



# Family Information Handbook



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APPROVAL NUMBER: 06017  
KPKINDERGARTEN.ORG.AU

## Welcome to Keon Park Kindergarten Incorporated!

We strive to provide your children with the care and education of the highest standard within a safe, secure and comfortable environment. We trust your family and your child will have an enjoyable and rewarding year at Keon Park Kindergarten. We are committed to providing a high-quality preschool program that facilitates learning through play. Our learning environment promotes development, growth, and promotion of life-skills through a play-based curriculum.

### KINDERGARTEN HISTORY

Originally a Baptist Church, our Kindergarten has been operating solely as a kindergarten since the 1950's. In the 1950's, Keon Park Baptist church generously donated the building to our kindergarten community.

Keon Park Kindergarten is managed by a volunteer parent committee of management.

Our close-knit, dedicated team of educators and co-educators is the reason Keon Park Kindergarten has become a vital part of the Reservoir community. Our educators either live or have lived in the neighbourhood, and consequently have formed strong ties to the local community. They have a diversity of life experiences, interests and knowledge, and bring the benefits of these into the learning environment.

Our curriculum promotes learning through play, exploration, discovery and investigation. Our indoor environment aims to stimulate, nurture and challenge our children and cater for their various interests. Our spacious outdoor area creates opportunities for children to connect with nature, engage in gardening and spend time in the sandpit using flexible resources and equipment for their enjoyment. Children are also provided with learning opportunities where they can engage and learn with their peers comfortably and be recognised as being a unique individual.

We believe collaboration with families is essential for successful learning and so the Educating Team place great importance on fostering home-kinder relationships. Educators regularly make children's learning accessible to families in a number of ways. Group program photos, videos and reflections are made available to read and view regularly.

Educators provide brief oral snapshots of children's learning at the conclusion of sessions, and formal parent-educator chat sessions are held throughout the year to inform parents of their child's learning and development. Educators also frequently communicate with families about the learning program via Whatsapp. Whatsapp is used as a communication source to provide families with descriptions of special events, to encourage discussions, make connections and further learning opportunities at home.

The educating team and the committee of management ensure they work closely with each other in contemplating on the future direction of the kindergarten and continuous improvement programs.

## PHILOSOPHY

We are committed to providing a high-quality preschool program that facilitates learning through play.

We foster a learning environment that builds on the 5 key elements of the Victorian Early Years learning and development framework (VEYLDF) Identity, Community, Wellbeing, Learning and Communication.

Guided by the principles of the Victorian Early Years Learning Framework, our interactions with children are intentional, respectful, and guided by a deep commitment to recognising each child's capabilities. We actively encourage children to make choices, promoting agency and supporting their growing sense of identity. Opportunities to practice independence are embedded in daily routines, fostering confidence and autonomy. We value children's voices and provide meaningful ways for them to take ownership of the kindergarten program, by ensuring the curriculum is co-constructed and responsive to their interests.

We believe in a strength-based communication philosophy that empowers children through respectful, clear, and positive interactions. Educators intentionally use verbal language that is developmentally appropriate, brief, and easy for children to understand. Children are guided with positive instructions and modelling behaviours to ensure all children feel confident, supported, and successful in their learning environment.

We believe that meaningful learning emerges from a responsive and reflective planning approach, one that honours each child's unique needs, interests, and developmental journey. Our learning program is intentionally designed to support exploration, repetition, and practice over time, enabling children to deepen their understanding at their own pace. We affirm that this approach fosters a sense of comfort, confidence, and joy in learning, as children are given the time and space to revisit, recall, and refine their skills in ways that are both rewarding and developmentally meaningful.

We believe in Jerome Bruner's cognitive development theory where the connection between language and thought is emphasised. "Bruner saw children as active participants in making sense of their world. He saw cognitive development to be a social process, and he promoted the idea of discovery learning, where the environment provides the answers, but the child makes the connections," (Department of Community Services, 2002, page 7).

Our learning environment is intentionally designed to foster a sense of comfort, belonging, and connection, where children can engage confidently with their peers. Guided by Lev Vygotsky's

sociocultural theory, we aim to enrich and deepen children's cognitive understandings through a scaffolding learning process with parents, teachers and more knowledgeable peers.

We believe that learning is most meaningful for children when it is visible, intentional, and reflective. Our educational philosophy is grounded in the belief that children learn best when supported through thoughtful scaffolding that allows them to build upon prior experiences. We intentionally embed visual supports throughout the kindergarten environment to inspire children's thinking, planning, and engagement. These tools are purposefully integrated across all aspects of the learning program to support children's independence, reflection, and deeper understanding.

In partnership with families and children, our programming practices offer meaningful connections to support the development of the "whole" child. This includes a focus on developing a child's knowledge and interests, skills that require practice, extending strengths, and connecting with family cultures.

We believe it is essential to collaborate with families recognising that families know and understand their child best. Building reciprocal relationships with families and children and creating a strong sense of community and belonging are the cornerstones of our learning environment.

We are guided by Uri Bronfenbrenner's ecological theory where importance is placed on five concentric circles that influences a child's learning and development:

- **Microsystem** - the immediate environment (family, school, peers and teachers)
- **Mesosystem** - Connections between the microsystems (relationship between home and school)
- **Exosystem** - Indirect environments (e.g., a parent's workplace)
- **Macrosystem** - Broader societal and cultural values, laws, customs
- **Chronosystem** – Time-based changes, such as life transitions or historical events (e.g., moving house, global pandemics).

We respectfully embed Aboriginal perspectives into our curriculum, recognising and honouring the histories, cultures, and contributions of Australia's First Nations peoples. Celebrating cultural events and also family customs is embedded within our learning programs. Our aim is to extend children's understanding and awareness of their peers' cultural celebrations and traditions through creative experiences such as art, craft, storytelling, and shared adventures that inspire curiosity, empathy, and joy. Through these inclusive and culturally responsive practices, we support children in developing a strong sense of identity, belonging, and respect for diversity.

We are a child safe organisation who is profoundly committed to protecting the health, safety, and wellbeing of every child at all times. Our practices are centred around acting in the best interests of children, and we take every necessary step to ensure their safety and wellbeing.

We uphold the highest standard of safety for all children by maintaining a zero tolerance towards child abuse, discrimination and racism. Our proactive approach is inclusive, respectful, and focused on promoting equality, to ensure every child feels valued, supported, and included.

Our emphasis on child safety education and empowerment is a key component of our protection process. Our learning program offers intentionally planned and naturally embedded child safe concepts and strategies which educate and empower children and their families.

We fulfil our duty of care by maintaining open channels of communication with families and relevant authorities to promote the wellbeing and safety of children, and to share information that is consistent with the best interests of the child.

Our team of educators nurture a professional culture inspired by mutual respect, trust, reflective dialogue and shared purpose. This spirit of connection creates a warm, welcoming environment often described as a 'home away from home'. This naturally extends to children, families, and visiting professionals.

Our educating team and the committee of management work in partnership to contemplate the future direction of the kindergarten within continuous improvement programs.

## KINDERGARTEN GROUPS & SESSIONS

Age Group	Group Name	Session Times	Educators	Group Capacity
3-year-old	Gumnuts	Tuesday and Friday <b>9.30am – 2.30pm</b> (5hrs) Total for week = 10hrs	Melissa Serratore (Kindergarten Teacher)  Gladys El-Tawil (Diploma Educator)	18
4-year-old	Koalas	Monday, Wednesday, Thursday <b>9.30am – 2.30pm</b> (5hrs) Total for week = 15hrs	Rita Mazzilli (Kindergarten Teacher)  Gladys El-Tawil (Diploma Educator)  Elena Borg (Diploma Educator)	27

### KEON PARK KINDERGARTEN PARTNERSHIP MANAGER

The kindergarten committee of management has employed a partnership manager in a non-teaching role.

In this position our partnership manager will provide mentoring and support within our kindergarten community to deliver a high-quality service.

Our partnership manager will also initiate our kindergarten's BIG BUILD project.

The BIG BUILD is an essential project that aims to support our kindergarten as our kindergarten transitions into meeting the expectations of the future reforms. By 2029 ALL kindergartens must offer 15 weekly hrs of 3-year-old kinder. By 2036 all kindergartens must offer 30 weekly hrs of 4-year-old kindergarten (Pre-prep). Each year leading up to 2029 and 2036 our sessional hrs will gradually increase for both groups.

To successfully achieve this, we have identified our kindergarten service requires a second indoor learning space.

Our partnership manager will support the process of applying for building grants and will project manage the process.

Our partnership manager is Popi Guzzardi. Popi can be contacted on **0410670639** and [keon.park.kin@kindergarten.vic.gov.au](mailto:keon.park.kin@kindergarten.vic.gov.au)

### EDUCATIONAL LEADER

The educational leader will work in partnership with our committee of management, and partnership manager. The educational leader will provide leadership and support within our kindergarten community to deliver a high-quality service.

Our educational leader and nominated supervisor is Rita Mazzilli. Rita's days of employment are Mondays, Wednesdays and Thursdays.

Rita Mazzilli can be contacted on 94601271. Non urgent communications can be shared via mobile phone number: **0491105244** or email: [koalas.keon.park@kindergarten.vic.gov.au](mailto:koalas.keon.park@kindergarten.vic.gov.au)

### KINDERGARTEN GROUP CONTACT NUMBERS AND EMAILS

To speak with an educator over the phone and for all URGENT communications, we encourage parents to call the kindergarten landline on **94601271**.

The kindergarten has a mobile phone number connected to each kindergarten group. Mobile phones are predominantly used to SMS, MMS or share WhatsApp communications with our kindergarten community. Our kindergarten committee, educational leader, teachers, and educators will share regular updates with families via these communication forms.

We encourage parents to SMS the relevant group mobile phone for NON-URGENT communications. The kindergarten landline **94601271** MUST be used to speak directly with an educator.

**Koalas group: Rita, Elena and Gladys**

Mobile phone number: **0491105244**

Email address: [koalas.keon.park@kindergarten.vic.gov.au](mailto:koalas.keon.park@kindergarten.vic.gov.au)

**Gumnuts group: Melissa and Gladys**

Mobile phone number: 0490377050

Email address: [gumnuts.keon.park@kindergarten.vic.gov.au](mailto:gumnuts.keon.park@kindergarten.vic.gov.au)

## MANAGEMENT & LICENSING

The Committee of Management (CoM) is responsible for the approved education and care service known as Keon Park Kindergarten Inc.

The Nominated Supervisor of Keon Park Kindergarten is responsible for directly monitoring the day-to-day operations of the education and care service to ensure it meets all regulatory requirements and the policies and procedures within this manual.

Members of the CoM are **volunteer representatives** from the parent body and may include other elected members from the community.

Representatives are elected at the Annual General Meeting and nominations are taken for the committee positions and subsequently held for the following year.

All CoM positions are to be occupied in order for the kindergarten to operate, these include: President, Vice President, Treasurer, Secretary, Enrolment and Fees Officer, Fundraising coordinator and assistants, Maintenance coordinator and assistants, Marketing & Grants Officer, Risk Management/OH&S Officer, Grievances and Complaints Officer.

All CoM members are required to maintain their position for a minimum one-year term.

The CoM meets monthly, these meetings are open to the entire kindergarten community including parents and members of the educating team. The agendas and minutes of these meetings are available to stakeholders of the service.

*If you would like to find out more about participating on the CoM, please approach a Committee Member or Educator, or email [keon.park.kin@kindergarten.vic.gov.au](mailto:keon.park.kin@kindergarten.vic.gov.au)*

## PARENT AND EDUCATOR PARTNERSHIP

Working in partnership with parents is a major focus at Keon Park Kindergarten. Educators will often have informal chats with parents before and after the kindergarten learning session. Formal parent educator chats will take place throughout the year. During these opportunities educators and parents share information about a child's kindergarten learning journey.

## COMMENCEMENT OF KINDER

At Keon Park Kindergarten we believe parents are their child's first educators and we work towards developing productive and successful parent/educator partnerships.

## Interview Day

The educator - parent partnership begins at our essential interview day. This meeting is an important introduction to kindergarten, giving educators, parents, and children an opportunity to officially meet and chat. Parents will have an opportunity to ask questions and share private and confidential information about their child's development. Educators will in addition provide transition information with starting dates.

## Orientation day

Orientation day is an important introduction to kindergarten. It provides children and parents the opportunity to meet other families as they begin familiarising themselves within the kinder environment. Orientation day we will also provide an opportunity for teachers to share information about transitioning to kinder, kindergarten processes and procedures and the learning program. This can be a time where parents can ask questions and have comfortable discussions as a group.

## Parents stay and play session (3-year-old Gumnuts group ONLY)

At Keon Park Kindergarten we believe parents are the primary influence on children's learning and development. We also believe educators play a vital role in advancing children's learning and development. With this information as a guide, we invite parents and children to join educators for a "stay and play session". During this mini session educators and parents can work together to introduce the 3-year-old kinder environment and program to children as a team. We aim for this experience to assist children to comfortably begin their transition into kinder. During this session it is recommended parents get completely involved in the learning program with their children. We ask that all attention is provided to the enrolled kinder child during this session. For this reason, this session is a "SIBLING FREE" session.

## SETTLING INTO KINDERGARTEN

During the first few weeks of kinder Educators will be focusing on assisting children to have a happy and comfortable transition from their home environment to their kinder environment. Assisting children to develop a sense of belonging and comfort will be more successful if children are introduced to kinder gradually. Having reduced session times for the first 2 weeks and dividing the whole group of children into 2 smaller groups will provide children with an opportunity to enjoy kinder and may reduce the possibility of some children feeling anxious, or worried about mum and dad's absence. We will gradually build up to our normal longer sessions. Individual assessments can be made if a child requires a longer period to settle in or alternatively a shorter time to settle in.

### Supportive transition strategies within the learning program

Kindergarten social stories are provided to children prior to the new kindergarten year commencing. Parents are encouraged to read these social stories with their child regularly leading up to the beginning of term 1 and during term 1. These social stories will support children to develop an understanding of their kindergarten environment, routine and will support a sense of belonging.

Educators spend quality time planning and preparing an interest-based learning program for all children. The "interest" learning program is connected to the answers parents record on the enrolment questionnaire.

Educators use this information to intentionally prepare inviting learning spaces that support children's interest, comfort, and happy engagement. Educators will always support an unsettled child by actively encouraging the child to participate in the learning program.

Children's photos and family photos are also displayed in several areas of the learning space to encourage a further sense of belonging.

A photo poster is prepared and provided to families on orientation day. It includes a labelled photo of each child in the group. The photo poster aims to support parents and children to learn the names of kinder friends.

### Supportive transition strategies to guide parents:

- Regularly read the kindergarten social stories with your child before term 1 begins and throughout term 1.
- Learn educator names and the names of other children in the group using the photo poster provided during orientation week.
- Say goodbye to your child when ready to leave and remind your child that you will return after story time. By saying goodbye, a trusting relationship is developed with your child.
- Resist the urge to turn back no matter how distressed your child may be. Commonly, children stop crying as soon as their parent is out of view. Children are more willing to then engage in the program.
- Long goodbyes heighten emotional intensity and more often it can impede the settling process.
- Share a quick but special goodbye ritual such as a hug, kiss, high five or a wave.
- Make connections by finding out who your child enjoyed playing. Utilise the photo poster to support discussions.
- Make connections by finding out about the kindergarten learning experiences your child enjoyed most. Utilise the provided social stories to connect your discussions with visual images.

- Photos of children engaging in play will be regularly shared with parents. It is helpful to view these photos with your child. This strategy will give parents an opportunity to hear their child's voice as they share their ideas about their learning and engagement.
- Talk positively about kindergarten!

### WHAT TO BRING TO KINDER

There are several items children need at kindergarten each day. Personal items and belongings assist children to build their confidence, their sense of belonging and may also assist children who are finding it more difficult to settle in.

Please label your child's belongings such as removable shoes, sunhats, bags, hand towel and coat.

Children require the following items:

- **User-friendly backpack** to hold personal items such as a jumper, lunch box, drink, hand towel, hat and to take work home in.
- **Warm coats** for cold days
- **Change of clothes** in case of toilet accident or wet from waterplay
- **Sunhat** and **ROLL-ON SUNSCREEN**
- **Drink bottle with water.** No cordial or soft drink
- **A clean hand towel.** Please put your child's name on their handtowel. This towel needs to be brought to kinder and will be brought home after every session. It also needs to be washed and dried ready for the next kinder day. Please sew a piece of elastic on the edge of the handtowel to make it easy for your child to hang it on a hook.
- **Lunch and Snack food items for each session.** We encourage nutritious food items. All food should be prepared so children can manage these easily. Only small treats of biscuits, cake or chocolate permitted. Children will be encouraged to eat their healthier food options before eating treat options.
- **No lollies permitted at kindergarten!!!**
- **Due to children's allergies PLEASE AVOID NUT ITEMS.**

## Ideas on what to include in a child's lunch or snack:

<b>Sandwiches</b> With fillings such as cold meats, cheese slices, cheese spread, tomatoes, cucumbers, beetroot, butter, vegemite, jam.	<b>Rice Crackers/corn crackers</b>
<b>Fruit – Fresh fruits</b> Dried fruit (provided it isn't mixed with any type of nuts) Natural fruit purees	<b>Yoghurt</b> Yoghurt balls Yoghurt apricots and yoghurt clusters (provided that they are not mixed with nuts) Tubs of yoghurt.
<b>Fresh Vegetables</b> Capsicum slices, cucumbers, cherry tomatoes, celery sticks- (please note that raw carrot sticks are not recommended for children until the age of 5 due to being a choking hazard)	<b>Cheese</b> Cheese stringer, cheesy pops, cheese sticks, cheese dip packs, cheese spreads) <b>Antipasto</b> Olives, kabana, kabana twigs

*We ask families to avoid packing food items containing nuts as we currently have children attending the kindergarten who are at risk of anaphylaxis. We thank you for your understanding. Further information is available by reading our policy for 'Children at risk of Anaphylaxis'.*

## CLOTHING

We recommend children are dressed in comfortable and easy to wash clothes suitable for messy and active play. Although every effort is made to protect children's clothing, we recommend children wear clothes that are not of high emotional or monetary value because accidents do occur when children are learning and exploring with new media.

The manufacturers of the non-toxic paints we use recommend the following washing procedure:

- Soak the paint-stained garment in cold water overnight.
- Avoid using Oxygenated nappy soakers as these corrode zips and buttons.
- Wash in warm water in detergent or "Wonder Soap".
- Avoid using stain remover agents before soaking and washing as these may "fix" the paint.

*Please label every item of clothing including shoes so that discarded garments can find their way back to the rightful owner. Using a permanent marker is as effective as commercially manufactured labels.*

## BIRTHDAYS



Birthdays are a special event for children.

We encourage and welcome children to bring something to share with their friends.

For food safety reasons we encourage parents to purchase items from a store such as cupcakes or muffins. Cupcakes and muffins require minimal handling and have a reduced risk of cross-infection.

In summer, a whole watermelon may serve as a birthday cake or a bowl of strawberries.

Nonedible items are also encouraged such as stickers or bubbles! Be inventive and make it easy on yourself.

Birthday items to be shared with friends will be given to children at the end of the kinder session. Parents are free to decide when their child will eat birthday treats.

## CHILDREN'S TUBS

All children will be allocated a kindergarten tub. This tub will be labelled with each child's name on it. The 3year old Gumnuts group children will have a white tub and the 4year old Koalas group children will have a green tub.

On the first day of kindergarten children will place their sunhat, roll on sunscreen and a change of clothes in their tub for future use. Children will be able to use their tub as a safe space to place activity items they wish to continue at a later stage. This may include drawings, pastings, or construction items.

If a child forgets an item at kinder we will safely place it in their tub until the next session.

## CHILDREN'S PIGEONHOLE

Children will have a pigeonhole space labelled with their name on it. This pigeonhole space is in the foyer area. Children's artwork and paintings will be placed in this pigeonhole. Please check this before or after each session.

## ARRIVAL & DEPARTURE

When bringing and collecting your child from kindergarten please come right into the learning environment, this will help your child to feel more secure and will enable us to see who is with your child.

Children **should not** be left at the gate or in the foyer. It is expected that a parent or carer will bring their child into the kindergarten.

All children attending Keon Park Kindergarten **must be signed into the attendance record and subsequently signed out of the attendance record**. This action should be completed by an authorised person, parent or carer. An educator may also sign the attendance records. The correct details on arrival and departure must be accurately recorded.

All parents/carers are responsible for their outside of kinder starting and finishing session times. Children **should not** be left alone on the playground un-supervised at any time.

## COLLECTION OF CHILDREN

We ask families to notify educators of who will collect their child from kinder by recording the authorised person's name in the attendance book each morning. This person must be detailed on the child's enrolment form as an authorised person.

Parents and carers who wish to add additional authorised persons to the enrolment form should do as soon as practicable and before this person collects the child. All changes should be made through the educators.

If the new authorised person is collecting a child for the first time, a parent or carer must notify the service. This allows the educators to actively look out for the new authorised person and can discuss this with the individual child. Educators will also need to ensure that the person collecting the child follows collection procedures including signing in and out of the attendance record and recording the time.

No child is to leave the kindergarten with a non-authorised person. In this instance, a parent will be phoned to clarify the situation.

## LATE OR NON-COLLECTION OF CHILDREN

Parents of children who have not been collected from the service 15 minutes after the conclusion time will **incur a fine of \$15.00 per 15 minute** or part thereof per child.

A child may be deemed non-collected from kindergarten if the service has not been notified that a parent, carer or authorised person is running late and it is 15 minutes past the conclusion time of the session.

Children will be reassured and made comfortable whilst non-collection procedures are engaged.

In the case of non-collection of a child from kindergarten, the following steps will be taken:

- Contact the parent or carer by phone.
- Authorised persons, as detailed on the child's enrolment, will be contacted by phone.
- If contact is established with parents or authorised persons, arrangements to collect the child will be made. Immediate collection will be required.
- The President or Vice-President of the Committee of Management will be contacted and updated with the details of the situation.
- After these procedures have been followed or the time of 45 minutes after the conclusion of the session has occurred, the educator or Committee of Management representative will contact the Department of Education and Training (DET) or Victoria Police for support and guidance. A report will then be made of the incident and forwarded to the Department of Education Training.

## UPDATING CONTACT DETAILS

Parents must notify Educators immediately if there are any changes to parent contact details and/or the contact details of other authorised persons.

Accuracy of this information is essential in case of an emergency.

## UNWELL CHILDREN

Parents are reminded to keep their child home when they are feeling unwell. Children often insist on attending kindergarten even when they are unwell. We ask parents to ensure all children who are symptomatic remain at home to avoid the spread of viruses within our kindergarten community.

Parents must inform educators of the nature of a child's illness by either calling the kindergarten landline or sharing an SMS on the kindergarten mobile. This information is required to support the processes and procedures we have in place to minimise the spread of infectious diseases and viruses within our kindergarten community.

If a child becomes symptomatic while at kindergarten, we will contact the parent, or if necessary the authorised person, to collect the child as soon as possible.

Children must be **SYMPTOM FREE** for **72 hours** after the **last attack** of the following symptoms:

- Diarrhoea
- Upset stomach or vomiting
- Cold or flu symptoms
- Fever
- Eye/nose mucus
- Cold sores/ Body sores
- Sore throat
- Difficulties breathing/coughing

### MEDICAL CONDITIONS

Children who have existing medical conditions require a Medical Management Plan before starting kindergarten. A child's Medical Management Plan will be displayed in a prominent location within the kindergarten. This will enable educators to attend to a child's medical needs in an informed and efficient manner if the need arises.

Completed medication forms will be required before a child commences kindergarten. This includes a doctors medical management plan, risk assessment document and signed communication document. Educators will guide parents and carers with the required completion of medication records.

### MEDICATIONS

All medication must have the child's name, name of medication, dosage, use-by-date and be in its original packaging when brought to kindergarten.

### INCIDENTS AND ACCIDENTS

Educators will promptly administer first aid if an incident, accident or traumatic event occurs.

Parents and/or carers will be informed of any injury or trauma to their child as soon as practicable.

Parents and/or carers will be informed immediately if medical aid or hospitalisation is required.

## EMERGENCY PROCEDURE

Keon Park Kindergarten Inc. has emergency procedures, which are known and practiced regularly by educators and children. Parents will be notified when an emergency practice is going to be conducted and the type of emergency practice to be practiced (internal or external). Emergency practices are conducted at least once per term.

## OUR COMMITMENT TO CHILD SAFETY

Keon Park Kindergarten

- is committed to the rights of all children to feel safe, and be safe at all times, including:
  - promoting the cultural safety and wellbeing of Aboriginal children
  - promoting the cultural safety and wellbeing of children from culturally and linguistically diverse backgrounds
  - promoting the safety and wellbeing of children with a disability
  - promoting the (right to) safety and wellbeing of trans and gender diverse children and their families in ECEC settings
  - ensuring that LGBTIQ+ children and families feel included
- promotes the culture of child safety and wellbeing within the service
- values, respects and cares for children
- fosters opportunities for each child to participate, express their views and to learn and develop
- always acts in the best interests of each child and has zero tolerance of child maltreatment, abuse, neglect and racism.
- takes all reasonable steps to ensure the health, safety and wellbeing of children at all times, whilst also promoting their learning and development
- actively manages the risks of abuse or harm to each child, including fulfilling our duty of care and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm
- continuously improves the way our service identifies risks of and responds to child abuse and encourages reporting and improved responses to allegations of abuse.
- proactively sharing information with relevant authorities to promote the wellbeing and/or safety of a child or a group of children, consistent with their best interests.

If parents have concerns about the safety and wellbeing of any child, please contact:

Child Protection line - 131 278

Child FIRST (Child and Family services Information, Referral and Support Teams) - 9450 0955

## PARENT CONCERNS

Parents and carers have the right to give feedback and express their concerns to management of the Keon Park Kindergarten without fear of prejudice or bias.

The Committee of Management and Educating team encourage children and families to discuss concerns, feedback, and complaints with the Teacher in Charge either in person or over the phone.

The Teacher in charge will be available for these conversations and will ensure there is an appropriate time and place to formally meet to resolve the issue.

If the complaint is not addressed to satisfaction the kindergarten's Complaints and Grievances officer can then be contacted on [kpkcomplaints@outlook.com](mailto:kpkcomplaints@outlook.com)

All concerns and complaints will be dealt with in a confidential manner with only relevant members being engaged in a solution.

If a resolution has not been reached to satisfaction, parents can refer the complaint to the Department of Education Quality and Assessment Regulation Division

2/189 Urquhart Street, Coburg VIC 3058

T: 03 7005 1989

Email: [vecra.northern.metro@education.vic.gov.au](mailto:vecra.northern.metro@education.vic.gov.au)

## PRIVACY & CONFIDENTIALITY

We are committed to protecting the rights of families and children in regard to privacy and confidentiality of records and information about individual children and families. Procedures relating to confidentiality and privacy are guided by the National Privacy Act 1988 and the Victorian Information Privacy Act 2000.

We have a *Privacy Policy* which illustrates how we will collect, use, disclose, manage and transfer personal information including health information.

Families will be informed of the need to collect specific information and the reasons for this information collection. Essentially information is collected for enrolment purposes, data collection for funding compliance and general compliance as detailed in the Education and Care Services National Regulations.

Personal information will not be disclosed to other families within the service or to external persons or organisations.

## INCURSIONS & EXCURSIONS

Incursions and excursions will be made available to children to build on their interests and knowledge. Information on incursions and excursions will be communicated with families and children in advance.

Our kindergarten might charge a cost recovery fee for one off excursions, incursions, or special events. If applicable further information about this will be shared ahead of time.

Parents will be required to complete and sign excursion or incursion permission forms. We ask these forms are completed, signed, and returned to educators promptly.

## FEE STRUCTURE & FUNDING

The 3-year-old kindergarten and 4-year-old kindergarten is subsidised by the State Government. State Government funding is normally supplemented by fees charged to families to cover the full operational costs of the kindergarten.

**Keon Park Kindergarten has opted-in to Victorian Government's Free Kindergarten initiative, which mean no fees are payable.**

Families can only enrol their child in one FREE kindergarten program at any one time. This means all children can access a funded kindergarten program and free kinder subsidy at one service only at any time.

Our kindergarten welcomes parents to make voluntary donations. Donations are not compulsory.

## CHILDREN TURNING 3YEARS OLD AFTER THE COMMENCEMENT OF TERM 1

Children must be 3 years of age prior to the 30<sup>th</sup> of April of the year they enrol, to be eligible to attend the 3-year-old program. Children are unable to commence in the 3-year-old program, until they have turned 3.

## FUNDRAISING

Fundraising is designed to create an opportunity for the kindergarten community to come together and have fun.

Fundraising is also used to supplement curriculum experiences including incursions and excursions and additional support materials and resources. One of the focuses every year has been to work towards providing an inspiring, inviting, and sustainable outdoor space. This will continue well into the future.

We will ensure that all fundraising activities have a particular purpose and are purely offered based on voluntary contribution.

Keon Park Kindergarten Inc. will ensure that any fundraising monies will be strictly used and distributed in the way that it has been promoted and advertised.

The Fundraising Coordinator, Treasurer and/or Bookkeeper will ensure that fundraising activities, monies raised, and appropriate financial records are submitted and reported to the Committee of Management.

## POLICIES & PROCEDURES

Our Policy and Procedure Manual is the master manual for all policies and procedures at Keon Park Kindergarten Inc. The policy and procedure manual has been created to provide guidance to all members of Keon Park Kindergarten Inc.

A hardcopy of the Policy and Procedure Manual is currently available for viewing at the kindergarten.

Our kindergarten's policies and procedures are available to view via our kindergarten website [kpkindergarten.org.au](http://kpkindergarten.org.au)

Our policies and procedures are reviewed annually. Each year we will seek feedback from parents to ensure our policies remain useful and practical.

The items set out in this family handbook are also reviewed annually. Parents and carers are encouraged to provide feedback to ensure this family handbook is useful and practical.

*Thank you for choosing Keon Park Kindergarten.*

*We look forward to working in partnership with you to support your child through their learning journey.*

*Popi Guzzardi (Partnership manager) Wednesday*

*Rita Mazzilli (Koalas group teacher and educational leader) Monday, Wednesday & Thursday*

*Melissa Serratore (Gumnuts group teacher) Tuesday & Friday*

*Gladys El-Tawil (Koalas & Gumnuts group educator) Monday to Friday*

*Elena Borg (Koalas group educator) Monday, Wednesday & Thursday*

