

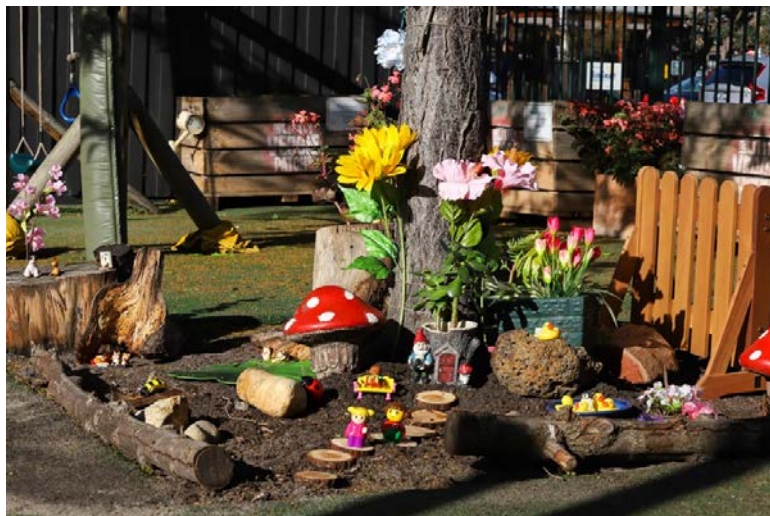


FAMILY HANDBOOK

2024

Contents

Acknowledgement of Country	2
Contact	2
Welcome	3
Our Philosophy	4
Our History	5
Our Team	6
Our Timetable	7
Important Dates	8 - 9
Our Guiding Documents	9
The National Quality Standard	10
Tips for Starting Kindergarten	11
Orientation and Transitioning to Kindergarten	11
The First Day	12
What to Bring	12
Snack and Meal Times	13
Communicating With Your Child's Teaching Team	14
Storypark	14
Our Program and Practice	15 – 20
Children Born Between January 1 and April 30	21
Second Year of Three- or Four-Year-Old Kindergarten	21
Kindergarten Operations and Procedures	22 - 24
Code of Conduct	24 - 25
Events and Celebrations	26
Our Commitment to Child Safety	27
StuckOnYou	28



Acknowledgement of Country

We acknowledge that we live and work on the traditional land of the Kulin Nation and pay our respects to elders past and present for the continual custodianship of the land. Robina Scott Kindergarten recognises that Aboriginal and Torres Strait Islander people have nurtured and educated children on this land for thousands of years and is committed to working respectfully to honour their ongoing cultural and spiritual connections to this country.

Contact

Robina Scott Kindergarten utilises Storypark as an online communication platform. Within Storypark are a range of different methods for families and the kindergarten to communicate.

- **Community Posts** are messages to our whole kindergarten community. These are generally used for administrative notices, alerts and reminders.
- **Conversations** are direct, private messages between teachers and/or family members.
- **Child Notes** are used to communicate learning goals and achievements with families.
- **Stories** are used to share observations and learning stories about your child with you.

If you need to get in touch with your child's teacher or teaching team, please create a conversation within Storypark and they will respond to you within their normal hours of work. If you are needing to contact the kindergarten due to an emergency, please email us directly at office@robinascott.com.au or call us on (03) **9397 6902**.

Our Ferguson Street and Cecil Street classrooms are equipped with phone lines in the rooms, which can be used if you need to get in touch with your child's teacher while they are in session.

105 Ferguson St, Williamstown

PARENT LINE: (03) 9397 6577

83 Cecil Street Williamstown

PARENT LINE: (03) 9397 6814

For general enquiries, please contact the office between the hours of 9.00am - 3.00pm, Monday to Friday on (03) 9397 6902 or at office@robinascott.com.au.

For feedback about the operation of the service, please contact our **Service Leader**, Alexandra Pallikaros at director@robinascott.com.au.

For finance matters please email our **Finance Officer**, Eva Butcher at finance@robinascott.com.au.



Welcome

We would like to warmly welcome you and your child to Robina Scott Kindergarten. This Handbook has been designed to help families and carers become familiar with the key operations of the Kindergarten.

Robina Scott Kindergarten conducts a play-based kindergarten program that reflects the service's philosophy. Our educators provide a high-quality educational program that aims to give each child a broad and rounded experience.

The curriculum caters for the whole child, including all areas of learning and development. It promotes development of communication skills, a strong positive self-concept and independence, engages their curiosity, and most importantly fosters an enjoyment of learning and discovery. Planning for children occurs at both an individual and group level. Through observations and other informal assessment techniques, our Educational team plan and implement a program that is responsive to children's interests, experiences and developmental abilities.

As an independent, community operated Kindergarten; family involvement is an intrinsic aspect. We value and encourage families to be actively involved in their child's education and the activities of the Kindergarten. We look forward to a happy and productive year with you, your family and your child.



Our Philosophy

Children

"Our skin is different colours like yellow, brown, black, purple and rainbow."

We believe each child is an individual who brings their unique story, culture, personality and dispositions for learning to kindergarten. Our educators foster nurturing and respectful relationships with children and provide a safe space for them to explore their strengths, interests, needs and abilities. Our educators encourage all children to understand their rights and participate in decisions that affect them. At Robina Scott Kindergarten we promote a lifelong love of learning by acknowledging every child as a capable and competent learner, whose voice is valued and celebrated.

Families

"At our kinder, we are one big family and we are all connected."

We believe that a child's family is their first teacher and as educators we work alongside families to support and understand each child's learning and development. Our educators build relationships with each child's family based on a foundation of mutual respect, warmth and care. At Robina Scott Kindergarten we work in collaboration with our families and our local community to provide every child with the ability to reach their potential.

Learning Environment

"I love the swing and the fairy garden."

We believe the kindergarten environment plays a critical role in the education of children. Play based and interactive experiences that value children's input provide opportunities for children to engage and learn in meaningful ways. Robina Scott Kindergarten provides educational environments that are inclusive to children of all abilities, cultures and stages of development.

Nurturing the Land and our Community

"I water plants. I don't put gases into the environment and I do crafting using recyclables."

We acknowledge the traditional owners of the land on which we live and play. We are committed to embedding Aboriginal and Torres Strait Islander culture into our programs. We believe in the importance of looking after the land and giving back to our community. Through education and active engagement, Robina Scott Kindergarten teaches all children how to be environmentally responsible and to support those in need.

Collaboration

"I feel that my opinion is valued at Robina Scott."

We believe our educators should have opportunities to engage and learn through professional development. At Robina Scott Kindergarten we are a diverse team with unique strengths and we support and challenge each other to consider new ideas and to critically reflect on our teaching practices.



Our History

Robina Scott Kindergarten has developed a strong community spirit over its' 80 years of operation. Robina Scott Kindergarten has enriched the lives of thousands of local Williamstown children.

In 1934 the late Mayoress of Williamstown Mrs. J T Gray, with the support of local members of the community, including Mrs. Robina Scott, met and laid plans to open a free kindergarten in Williamstown. Operating from the St Andrew's Church Hall in Cecil Street, the small Williamstown Free Kindergarten catered for up to 36 children in one room.

Mrs. Muster, a local chemist, donated land to the Williamstown Council on condition that it be used for a Kindergarten. In 1952, construction started on our current Ferguson Street site and in December 1953, the new Kindergarten opened catering for up to 90 children.

In 1966, the Williamstown Free Kindergarten Committee renamed the Kindergarten to Robina Scott Kindergarten. This honoured Mrs. Robina Scott who acted as Honorary Secretary for 34 years, clearly, a driving force behind the kindergarten's foundation.

Robina Scott Kindergarten was incorporated in 1986, and in August 1995 a new, single unit Kindergarten building was opened. In April 1998, a second room was added, along with the Maternal and Child Health Service.

Proud of its heritage and commitment to the delivery of high-quality educational experiences, Robina Scott offers 184 places to children of the Hobsons Bay Community.



Our Team

Committee of Management

As a not for profit, community run kindergarten, Robina Scott's Committee of Management consists of members who participate in a voluntary capacity to manage the kindergarten. The Committee is elected each year and works closely with the service leadership team to manage and support the operation of the kindergarten.

Service Leadership

Our Service Leader, Alexandra Pallikaros oversees the operations and day to day management of the kindergarten and provides support to all kindergarten stakeholders. Our Educational Leader, Laura Pearce guides the teaching teams to plan and deliver their educational programs. Also working as part of the Office Team are Eva Butcher (Finance Officer) and Nicole Davis (Administration Officer), who both support the kindergarten community.

Teaching Teams



Melanie Sullivan
Maryanne Carland
Kate Le



Prue Foster
Helle Thomson
Lea Kriaris



Laura Pearce
Nicole Davis
Amanda Morison



Nada Kowalski
Ellie Tubbs
Julie de Silva



Cathy Paleologoudias
Zolly Koteska
Sheridan McCutcheon



Melanie Sullivan
Melissa Wheatley
Maryanne Carland
Zolly Koteska



Our Timetable

83 Cecil Street, Williamstown

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Pink Group (15 Hours)		8:15am to 3:45pm (7.5 hours)		8:15am to 3:45pm (7.5 hours)	
Green Group (15 Hours)	9:15am to 2:15pm (5 hours)		9:15am to 2:15pm (5 hours)		9:15am to 2:15pm (5 hours)

105 Ferguson St, Williamstown

Group	Monday	Tuesday	Wednesday	Thursday	Friday
Red Group (18 hours)		9:00am to 3:00pm (6 hours)		9:00am to 3:00pm (6 hours)	9:00am to 3:00pm (6 hours)
Blue Group (15 hours)	8:30am to 4:00pm (7.5 hours)		8:30am to 4:00pm (7.5 hours)		
Orange Group (15 hours)	9:30am to 2:30pm (5 hours)		9:30am to 2:30pm (5 hours)		9:30am to 2:30pm (5 hours)
Yellow Group (15 hours)		8:30am to 4:00pm (7.5 hours)		8:30am to 4:00pm (7.5 hours)	



Important Dates

Term 1: Wednesday 31 January to Thursday 28 March

Term 2: Monday 15 April to Friday 28 June

Term 3: Monday 15 July to Friday 20 September

Term 4: Monday 7 October to Tuesday 19 December

We will close two days per year for professional development.



Smoking Ceremony and Welcome to Country, January 30

On the day before children start, we will bring in the new kindergarten year with a smoking ceremony and Welcome To Country performed by Jaeden Williams, a Yalukit Willam man of the Boonwurrung. We invite all families to attend this, briefly see the kindergarten and say hello to the staff. **Ferguson Street: 1.30pm, Cecil Street: 2.30pm**

Orientation Timetable

The first TWO sessions will be shorter to allow our teams to get to know your family and child, as well as give everyone time to familiarise themselves with a new environment and people. Please see the timetable for your group and class below.

83 Cecil Street, Williamstown

Green Group	Wed Jan 31 GROUP 1: 9.15 - 11.15 GROUP 2: 12.15 - 2.15	Fri Feb 2 GROUP 1: 9.15 - 11.15 GROUP 2: 12.15 - 2.15
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Pink Group	Thurs Feb 1 GROUP 1: 8.15 - 11.30 GROUP 2: 12.30 - 3.45	Tues Feb 6 GROUP 1: 8.15 - 11.30 GROUP 2: 12.30 - 3.45
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105 Ferguson St, Williamstown

Blue Group	Wed Jan 31 GROUP 1: 8.30 - 11:45 GROUP 2: 12.45 - 4	Mon Feb 5 GROUP 1: 8.30 - 11.45 GROUP 2: 12.45 - 4
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Red Group	Thurs Feb 1 GROUP 1: 9 - 11.30 GROUP 2: 12.30 - 3	Fri Feb 2 GROUP 1: 9 - 11.30 GROUP 2: 12.30 - 3
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Orange Group	Wed Jan 31 GROUP 1: 9.30 - 11.30 GROUP 2: 12.30 - 2.30	Fri Feb 2 GROUP 1: 9.30 - 11.30 GROUP 2: 12.30 - 2.30
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Yellow Group	Thurs Feb 1 GROUP 1: 8.30 - 11:45 GROUP 2: 12.45 - 4	Tues Feb 6 GROUP 1: 8.30 - 11.45 GROUP 2: 12.45 - 4
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Your child will be allocated to group 1 or group 2 on Storypark in the new year.



Stay and Play: Session 1

The first short session is an invitation for children and parents/guardians to stay and play together. This will allow you and your child to see the kindergarten environment and explore it together. A group orientation session will be presented to both children and parents/guardians, and you will have an opportunity to get to know your child's teaching team and meet with the teacher to discuss your child and their transition to 3 or 4yo kindergarten together.

Stay and Play: Session 2

The second session offers some flexibility depending on the needs of your child and family. For families who feel comfortable, we encourage you to farewell your child upon arrival, allowing your child to become familiar with their learning environment, peers and educators during the shorter stay and play session.

Our Guiding Documents

Robina Scott Kindergarten is guided by the National Quality Framework. Under the National Law and National Regulations, our educational program is underpinned by the Early Years Learning Framework and the Victorian Early Years Learning and Development Framework.

Robina Scott Kindergarten contributes to the following outcomes:

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

This focus assists us to address the developmental needs, interests and experiences of each child, while taking into account individual differences.

Robina Scott Kindergarten is a child safe community, promoting:

- Diversity and compassion
- Cultural safety, participation and empowerment of Aboriginal children.
- Cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- Inclusion, children with a disability are safe and can participate equally



The National Quality Standard

The National Quality Standard (NQS) sets a high national benchmark for early childhood education and care and outside of school hours care services in Australia.

The NQS includes seven quality areas that are important outcomes for children. These include:

- Quality Area 1: Program and Practice
- Quality Area 2: Children’s Health and Safety
- Quality Area 3: Physical Environment
- Quality Area 4: Staffing Arrangements
- Quality Area 5: Interactions with Children
- Quality Area 6: Collaboration and Partnerships
- Quality Area 7: Governance and Leadership

Services are assessed and rated by their regulatory authority against the NQS and are given a rating in each of the seven quality areas. An overall rating is based on the results of these.

Both our Ferguson Street and Cecil Street campuses are assessed as overall Exceeding the NQS. This rating means that Robina Scott Kindergarten operates above and beyond the requirements of the NQS, of which the standards and elements are detailed [here](#).



Tips for starting kindergarten

There are lots of things you can do to prepare your child and your family for kindergarten.

- Be positive - talk to your child about what they will do at kindergarten.
- Borrow library books about kindergarten to read together.
- Encourage your child to dress themselves, so they can manage tasks like taking their jumper on and off.
- Visit the kindergarten or travel past it on your route home.
- Label all belongings that your child will take to kindergarten.
- Talk to your child and establish a goodbye routine together.
- Establish a routine for kindergarten mornings – this could include a chart with pictures outlining the different steps for getting ready.
- Organise holiday play dates with friends or children who will be in your child's class.
- Create a routine around sleep - five-year-olds need 10 to 12 hours sleep each night. Practice sticking to bedtime and wake up schedules in the weeks leading up to the start of kinder.

Orientation and Transitioning to Kindergarten

To help your family and child settle into kindergarten life there will be:

- A parent information evening held on Zoom on November 22, 2023.
- A Family Information Share Form to be completed as part of your enrolment package to begin the process of collaboration between yourselves and your child's teaching team.
- An invitation to our online Storypark platform in January 2024, where you and your child can see your class and teaching team
- A welcome video posted to Storypark.
- A "day in the life of a Robina Scott Kindergarten student" video for you to watch with your child, showing the daily routine and the classroom environment.
- A Smoking Ceremony and Welcome to Country held before kinder opens on January 30 for all families to attend. **Held at Ferguson Street at 1.30pm and Cecil Street at 2.30pm.**
- Shorter/Staggered sessions for the first two sessions of the kindergarten year
- An invitation to "stay and play" for your child's first session.
- An ongoing invitation to speak with our friendly teaching staff at the end of session



The First Day

- Talk to your child about what to expect and when you will pick them up.
- Follow the kindergarten's instructions about what to bring.
- Prepare the night before, lay out clothing you both agree on and pack their bag together.
- Encourage your child to follow your morning routine and remind them of next steps.
- Talk to the kindergarten teacher about how you would like to settle your child in (e.g. you may want to stay for a while).
- If you are having trouble separating from your child, ask the kindergarten teacher or educators to help you.
- Make sure you say goodbye – disappearing quietly can cause greater distress and mistrust.
- Ensure you are on time at the end of the session to pick up your child.
- Be enthusiastic and positive.
- At the end of the day talk to your child about what happened during the day.

What to bring

- A backpack.
- A named water bottle.
- A named lunch box.
- A wide brimmed hat.
- Suitable healthy snacks and lunch.
- A spare set of clothing and underwear, appropriate to weather conditions.
- A reusable wet bag, for wet or soiled clothing.
- Appropriate clothing. No singlets/strappy dresses in line with our [Sun Protection Policy](#).
- Appropriate footwear. Shoes need to handle wet conditions in winter and protect feet from the sun in summer. Sandals with open toes, heels and slip on shoes such as thongs/crocs are not appropriate.
- A coat and warm hat for cooler weather.
- Nappies if your child may require changing.

All personal belongings should be clearly labelled with your child's full name.

Please apply sunscreen on your child before they attend their kindergarten sessions. Any sunscreen required after this time will be supplied by the kindergarten. You may pack your own if you prefer.



Snack and Mealtimes

Parents are encouraged to supply fruits, vegetable and other healthy snacks for each session and should limit child access to, and consumption of, 'sometimes' food such as chips, confectionery and cakes. All drinks other than water or plain milk are not to be consumed at kindergarten. **All children should pack one healthy "vegetable/fruit snack" and lunch per session.**

Tips!

- Buy seasonal fruit and vegetables.
- Use an insulated lunch box and a freezer pack.
- Pack food that is easy to open and easy to eat.
- If necessary, provide cutlery for your child.
- Label all lunch boxes, containers, bottles, cooler packs and any other utensils with your child's name.

Restricted foods for 2024 will include all nuts and whole egg.



Communicating With Your Child's Teaching Team

Robina Scott Kindergarten utilises Storypark as an online communication platform between educators and families. Within Storypark are a range of different methods for families and the kindergarten to communicate.

- **Community Posts** are messages to our whole kindergarten community. These are generally used for administrative notices, alerts and reminders.
- **Conversations** are direct, private messages between teachers and/or family members.
- **Child Notes** are used to communicate learning goals and achievements with families.
- **Stories** are used to share observations and learning stories about your child with you.
- **Planning** is used to share the emergent group curriculum and goals.

If you need to get in touch with your child's teacher or teaching team, please create a conversation within Storypark and they will respond to you within their normal hours of work.

We ask that parents be mindful of expectations when messaging after hours as we respect our staff's wellbeing and do not expect them to check messages outside of their usual work hours. All interactions between families and staff must remain courteous, respectful, and in line with our Code of Conduct Policy.

Storypark

Storypark is an easy-to-use private online service that helps teachers, parents and families work together to record, share and extend children's learning.

The primary person listed on your child's enrolment form will receive an email invitation to Storypark before they begin attending. ***Once this person accepts the invitation, they are the moderator of their child's page and will need to invite other members.*** We encourage families to download the "Storypark for Families" app for your phone or log in on your web browser and have a look around at some of the different functions. If you have questions about using the Storypark platform, please speak with your child's teacher at the beginning of the year or contact the office at office@robinascott.com.au.



Our Program and Practice

HOLISTIC APPROACHES

At Robina Scott Kindergarten we recognise the connectedness of mind, body and spirit. We take a holistic approach that pays attention to children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning. While we may plan or assess with a focus on a particular outcome, we see children's learning as integrated and interconnected. We see learning as a social activity and value collaborative learning and community participation.

An integrated, holistic approach to teaching and learning also focuses on connections to the natural world. Our Educators foster children's capacity to understand and respect the natural environment and the interdependence between people, plants, animals and the land.



RESPONSIVENESS TO CHILDREN

Our Educators are responsive to all children's strengths, abilities and interests. They value and build on children's strengths, skills and knowledge to ensure their motivation and engagement in learning. They respond to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children, particularly Aboriginal and Torres Strait Islander children, and the strategies used by children with additional needs to negotiate their everyday lives. We are also responsive to children's ideas and play, which form an important basis for curriculum decision-making. In response to children's evolving ideas and interests, educators



assess, anticipate and extend children’s learning via open ended questioning, providing feedback, challenging their thinking and guiding their learning.

We make use of spontaneous ‘teachable moments’ to scaffold children’s learning. Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect and trust. Responsiveness enables educators to respectfully enter children’s play and ongoing projects, stimulate their thinking and enrich their learning.



LEARNING THROUGH PLAY

Play provides opportunities for children to learn as they discover, create, improvise and imagine. At Robina Scott Kindergarten when children play with other children they create social groups, test out ideas, challenge each other’s thinking and build new understandings. Play provides a supportive environment where children can ask questions, solve problems and engage in critical thinking. Play can expand children’s thinking and enhance their desire to know and to learn. In these ways play can promote positive dispositions towards learning.

Children’s immersion in their play illustrates how play enables them to simply enjoy being. Early childhood educators take on many roles in play with children and use a range of strategies to support learning. They engage in sustained shared conversations with children to extend their



thinking. They provide a balance between child led, child initiated and educator supported learning. They create learning environments that encourage children to explore, solve problems, create and construct. They also recognise spontaneous teachable moments as they occur, and use them to build on children's learning.

Our educators work with young children to promote and model positive ways to relate to others. They actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community.



INTENTIONAL TEACHING

Intentional teaching is deliberate, purposeful and thoughtful. Our Educators recognise that learning occurs in social contexts and that interactions and conversations are vitally important for learning.

They actively promote children's learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills. They use strategies such as modelling and demonstrating, open questioning, speculating, explaining, engaging in shared thinking and problem solving to extend children's thinking and learning.



Educators move flexibly in and out of different roles and draw on different strategies as the context changes. They plan opportunities for intentional teaching and knowledge-building. They document and monitor children’s learning.

LEARNING ENVIRONMENTS

At Robina Scott Kindergarten our learning environments are welcoming spaces that reflect and enrich the lives and identities of children and families participating in the setting and respond to their interests and needs. Environments that support learning are vibrant and flexible spaces that are responsive to the interests and abilities of each child. They cater for different learning capacities and learning styles and invite children and families to contribute ideas, interests and questions.

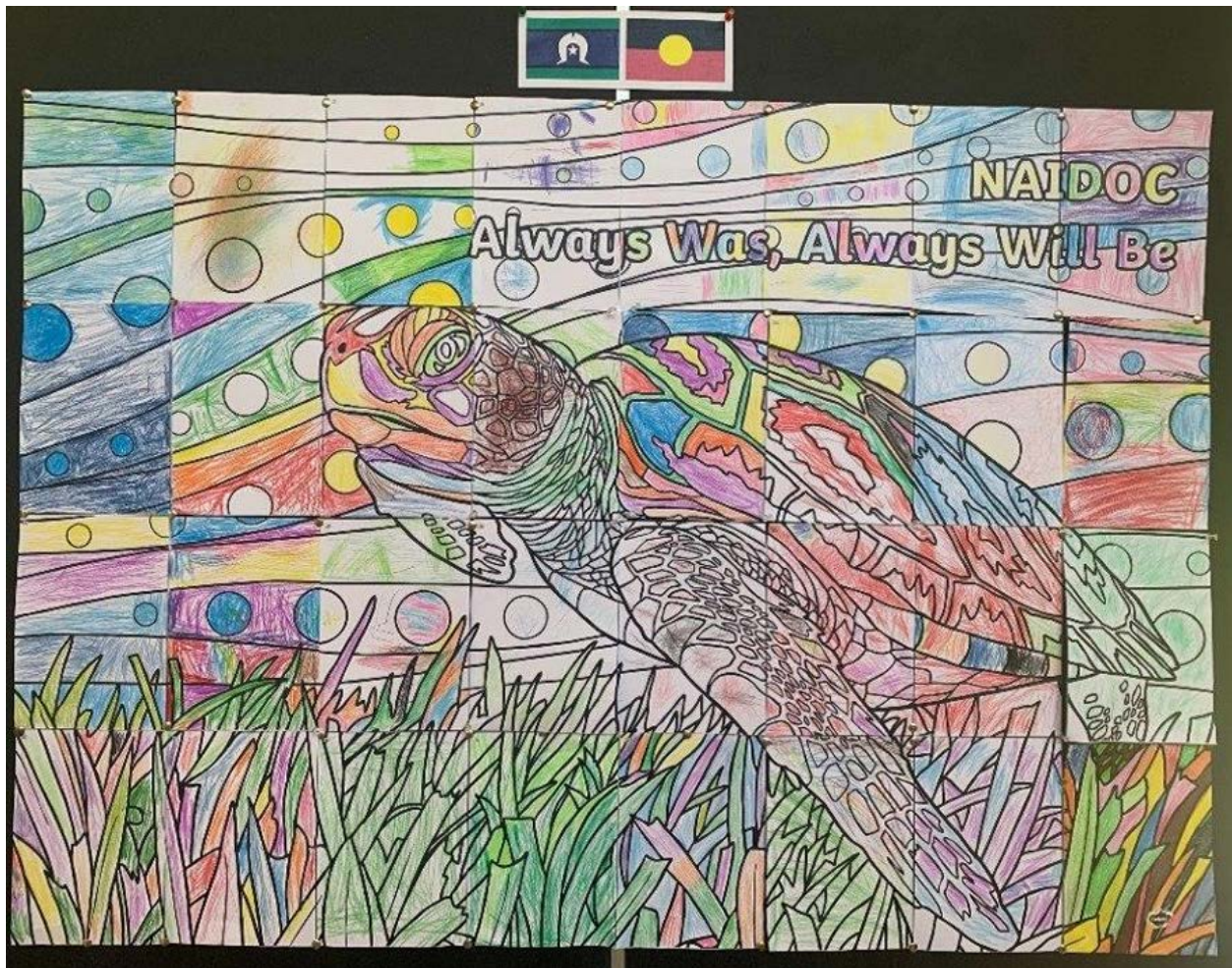
Play spaces in natural environments include plants, trees, edible gardens, sand, rocks, mud, water and other elements from nature. These spaces invite open-ended interactions, spontaneity, risk-taking, exploration, discovery and connection with nature. They foster an appreciation of the natural environment, develop environmental awareness and provide a platform for ongoing environmental education. Indoor and outdoor environments support all aspects of children’s learning and invite conversations between children, early childhood educators, families and the broader community.

They promote opportunities for sustained shared thinking and collaborative learning. Materials enhance learning when they reflect what is natural and familiar and also introduce novelty to provoke interest and more complex and increasingly abstract thinking. For example, digital technologies can enable children to access global connections and resources, and encourage new ways of thinking. Environments and resources can also highlight our responsibilities for a sustainable future and promote children’s understanding about their responsibility to care for the environment.



CULTURAL COMPETENCE

Our culturally competent Educators respect multiple cultural ways of knowing, seeing and living, celebrate the benefits of diversity and have an ability to understand and honour differences. This is evident in our everyday practice when educators demonstrate an ongoing commitment to developing their own cultural competence in a two way process with families and communities. Educators view culture and the context of family as central to children's sense of being and belonging, and to success in lifelong learning. Educators also seek to promote children's cultural competence. We want all children to understand, communicate with, and effectively interact with people across cultures.



CONTINUITY OF LEARNING AND TRANSITIONS

Children bring family and community ways of being, belonging and becoming to Robina Scott Kindergarten. By building on these experiences educators help all children to feel secure, confident and included and to experience continuity in how to be and how to learn. Transitions, including from home to kindergarten, between settings, and from kindergarten to school, offer



opportunities and challenges. Different places and spaces have their own purposes, expectations and ways of doing things.

Building on children's prior and current experiences helps them to feel secure, confident and connected to familiar people, places, events and understandings. Children, families and our educators all contribute to successful transitions between settings. Our educators also help children to negotiate changes in their status or identities, especially when they begin full-time school. As children make these transitions our educators share information about each child's knowledge and skills so learning can build on foundations of earlier learning. Educators work collaboratively with each child's new educator and other professionals to ensure a successful transition.



Children born January 1 - April 30

Children born between January 1 and April 30 may commence their three-year-old kindergarten year in the year they turn three, or the following year when they will turn four. Likewise, children who have not yet accessed their three-year-old year may attend four-year-old kindergarten in the year they turn four, or do three-year-old kindergarten and commence four-year-old kindergarten in the year they turn five.

It is important to note that children cannot attend the kindergarten program until they are three years of age.

Second Year of Three- or Four-Year-Old Kindergarten

Three-Year-Old Kindergarten

Children will not be eligible for a second year of funded three-year-old kindergarten. After a child has completed a funded year of three-year-old kindergarten they have the option to commence a funded year of four-year-old kindergarten in the following year or delay the commencement of their funded four-year-old kindergarten.

Four-Year-Old Kindergarten

During the four-year-old kindergarten year, you and your child's teacher will work together to plan for your child's transition to school.

A second year of funded four-year-old kindergarten may be considered when a child shows delays in learning and development outcome areas in the [Victorian Early Years Learning and Development Framework](#), and when:

- the kindergarten program is deemed to be the most appropriate learning program
- the child will achieve better outcomes at kindergarten than if they go to school.

A second-year assessment process must be carried out for each child by an early childhood teacher when a second year is being considered. This process includes the following:

- Term Three Plan for Learning and Development
- Second Year Discussion with the child's family and other early childhood professionals
- Declaration of Eligibility for a second year of kindergarten
- Second Year Statement.



Kindergarten Operation and Procedures

Administration of Medication

As part of the enrolment process, you will have recorded any regular medications your child requires. Your teacher will work with you to collect relevant action plans, your child's medication and develop a Medical Management Plan with you ahead of your child commencing onsite.

All medication must be in its original container, with clear instructions and dosage included in the packaging. Your child's medication must be labelled with their full name and provided to the staff. Medication must not be kept in your child's backpack or locker.

If your child requires medication to be administered at kindergarten that is not recorded in this enrolment form, please let your classroom teacher know.

Any medication administered by our staff will be recorded in our medical record and communicated to you ahead of time, unless in the case of an emergency, such as anaphylaxis.

Emergency Management Requirements

An emergency can be an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person at the kindergarten. Examples of emergencies include fires or situations which require a service to be locked down.

All reasonable precautions will be taken to protect anyone at the kindergarten during an emergency. Robina Scott Kindergarten has policies and procedures in relation to emergencies and evacuations, that can be viewed at the kindergarten at all times or on request. We also conduct a rehearsal every 3 months and document it. This involves everyone who is present at Robina Scott Kindergarten at the time of the rehearsal.

Incident, Injury, Trauma and Illness

All accidents, injury, illness or trauma that have become apparent whilst your child is at kindergarten will be documented. The appropriate form will need to be signed by the authorised adult on collection as an acknowledgement of the event.

The best place for children when they are unwell is at home. We ask families to respect the welfare of other children and educators by not sending their child/ren when unwell or have an infectious disease that requires their exclusion from the education and care service.



You will need to inform the service if your child has an infectious disease and comply with the recommended minimum exclusion periods or as directed by the National Health and Medical Research Council.

For more information on exclusion periods, please refer to the National Health and Medical Research Council '[Staying Healthy](#)' document.

Child Safe Standards

Robina Scott Kindergarten complies with all Child Safe Standards. All staff, volunteers, students and contractors who work within the service hold a valid Working With Children's Check. Our permanently employed staff engage in Child Protection training and Mandatory Reporting modules and are committed to the safety of all children.

Arrival and Collection of Children

Please make every effort to be punctual for session times. It can be very disruptive and unsettling to children if you arrive or collect late. A late collection fee will be applied in non-emergency situations when parents/guardians are 15 minutes late at the rate of \$25 for every 15 minutes, for two or more late collections.

Discussing your Child's Learning and Development

There will be opportunities throughout the year to discuss your child's learning and development. Teachers will provide feedback through Storypark and meet with families in Term Three for parent teacher interviews.

If you would like to meet with your child's teacher outside of these times, please message them to arrange an appropriate place and time to meet. Please do not utilise drop off and pick up times to meet with teachers as they must focus on the safety of all children coming into and leaving the service. All meetings regarding concerns, development and the program must be done within an appropriate and confidential setting, so the teacher can focus on your feedback and offer support and strategies.

Parking and Road Safety

Ferguson Street offers on street parking options on Lyons Street, Melbourne Road and Ferguson Street. Please take care when using parking around the kindergarten and observe any signage, including Maternal Child Health nurse parking bays and the driveway to the Williamstown Medical Centre next door.



Cecil Street has on street parking available around Cecil and Thompson Street. The parking bay behind St Andrew's Church belongs to Kids By The Bay and is not for Robina Scott use. Please do not use this parking bay or park in the church driveway for drop off and pick up.

We remind all Robina Scott families to abide by road rules and practice caution and safety when crossing roads. Please utilise local pedestrian crossings and road safety rules.

Policies and Procedures

Robina Scott Kindergarten regularly reviews its policies and procedures. These are available to view through our website as well as in our policy folder located at 105 Ferguson Street.

Code of Conduct

Parent/Guardian Code of Conduct

Upon enrolment, every family receives and acknowledges their commitment to the Parent/Guardian Code of Conduct as follows:

I commit to contributing to creating an environment at Robina Scott Kindergarten that:

- respects the rights of the child and values diversity
- acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- maintains a duty of care towards all children at the service
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff at the service
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages parents/guardians, volunteers, students and community members to support and participate in the program and activities of the service.

Relationships with children

In my relationships with children, I commit to:

- being a positive role model at all times
- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour



- regarding all children equally, and with respect and dignity
- having regard to each child's cultural values
- respecting individual differences including age, physical and intellectual development, and catering for the abilities of each child at the service.

Relationships with the approved provider, persons with management and control, nominated supervisor, staff and others

In my relationships with the approved provider, nominated supervisor, staff, other parents/guardians, volunteers and visitors I commit to:

- reading and abiding by the *Code of Conduct policy*
- developing relationships based on mutual respect
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing our expertise and knowledge in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- respecting the privacy of children and their families and only disclosing information to people who have a need to know as required under the *Privacy and Confidentiality policy*
- following the directions of staff at all times
- treating the early childhood environment with respect
- raising any concerns, including concerns about safety, as soon as possible with staff to ensure that they can be resolved efficiently
- raising any complaints or grievances in accordance with the *Compliments and Complaints Policy*.

Parent Helper/Volunteering in the Classroom

During the year there will be opportunities for parents/guardians to be involved with the program by being with the group. All parents who volunteer their time are required to adhere to promoting the privacy and safety of children. Volunteers will be asked to sign an acknowledgement of respect for the educational environment, including children and staff working in this space and are required not to produce any content that may harm, disrespect or discriminate against any person in our kindergarten community.



Events and Celebrations

Excursions and Incursions

Throughout the year our classes will engage in incursions and excursions that support the program and curriculum. These special events offer an opportunity for children to further explore their learning.



Birthdays

Birthdays are a very exciting time for children and it is important that they can celebrate these special occasions with their peers. If your child would like to share something with their peers on their birthday, please provide small, non-edible items such as pens, pencils, erasers, bubbles or stickers. We discourage food items to be shared during birthdays due to allergies and keeping in line with healthy eating practices.



Our Commitment to Child Safety

Robina Scott Kindergarten is committed to child safety. We want children to be safe, happy and empowered.

We support and respect all children, as well as our staff and volunteers, and encourage the participation of all community members in keeping children safe.

We have zero tolerance of child abuse, and all allegations and safety concerns will be treated very seriously and consistently with our policies and procedures. We have legal and moral obligations to ensure the safety and wellbeing of all children in our care.

Robina Scott Kindergarten is committed to regularly training and educating our Committee members, staff and volunteers on child safety. We seek to educate the wider community on child safety and empower them with knowledge to speak up against abuse and discrimination.

We are committed to the cultural safety of Aboriginal children, the cultural safety of children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.



stuckonyou®

Stuckonyou are a label company with clothing labels, bag tags, personalised gifts, personalised bento boxes and more. Robina Scott Kindergarten is part of the Stuckonyou Fundraiser Program! By following the link below, you can make purchases that benefit the kindergarten!

<https://www.stuckonyou.com.au/affiliate/fundraiser/ROBINASCOTTKINDERGARTEN>

Affiliate Code: ROBINASCOTTKINDERGARTEN

We use Stuckonyou each year to print allergy labels and reminders for each child's lunchbox, so using our affiliate code goes a long way to keeping everyone safe.

