



One
World for
Children

Kinder Handbook



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Acknowledgement of Country

Here is the land; Here is the sky; Here are my people and here am I. We give thanks to future, present and past; Ancestors and Elders and the connection that lasts. We acknowledge the Wathaurong people on whose land we learn and play; We promise to look after it every day.

Welcome

Welcome and congratulations on the commencement of your kindergarten journey at One World Children's Centre.

We realise what an important and exciting milestone kindergarten is in your child's development and recognise the joint responsibility we share in helping your child grow and learn.

We look forward to working with you to ensure that the kindergarten years are an enjoyable experience for you and your child.



Child Safety and Wellbeing

Statement of Commitment to Child Safety

One World Children's Centre is committed to the cultural safety of all children, including Aboriginal children, children from culturally and linguistically diverse backgrounds and to provide a safe environment for children with a disability. We will continue to build partnerships with parents and guardians to ensure the responsibility around children's health, safety, wellbeing, and development is a shared priority.

We understand our legal and moral obligations to treat any child safety concerns seriously. We report any allegations and wellbeing concerns to authorities to implement effective strategies to assist in ensuring the safety and wellbeing of all children and young people. Our Service will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment.





Our Early Childhood Program

The Benefits of Kindergarten

Kindergarten involves learning through doing. During the early years of childhood development your child is forming many basic concepts through the process of reasoning, hypothesising, formulating and asking questions, and seeking solutions to problems. During the first five years children develop and learn faster than at any other age, and kindergarten aims to provide a safe environment in which this development can be encouraged and facilitated.

As your child progresses towards school age they will require more challenging experiences and more complexity in relationships to prepare for the transition to school and a lifetime of learning.

An important indication that children are ready for school can be observed in their social skills. At school, children need to be confident enough to solve their own conflicts, ask questions of adults that they don't know, work independently as well as co-operatively with others, and make new friends.

For this reason our curriculum is developed to provide opportunities for your child to develop confidence and self-esteem, to practice creative problem solving skills, to be independent and make choices, to communicate effectively, and work co-operatively with others.

Our Kindergarten teachers also concentrate on the early literacy and numeracy skills via a play based curriculum throughout the year.

The development of pre-maths and pre-language skills are enhanced through incidental teaching e.g. asking children how many objects they have, or placing named placemats at the lunch tables to encourage the recognition of names, and through exploring these concepts with the children in the children's own time and when they are interested.

While our Kindergarten Curriculum does not include the formal teaching of your child to read and write, our teachers do actively encourage your child's interest.

The Early Years Learning Framework has been developed to ensure your child receives a quality education program. This is a vital time for children to learn and develop. For the Kindergarten Teachers the framework and our Centre's unique philosophy helps to guide the program.

To ensure our curriculum is of the highest standard we employ a mentor and an Educational Leader.

The Kindergarten years are preparation for your child's transition to primary school and as such they are important years in your child's development.



Early Childhood Curriculum

The primary focus of our coordinators is to facilitate and actively contribute to the ongoing development of innovative educational programs within the Centre that appropriately reflect current thinking and reflect the Early Years Learning Framework.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life. One World for Children use the Framework in partnership with families to develop learning programs responsive to children's ideas, interests, strengths and abilities and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of belonging, being and becoming.

Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.

Being is about living here and now. Childhood is a special time in life and children need time to just "be" – time to play, try new things and have fun.

Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.



Play is learning

Play is very important for children. Through play young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create. When children play, they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework. One World for Children Kindergarten teachers and educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.



Relationships are key

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn. In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and independently explore the world around them.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity;
- connections with their world;
- a strong sense of wellbeing;
- confidence and involvement in their learning; and
- effective communication skills.

One World for Children incorporates a focus that we refer to as life skills. This program focus is evident in all playrooms as well as other aspects of the Centre's operation and is what makes One World quite unique from other early education services.

Watching your child's progress

Using the Early Years Learning Framework One World Kindergarten teachers and educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, observing and talking to your child. They will keep in touch with you regularly to discuss your child's progress. At One World for Children each child will have a digital portfolio – Storypark – that may hold photos, a collection of your child's work and observations to show what your child is learning, how they are developing and what particular learning interests them. This work is accessible to families to read, reflect on and add their own comments to share with educators.

All information on your child's developmental progress is available for you at any time. Kindergarten Teachers do welcome individual meetings with you to discuss your child's development should you wish. Kinder 4 mid-year reports and end of year transition statements are prepared that detail your child's progress. All observations of your child are kept confidential.

The Kindergarten Teachers are provided with scheduled blocks of time during the week for curriculum development, preparation and evaluation. This time is used by the Teachers to not only document observations and plan for the children, but to also read relevant literature, source and create new resources for use within the kindergarten room and to meet with parents when required.

What are the values that underpin our curriculum, and what will your child learn?

We believe it is important for children to enjoy their environment, and to have the opportunity to explore their creativity. That is why our kindergarten curriculum fosters creative development and aesthetic awareness and why such care is taken to create an aesthetically pleasing environment for your child.

We promote gender inclusion and equality. The use of multicultural, non-gender bias and environmental sustainably focussed equipment, books, music and posters also reinforce our curriculum goals. A musical program has been introduced to every room every day within the Centre. This gives children the opportunity to sing, dance, use instruments and learn about music theory.



An arts program is also implemented each day which consists of clay, drawing, painting and transient art. Each child is supported to develop their skills through our artist in residences program. Your child throughout the year will participate in different art projects.

Our programs are further supported by the respect, inclusion and cooperation modelled to the children by the staff within the Centre. Your child will learn about resolving conflicts creatively and positively in an atmosphere of support and cooperation while participating in our program.

Outdoors is the setting where much of your child's learning takes place and we therefore place a considerable emphasis on our children's playground. Our playground was designed by both staff and a landscape architect and gardener to reflect the Centre's philosophies and to provide an area where the children's natural sense of curiosity can be nurtured.

We place special emphasis on providing curriculum that meet the individual needs of each child, that are underpinned by our values and beliefs about children and reflect early childhood best practice and the Early Years Learning Framework.

You can be confident that your child's learning and growing competence is enhanced and nurtured whilst in our care.



Curriculum Planning Goals

For children to experience a curriculum that stimulates learning across all areas of development and demonstrates respect for each individual child's needs

For children to participate in planned and spontaneous creative music, dance, movement or drama.

For children to participate in the program equally, by ensuring children of both genders and all abilities have access to the activities and equipment provided.

For the curriculum to promote to children the importance of showing acceptance of different and diverse cultural practices by developing children's knowledge of the customs and celebrations of cultural groups.

For all children to actively participate in a wide range of learning experiences that are challenging, meet individual needs and reflect an anti-bias approach.

For staff to ensure that curriculum planning practices are evaluated on an ongoing basis to ensure that our curriculum is of best practice.

For parents to be encouraged to contribute to the overall development of each child's experience within the curriculum by offering suggestions to the curriculum.

To promote health and hygiene within the curriculum in a fun and pleasant manner.

For transition times including meal times, sleep times, toileting and nappy changing times to be used as learning experiences as well as relaxed social times for both the staff and children.

For the curriculum to reflect the vision of the Early Years Learning Framework.





Our Aims for the Kinder Year are:

- To know each child and their family as individuals.
- For children to feel comfortable within the kindergarten environment.
- For children to develop a sense of self.
- To help each child develop to their full potential.
- For children to develop independence.
- For children to take part in a variety of experiences so that they may develop self-esteem and confidence.
- For children to explore all areas of development including Maths, Science, Social Studies, Art, Music, Movement and Literature.
- For children to become creative thinkers.
- For children to work towards turn-taking and cooperation with others.
- To provide an inclusive and equitable program, in which children challenge stereotypes.
- For children to be aware of and be respectful towards others.
- For children to take an active role in solving their own problems.
- For children to be responsible for their belongings and actions.
- For children to be environmentally aware.
- To prepare children for the transition to school and a lifetime of learning.

Our aim is to ensure that your children's kindergarten years are filled with challenges as well as enjoyment and wonder. We hope that these years will be remembered as years of shared achievements.

The Secret of Self-Esteem

Children are the future and that future is dependent on how children are treated, respected and valued – now. The way in which adults interact with children today will affect these children and their peers in their future.

Children require positive self-esteem for effective development. Research demonstrates that a child's self-esteem will have a dramatic effect on their future. We know that children who think highly of themselves behave in ways that are responsive, constructive and positive. In contrast, children who do not feel worthwhile are more likely to behave in a destructive and irresponsible manner.

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It is because of these reasons that it is very important that children are treated with respect and have the support to develop an understanding that "Who I am is okay".

Early childhood is therefore a vital time in which children develop a sense of self-worth, and as educators it becomes an important part of our role to nurture these feelings.

Our program is designed to help children develop this sense of self-esteem. We will be working as co--constructors with your children's learning giving them the opportunity to make some decisions about what we will be working on during the kindergarten sessions.





Bush kinder

We're excited to include a weekly Bush Kinder program within our kinder 4 program.

This learning opportunity will allow children to thrive in the natural setting of Wurdi Youang (the You Yangs), engaging in meaningful, hands-on learning experiences that connect them with Country, each other, and themselves.

The children will partake the role of Nature Detectives, discovering all sorts of fascinating natural treasures - including chrysalis shells, seed pods, bird nests, and animal tracks. Such discoveries spark rich conversations and a sense of wonder, encouraging observation skills and curiosity about the world around them.

Bush kinder produces beautiful opportunities to explore the life cycles of trees - from tiny new sprouts pushing up through the earth, to strong mature trees, to stags (dead trees) that still play an important role in the ecosystem. These observations naturally lead to discussions about change, growth, and the passage of time in nature.

Time spent in the bush supports children's emotional regulation, resilience, and creativity, while also encouraging teamwork, problem-solving, and respect for the land whilst embedding Aboriginal perspectives into daily experiences - learning from and about the Country we walk on and acknowledging its cultural significance through stories and practices shared by Traditional Owners.

Eligibility for Kinder

Eligibility for Kinder 3 or Kinder 4

The kindergarten program is available to children who either,

- Turn 3 years of age by 30 April in their year of enrolment or
- Turn 4 years of age by 30 April in their year of enrolment

To attend the funded kindergarten program your child will attend 15 hours per week which equates to 2 days per week or 600 hours per year.

Kinder Schedule

We have a kinder 3 and a kinder 4 playroom that share a bathroom and the outdoor environment. Both our integrated long day kindergarten programs operate 40 weeks of the year from 8.15am to 4.45pm Monday to Friday. Childcare is available 6.30am to 8.15am and 4.45pm to 6.30pm during the school term and 6.30am to 6.30pm during school holidays.

Fees are applicable for 52 weeks of the year.



Kindergarten Funding



Why Early Start Kindergarten is important

Accessing high quality early childhood education for two years has a substantial and positive impact on a child's cognitive, emotional and social skills. Through play-based learning at kindergarten, your child will gain new or improved skills in a number of different areas, including:

- learning how to become an effective learner;
- developing and extending their communication and language skills;
- building self-confidence and social skills;
- building understanding of identity and culture;
- learning to be creative through arts, dance and music; and
- developing skills in literacy and numeracy.

Early Start Eligibility

Early Start Kindergarten provides your child with access, up to 15 hours per week, of kindergarten at a reduced fee. This is dependent on eligibility.

To be eligible for Early Start Kindergarten, your child must be three by 30 April in the year they start kinder 3

- is from a refugee or asylum seeker background; or
- identify as Aboriginal or Torres Strait Islander; or
- your family has had contact with Child Protection.

Please see reception if you are eligible for this funding.



Pre-Prep

Four-Year-Old Kindergarten is becoming Pre-Prep; there is no difference between the program offered for Four-Year-Old Kindergarten and Pre-Prep. Pre-Prep offers children more hours to learn and socialise through play.

Across the state of Victoria, Aboriginal and Torres Strait Islander children, children from a refugee or asylum seeker background, and children who have had contact with Child Protection services can access to up to 25 hours of Pre-Prep a week, increasing to up to 30 hours a week from 2028.

Please see reception if you are eligible for this funding.

Victorian Free Government Kinder

All children receiving a funded kindergarten place are eligible to receive Victorian Government Free Kinder offset funding for 40 weeks of the kindergarten year.

This funding is allocated weekly to your account and labelled as Victorian Government Free Kinder offset.

Should the weekly funded amount be more than your weekly fee this will then be used in accordance with government policy (used for improvements for the kindergarten programs)

Should the kinder offset not cover your kindergarten fee you will be required to pay the gap.

During school holidays your fee will be based on your CCS only as the Free Kinder offset is not applicable.

You can only participate one funded kindergarten program and receive Free Kinder offset.

If you are eligible for Early Start Kindergarten your child will be enrolled under this funding category.

Fees

Families are given an estimate of fees payable each week prior to enrolment. Once enrolment is confirmed on the Child Care Subsidy System you will be notified should the actual fee be different to the estimate given.

Your kindergarten fees include the provision of lunch, snacks, sunscreen, a music program, excursions and incursions, and you are charged on a daily basis, according to your family's booking. Additional charges apply for breakfast and dinner.

Fees are charged on a daily basis of 12 hours, 6.30am to 6.30pm Monday to Friday. Child Care Subsidy (CCS) applies to all fees. The final fee payable will be determined by your entitlements from Centrelink. Upon enrolment you will receive an estimate of your out of pocket fee based upon your CCS percentage.

Fees are increased in July of each year in line with the Consumer Price Index (CPI). You will be notified in writing, given 14 days' notice of any fee changes.

All kindergarten fees are calculated and payable weekly to a nil balance. There is no provision for an annual fee. A holding deposit of one week's fee is payable for new families to hold a kindergarten position for the upcoming year. This is non-refundable should you decide not to go ahead with the enrolment .

Holding Fees

Your family's weekly fee is due and payable in full (CSS applied) during all school holidays, public holidays and other non-attendances such as illness and holidays, according to the hours you have booked.



Our Daily Routines



Clothing

Dress your child in appropriate clothes for kindergarten. Remember that your child is learning through play and that quite often this is a messy process. The children's clothes are protected by smocks when they paint, play in the mud kitchen and other such activities but it is not always possible for children to stay clean at all times. (If your child does get paint on their clothes use cold water and stain remover. Do not use hot water.)

Remember also to dress your child in clothes they can manage themselves, e.g. trousers that can be pulled down easily when children go to the toilet. Please pack a complete change of clothing and items for the ever-changing conditions.

Children should wear footwear suitable for running, climbing and balancing on outside equipment. No thongs or unsupportive shoes please.

Please label your child's clothing clearly as responsibility cannot be taken for lost articles. Any unnamed clothing will be placed in our lost property for a short time before being donated to charity.

A hat needs to be provided all year round. During the colder months a warm woolly hat is acceptable. Sunscreen is applied regularly to your child while outdoors in the summer months. Ensure clothing is sun smart, with tops covering your child's shoulders.

Wet Bags

One World for Children has a strong focus on being eco-friendly, therefore, we do not have plastic bags available at the Centre. We ask that you supply a wet bag for your child's wet/dirty clothes.





Rest Times

Please note that in the kindergarten rooms there is no set sleep or rest time. We do offer calming activities and quiet areas can be provided for those who wish to have some time alone. At the beginning of the year we understand that some children may still require a short day sleep. We will work with individual families to accommodate your child's needs.

Toileting

While it is not a requirement, it is expected that children have begun toilet training upon commencing 3 year old kindergarten. Beginning Term 4 we suggest having a discussion with your child's educators in family grouping about toilet training, if this has not been done so already, to gauge their readiness for toilet training.

Incursions and Excursions

During the year we participate in excursions and incursions to further support the educational curriculum for your child. The children love these experiences and for some children it may be their first experience of, for example, live theatre. These events are all inclusive in your fees.

Some examples of past incursions and excursions have been Responsible Pet Ownership Program, Police visit, Bravehearts, Geelong Performing Arts Centre to see live theatre shows, Marine Discovery Centre, Mobile Farm and Corio Library.

You will be notified prior to any incursion or excursion that your child may attend.

Birthdays

Your child's birthday is a special celebration and one that we feel deserves special notice. We celebrate your child's birthday at afternoon tea time, and if you wish, you can order birthday cupcakes from our kitchen.

As you can appreciate, the Centre must adhere to strict food regulations, also taking into account children's allergies.

Therefore:

- No cake can be brought in from home (shop purchased or homemade), however you can purchase a cake that is made by our kitchen staff.
- 48 hours' notice is required.

If your child is celebrating their birthday at the Children's Centre we ask that you not send any party goodies, as we believe that the important thing is not so much the 'party' but how we convey to your child our feelings of happiness on their special day.



Family Participation

Being within a childcare centre our kindergarten does not require a volunteer parent-based committee to govern the kindergarten. However, parents are very welcome to stay in the room to help with activities. A parent or guardian may also have a talent or skill that they may wish to share with the children. Please let your child's kindergarten teacher know if you would like to be involved in this way.

Toys

We understand your child will sometimes want to bring something special from home to share or show other children and adults. However, these treasures can become broken or lost, causing upset and heartache. For this reason we ask that you encourage your child to leave toys and precious items at home.

Any interesting specimens, such as spiders (the dried up variety), rocks, flowers or extinct dinosaur bones are always welcome. Books can also be brought into the Centre to be shared with all.





Administration Policies and Procedures

Absences

The Centre has a legal obligation to the Commonwealth Department of Education, Employment and Workplace Relations to record all absences of children who are in receipt of Child Care Subsidy (CCS) within the Centre.

If your child has been absent, and you receive Child Care Subsidy, you have a legal requirement to notify the Centre of the reason for your child's absence.

Please:

- notify the Centre if your child is going to be absent; and
- state why your child is absent, e.g. illness, rostered day off, holidays.

Allowable Absence Days

CCS is paid for up to 42 allowable absence days for each child per financial year. The initial 42 absence days must be exhausted before additional absences can be claimed.

Approved Absence Days

CCS is payable for absences taken for the following reasons:

- illness (medical certificate required);
- rostered days off;
- rotating shift work;
- court ordered shared custody;
- attendance at pre-school;
- temporary closure of a school or pupil-free days;
- exceptional circumstances.

Canceling Care

Should you require to cancel your child's care, two weeks' notice must be given in person or writing during which time normal fees will apply. Failing this, a cancellation fee equivalent to the cost of two weeks care will be charged to your final account.

If your child does not attend the Centre for more than two consecutive weeks without any notice to our Family Relations Officer, then your booking will be automatically cancelled, and your child's place will be offered to another family on our waiting list.

Should your child be absent on their last day of care you will be charged the full fee for that day as you are unable to receive CCS absences.

Casual Care Cancellation

Any kindergarten casual care must be cancelled by 12.00 noon the day before the booking for no fee to apply. If the casual care is cancelled after this time normal fees apply.

Variations of Bookings

From time to time your family's kindergarten needs may change, either temporarily or permanently, and therefore, we understand that you need a flexible service that is responsive to your family's changing needs.

With your assistance, our Family Relations Officer can coordinate the changing needs of families to better respond to individual requests for additional care, and to enable permanent changes to bookings to take place smoothly within the Centre.

You will understand that due to our high utilisation of places we cannot always coordinate the changing needs of families to accommodate all requests, however, we have a commitment to providing you with a flexible and responsive service, so you can be confident that we make every effort to do so.

To assist us in responding to yours and other families' needs, please direct any notification of temporary or permanent cancellation of care, requests for additional care or forthcoming changes to your child's attendances, to the Family Relations Officer as early as possible.



Public Holidays

The Centre will be closed, and fees payable, on the following days:

- New Year's Day
- Australia Day
- Labour Day
- Good Friday
- Easter Monday
- Anzac Day
- King's Birthday
- Grand Final Day (Friday)
- Geelong Cup Day
- Christmas Day
- Boxing Day

Outstanding Accounts

Allowing your fees to become overdue by one week (or if payment has declined twice) will lead to a phone call from our Family Relations Officer requesting payment in that week.

Allowing your fees to become outstanding for two weeks will result in the cancellation of care until the account is paid in full.

If at any time you are having difficulty paying your fees, please discuss this with us, as we will endeavour to assist you in making payment arrangements that are mutually acceptable.

Payment of Fees

- Accounts are charged on a weekly basis as an estimate based on your entitlements. (It is only an estimate as your fees are sent electronically to the Child Care Subsidy System for reconciliation at the end of each week. Any recalculations of your fees will then be automatically adjusted to your account either in advance or in arrears.)
- All fees must be paid weekly.
- Fees are to be paid weekly via credit/debit card using the BPoint payment processing system (complete authorisation form on enrolment).
- Should your account not be maintained weekly your child's place may be jeopardised.
- Receipts are issued weekly within parent statements of account.
- During all school holidays, public holidays and non-attendances, your daily fee still applies, according to the hours booked.



- Any deposits paid to the Centre are strictly non-refundable.
- Declined credit cards will incur a \$15.00 fee, should your card decline you will receive a text alert and your card will be reprocessed including the declined fee in 24hrs. Should your card decline for a second time outstanding accounts procedure will be followed.
- Any fees outstanding will result in immediate termination of care. Fees must be paid weekly. Any costs and charges associated with the collection of any monies outstanding will be liable to be paid by you.

Statement of Fees

Statements are emailed at the start of each week for that current week. Your statement will detail the following:

- the amount of absences your child/ren has taken year to date;
- the total fee charged;
- Child Care Subsidy paid to the Centre;
- Victorian Government Free kinder offset
- your payments; and
- weekly balance.



School Readiness Funding – Collection of Student Family Occupation and Education (SFOE)

School Readiness Funding supports 3 and 4 year old children participating in a State funded kindergarten program. The amount of School Readiness Funding One World receives is based on the level of need of the children enrolled at our service. It is important that One World accurately collect parents' occupation and education information each year as part of your enrolment process.

This information is necessary for the Department to understand the educational needs of children and services across Victoria, and determine how funding will be allocated in future years. In order to receive ongoing kindergarten funding, we are required by the Department to provide up-to-date information.

The Department is committed to protecting the privacy, confidentiality and security of personal information. Personal information is collected, stored and used by the Department in accordance with the Privacy and Data Protection Act 2014, the Health Records Act 2001 and other relevant legislation.

Personal information collected will only be viewed by staff at One World. All personal information collected will be stored securely on Department servers and converted to non-identifying codes before it is viewed and verified by authorised Department staff.

The de-identified data will be used by authorised Department staff strictly for the purposes for which it is collected. De-identified data may also be provided to research partners of the Department for linkage to other data sets, and for research and reporting on trends in kindergarten attendance, participation and workforce.

Reports will only contain aggregated information. Personal information will otherwise not be passed onto any third parties, except in circumstances where it is required by law.





Kinder 4 Transition Statements

Your child's Transition Learning and Development Statement summarises their interests and abilities as they start school and identifies their individual approaches to learning. It is passed on to your child's future school.

The Transition Learning and Development Statement (often referred to as the TLDS):

- summarises your child's learning and development;
- identifies their individual approaches to learning and their interests; and
- indicates how your child can be supported to continue learning.

The Transition Learning and Development Statement is not a report card – the information in the statement helps Foundation teachers to get to know your child starting in their class, and to plan appropriate learning and teaching programs. It is a kindergarten funding requirement that every child transitioning to school has a Transition Learning and Development Statement.

A copy of your child's completed Transition Learning and Development Statement should always be provided to you and you will be given an opportunity to opt out of the Transition Learning and Development Statement being shared with the school. If you do not want this information shared with your child's school via the Transition Learning and Development Statement, you are encouraged to discuss this with your child's early childhood teacher.

Unless you have opted out of the Transition Learning and Development Statement being shared, it can be shared with the school in three ways:

- online via the Insight Assessment Platform (IAP);
- emailed via secure mail to the school (if they are not listed in the Online TLDS tool); and
- in hard copy.



Enrolment and Orientation

Enrolment Requirement

Under no circumstances will we allow your child to commence care without all appropriate enrolment forms completed, which include an Immunisation History Statement from the Australian Childhood Immunisation Register that shows your child's immunisations are up to date for their age, any required anaphylaxis/asthma plans and lawful authority orders. Only under extenuating circumstances will we enrol your child without adequate orientation.

Before Commencement of Care

Prior to the commencement of your child's care the following details must be completed to ensure all relevant Child Care Subsidy applies to your fees.

Should the following not be done full fees will apply.

- Link your child to the service through your MyGov account where you need to confirm their enrolment at the Centre.
- Provide the Centre with your child's CRN and date of birth (on enrolment form).

Enrolment Procedure – New Families

When enrolling your child into the Centre the following procedure will take place:

- Our Family Relations Officer will determine our vacancies and ensure your child is eligible for kindergarten 3 or 4, based on age.

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- An appointment will be made for your family to look through the Centre.
- When looking through the Centre your questions will be answered.
- Upon deciding you would like to go ahead with the kindergarten enrolment a few basic details, including an email address, will need to be provided to be added to our system so the online enrolment form link can be emailed to you. This will allow you to set up a login to complete your enrolment form prior to your first orientation.
- At this time an appointment will be made to begin the orientation process as well as to finalise the enrolment. At this time you need to also supply all required documents such as Immunisation History Statement / Court Orders, Asthma and Anaphylaxis plans etc.
- Orientations begin during this time and a date will be discussed and set for your child to begin kindergarten.

In addition to your enrolment forms you are required to complete the following:

- Parental Education and Occupation details form;
- Enrolment form which states that your child is not attending another funded kindergarten program and that you understand that your child is completing their funded year of kinder 3 or kinder 4 at One World; and
- Early Start Form, if applicable



Communication

At One World we recognise that effective communication is a vital factor in providing care that is personal and individualised. We recognise that when it comes to your child, you are the expert. Our staff rely on you to share with them your intimate knowledge of your child each day, in order to provide care that is consistent with your home environment, and to develop a program that reflects an understanding of your child's changing needs throughout their growth and development.

Our staff in turn welcome the opportunity to share with you their professional expertise in child development, and to share with you their knowledge and growing understanding of your child. We see both families and staff as a resource to each other, and therefore, as active partners in the care and education of children.

Daily communication between you and your child's educators is an essential element of a quality early childhood program. We look forward to many conversations and opportunities for exchanging of information, and getting to know you and your child personally during your time at kindergarten.

Our Children's Centre, and the people within it, is not unlike a small community, and as such, there are always activities taking place and information to share with others. The children are central to the Centre's community's very existence, and we actively use every medium at our disposal to communicate to you the importance of the work we do each day with your children, and to encourage your involvement in the program and its ongoing development.

General information, items of interest and news relating to the Centre are communicated to you through notice boards, displays, website and secure online platforms such as our One World for Children Facebook page, our Facebook Families page and online portfolios (Storypark).

In all manner of ways, communication is the key to the provision of a high quality service. At One World, communication in its many forms is an integral part of our work. It is placed with importance and actively encouraged as a way to deepen our shared understandings of children, and to foster the development of mutually respectful relationships between families and staff.





Confidentiality

Confidentiality is of paramount importance in our Centre. All of the information provided to us by you, such as addresses, phone numbers and custody information is seen and recorded only by our Family Relations Officers and the staff directly responsible for the care of your child.

At no time will information be given out without your consent, and any individual meetings that take place between you and our staff will be undertaken with the highest degree of professionalism. Personal information will otherwise not be passed onto any third parties, except in circumstances where it is required by law.

Early Entry to Kindergarten

Early entry to kindergarten may be appropriate for some gifted children where families are seeking an early entry to school for their child. However, it is important to note that most children who enrol early in kindergarten are not accepted for early entry into school, and the decision regarding early entry should be discussed between parents and the kindergarten teacher and take into account the following:

- Children are not guaranteed early school entry as a result of being enrolled to attend kindergarten early.
- Early entry to school requires a formal cognitive assessment that can only be undertaken once the child has turned four years of age and where the cost is met by parents. A child must be assessed as exceptionally gifted (WPPSI-IV results of at least 130 FSIQ) and considered at risk of long-term educational disadvantage if they do not commence school.
- Application for early entry to school are usually not determined until Term 4 of the year prior to the requested early entry to school.

Children are eligible for only one year of funded kindergarten, so careful consideration should be made as to which year families enrol their child in kindergarten. Should parents decide to request early entry to kindergarten for their child, the following requirements must be met:

- The child must be at least 3 years and six months on or before 30 April in the year they attend the funded kindergarten program.
- Parents must make a written request for early entry to school to either the Regional Director of the appropriate Regional Office or directly to the principal of a non-government school, dependent on whether the child is intending to attend a government or non-government school.
- Parents must provide the kindergarten service provider with a written response from the Department or the non-government school acknowledging the family has requested early entry to school.
- The kindergarten service provider must keep a copy of the written response from the Department or non-government school with the child's kindergarten enrolment records and upload a copy of KIM.

Late Entry to Kindergarten and School Exemption

Children can go to 4 year old kindergarten when they are six years old if they have:

- a disability;
- a developmental delay; or
- a special situation.

If your child will turn six before or while they are in their first or second year of funded 4 year old kindergarten, you must get an exemption from starting school.



If your child is in their first year of kindergarten you can apply for an exemption from school if one or more of these circumstances apply:

- Your family has moved from interstate or overseas where the school entry age is different to Victoria.
- Your child's early education has been delayed due to chronic illness, disability or developmental delay.
- Your child is a refugee or asylum seeker who has suffered trauma and would benefit from a year of kindergarten before starting school.
- Your child has not been able to access kindergarten because of transient family circumstances.
- Other special considerations.

You need to get written confirmation from a professional (such as a kindergarten teacher, doctor or an allied health professional) to confirm the circumstance. The professional must also explain in their opinion why it is best for your child to go to kindergarten instead of starting school.

Parents need to apply for an exemption before the child starts kindergarten by submitting a form to the appropriate Departmental Regional Office by 1 November in the year prior to the child turning six. In this instance, service providers must:

- sight the approved exemption letter; and
- note that it has been sighted on the child's enrolment record for later reporting through the annual confirmation process.

If your child is in their second year of kindergarten you can apply for an exemption from school:

- if a declaration form has been filled in by your child's teacher and sent to the Department of Education and Training and this form confirms your child has a developmental delay in two or more key developmental areas.

You should check with your child's kindergarten teacher that the form has been submitted.



Immunisation

In accordance with "No Jab, No Play" legislation families must provide evidence that the child they are enrolling is fully immunised for their age, on a vaccination catch-up program or is unable to be fully immunised for medical reasons. (Please note this does not apply for school aged children using Outside School Hours Care and Vacation Care). Parents must provide evidence that the child cannot be immunised due to a medical reason.

To comply with the legislation families must provide an approved Immunisation Certificate before care can commence. An Immunisation History Statement from the Australian Childhood Immunisation Register (Medicare) can be used. Our Family Relations Officers will assist you with how to obtain the required documentation and assess it once it has been received to ensure immunisations are up to date before care can commence.

Lawful Authority and Contact

The Children Services Regulations require us to keep records of lawful authority, contact and residence arrangements for children. During enrolment you will be asked to fill in an authorisation statement in regards to lawful authority and contact relating to your child.

All sections of the enrolment form must be completed prior to enrolment including emergency contacts, as staff will not permit a child to leave the Centre without the appropriate written authorisation from you. Persons unknown to staff will be questioned on their arrival, lawful authority forms checked and identification requested.

If the person collecting your child is not listed, and no prior arrangement has been made, they will be unable to leave the Centre with your child, and we will notify you by phone.



Orientation Procedure – New Families

To ensure that you and your child have a smooth transition into our Centre we recommend that all families complete the orientation process, as we feel it is very important that both you and your child feel welcome, comfortable and settled into the kindergarten program, before commencing.

The orientation process may take one or more visits, having been tailored to meet the individual needs of your family. Only under extenuating circumstances will we enrol your child without adequate orientation.

Orientation 1

You meet with the staff of your child's room, with your child, and pass along all relevant information to the staff about your child such as:

·routines;

- food likes / dislikes / allergies / intolerance / medical conditions;
- strengths, interests
- family / siblings / extended family;
- pets;
- daily kinder routines.

When you and your child are comfortable you can return to reception to complete all the relevant paperwork. (This process runs for an hour).

Orientation 2

Your child stays in the playroom while you complete / submit any outstanding forms that were not completed during the first orientation (usually 1 hour).

Orientation 3

If another orientation is needed you leave your child for 1 – 2 hours (but we will contact you if we feel you need to come back earlier should your child be unsettled).



Orientation 4

A fourth orientation will be arranged as needed. This is based on individual families and children.

Begin Care

If you feel ready and your child is settled they can begin their kindergarten booking. Any of these steps can be modified to suit your family and child's needs.

Priority of Access

The Australian Government provides guidelines in regard to kindergarten access that is high priority according to need. Kindergarten places are offered in accordance with these guidelines:

- Children at risk of abuse or neglect, including children in out-of-home care.
- Aboriginal and/or Torres Strait Islander children.
- Asylum seeker and refugee children.
- Children eligible for the Kindergarten Fee Subsidy.
- Children with additional needs, defined as children who:
 - require additional assistance in order to fully participate in the kindergarten program;
 - require a combination of services which are individually planned;
 - have an identified specific disability or developmental delay.

Although all effort would be made to avoid such occasions, because of these government guidelines it may be necessary to change either the time of attendances or number of attendances, for families considered of lower priority under these guidelines, to make room for a family requiring care for reasons of what is considered within these guidelines as a higher need.

Please be assured that you will only be asked if absolutely necessary, and that our Centre is in no way making a value judgment of your family. These are simply government guidelines that we must follow.

On the occasion that we do make a request of you, your understanding and cooperation would be greatly appreciated.





Waitlist

Families at our service who have a current enrolment will automatically receive a position in our kindergarten programs following the priority of access guidelines. External families on the wait list for kindergarten will be then offered any remaining positions. All positions offered will be based on the Australian Government priority of access guidelines.

Record Keeping

The Centre maintains all information provided by your family digitally. We ask you to ensure your child's records are kept up to date.

Second Year of Kindergarten

Your early childhood teacher will assess your child's development for their move to either kinder 4 or school and identify any developmental areas that may need particular attention. There may be a small number of children for whom a second year of kindergarten is appropriate. Your child may be eligible if:

- your child's teacher has found they have developmental delays in at least two key areas of learning and development; and
- your child will have better outcomes through a second year of kindergarten as opposed to going to kinder 4 or school.

There are guidelines that your early childhood teacher will follow to assess your child's eligibility for a second year of kindergarten. These guidelines help the teacher identify your child's needs and goals.

The learning and development areas assessed by early childhood teachers include:

- Identity – the child's sense of identity.
- Community – the child's connection with and contribution to their world.
- Wellbeing – the child's sense of wellbeing.
- Learning – the child's confidence and involvement in learning.
- Communication – the child's communication.
- Other factors may also be considered.

It is important that you and your child's teacher work together to achieve the best learning outcomes for your child. With your consent, the teacher will:

• complete the assessment of your child;

- meet with you to discuss this assessment;
- develop a Term 3 Learning and Development Plan for your child, if delays in your child's development are identified; and
- get the support of other early childhood development professionals as needed.

If your child's teacher believes your child has a developmental delay in two or more key areas and would benefit from a second year of kindergarten, they will talk to you about your options and if you agree, they will complete a Declaration of eligibility for a second year of funded kindergarten. They will send the Declaration to the Department for approval. You will also get a copy. They will also complete a Second Year Statement with your help during Term 4. Please talk to your kindergarten teacher for more information or advice.

Transitioning to Kindergarten – Existing Families

For a two-week period at the end of each year, all children in our family grouping rooms who will be attending Kinder 3 at the Centre in the following year, or are moving up to Kinder 4, will have 2 one-hour kinder orientations. During these orientations your child's current educator will remain with the children as they participate in a range of activities designed to familiarise themselves with their new kinder room, environment and their kinder teacher and peers.



Kindergarten parent opinion survey

Each year you will receive a kindergarten opinion online survey that seeks feedback about your child's kindergarten year. The department uses these results to inform state-wide policy and planning for early child education, and we use this information to improve service quality and program delivery.

Emergency Management Plan

Our emergency procedures are displayed throughout the centre. The evacuation and lock down procedures are practiced with the children each term.

Grievances, Complaints

We welcome feedback and hold your opinion and views in high regard. We take all grievances and concerns seriously. Should you have a grievance please discuss this directly with your child's kindergarten Teacher. In the event that the teacher is unable to assist, you can contact one of the centres managers. Confidentiality will be maintained at all times.

Policies

Please contact reception for all detailed service policies.





**One
World for
Children**