



Kindergarten

Family Handbook



Philosophy



“We provide a holistic and dynamic Christ-centred Early Years program shaped by teacher-guided, explorative, child-led play-based learning experiences, which nurture a rich foundation for life

MECs Kindergarten belongs to the wider MECS community and shares the vision and values of the school. We aim to nurture children's hearts towards God's Kingdom. We use the Bible as our foundation for creating Christian Education, together with the VEYLDf to shape the growth and development of 3 to 5 year old children.

The Child: We believe each child is wonderfully created, unique, powerful, capable, and full of curiosity about the world. Children are made in the image of God and all have different gifts and talents. "I praise You because I am fearfully and wonderfully made; Your works are wonderful, I know that full well. Psalm 139:14 (NIV)

The Community: We value the development of close relationships between educators, families, and children. We see this as foundational for building the special, inclusive community where the children develop a sense of belonging, and know themselves to be secure, safe, respected and loved. We aim to give children opportunities to express values such as being friendly, respectful and caring of themselves and each other. We recognise that our community is diverse and unique. In our day-to-day planning we consider children's varied needs and interests, individual learning styles, background and cultural diversity in the context of the family and Kindergarten.

The Environment: We value beautiful, natural and inspiring learning spaces that stimulate the growth and development of

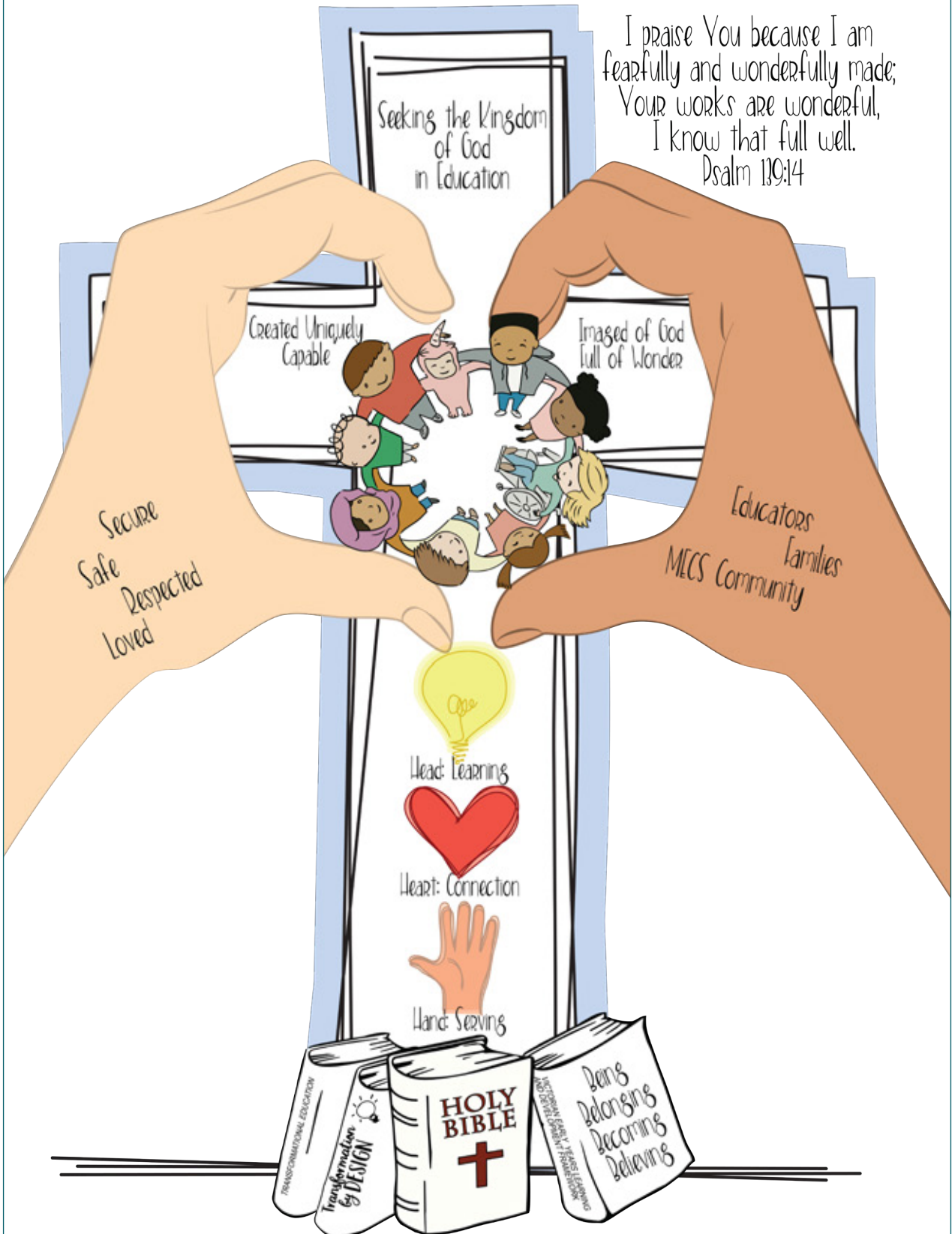
children's interests and imagination. We view the Kindergarten environment as the third teacher. We aim to nurture children to care for Creation using recycled, natural, and human-made materials. We believe that the world is our classroom and often venture into the school and especially bush Kinder where we touch the land with respect.

Learning (Head) Connection (Heart) Serving (Hand): As we develop Christian attitudes we are led to learn, connect, and serve together. We respond to the children's appetite for knowledge by providing a broad range of developmentally appropriate, educational experiences. We strive towards finding a balance within the program that challenges each child in their learning and which helps them to progress and grow in as many areas of knowledge, skill and sense of being as possible and become the best version of themselves.

As educators foster connection with children and their environment, they support children in taking new steps in their learning, cultivating the skills of asking questions and problem-solving, and encouraging their curiosity and wonder. The program is full of opportunities for learning and connection through hands-on exploration, discovery, and investigation. Through this learning educators together with children explore practical ways we can serve each other and our community. We respect the uniqueness of childhood, We value an unhurried approach where immersion in projects and play experiences comes naturally. We value a relaxed atmosphere where children have time to just 'be me'.

OUR PHILOSOPHY

I praise You because I am
fearfully and wonderfully made;
Your works are wonderful,
I know that full well.
Psalm 139:14




We provide a holistic and dynamic Christ-centred, Early Years program shaped by teacher-guided, child-led, explorative, play-based learning experiences, that nurtures a rich foundation for life.

A group of children are standing on a dirt path in a forest. They are wearing bright yellow high-visibility vests over their regular clothes. The forest is lush with green ferns and trees. The text is overlaid on the image in a dark teal color.

“ Beautiful,
natural, inspiring
learning spaces
to stimulate your
child’s interests and
imagination.

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Introduction

These early years are the foundation on which a child's education is built. The MECS Kindergarten program is designed to build skills and extend each child's range of experiences in a safe, secure environment, where positive relationships are highly valued. We respect and celebrate the varying interests and strengths of each child, and create a flexible program to embrace these. Our program acknowledges and accommodates various stages of growth and development within each child, all encompassed in the exciting discovery of God's wondrous creation.

A range of communication, observation and documentation techniques are used to provide information to staff, to assist them in planning play experiences for individuals and for the group as a whole.

Play is the work of children. What better way to find out how the world works than through play? Play can be described as discovery, exploration and experimentation. It naturally increases a child's sense of curiosity, imagination and inventiveness; it is evidenced as being a vital part of human development. A child develops through play in the areas of language and communication, cognitive thinking, reasoning, relationship and social

interactions and emotional resilience. This helps them move toward independence. These skills are foundational for further learning. While formal academic learning is not a part of the MECS Kindergarten program, children are exposed to pre-literacy and pre-numeracy concepts that they learn when they begin school.

MECS Kindergarten offers the beginning in Christian education and a natural transition to school. We have opportunities to connect with the Primary School through involvement in school activities, and through visiting various areas of the school such as the library, multipurpose room and oval, creating an awareness of belonging to a wider community, while still being protected in an age appropriate setting. Friendships established between children and families can continue beyond the Kindergarten years.

Our beautiful facility has been intentionally designed to be welcoming to children and families, to promote indoor/outdoor learning, and to encourage contact between different groups. Our playground is designed with the natural environment in mind to encourage investigation and exploration, including a dry creek bed, flexible climbing space, large sandpits, bike track and vegetable growing patches.

“Our motto at MECS Kindergarten is to foster a great place to wonder & learn.”

Kindergarten Team



Wendy Mason
Kindergarten Director



Michelle Hegarty
Kindergarten Teacher



Leanne Munchan
Kindergarten Teacher



Veronica Sargent
Kindergarten Teacher



Natasha Sharpe
Kindergarten/Indonesian Teacher



Lynda Barendregt
Early Childhood Co-educator



Laura Beams
Early Childhood Co-educator



Julie-Ann De Vincentis
Early Childhood Co-educator



Faith Grey
Early Childhood Co-educator



Sandy Ison
Early Childhood Co-educator



Jody McTier
Early Childhood Co-educator



Jemma Lichtendonk
Playgroup Leader

Fees & Timetable



Kindergarten Calendar: Our Kindergarten terms align with the MECS calendar, which comes out toward the end of Term 3 each year. You will notice that at MECS, the length and structure of the terms are a bit different to that of the State system. This is because we provide our staff with 'workbreaks' – time when the staff are working, but the students do not attend. This provides teachers with valuable time for the development of Christian education and our school based curriculum.

MECs Kindergarten fees. The Victorian Government's free Kindergarten program commenced in 2023 and is funding the MECS Kindergarten to the extent that there will be no fees for 3/4 year old and 4/5 year old Kindergarten. There may be some small charges for miscellaneous items (e.g. a MECS Kinder branded jumper) or special events. As details about 'free Kindergarten' become clearer we will better know its impact on the cost of extras.

Playgroup Fees will remain at \$45 per term per family



“We value beautiful, natural & inspiring learning spaces that stimulate the growth & development of children's interests & imagination.

2024 Timetable Session Times and Orientation

	Gumtree Room		Sunflower Room		Piazza
	Possums 4/5yo	Rosellas 3/4yo	Koalas 4/5yo	Bluebirds 3/4yo	Busybees Playgroup
Monday	9am-3pm		8.45am-3pm		
Tuesday		8.45am-3pm		8.30am-2.45pm	9.30am-11am
Wednesday	9am-3pm		8.45am-3pm		
Thursday		8.45am-3pm		8.30am-2.45pm	
Friday	9am-1.15pm		8.45am-12.30pm		9.30am-11am

Orientation for Kinder will occur for the first 3 weeks of Term 1. You will receive a letter in **January** to confirm your child's specific times for this period, but the broad overview is as follows:

On the first day, which is our official 'Stay and Play, Orientation Day' children will attend **with their parents** for one hour, in small groups. They will have the opportunity to meet a few other children, meet the staff and familiarise themselves with the building. Parents will participate in a small group information session with the Kindergarten educators and can ask any questions that they may have.

For the remainder of the 3 weeks children will attend shorter sessions. This allows children to transition into Kindergarten smoothly, and to establish relationships and routine. Children will need a **snack only** on these days. Lunch eating will begin in Week 4 at the commencement of full sessions.

You will also receive access to an Orientation Powerpoint and we ask that you read through it prior to attending your Orientation Day.



Day to Day Info



Communication with Staff

We value open communication between parents and staff. We want to get to know you and your child, so that we can work in partnership with you. With lots of children coming in, the beginning of the day is not a good time for long conversations with educators – it's an important time for settling the children, so we ask that you pass on information in **written form** rather than taking the educators' attention away from focussing on the children.

At the entry of each Kindergarten room we have a communication book called *The Family Voice*. We encourage parents to record any special information that you would like to share, reminders, and small 'titbits'. Information of a more confidential nature can be written on a note and handed to an educator at the beginning of the day. Helpful information may include any changes to routine, anticipated fatigue or excitement about a pending event.

Telephone calls to staff during the day to check on your child are most welcome and teachers are always available after sessions to discuss and share any information. If you would like a time to meet for a longer discussion with your child's teacher, or with the Kindergarten Director, please let us know and we can arrange a time suitable for both parties.

We encourage children to address staff by their title and surname eg. Mrs Mason. At school, teachers are addressed in a similar manner and this consistency should alleviate any confusion that might arise in young minds.

Arrival and Departures at Kinder

Arriving on time is very important, as it can be uncomfortable for children to walk into the session when all the children are

already involved in the program. It can also be disruptive for other children. Our building has an entry area called 'Piazza' which means 'meeting place'.

We encourage you to make use of the 'Piazza' space before your session. Please take the opportunity to spend a few minutes reading a book together. It can be very settling for children to spend a short time with their parent in the Kindergarten space. This process is designed to help your child transition from home to Kindergarten smoothly. Please remember to **actively supervise** your child/ren's use of the piazza space while you are waiting for your session to commence, and assist in developing independent and helpful skills by involving your child in putting the equipment away as soon as they have finished with it. This promotes a community-minded culture by being proactive in maintaining and caring for our Kindergarten space and equipment. To ease congestion in the Piazza and carpark, we have staggered the start times of the groups.

As you arrive please 'sign-in' your child, by entering the time of arrival and your signature in your child's group Attendance Book. If you are staying to help, you must also record your attendance in our Visitor's Register. The door will be closed until the start time of the session to allow the staff to set up activities and prepare for the session. **Always say goodbye to your child when you leave.** This is important in maintaining your child's trust. Tell them you are leaving and when you will be back.

If your child is feeling nervous or shy, they may need you to stay for a little while, while they become accustomed to the environment and teachers. You can determine with your child's teacher the right moment to leave.

You must also 'sign-out' when your child departs from the Kindergarten, by entering your name, signature and time of departure in the Attendance Book. Only a parent/guardian or authorised nominee whom you have declared on your Kindergarten Information Form may collect your child. These authorised nominees **must** be over 18 years of age. **As you leave the centre it is vital that you do not allow any other child/ren out through the door.**

We ask that you be on time to pick up your child. It can be distressing for children when other children are departing and their parent has not arrived. Please ring the school if you are running late, so that Kindergarten staff may inform your child.

Please Note: On your child's Kindergarten Information Form, you completed a section called *Emergency Contacts/Authorised Nominees*. This authorisation gives consent for other people to collect your child on your behalf. This list may be added to or changed throughout the year. Should someone who is not on that list attempt to collect your child (an unauthorised person), we would require additional authorisation from you, preferably in writing for any once-off collections. These authorisation procedures are in place to protect your child, so please assist us in this process.

Helping at Kindergarten

We love it when family members get involved! It's a great way for parents to see, and be a part of what their child experiences at Kindergarten. The children love it when they have someone special stay for the session. In order for the children to fully benefit from the program, we ask that parents volunteer some of their time each term to help out at Kindergarten. An extra pair of hands in the room allows the educators to spend more time with individual children or small groups. A roster will be available on the first day of each term for you to select which times suit you. Duties may include supervising the snack table or a play experience, wiping tables, cleaning paintbrushes or cleaning and tidying in the kitchen. If you are unable to attend your session we ask that you arrange a swap with another parent.

ChildSafe Policy: Prior to helping in any of the classes at MECS (i.e. Kinder and school), all parents need to read and agree to abide by the requirements in the MECS Focus on Child Safety policy. If you have not already signed the agreement for an older child, this will be sent home to you with your child's orientation information later in the year. The main policy points will also be covered at the first Kinder orientation session.

Younger children are welcome however it is the responsibility of the parent to supervise them and ensure they are not disrupting the Kindergarten childrens' play. We also have a laundry bag, which may include smocks, tea towels and one or two other items that will need washing. We will ask parents to take this bag home approximately 2 – 3 times per year. The bag will go home at the end of the week and should be brought back to Kindergarten at the beginning of the following week.

Another way to be involved at Kindergarten is to come and share your gifts and talents with the children, as this provides a rich community learning opportunity. Skills such as cooking,

special art projects, playing a musical instrument, spinning or weaving wool are all fantastic things to share with the children – or it may be simply describing your occupation! All these things are very interesting to young children, and help to enrich the program. Please let one of the staff know if you have something to share.

Sun Protection

Terms 1 and 4 are the times when the UV rays are most dangerous in Victoria. It is helpful if sunscreen is applied before leaving home, as sunscreen can take 20 minutes to fully protect the skin. During the warmer months, we often venture outside at the beginning of the session- please apply sunscreen to your child at home or in the piazza before a session. (Sunscreen is available in the piazza).

Staff will apply sunscreen to your child on high UV days if required. Should your child be allergic to sunscreens or have a particular sensitivity to the sunscreen provided by the Kindergarten, please provide an alternative sunscreen to be left at the centre for your child's use only.

Upon completing the Kindergarten Information Form, you were asked to provide authorisation for staff to administer sunscreen or to choose to supply your own sunscreen. MECS will provide your child with a hat, which we will name and keep at the Kindergarten. Children must wear their hat outside during Terms 1 and 4. You may wish to take your child's hat home to wash at the end of these terms.

Birthdays at Kindergarten

We love celebrating your child's birthday with them at Kindergarten. There is no need to send along any items to share; instead we will celebrate with your child by singing Happy Birthday and wearing a special birthday badge.

Parent Library

A selection of books covering a range of parenting issues is available for parents to borrow. They are located in the 'Piazza'. If you would like to borrow one, please enter your name and the date in the Borrowing Book, next to the books.

Seesaw App

The Kinder uses a digital portfolio through an app called 'Seesaw'. We encourage all parents to connect to their child's portfolio in order to follow along with happenings and communications in your child's learning. A great way to see what happens in your child's day at Kinder, and a great conversation starter over dinner!

Absence from Kinder

Parents can send their child's teacher a message via Seesaw, our Kinder communication app.

Day to Day Info Cont.



What to Bring

- A large bag
- Named box with snacks
- Named box with lunch
- Named water bottle
- A change of clothes (in a re-usable bag)
- An extra pair of underwear
- A coat on cold days

Nuts, food with nuts, and lolly pops are not allowed at Kindergarten at any time. Please name all items clearly.

Children often want to bring personal items from home to Kindergarten, however because of the risk of loss or damage, we discourage the bringing along of items from home, although a small comfort toy may be appropriate. Children's own toys are not to be played with at Kindergarten – it is better that children use the Kindergarten equipment. No responsibility is taken for lost or broken toys.

Family Photo

On the first day, we ask that all children bring along a family photo to stay at the centre for the year. Having a family photo close by can help children feel secure and brings a sense of belonging to the children whilst at Kindergarten.

Collecting Junk Materials

We would love parents to help us with a range of junk materials. It is great recycling and we can use them for many Kindergarten activities. This is a list of materials that we love to receive:

- **Small** boxes from food packaging
- Wool, string, ribbon, cardboard reels, corks, bottle tops, small washed yoghurt containers, foil cake tins.
- Factory offcuts such as cardboard, paper, wood.

Please sort donations into the recycle depot in the Piazza.

Day to Day Info (Continued)

Food & Drinks at Kinder

Children can eat their snacks at a specified snack table, at a time of their choice. Staff will monitor their eating. This provides an unrushed opportunity for eating at a time when they are hungry (or excited about eating which is sometimes the case!). Lunch will be eaten together.

Please bring a **snack** and **lunch** to Kindergarten in **clearly named** boxes. Where possible, please reduce packaging and plastic wrap used when packing food, as we are striving for a 'rubbish free' and recyclable approach to caring for the environment. This helps to teach our children about their part in caring for the environment and understanding good stewardship of God's world. Rubbish from food will be sent back home in their food boxes. All food scraps will either be composted, or fed to the worms!

It can be helpful to pack lunch and snack items in separate named containers and show and tell your child which is which. Please include some 'brain food' with your child's food - ie any whole food (fruit or vegetable). A packaged product with fruit in it or foods stating 'healthy' does not fall into the brain food category. We encourage you to send other healthy snack foods also, such as yoghurt, cheese and crackers, health bar, vegetable sticks with dip, etc. Please **do not** send processed foods with high salt or sugar content, such as chips, chocolate or lollies.

We strive to be a 'nut free' centre, due to anaphylactic allergies that some children may have. Please do not send along any nuts, peanut butter, nutella or muesli bars containing nuts. **Lollypops** can be a choking hazard and **may not** be consumed at Kindergarten or anywhere on the MECS property. Your child may bring their own water bottle along, and fresh water will always be available. We encourage **water only** at Kindergarten as water hydrates the body and energises the brain. It is easier for children to regulate and think clearly when they are not loaded up with sugary foods or drinks.

Appropriate Clothing

It is important that children are free to play uninhibited at Kindergarten. Clothing should allow freedom of movement, be easy to wash, and provide protection from the various weather conditions. Even though we use smocks, children will not stay clean all of the time! Clothing should also promote independence, particularly at toilet time. Some buckles, belts and buttons can make it very difficult for children to get to the toilet quickly! Please make sure your child's clothing allows them to run, climb, jump and move easily and safely on the equipment.

Our clothing policy is in line with the MECS dress code, which simply means:

Shoulders must be covered: no singlets

Closed shoes are best, however children at Kindergarten may wear supportive sandals with a back strap: no thongs, ballet flats, crocs, clogs or shoes without a back strap

Shoulder length hair or longer must be tied back.

Some days children will be allowed to take off their shoes for sandpit/ water play, movement or Perceptual Motor Program sessions. Children should be able to remove their shoes independently, although staff will be on hand to assist. Velcro is a wonderful product as it allows for independence. **Please send a complete set of spare clothing, including extra underwear, in a reusable, waterproof bag that can be used to send wet/dirty clothes back home, EACH DAY!**

In winter children must bring a coat, as the outdoor area is an integral part of the program and children will go outside even when it is cold. Please label all removable clothing with your child's name. Your child needs a **BIG** bag to carry their belongings to and from Kindergarten, to allow for spare clothes, snack box and lunch box, drink bottle, artwork and no doubt an assortment of treasures! Your child should be able to easily open and close the bag, and be able to put things in or take them out. A bright ribbon on the zip can help.

Educational Program



Christian Education and the Educational Program

Our approach to Christian education means that all teaching is from a Biblically formed perspective. The teaching program is intentional with overarching questions and identified learning outcomes that lead children to an understanding that our world has been created by God, we are His people and we are loved by Him; we are to love Him and to love each other and we can show this by caring for each other and the world around us. The program begins with a main idea to express our deep hope for the term. Threads are the responses that we wish to draw out. Threads assist in drawing the subtopics together and provide students with opportunities to live out their learning and understandings.

The 3 and 4 year old program operates within *The Victorian Early Years Learning & Development Framework*. There are five outcomes for children's learning in this framework:

Outcome 1 Identity: Children have a strong sense of identity

Outcome 2 Connection: Children are connected with and contribute to their world.

Outcome 3 Wellbeing: Children have a strong sense of wellbeing.

Outcome 4 Learning: Children are confident and involved learners.

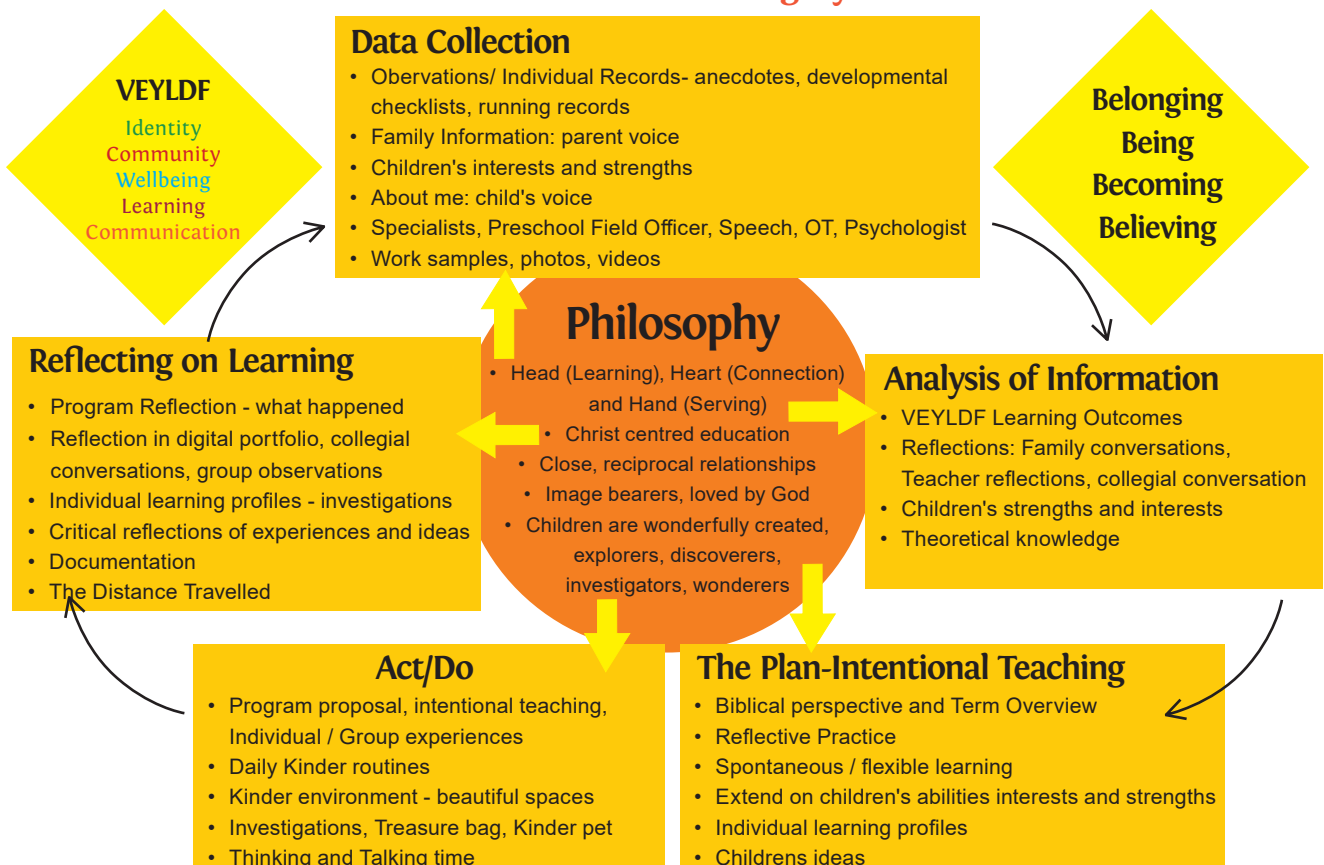
Outcome 5 Communication: Children are effective communicators.

These outcomes are incorporated into the overall program planning. A range of communication, observation and documentation techniques are used to provide information to Educators, to assist them in planning play experiences for individuals and for the group of children. Educators use a cyclic planning model as a basis for the program design. See the diagram below to see the type of information that informs our planning cycle.

The program incorporates playful learning experiences such as inventing with recycled materials, using open ended construction sets (such as blocks, lego, duplo, magnetic sets, mobilo), art experiences, dramatic play areas, writing and drawing area, cognitive games, sensory activities, reading books and a nature and discovery table. Children's interests and strengths are factored into the program. An example of our overarching program is included on the following page.

Having the Kindergarten located adjacent to the Foundation rooms allows wonderful transition-to-school opportunities. In the 4/5 year old program, we will start intentional transition activities in Term 4, and we will update you closer to that time with information.

MECS Kinder Planning Cycle



3/4 Year Old Program

Term 1: God created Colour & Beauty

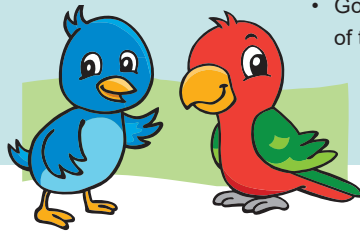
Building Community, Pondering Creation

- God is with me
- Belonging at Kinder
- God made the colours
- God made rainbows
- Jesus is my friend - Easter

Term 2: God created ALL Animals - Big & Small

Caretaking the Earth, Embracing Diversity

- Dinosaurs
- Wild Animals
- Minibeasts



Term 3: God provides for Everyone

Celebrating Life, Expressing Words

- Farm animals
- Where does food come from?

Term 4: God created each of us unique & wonderful

Embracing Diversity, Practising Hospitality

- Exploring our senses ... I can see, I can hear, I can touch, I can smell, I can taste
- God loves us - Celebrations: Christmas is the celebration of the birth of Jesus

4/5 Year Old Program

Term 1: Where do I belong?

Loving God, Building Community, Unwrapping Gifts

- Orientation - belonging at kinder
- We can know God
- God made me - Look at what I CAN DO
- My Emotions
- My Family
- Jesus is my friend - Easter

Term 2: God made the World

Caretaking the Earth, Discovering Patterns, Pondering Creation

- God created the Seasons - Autumn
- Creation Day 1: Light and Dark - Shadows
- Creation Day 2: Water and Air
- Creation Day 3: The Land and green growing things
- Creation Day 4: Outer Space
- Creation Day 5: Fish and Feather
- Creation Day 6: All Creatures Great and Small
- Creation: God made People Special
- Creation Day 7: God Rested

Term 3: Where in the World do I live?

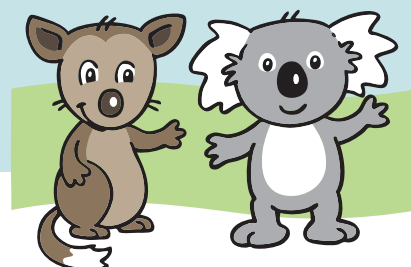
Loving God, Building Community

- God created the Seasons - Winter
- Me, My Community, Family, Friends, Kinder
- Where do I live?
- My City - Melbourne
- How do we get there? Transport and Road Safety
- My Country - Australia is our home

Term 4: People around the World

Embracing Diversity, Unwrapping Gifts

- God created the Seasons - Spring
- My School
- Community Helpers
- Around the world
- God loves us - Celebrations: Christmas is the celebration of the birth of Jesus





Bush Kinder

Bush Kinder is a highly valued part of the four year old Kinder program, and commences mid- way into year. This is when we have regular excursions into the bush located on MECS property. The children explore and play in all types of weather! They wonder in God's world, use their imagination, and connect with nature. Studies show that children are calmer, more engaged, better able to regulate themselves, use all their senses, challenge themselves through active exploration when they are outside in 'wild spaces'.

Indonesian

During the 4/5 Kindergarten year, children will weekly Indonesian lessons with Mrs Sharpe. This lesson is supported with the use of government apps provided through Early Learning Languages Australia (ELLA) and some practical use during the sessions.

Perceptual Motor Program

Children in the 4/5 year old program will participate in a Perceptual Motor Program (PMP) commencing mid year. The PMP program is formulated to build children's body awareness in space, balance, direction and simultaneous use of both sides of the brain through specially designed large-body activities. These activities are important for the development of pre-reading and writing skills.

Social Thinking, Playing and Learning to Socialise (P. A. L. S) and Rhythm & Movement for Self- Regulation (RAMSR)

These programs are embedded in the Kindergarten programs and seek to empower children with specific movement skills. They are linked to learning about our brain and that we are created wonderfully.

Guiding Behaviour



Establishing a warm and caring learning environment is a high priority at MECS. We acknowledge that children are learning to regulate their own behaviour, and the Kindergarten staff are committed to helping children achieve this. We want to help each child develop positive social strengths, by encouraging cooperation with others, interacting in positive ways and enhancing their own and others' self-esteem.

Each staff member will treat each child with gentleness, sensitivity, respect and understanding. If behaviour is becoming a concern, parents will be approached so that we can work together to encourage positive behaviour.

A set of guidelines to create a cooperative learning environment, which include safety and caring for others, is established with each group of children at the beginning of the year. This helps to build a positive class culture, and children are more likely to own and maintain responsibility for the class behaviour standards.

MECS Kindergarten uses *Restorative Practice*, an approach which assists children in understanding that when poor choices are made, things go wrong and relationships are damaged. Children learn to take responsibility for their actions and behaviour. It helps them understand that there are consequences for our behaviour. This approach acknowledges each person's perspective, helps to build relationships and helps children work towards restoring the problem. Children learn that issues and problems can be worked through, resulting in forgiveness, healing and restoration. We believe that this process is in line with a Christian perspective that we

forgive each other as God forgives us. We seek restoration of relationships, as God does with us.

Staff follow a simple process by asking the following questions:

1. **What is the problem?** We help children identify what went wrong, and understand that the child is not the problem, the problem is the problem.
2. **Who is affected?** We help children recognise their own and other children's emotions, and help them identify what questions/actions to implement when they experience anger/upset feelings.
3. **How can we fix the problem?** We help children apologise and implement consequences that will help to restore the relationship or the situation.
4. **How can we make sure this doesn't happen again?** We help children identify why it happened and what underpinned that action that caused the problem. Consequences appropriately applied help the child consolidate their understanding.

Restorative Practice works hand in hand with the development of social skills and community building.

Kinder Excursions & Incursions

Throughout the year, excursions or visitors to the centre may be organised to support and extend the children's program. These opportunities provide rich learning experiences – increasing knowledge, thinking, language, and social and emotional responses. We will obtain written authorisation from parents for each child to attend an excursion.

Careful planning will go into any excursion, including a risk assessment to determine any risks to children's health, safety or wellbeing and a plan for how the risk will be managed and/or minimised.

Each child's personal medication and current medical management plan, as well as a first aid kit, will be taken on any activities outside the MECS property. Emergency contact details for each child and the contact details of their medical practitioner are also taken on excursions.

Incidental outings into the wider school community, such as visits to the playground, library or primary multipurpose room (PUMP room) will also enrich the learning program. Whenever children leave the kindergarten's immediate premises for these spontaneous outings, both the educators will accompany the children. Authorisation for such events will be obtained from parents at the start of each year, as these are considered to be regular outings.

The table below is a summary of the responsibilities in relation to in the event of an excursion. Further information can be found in the *Camps, Excursions and Incursions* policy, located in the kindergarten Piazza.

Excursion Responsibilities

MECS Kindergarten:

- Providing opportunities through the educational program for children to explore and experience the wider environment.
- Ensuring that all excursions and kinder events are accessible and contribute to children's learning and development.
- Ensuring the health, safety and wellbeing of children at all times, including during excursions and kindergarten events.
- Providing adequate supervision of all children during excursions and kindergarten events.

Parent/Guardian:

- Signing any excursion forms, and authorising their child to visit the wider school community on the appropriate form at the start of the year.
- Understanding that, if they participate in an excursion or kindergarten event as a volunteer, they will be under the immediate supervision of the educators at all times.

Rest

Being in a large group of peers can be very tiring for young children. Areas for rest and quiet play are available in the Kindergarten rooms, and children are encouraged to make use of these areas.

If you are noticing uncooperative behaviour due to fatigue at home please consult your child's teacher. There may be opportunities for the teacher to ensure some form of rest is occurring for your child. Some rest days or shorter session times for a short period may help them to build resilience. Your child's teacher will approach you if your child seems particularly tired at Kindergarten.

Inclusion

We recognise that all children are wonderfully made in God's image, whilst also recognising that some children have additional learning or development needs. Our staff will model warm, accepting attitudes and will actively encourage children

to be accepting of each other's similarities and differences. Our program allows children of various abilities and stages of development, to participate and benefit, regardless of their abilities, additional needs or medical conditions.

If you have concerns regarding your child's development or progress please make these known to the teacher. Educators make regular observations and assessments of your child's development, however you have intimate knowledge of your child. Concerns may be followed up through further discussion and monitoring or by an assessment by a Speech Pathologist, Psychologist or Paediatrician. Your child's teacher will advise you. The teacher will consult with the MECS Educational Support Coordinator to make the best decisions for your child. If we consider that there could be value in consulting relevant outside support services, we will approach the parents to discuss this.

It is essential that parents accurately reflect, at the time of enrolment, any known additional needs.

Health & Safety



Illness and Absence

In the interests of other children and staff we ask that your child not attend Kindergarten if they show signs or symptoms of illness. They should be kept at home until you have had the symptoms checked by a doctor or until they are clear of all symptoms, including fatigue. Sick children cannot be adequately cared for at Kindergarten, as they need individual attention and rest.

Any child who develops signs and symptoms of any illness while at Kindergarten will be comforted by staff until a parent or emergency contact can collect them and take them home. For many illnesses, your child will not be able to attend Kindergarten. The table on the following page is a guide to the exclusion time for common illnesses, and the conditions that must be met prior to their return. Please familiarise yourself with this table, and ensure you consult it if your child is unwell.

There are illnesses for which you will need to provide a medical certificate of recovery prior to your child returning to Kindergarten. Please take note of the specific illnesses where this applies. If your child is suffering from an infectious disease it is important that you inform the school, so that other parents can be made aware should their children display these symptoms.

Immunisation and Infectious Diseases

Before your child commences at the MECS Kindergarten, you need to provide us with an **up to date** immunisation certificate for your child. **Please note that a copy of your child's Maternal and Child health book is not sufficient.** The only acceptable evidence of immunisation under the 'No jab, No play' Government legislation is the certificate provided by the Australian Immunisation Register, showing that your child is up

to date for their age.

The 'No Jab, No Play' legislation requires all children enrolled in the Kindergarten (including both the 3/4 year old and 4/5 year old programs), to be:

- fully immunised for their age OR
- on a vaccination catch-up program OR
- unable to be fully immunised for medical reasons, an official exemption must be supplied.

Hygiene and Infection Control

Viruses, gastroenteritis, common colds or flu can spread rapidly within the Kindergarten environment. Hand washing is the most important procedure for preventing the spread of disease. Staff will help children with effective hand washing techniques and will prompt them to wash hands at regular intervals throughout the session, and before eating. The following is a diagram representing effective hand washing techniques. Please assist your child by practicing this technique at home with them, and teaching them when they need to wash or sanitise their hands:

- On Entry to Kindergarten, and before eating
- After going to the toilet, sneezing or blowing their nose, eating and after playing outside.

COVID-19 Safe

At MECS Kindergarten we adhere to current guidelines and restrictions as directed by the government and in accordance with our COVID Safe plan. Parents are asked not to send children to Kindergarten with symptoms, which include: Fever, cough, sore throat, shortness of breath, runny nose, loss/change in smell/taste.

Be a Soapy Hero

How to...
wash your hands



WASH YOUR HANDS
TO GET RID OF GERRY THE GERM

It
only takes
20
seconds!



WET your hands with running water



RUB soap all over your hands for 20 seconds
Sing 'happy birthday' twice!



RINSE the soap off your hands



DRY your hands with a clean towel or paper towel or under a hand dryer



Wash your hands:

- whenever your hands look dirty
- after going to the toilet
- after coughing, sneezing or blowing your nose
- before and after eating
- after touching pets or other animals
- after you play

Find out more about hand hygiene at: www.betterhealth.vic.gov.au/soapy-hero

Head Lice

Head lice are transmitted by having head to head contact with someone who has head lice: this happens frequently in schools and Kindergartens. They do not transmit any infectious diseases.

If a child is found to have head lice while at Kindergarten, the parents will be informed immediately. The child may return to Kindergarten after treatment has commenced, with a note from the parent. Please make sure the rest of the family is also treated to assist in preventing the problem.

Accidents and Injuries

All educators are trained in First Aid. If a minor accident occurs, an educator will administer first aid and parents will be notified of the incident when the child is collected from the centre. The incident will be recorded in the Accident and Injury Book and parents will be asked to sign the book, to verify that advice of the incident was given and that you are aware of the extent of the injury.

In the case of a more serious accident, staff will notify parents as soon as practicably possible. In the event that an ambulance is required, a staff member will accompany the child to the hospital if the parent is not available. Any incidents or illnesses that require a doctor visit will be reported to the Department of Education and Early Childhood Development.

The table below is a summary of the responsibilities relating to accidents and injuries. More information can be found in the *Incident, Injury, Trauma and Illness* policy, located in the Kindergarten Piazza.

Medication and Medical Management Plans

If medication needs to be administered to your child during their time at the Kindergarten, parents need to complete the relevant information on the *Medications Form*. Medication must be in the original container with dosage instructions and expiry date, or staff cannot administer the medication. Medication must not be left in your child's bag. It is the parent's responsibility to collect the medication from the fridge at the end of the session.

Should your child have a specific health care need, allergy or relevant medical condition, you will be required to work with us, your doctor (where applicable) and the MECS office staff to establish an individual medical management plan for your child (e.g. allergies, asthma, anaphylaxis, diabetes, epilepsy etc.) This plan will include appropriate risk management strategies and a communications plan between our Kindergarten staff and the applicable parents/guardians.

The following table is a summary of the responsibilities relating illness and hygiene. Further information can be found in the *Dealing with Hygiene and Infectious Diseases* policy, located in the Kindergarten Piazza.

Illness & Hygiene Responsibilities

MECS Kindergarten:

- Providing a safe, clean, hygienic and healthy environment.
- Responding to the needs of the child or adult who displays symptoms of illness while at the Kindergarten.
- Complying with current exclusion schedules and guidelines set by the Department of Health.

Parent/Guardian:

- Keeping their child/ren home if they are unwell or have an excludable infectious disease, for the recommended period of time (see table on page 18)
- Informing the centre if their child has an infectious disease or has been in contact with a person who has an infectious disease.
- Keeping their child/ren at home when an infectious disease has been diagnosed at the centre and their child is not fully immunised against that infectious disease.
- Encouraging their child/ren to develop and follow effective hygiene practices at all times, including hand washing on arrival at the centre, especially if a child who is at risk of anaphylaxis is in attendance at the centre.

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

Public Health and Wellbeing Regulations 2019

Schedule 7

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

Regulation 111

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

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

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

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

Further information

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

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

Accident & Injuries Responsibilities

MECS Kindergarten Responsibilities

- Providing a safe and healthy environment for all children, educators, staff and others attending the centre.
- Ensuring at least one educator/staff member who is first aid trained is in attendance at all times.
- Ensuring that the centre has the capacity to deliver current approved first aid, as required.
- Responding to the needs of an injured, ill or traumatised person at the centre.
- Preventing injuries and trauma.
- Preventing the spread of illness through simple hygiene practices.
- Maintaining a duty of care to children and users of the Kindergarten.

Parent/Guardian Responsibilities

- Providing the required information for the kindergarten's medication record relating to medical conditions and management of the condition.
- Providing written consent for staff to administer first aid and call an ambulance, if required, to cover all costs associated with the ambulance.
- Being contactable, either directly or through emergency contacts listed on the child's enrolment record and collecting the child where necessary as soon as possible.
- Providing authorisation for the centre to seek emergency medical treatment by a medical practitioner, hospital or ambulance service, if required.
- Ensuring that they provide the centre with a current medical management plan, if applicable.
- Signing the Incident, Injury, Trauma and Illness Record, thereby acknowledging that they have been made aware of the incident.
- Notifying the teacher when their child will be absent from their regular program.
- Notifying staff/educators if there is a change in the condition of their child's health, or if there have been any recent accidents or incidents that may impact on the child's care e.g. any bruising or head injuries.





Medical Management Plan Responsibilities

MECS Kindergarten Responsibilities

- As far as practicable, providing a safe and healthy environment for all children and adults at the centre.
- Ensuring families provide relevant medical information on their child's health, and participate in the development of a medical management plan when applicable.
- Responding immediately to the needs of a child who becomes ill while attending the centre.
- Ensuring safe and appropriate administration of medication.
- Ensuring staff receive regular training in managing specific health care needs such as asthma management, anaphylaxis management and any other specific procedures that are required to be carried out as part of the care and education of a student with specific health needs.
- Ensuring opportunities for a student to participate in any activity, exercise or excursion that is appropriate and in accordance with their risk minimisation plan.
- Ensuring that educators have the skills and expertise necessary to support the inclusion of children with additional health needs.

Parent/Guardian Responsibilities

- Ensure that any medication to be administered is recorded in the medication record with required details.
- Provide a current medical management plan when their child requires long-term treatment of a condition that includes medication, or their child has been prescribed medication to be used for a diagnosed condition in an emergency.
- Physically hand the medication to a staff member and inform them of the appropriate storage/ administration instructions for the medication provided.
- Clearly label non-prescription medications and over-the-counter products (e.g. sunscreen) with the child's name. The instructions and use-by dates must also be visible.
- Ensure that no medication or over-the-counter products are left in their child's bag or locker.
- Take all medication home at the end of each session/day where necessary.
- Inform the centre if any medication has been administered to the child before bringing them to the centre, and if the administration of that medication is relevant to or may affect the care provided to the child at the centre.
- Ensure their child's enrolment details are up-to-date, providing current details of persons who have lawful authority to request or permit the administration of medication.

Emergency Management Plan

MECS Emergency Management Plan

Our thorough Emergency Management plan outlines our response to different emergencies, including a response plan to bushfire threat. MECS has been classified as one of 728 'bushfire-at-risk' schools in Victoria. We take the possibility of a fire very seriously, having engaged an external consulting company to conduct an assessment of our fire readiness. This company has been used to conduct similar assessments on many schools in high risk bushfire zones. A number of recommendations resulted from this assessment and have been incorporated into our plan. There are many fire hose reels located around the school, and gutters are always kept clean. The fuel load in the conservation area is also kept low. We conduct evacuation drills and have an uninterruptible power supply for our phone system. We also have an SMS system in place to communicate with parents.

School & Kindergarten closure

We monitor Bureau of Meteorology forecasts for the degree of bushfire risk in the Central fire district. If the forecast is Code Red (Catastrophic) for this district, the Victoria Department of Education will close their "bushfire-at-risk" schools with 3 days' notice (if possible), with final confirmation by no later than midday the day before closure. MECS will be closed if the forecast is Code Red (Catastrophic) in the Central fire district. Once the decision to close is confirmed, there will be no changes – regardless of improvements to the weather conditions immediately before the closure – this will help limit confusion and organisational difficulties. During the fire risk period we will advise you of closures and relevant information through our social media and SMS system as required. We will also close if the CFA issues a 'Watch and Act' or 'Emergency Warning' for the suburbs of Mt Evelyn, Montrose, Mt Dandenong, Kalorama, Silvan and Lilydale. On days predicted to be 'Extreme' the school will not close. However, extra precautionary steps will be taken, including reminding all staff of procedures to follow should a bushfire threat occur.



Emergency Management Plan (Cont)

Response

These are the measures that we will take in response to a bush fire threat:

- In situations of extremely short notice (less than 15 minutes – this would only occur if the fire originated within the immediate school vicinity), all staff and students will remain in their current classrooms and follow relevant procedures to minimize potential exposure.
- If we have more warning time, all students and staff will be relocated to 'bushfire shelters' – these are buildings on school grounds that have been assessed to be safer than others because they do not face the bush directly. These buildings are signed and we conduct drills every year to re-familiarise all staff and students with the process and the locations.
- If we have significant warning time (more than 2 hours), we will relocate all students and staff to the bushfire shelters where the process of evacuating offsite will commence. We have established a plan with the Emergency Response Coordinator from Yarra Ranges Council for how this would occur, and we will liaise with them at the time of the emergency to determine the safest location for evacuation. You will be kept informed via social media, SMS messages and information provided to the Emergency Parent Contacts (on the back of the annual school calendar).

What to do at home

- Talk to your children about responding to a bushfire. Help prepare them emotionally to deal with the threat. If MECS has to close, talk to your children about why the school is closed and reassure them of their safety.
- Ensure you are familiar with the Fire Danger Index. MECS is located in the Central Fire District.
- Make sure the school always has your up to date contact numbers.
- Please do not come to the school to collect your children in the event of an immediate unexpected bushfire threat. This causes traffic chaos and hampers our ability to keep an account of all students. It can also prevent a rapid roll out of our response plan, and may place your own life at risk. In any event, police may prevent your access. If you do come (against our advice) and insist on removing your children, you will be permitted to do only if you sign them out. Only parents or legal guardians will be able to collect children in these circumstances (we will not release any child to another person).
- Please plan for school closures by ensuring you have someone who can mind your children - no child should be left at home alone.
- In the event of an emergency, do not phone the school. It is essential we keep phone lines open. Rather, check the website for updates or contact the Emergency Parent Contacts. The phone numbers are on the annual school calendar.

Emergency Responsibilities

MECS Kindergarten:

- Providing a safe environment for all children, staff and persons participating in the programs.
- Having a plan to manage emergency situations in a way that reduces risk to those present on the premises.
- Ensuring effective procedures are in place to manage emergency incidents at the centre and ensuring all staff are adequately informed of, and trained in, these procedures.
- Ensuring appropriate responses during and following emergency incidents to meet the needs of the children, their families, staff and others at the centre.

Parent/Guardian:

- Ensuring up-to-date emergency contact details on their child's enrolment form and completing the attendance record on the delivery and collection of their children.
- Following the directions of staff in the event of an emergency or when rehearsing emergency procedures.



Red-back Spider with its egg sac.

Photo: Andrew Wegener



Privacy

Photo Privacy

Photos play an important part in your child's 'learning journey'. It's how we share your child's Kindergarten experiences with you! We will only take and use these photographs with your permission. The Privacy Responsibilities table below is a summary of the responsibilities relating to privacy within the Kindergarten. Further information may be found in the Privacy and Confidentiality policy, located in the Kindergarten Piazza.

Family and Visitor Access

Family members and authorised visitors are always welcome at the centre. Parents/guardians can enter the premises at any time, if the safety of the children and staff is not compromised in any way. However, we ask that visitors be sensitive to the program and atmosphere of the classroom.

All visitors must sign the Visitor's Register, including date, name of visitor, address and telephone number, reason for visiting, time in, time out and signature. Visitor signing is a requirement of the Department of Education is also part of the Kindergarten's Emergency Evacuation Procedure.

Enrolment

Privacy Responsibilities

MECS Kindergarten:

- Following responsible and secure collection and handling processes of personal and health information.
- Protecting the privacy of each individual's personal information.
- Ensuring individuals are fully informed regarding the collection, storage, use, disclosure and disposal of their personal and health information, and their access to that information.

Parent/Guardian:

- Providing accurate information when requested.
- Maintaining the privacy of any personal or health information provided to them about other individuals, such as contact details.
- Completing all permission forms and returning them to MECS Kindergarten in a timely manner.
- Being sensitive and respectful to other parent/guardians who do not want their child to be photographed or videoed.
- Being sensitive and respectful of the privacy of other children and families in photographs/videos when using and disposing of these photographs/videos.

Privacy



MECS Kindergarten helps children transition smoothly into school by intentionally teaching and giving children opportunities to develop these skills.

If you have a younger child that you wish to enrol at the MECS Kindergarten, you need to complete a 'Sibling Enrolment form' available from the school office. It is strongly advised that children starting school at MECS turn 6 years of age during the year they commence Prep. With this in mind, we encourage parents to carefully consider the year children commence Kindergarten. This is a crucial decision in setting your child up for 13 years of formal school education. We believe that the early years are foundational for further learning, and that children are better equipped to be fully engaged and involved at an older age, having had time to grow and develop the necessary skills to manage school life, such as regulating their own behaviour, resilience, concentration, listening in a group situation and following specific instructions.

Additional Support

There are a range of resources, services and funding available to assist all eligible children to access and be fully included in a kindergarten program and to enhance the learning and development needs of all children. This includes such things as additional Government funding for Aboriginal and Torres Strait Islander children, children who have been identified to be vulnerable and children with additional needs. If you have any questions about this, or would like to assess your eligibility to access these support services, please ask one of the kindergarten or office staff.

Concerns and Complaints Procedures

Please feel free to speak to your child's teacher about any concerns that you may have, no matter how small, so that action can be taken. In most cases, the concerns can be resolved at this level. If however, you do not feel that the matter has been resolved, please discuss them with the Kindergarten Director. The following table is a summary of the responsibilities relating to concerns and complaints. Further information can be found in the Complaints and Grievances Policy, located in the kindergarten Piazza.

Complaint and Grievance Responsibilities

MECS Kindergarten:

- Providing an environment of mutual respect and open communication, where the expression of opinions is encouraged.
- Complying with all legislative and statutory requirements.
- Dealing with disputes, complaints and complainants with grace, Christian love, fairness, equity and consistency.
- Maintaining confidentiality at all times.

Parent/Guardian:

- Applying Biblical principles in their dealings with each other and those in authority over them.
- Seeking God's will by praying earnestly, both individually and when meeting to discuss matters of dispute or discipline.
- Raising a complaint directly with the person involved, in an attempt to resolve the matter without recourse to the complaints and grievances procedures.
- Raising any unresolved issues or serious concerns directly with the Kindergarten Director.

Policies & Procedures



Policies & Procedures

Policies and Procedures

In line with the National Law and Regulations, MECS Kindergarten has developed a number of key policies and procedures in order to provide quality education and care services to their families. These policies and procedures comply with Quality Areas against which the Kindergarten will be assessed and rated. The seven quality areas are:

- QA 1 Educational program and practice
- QA 2 Children's health and safety
- QA 3 Physical environment
- QA 4 Staffing arrangements
- QA 5 Relationships with children
- QA 6 Collaborative partnerships with families and communities
- QA 7 Leadership and service management

In order to assess whether the values and purposes of these policies have been achieved, we encourage parents to provide us with regular input/feedback in relation to these policies so that we can determine their effectiveness in our Kindergarten environment. The Kindergarten will keep the policies up-to-date with current legislation, research and best practice and will revise these policies and procedures as part of the centre's policy review cycle, or as required. You will be notified at least 14 days before any changes are made to Kindergarten policies or procedures. We encourage parents to read and comply with these policies and procedures to ensure the safety, health and wellbeing of children attending our Kindergarten.

To the right is a list of the titles of the Kindergarten policies. These are available at all times in the piazza of the Kindergarten. If you would like a copy of a particular policy, please ask the Kindergarten Director.

Policy Name
QA 1: Educational program and practice
QA 2: Children's health and safety
Acceptance and Refusal of Authorisations
Administration of First Aid
Administration of Medication
Anaphylaxis Management
Asthma Management
Child Safe Environment
Dealing with Medical Conditions
Dealing with Hygiene and Infectious Diseases
Delivery and Collection of Children
Emergency and Evacuation
Excursions and Kindergarten events
Incident, Injury, Trauma and Illness
Sun Protection
Supervision of Children
Sleep, rest and relaxation policy
Safe Transportation
Water Safety
QA 3: Physical environment
Occupational Health and Safety
QA 4: Staffing arrangements
Determining Responsible Person
Staffing
Staff Code of Conduct
Volunteer Workers
QA 5: Relationships with children
Interactions with Children
Respectful Relationships
Wellbeing and Inclusion
QA 6: Collaborative partnerships with families and communities
Enrolment and Orientation
QA 7: Leadership and service management
Complaints and Grievances
Fees
Governance and Management of the Centre
Privacy and Confidentiality
Nutrition, Food and Physical Wellbeing
Duty of Care and Supervision
Camps, Excursions and Incursions



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