creating is also about block play, construction, play dough, clay etc. They may even create their own dramatic play in the home corner.

Completed masterpieces can be collected from the art box.

Photographs

Every year Highmount Preschool organises a professional photographer to take both individual and group photos of the children, which are available for families to purchase if they 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

Highmount Preschool is committed to promoting parent involvement in the preschool program and fostering a spirit of cooperation between families and the kindergarten.

To support our commitment to Victorian Child Safe Standards, all volunteers are required to undertake child safe training in order to participate in volunteer events at the kindergarten. This includes parents, carers or other family members attending events where children are present, such as Stay and Play, service events and excursions. As part of our commitment to ensuring a Child Safe environment, all persons who volunteer at the kindergarten must:

- Undertake Child Safety training provided by the kindergarten
- Sign and agree to the Preschool's Child Safety Code of Conduct
- Provide a valid Working with Children Clearance (WWCC)

Without attending the online training, volunteers are unable to assist at kindergarten.

A Child Safe training session will be held early in 2024, with information communicated to families beforehand.

A register of trained volunteers will be kept on file at the kindergarten, along with signed Code of Conduct forms and WWCC.

For further information and/or resources:

- Applications for a WWCC can be completed online at <https://www.workingwithchildren.vic.gov.au/individuals/applicants/how-to-apply-1>
Alternatively, forms are available at Australia Post outlets.
- [Child Safety Statement](#)
- Child Safe Environment and Wellbeing Policy
- Code of Conduct Policy (including Acceptable and Unacceptable Behaviours)
- Participation of Volunteers and Students policy
- Privacy and Confidentiality policy
- Compliments or Complaints policy.

*** The above policies are located on our website at <https://highmountpreschool.org.au/policies/> or alternatively hard copies can be requested by emailing highmount.kin@kindergarten.vic.gov.au

“Stay and Play” Roster

Once parents have completed their Child Safe Trainings, we encourage parent participation via our “Stay and Play” roster at least once and where possible twice per term to assist with the daily kindergarten program.

Whilst assisting in the sessions we ask that you:

- ✓ Sign yourself in and out of the Visitor’s Book as 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
- ✓ Help to pack up activities
- ✓ Assist with a general tidy up of the room, clean paintbrushes, wipe down tables and chairs etc.
- ✓ Assist with specific activities or experiences as requested.



Other ways you can participate; collect craft materials. *e.g.*, paper, corks, bottle top lids, empty boxes, assist with cooking, gardening, and craft activities. Your support and participation are greatly welcomed and appreciated by both children and educators, and you will gain valuable insight into your child's learning and development.

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 kindergarten session.

Excursions and Service Events

Highmount Preschool recognises that excursions and service events provide opportunities through the educational program for children to explore and experience the wider environment and broader community. Parents are invited to make a voluntary financial contribution towards excursions and service events that occur in response to emerging children's program needs. Further information can be found in our Fee Policy.

POLICIES AND PROCEDURES

Policy and Procedure Manual

Our policies are written to reflect the requirements of the Education and Care Services National Law Act 2010, the Education and Care Services National Regulations [2011-653] 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 licensing requirements to comply with the privacy and health records legislation when collecting personal and health information about individuals.

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

When volunteering at the kindergarten, it is important to respect the privacy and confidentiality of other children and families. Any private or sensitive information you may become aware of as a volunteer must remain confidential.

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 is required to conduct and document a rehearsal every 3 months. Anyone present at the time of the rehearsal is required to participate.

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

Further details of our Emergency and Evacuation Policy are located in our policy manual available on our website.

Compliments or Complaints

Families are encouraged to direct any grievances, compliments and general feedback to their child's educator or the Nominated Supervisor at the Preschool.

Your communication can also be directed to the administration manager at highmount.kin@kindergarten.vic.gov.au

Alternatively, you can contact the Department of Education on 1300 651 940 or emr.qar@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 [Parent Portal](#) and follow the prompts to submit your application.

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 can 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 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 on the [City of Monash](#) website.

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 Placement Confirmation Form, you will receive an enrolment pack.

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.

FEE POLICY

Free Kinder

Highmount Preschool is committed to:

- Supporting the Victorian Government's Free Kindergarten initiative.
- Increasing access to quality kindergarten programs for all Victorian children.
- Ensuring there are no financial barriers for families wishing to access an early childhood program for their child/children.
- Maintaining confidentiality in relation to the financial circumstances of parents/carers.

"Free Kinder" means a saving of up to \$2,500 per child, each year. Highmount Preschool will receive the funding directly from the Victorian Government, so families are not out of pocket (and don't have to claim the savings back).

At Highmount Preschool free kinder entitles three-year-old and four-year old children 15 hours per week of free kindergarten.

Families can only enrol their child in one Free Kinder program at any one time. This means that all children can access a funded kindergarten program and Free Kinder subsidy only at one service at any one time. Families cannot receive the benefit twice.

Kindergarten Fee Subsidy

While Free Kinder has replaced the Kindergarten Fee Subsidy (KFS) at our service, the Department of Education still requires us to collect information previously used to determine KFS eligibility as per the categories listed below. The data will be entered into the Kindergarten Information Management System (KIMS) as it continues to inform other funding streams such as School Readiness Funding (SRF). The data also supports the Department and other stakeholders to understand the demand for Pre-Prep ahead of the state-wide rollout for Aboriginal children and children experiencing vulnerability in 2026.

Eligibility conditions change from time-to-time and must be checked in the most recent edition of the Kindergarten Funding Guide.

- The child is identified by the parent carer or legal Carers 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)

Families who are eligible are required to show the relevant card/information to the Enrolment Officer at the kindergarten upon request.

Late Collection Charge

Management reserves the right to implement a late collection charge when parents/carers are frequently late in collecting a child.

Voluntary Financial Contributions

Throughout the preschool year we offer a wide-range of enhanced learning experiences and opportunities for children in both our three-year-old, and four-year-old kindergarten groups.

Along with special events and excursions, we provide additional resources and equipment to support your child's emerging interests and facilitate their learning and development.

To ensure that we can offer these important learning opportunities, we invite each family to contribute to our Voluntary Contribution Fund.

Your support is greatly appreciated, and any additional contribution to the suggested amount will greatly enrich the children's educational experience and learning outcomes.

Further information and payment details are included in your Enrolment Pack.

Fundraising

Highmount Preschool has several fundraising activities throughout the year, with all proceeds allocated for new equipment and resources to benefit the children. Fundraising events will be communicated via Storypark, and assistance from families is greatly appreciated.

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 kindergarten
- Complying with all legislative requirements.

Health and Infectious Diseases

Infectious diseases are common in children, and they are at 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 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 at the kindergarten and keep them at home. 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). e.g., 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 for Infectious Diseases Cases and Contacts".

When a child becomes ill after arrival at Preschool, the parents/carers, 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 collected from the Preschool as soon as possible. If necessary, details will be recorded in the Incident, Injury, Trauma, and Illness record.

The Department of Education (DE) directive states that, *'It's important to make sure unwell children and educators stay at home until their symptoms resolve and seek medical assistance as required. Services should send unwell children or educators 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 Preschool

If a child has an accident or is injured at Preschool, arrangements will be made to notify the child's parents/carers 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 (DE) 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/Carers 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 an early childhood service unless they have been immunised according to 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 educators 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/Carers 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.
- 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.
- 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 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.

Parents/carers 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.

RESOURCES

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/veylfdframework.pdf
Belonging, Being and Becoming - The Early Learning Years Framework for Australia	<u>Belonging, Being and Becoming: The Early Years Learning Framework for Australia (EYLF) V2.0 2022</u>
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 <u>developmental milestones</u> • understand <u>what to expect</u> from an early childhood education and care service. • <u>find services</u> and learn about their quality ratings. • get tips on starting childcare or preschool, and what can be <u>done at home</u> 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 delivered 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 https://www.health.vic.gov.au/primary-and-community-health/maternal-and-child-health-service
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 childcare. You can also search a database to find childcare 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.	
Starting Primary School Guide	Get step-by-step information on how to find, enrol, and start a child in your care at a primary school in Victoria and where the government can help. https://www.vic.gov.au/starting-primary-school-guide
Transition to School – Resources for Families	Resources (including multilingual resources) to help and support families and children during the transition. https://www.vic.gov.au/transition-school-resources-families