



KINDERGARTEN

HANDBOOK

Revised 2024

The City of Casey proudly acknowledges the traditional owners, Casey's Aboriginal communities and their rich culture and pays respect to their Elders past, present and future.

We acknowledge Aboriginal people as Australia's first peoples and as the traditional owners and custodians of the land on which we work and live



The City of Casey is home to a remarkable diversity of cultures, languages, faiths, identities, landscapes, and stories. From our first Australians to our most recent arrivals and every wave between, the City of Casey welcomes and represents all community members and their respective ambitions to live healthy, rewarding, and happy lives. These intersecting and overlapping community stories form Casey's collective identity and contribute to its evolving, rich history. We recognise this diversity as our strength and we aim to share, nurture and celebrate it.



TIS: 131450 (Translating and Interpreting Service)

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WELCOME TO KINDERGARTEN IN THE CITY OF CASEY

Welcome to City of Casey Kindergarten Programs, we are thrilled that you have chosen a City of Casey Kindergarten Program to strengthen your child's learning and development. We provide two years of funded kindergarten in the municipality and are located on the land of the Bunurong/Boonwurrung people.

We trust that the kindergarten experience will be exciting, and rewarding, and for your child and you, their family. The kindergarten years are filled with endless possibilities and are pivotal in laying the foundations for future learning and lifelong skills. Kindergarten is a chance to make new friends, to play, to explore, to learn and to grow and we, alongside our kindergarten educators, we look forward to sharing in this journey with your family.

This handbook provides important information about our Kindergarten Programs. Please keep it booklet handy as a reference and feel free to contact us with any further questions.

Our kindergarten programs are Victorian Government approved and are governed by:

- The Education and Care Services National Law 2010 (Act)
- The Education and Care Services Regulations 2011 (Regulations)
- National Quality Framework, which consists of:

- 1.Educational program and practice
- 2.Children's health and safety
- 3.Physical Environment
- 4.Staffing arrangements
- 5.Relationships with children
- 6.Collaborative partnerships with families and communities
- 7.Governance and leadership

For further information about our regulatory requirements, please see:
[ACECQA - What is the NQF?](#)



KEY DATES

TERM DATES

Term dates are the same for Victorian Schools and Kindergartens.



TERM DATES AND HOLIDAYS IN VICTORIA

CHILD FREE DAYS

Throughout the kindergarten year there will be child free days for kindergarten staff to participate in professional development.

These include:

- Start of the year Child Youth and Family conference/administrative day
- Child Youth and Family conference
- Final day of Term Four

We understand these days of closure can be an inconvenience and will notify families in advance.

PUBLIC HOLIDAYS

The kindergarten will not be open on the following public holidays:

- Labour Day
- Good Friday
- Easter Monday
- ANZAC Day
- King's Birthday
- Friday before the AFL Grand Final (Subject to AFL schedule)
- Melbourne Cup Day



VICTORIAN PUBLIC HOLIDAYS

WHAT TO BRING



EDUCATIONAL PROGRAM AND PRACTICE

OUR KINDERGARTEN PHILOSOPHY

Our guiding philosophy and pedagogy reflect current research and is founded on the core principles of: play-based, child initiated and educator facilitated learning. It is inclusive, equitable, respectful, ethical, and based on family-centred practices. The following five principles underpin our philosophy:

RELATIONSHIPS ARE FOUNDATIONAL

Relationships, defined through mutual respect and trust, are the foundation of our practice. Respect is extended to all members of our learning community. Relationships take time to build and, as a result, a sense of belonging is cultivated for all.

EDUCATION IS THE PLATFORM FOR FUTURE SUCCESS

We acknowledge that education creates opportunities for all children to succeed. It has the potential to be a lifelong activity and, as a result, effects the life chances of people. In order to maximise the impact of lifelong learning, we consider critical reflection, a culture of enquiry and quality learning environments to be essential.

INDIVIDUALS HAVE THE RIGHT TO FLOURISH

We commit to advocating for the rights of children and our broader profession. Together we uphold a culture of democracy, acceptance and social justice with children and educators as active citizens in the global community of the future. We have an underlying belief in the capabilities of children and promote the importance of consulting with children in our daily teaching and learning experiences.

LEADERSHIP IMPACTS ON THE QUALITY OF ALL THAT WE DO

Leadership is a set of behaviours that can be enacted by all. Effective leadership is evidenced through a visible process of empowering others, leading the profession and collaborating with the extended community in order to achieve positive outcomes. We celebrate leadership and aspire to create progressive change.

REFLECTION CREATES POSSIBILITIES.

We engage in continual critical reflection and value theory and evidence-based practices, ensuring that we fully explore strategies to improve future practice and opportunities.

SUSTAINABLE CONNECTIONS TO THE FUTURE

We respect our common heritage with the land and believe that through fostering a sense of wonder, empathy, and appreciation in the natural world, we create opportunities to cultivate active and enduring connections with nature and the local community. In recognising that tomorrow belongs to each of us, we establish a sense of global significance and the capacity to affect future change.

Each of these Principles and Practices are supported by the National Early Years Learning Framework (EYLF), the Victorian Early Years Learning and Development Framework (VEYLDF) and the National Quality Standard (NQS).

THE EDUCATIONAL PROGRAM

Our kindergartens offer play-based learning with programs unique to their local environment and community. Play based learning is evidence based and helps children's learning and development.

Our team of qualified and skilled educators will include your child's interests and the needs of the community in the kindergarten program. The written program is prominently displayed in all our services, and our educators will happily answer any questions you may have of the program.

PLANNING AND SUPPORTING CHILDREN'S LEARNING

In addition, to the whole group program, educators view your child holistically and create an individual learning cycle for your child. Both the group and individual children's planning cycles consists of the following key elements:



CHILDREN'S HEALTH AND SAFETY

All children within our kindergarten programs have a right to experience quality education and care in an environment that provides for their physical and psychological wellbeing.

In our Kindergarten programs, we safeguard and promote children's health and safety, minimise risks and seek to protect children from harm, injury, and infection.

IMMUNISATION

Under the 'No Jab, No Play' legislation, before enrolling a child, early childhood services will need to first obtain evidence that the child is:

- fully immunised for their age OR
- on a vaccination catch-up program OR
- unable to be fully immunised for medical reasons.

Conscientious objection' is not an exemption under the 'No Jab No Play' legislation.

An Immunisation History Statement is issued by the Australian Immunisation Register (AIR) and shows the vaccines a child has received.

Immunisation History Statements can be requested at any time by contacting Medicare:

- Phone Australian Immunisation Register 1800 653 809
- Your Medicare online account through myGov
- Express Plus Medicare mobile app
- visit your local Medicare office.
- email acir@medicareaustralia.gov.au

The Immunisation History Statement will be kept by the service and filed within the Child's Confidential Record. The child cannot attend the service until acceptable documentation is provided.

Australian Government

Department of Human Services

medicare

Immunisation history statement

As at: 22 August 2018
For: BERNARD O LONG
Date of birth: 16 January 2016
Immunisation status: up to date

Schedule	Date given	Immunisation	Brand name given
2 months	16 Mar 2016	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal Rotavirus	Infanrix Hexa Prevenar 13 Rotarix
4 months	16 May 2016	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal Rotavirus	Infanrix Hexa Prevenar 13 Rotarix
6 months	16 Jul 2016	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal	Infanrix Hexa Prevenar 13
12 months	16 Jan 2017	Measles Mumps Rubella Hib Meningococcal C	MMR II Menitorix
18 months	16 Jul 2017	Diphtheria Tetanus Pertussis Measles Mumps Rubella Varicella	Infanrix Priorix-Tetra
Other	01 Apr 2018	Influenza	Influvac Tetra

Next immunisation/s due	Date Due
Diphtheria Tetanus Pertussis	16 Jan 2020
Polio	16 Jan 2020

Notice/s

CHILD SAFE ORGANISATION

The City of Casey is committed to creating and maintain a child safe organisation where protecting children from abuse is embedded in the everyday thinking and practice of Council, its employees, contractors, and volunteers.

We do this by:

- Ensuring our employees, contractors and visitors have a Working with Children Check or VIT registration.
- Have clear processes to report child safety concerns.



BODY SAFETY AWARENESS PROGRAM

Body Safety Awareness is embedded into our kindergarten program. The Body Safety Program is designed to empower and educate children to understand and communicate their right to bodily autonomy. The lessons and learning opportunities that guide this program are tailored to be age-appropriate and is aimed towards prevention education.

Protective behaviours education focuses on developing the skills of empowerment, communication, self-esteem, resilience, social skills, and other life skills to prevent abuse, reduce violence and promote life-enriching rather than life-depleting experiences. It encourages children to:

- assert their right to feel safe.
- listen to what the body tells them.
- follow up by acting to either solve problems on their own or to seek assistance from other people.

We understand that protective behaviours education may generate strong feelings, and as such before its implementation, your child's teaching team will provide further information closer to the time of its implementation.

ROAD SAFETY EDUCATION PROGRAM

Our kindergarten services work with City of Casey's Road Safety Education team to embed road safety education into the kindergarten program.

The key messages of the Safe Around School program are:

- All children deserve to get to and from school safely.
- Getting children to school is everyone's job.
- Think before you park, drive, drop off and pick up.



FOOD AT KINDERGARTEN

If your child has any allergies or food sensitivities, please include them on the applicable section of your child's Enrolment Record and provide a Medical Management Plan. You will also be required to assist educators with completing a Risk Minimisation and Communication Plan for your child.

From time-to-time, the children may engage in cooking experiences that are planned to support children's interests, celebrate special events and/or for other educational reasons. Educators will inform parents or guardians on these occasions so that all families are aware of these special events and the type of food that will be prepared and eaten. It will also be necessary to inform educators if you prefer your child not to eat or participate in these food experiences for cultural, religious, or other reasons.

HEALTHY SNACKS AND LUNCHES

Promotion of healthy eating occurs within the kindergarten environment. Children will develop and learn about healthy eating habits. Parents or guardians can assist their children's learning and development by providing a healthy snack and lunch. A water bottle should also be provided; children will always have access to water.

Healthy snacks and lunches may include:

- Sandwiches or wraps
- Rice and vegetables
- Dried fruit
- Vegetables (carrots sticks, celery, capsicum, cucumber)
- Dry biscuits and dip
- Fruit
- Cheese
- Rice crackers

Please note: Parents will need to provide adequate and suitable storage for foods that may need to be kept cool throughout the day.



FLEXIBLE MEALTIMES

Snack and lunch time is an important aspect of the kindergarten program. It is not just a routine, but a valuable learning experience for all the children. It encompasses skills that will assist children to create sound practices for future eating habits. Children gather in small groups to enjoy snack time together. This encourages more social and meaningful interactions without impacting on other children's needs, play, interests, and ideas. Providing children with opportunities to eat when they are hungry offers benefits to their learning, development, and growth.

These benefits include:

- Supporting children's individual needs - children eat at a variety of times and will eat a varying amount of food, dependent on their body size and weight.
- Recognising their own needs – becoming more aware of their body's needs such as the fluctuations in their energy levels and how to be decision makers in managing their needs
- Developing independence skills, such as unwrapping food, opening lids/containers, pouring drinks, and washing hands with guidance and support from educators where needed



INFECTIOUS DISEASES

Our kindergarten services have a responsibility under the Public Health and Wellbeing Regulations 2019 to help manage infectious diseases. To ensure the wellbeing of your child and to safeguard of all the children, please work with us to ensure children who are ill stay home and please let the educators know of any contagious illnesses.

As per the Public Health and Wellbeing Regulations 2019, applicable exclusion of children with infections is important to reduce transmission of infectious diseases.



DEPT OF HEALTH: INFECTIOUS DISEASES **EXCLUSION TABLE**

If your child becomes unwell during a kindergarten session and cannot fully participate in and enjoy the program, you may be contacted to collect your child.

PHYSICAL ENVIRONMENT

THE LEARNING ENVIRONMENT

Our kindergartens are viewed as a whole space; encompassing both indoor and outdoor areas, we recognise and value that meaningful learning occurs within both environments. Each environment gives unlimited opportunities for discovery and exploration.

In offering a concurrent indoor/outdoor program, the learning environment is expanded, providing more physical space, and thereby facilitating and enhancing further opportunities for smaller groups of children to gather, interact and learn.

Play spaces are well-planned, the environments cater for quiet individual play, partnership play, active busy play, as well as small group play which all support and build on each child's potential. The learning environment created within the kindergarten recognises and values each child's individual learning styles. Children are viewed holistically, and are empowered and assisted to assume responsibility, solve problems as they arise and become engaged learners.

The choice between the indoor and outdoor environment provides for longer periods of uninterrupted play that optimises children's learning needs and provides children with opportunities to continue to develop their play interests and ideas. Children are given time to explore and experience things in a less hurried manner, allowing them to extend and further develop their learning. Educators and the way we set up and offer the kindergarten environments sends the message to children that their ideas and play are valued and important.

SUSTAINABLE PRACTICES AT KINDERGARTEN

Our kindergartens take an active role in teaching children to care for the environment and contribute to a sustainable future. We do this by:

- Using recycle bins.
- Using recycled materials in the program.
- Using resources made from sustainable products.
- Growing plants and vegetables.
- Caring for animals.
- Constructing a worm farm.
- Saving water.



CULTURALLY SAFE ENVIRONMENTS

In our kindergarten services all children, families, and community members are welcomed and have a right to feel a sense of belonging and connectedness.

We celebrate the diversity of our communities by:

- Creating a welcoming environment.
- Supporting children to develop secure relationships.
- Providing open ended experiences.
- Promoting and listening to child's agency.
- Modelling and facilitating conversations that respect diversity and difference.

In our kindergartens all children's backgrounds, abilities and preferences are valued, and all children have equitable access to the resources and experiences they wish to engage with.



STAFFING ARRANGEMENTS

QUALIFICATIONS

We employ qualified early childhood teachers and educators. Our teachers hold either, a three- or four-year university degree and all co-educators either hold a Diploma or Certificate III (or equivalent) in Early Childhood.

Our educators work together and bring a diverse range of experiences and knowledge to each teaching team and program delivery.

PROFESSIONAL DEVELOPMENT

We recognise the importance of educators being able to have the opportunity to undertake professional development that supports them to keep up to date with current research, theory, and practices in Early Childhood Education.



RELATIONSHIPS WITH CHILDREN

Educators take an active role in nurturing, supporting, and promoting children's relationships and social skills. Our educators work with children and their families to build positive and secure relationships. Educators will talk respectfully with children and will foster conversations with children where their ideas and thoughts are genuinely sought and valued. Good relationships early in life help children to connect with others, build positive friendships and support children to self-regulate their emotions.

Research shows relationships are central to children developing acceptance, self-esteem and higher functioning thinking skills that contribute to positive learning and life outcomes (Kids Matter Early Childhood).



TIPS FOR STARTING KINDERGARTEN

Starting kindergarten is an important milestone for children and their families. The milestone can cause big emotions in children, some children will walk into kindergarten confidently and some children will be filled with worry.

Parents can do a lot to build confidence in their children, such as:

- Be positive – talk to your child about what they will do at kindergarten.
- Encourage your child to dress themselves, so they can feel confident in managing tasks like taking their jumper on and off.
- Talk to your child and establish a goodbye routine together. Make sure you say goodbye – disappearing quietly can cause greater distress and mistrust.
- Establish a routine for kindergarten mornings.
- 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.
- Ensure you are on time at the end of the session to pick up your child.

EMOTIONAL REGULATION

During the early years children learn to understand and monitor their feelings and behaviours, our educators take a positive approach to developing strategies that support children in guiding their behaviour and to empower children to develop skills necessary for positive and active citizenship.

Children within our kindergarten programs will strengthen their skills to negotiate and resolve conflicts with others, to demonstrate respect and understanding that children may behave in a certain way, for certain reasons. If we demonstrate to the children that we value them, trust them, and respect them, then they will reflect those same qualities back to all in the community.

INCLUSIVE PRACTICES

We believe that every child has the right to participate at kindergarten regardless of their level of ability and skill. Inclusive practices are what we do every day to make it possible for children to be successfully included in the kindergarten community. Inclusion is creating a sense of belonging for all children, families and educators where diverse identities, experiences, skills, and interests can be expressed and developed.

Children with diagnosed disabilities or undergoing assessment may be eligible for Kindergarten Inclusion Support funding. If approved, this funding will allow an additional educator to work with the kindergarten educators to support all children in the kindergarten program.

COLLABORATIVE RELATIONSHIPS WITH FAMILIES AND COMMUNITIES

COMMUNICATION

Within our kindergartens, our educators genuinely seek to work in partnership with you, we recognise that you are your child's first teacher and play a vital role in your child's learning and development. We value opportunities to listen, and we find ways to come together and strengthen communication and happening between kindergarten and home life.

At any time during the year, parents or guardians are welcome to make a time with the educator at the kindergarten to discuss:

- their child's progress.
- any queries parents or guardians may have.
- any issues concerning their child or family.
- the kindergarten program.

Communicating with families is important, this exchange of information requires and deserves complete focus and attention. Please schedule a time to talk to your educator. Attempting to have these discussions when children are arriving for a session, or being collected at the end of a session can be difficult and may not produce the best outcome. Similarly, if educators wish to talk to you about any matters, they will also arrange a mutually convenient time for you to meet with them.

Storypark is a preferred communication app that we use with our Kindergarten families. Storypark allows for each kindergarten child to have access to their very own secure E-portfolio that only you as the child's family have access to. Each of our kindergartens is subscribed to Storypark and your educators will ask for your consent to sign you up also.

This will then allow you to see your child's learning moments as documented by their educators on a secure online platform. They will also share notices, events and communicate with you via this app. Stay connected to your child's learning and development through Storypark!

In addition, communication can take others forms, including, but not limited to:

- Face-to-face conversations, (incidentally and formally)
- Emails/Communication Books,
- Online Meetings,
- Sharing learning cycles,
- Summative assessments,
- Journals/Diaries/Portfolios,
- Gradual arrivals and dismissals,
- Open mornings/afternoons and
- Transition Learning and Development Statements. (TLDS)

INTERACTION PRACTISES

Effective engagement with families is critical for successful service delivery. The quality of the relationships between the family and educators will influence the quality outcomes for children.

To build strong relationships the City of Casey will:

- establish and maintain shared decision-making with families.
- show cultural awareness and sensitivity.
- minimise the practical or structural barriers to accessing services.
- provide non-stigmatised assistance to families seeking support.



Families are requested to support the provision of an environment that builds partnership-based relationships where everyone's rights are respected and children's participation, sense of belonging and empowerment is promoted.

Some examples of desirable behaviours from families while interacting with children and staff include:

- interacting with all children and staff in a manner that demonstrates equality, respect and dignity.
- ensuring conversations are age appropriate.
- being aware and respectful of the differences in cultural and family values
- responding calmly and appropriately to conflict in ways that will lead to resolution rather than escalation.
- being collaborative and patient and actively listening to the point of view of others
- Building respectful relationships with staff which support the employee's ability to maintain responsible and ethical relationships.
- interacting positively without raising voices

FAMILY AND COMMUNITY INVOLVEMENT IN THE PROGRAM

Educators, families, and the community working together in partnership will achieve best outcomes for children. Families play an invaluable role within the kindergarten and educators will discuss these opportunities with you. You are most welcome to spend time at the kindergarten, spending time in the program give you the opportunity to see the program in action, engage with the children in their play and become increasingly involved in the learning environment.

If parents, or guardians or extended family members would like, they can assist the kindergarten experience in practical ways such as:

- Bringing along materials (e.g., soft wood, paper, fabrics, bric-a-brac)
- Sharing cultural items and customs
- Sharing a talent which you may have (e.g., musical instrument or storytelling)
- Assisting with any skills you may have (e.g., woodwork or computer skills)
- Helping with additional program experiences

PARENT ADVISORY GROUP

The Parent Advisory Group is a group made up of families whose children are enrolled in our kindergarten programs. The purpose of the group is to connect, consult with kindergarten management directly and provide feedback about our kindergarten programs and operations to strengthen and shape our service delivery.

If you would like to join the Parent Advisory Group, feel free to get in touch with us via:



PAG@CASEY.VIC.GOV.AU

THE COMMUNITY

Each kindergarten is uniquely placed within their local community. Educators support children to become familiar with the community around them and may invite community members to visit the children and explore with them a wealth of experience and knowledge, including Aboriginal and Torres Strait Islander history and culture.

Kindergartens develop relationships with nearby schools and work in partnership with them to support children to transition to school. This may include visits to the local school to allow children to become familiar with school, or primary school teachers visiting the kindergarten.

KOORIE ENGAGEMENT SUPPORT OFFICERS

Koorie Engagement Support Officers (KESOs) are area-based professionals who are members of the local Aboriginal community with an understanding of Aboriginal culture and the history of their community. KESO's support families and education settings to positively engage Koorie learners. KESO's provide advice on culturally responsive learning environments, and coordinate services to support engagement and improved outcomes for Koorie children and young people in education.

Southern Melbourne KESOs contact details:



SEVR.KOORIE.SM@EDUCATION.VIC.GOV.AU



1300 338 738



PRESCHOOL FIELD OFFICER PROGRAM

The Preschool Field Officer (PSFO) program in the City of Casey is provided by Noah's Ark.

The PSFO program is funded by the Victorian Department of Education to support the access, inclusion and participation of all children, including those with additional needs, in a kindergarten program. This includes children enrolled Four-Year-Old Kindergarten, funded Three-Year-Old Kindergarten and Early Start Kindergarten.

PSFO's work within the context of the kindergarten program. The PSFO works with the early childhood educators to enhance their capacity and confidence in providing an inclusive program that is responsive to the needs of all children.

The role of the PSFO is to support, guide and coach early childhood educators to provide high quality programs that support the inclusion of children with additional needs.

For Further information please visit:



[NOAH'S ARK PRESCHOOL FIELD OFFICER PROGRAM](#)

SCHOOL READINESS FUNDING

School Readiness Funding supports three-year-old and four-year-old children in our kindergarten services. This program is funded by the State Government. The amount provided to each kindergarten is variable, as the money received is based on the needs of the children enrolled at the kindergarten. Information of the needs of the group is collected by the parental occupation and education data that we collect from your child's confidential record form, as it is an accurate predictor of the kindergarten context and educational disadvantage.

For kindergartens that receive over \$5,000 of funding, allied health services (i.e., Monash Health) work with educators and families to improve outcomes for children in one or more of the three School Readiness Funding priority areas -

- communication (language development)
- wellbeing (social and emotional) and
- access and inclusion.

GOVERNANCE AND LEADERSHIP

KINDERGARTEN OPERATIONAL GUIDELINES

The City of Casey Kindergarten Operational Guidelines relate to:

- Philosophy
- Governance and management
- Programs for the education and care of children
- Health, safety, and wellbeing
- Organisation and administration

Every kindergarten will have these guidelines available for viewing. Please feel free to discuss any of these documents with the educators. Alternatively, our guidelines can be found on our website:



[CHILD, YOUTH AND FAMILY GUIDELINES](#)

KINDERGARTEN FEES

As part of the Victorian State Governments ongoing commitment to the early years, and ensuring every child gets the best start in life, kindergarten is free.

COMPLAINTS

In the first instance, please discuss your concern with your child's educator.

If the concern cannot be resolved, please contact the Team Leader of the service at the City of Casey via telephone:



(03) 9705 5200

LEADERSHIP TEAMS

On site in our kindergartens, we have an Educational Leader and Nominated Supervisor.

The role of the educational leader is primarily to:

- collaborate with educators and provide curriculum direction and guidance.
- support educators to effectively implement the cycle of planning to enhance programs and practices.
- lead the development and implementation of an effective educational program in the service.
- ensure children's learning and development are guided by the learning outcomes of the Early Years Learning Framework and/or the Framework for School Age Care or other approved learning frameworks.

Nominated supervisors are responsible for the day-to-day management of the service, and have a range of responsibilities under the Education and Care Services National Law and Regulations, which include:

- Delivery of an appropriate range of educational programs which are based on children's developmental needs and interests.
- Supervision and safety of children
- Entry to and exit from the premises including ensuring children do not leave the service and parents can enter the service at any time.

- Supervision of food and beverages.
- Administration of medication in accordance with National Regulations
- Sleep and rest needs of children
- Excursions and ensuring a risk assessment is conducted and that parental approval is sought before the excursion happens.
- Ensuring staff levels are maintained in accordance with prescribed ratios and that staff have the required qualifications.

TEAM LEADER KINDERGARTENS

The Team Leaders Kindergartens are very important in supporting you and your child's kindergarten's experience throughout the year. The Team Leader Kindergartens are responsible for the overall management and operation of the kindergarten and play a pivotal role in supporting and guiding the education team in ensuring the programs delivered meet regulatory requirements.

If you would like to contact the Team Leader Kindergarten of the service your child attends, please call:



(03) 9705 5200

CONFIDENTIALITY

City of Casey is committed to protecting your privacy. Your personal information will be handled in accordance with the Privacy and Data Protection Act 2014. All personal information collected by the City of Casey will only be used for the purposes outlined within our Privacy Policy. Council's Privacy Policy is available from our website:



[PRIVACY POLICY](#)

For further Information about how Council manages and uses your personal information or how you can access and/or amend your personal information please contact Council's Privacy Officers via our website or by calling.



[LEAVE YOUR FEEDBACK](#)



(03) 9705 5200

EMERGENCY PROCEDURES

In accordance with the requirements of the Act and Regulations, each kindergarten has developed a comprehensive Emergency Management Plan covering a range of emergency situations, including evacuations and lockdowns.

The Emergency Management Plans are made available to all families and visitors to the kindergarten. Educators and children will regularly practice emergency evacuations to designated evacuation points described in the Emergency Management Plans.

Families and visitors are encouraged to familiarise themselves with the details of Emergency Management Plans.

ADDITIONAL INFORMATION

IS A SECOND YEAR OF KINDERGARTEN POSSIBLE?

State Government policy provides for only one year of funded three year and four-year-old kindergarten for each child.

Some children may be eligible to apply for a second year of funded four-year-old kindergarten if the following criteria are met:

- The child is observed as having delays in at least two outcome areas of learning and development detailed in the Victorian Early Years Learning and Development Framework or the Early Years Learning Framework
- There is evidence to suggest the child will achieve better outcomes if he or she attends a second year of kindergarten to strengthen the learning and development of skills in these areas and better facilitate transition to school the following year.
- Please note that immaturity is not considered an area of delay.
- To determine whether a child is eligible to access a second year of kindergarten, the early childhood educator must undertake the following in consultation with the child's parent or guardian:
 - Develop a term three plan for learning and development.
 - Review the term three plan and discuss the child's level of learning and development.
 - Complete the Second Year Discussion Form.
 - Complete the Assessment Summary.

An application for a second year of funded kindergarten must be completed in partnership with educators, families, and other professionals meeting DET timelines and the guidelines of the cluster manager.

Children attending a funded Three-Year-Old Kindergarten program are not eligible to access a second year of three-year-old kindergarten.

STARTING SCHOOL

Children are required to begin school no later than the year in which they are turning six years of age. Children who do not attend school in that year will need to obtain an approved exemption from the Department of Education and Training (DET). Families must decide which year their child will attend a funded kindergarten program prior to their child commencing kindergarten.

DET advises families with children who are born between the 1 January and 30 April to choose their child's year of kindergarten attendance carefully, as children are only funded for one year of kindergarten before they start school (unless they are eligible for Early Start Kindergarten or eligible for second year of funded kindergarten).

Further information about selecting and enrolling in primary school via the Department of Education website:



STARTING SCHOOL

CONTACT INFORMATION

CITY OF CASEY

Enrolment, transfers, cancellations

 kinderenrolments@casey.vic.gov.au

 970555200

Early Years Reform Queries

 earlyyearsreform@casey.vic.gov.au

 970555200

Parking and Path Concerns

 caseycc@casey.vic.gov.au

 970555200

General Enquiries

 caseycc@casey.vic.gov.au

 970555200

BERWICK

Berwick Kindergarten

 berwick@casey.vic.gov.au

 Room 1 - 9707 1414
Room 2 - 9707 5268

Brentwood Park Kindergarten

 BrentwoodKindergarten@casey.vic.gov.au

 Room 1 - 9702 2089

Bridgewater Kindergarten

 bridgewater@casey.vic.gov.au

 Room 1 - 8786 7309
Room 2 - 8786 7080
Room 3 - 8786 9996

Gwendoline Kindergarten

 gwendoline@casey.vic.gov.au

 Room 1 - 9702 2165
Room 2 - 9702 1396
Room 3 - 9702 0938
Room 4 - 9702 6139

Mansfield Street Kindergarten

 mansfieldstreet@casey.vic.gov.au

 9707 3993

Rossmoyne Kindergarten

 rossmoyne@casey.vic.gov.au

 Room 1 - 9705 6252
Room 2 - 9705 6144

Timbarra Kindergarten

 timbarra@casey.vic.gov.au

 9796 7356

CLYDE

Eliston Family & Community Centre

 elistonkindergarten@casey.vic.gov.au

Room 1 - 5998 5837

 Room 2 - 5999 0391

Room 3 - 5999 0591

CLYDE NORTH

Manna Gum Kindergarten

 mannagumkindergarten@casey.vic.gov.au

Room 1 - 9904 8584

 Room 2 - 8786 8193

Room 3 - 8786 9197

Ramleigh Family and Community Centre

 RamleighKindergarten@casey.vic.gov.au

Room 1 - 5999 0005

 Room 2 - 5999 0189

Room 3 - 5999 0719

Selandra Kindergarten

 selandra@casey.vic.gov.au

Room 1 - 9792 7233

 Room 2 - 9792 7234

Room 3 - 9792 7235

Room 4 - 9792 7246

CRANBOURNE

Carlisle Park Kindergarten

 carlislepark@casey.vic.gov.au

Room 1 - 5991 7243

 Room 2 - 5991 7245

Room 3 - 5991 7246

Clarendon Street Kindergarten

 clarendonstreet@casey.vic.gov.au

 5996 3117

Merinda Park Kindergarten

 merindapark@casey.vic.gov.au

 5996 0041

Rangebank Kindergarten

 rangebank@casey.vic.gov.au

 5995 9304

CRANBOURNE EAST

Hunt Club Kindergarten

 huntclub@casey.vic.gov.au

Room 1 - 5998 4783

 Room 2 - 5998 4785

Room 3 - 5995 5624

Room 4 - 5995 4703

Livingston Kindergarten

 livingstonkindergarten@casey.vic.gov.au

Room 1 - 97927177

 Room 2 - 97927178

Room 3 - 97927179

Arbourlea Kindergarten

 arbourlea@casey.vic.gov.au

Room 1 - 9904 8715

 Room 2 - 9904 8714

Room 3 - 9904 8718

CRANBOURNE WEST

Fairhaven Kindergarten

 fairhaven@casey.vic.gov.au

Room 1 - 5998 4427

 Room 2 - 5998 4268

Room 3 - 5998 4336

Mayone-bulluk Kindergarten

 mayonebulluk@casey.vic.gov.au

Room 1 - 9709 9539

 Room 2 - 9709 9540

Room 3 - 9709 9541

Willora Kindergarten

 willora@casey.vic.gov.au

 5995 1580

DOVETON

Autumn Place Kindergarten

 autumnplace@casey.vic.gov.au

 Room 1 - 9792 5549

Room 2 - 9791 7346

ENDEAVOUR HILLS

Allara Kindergarten

 allara@casey.vic.gov.au

 9700 5766

Chalcot Lodge Kindergarten

 chalcotlodge@casey.vic.gov.au

 9700 2678

Hartley Ridge Kindergarten

 hartleyridge@casey.vic.gov.au

 9700 5908

James Cook Kindergarten

 jamescook@casey.vic.gov.au

 9700 2462

Reema Kindergarten

 reema@casey.vic.gov.au

 9706 1956

HALLAM

Hallam Gardens Kindergarten

 hallamgardens@casey.vic.gov.au

 9702 3658

Hallam Kindergarten

 hallam@casey.vic.gov.au

 Room 1 - 9703 1223
Room 2 - 9703 1851

HAMPTON PARK

Coral Drive Kindergarten

 coraldrive@casey.vic.gov.au

 9799 4180

Hampton Park East Kindergarten

 hamptonparkeast@casey.vic.gov.au

 9799 2085

Regans Road Kindergarten

 regansroad@casey.vic.gov.au

 9799 0717

Strong Drive Kindergarten

 strongdrive@casey.vic.gov.au

 9799 9095

Valley Brook Kindergarten

 valleybrook@casey.vic.gov.au

 9799 0230

LYNBROOK

Lynbrook Kindergarten

 lynbrook@casey.vic.gov.au

 Room 1 - 9799 8242
Room 2 - 9799 8080
Room 3 - 8787 5780
Room 4 - 9799 8466

LYNDHURST

Marriott Waters Kindergarten

 marriottwaters@casey.vic.gov.au

 Room 1 - 9798 0189
Room 2 - 9798 0204
Room 3 - 9798 0214

NARRE WARREN

Fleetwood Kindergarten

 fleetwood@casey.vic.gov.au

 9704 8577

Fountain Gate Kindergarten

 fountaingate@casey.vic.gov.au

 9703 2768

Maramba Kindergarten

 maramba@casey.vic.gov.au

 9704 9305

Oatlands Kindergarten

 oatlands@casey.vic.gov.au

 Room 1 - 9796 6596
Room 2 - 9704 8463

Talbingo Kindergarten

 talbingo@casey.vic.gov.au

 9704 2083

NARRE WARREN NORTH

Narre Warren North Kindergarten

 narrenorth@casey.vic.gov.au

 9796 8259

NARRE WARREN SOUTH

Jindalee Kindergarten

 jindalee@casey.vic.gov.au

 Room 1 - 9705 2346
Room 2 - 9705 2351

Littlecroft Kindergarten

 littlecroft@casey.vic.gov.au

 Room 1 - 9704 2439
Room 2 - 9704 1036

Strathaird Kindergarten

 strathaird@casey.vic.gov.au

 Room 1 - 8790 3766
Room 2 - 8790 3799
Room 3 - 0447 060 891

PEARCEDALE

Pearcedale Kindergarten

 pearcedale@casey.vic.gov.au

 5978 7209

TOORADIN

Tooradin and District Kindergarten

 tooradin@casey.vic.gov.au

 5998 3229

APPENDIX

For more information of the frameworks that underpin our programs, please see below:

Victorian Early Years Learning and Development Framework (VEYLDF)



The Early Years Learning Framework (EYLF) 2022 V2.0



The National Quality Standard (NQS)



Commission for Children and Young People (CCYP)
Child Safe Standards



Contact the City of Casey:

Web: casey.vic.gov.au

Email: caseycc@casey.vic.gov.au

Phone: 03 9705 5200

Post: PO Box 1000, Narre Warren VIC 3805

NRS: 133 677 (for the deaf, hearing or speech impaired)

Customer Service Centres:

Narre Warren: Bunjil Place, 2 Patrick Northeast Drive

Cranbourne: Cranbourne Park Shopping Centre

ABN: 43 320 295 742



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