

INFORMATION BOOKLET

2024



ALCHESTER VILLAGE PRE-SCHOOL INC

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*We acknowledge we are on the traditional land of the Wurundjeri people of the Kulin Nation.
We acknowledge their stories, traditions and living cultures and pay respect to all Elders, past
and present.*

CONTENTS

ITEM	PAGE
STAFF.....	3
SESSION TIMES	4
FEES.....	5
COMMITTEE OF MANAGEMENT	6
PHILOSOPHY	7
PROGRAMS	10
General Information	8
Curriculum.....	8
3 and 4 year old Groups.....	12
DISCIPLINE	14
GENERAL INFORMATION.....	15
Arrival and Departure	
What to Bring / Snack.....	16
Children's Art Work	18
Birthdays	19
Toys	
Waste Materials	
Light Fingers	
Pockets	20
Notices	
Excursions & Incursions	
Social Media	
SHARING INFORMATION	21
Home Visits.....	
Children's Progress.....	
Preparation Sessions.....	22
PARENT ASSISTANCE	
Parent Duty	23
EMERGENCY EVACUATION PROCEDURES	24
Evacuation Plan	25
HEALTH AND SAFETY.....	26
Emergency Information	
Illness.....	
Injuries	
Infectious Diseases	
PRE-SCHOOL POLICIES	29

Please note:

Committee contact names and telephone numbers will be added and provided at the beginning of the 2024 kinder year.

STAFF

EFFIE PAPAILIOU

Diploma of Teaching (Early Childhood)

Educational Leader/ Nominated Supervisor 4 year old Group Educator Cockatoo and Rosella groups
3 year old group Educator Wombat group

CHRISTINE RUFF

Diploma in Education (Primary)

Diploma of Early Childhood Education and Care

4 year old Group Co-educator Cockatoo and Rosella groups
3 year old group Educator Wombat group

ANDREA GODWIN

Certificate 3 in Children's Services

4 year old Group Co-educator Rosella group
3 year old group Co Educator Wombat group

LIO SCHMIDT

Diploma of Early Childhood Education and Care

4 year old Group CO Educator Cockatoo group
3 year old group Co Educator Wallaby group
(added member if required)

PENNY CONDUIT

Bachelor of Physical Education

Graduate Diploma of Teaching and Learning

(Early Years)

3 year old group Educator Wallaby group

HEIDI PRESTON

Certificate 3 in Children's Services.

Diploma of Early Childhood Education and Care

3 year old Group Co-educator Wallaby group
4 year old group Co-educator Cockatoo group

DI MORROW

Certificate 3 in Children's Services

3 year old group Co Educator Wallaby group
(added member if required)

RHONDA SAVINE

Certificate 3 in Education Support

Lunchtime relief staff member Rosella group
Reliever in all groups (as required)
Administrator

The employment of our staff is in accordance with regulations as follows:

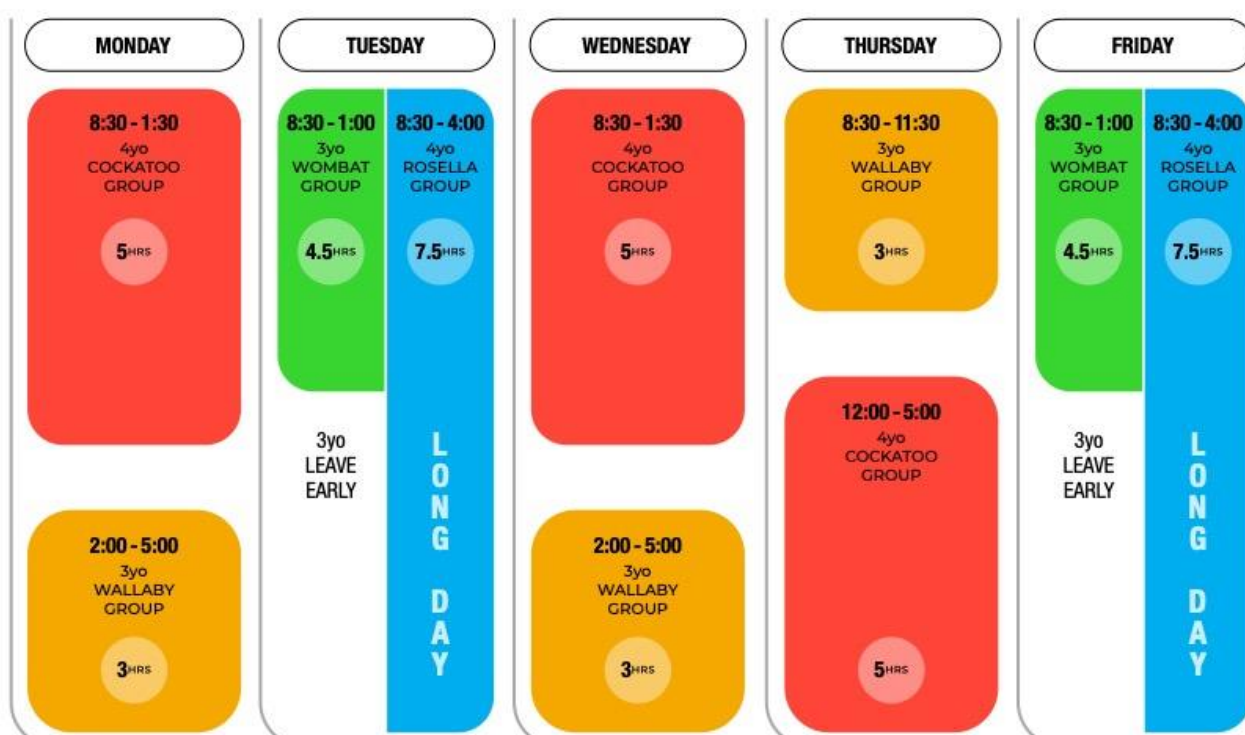
- All staff members are at least 18 years of age
 - The child/staff ratios required and holders of approved/recognisable qualifications are met at all times.
 - There is always a minimum of 2 staff members on duty whenever the children are present
- Staff have ongoing First Aid training as required
- Staff have had Police checks
- In the instance of a staff member being absent, they will be relieved by an equivalent
- A relieving Educator will be a holder of a recognisable qualification and have an up to date police check. We go through a relief staff agency which ensures this. Upon arrival at the kindergarten, these requirements are verified by the staff present
- Abide by a Code of Conduct
- Adhere to National Standards. Early Years Learning and Development Framework and Child Safe Standards

STAFF PROFESSIONAL DEVELOPMENT

We encourage and support our staff members' ongoing professional development. Where possible, these are conducted during non-contact time or in their own time. However, they are allocated 2 days for Professional development, during which the kinder / session(s) may be cancelled.

SESSION TIMES

TIMETABLE



TERM DATES

Term	From	To
Term One	30 th January	28 th March
Term Two	15 th April	28 th June
Term Three	16 th July	20 th September
Term Four	7 th October	20 th December

PLEASE NOTE:

- * Children will not commence kinder until **Thursday 1st February**
 The first few days are for interviews and information sharing for all groups
Times during the first few weeks are shorter and modified to allow for settling in

- * **Monday July 15th is a Pupil Free Day** to allow program planning & set-up after the winter break

Staff are allocated three pupil free days during the year. A half day, is at the beginning of the year to allow for program planning and set-up; one is the first day of term three is to allow for program planning and setting up of room after a general clean up over the break; and one and a half is in the last week of the year which is set aside for cleanup and packing away of the kinder

FEES

Through the Best Start Best Life reform providing increased access to quality Early Childhood Education and Care, there will be FREE KINDER to ensure and support access to 2 years of high-quality programs for all Victorian children. This means you will NOT be out of pocket for any expenses relating to the program your child will be accessing.

There will be NO payment of any Working Bee levy.

Note:

PLACEMENT FEE

A \$100.00 placement deposit (per child) was required to secure your child's position for the following year. This will be refunded following the interview/information gathering time. More information to be provided then.

CONCESSION CARD HOLDERS

If you are the holder of a Health Care Card or Pensioner Concession Card, you will still need to show this at time of enrolment as we need this information to be forwarded to the Department.

In line with existing policies, for per capita funding, children must only receive Free Kinder funding at **ONE SERVICE**.

If your child is attending more than one service, that offers a funded kindergarten program, (ie a sessional service for some days and a long day care service on other days) the family must nominate which service they will receive their funded kindergarten program and therefore their Free Kinder funding.

This is confirmed through the completion of a form at the time of enrolment where you state, this is the setting for the funded program.

If this procedure is not followed the enrolment may be cancelled and you will be required to repay Free Kinder payments that have already been paid.

COMMITTEE OF MANAGEMENT

The Pre-School Committee consists of volunteer parents who are required to attend monthly meetings during the school year. They also undertake various tasks to ensure our kinder runs smoothly, see below for more details.

The Educators and Co-Educators also attend.

The positions within the Committee are:

POSITION	NAME	PHONE	GROUP
EXECUTIVE COMMITTEE:			
PRESIDENT			
VICE PRESIDENT			
SECRETARY			
TREASURER			
ENROLMENT OFFICER			
ADMINISTRATION			
NEWSLETTER/WEB OFFICER			
BUILDING MAINTENANCE (working bee co-ordinator)			
SURVEY OFFICER			
GENERAL COMMITTEE			

Please note a completed sheet is provided to all families at the beginning of the new year during information exchange.

Some of the responsibilities of the management committee include:

- Ensuring systems are in place to enable the Pre-school to operate smoothly
- Employing and supporting staff
- Ensuring all parents are kept informed throughout the year
- Decision making, including budgeting income and expenditure
- Maintaining the premises, including grounds, buildings and facilities
- Attending monthly meetings

Philosophy



Alchester Village Pre-school acknowledges that we are on the traditional land of Wurundjeri people of the Kulin Nation.
We acknowledge their stories, traditions and living cultures and pay respect to all Elders, past and present and emerging.

Wominjeka to all

At Alchester Village Pre-school we value and strive to provide an inviting, calm and stimulating environment that is welcoming and inclusive to all families. Where families and more importantly the children are our highest priority and feel safe, secure, supported and respected, through a strong commitment by management, staff and volunteers to child safety in areas of harm, abuse and zero tolerance to discrimination and racism.

We aim to ensure there is no denial of identity and to enable children to have a voice and feel free and confident to express themselves and their opinions. This includes children who are unable to communicate with words. We are respectful of and regard each child's social, individual and cultural identity from all diverse backgrounds and we are mindful of any vulnerability relevant to their child's safety and wellbeing.

We promote shared respect, understanding, knowledge, experience and working together with dignity and truly listening to each other.
We continue to expand on how we interact, embrace and immerse ourselves in land, water and nature.

We reflect on and celebrate our Indigenous heritage and influence our First Nations people have had and continue to have on our shared land.

We strongly value the uniqueness of each child and we recognise they come with prior skills, knowledge, interests and experiences. Current knowledge of, strengths, ideas culture, abilities and interests are the foundation of our program.

We provide challenging, learning experiences which are interesting, stimulating and promote clear thinking, the ability to question, explore, experiment and reason.

We understand that each child will require different levels of support.

We know that children need to be able to explore, have choices and learn at their own pace.

This is achieved through the provision of PLAY. It is as active participants in their play and environment that children learn to make sense of the world around them.





Children need the opportunity to develop life skills such as:

- Emotional resilience, social confidence, self motivation, self regulation/discipline, persistence and resourcefulness, in order to be able to adapt and thrive in an ever changing world
- Sense of responsibility to themselves and to others, both within their Pre-school and the wider community
- Learning to share, listening to others, respecting others, being able to learn from and help each other, working within set limits, be responsible for their own actions and learn to resolve conflict through effective communication. Children learn this through guidance and support

Certain limits on behaviour are based on consideration of health, safety and respect for the rights of others. The limits are established in conjunction with The Early Years Learning and Development Framework, National Quality Standards and Child Safety Standards.

Life skills achieved through the provision of:

- An environment that promotes interaction and open communication between home and pre-school. Expertise, culture, values, and beliefs are respected and shared in the decision making process relating to children's learning and wellbeing
- Provision of routines and consistent setting
- Sensory exploration
- Freedom of self expression in art, music, movement, language and dramatic role play and through open ended activities
- Choice and time to explore and not feel hurried
- Opportunities to take risks and problem solve
- Individual, small and large group interactions which enable co-operation and the development of relationships and friendships with others
- Child directed/initiated play as well as adult guided and led support
- Structured/unstructured, indoor /outdoor experiences
- Educators responding to the children's ideas and play and extending on learning through open ended questions, interactions and feedback
- Local, national, cultural and international influences and events. Children gain knowledge of and respect for events and occasions that are important to our families and we celebrate these
- The nurturing and respecting of our natural resources by promoting and moving to more sustainable practices, ie: we encourage and identify the use of recyclable materials both in/outdoors, the provision of a worm farm, compost bin, water tank and rain gauge, the care for our plants and the equipment and indoor and outdoor play spaces





As staff we always endeavour to:

- Be aware of our role/responsibility to identify and respond to every child from all diverse backgrounds, (who may be at risk of abuse, neglect)
 - Abide by our Code of Conduct
 - Be cheerful, approachable and maintain a sense of humour
 - Be actively invested in the child's success, through support, guidance, modelling, praise, encouragement and the building of positive relationships.
 - Show interest in what children say and do, Provide opportunities, experiences which build confidence and a sense of well being and security so children can be motivated to engage actively
 - Facilitate and scaffold children's learning, Continually adapt and modify teaching strategies to meet individual and group needs
- (on revisiting the teachings of past theorists we found our practices are inspired by the following:**
John Comenius, Frederick Froebel, John Dewey, Lev Vygotsky, Burrhus Skinner, Jean Piaget)
- Continue Professional Development, Staff performance is regularly evaluated and individual plans are in place to support learning and development
 - Be creative, spontaneous and resourceful and able to capitalise on teachable moments. Our indoor/outdoor spaces are organised and adaptive to support every child's participation and engagement in quality experiences in both the built and natural environments
 - Assess and support the individual learning, development and well being of children through interaction, observation and record keeping, report to families about their child's development through the use of visual displays, formal and informal discussions, written feedback in children's reflections books, weekly reflection books, monthly reports, iPad recordings, emails, liaisons with other specialists and support staff and a transition report at school entry
 - Be available for support and referring, while remaining sensitive to families needs

Together with committee of management we:

- Ensure department regulations and expectations are met ie: by adhering to the

National Quality Standards

Victorian Early Years Learning and Development Framework

Child Safe Standards.

National Law and regulations

- Encourage a team spirit and recognition of each staff's unique knowledge
- Sensitive to the needs of the staff and families
- Demonstrate awareness of Australia as a culturally diverse nation with emphasis on developing an unbiased and non sexist curriculum, zero tolerance harm, discrimination and racism includes any digital platforms/media, AVPS engages in (ie: closed family Facebook group, Whats App, You Tube)
- Cater for the individual needs of all children and their families
- Gain a greater understanding of the uniqueness of Australian Aboriginal and Torres Strait Islander culture and show physical signs of welcome and acknowledgement in our Pre-school



PROGRAMS

GENERAL INFORMATION

For many children, especially those who are attending an educational setting for the first time, the beginning of their pre-school experience (in either program), can be a worrying time. It is quite normal for the children (and parents!!!) to feel anxious when leaving the family, even for a short time, so PLEASE do not be too concerned if your child seems reluctant to be left at the beginning of the session. A child who is tearful upon arrival will generally have settled in very well by the end of the session, laughing and joining with other children. Of course, if you are particularly concerned about the way your child is settling in, please do not hesitate to discuss the matter with staff. All children are individual and react in varying ways.

For this vital reason, both 3- and 4-year-old programs help the children to develop basic attitudes and skills that are developmentally appropriate to each individual's age and stage. This is achieved through careful observations and assessing of where the children are functioning and then planning for each child, as well as the group as a whole, as we guide them through their experiences.

You will be kept up to date with the program through the monthly newsletters, together with each group's weekly reflection books and individual reflection books for the 4-year-old program. Interests and experiences are also displayed in the foyer to assist you to see what is happening in the programs.

Please take time to read this information.

Co-operation and communication between home and the Pre-School is important to ensure your child has a contented and productive year with us. By working together, each individual child will benefit.

CURRICULUM

Our Curriculum is in line with the Victorian Early Years Learning and Developmental Framework as well as the National Standards and Child Safe Standards.

This ensures children acquire necessary key knowledge and skills by linking the learning outcomes for children at our level, to the learning and teaching outcomes in the first stages of the Victorian school curriculum (the Victorian Essential Learning Standards or VELs). It recognises that between the ages 3-5, children build on the independence and self-control they have been developing. They learn to take initiative and assert themselves in socially acceptable ways. At the same time, they become keen observers of the world and experiment with their surroundings and find out what happens when they interact with others. Learning is an **ACTIVE** process that requires children's involvement. Child-directed as well as adult-led and guided **PLAY** are essential to this process.

The program is responsive to children's differences and builds on their capabilities, strengths, interests and knowledge. Children are encouraged to explore, to solve problems, communicate, think, create, and construct. A holistic approach is also necessary to any progression in learning, which requires recognition and development in their personal, social and emotional wellbeing.

This is achieved by providing warm, trusting relationships as well as predictable and safe environments. Information is gathered and analysed to help assess and plan effectively, taking their interests and abilities into consideration.

Through continuing to develop our professional knowledge and skills, it enables us as Early Childhood Professionals, to provide the best possible practises and to adapt and change to meet our children's and their family's needs.

There are 5 outcomes to describe the key elements to how children learn and develop. These are:

- Children have a strong sense of **Identity**
- Children are connected with and contribute to their **World/Community**
- Children have a strong sense of **Wellbeing**
- Children are confident and involved **Learners**
- Children are effective **Communicators**.

All early childhood services aspire to meet, and exceed the standards of the National Quality Framework.

These include:

- Educational program and practice
- Children's Health and Safety
- Physical Environment
- Staffing arrangements
- Relationships with children
- Collaborative partnerships with families and communities

Alchester Village Pre-School currently are rated as Meeting Standards.

With the introduction of the Child Safe Standards, we have outlined how we implement these within our service (on display in foyer). Staff and children also abide by a Code of Conduct, which they contribute to and is discussed at the beginning of the year. Families, students and all visitors to the Pre-School are also made aware of aspects from the standards which may apply to them and their interactions with the children, when present.



THREE-YEAR-OLD PROGRAM – WALLABY and WOMBAT GROUP

(note Wombat group is part of a group that comprises of 4-year-old Rosella group - SEE BELOW)

The children will come together in a group, where they learn social skills such as cooperation, group participation and self-esteem. Learning is play based with the children having the opportunity to choose what they wish to do and experiment with a variety of materials presented in varying ways. Sensory input is vital at this stage, so many of the activities and experiences are very much hands on.

The children's work is viewed as creative expression and exploration of materials and shouldn't be looked on as representative work. Adults support their play and developing independence by helping when needed, but allowing them to do what they are capable of doing by themselves.

Increased confidence is one of the greatest aids to further learning and will help the children with the transition to the 4-year-old program.

**FOUR-YEAR-OLD PROGRAM –
COCKATOO GROUP and Combined ROSELLA AND WOMBAT GROUPS**

We provide an indoor / outdoor program, where the children can move between the two and know there are equal opportunities to engage with others and materials in both areas.

Within the program the children will have the opportunity to learn about themselves, others and the world around them. The program is drawn from everyday experiences, seasonal changes, the elements, community and world events and most importantly from the children's interests.

The children have input into what they wish to do and how they are going to do it. We aim to highlight and celebrate their strengths and achievements. The program is designed in such a way that children can learn at their own individual rate, developing skills and abilities conducive to further learning.

We do value and have teacher-guided, lead and facilitated learning as well.

Each child has their own Reflection Book in which the year's progress is recorded through photos; their own recollection of incursions and special events; samples of their work; and highlighting activities and/or routines which they engage in each term. Examples include their snack routine, special person's night, birthdays, a visit from the group puppets, use of name labels, and Show and Tell. Through informal discussions, together with a formal opportunity (mid-year) to meet and discuss their learning and experiences, we aim for parents to have a better understanding of how their child has interacted when at kinder.

During term 4, a Transition to School Statement is completed by the Educator, parents and children highlighting the child's progress during the kinder year. This is provided to the school the child will be attending. It provides the Prep teachers with a better understanding of each child's strengths and areas needing attention, before the children start school.

In the combined group, (during the time the children are together) the children will gain an added richness if being able to learn from older children as to how they interact with each other and the materials presented. The older children can guide, help, role model and reinforce learning to the younger children in the group.

There will be a greater focus on smaller targeted group times to enable all children to engage ie discussions, story times, as well as bigger group times to assist transitions, as well as time to participate in songs, games,

The older children, who will be there the whole day, will have the added benefit of more focused learning, guidance and assistance in tasks, extension of ideas and interests, during the time they will be the educators, once the younger children go home.



DISCIPLINE

This is one of the many kinds of teaching that adults do with children. Our aim is to help develop self-discipline within the child and responsibility for their actions. This is an ongoing process requiring many years before it is mastered. We will provide a learning atmosphere in which the child will be able to practice self-control, rather than obedience to adults. The staff will be very much in control, but the child will be able to make choices and learn about the responsibilities and consequences of doing so.

- Discipline is based on respect for others, their feelings and belongings
- Discipline is not punishment
- Desirable behaviour is praised and encouraged

For behaviours such as aggression or disruptive behaviour we:

- Ask the child to consider his/her actions and how it affects the people around them
- Ask the child to leave the activity and return when they can behave/interact appropriately

It is desirable for parents to be involved and to work with staff to overcome any behaviour issues or problems

Important aspects of discipline include:

- | | |
|------------------|------------------------------|
| • LIMITS | Clear and few. |
| • EXPECTATIONS | Appropriate to their age |
| • BE POSITIVE | Use “do” rather than “don’t” |
| • GOOD MODELLING | By the adult(s) |
| • PRAISE | Desirable behaviours |

Discipline is a process of learning that continues throughout the year and throughout life.

Building of Resilience has also become a key aspect in our approach.

The children have a voice in all we do (*as is evident in a handbook they contributed to, providing the children’s perspective and views about coming to kinder*) and is available for the children to access during the year.

They have an important part of the decision-making process of what we do, how and why. ie setting up rules, expectations and how to engage with each other.

We discuss and help children understand there are different ways to deal with situations and give them the strategies to apply, to assist them in their self-regulation of emotions and actions.



GENERAL INFORMATION

ARRIVAL AND DEPARTURE OF CHILDREN

There are certain regulations and procedures that must be recognised and followed, to ensure the maximum safety and protection of the children.

- Time prior to the commencement of sessions is for preparation which the staff need to ensure the room and outdoor areas are fully set up and ready to welcome and work with the children.
- It is necessary for the parent/guardian to stay with the child until these starting times. ***You cannot leave them unattended in front yard/foyer.***
- The accompanying adult must write the time of arrival in the attendance record book and sign next to the child's name and write who will be picking up the child. The book is located near the front door. Please ensure you write the time and sign next to the correct name. This must be done again at the end of the session, when leaving the building.

Children should not be touching this legal document at all.

Please do not fill out departure time in advance. This procedure is absolutely necessary to ensure we know who is present at what time.

- An accompanying adult must bring the child inside the room so we may greet you.
- Staff must be informed if someone apart from those given authorisation is picking up your child. All people who may pick up the child must be authorised in writing by the parents and must be over 18.
- We ask parents to always come into the room to collect their child. Children are not allowed to go to the cars unsupervised.
- Children can get distressed if their parent is late to pick them up. **Please be punctual. If something has happened, please let us know.**

The pre-school has a Late Pick up Policy and parents who are continually late in picking up their child will incur an additional Late Pick up Fee.

- It is the parent's responsibility to ensure your child's safety when leaving the building. Please make sure the gate is closed behind you and no other child leaves unattended.
- Climbing the fence (side and front) and gate is prohibited. This is not only for the safety of the children but to prevent the gate from breaking.
- DO NOT allow your child to climb up/along the outside railing of the ramp.
- Please help children take care of our garden beds and plants. We love for children to explore and play amongst the plants, but please discourage any pulling out of plants or directly stepping on them.
- Gravel sand on path, in front garden, needs to be kept on the path and NOT used by the children in their play or moved to other areas i.e. In the lawn or in the birdbath. This can be a hazard when the gardener cuts the grass and gravel is thrown up.
- Please help children care for the bird bath as it is an area we wish to attract birds to. It is not an area to play or mix things into.
- Please help ensure the safety and wellbeing of all the children.

WHAT TO BRING

Bags

A bag is necessary for the children to take all manner of creations home. A large handled, durable bag (easy to open by your child) is preferred with your child's name clearly marked on it. Please make sure it is big enough to fit a spare change of clothing and their lunch/snack box.

In readiness for coming to kinder, allow them to practice how to put on /take off their bag on their backs and carry it. Let it be their responsibility to do so and to be able to hang it on their peg

Enable your child to practice unzipping their bag, opening their lunch box, putting it in / out of their bag...

this gives them added confidence / independence to be able to do so and the expectation they will do it.

A hook/cubby will be allocated to your child for the year. These are labelled by pictures.

Snacks

(this applies to the 3 and 4-year-old programs).

Allergies/food intolerances:

It is becoming increasingly difficult to monitor which food products contain inappropriate elements. Children will continue to be discouraged from sharing snacks at kinder. Please reinforce this at home.

Each child has their own placemat to help them contain and indicates their space.

We advise refraining from sending nuts and peanut butter (as this does smear easily).

Snack and picnic snack times are a time where the children can sit and talk to their friends and not feel rushed to eat. They discuss their foods with each other and often may come home with suggestions of new foods to try.

Snacks could also include fruit, vegetables, healthy sandwiches, cheese, wraps, yoghurt, dips and crackers. We strongly discourage chips, chocolates and cakes being eaten at kinder.

We welcome any cooked food you may like your child to eat. This can be helpful if your child is selective with what they like to eat. We are able to heat up.



Children will be encouraged to eat nutritious snacks or think about what to eat first, depending on the time of day it is. Fruits/vegetables may be cut at home; however, we will be able to do this at kinder during their snack time. It is also good practice to learn to bite into fruit and chew and this is a necessary part of developing their muscles used for speech.

As a further extension of our healthy snack policy and promoting the drinking of water when thirsty, the children will be required to bring a drink bottle with their name on it. This will be placed on a trolley as they come in at the beginning of the session. They will have access to this, at all times during the session. They will be taken home daily.

Please ensure that ONLY water is put into the drink bottles.

In Wallaby group, the children will sit together half way through the session. This may be at the tables or in the form of a picnic on a tarpaulin either inside or outside.

In Cockatoo, Wombat/Rosella groups we have a progressive snack time, where children can choose when to eat during the first 2 hours of the session and they sit at a designated table in and outside.

Due to the longer times the children are present in these groups, there is also a picnic snack time, where the children sit altogether on a tarp on the floor, as well as provision for a further snack time for the children staying the whole day.

Please make sure lunch boxes/containers are named (bottoms and lids) and are user friendly. Children get very frustrated when they cannot open them. Parents should feel free to speak to kinder staff if they have any questions or concerns about what their children are having at snack time.

Please think about how much is being put in their lunch boxes.

We tend to find there is too much and the children can get overwhelmed with what to eat first, or they eat a bit of everything.

Please try to keep packaging and processed food to a minimum or NOT at all.

We are sensitive to our environment and are focused on sustainable practices

Food scraps are sorted and identified as appropriate for our worm farm and are taken to daily.

Soft plastics are sorted and collected during the week so children can take to the supermarkets and place in their soft plastic bins.

We also promote recycling of paper waste in our "blue bins", which the children take out to the big bin.

We also try to limit our use of paper by providing information via email

Clothing

Care is taken as much as possible to protect the children's clothing. Protective smocks are provided by the kindergarten for when children are involved in messy types of play, however accidents can and do happen when children are actively involved. They may get wet through a toileting accident or through water play ie. the trough, the sandpit or the digging patch.

A change of clothing is therefore required to be brought each day in their bag. Though we do have some spare clothing at the kindergarten, most children feel more comfortable in their own clothing. Note: if your child has been given some of our clothing PLEASE ensure you return it. We only have a small amount available!!!

Please dress your child in clothing that will ensure their safety

- No thongs or long dresses
- Clothing with easy fasteners that children can manipulate
- Clothing that is practical and that children can get dirty in
- Coats, gumboots and hats for cold days
- Summer hats (legionnaires or broad brim style only) NOT baseball type hats
- Please put sunscreen on prior to kinder. There is also sunscreen available in the foyer of the kinder for your use
- If children need to wear specific sunscreen you need to have a provide for us to have at kinder during this period
- **Sunhats must be worn during September-April in accordance with our SunSmart Policy.** Hats need to be brought to kinder and kept in pockets OR hung on hooks in the bathroom (identifiable with their photo), which are in the bathroom. It is important that the children get into the habit of wearing their hats when outside, at all times.
 - **Note: In the 4-year-old programs, due to length of sessions, sunscreen will need to be applied to the children at group time.**
 - Please have all clothing labelled.

CHILDREN'S ART WORK

There will be many masterpieces your child will proudly bring home to share with you. It is a good idea to ask your child to comment on colours, shapes, patterns, effort put in and enjoyment derived, rather than just asking "what is it...?" Don't be concerned if you don't get much art work. Your child may not always do something that can be brought home, instead they may have been busy with many of the learning experiences provided – ie. block building, dramatic play, sensory play, use of props or construction.

Work is placed in a basket which is on the table in the foyer, prior to the end of the session. It is your responsibility to collect your child's work. There are named dividers separating work placed in alphabetical order, to make this a bit easier!

BIRTHDAYS

As part of their birthday celebration at kinder, the child who is having their birthday gets to blow out candles on our birthday cake, have happy birthday sung to them, receive a birthday hat, or badge and have their photo taken. This is being sensitive to children with allergies and/or dietary restrictions, as well as keeping in line with our healthy food beliefs. **Please do not bring lolly bags or other such treats.**

More elaborate parties can be celebrated at home.

Please note: ***when inviting friends from kinder to a home party, please be considerate to the other children and discreetly place birthday invitations into their named pockets in the foyer, to avoid disappointment for children not going to a party.***

TOYS

Please keep ALL toys at home to avoid loss or damage. It is upsetting to lose or break a toy at kinder and it also distracts children from other things that are happening at the same time. Items may be brought to show in the event of a special occasion such as a holiday away or a special interest at the time etc.

WASTE MATERIAL

We encourage all parents to save and collect certain waste materials from home or work that could be of use to us. Storage is limited, so a sign will be displayed in the foyer when we have enough. Items always needed include drawing paper, or cardboard (A3 size in particular), grocery boxes and cardboard rolls (for health reasons NO toilet rolls, but paper towel rolls or food wrap rolls are fine).

LIGHT FINGERS

Young children sometimes take home bits of puzzle or other equipment, or small toys belonging to other children. Provide a good non-punishing, non-angry model for your child by:

- Noticing an unfamiliar item
- Talking to your child
- Returning it to the kindergarten

POCKETS

Each family is allocated a coloured pocket (depending on group) located in the foyer and labelled with your child's name and surname. These are for any correspondence from the staff or committee. **Please ensure you take the correspondence from the pocket with your child's name on it (occasionally parents mistakenly take things from the pocket above their child's name. Take care when removing items).**

If a caregiver is collecting your child, ensure they are aware of these pockets.

NOTICES

We will keep you informed of our happenings through regular newsletters and notices. Notices will also be displayed in the foyer relating to:

- Committee matters
- Upcoming events
- Community notices
- Program of both 3- and 4-year-old groups

Take the time to read all information as it keeps you informed on what is happening. It is your responsibility to check notices. With an increased awareness, responsibility and care for the amount of paper that is often used to convey information, we do prefer to EMAIL you (where possible) any of the above. At the beginning of the year, you will be asked which method of communication you prefer.

EXCURSIONS AND INCURSIONS

Throughout the year, the children may be taken outside the kindergarten on excursions in order to extend the educational program being offered.

No child may be taken outside the pre-school by staff, without the written consent from parent/guardian. Parental assistance is essential for these days to occur.

Several incursions are planned throughout the year where entertainers or educational experts may come in to show the children their area of interest. This can be in the form of displays, music and drama. This also assists the children in getting used to new people coming into the kindergarten.

Any cost associated with the excursions or incursions are included in the term fees paid.

SOCIAL MEDIA

Facebook

Our Kinder now has a Facebook page for parents. It is a closed Facebook group for current families only. This is a great way to socialise with other parents as well as stay in touch with important kinder dates and events.

Find us at Alchester Village Pre-School Family group

<https://www.facebook.com/groups/561367263894817>

Avoid placing photos of all children on social media.

Please note: it is against our Code of Conduct to have children's photos posted on this page.

Website

We have also recently developed a website as another way for people to find out about our kinder as well as keep you up to date with important news and information.

Check it out: www.alchestervillagepreschool.com.au.

SHARING INFORMATION

HOME VISITS

The Educator is available to visit children at home if requested, though with the increase in session times and obvious time restraints, this opportunity is limited. Home visits from the educator make the child feel extremely important and if you would like the educator to visit your child at home and feel it would be worthwhile, please do not hesitate to discuss this with us.



CHILDREN'S PROGRESS

The Educator likes to keep the parents informed with what is happening and how each child is developing. This can be done via:

- Ongoing informal comments at the end of the session
- Reporting on program during monthly newsletters
- Arranging a time to discuss things in more detail, out of session times or over the phone
- Discussing observations and objectives set by the Educator for each child.
- During term 2, the Educator in both programs will be available to discuss these with you
- Relief Educator will be provided for the sessions required and specific times will be provided for you to attend during these sessions

The Educator will be pleased to discuss any specific concerns you may have and will appreciate knowing about anything at home which may affect your child's learning. Children will tell you about their time at kindergarten. Mostly this will be about happy experiences but occasionally something may have upset them. Unfortunately, staff cannot see and hear everything that passes between the children, but if you want to know something or are worried, please feel free to discuss your concerns with the staff.

PREPARATION SESSIONS

These are times set aside within the Kindergarten educator's award that allow the educator to complete administrative tasks such as:

- Program planning
- Preparation of materials
- Maintaining individual children's records (observing behaviour/actions and formulating appropriate goals for each)
- Contacting other professionals
- Attending meetings and professional development
- Buying supplies
- Collecting of materials and resources
- Writing reports
- Home visits
- Confidential discussions with parents

The preparation session times where the educator is available for discussing any concerns are:

4-year-old Group

Cockatoo, Rosella and 3-year-old Wombat group

Effie

Tuesday and Thursdays
(after 2.00pm)

3-year-old Wallaby Group

Penny

Arrange a time by asking before or after sessions or by email.

Penny is happy to share her own email and this is discussed in more detail at time of interviews.

Please note the staff can also be contacted via our email address

alchester.village.kin@kindergarten.vic.gov.au

PARENT ASSISTANCE

Is much appreciated in the kindergarten. There are many ways you can help:

- Reading all the information and remaining up to date with your child's learning
- Taking an active role on the Committee
- Sharing your skills
- Bring materials to support particular programs
- Join us as a parent helper and helping with activities
- Attend incursions and excursions.

PARENT DUTY

Alchester Village Pre-School Committee has voted for the implementation of a Working with Children Check to be held for anyone over 18 years of age assisting within our Kinder sessions.

We love having our Alchester Village Pe-School community come and help during our sessions, but to ensure we offer the best child-safe practice we require any adult wishing to help during sessions to have a current Working with Children's check and adhere to our child safe code of conduct (located at the sign-in book).

This policy is to cover parent/special visitor helpers who interact with children other than their own during the session. Please note this excludes special visitor nights where you are with your own child, picking up/ dropping off children and parents/carers attending to settle/give care to their own children.

Volunteer working with children checks can be obtained for free online via your VIC service app: <https://service.vic.gov.au/services/working-with-children>

If you need assistance with your application, please feel free to reach out to our staff or committee. We are more than happy to assist.

We understand families are busy and increasingly have other commitments, however you are more than welcomed to come and help for part of a session. Note: *Other family members can also attend ie grandparent, Uncle, Aunt etc provided they also have a working with children check as per above.*

There is a **roster system** and this list is placed in the foyer for you to fill out at the beginning of the year, during the interviews and then 2 weeks prior to the end of each term or at your convenience. You can also drop in at any time.

Knowing in advance can help staff plan for specific activities. Having parent (or special person) helpers assist greatly in the smooth running of the pre-school. Helping during the session enables you to see how the program operates, how your child interacts and how the other children participate. Children also enjoy having their parent helping out.

To ensure we have an accurate record of who is on the premises in the event of an emergency, you will need to sign in our attendance book which is located on the heater grill, inside the room. You must sign in on arrival and sign out as you leave. In addition, you will need to read and abide by our Code of Conduct applicable to staff, volunteers and any contractors attending our premises. If any younger siblings are with you, you need to write them in as well.

A **laundry roster** will be included on the helper's roster. Smocks are washed weekly. There may be towels used in the room/outdoors and other material coverings used in the program. These are put into a bag at the end of each week and placed on the table for you to pick up. Don't hesitate to remind staff for the washing as they may forget or simply get tied up with other things.

Your help is extremely valuable to the program and is greatly appreciated.

EMERGENCY EVACUATION PROCEDURES

Please familiarise yourself with the fire drill and evacuation policy which is described below. A copy is also displayed in the foyer.

EVACUATION PLAN

In the event of a fire or other emergency, the procedures are as follows:

1. Remove all children from immediate danger area
2. **Educator** to assess situation and either extinguish fire or take charge and activate the incident management team
3. Collect emergency kit, including whistle located on top of the fire extinguisher next to the store room
4. Children to go to person blowing the whistle
5. **Child Monitors** (Co-Educator and Parent Helper) to assist children and check the bathroom and toilets
6. **Educator** to escort all children through Exit (back gate into Primary School if possible)
7. Location of the danger, wind direction and nature of problem will dictate whether the front or rear exit is used
8. **Co-Educator/ Child Monitor** to Call 000
9. Inform Emergency Services of the nature of the emergency (i.e. "There is smoke in the building")
10. **Co-Educator/ Child Monitor** to check for children hiding or overcome, then exit to assembly area
11. **Educator** to do roll call (Children's back against the fence), wristbands issued to each child
12. Everyone evacuates to external points, either School oval or Playgroup car park
13. Call 000 and inform them of your location at the outdoor assembly area
14. **Co-Educator/ Child Monitor** to contact nominated committee member to start contacting families with updates of emergency
15. Wait for Emergency Services to arrive or for further information

This is an extract from the Emergency Management Plan which is located inside kinder, next to the fire extinguisher, should you wish to read the whole document.

Information relating to the nominated committee member will be provided at the beginning of the year.

The children do participate in fire drills during the year.

Attached is a floor plan of the kindergarten.



KNOX
COUNCIL

EMERGENCY PROCEDURES

OHS - 025

ALCHESTER VILLAGE PRESCHOOL

Primary Assembly Area

Secondary Assembly Area

Fire Extinguisher
Fire Aid Kit

Exit Route
Fire Blanket

External Exit
Internal Direction

Fire Flow Panel
Assembly Area

EVACUATION

BE AWARE OF A POTENTIAL EMERGENCY

1. Follow Instructions from the floor or area Warden
 2. Prepare to evacuate; switch off electrical appliances, secure confidential and valuable items
ON BEING GIVEN AN EVACUATION SIGNAL
 3. Follow Instructions from the floor or area Warden
 4. Leave the building via marked exit or nearest safe exit
 5. Proceed to nominated assembly area and remain there until otherwise directed by the Chief Warden, their delegate or Fire Brigade

YOUR ASSEMBLY AREA IS

Primary Assembly Area - Rear gate is signposted to Brecon Highgate Primary School
 Secondary Assembly Area - Opened area at front of building

IN AN EMERGENCY DIAL

000
 Ask for Police, Fire or Ambulance
 And Call 9298 8000
 Council After Hours Service

FIRE

1. Assist any person in immediate danger ONLY if safe to do so
 2. Close the door
 3. Call the fire Brigade on 0 then 000
Give Motway Ref: 65 B 5
Nearest Intersection
 Army Rd & Lockwoods Rd
 Breconia
 4. Attack the fire if it is safe to do so
 5. Evacuate to the assembly area
 6. Remain at the assembly area and ensure that everybody is accounted for

Authorised: Senior Safety & Advisor

Date: OCT 2010

Page 25

HEALTH AND SAFETY

EMERGENCY INFORMATION

During the information sharing session at the beginning of the year and as part of the enrolment information, we require you to provide names of people we can contact in the event an emergency or if we are unable to contact you. Your child may have had an accident or feel unwell and need to go home.

This information is confidential and very important in the event of an emergency. It is extremely important that these numbers are kept up to date and your contacts are accessible. Please notify the educator of any changes to telephone numbers.

ILLNESS

We have a Covid Policy and guidelines in place which everyone must adhere to (available to viewed in the room).

We have well practiced and high standards of hygiene and infection control with daily cleaning of kinder including the thorough cleaning of high traffic touch points throughout the kinder.

We follow guidelines as set out by the Department of Education.

We ask you to please keep your sick child, heavy colds included, away from the kindergarten – despite any protests from the child. This is for their own sake and to minimise the risk of infection to others. If we feel your child is unwell and is likely to increase the chances of spreading germs i.e., is unable to contain sneeze, cough, has an excessive runny nose, you will be asked to take them home.

Please telephone to let us know if your child will be away due to illness or some other reason.

If a child has to be given medication during a session, written authorisation from the parent/caregiver is required. This is put into our Medication Book on arrival, informing staff of what the medication is, the dose last taken, when we need to administer the next dose and how much to give. This is checked at the time it is administered and checked again when you pick up your child. Your signature will be required.

Note: The container must have the original label with the child's name, dose and time the medication is to be given.

If your child has a medical plan this needs to be provided at time of enrolment together with their medication. This is kept in a labelled bag, within the room so it can be easily accessed when required.

If your child develops a need for a plan during the year, please advise the staff ASAP. We can only abide by the directions as set out in any plan.

INJURIES

Any injuries that need attending to will be written up into an Accident Book and you then sign and date the book when you collect your child. If there is a serious accident at the pre-school, you will be notified immediately. If you are unavailable the emergency contact will be telephoned.

INFECTIOUS DISEASES

There is a list in the foyer and in our Policies Book, informing you of how long your child needs to stay away if they have been diagnosed with an infectious disease.

If and when we become aware of any infectious diseases within the kinder, a notice will be placed near the sign in book.

The table on the following page shows the required exclusion periods as provided by the Department of Human Services.

please note;

In specific relation to gastroenteritis

The period a child needs to be excluded if they have gastro related, vomiting symptoms is **24 hours from time symptoms stop, however** in the instance there may be an outbreak i.e., more than one child presenting with gastro illness, we adhere to the recommendation as set out through ELAA and The Department of Health and Human Services (DHHS), which state the child(ren) will need to be away at least 48 hours after symptoms have stopped.

Minimum period of exclusion from primary schools and children's services¹ for infectious diseases cases and contacts

Public Health and Wellbeing Regulations 2019

Schedule 7

Column 1 Number	Column 2 Conditions	Column 3 Exclusion of cases	Column 4 Exclusion of Contacts
1	Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded
2	Conjunctivitis	Exclude until discharge from eyes has ceased	Not excluded
3	Cytomegalovirus (CMV) infection	Exclusion is not necessary	Not excluded
4	Diarrhoeal illness*	Exclude until there has not been vomiting or a loose bowel motion for 24 hours	Not excluded
5	Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later	Exclude family/household contacts until cleared to return by the Chief Health Officer
6	Glandular fever (Epstein-Barr Virus infection)	Exclusion is not necessary	Not excluded
7	Hand, Foot and Mouth disease	Exclude until all blisters have dried	Not excluded
8	Haemophilus influenzae type b (Hib)	Exclude until 48 hours after initiation of effective therapy	Not excluded
9	Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness	Not excluded
10	Hepatitis B	Exclusion is not necessary	Not excluded
11	Hepatitis C	Exclusion is not necessary	Not excluded
12	Herpes (cold sores)	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible	Not excluded
13	Human immuno-deficiency virus infection (HIV)	Exclusion is not necessary	Not excluded
14	Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing	Not excluded
15	Influenza and influenza like illnesses	Exclude until well	Not excluded unless considered necessary by the Chief Health Officer
16	Leprosy	Exclude until approval to return has been given by the Chief Health Officer	Not excluded
17	Measles	Exclude for at least 4 days after onset of rash	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of exposure with any infectious case, or received Normal Human Immunoglobulin (NHIG) within 144 hours of exposure of any infectious case, they may return to the facility
18	Meningitis (bacterial —other than meningococcal meningitis)	Exclude until well	Not excluded
19	Meningococcal infection	Exclude until adequate carrier eradication therapy has been completed	Not excluded if receiving carrier eradication therapy
20	Mumps	Exclude for 5 days or until swelling goes down (whichever is sooner)	Not excluded
21	Molluscum contagiosum	Exclusion is not necessary	Not excluded
22	Pertussis (Whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment
23	Poliovirus infection	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery	Not excluded
24	Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced	Not excluded
25	Rubella (German measles)	Exclude until fully recovered or for at least four days after the onset of rash	Not excluded
26	Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced	Not excluded unless considered necessary by the Chief Health Officer
27	Shiga toxin or Verotoxin producing Escherichia coli (STEC or VTEC)	Exclude if required by the Chief Health Officer and only for the period specified by the Chief Health Officer	Not excluded
28	Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well	Not excluded
29	Tuberculosis (excluding latent tuberculosis)	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious	Not excluded
30	Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Chief Health Officer	Not excluded unless considered necessary by the Chief Health Officer

Regulation 111

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

* specified in column 3 of the Table in Schedule 7 if the person in charge has been informed that the child is infected with an infectious disease listed in column 2 of that Table; or

* specified in column 4 of the Table in Schedule 7 if the person in charge has been informed that the child has been in contact with a person who is infected with an infectious disease listed in column 2 of that Table.

*Diarrhoeal illness includes instances where certain pathogens are identified including Amebiasis (*Entamoeba histolytica*), Campylobacter spp., Salmonella spp., Shigella spp. and intestinal worms, but is not limited to infection with these pathogens.

Further information

Please contact the Communicable Disease Prevention and Control Section on 1300 651 160 or visit www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion

¹ Children's services cover the terms 'education and care service premises' or 'children's services centre' used in the regulations. It includes centres such as childcare centres and kindergartens.

PRE-SCHOOL POLICIES

The purpose of Alchester Village Pre-School Association is to support Early Childhood Learning (physically, socially, emotionally and academically), by using our indoor and outdoor environments in a safe and engaging manner.

- Families attending will not be discriminated against on the basis of race, gender or disability, religious or ethnic background.
- Parent involvement is an important component of the Pre-School.
Our program is based on the involvement and co-operation between parents, children, teaching staff and the Committee.
- The aims of the program are individually based and inclusive of all children. These are based on observation, planning and evaluation principles and are implemented according to the principles of learning through play.
- Our program will incorporate language, physical, intellectual, emotional and social interaction skills and promote the development of life skills.
- The establishment of competencies in these areas will provide the children with the skills that prepare them for future educational and life experiences.

Alchester Village Pre-School Inc. recognises our role as part of the community and will provide a flexible mode of service delivery that is responsive to the needs of the local community.

We have detailed policies which guide and shape how we implement our programs. They are available for your information, in the foyer of the Pre-School and in the office. They are continually being reviewed and updated.

Please feel free to view these at any time.

