

GOLDEN SQUARE PRE-KINDERGARTEN INFORMATION BOOK

2025

EMU GROUP

PENGUIN GROUP

Rated Exceeding National Quality Standards.

Australian Children's Education & Care Quality Authority



GOLDEN SQUARE KINDERGARTEN PH. 54 437668

45 Panton Street

Mob 0498509735

Golden Square

(PO Box 157 Golden Square 3555)

EMAIL EDUCATORS golden.square.kin@kindergarten.vic.gov.au

EMAIL FEE RELATED admin@goldensquarekindergarten.com.au

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OUR PHILOSOPHY

We acknowledge the traditional owners of the land our kindergarten is situated on as being Dja Dja Wurrung country. We pay our respect to elders past and present by fostering learning and understanding of the Jaara peoples' culture and traditions within our daily program.

At Golden Square Kindergarten we believe that a high quality early childhood program should provide a safe and nurturing environment that promotes:-

"BELONGING-is about knowing where and with whom we belong. A sense of belonging is integral to human existence. Children belong first to a family, within a cultural group, within a neighborhood and a wider community. Belonging acknowledges interdependence with others and the primacy of relationships in defining identities. In early childhood, relationships are critical to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can be.

"BEING-recognises the significances of the here and now in children's lives. It is about the present and them knowing themselves. Building and maintaining relationships with others. Engaging with life's joys and complexities and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present." (BBB, EYLF)

"BECOMING-recognises children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society" (BBB, EYLF).

(Extract from Belonging, Being and Becoming: an Early Years Learning Framework for Australia, February 2009).

CHILDREN

We believe children are individuals, competent, resourceful and inquisitive. We believe each child's unique family culture will have considerable influence on their learning outcomes.

We believe children learn best through play. Play is defined as being constructive, cooperative, creative and functional. It should be interactive, engaging and enjoyable. Natural resources, including the use of our outdoor learning environment, are essential to supporting active learners. We recognise and plan for each child's individual skills, abilities and learning dispositions.

We believe as educators we need to be sensitive to and give weight to each child's ideas, emotions, interests and needs, including the special needs of children with disabilities, children from non-English speaking backgrounds, Aboriginal or Torres Straight Island Culture and we acknowledge children's different talents. We will ensure an anti bias curriculum and will celebrate diversity.

We believe in providing a Child Safe Environment which protects vulnerable children and adheres to the child safety standards. We have zero tolerance of child abuse and all allegations and safety concerns will be treated seriously and consistently with our robust policies and procedures.

We are mandated to report to the relevant authorities when we believe that a child's safety is compromised or at risk.

We will promote inclusion for all children and families.

We will support:

-Cultural safety for Aboriginal children. We will work in partnership with Aboriginal peoples and Aboriginal community controlled organisations.

-Cultural safety for children from culturally and/or linguistically diverse backgrounds.

-Safety for all children with additional needs.

PROGRAM

We believe that children learn best through stimulating and challenging play which enhances their autonomy, initiative and self worth. We will listen to and respect children's ideas. We will support risk taking and learning – building upon children's sense of wellbeing.

We value the work of Erik Erikson in providing opportunities for children to show initiative within the curriculum to develop innate skills of inquiry and problem solving.

We believe that healthy habits formed during childhood can last a lifetime. We are committed to teaching children about a range of healthy lifestyle choices including food, exercise, dental care and personal hygiene.

As educators we believe there has never been a more important time than now to act for conservation and sustainability of the planet for the survival and protection of its precious species, resources and ecosystems.

With small steps towards reducing our ecological footprint and social handprint we can contribute in positive ways to sustainability in the curriculum we use to teach our children. We believe in a transformative education that encourages children to be problem seekers and problem solvers and to take action in their own environment.

We believe in empowering children to be active in their own learning, we will be quick to respond to their interest and be a co-constructor of knowledge. We will encourage a learning community (Involving Children, Educators, Families and the outside community).

We will use both the National and Victorian Early Years Framework to plan and document learning. We believe in open ended and lengthy periods of free play allowing children to have choice of indoors or outdoors. We will also include group and individual learning opportunities.

Educators will provide a developmentally appropriate environment in which a child will progress from one developmental stage (Piaget) to the next, at the child's own pace. We will use the learning outcomes as stated in the National and Victorian Early Years Learning Framework as a basis for our programming.

We believe in providing children and families with strategies and language which can develop social and emotional intelligence.

We will use intentional and explicit teaching strategies including participation to build upon resilience and confidence. We will include sections of the "You Can Do It" program which promotes getting along, being confident, persevering and resilience.

We will also help children develop a Group charter and use the “Ruler” approach to ensure every child’s right to be happy and safe.

FAMILY

We recognise the importance of families as a child’s primary influence and we actively engage families in their child’s learning and development. Our Centre believes in fostering the relationship between Educators and families so that they can support each other in their complimentary roles and encourages parents to become involved to the extent with which they are comfortable.

We acknowledge that families set a high priority in their children developing the necessary skills for a successful transition into their school community. We develop inclusive communication techniques which cater to all families.

COMMUNITY

We believe that we all belong to the community and will work together to build partnerships and embrace opportunities to share knowledge and participation. We are an inclusive centre and we will endeavor to meet the needs of all children and their families.

We believe in equal access for all children to participate in a preschool education and will advocate and support families to access resources including funding and specialist agencies.

We believe that an element of childhood development is promoting an awareness and appreciation of the broader community in which they live. Therefore we will endeavor to foster relationships with different community groups and organisations providing maximum opportunities for community interactions.

As an early childhood education provider we are working towards developing children who are global citizens who take responsibility for global issues. A global citizen is someone who identifies with being part of an emerging world community and whose actions contribute to building this community's values and practices.

Our natural environment is paramount to a healthy life for this generation and the generations to come. We will intentionally teach children about the relationship between humanity and the environment. Children will learn about sustainability through explicit teaching and also by the pedagogical example of the kindergarten. Golden Square Kindergarten is committed to providing childhood education whilst being environmentally conscious and using sustainable practice.

As a community of learners, we value the work of Lev Vygotsky, we therefore take a socio-cultural perspective in developing curriculum- using intentional and explicit teaching strategies to scaffold children’s emerging skills. We believe that our philosophy is a living document which needs to be revisited and reflected upon by all members of our Kindergarten community to ensure that it meets our ever changing needs, values, expectations and beliefs.

References:

ACECQA. (2011). Guide to the education a law and national regulations. Australian Children's Education & Care Quality Authority. Retrieved from www.acecqa.gov.au.

DET. (2016). The Victorian Early Years Learning and Development Framework. Retrieved from <http://www.education.vic.gov.au/childhood/providers/edcare/Pages/veyladf.aspx?Redirect=1>

[EYLF. \(2009\). The early years learning framework. Belonging being and becoming. Canberra ACT: Department of education and training. Retrieved from <http://education.gov.au/early-years-learning-framework>.](#)

A number of theorists are referred to as influences in the philosophy, here are some suggested resources if you like to explore them further:

[Lev Vygotsky](#) a Russian Socio-cultural theorist:

[Vygotsky, L. S. \(1978\). Mind in society: The development of higher psychological processes. Harvard University Press: Cambridge.](#)

[Jean Piaget](#) a Swiss Cognitive theorist:

Duchesne, S., & McMaugh, A. (2015). Education psychology for learning and teaching. South Melbourne, Vic.: Cengage Learning

[Erik Erikson](#) a German born American Psychosocial theorist:

Duchesne, S., & McMaugh, A. (2015). Education psychology for learning and teaching. South Melbourne, Vic.: Cengage Learning

[You Can Do It Program-You Can Do It! Education's](#) core purpose is the development of **young people's social and emotional capabilities**, including the five foundations: **confidence** (academic, social), **persistence**, **organisation**, **getting along**, and **emotional resilience**.

Related Definitions:

Socio-cultural theory: Is a combination of the work of many theorists such as, Bronfenbrenner, Rogoff and Vygotsky, their work reminds us that children belong to a social context through their families, the community and through other interactions and relationships in which they engage and in a socio-cultural framework these influences are considered and included when educating children in order to relate well to their individual contexts and ways of being.

Pedagogical: relates to the professional thinking and practices engaged in by educators to promote learning. (EYLF 2009 p. 24).






Child Safe Environment: The National Quality Framework services to provide safe environments for children, this has been further enhanced as a result to the Betrayal of Trust Inquiry and services are expected to include the Child Safety Standards to their policies and procedures, read more here: <http://www.education.vic.gov.au/childhood/providers/regulation/Pages/childsafestandards.aspx>

Philosophy: Is a set of beliefs and value that provides a framework to inform, develop and design programs for children in early childhood settings. The Education and Care Services National Law Act 2010 section 115 states that a statement of philosophy must be included in the Quality Improvement Plan.






Global Citizen: A global citizen refers to the development of a sense of belonging to the global community, read more here https://en.wikipedia.org/wiki/Global_citizenship

Ruler Approach Program information available here from Yale University <http://ei.yale.edu/ruler/>

TIMETABLE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Possums & Joeys</u> 9.00—4:30	<u>Emu's</u> Long day Pre-kinder 7.30-6.00	<u>Penguin's</u> Pre-kinder 9.00—4:30	<u>Emu's</u> Long day Pre-kinder 7.30-6.00	<u>Penguin's</u> Pre-kinder 9.00—4:30
				

OLD CHUM

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<u>Kangaroo's</u> 9.00-4.30	<u>Wombat's</u> 7.30-6.00	<u>Kangaroo's</u> 9.00-4.30	<u>Wombat's</u> 7.30-6.00	<u>Possum's & Joey's</u> 9.00-4.30
				

In 2025
Children who will be attending School in 2026 are funded for 15 hours per week during School Terms.
Children in Pre Kinder groups who will attend school in 2027 are funded for 15 hours per week during School Terms.

Kangaroo & Wombat Groups are year before School entry.
Possum/ Joey Group is a combined year before school entry (Possums) and Pre Kinder Group (Joeys)
Emus and Penguins are Pre Kinder Groups.

2025	TERM DATES & PUBLIC HOLIDAYS
TERM 1	<u>Monday 28th January to Thursday 4th April</u> Monday 10th March— Labour Day
TERM 2	<u>Monday 22nd April to Friday 4th July</u> Monday 21st April—Easter Monday Friday 25th April—ANZAC Day Monday 9th June—King's birthday
TERM 3	<u>Monday 21st July to Friday 19th September</u>
TERM 4	<u>Monday 6th October to Wednesday 19th December</u> BGO Cup Holiday TBA

*Families will be given advance warning for any Pupil free days throughout the year.

PRE KINDER FOR 2025

We are very pleased to be offering 15 hours of kindergarten this year for all children attending prekindergarten and four year old kinder.

ADMISSION REQUIREMENT AND ENROLMENT PROCEDURE FOR PRESCHOOL ENROLMENT. (3years)

All children attending will be 3 years of age by 30th April that year. NB. Children cannot attend until they turn 3years old. Please discuss your options if your child turns three February to April.

PLEASE NOTE- YOU CANNOT HAVE 2 YEARS OF PREKINDERGARTEN

ATTENDANCE RECORD

It is a requirement of the Children's Services Regulations 2009 for all Kindergartens to have an attendance record.

It is your responsibility to sign your child in as you arrive inside the Kindergarten and before leaving the building using the OWNA app on either your own device or on the supplied iPad.

Please advise us who will be collecting your child. This helps us comfort children when they ask. If this is not possible we also have this information to share with your child.

This is our record of children we are responsible for and this is the list we take in case of emergency to check who is on premises.

If you are unable to collect your child you must phone us to let us know who will be collecting them in your place. This person should be on your enrolment form or written permission accompanying this person. If this is not possible two educators will take phone confirmation by a parent or guardian. A form of identification will be requested on collection of child.

**The EDUCATOR IN CHARGE
will be identified on the front
door.**



SNACK/ BRAINFOOD/ LUNCH

We have a healthy foods policy at our centre and ask that you pack healthy foods – fruit, vegetables, foods low in sugar, fat and salt.

eg. fruit, sandwiches etc.

Children must bring along their own drink bottle filled with WATER.

We have a WATER ONLY POLICY at this centre.

Please send along-:

1. Brain Food– fruit/veg ready to eat.
2. Snack– this may be a sandwich as children often eat a substantial snack from
3. LUNCH– may be another sandwich, wraps, etc
4. Children in the Long day groups staying after 4.00pm will require another snack.

Uneaten food will be returned so parents can gauge quantities and likes and dislikes. We encourage children to be independent and hence responsible for serving themselves, so please take into consideration when selecting lunch boxes, drink containers and wrapping materials “Can my child open and shut this?” We ask that you do not include lollies, chips or chocolate in your child’s lunch (they will be sent home). We also understand that some children do not eat fruit and veggies for brain food, see staff prior to commencement so we can talk over other options.

When the weather is warm, parents MUST:

- Put an **ice pack in the lunch box** with food that is normally refrigerated, such as ham and yoghurt. Alternatively, use an insulated lunchbox or a cooler with ice pack.

NB. We do not heat up food. Please send any heated food in a thermos.



BAGS and LUNCHBOXES

Please provide a backpack style bag for your child to bring to kinder. It needs to be large enough to hold a spare change of clothes, a lunchbox and drink bottle.

Throughout the year, the **children do take these bags on walking excursions** so it needs to be a bag that your child can carry themselves comfortably and easily.

Children are beginning to be able to manage their lunchboxes independently, so please choose a lunchbox and containers that your child can open and pack away by themselves. NB/ Children need to bring a DRINK BOTTLE **every day**. PLEASE NAME EVERYTHING(LIDS & CONTAINERS both need names).

BIRTHDAYS

Instead of celebrating a birthday with treats going home to the class we have developed an alternative celebration which focuses more on the child.

We will sing Happy Birthday and provide them with a birthday badge and birthday card. They are welcome to bring in one of their presents to show the group or teachers. If children have had their birthday in December– February holidays we will have a group birthday celebration for them at the beginning or end of the year.

CALENDAR

Each month we will provide your child with a copy of our calendar which has special events marked on it. You can add family birthdays and special events and mark off each day before going to bed. We suggest you place stickers/stamps on their kinder day which will help them understand when they attend next.

CHANGE OF ADDRESS, PHONE OR CIRCUMSTANCES

You are able to change your address and contact details on the OWNA app. Please see a staff member if you require assistance with this.

Staff need to be made aware of change occurring within families (separation, divorce, death in the family) as this can affect your child. With this knowledge staff can support you and your child.



ARRIVAL AND DEPARTURE

Each time you bring your child to Kindergarten it is essential that you come to the door. Educators like to greet you and your child on arrival.

No child is permitted to walk in alone or be left unattended. Please notify us of any changes in custody or people you will allow to collect your child. If you know you may be late or wish to collect your child early, please let us know.

NB/ If you have siblings, babies in the car please phone the kinder phone (0499381498) and we will collect and deliver your child to and from the gate.

All CHILDREN NEED TO BE SIGNED OUT PRIOR TO LEAVING THE KINDERGARTEN

Ensure you see a staff member at the door before you leave so we can give you any notes for the day and record your child's departure.

Punctuality for collection is expected & late fees/ loss of placement may be imposed if needed. Refer to Late Collection Policy.

ALL CHILDREN MUST WASH THEIR HANDS ON ARRIVAL, AFTER PUTTING THEIR BAGS IN THEIR LOCKER TO HELP ENSURE CHILDREN WITH ALLERGIES DO NOT COME IN CONTACT WITH CONTAMINANTS.

SIBLINGS

If you have school age children who will be meeting you at the Golden Square Kinder site for a ride home, these children may, for safety purposes, enter the front yard of the Kinder.

We ask that parents supervise siblings within the kinder. Often areas have been cleaned and reset for the following session so we ask that all children refrain from playing in these areas.



CHILDREN'S LIBRARY

We have a children's borrowing library where children can change books as often as they like. We will change library books with your child during the session. We will record and select books from this library.

We ask that each child provides their own library book bag.

CLOTHING (Please label)

Kindergarten is a place of ACTION – DOING THINGS. This often involves messy play as the children learn through experimentation.

Protective clothing is provided (Not for water and sand play) but accidents do happen and it is not always possible for children to stay clean at all times. It is sensible to send your child in clothes that wash easily and in which the child feels free to move.

We do have a change of clothes here but we do suggest that you have a change of clothes in your child's bag.

We recommend that **ALL** children wear pants or shorts/skorts as dresses and skirts often become caught on climbing equipment, bikes and dangle in water and sand/mud.

PLEASE NAME EVERYTHING-shoes included.

A water proof bag would be helpful.

HATS- Kinder will supply each child a hat and they will remain at kinder.

TOILETING We understand that many children are still gaining these skills and we will work with you if you have started this journey. It is important to discuss what is happening for your child relating to current toileting.



Check that clothes are:

- Named – if they can be removed, eg. jumper, shoes, coats etc.
- Easily managed by your child at the toilet.
- Shoes and sandals have good grip for climbing. **NO THONGS** or slip on shoes are to be worn as the children stub their toes and slip while climbing. **No high heels or crocs.** Good walking shoes are needed.
- During winter, gumboots may be worn for outside play, with shoes for indoors.
- Coats will be needed for warmth during winter as we go outside every day.
- Long hair **MUST** be tied back to avoid blocking your child's vision, especially when climbing. (Also reduces lice infection).
- During summer, sunscreen should be applied before the Kindergarten session commences. Sunscreen is available at Kinder for parents and staff to apply to children. Children will be supplied with a sun safe hat which will remain at kinder to protect children from the sun's harmful rays. These must be worn from September to April. (Please see SUN SAFE POLICY on our web site.)
- Parents are to supply their own sunscreen IF your child has an allergy to sunscreen and requires their own.
- Shoulders and tops of arms must be covered. (No singlet /midriff tops)

NB/ We do have wet weather gear so children do have the option to go outside in the rain.

EXTREME FIRE ALERT

When advised by the Department of Education and Training we will place signs on the sign in book seeking contact phone numbers for the day. We will monitor all fire updates and advice. Emergency procedures will be put into place if required.

CATASTROPHIC DAYS

If a Catastrophic Day is declared whilst we are on the Golden Square Kindergarten site we will not operate on that day.

NO CHILDREN OR EDUCATORS ARE PERMITTED ON SITE.

Families will be informed as soon as we are aware of the need to close.

COMPLAINTS

PROVISION FOR DEALING WITH COMPLAINTS

If you have a problem please view our Grievance policy. The Grievance Officer for this centre will be displayed at the front door. You can contact them on 54437668

If possible please discuss concerns with educators first if appropriate before contacting the Grievance Officer or DET. Communication is very important and we believe that families can discuss any issues or concerns with us at any time.

CULTURAL, RELIGIOUS AND ADDITIONAL NEEDS

We are very sensitive to family's individual differences and providing we are aware of your individual beliefs, cultural differences and requirements we will do our utmost to ensure that you and your child's needs are met.

Each child is an individual with their own special needs and we believe that children gain valuable life skills as they learn to relate, accept and support others who have needs, interests and skills different to their own.

At times children need support, altered expectations or changes to the environment to help them maximise their potential and we respect and support every child's right to attend our centre.

We enlist children, their families and the community's help to ensure that we are inclusive and accepting of ALL children and families.

COMMUNICATION—Sharing our day

Each group will share with families about the daily program. We will use a range of options that may include a photos, stories about the groups or individual experiences and learning.

Children's learning is linked to the Victorian Early Years Learning Development Framework., known as VEYLDF(See page 28 for our curriculum)

We welcome feedback relating to your child's involvement. You can send emails, write on the plan at the kinder or talk directly to Educators. We look forward to hearing what your child is learning and talking about.

Partnerships between educators, children and families is a high priority for us to ensure open communication and to develop secure and respectful relationships.



DOOR

The New Chum building (3 year old Kinder room) has a doorbell with video as added security for all children. Educators can monitor all visitors by viewing the screen inside prior to opening the doors. It is your responsibility to ensure the door and gates are closed on your way in and out of the Centre. We lock the doors to the building at the commencement of the teaching begins. This varies for the different groups (long and short day). If you arrive late or early and the doors are closed, please ring the doorbell and a staff member will meet you at the door.

It is essential that you do not let any children, that you are not responsible for, out any doors or gates.

Parents are welcome to enter the kinder at any time.

EMAIL/ OWNA

We will use email and OWNA to keep in touch with families. We invite families to use either of these platforms to advise educators if children will be absent or to advise educators of any changes or information.

If you wish to contact:

Educators please use: golden.square.kin@kindergarten.vic.gov.au

**Administrator re fees/ payments etc please use:
admin@goldensquarekindergarten.com.au**

EMERGENCY EVACUATION

The Evacuation emergency plan is displayed within the Kindergarten

Parents & Visiting Students – To help educators evacuate children to safe place.

Educators– Have set duties including ensuring all children are safe and collecting all required equipment.

Teacher – Will contact essential services and ensure that everyone has vacated the area.

ALL Educators carry an evacuation plan and phones. We complete evacuation practice with each group of children every term. This includes offsite, stay in place and lock down.

For further info please check our web site to look at our Emergency plan. There is a hard copy at our front door.

Parents– will receive text message if we evacuate the centre.

ENROLMENT

Before your child starts Kindergarten their enrolment form must be completed on OWNA. This contains the important information we need before we can be responsible for your child. Parents are encouraged to ask questions or speak to Educators privately about any concerns they may have or that might develop in the future. If any of your details have changed please advise educators.

ENROLMENTS FOR KINDERGARTEN—3 & 4 years

Enrolments can be made through Golden Square Kindergarten or on our website. This can be done up to 3 years prior to commencement. Allocation occurs at the end of first term, in the year prior to attending

NB/ We will seek your requests for our four year old program next year. In first term 2025.

ENROLMENTS FOR LONG DAY KINDERGARTEN

Enrolments for 2026, 2027, 2028 are now being taken. Forms are available at Golden Square Kindergarten or on our website. First allocation will be at end of term 1 the year before child attends.



FEES

Kindergarten is a non-compulsory (optional) level of education. In recognition of the value of a Pre-school education, the Victorian Government has made a commitment to offer two years of Kindergarten to all eligible Victorian children.

In 2025 The Government have provided FREE kindergarten for Prekindergarten and Four year old kinder.

Children attending PENGUIN & JOEY groups will pay NO FEES.

CHILDREN ATTENDING EMU GROUP– will pay \$40.00 per day to cover the before and after care attached to this program. Our centre is not eligible for any rebates.

We do not operate during the school holidays so there is no payment during this time.

If your child is absent or there is a public holiday you are expected to pay.

Fee levies are set by the Committee of Management prior to the beginning of each year and are subject to review.

Fees can be paid in the following manner:

1. Weekly
2. Fortnightly
3. Monthly
4. At the commencement of each term.
5. Yearly. At the beginning of first term.

NB/ IF YOU REQUIRE ALTERNATIVE PAYMENT ARRANGEMENTS PLEASE CONTACT US

It is essential that EMU families who send their children to Kindergarten make a commitment to pay these fees to enable Kindergartens to operate.



EMU GROUP (TUESDAY & THURSDAY GROUP) continued

Parents will receive an invoice one term in advance.

Users pay a \$100.00 deposit (this is non refundable within a month of accepting position).

NB Non payment of fees could result in loss of place. Always discuss fee payment options to avoid this scenario.

OVERDUE FEES

Overdue fees will be charged an accounting fee of \$5.00. Please refer to Fee Policy. Note failure to pay fees can result in forfeiture of child's position.

NB. If you are experiencing difficulty in paying fees, please discuss with Administrator, staff or a Committee Member.

All parents must read the fees policy included in the policy on the Golden Square Kindergarten WEBSITE www.goldensquarekindergarten.com.au

Fees may be paid either via eftpos or deposited into the Bendigo Bank using your child's code in the reference.

WE ARE A CASH FREE CENTRE.

Healthcare Card holders.

The Administrator requires a photocopy or photo of Healthcare/ Concession cards / Humanitarian Visa .



EXCURSIONS /INCURSIONS

Throughout the year, as part of the program, may undertake educational excursions to places of interest for the children. A form is sent home with details of the excursion and parents will be asked to sign a permission form for their child to participate.

Excursions are for the Kindergarten children only. Our sole responsibility is for the Kindergarten child, as the excursion is a special learning day for them.

Parents assisting will need to find alternative care for siblings.

Open Excursion Form: All families will be asked to complete an Open Excursion Form, on OWNA, that is used to go off site for walks or evacuation practice.

Incursions

We also may arrange performers and visitors to the Centre.

EXCURSIONS/ INCURSIONS ARE INCLUDED IN FEES

EXTRA PURCHASES

During the year we will offer a range of extras that families can choose to purchase, including memorabilia. (tea towels, Picture Plates etc.) We will advise you of these opportunities as they arise.



FUN DUTY

WAYS IN WHICH PARENTS CAN HELP

PARENTS ARE WELCOME ANY TIME

Parents are welcomed and encouraged to join us during the Kindergarten session. The children enjoy parent participation and you can help by playing games, reading stories, cooking etc. Your participation would be greatly appreciated. If you would prefer to prepare materials or complete tasks for Educators that is also encouraged and appreciated.

You are most welcome to give assistance. This time also gives you an opportunity to observe your child and to discuss any aspect of his/her development with the lead educator of the group.

NB Parents and/or family are welcome to join us for lunch or at anytime on any day.

SPECIAL INTERESTS

Let us know of any hobbies, skills or interests you have. If you have any contacts with organisations, groups, persons with special skills, interesting items, customs etc. please see Educators. These can often be incorporated into the program. Visitors are encouraged and welcomed.



HEALTH AND ABSENCE

The health and safety of all children is of major concern to Educators and families at Golden Square Kinder. Since the Kindergarten does not have separate facilities or staff to care for sick children, please do not send your child to the Kindergarten if they are ill.

You will be asked to take your child home if it is felt that your child should see a doctor, has an illness which is contagious, or your child requires individual educator attention. The level of care required of staff for a sick child is likely to interfere with the safety and wellbeing of the other children.

We have several children with low immune systems due to severe medical conditions and we need to reduce any risk to their health by reducing the spread of infection.

If your child is going to be absent, please contact the kinder to let us know.

Contagious conditions will be posted on email (no names will be used) so ALL families can be aware of the possibility of infection.

We ask that you **do not send your child if he/she has:**

- A FEVER – a child with a fever of 38 deg C must be kept at home (or will be sent home). It is advised that the child stays home fever free for at least 24 hours. His/her appetite and level of activity should be back to normal as well. Parents should watch for secondary problems such as tonsillitis or an ear infection.
- PRESCRIBED ANTIBIOTICS FOR AN ACUTE ILLNESS – a child who has been prescribed antibiotics for an acute illness should be kept at home for at least 24 hours.
- DIARRHOEA – a child suffering from watery stools should not return to the Kindergarten until he/she has been diarrhoea free for at least 24 hours, but in some cases 48 hours if there is more than one case, so please inform the Kinder so we can monitor the situation.
- VOMITING – a child who is vomiting should be kept home until at least 24 hours after the vomiting stops. Micro-organisms which cause vomiting and diarrhoea are highly contagious and will spread quickly through a Kindergarten.
- CONTAGIOUS CONJUNCTIVITIS – is an eye infection. Symptoms are redness, a yellow discharge and watering. This condition requires specific medical treatment and the child may NOT return to the Kindergarten until the discharge has cleared.

- IMPETIGO – or school sores is a contagious skin infection. Signs and symptoms are crusted sores usually appearing first on the face area. This condition requires medical treatment and the child should be kept at home until the sores are healed or treatment has commenced and the sores are covered.
- PEDICULOSIS (HEAD LICE) – the child should be excluded until treatment has commenced. Other family members should be checked/treated.
- COLD SORES – or Herpes Simplex are painful sores (vesicles) usually around the mouth, with the possibility of fever. If the infection is severe, medical treatment should be sought. The child should be excluded until sores have healed (or can be covered), particularly if there is a risk that the infected child could come in to contact with young babies, etc.
- HAND, FOOT & MOUTH DISEASE – this is a highly contagious infection consisting of small lesions which tend to spread quickly on the side of the tongue or inside the mouth around the cheek region. Lesions can also appear on the hands, feet and legs and occasionally on the buttocks. The child should be excluded until full recovery from the infection.

In accordance with the Victorian Health Department, the child must also be excluded if they have any of the excluded diseases on the exclusion table:-

<https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion>



Maternal Child Health 3.5 Year Old Assessment

Though not compulsory, it is recommended that you have your child attend the Maternal Child Health Nurse for a 3 1/2 year old assessment.

At this consultation your toddler's growth, health and development will be reviewed and your nurse will give you information about starting kindergarten. Your child will also be given a vision screening.

A Healthy Kids Check is available to all children at or around the time of their four-year-old immunisation and helps to ensure that children are healthy, fit and ready to learn when they start school. The aim of the Healthy Kids Check is to improve the health and well-being of Australian children and promote early detection of lifestyle risk factors, delayed development and illness. It also provides the opportunity to discuss with your family doctor or practice nurse, guidance on healthy lifestyles and early intervention strategies for your child.

If you are concerned about your child's sight, hearing, speech, behaviour etc, please contact an educator as soon as possible.

HEALTH MANAGEMENT PLAN

If your child has a medical condition or requires special measures to meet health needs eg. allergies, anaphylaxis, asthma, epilepsy etc. you will need to ask your Doctor to complete a Management Plan (See Staff for a form) and we will also seek your help in completing a Risk Minimisation Plan. If your child's condition changes or medication alters throughout the year you need to advise educators and make changes to the plan.

PROCEDURE FOR DEALING WITH ILLNESS AND EMERGENCY CARE

An Accident, Injury and Illness book is kept by Educators. Accidents or injuries received by a child during a session or which became apparent when attending the Centre are recorded in this book. Staff notify the appropriate parents/guardians at the completion of the session should an injury occur. Parents are notified immediately by phone of serious accidents/illness.

The person collecting the child will be advised of the accident/incident and the parent/guardian will sign at their earliest convenience. Accidents or illness requiring medical intervention may be reported by the staff to DET.



Educator Illness

On rare occasions, sessions may need to be cancelled if we cannot find relief educators. Parents will be notified as soon as possible.

“NO JAB NO PLAY”

The 'No Jab, No Play' law is in effect, to finalise enrolment for a child in child care, kindergarten, family day care or occasional care, parents/carers have to provide the service with an immunisation status certificate that shows their child:

- is up to date with vaccinations for their age OR
- is on a vaccine catch-up schedule OR
- has a medical condition preventing them from being fully vaccinated.

An immunisation status certificate is a statement showing the vaccines a child has received. The most common type of immunisation status certificate is an Immunisation History Statement from the Australian Childhood Immunisation Register (ACIR).

Parents/carers can get a copy of their child's Immunisation History Statement:

- through Medicare online accounts or the Express Plus Medicare mobile app at a local Medicare service centre
- by requesting a statement be posted to them in the mail phone 1800 653 809
- email acir@medicareaustralia.gov.au

INDIVIDUAL PROGRAMMING

Teachers are always available to discuss with parents the development, concerns, interests and health of children. Parents can make an appointment, email or phone to communicate with educators. Based on observations and records teachers utilise parent feedback to plan for each child's individual needs. Providing activities that reflect these interests and developmental levels. Parents have continuous access to child's records (Portfolio and our program on OWNA app) and we encourage you to become involved with identifying your child's goals and how we implement them within the program. We really appreciate your involvement and your feedback.

PROGRAM OUTLINE

Our program will be evolving as we learn about each other and our Golden Square Kinder Site.

We will be looking at providing a program that will meet the individual children and the group . We understand that children require routines and these will develop as we get to know each other.

Arrival – children are greeted and bags are placed in lockers. Children will wash their hands and have free indoor/outdoor play.

We will generally have indoor/outdoor play. Activities provided will vary in difficulty, subject, content and materials throughout the year.

We will have small groups for stories, dancing, music, etc inside and outside. We will set up a daily obstacle course that children will complete at least one time during their session.

Individual and Small group activities are also planned and implemented. Children will also participate in packing up and putting away materials.

“FLEXIBILITY IS THE KEY TO OUR PROGRAM”

Our program will depend on the children, the weather, the activities, interests etc. Some variations may include:

- Times will vary depending on the activities and the children.
- Small group activities will occur indoors and out, some are planned and some are spontaneous and result from a child’s interest (Adult and Children).

Some children may not be ready to join groups. Every child is unique and we will be planning accordingly.



PROGRAM CONTENT

Our program is based upon the Victorian Early Years Learning and Development Framework. (VEYLDF) This includes the five learning outcomes-Identity, Community, Wellbeing, Learning and Communication.

We plan our activities according to the children's interests and developmental needs. The activities provided are not only developmentally appropriate and cater for individual development they also include all areas of development, eg. cognitive, language, gross/fine motor and self help/independence.

By providing the various resources we are also encouraging exploration and promoting learning in Literacy and Numeracy, STEM- Science, Technology, Engineering and Mathematics. Our focus is the "whole child". Intentional teaching occurs to ensure children learn new skills and acquire safety knowledge.

Some activities include:

*Home Corner *Puzzles *Library *Construction /Manipulative sets *Blocks
*Playdough / Clay *Painting / Drawing *Cutting / Pasting * Sand, mud and water play
*Climbing frames *Obstacle course *Dramatic play *Large block construction
*Woodwork *Gardening *Balls *Swings *Jumping boards *Parachute *Cooking *card/
board games *Craft *Music and dance *Numeracy and Literacy *Science and Technol-
ogy *Small groups (music, story drama, movement) *Extra activities – Excursions &
Incursions

SCRAP MATERIALS

We rely on the generosity of the Community for materials that can be used in our creative areas, etc eg. Please collect paper, ribbon, corks, buttons, coloured paper, wool and natural materials to be used in displays etc

SECOND YEAR OF KINDERGARTEN

Children can only have one year of three year old kindergarten and then they will move on to the four year old program.

In the four year old program only children who have significant delays in at least two areas may be considered for a second year of kindergarten. Immaturity will not be considered so please think carefully about what age your child begins Kindergarten if they are young.

Please discuss options with your child's teacher.

The Victorian Early Years Learning and Development Framework (VEYLDF) focuses on early experiences and learning from birth and gives best practice advice to early childhood professionals on ways to support children and families through the first eight years of a child's life.



Learning and Development Outcomes

The VEYLDF identifies five key Learning and Development Outcomes for children:

- Children have a strong sense of identity.
- Children are connected with, and contribute to, their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

Practice Principles

The Practice Principles are based on contemporary international evidence about the best ways to support children's learning and development. They are interrelated and designed to inform each other.

- Reflective practice
- Partnerships with families
- High expectations for every child
- Respectful relationships and responsive engagement
- Equity and diversity
- Assessment for learning and development
- Integrated teaching and learning approaches

OUR PROGRAM WILL FOCUS ON THE FOLLOWING OUTCOMES

L/01 Children have a strong sense of identity

- 1.1 Children feel safe, secure and supported
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
- 1.3 Children develop knowledgeable and confident self identities
- 1.4 Children learn to interact in relation to others with care, empathy and respect

L/02 Children are connected with and contribute to their world

- 2.1 Children develop sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary or active civic participation
- 2.2 Children respond to diversity with respect
- 2.3 Children become aware of fairness
- 2.4 Children become socially responsible and show respect for the environment.

L/03 Children have a strong sense of wellbeing

- 3.1 Children become strong in their social, emotional and spiritual wellbeing
- 3.2 Children take increasing responsibility for their own health and physical wellbeing

L/04 Children are confident and involved learners

- 4.1 Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and reflexivity
- 4.2 Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching and investigation
- 4.3 Children transfer and adapt what they have learned from one context to another
- 4.4 Children resource their own learning through connecting with people, place, technologies and natural and processed materials.

L/05 Children are effective communicators

- 5.1 Children interact verbally and non-verbally with others for a range of purposes
- 5.2 Children engage with a range of texts and gain meaning from the texts
- 5.3 Children express ideas and make meaning using a range of media
- 5.4 Children begin to understand how symbols and patterns systems work
- 5.5 Children use information and communication technologies to access information, investigate ideas and represent their thinking



KINDERGARTEN OWNERS

WHO OWNS THE KINDER?

Most Kindergartens are owned by the Local Council and run by a Cluster Management. Golden Square is different! The land is leased from DTZ Australia Limited.

The Kinder and contents are owned by the parents of the Kindergarten. This is a great set up because the Kindergarten is run by the parents for the children.

With this comes a responsibility for the parents to make sure the centre is looked after.

KINDERGARTEN COMMITTEE

Each year at the Annual General meeting a Parent Committee is elected to run the Centre. Money is needed to administrate the Kindergarten and this is obtained from Government subsidies and parent contributions. It is important for all parents to work together becoming active in the operation of the Kindergarten, as this will make the task enjoyable and easier.

Golden Square Kindergarten Committee Meetings are held monthly via ZOOM (on the 3rd Monday of each Month) and all parents are welcome.

Parents will also be asked to send either a packet of toilet rolls, a packet of Paper Towel or boxed tissues twice a year to contribute to our year's supply.

NAMING BELONGINGS

All belongings must be named eg. jumpers, gumboots, books, toys, kinder bags, lunch boxes, drink bottles etc. The Kinder does have a Lost Property Box and we ask that you look there first if any items have been misplaced.

NEWSLETTER

Educators send out a monthly newsletter which is an informative method of keeping parents up to date with what's happening at the kinder.

SPONSORSHIP: We also look for sponsors for our newsletter and for a small donation of goods, services or cash you can advertise your business, service etc and provide support for our kinder.

PARKING

Golden Square Site-Please respect our neighbours by not parking over or in their drive ways. There is a parking bay for families who have a disabled sticker.

Please do not leave children unattended in cars. **If needed you can phone kinder and staff will collect OR deliver your child to the front gate.**

POLICIES

Golden Square Kindergarten has developed a Policy Book that covers Health, Discipline, Fee Payment, Collection of Children and Safety Issues. Parents are encouraged to read the policies located on our WEBSITE, on OWNA or request a hard-copy.



CENTRE- HOURS OF OPERATION

Golden Square Kinder

Educators are present at the Golden Square Kindergarten site between the hours of 7.30am –6.00pm Monday to Friday.

To contact educators teaching the three year old program we will advise you of phone numbers, email and invite you to join the OWNA app.

We are really looking forward to implementing our Preschool Program and we will all be learning from each other. It will be a learning journey for all of us and communication is the major component to implementing a successful program, We look forward to meeting you and your family, especially your preschool child.

REGARDS

THE PRE-KINDER TEAM