



kindergarten

Family Handbook 2024





Welcome

Welcome to a very special time for you and your child. We want this year to be very happy and rewarding for your family and look forward to getting to know you.

At Kindergarten, your child will discover and develop a wide variety of skills and experiences. During the first five years children develop and learn much faster than at any other age. Our Kindergarten provides a stimulating and nurturing environment that encourages and fosters children's individual development.

A child's work is their play; therefore the Kindergarten program is child-centered. We use current ideas and experiences initiated by children in their play and scaffold this into further opportunities for learning.

Many children have had some group experiences before attending Kindergarten, for example childcare, pre-kindergarten, KinderGym and/or playgroup. For some children, Kindergarten is often the first opportunity for them to venture into the world outside their home and family.

Children's play (learning) can be haphazard or ordered; busy or planned out, quiet or booming with emotion, individual or in groups or exhibit several elements all at once! Therefore, the emphasis of what your child is learning at Kindergarten is not focused on reaching a specific level of development at a predetermined age, but to achieving *their own potential at their own stage*. Our programs cater for these intangibles to provide for a child's full individual development in line with the National Early Years Learning Framework (EYLF) and the Victorian Early Years Learning and Development Framework (VEYLDF).

2024 Information

Groups

In 2024, Miners Rest Kindergarten offers both 3-year-old and 4-year-old programs.

The 3 year old groups are Purple and Green and run 15 hours a week. Purple Group runs 3 x 5 hour sessions and Green 2 x 7.5 hours per week.

The 4 year old groups are Red and Yellow, running 15 hours per week. Red Group runs 2 x 7.5 hour sessions and Yellow Group 3 x 5 hours per week.

Room Schedules

Our kindergarten houses 2 program rooms;

Both rooms are purpose built for the kindergarten environment and provide a variety of spaces to foster different learning opportunities.

GROUP	MON	TUE	WED	THU	FRI
RED		8:30am-4:00pm		8:30 am-4:00 pm	
YELLOW	8:45am-1:45pm		8:45am-1:45pm	8:45am-1:45	
PURPLE	8:45am-1:45pm		8:45am-1:45pm		8:45am-1:45 pm
GREEN		8:30am-4:00pm			8:30am - 4:00pm

Governance

Miners Rest Primary School Council

Miners Rest Kindergarten is managed by the Miners Rest Primary School Council (MRPS). This means that the MRPS is the Approved Provider of the Kindergarten.



Miners Rest Primary School also manages the operational budget for the kindergarten, including collection of fees and the payment of accounts. The kindergarten fees (payable at MRPS), together with funding from the Department of Education and Training (DET) make up the income for the kindergarten for the year.

Director

Kylie Nissen, is the Miners Rest Kindergarten Director and Miners Rest Primary School Principal. She represents the kindergarten as part of her position on the Miners Rest Primary School Council. As a representative of the Approved Provider, Kylie is the governing management of the service. Kylie is only too happy to answer any questions relating to the above and can be reached at (03) 5334 6328 or Dundas Street, Miners Rest 3352.



Nominated Supervisor/Educational Leader

Kate Ryan is the Nominated Supervisor and Educational Leader of Miners Rest Kindergarten. As Educational Leader, Kate supports and collaborates with educators to provide guidance in the development and implementation of an effective educational program.

The role of the Nominated Supervisor involves being the person with responsibility for the day to day management of the approved service and ensuring that the service is operated in compliance with the National Law, the National Regulations and the National Quality Standard.

Kate is also an ECT in the four year old program, teaching Yellow Group.

Any day-to-day queries or concerns that cannot be resolved with your child's educators can be directed to Kate on (03) 5334 6104 or miners.rest.kin@kindergarten.vic.gov.au



Philosophy

Welcome to Miners Rest Kindergarten where children are at the heart of everything we do. We value our relationships with children, families and the Miners Rest community.

We value families as the first educators as we listen actively and embrace family insights We enrich the learning experience created through meaningful partnerships; daily interactions, communication through our digital platform and family sharing sessions throughout the year. We welcome diversity and invite families to share their unique knowledge, culture and skills.

Our kindergarten community is driven by collaborative spirit that values individuality while playing to each educator's strengths. This is reflected through open communication, mentoring, and seamless engagement with parents and professionals.

We believe each child can reach their full potential through providing an environment where high expectations, inclusion, diversity and cultural identity are embedded in our practices. Through the provision of a daily routine children are welcomed, feel safe and secure. By partnering with external supports and families we value the input to assist the children to thrive.

We are guided by our knowledge of the NQS, VEYLDF and the child safe standards. Our play based approach provides a shared vision and commitment to observing, planning, programming and setting SMART goals for all children. Our planning cycle responds to the needs and interest of the children, enhancing and enriching children's learning promoting child voice. We encourage risk taking through engaging in the natural environment and promoting child autonomy where children learn and test their own limits. Through intentional teaching we scaffold and instruct the children by promoting wellbeing through the Resilience Project, Zones of Regulation and green and red choices.

We are passionate about embedding sustainable practices within our kindergarten and fostering a love, care and respect for the environment as children are our future. We embed sustainable practices within our programming including; explicitly teaching children about sustainability, using natural materials, making links to Indigenous culture and care for country, recycling practices, collecting food scraps for our worm farms and caring for plants.

We acknowledge the kindergarten environment as the third educator, fostering communication, relationships, independence and curiosity. We strive to create a calm, engaging and safe environment using natural materials, inclusive play spaces and open ended materials. Children's emotional regulation is supported through the inclusion of a calm corner which includes sensory, emotional and relaxation tools.

We strive to foster a positive transition, ensuring children are provided with the best opportunity to continue to develop their social, emotional and academic skills, preparing them for success in their educational journey. We welcome and collaborate with all schools relevant to our children's transition. Our strong two-way partnership with Miners Rest Primary school allows us to regularly visit the school through our library program, access to a designated kinder school classroom, gymnasium and Foundation playground. Relationships are nurtured through our Buddy Program, teacher visits and shared staffing. Our partnership with our OSHC Program and community playgroup further promote relationships and a sense of comfort and belonging.

We are a collaborative team committed to learning and growing alongside the children in which we teach. Through our professional learning, school readiness funding and collaboration with external services we aim to meet the needs of all children and families within our service.

Our goal is to foster lifelong learning.

Enrolment

City of Ballarat Central Kindergarten Registration Scheme

Enrolments for Miners Rest Kindergarten are processed through the City of Ballarat Central Kindergarten Registration (CKR) Scheme.

The CKR scheme is a centralised system, administered by the City of Ballarat, to allocate kindergarten places on behalf of participating kindergarten services. The CKR scheme was established to ensure access to a fair, equitable and timely system for kindergarten enrolments for the general population, as well as focusing on priority of access for vulnerable families

Applications for a child to attend a kindergarten service will be accepted from the beginning of the year, prior to which a child will attend three-year-old kindergarten/ESK or two years prior to attending a four-year-old program. *For example; A child eligible for 3-year-old kindergarten in 2021 and/or 4-year-old kindergarten in 2022, can register from January 1, 2020.*

Please note: Attendance at three-year-old kindergarten is not a guarantee that the child will attend the same kindergarten for four-year-old kindergarten.

A child can attend four-year-old kinder in the year that they are 4-years-old turning 5-years-old. Children born prior to 30 April can attend 4-year-old kindergarten in the year they turn 4 OR the year they turn 5.

Timeline

What?	When?	Who?
Applications for Enrolment Close	30th June in the year preceding enrolment	City of Ballarat
First round letter offer	Beginning of August	City of Ballarat
Acceptance of offer due	Mid-August (two weeks after offer)	City of Ballarat
Second round letter offer	Beginning of September	City of Ballarat
Acceptance of offer due	Mid-September (two weeks after offer)	City of Ballarat
Kindergarten Acceptance Letter sent out	Mid – Late September	Kindergarten
Kindergarten acceptance letters due	Early October	Kindergarten
Group Allocations Announced & Enrolment Paperwork sent	Late October - Early November	Kindergarten

Application Process

The quickest way to complete the enrolment process is online:

1. Visit <https://kinder.ballarat.vic.gov.au>
2. Fill in the child's details and the parent/guardian details
3. Nominate the preferred kindergarten
4. Click on submit.

Alternatively, you can complete the registration form in hard copy.

Policies

In accordance with Education and Care Regulations, a copy of all Kindergarten policies are available at the Kindergarten. A folder of these can be found in the kindergarten foyer and copies can be provided upon request.

Our policies are reviewed annually and are shared with families for feedback as part of this process.

Miners Rest Kindergarten Policies

Quality Area 1 – Educational Program and Practice

- Curriculum Development Policy
- Inclusion and Equity Policy

Quality Area 2 – Children’s Health and Safety

- Acceptance and Refusal of Authorisations Policy
- Administration of First Aid Policy
- Administration of Medication Policy
- Anaphylaxis Policy
- Asthma Policy
- Child Safe Environment Policy
- Dealing with Infectious Diseases Policy
- Dealing with Medical Conditions Policy
- Delivery and Collection of Children Policy
- Diabetes Policy
- Emergency and Evacuation Policy
- Epilepsy Policy
- Excursions and Service Events Policy
- eSafety for Children
- Food Safety Policy
- Hygiene Policy
- Incident, Injury, Trauma and Illness Policy
- Mental Health and Wellbeing Policy
- Nutrition, Oral Health and Active Play (including Food, Beverages and Dietary Requirements) Policy

Policies

Quality Area 2 – Children’s Health and Safety (continued)

- Relaxation and Sleep Policy
- Road Safety and Safe Transport Policy
- Sun Protection Policy
- Supervision of Children Policy
- Tobacco Control Policy
- Water Safety Policy

Quality Area 3 – Physical Environment

- Occupational Health and Wellbeing Policy
- Environmental Sustainability Policy

Quality Area 4 – Staffing Arrangements

- Code of Conduct Policy
- Determining Responsible Person Policy
- Participation of Volunteers and Students
- Staffing (including Qualifications, Supervision and Working with Children Checks/Criminal History Record Checks) Policy
- Staff Health and Wellbeing Policy

Quality Area 5 – Relationships with Children

- Interactions with Children Policy

Quality Area 6 – Collaborative Partnerships with Families and Communities

- Enrolment and Orientation Policy- Free Kinder

Quality Area 7 – Governance and Leadership

- Fees – Free Kinder Policy
- Governance and Management of the Service Policy
- Complaints and Grievances Policy
- Information Technology Policy
- Privacy and Confidentiality (including Confidentiality of Records) Policy

National Quality Framework

In 2012, a new quality standard was introduced to improve education and care across long day care, family day care, preschool/kindergarten and outside school hours care services Australia-wide. This is referred to as 'The National Quality Framework'.

The National Quality Framework includes;

- A National Quality Standard
- Assessment and Rating Process
- Quality Improvement Plan requirements



National Quality Standard

Quality Area 1: Educational Program and Practice

- 1.1 The educational program enhances each child's learning and development
- 1.2 Educators facilitate and extend each child's learning and development
- 1.3 Educators and co-ordinators take a planned and reflective approach to implementing the program for each child

Quality Area 2: Children's Health and Safety

- 2.1 Each child's health and physical activity is supported and promoted
- 2.2 Each child is protected

Quality Area 3: Physical Environment

- 3.1 The design of the facilities is appropriate for the operation of a service
- 3.2 The service environment is inclusive, promotes competence and supports exploration and play-based learning

Quality Area 4: Staffing Arrangements

- 4.1 Staffing arrangements enhance children's learning and development
- 4.2 Management, educators and staff are collaborative, respectful and ethical

Quality Area 5: Relationships with Children

- 5.1 Respectful and equitable relationships are maintained with each child
- 5.2 Each child is supported to build and maintain sensitive and responsive relationships

Quality Area 6: Collaborative Partnerships with Families and Communities

- 6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role
- 6.2 Collaborative partnerships enhance children's inclusion, learning and wellbeing

Quality Area 7: Governance and Leadership

- 7.1 Governance supports the operation of a quality service
- 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community

National Quality Framework

Assessment and Rating

Services are assessed against the National Quality Standards. Services are given a rating for each individual standard and an overall rating.

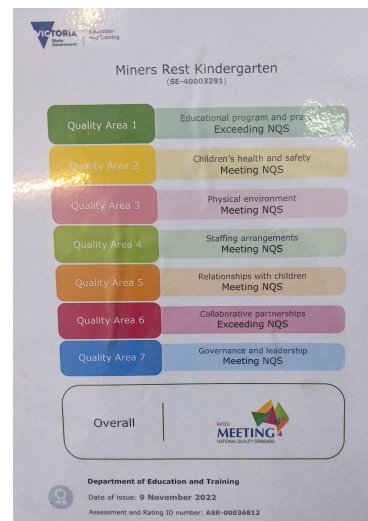
The rating scale is;

- *Exceeding National Quality Standard*
- *Meeting National Quality Standard*
- *Working Towards National Quality Standard*
- *Significant Improvement Required*

Services rated as 'Exceeding' in all quality areas can also apply to have the service assessed to determine if it can be awarded an 'Excellent' Rating.

Miners Rest Kindergarten was assessed in 2022 and received Exceeding in 2 Quality Areas and an overall Rating as Meeting Quality Standard.

Miners Rest Kindergarten Rating



Quality Improvement Plan (QIP)

All services are required to have a QIP in place. This is an evolving document of goals that the service is working on in order to continue building quality. Our QIP can be found in the kindergarten foyer.

Law and Regulations

Miners Rest Kindergarten operates in line with the Education and Care Services National Law Act 2010 & Education and Care Services National Regulations. These specify a range of legal operational requirements for Early Childhood Services.

The Department of Education and Training (DET) regulates services in regards to these requirements.

This is facilitated through;

- spot checks where an Authorised Officer will visit a service unannounced and conduct a routine compliance audit
- a requirement wherein any serious incidents or complaints regarding children's health and safety are reported to DET by the service so that an investigation can take place
- a process of 'Assessment and Rating' in line with the National Quality Framework (detailed below)

Child Safe Standards

What are the Child Safe Standards?

- The Child Safe Standards (the Standards) began in Victoria in January 2016.
- The Standards help keep children safe from abuse and harm.
- There are 11 Child Safe Standards.
- Organisations working with children¹ must **comply** with the Standards. **Comply** means that your organisation must have things in place to show that you² follow and meet each standard.

This document is a summary of the Child Safe Standards. It has words and pictures that are easy to understand to help explain the Standards. It does not include the full wording of the Standards or all the things that you must do to comply. You can read the full text of the Standards and more information about how to comply on our [website](#).



¹ "Children" means people under 18 years old.

² We also use the word "you" when we are talking about "your organisation".

Child Safe Standard 1

Organisations make sure that Aboriginal children feel culturally safe. They respect and value the identity and experiences of each child.



Your organisation and staff must:

- welcome Aboriginal³ people, their culture, and their rights
- understand how this helps Aboriginal children to feel safe and well
- not allow racism and have rules and actions to deal with racism
- assist Aboriginal children to express their diverse identities, customs, beliefs, and languages
- help Aboriginal children and their families to be involved in your organisation
- make sure they feel culturally safe
- have policies and systems that show you have done these things.

³ We use the word 'Aboriginal' to talk about Aboriginal and Torres Strait Islander people.

Child Safe Standard 2

Organisation's leaders focus on keeping children safe and well. Organisations have processes to find, avoid, and stop risks of child abuse or harm.



Your organisation must:

- make a **public commitment** to child safety. This means that you let the community know that child safety is important to your organisation
- have a **Child Safety and Wellbeing Policy**. This is a document that explains how your organisation keeps children safe
- make sure that everyone in the organisation promotes child safety
- have a written **Code of Conduct** for staff and volunteers. This is a document that explains to staff how to behave around children and what is not OK
- document about how you find, avoid, and stop risks to children
- make sure that staff understand how to share information and keep records about child safety.

Child Safe Standard 3

Children know about their rights, are taken seriously, and take part in decisions that affect them.



Your organisation must:

- tell children about their rights to:
 - safety
 - information
 - take part in decisions about them
- understand and encourage the importance of friendships. This helps children to feel safe
- offer programs and information to children about how to prevent sexual abuse
- make sure that staff and volunteers can:
 - identify signs of child abuse and harm in children
 - help children to talk openly and to talk about things that worry them
- help children to be involved in your organisation
- act on what children tell you so that they feel safe and want to stay involved in your organisation.

Child Safe Standard 4

Organisations tell families and communities about how they keep children safe from abuse and harm. They encourage them to be involved in keeping children safe from abuse and harm.



Your organisation must:

- help families to take part in decisions that affect their child
- tell families and the community about how your organisation keeps children safe from abuse and harm
- make sure families and communities can easily find and understand this information
- make sure families and communities have a say in your organisation's policies and practices
- tell families, carers, and the community about your organisation and how it works.

Child Safe Standard 5

Organisations understand that every child is different. They consider the individual needs of each child to give them the care and support they need.



Your organisation must:

- understand that every child is different and that some children may need more support
- help and consider the needs of children who:
 - have disability
 - are from different cultures
 - speak different languages
 - are unable to live at home
 - are lesbian, gay, bisexual, transgender, non-binary, gender diverse, or intersex
- make sure children can easily get the information and help they need. This must be culturally safe and easy to understand
- make sure it is easy for children to make a complaint and understand the process
- consider the needs of Aboriginal children and make sure they always feel culturally safe.

Child Safe Standard 6

Organisations make sure that people working with children are suitable. Staff are supported and know what to do to keep children safe from abuse and harm.



Your organisation must:

- focus on child safety and wellbeing when hiring new staff and volunteers. This can be in advertising, referee checks, and screening, before they start work
- make sure that staff and volunteers have the right background checks
- make sure that new staff know what they must do to keep children safe from abuse and harm. This includes:
 - keeping good records
 - knowing when to share information
 - knowing when and how to make a report
- make sure managers help staff to focus on child safety.

Child Safe Standard 7

Processes for complaints and concerns are child focused



Your organisation must:

- have a complaints policy. This policy must:
 - be easy to find and read
 - be child focused
 - explain:
 - what managers, staff, and volunteers must do
 - how to manage different types of complaints
 - what to do if policies or the Code of Conduct are not followed
 - when your organisation needs to make a report to authorities, like the police
- make sure that children, families, staff, and volunteers all understand how your organisation manages complaints
- handle complaints properly and in a culturally safe way
- take all complaints seriously and respond quickly
- have policies and procedures about:
 - how to report complaints to your organisation
 - who to report to
 - when to make a report
 - how to report complaints to, and work with, police and other authorities
- follow all laws about reporting, privacy, and employment.

Child Safe Standard 8

Organisations provide education and training to staff to keep children safe from abuse and harm.



Your organisation must:

- follow the organisation's Child Safety and Wellbeing Policy
- know the signs of child abuse and harm. This includes abuse and harm caused by other children
- respond to issues of child safety and wellbeing
- help other staff when they are dealing with a child safety issue
- understand how to make children feel more culturally safe.

Child Safe Standard 9

Organisations make sure children are safe when they use their services, settings, and activities. This includes when children are online.



Your organisation must:

- make sure that staff and volunteers can find and stop risks. When doing this they must still protect a child's right to
 - privacy
 - information
 - have friends and not feel alone
 - learn
- make sure that staff and volunteers understand online safety. When they are online, they must meet your organisation's
 - Code of Conduct
 - Child Safety and Wellbeing Policy
- write **risk management plans**. These are plans for how you will deal with risks that may come from your settings, activities, and environment
- protect the safety of children when your organisation uses the facilities or services of other organisations.

Child Safe Standard 10

Organisations check and improve the ways they keep children safe from abuse and harm.



Your organisation must:

- keep checking and improving what you do to keep children and young people safe
- look into complaints, concerns, and safety incidents to find out how they happened. This will help you to improve what you do
- tell staff, volunteers, the community, families, and children about what you have found.

Child Safe Standard 11

Organisations have written documents about how they keep children safe from abuse and harm.



Your organisation must:

- have written policies and procedures that:
 - cover all Child Safe Standards
 - are easy to find and understand
- work with **stakeholders** to develop your policies and procedures. These are people with an interest in your organisation. This can be:
 - staff and volunteers
 - children and family members
 - other organisations that you work with
 - community groups or members
- look at good policies and procedures from other organisations
- make sure that your leaders support the policies and procedures
- make sure that staff and volunteers understand and follow the policies and procedures.

Program & Curriculum

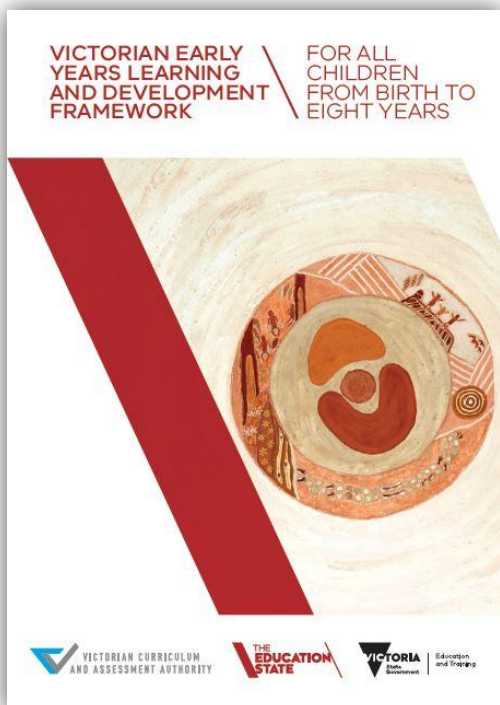
Miners Rest Kindergarten programs in line with the Victorian Early Years Learning and Development Framework (VEYLDF).

VEYLDF evokes a vision for all children to experience play-based learning that is engaging and builds their success for lifelong learning, health and wellbeing, responding to their needs, interests, ideas, strengths and abilities.

The VEYLDF has a strong focus on responding to the needs of families whilst building respectful and responsive relationships. Aboriginal culture is also acknowledged and supported and there is significant focus on supporting children and families through transition.

The VEYLDF outlines 5 Learning Outcomes.

These guide our focus for children's learning when programming experiences and evaluating children's progress.



Outcomes of the VEYLDF

Identity

Children have a strong sense of their identity

Community

Children are connected with their world

Wellbeing

Children have a strong sense of their emotional and physical wellbeing

Learning

Children are confident and involved learners

Communication

Children are effective communicators

Program & Curriculum

Program

Each kindergarten group operates a program that is reflective of the children and their needs, interests and abilities. The program is generally developed on a fortnightly cycle except in circumstances where a shorter or longer program is appropriate.

Each program incorporates a combination of intentional teaching experiences, indoor play spaces and outdoor play spaces.

Each experience is specifically linked to target learning outcome from the Victorian Early Years and Development Framework (VEYLDF) and is evaluated and extended after implementation.

Child Portfolios & Learning Stories

Each child has their own portfolio, which is accessible in the kindergarten room. Artefacts such as photos, drawings, or notes are added to it throughout the year to showcase work the child is proud of and demonstrate their learning over the course of the kindergarten year.

Teachers will also periodically develop 'Child Progress Reports' which describe observations and evaluations of the child's individual engagement and progress. These reports identify individual learning goals for the child which shape the strategies and experiences used to support the child's ongoing learning over the following progress period.

We also use an app called 'Seesaw' to share what your child is learning at Kinder. A reflection is added to this app after each session which is a fantastic opportunity for families to be aware of current learning focuses, engage in relevant conversations at home building on their child's kindergarten day and engage with their child's teacher and other parents about the learning of the day through the 'comments' section.



Miners Rest Outside School Hours Care (OSHC)

The Miners Rest Out of Schools Hours Care Program aims to provide a safe, secure and stimulating environment for children at the highest possible standard. The OSHC Program is a not for profit service to Primary and Kinder age children in our school community.

The Outside School Hours Care Program operates to a similar curriculum to the kindergarten and is a play-based services targeted to supporting children’s learning development in a fun and engaging way.

Children who are 3 years old and above can access the Miners Rest OSHC Service. Enrolments and bookings are made directly with the OSHC service. Contact details are below.

Operation Times & Fees

Service	Operating Hours	Fees
Before School Care	7am – 8.45am	\$34 per session
After School Care	3.20pm – 6pm	\$44 per session
Wrap Around Care	1.45pm – 6pm	\$55 per session
Short Stay Wrap Around Care	1.45pm – 3.20pm	\$30 per session
Holiday Care/Curriculum Days	8.30am – 5.30pm	\$75 per day

For all bookings and enquiries please contact:

Email:

oshc@minersrestps.vic.edu.au



ConnectEd

The ConnectEd Program includes practical and theoretical sessions that provide a greater understanding and link between what is happening at kinder, school and home.

The program aims to give you and your children the greatest chance of early success in your child's learning.

The program is split into modules, with different focuses for each. Each family is enrolled into the program unless you opt out. You can complete as many of the modules offered as you would like throughout the year. It is completely your choice. Examples of modules in previous years include Oral Language, Reading & Writing and Number.

A big positive is that *FREE CHILD CARE* is being provided as part of the program for toddlers during school-time modules and all ages for evening modules.

Contact miners.rest.ps@edumail.vic.gov.au at the commencement of your child's kindergarten year for more information and the appropriate schedule for the year.



Child Health and Safety

Immunisation & 'No Jab, No Play' Legislation

Under the 'No Jab, No Play' legislation, Early Childhood Services require documentation, prior to enrolment, to prove that each child has been:

- fully immunised for their age OR
- on a vaccination catch-up program OR
- unable to be fully immunised for medical reasons.

'Conscientious objection' is not an exemption under the 'No Jab No Play' legislation. Children who do not fill the above criteria will not be able to attend Kindergarten.

Medical Conditions

Legally, we require particular documents for children with diagnosed medical conditions



The Medical Management Plan is created by the doctor/specialist and provides details on what to do if the medical condition is triggered.



The Minimisation and Communication Plan is prepared by the educator and family and specifies what will be done to minimise the risk of the condition being triggered.



There are some medically diagnosed conditions such as Autism or physical impairments etc. that are not conditions that can be 'minimised' nor would we want to minimise. In these cases we create Individual Inclusion Plans which outline how we will support the child's inclusion in the program.

Injuries & First Aid

The first aid cabinet is kept well stocked and up to date. Accidents do happen from time to time and when a child is injured, first aid will be applied if required. All staff are trained in first aid.

Minor accidents (grazes, bumps, small cuts and scratches etc...), will be treated at the Kindergarten, and you will be notified at the end of session and be required to sign an Incident Form. At times, for more serious accidents or any injury to the head, a staff member will make a phone call to let you know.

For injuries requiring urgent medical attention, parents and/or emergency contacts will be contacted to take the child to hospital for treatment. In cases of extreme emergency, the ambulance will be called first and then parents or emergency contacts will be notified as soon as possible. Ambulance costs will be payable by families. **In all cases the welfare of the child is the first priority.**

Emergency Management

We take every precaution to protect children, staff, families and visitors at the Kindergarten from any hazard likely to cause serious injury. We have developed an Emergency Management Plan that identifies procedures to be undertaken in an emergency including on-site evacuation, off-site evacuation, lock down and shelter in place.

An emergency procedure is practiced with staff and children each term.

A copy of our evacuation procedure can be found at each external exit and the complete Emergency Management Plan can be provided upon request.

All visitors are required to sign the Visitors Book located in the front foyer. This provides us with a record of adults who are at Kinder, so that you can be accounted for in the case of a real emergency. If you happen to be at Kindergarten during a practice procedure, please follow instructions given by educators.

Controlling Infectious Disease

At times throughout the year your child may become unwell and if this is the case, we ask that you please keep them home from Kinder. They are unable to enjoy the program, which can be upsetting for them, and also risk spreading the infection to other children and educators.

Children in kindergartens and other early childhood settings are at particular risk of transmitting infectious diseases because of close contact with other children and staff, lack of previous exposure to common infections, lack of control of body secretions and still developing an understanding of good hygiene practices.

To limit the spread of infectious diseases, the kindergarten has stringent hygiene practices, supports children's developing understanding through program and routine and enforces the Public Health and Wellbeing Regulations 2009 Exclusion Table.

The Exclusion Table details if children need to be kept home from kindergarten and for how long for each infectious disease. A copy is available in the kindergarten foyer and can also be found at

It is best to keep children home if unwell. Children should not be sent to kindergarten if they have had Panadol to manage their symptoms prior to the session.

Information will be shared when a child has a confirmed or suspected infectious disease. This will include a sign at the attendance sheet, on See Saw and information sheets on the specific condition

Should your child become unwell during the day, we will attempt to contact you first to come and collect your child to avoid them becoming distressed. If we are unable to contact you then we will contact the people listed as Emergency Contacts on your child's enrolment form.

Medication

At times, your child may require medication to be administered in the session by educators. When this occurs, it must be recorded on a Medication Record Form.

To enable us to administer prescription medication, it is essential that the original label is on the original container outlining the following information:

- Child's name
- Doctor's instructions to administer medication
- Expiry date

It is important that medication is handed to an educator and not left in a child's bag.

When administering medication, two educators will check and administer authorised medication to the child and then the parent or guardian collecting the child at the end of session will need to sign and date the Medication Book.

Smoking

A general reminder that smoking is NOT PERMITTED in or outside the Kindergarten premises. Legally, smoking is banned within the grounds of, and within four meters of an entrance to childcare centres, kindergartens, preschools and primary and secondary schools.

Road Safety

Car parking is available in the court leading to the kindergarten, in the service lane in front of the school and in the carpark cornering Dundas Place & Albert Street.

The speed limit on Dundas Street leading to the kindergarten is 40 km/h *at all times*.

It is important that all pedestrians use the provided footpaths and do not cut across the road of the court. It is important that families are role modelling safe road use and providing appropriate guidance for the safety of their children around roads.

If families are engaging in conversation before or after a kindergarten session, they are encouraged to do this within the fenced school grounds and maintain adequate supervision of their children.



Pupil Free Days

At times the kindergarten may have scheduled, or on rare occasions un-scheduled days where the kindergarten will be closed or a particular session is unable to run.

Family Sharing Sessions

Twice a year, the kindergarten will hold Family Sharing Sessions to meet individually with children and their family and discuss their goals and progress.

The first of these sessions occurs in the last week of sessions the year before. This session focuses on the child, family and teacher getting to know each other and building a shared understanding of their goals for kindergarten.

The second session will take place near the end of Term 2 or at the beginning of Term 3. This session will focus on the child's progress over the first half of the year, is an opportunity to discuss the child's projected readiness for school and set goals for the second half of the year.

End of Year Clean Up Days

The kindergarten also uses the last session for each group of the kinder year as a clean-up day. Families are invited to join us for any amount of time to help pack up for the summer. This often helps with children's feelings of closure for the finishing of the year.

Changes to Sessions due to Kinder/School Events

Throughout the year events will be planned that move with the interests and ideas of the children and extend the program. At times, families may receive notice that there is a change to the usual session times. On these such days, sessions may finish at an earlier time to give children time to rest before hopefully coming back to join in special out of hours events. Occasionally sessions may finish later than usual to allow time for particular outings.

Code Red Fire Alert Days

At the direction of the Department of Education and Training (DET), School and Children's Services in high fire risk areas will be closed on days declared as Code Red Fire Danger Rating Day. This may affect our kindergarten. Where possible up to 3 days' notice will be given however in some instances less notice may be provided. You will be notified by the Kindergarten if we are closing and you can also check the DET website for details www.education.vic.gov.au

Staff Illness

It is occasionally necessary for Kindergarten sessions to be cancelled due to Educator illness when there is no qualified relief Educators available. This is always a last resort and families are notified as early as possible if this is to happen.

Feedback, Complaints & Grievances

Complaints & Grievances

Our kindergarten has a mindset that feedback and communication is a vital part to our ongoing improvement. Families are encouraged to ask educators any questions or queries you may have about the kindergarten.

Families are encouraged, where appropriate, to first direct any questions or concerns to their child's teacher. You are welcome to arrange a time to meet to discuss any matters privately or provide a time and opportunity to discuss something more effectively than can be achieved at pick up/drop off.

Where it is not appropriate to speak to the teacher or your concerns remain unresolved, you may direct your concerns to the Nominated Supervisor or Director (see details on page 4).

For matters relating to the health and safety of a child, you can also contact the Department of Education and Training on 1300 333 232. You are encouraged to first discuss the concern with the kindergarten, who will report the complaint to DET as part of our legal obligations.

Family Feedback Station



As part of our quality improvement process, a feedback question is regularly placed in the kindergarten foyer. This question will relate to a particular area of the National Quality Standard. The question will be posed with a yes or no response and families are encouraged to place a pebble in the applicable container for their response. Feedback sheets are also available for families to elaborate on their responses.

This feedback is reflected on in staff meetings and directly relates to the development of our Quality Improvement Plan.

Communication

Seesaw

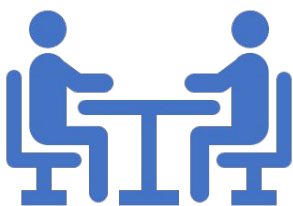


Seesaw is an online platform that is available in web and app formats. It is the primary form of communication from the kindergarten.

Each family will have an individual log in which is provided upon enrolment at the kindergarten. Please speak to educators if you do not have log in details.

Seesaw is used to share daily reflections, notes & reminders, program information and children's individual progress reports.

Family Sharing Sessions



Time is allocated at the end of the year before starting and near the end of Term 2 for individual Family Sharing Sessions. These sessions are to discuss your child's strengths and progress, as well as to set new goals to support their learning and development as the year continues. This time is also a great opportunity to discuss plans for your child for the following year. Some children will transition on to school, whilst others may benefit having a second year enrolled in a 4-year-old kindergarten program. In having these conversations with families, we can ensure that we continue to plan and support your child's needs.

Despite these formal interviews, we encourage parents and guardians to contact teachers at any time throughout the year to discuss their child's learning. This can be done through an informal chat before or after session, a phone call, email or by arranging an interview in teachers non-contact time.

Children's Notices

Paper based communications such as excursion forms, Book Club, fundraising information and other relevant forms will be kept at the sign in table for families to collect. Educators will support families by handing out important forms before and after session.

Miners Rest Primary School Newsletter

Miners Rest Primary School publish a fortnightly newsletter that contains information from the whole school community.

This is a great way to remain across the happenings of the entire school community of which the kindergarten is a part.

The kindergarten have our own article in each newsletter which will showcase some recent learning of one of the groups and there is also other information shared across the newsletter sections that may be relevant to our families.



To Subscribe

1. Go to;

<https://inewsletter.co/miners-rest-primary-school>

2. Select any of the available newsletters

3. Scroll down and select 'SUBSCRIBE'

4. Enter your details and select 'SUBSCRIBE'

Ways to Contribute

Laundry Roster

Each room has a laundry roster at the sign in station where parents can nominate a week to take the room's laundry (tea towels, smocks and bedding) to wash and return

Classroom Volunteers

Families are welcome to volunteer in their child's classroom. The support you provide will be based on the group and their needs but could include things like cutting fruit, laminating or simply engaging with the children

Excursion Volunteers

Families are welcome to join their group on excursions. This helps with supervision and can provide children with reassurance and support in unfamiliar environments. Please note that parent volunteers will never be left alone with children. It is preferred that volunteers have a Working With Children Check (WWCC). These are free to apply for and it is recommended this is done ahead of your child commencing.

Gardening

We are always happy to have gardening volunteers come in either during session or before/after!

Skill Sharing

If any family members have particular interests or skills they can share them! You can work with the teacher in your child's room to plan a session. Previous examples include gold detecting, language lessons and profession visits

to the Kindergarten

Fruit Station & Community Pantry

The fruit station and community pantry are shared places for all in the kindergarten community. You can contribute to these with something as simple as a bag of apples or a packet of pasta added to your grocery shop

Building/Construction

If you have someone handy with construction in your family we always love working on different projects to add to our environment, for example our wooden Tee Pee

Kindergarten Committee

The Committee's role is to coordinate fundraising in conjunction with the school Parents & Friends Association, source and apply for relevant Grants to support improvements to the Kindergarten, and support the coordination of minor projects throughout the year. They also liaise with educators and the Primary School in making decisions about how money raised is spent.

A new Committee is elected each March at our Annual General Meeting (AGM). As a parent, you are invited to join. Normal meetings are held at Kindergarten once or twice per term. The Committee is comprised of five office bearers: The President, the Secretary, the Treasurer, Fundraiser/s and Maintenance, as well as up to three General Committee members. Two committee members need to represent the Kindergarten at Parent and Friends meetings held each month.

Any Parent is welcome to attend monthly meetings, but only elected Committee members are able to vote. Please take the time to consider being a part of the Committee whether you feel you can commit to a small or larger role! All committee positions need to be filled on the night of the AGM in order for the Parent Committee to operate.

Fundraiser Support

Both the kindergarten and school rely on family volunteers to help facilitate the running of fundraisers. If you are unable to join the Kindergarten Committee, we still appreciate anyone who can help with one off fundraisers, for example wrapping Fathers Day gifts.

What to Bring

Clothing

At Kindergarten children are involved in a variety of creative play experiences that can sometimes involve getting messy!

We do our best to keep their clothes as clean as possible by using smocks but accidents can happen.

Please dress children in clothes that are;

- Allowed to get dirty
- Comfortable and safe
- Can be easily washed.
- Easily managed independently by children, especially when going to the toilet

It is recommended to send at least one spare change of clothes with your child to kindergarten.

Please also label your child's clothing where possible. This will assist us in making sure that it is returned to the correct owner!

Clothing Recommendations

Cold weather;

- Jumper
- Waterproof rain jacket
- Gumboots (in addition to their regular shoes so they can be swapped between indoors/outdoors)
- Beanie

You may even consider some waterproof pants such as Muddlarks if your child particularly enjoys getting involved in water and/or mud play

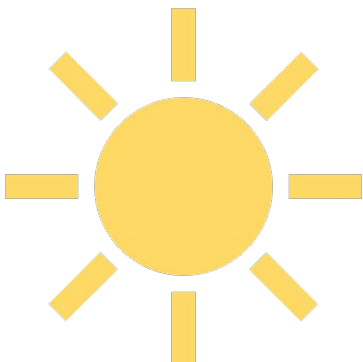
Warm weather;

- Light clothes that cover skin
- Sun Smart approved hat (Broad-brim, bucket or legionnaire)
- Enclosed sandals that protect the toes and have a back strap

SunSmart

Miners Rest Kindergarten is registered as a Sun Smart Kindergarten. Please ensure your child brings a **sun smart approved hat** between 1st September and 30th April. Their hat should be clearly labelled. It is a good idea to label on the OUTSIDE so that the child can easily distinguish which is theirs and educators can quickly spot if someone has accidentally put another child's hat on.

We have sunscreen located in each of our rooms for children to apply with adult supervision. If you would prefer your child to use their own sunscreen, please provide a clearly labelled bottle of sunscreen with a chemist label to be kept at kinder for easy access.



What to Bring

Uniform

Miners Rest Kindergarten have an optional uniform, with tops and jumpers available. The tops come in multiple colours and whilst there is no set guidelines, families often choose the uniform that corresponds with their child's group colour.

Suppliers of the Miners Rest Kindergarten Uniform;

- Beleza
- Boltons
- Crockers



Lunch Box & Water Bottle

Children need to bring to kindergarten a clearly named lunch box and drink bottle. As we have limited refrigerator space we ask that in warmer months you place an ice pack in your child's lunch box or use an insulated lunchbox to keep your child's food cool.

At our Kindergarten, we model and encourage children and families to make healthy nutritional choices. The Cancer Council have a handy online tool that is a 'lunchbox builder'. It shows you the different categories to put in your child's lunchbox and gives options so you can 'build' an ideal lunchbox. It then gives you any recipes or tips from what you have chosen. This is a great tool to use with your child if they are a picky eater as it can give them so ideas about what they might like to eat. It can be found at <https://healthylunchbox.com.au/healthy-lunch-box/>

The children will surprise you with how much food they go through at kindergarten. They are very busy at kinder and can work up quite an appetite. It is better to pack too much food than not enough. Some parents choose to pack 2 lunch boxes (snack/lunch) to help their children pace their meals.

Some children have LIFE THREATENING allergies to certain foods and products. This means that if they ingest, or in some cases, come into contact with certain foods this may cause them to have a severe allergic reaction. We will inform at the beginning of next year about any allergen restrictions for the kindergarten year. Under no circumstances should an identified allergen be sent in a child's lunch box. Should food with a life-threatening allergen be sent with a child to kindergarten, educators will send it home with the child to avoid cross-contamination within the setting.

Drop Off Procedures

Session Start Time

Session starts at the time specified. The time prior to this is important for the educators to be able to prepare the learning space, resources and engage in any important meetings/communications prior to the session starting

The doors will open at the start time for each session. Parents are welcome to stay for 5-10 minutes if their child requires additional support to settle into the environment.

When dropping off, children will become familiar with this routing;

- Put their bag in a locker
- Put their drink on the trolley
- Sign in – This process will change forms over the course of the year working through name recognition to name writing and letter formation
- Wash their hands – Children toilet training are encouraged to make going to the toilet part of this routine as well

Families will need to;

- Support their child with their steps as needed. We want to encourage independence but also don't want to increase anxiety so this will likely be a process of decreasing assistance as they become comfortable
- Sign their child in the attendance book – This is a legal requirement. Please record the time and your signature & do not allow children to write in the book
- Check the sign in area for any notices or forms to take home

Separation Anxiety

Separation anxiety is common for children this age, especially those going through a major transition such as starting kindergarten.

There are some strategies that can support children through this time. These include;

- Building relationships with educators through the orientation process
- If staying during settling time, the parent should try to stand back and watch or talk to other parents while the child plays instead of engaging directly with them as this will allow them to build new relationships in the environment rather than relying solely on their parent
- Saying goodbye and never sneaking out without the child's knowledge
- Communicating with educators – we will always try and send a photo to show that they have settled or will call if they continue to be in emotional distress, you are also welcome to call at any time to ask how they are going.

Pick Up Procedures

Finishing Time

The doors will open 5 minutes prior to the end of session. At the end of each kinder session the educators will be supporting the children to pack their things and the teacher will usually conduct a final group time to reflect on learning with the children, engage in a last game/book/experience and bring closure to the session. When parents come in during this time it can cause distractions and take away from the value of what is happening as children will either be excited that their parents are here, or upset/anxious that their parents are not. Teachers will often do their final group time and invite parents in 5 minutes early to share a song or book with their child's group.

Authorised Collection

Only individuals authorised on the child's enrolment form are able to collect the child. If someone is collecting the child who staff have not met before, they will ask for photo ID and compare the name and address to the authorisation list. If someone other than yourself is collecting the child, please remind them to bring photo ID.

Signing Out

You need to sign out of the attendance book and check the communication file again

Doors/Gate

When exiting any doors of the kindergarten and the front gate please be careful to only allow children in your care through. Remind other children that they will need to wait for their own families. Your child might be interested in how the gate works, however in this case we do not recommend showing them or allowing them to open the gate for you.

Miscellaneous Information



Photos/Videos & Social Media

We are aware that some families do not want other families to take videos and photos of their child, so we ask that you only take footage of your own child at kinder. Please do not post any photos that identify the kinder on social media.

Families have a right to their personal privacy so we also ask families to be mindful in maintaining confidentiality when dealing with social media. Please ensure that status updates, links or comments that might include or make reference to someone else's child or to Miners Rest Kindergarten are not placed on social media websites such as Facebook, Instagram, Twitter etc.

Birthdays

We celebrate children's birthdays within the groups with our own traditions. It is not necessary to send your child with anything to celebrate their birthday such as cakes or treats, however we are aware that some families like to do this. Some children have severe *life threatening* allergies so please discuss with your child's teacher if you are wanting to send something in or consider non-edibles as an alternative.

Should you have birthday invitations to hand out for your child, please place them in children's files located next to the sign in book. This way they reach parents, rather than getting lost by children and also reduces the chance of children becoming upset if they are not invited.



Transition to Kindergarten

Settling into Kindergarten

Kindergarten is a great place to be but the first few days and weeks can also be an overwhelming experience, as your child meets a new range of children to play with, teachers to learn from and a variety of new experiences to explore.

Settling into kindergarten means a new routine for many children to become familiar with, a new physical environment to negotiate and new adults to build trust in. It is also often one of the first significant exposures children may have to diversity in family values and dispositions and other children who may have been raised very differently to themselves.

At times it may feel overwhelming for parents and children to leave one another. However by reassuring your child that you will return and that they will be safe in this new space, this will assist with the settling in process.

Please feel free to stay with your child if it seems appropriate, otherwise say goodbye, assure them you will return and promptly make your way out. As difficult as it can be sometimes, we assure you that drawn out goodbyes can often be more distressing for both you and your child.

Should you need some support with separation at the beginning of session, our educators are more than happy to assist and we will always contact you if your child does not settle. Please rest assured however that most children do settle very quickly.

Adjusted Session Time Schedule

During the first few weeks of the kindergarten year, we separate each group into halves and shorten the session times. This process allows the children to settle into kindergarten positively and begin to develop invaluable relationships with educators and other children.

This process involves;

<i>½ group & ½ Sessions</i>	<i>For the first session only: Children are divided into 2 groups and attend for half the allocated session.</i>
<i>Whole Group & Shortened Sessions</i>	<i>Children attend shortened sessions as a whole group during the first full week of sessions.</i>
<i>Normal Sessions Commence</i>	<i>Normal kindergarten sessions commence in the second full week of sessions.</i>

Transition to School

Starting Primary School is another major life transition for children and their families. It is a period of change that can be both challenging and exciting, in which children and families adjust to new roles, identities and expectations, new interactions and new relationships.

We are proud of the program Miners Rest Kindergarten and School has in place to support families through this time. This program not only supports the children moving through to Miners Rest Primary School, it also supports children moving to other school environments to become familiar with a typical school environment, routines and expectations.



Transition to Primary School Program

Our transition program involves a year round approach, meaning children begin to become familiar with the Primary School environment from Term 1 of kindergarten program.

Visits to the school environment

Throughout the school year, visits are scheduled for the kindergarten children to visit the school environment. These visits include various aspects of the school environment including the playground, classrooms, library, gardens and sports facilities. Each visit has a specific focus to build the children's understanding.

Visits from the school to the kindergarten

Also throughout the school year, visits are scheduled for various grades from the primary school to visit the children at kindergarten. These visits are opportunities for the children to become familiar with school staff, and current school children to share their favourite places and experiences within the school.

Kindergarten use of school classroom

In Term 4, the kindergarten children spend at least 1 session operated from a classroom in the primary school with their kindergarten educators operating the session. This is a great opportunity to support the children's transition as it means a change of environment but not a change in educators, which helps ease children's comfort in the space. This means that they are able to ask questions that arise about school with educators that they have already built relationships with and feel comfortable with, rather than feeling nervous to ask their new teachers as they may be in their other planned transition visits.

School Facilitated Transition Days

In Term 4, the school provides 3 transition sessions outside of the kindergarten program where children spend time in the school classroom without their kindergarten educators.

Transition Learning and Development Statement

The Transition Learning and Development Statement (TLDS) is a document developed by the child, their family and Kindergarten Teacher on behalf of the child. This document provides information on the child's interests, abilities and needs and is an opportunity for strategies to be shared to support the child's transition and ongoing learning.

This is a legally required document Victoria-wide regardless of the school the child is attending. It is at the families discretion whether this information can be forwarded to school for their information.

The Transition Learning and Development Statement supports the consistent transfer of information, irrespective of the school a child is going to. It provides an opportunity for children, their families and the professionals working with them to contribute and have their views reflected in it.

The information in the TLDS;

- Summarises the strengths of a child's learning and development
- Identifies the child's approaches to learning
- Notes their interests
- Indicates how they can be supported

These are completed in Term 4, prior to the children moving onto Primary School.

Teacher Handover Sessions

For children who attend Miners Rest Kindergarten and are transitioning to Miners Rest Primary School, educators also engage in end of year 'handover' sessions where they have the benefit of verbally discussing each child's needs and strategies to best support their transition.



Sustainability

Our Sustainability Promise

Environmental sustainability is about meeting the needs of the present without compromising the ability of future generations to meet their needs. By becoming sustainable, we can reduce our environmental footprint and help preserve the world's precious natural resources.

At Miners Rest Kindergarten we are committed to not only being environmentally sustainable as a service but also educating others on how they too can become environmentally sustainable.

Our Sustainability Practices

Bin System

We operate a 4-bin system in our kindergarten rooms. These bins are separated into;

Bin	Colour	Used For
Compost		Composting in our 'worm café's' for use on our gardens
Animal Feed		Families to take home for their animals such as chickens and goats
Paper & Cardboard	Blue	Recycling either through the paper waste skip or to make new paper
General Waste	Red	Rubbish that is unable to be recycled or used as animal feed.

Plastics

A tub of warm, soapy water is provided for children to wash their plastics that can be reused for craft experiences or other recycled purposes.

General Waste

We encourage families to reduce waste through nude food practices. We teach children the value of sustainability by composting, reusing and recycling, however, children are also made aware of which items are considered rubbish and are placed in the general waste bin. This is rarer than you would think!

Composting

We have three 'worm café's' that the children place our fruit and vegetable waste in each afternoon. Children use safety knives and scissors to cut their fruit into small pieces and contribute to the turning of the compost and collecting worm tea for our gardens.

Our Sustainability Practices (continued)

Gardening

In 2019, our kindergarten committee funded a variety of fruit trees, vegetables and herbs to be planted in our newly renovated outdoor space. The children take responsibility for this by weeding the gardens, using their water waste from the bathroom sinks and outdoor water play to water them and harvesting them when ready.

Paper Making

We often have documents that need to be shredded instead of disposed of in the general paper bin due to confidentiality. The children take great pleasure in mulching this shredded paper and pressing it into recycled paper to be used for their crafts and drawing.

Recycling Initiatives

Bread Tags for Wheelchairs

The Bread Tags for Wheelchairs initiative takes tags such as those off bread, potatoes and rice cakes and sells them to a recycling company that turns them into door knobs, tiles and coasters.

The money from this sale is sent to South Africa to fund wheelchairs for people who need them and can't afford them.

An upcycled 'Earn and Learn' collection box is in the kindergarten foyer for families and members of the community to place their Breadtags in.



Lids 4 Kids/Envision Hands

The kindergarten also collects Bottle Caps for the Envision Hands project. With the implementation of Bin Inspectors by Ballarat City Council, many families discovered that bottle caps are actually considered a soft plastic and shouldn't be placed in your home recycle bin.

This prompted us to begin collecting the caps for Envision Hands who shred them and melt them down to 3D printer filament which is used to print pieces for prosthetic hands.

Again, we use an upcycled 'Earn and Learn' collection box in the kindergarten foyer for this. We welcome bottle caps that are clean, grade 2 or 4 plastic (they will have a 2 or a 4 printed on the cap) and have no additional plastic, metal or other material attached.



School Readiness Funding

In an Australian-first, the Victorian Government is investing around \$160 million over four years to provide School Readiness Funding. This is for kindergartens that deliver a funded kindergarten program for three-and four-year-old children. In 2021, all funded Victorian kindergartens received this funding. This funding is designed to help support your child's learning and development at kindergarten, and is available to long day care and other kindergarten services. The amount of funding is calculated using information from each kindergarten that helps the Department of Education and Training determine where funds are most needed.

School Readiness Funding supports educational outcomes for all children in the kindergarten program in the priority areas of:

- communication (language development)
- wellbeing (social and emotional development)
- access and inclusion.

How is Miners Rest Kindergarten using School Readiness Funding?

School Readiness Funding funds programs and supports benefit all children, and builds the knowledge and skills of educators and families. All kindergartens receiving School Readiness Funding will have a plan for how it will be used.

In 2024 we are using our funding for the following;

Breakfast Program, Additional Educator, Key Word Sign Training, Resilience Project, Bush Kinder Training and Allied Health services including speech and psychology.

During the year Allied Health professional including psychologist Jessica Rutherford and speech pathologist Brittany Kirby will be visiting our kindergarten to support educators within sessions through observations, modeling strategies and professional development. Families will also be supported with information to support their child's communication and wellbeing through videos, information sheets and an information session.

If you have any further questions about how we are using our plan please speak to Kate. For more information on School Readiness Funding see;

www.education.vic.gov.au/school-readiness

Achievement Program



What is the Achievement Program?

The Achievement Program is a program supported by the Victorian Government and delivered by Cancer Council Victoria. Services work towards meeting the standards of a health and wellbeing framework that is aligned to the World Health Organization's model for health promoting schools and healthy workplaces.

The kindergarten works with advocates from Ballarat Community Health to create action plans and implement evidence-based practices in order to achieve recognition in 6 different health areas;

- Safe Environments
- Sun Protection
- Healthy Eating and Oral Health
- Physical Activity
- Mental Health & Wellbeing
- Tobacco, Alcohol & Other Drug Use

The kindergarten has received recognition for the Sun Protection and Healthy Eating and Oral Health areas. We are expected to achieve the Mental Health & Wellbeing and Safe Environments early in 2020. We will then commence working towards the Physical Activity and Tobacco, Alcohol and Other Drug Use to complete all areas of the program.

Incursions, Excursions & Visiting Services

Connecting with the community is important to our kindergarten and often we will arrange incursions to visit the kindergarten, excursions to see a part of our community and we also have visiting medical services to undertake check-ups on the children (if permission is given) and identify if families need to arrange any follow up treatments. We also connect to community through group projects such as the Begonia Festival Art competition and decorating Christmas trees for the local park.

Incursions

An incursion is when someone visits the service with a specialized skill, interest or program to share with the children. Examples of incursions we have engaged include the Responsible Pet Ownership Program, Kelly Sports and visiting the local fire station.

Excursions

An excursion is when the children are taken outside of the kindergarten to visit a particular location. Excursions/outings provide children with a "hands-on" approach to learning and give them the opportunity to engage with the wider community.

It is a requirement by the Department of Education to have written permission from the parents for each excursion. Some excursions are included on our regular outings permission slip that is completed with enrolment, and others will require a separate permission slip to be sent home and completed by families prior to the event.

A risk assessment is completed for all excursions and made available for families to read via the Seesaw app and at the Sign In Station. They can also be provided upon request.

Visiting Services

We understand it can be challenging to get children to medical screening services. Whether it is hard to find the time, or your child is anxious going into the new environment; it can be a very daunting process.

Where possible, we bring medical professionals into the kindergarten service and (with parent permission sent out prior) children can have their check-ups in an environment where they are comfortable, and are able to observe their friends undertaking the same process.

The medical professional will then provide confidential communication to be sent home that will provide families with information about their child and whether further action needs to be taken.

Examples of visiting services may be the dentist, podiatrist and Maternal and Child Health Nurse.