



Surrey Hills Pre-school
Centre

Kindergarten Handbook 2022



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Contact Information

Surrey Hills Pre-school

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Blue Group co-educator: Sue Petersen
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Red Group co-educator: Julie Cigler
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Yellow & Green Groups co-educator: Hannah Duke
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Acknowledgement of Country

Our preschool is situated on the lands of the Wurundjeri Woi Wurrung people and we wish to acknowledge them as Traditional Owners and custodians of this land. We would also like to pay our respects to their Elders, past and present and emerging.

Welcome

We are pleased to welcome you to Surrey Hills Pre-school. The Pre-school years are a precious time for both your child and your family. We are looking forward to sharing this time with you.

Surrey Hills Pre-school is proud of our outstanding play area, nestled amongst the parklands. Our indoor spaces take full advantage of this, with our expanse of windows creating full views of this natural environment.

Developmentally appropriate and individually based programming ensures each child is challenged and supported through these years of building the foundations for all learning.

Surrey Hills Pre-school offers two Pre-school groups (4/5-year-old) and two Kindergarten groups (3/4-year-old).

This handbook is designed to provide you with some general information regarding our Pre-school. Please feel free to address any additional queries to the teachers, co-educators or committee members.



Our Philosophy

At Surrey Hills Preschool, we provide a positive environment built upon mutual respect, encouragement, and consideration of each child's individuality. When considering the needs of the whole child, we take into account families heritage, community values and beliefs. We provide a play-based program, that is developmentally and age appropriate and develops the child's individual strengths; interests and areas requiring support. We ensure our families and members of the community are welcomed openly and professionally throughout their journey at Surrey Hills Preschool. As a team we encourage open communication; respectful relationships and support continuous professional development. As management, we strive to provide effective leadership to reinforce a positive organisational culture and commitment to continuous improvement.

Victorian Early Years Learning and Development Framework (VEYLDF)

Surrey Hills Preschool's program is guided by the VEYLDF. Teaching staff include this framework in all aspects of the program including assessment and reflection of the children's learning and development.

The VEYLDF identifies 5 early learning and development outcomes for all children:

- Identity: Children have a strong sense of identity
- Community: Children are connected with and contribute to their world
- Wellbeing: Children have a strong sense of wellbeing
- Learning: Children are confident and involved learners
- Communication: Children are effective communicators

The language within the framework is reflected throughout the program and documentation within the Centre. More information on the framework can be found at

www.education.vic.gov.au/earlylearning

or www.vcaa.vic.edu.au/earlyyears

We also meet the standards and elements outlined in the National Quality Framework. Information can be found at www.acecqa.gov.au/national-quality-framework. Our Quality Improvement Plan can be found in the main foyer for you to read at your leisure.



Staff



**KAREN WOOLSEY – EARLY CHILDHOOD TEACHER
PRESCHOOL PROGRAM – BLUE GROUP**

Karen is our Kindergarten's Educational Leader and Nominated Supervisor. She is also the educator of our 4/5 blue group. Karen has 30 years' experience (21 years here at our kinder) and has a Masters of Education. Karen feels privileged to guide both the children and their families through their early educational journey. Karen's educational philosophy is based on developing the children's life skills of confidence, self-esteem, positive social engagements, proactive and empathetic social language strategies, and enjoyment of all the fabulous opportunities kindergarten offers children.



**ANGELA ROWE – EARLY CHILDHOOD TEACHER
PRE-SCHOOL PROGRAM - RED GROUP**

Angela joined Surrey Hills Preschool in 2016 as a preschool teacher in the funded program. Angela completed a Master of Teaching at Deakin University having previously studying Primary Teaching and Disability Studies. Angela is passionate about enquiry learning, nature play and creating an environment for all children to learn.



**SUE GOOLD - EARLY CHILDHOOD TEACHER
KINDERGARTEN PROGRAM – GREEN AND YELLOW GROUPS**

Sue joined Surrey Hills Preschool as the 3 Year Old Kindergarten teacher in 2022 after having previously taught at the Centre in 2019. She has a Bachelor of Early Childhood Education with over 30 years' experience working with both 3 & 4 year old children. Sue has worked in many different settings and has extensive knowledge in supporting families and children in their preschool journey. She very passionate about the importance of families as the first teachers and providing opportunities for children to grow and learn in a safe and nurturing environment.



**SUE PETERSEN - EARLY CHILDHOOD CO-EDUCATOR
PRE-SCHOOL PROGRAM - BLUE GROUP**

Sue began her association with SHPS as a parent and Committee Member. Sue started working at Surrey Hills Pre-school in 1993 with the yellow group as the co-educator. Before too long, the Pre-school set up another Kindergarten group. In 2000, Sue started working with the Pre-school groups. She believes that children have so much to offer and fill Sue with inspiration every time they meet. Sue believes it is very important to listen to children and often thinks she learns more from them than they do from her.



**JULIE CIGLER - EARLY CHILDHOOD CO-EDUCATOR
PRE-SCHOOL PROGRAM – RED GROUP**

Julie is a co-educator in the Pre-School program. Julie joined Surrey Hills Pre-school in 2006 as an additional co-educator, supporting staff with children with additional needs. Quickly welcomed by the Pre-school community, she was soon featuring in the teaching room as a relief co-educator and then a permanent co-educator, working with one of the 4-Year-Old groups in 2012 and continues to provide valuable experience to our preschool classes.



**HANNAH DUKE - EARLY CHILDHOOD CO-EDUCATOR
KINDERGARTEN PROGRAM – YELLOW AND GREEN GROUPS**

Hannah has joined our team in 2021, having recently completed her Diploma of Early Childhood Education at Victoria University. She has a keen interest in fostering creativity and expression in young children and is overjoyed to be launching her career in early childhood education with Surrey Hills Preschool. Hannah will be supporting Sue G in the 3 Year Old Kinder program as a Co-Educator, and will have a smiling face and an enthusiastic, friendly attitude for all the children, families and staff of Surrey Hills Preschool.



ISABEL TORODE - EARLY CHILHOOD CO-EDUCATOR
PRESCHOOL PROGRAM – RED AND BLUE GROUPS

Isabel joined our program in 2021 as our lunch time reliever to provide that much needed break to staff during their teaching day. Isabel is studying Bachelor of Early Childhood Education at ACU. Isabel works with all the children in the 4-year-old funded program as well as relieves for staff when sick.

Information Session

At the beginning of the year, we invite you and your child to our Information Session. This is an opportunity for your child to familiarise themselves with the kindergarten while still having your support.

We will have the room set up for your child to engage in activities. We will then gather the children on the mat for some songs and dances. The children will then be invited to head outside for a play, supervised by our educator. Those who are not comfortable with that will be welcome to stay inside.

Parents and the teacher will then gather. Your teacher will share information about themselves, the centre, the program, and the year ahead. There will be an opportunity for you to ask questions. If you would like to talk individually with the teacher, please make contact beforehand to organise a time. We will finish the session with a story book for the children and the excitement of seeing them again for their first session.

Settling in Timetable

Our settling in timetable builds the foundation of a successful year ahead. We have found over many years that the opportunity for the children to have shorter sessions with only half the number of children is essential for a very positive start to the year. We believe that building a close and trusting relationship with the staff from the beginning is essential for the children's sense of belonging and wellbeing. Staff can do this as the smaller number of children mean that we can have quality and significant interactions with each child. Staff are also able to support the children in their knowledge of the routines and the self-help skills required. This can happen in a calm and supportive manner with each individual child being given lots of support. The foundations of trust, relationship building, and the children's familiarity of the routine means that when we have the whole group join, we have set up a very positive foundation to continue to build on.

We appreciate your patience throughout this timetable.

Timetable

Room 1

Monday	Tuesday	Wednesday	Thursday	Friday
Blue Group 8:30am – 2:30pm Fees \$870/Term HCC \$145/Term	Blue Group 8:30 am – 2:30pm Fees \$870/Term HCC \$145/Term	Blue Group 8.30am – 2.30pm Fees \$870/Term HCC \$145/Term	Green Group 8:30am – 1:00pm Fees \$500/Term HCC \$222/Term	Green Group 8:30am – 1:00pm Fees \$500/Term HCC \$222/Term
6 hours	6 hours	6 hours	4.5hours	4.5 hours

Room 2

Monday	Tuesday	Wednesday	Thursday	Friday
Yellow Group 8:30am – 1:00pm Fees \$500/Term HCC \$222/Term	Yellow Group 8:30am – 1:00pm Fees \$500/Term HCC \$222/Term	Red Group 8.30am – 3:00 pm Fees \$950/Term HCC \$220/Term	Red Group 8:30am – 3:00pm Fees \$950/Term HCC \$220/Term	Red Group 8:30am – 3:00pm Fees \$950/Term HCC \$220/Term
4.5 hours	4.5 hours	6.5 hours	6.5 hours	6.5 hours

Term Dates

2022

- Term 1:** 28 January to 8 April
(First day of term one is a student free day)
- Term 2:** 26 April to 24 June
- Term 3:** 11 July to 16 September
- Term 4:** 3 October to 20 December

2023

- Term 1:** 27 January to 6 April
(First day of term one is a student free day)
- Term 2:** 24 April to 23 June
- Term 3:** 10 July to 15 September
- Term 4:** 2 October to 20 December



GENERAL PROCEDURES

Your child

We would like your child to bring along the following items to every session:

- A clearly named bag
- A small, named snack box containing a healthy snack for morning tea
- A healthy lunch in a larger container with a main food – sandwich, pasta, rice, sushi, wraps etc. (we call this our energy food) & fruit/snacks
- A named water bottle
- All children must bring a coat during terms two and three
- All children and adults must wear a hat when the UV rating is 3 or more. This includes siblings and parents on duty. All children will be supplied with a Surrey Hills Pre-school hat upon enrolment.
- Spare clothes for little accidents.

Arrival and Departure

Our arrival and departure routines have been implemented with the focus of safety for our community. Therefore, once the children have settled in at the beginning of the year, we ask that the children be dropped off at the playground gate. Their teacher will be ready to greet them and welcome them into the kindergarten. Our educators will sign them in and settle them into play.

Our departure routine ensures that parents are not gathered in a large group. Therefore, the children will be ready for you to collect them 15 minutes before the end of session. This ensures a staggered departure routine that gives parents the choice of arriving any time within that 15-minute window. It also gives teachers the opportunity to talk to you individually about your child's

day. On arrival, please wait at the playground gate and staff will bring your child to you. Please ensure social distancing while waiting for your child to join you.

Birthdays

We love birthdays, so if you would like your child to celebrate at the Pre-school, please send along a special treat for your child to share with his/her friends. Remember to bring enough for everyone which is 22 in each class. See staff if you need some suggestions for an appropriate treat.



Clothing suitable for pre-school

Please dress your child in clothing that will ensure his/her safety e.g. thongs or long skirts are difficult when using climbing equipment. It is best for the children to be dressed in clothes that she/he can manage when toileting.

Finger-painting, clay, playdough, painting, and water play are activities that contribute to the development of your child. We have smocks for the children to wear, but they still do get dirty. Therefore, please dress your child in clothes that are easily laundered and not too 'special'.

As you are aware, Melbourne often experiences four seasons in one day. We ask you to always have a jumper in your child's bag so we will be ready for anything!! Please ensure your child brings a coat during Terms 2 & 3, as we always offer an outdoor program. During all sessions at Pre-school we do go outside. Our Pre-school is heated, and the children are all asked to put on their coat when we go outside when the weather is cooler. Please help your child to remember his/her coat. Children who forget their coats will be provided one of our Pre-school 'spare' coat.

This centre is committed to ensuring protection of harmful effects from exposure to the sun and ultraviolet radiation during all aspects of the program and at any events organised by the Pre-school. We fully support the SunSmart policy set down by SunSmart. When the UV reaches 3 or more

there is a requirement for all children, staff and any visiting/volunteering adults and children to wear a hat. The preschool will provide every child with an individual hat that will stay at the preschool. Your child's hat will be stored at the Pre-school in an individual pigeonhole.

This policy also requires that all adults and children in attendance wears clothing that covers the shoulders during their outside time. This ensures sensitive skin is protected from the sun. If your child is wearing a dress or shirt where their shoulders are exposed, please provide a T-shirt for outside play. We are all aware that children learn through role modelling. They observe adults and learn from them. By all adults and children wearing hats outside and covering their shoulders, we are sending a very important message to our children!



Please apply sunscreen to your child before they come to the Pre-school. We do have a supply of sunscreen, so if you do forget at home please ask staff when you arrive.

Please name all your child's clothing and any other items they bring to kindergarten.

Excursions and Special Events

Excursions and special events provide an exciting extension to the normal kindergarten program. As children learn through the world around them, we enjoy outings as well as special visitors to the

centre. You will be notified of these excursions/incursions and asked to sign a consent form when necessary. If we require a higher adult- child ratio during excursions, your support may be requested.

Emergency Procedure

In case of emergency there is a documented procedure to be followed as displayed in the both playrooms and foyers. Each group will conduct a drill in this procedure at least once per term.

Health and Absence

Surrey Hills Pre-school is committed to the safety and well-being of all children and will ensure that all children are in a safe and healthy environment while at the pre-school. To ensure this, we require sick children to remain at home. If a child becomes ill after admission, staff will contact the parents and arrangements would then be made for the child to return home. Until the child is removed every effort is made to ensure the comfort and supervision of that child. If a child has an accident or is seriously ill, then an ambulance is called, and the parents notified immediately. If you are on 'Parent Helper Duty' and you have a sick sibling, please feel free to miss your duty day, as a sick sibling who is unable to go to school should not be in the pre-school environment. Please let us know if your child will be unable to attend due to illness or if you will be away on holidays.

We require the exclusion of any child with an infectious disease, and we need to be informed of any diagnosis and/or treatment. A detailed list of conditions and exclusion periods is on display at the Pre-school. Some of the major conditions include:

- Chicken pox
- Impetigo (school sores)
- Measles
- Mumps
- Head lice
- Ringworm
- Rubella
- Whooping cough

Any medication that is required to be administered during the session needs to be written up in the Medication Book.

Parent Support

This is a very special time when Mum, Dad or even Grandparents can help with the activities of the kindergarten. We ask for your help once a term. We will try to organise one of your dates to do this on or as close as possible to your child's birthday.

Parent Help provides an opportunity to spend time with your child and their peers in the kindergarten environment – sharing their play, assisting, and directing them and observing how they relate to other children and adults. We believe that parents should share in their child's learning once they leave the boundaries of home and enter the formal places of learning. You can also share your skills and hobbies with the other children. Let us know if you play a musical instrument, are a keen gardener, cook, carpenter etc. These interests of yours can be valuable in the program. You might like to also share your professional life with us by doing 'Show-and-Tell' with the children in relation to your work!

Parent/teacher communication and feedback

There are several ways in which communication regarding your child's progress.

Email and phone conversations are a great way to discuss general information or concerns.

There are always opportunities for a quick informal chat at the beginning and end of the session with staff. Should you, or the staff, feel the need for a longer more private discussion, or if there are any areas of concern, a mutually convenient time can be arranged for this discussion.

Parent support time is an excellent time to observe your child in action, and to talk with the staff about their progress. Consider this time your chance for an informal update of how your child is progressing.

We invite you to share in your child's experiences and learning journey at kindergarten by engaging in the digital app-based platform called Seesaw. Seesaw Class is used by the teachers to privately share with your photos and videos of your child's experiences at kindergarten. Parents can view and save these moments as well as having them all sorted together in their child's online journal. Parents can comment on these photos and videos as another method of communicating with their child's teacher.



The Seesaw Family app will be used by the teachers to communicate to parents about events and reminders. This will be in addition to email communication.

The kindergarten will email you further information about setting up Seesaw Class and Seesaw Family.

At any stage of the year, if you have any concerns or questions, please do not hesitate to talk to the staff.



The Program

The Role of Kindergarten and its Long-Term Objectives

At Surrey Hills Preschool we aim to provide an environment to maximise learning and development through play. Your child will be given opportunities to develop socially, emotionally, physically and cognitively all while having fun! We guide children through these processes of learning, planning our program upon individual observations of children, assessing their needs and strengths and then formulating appropriate individual goals and strategies linked to learning outcomes.

These individual goals are coupled together with the group's long-term goals to produce a program that meets both the whole group's needs as well as the individuals within it. Program plans and reflections are displayed for your information each week and forwarded to families via email so that information relating to the preschool program can be share

We foster **INDEPENDENCE** by helping children to take responsibility for their own learning. This promotes their self-esteem and a sense of control. The level of independence encouraged will depend on the child's age and stage of development. However, all children will be challenged and stimulated to do many things themselves. Examples of this include helping with packing away, encouragement to think through and complete tasks independently, and using trial and error and problem-solving skills to work through any problems they may come across when completing their tasks.



We highly value **COMMUNICATION**. This is a vital skill to develop in early childhood for successful social engagement and later literacy success. We encourage children to talk to us and to each other. We do this by presenting ourselves as role models, greeting each child as they arrive, talking to the children about what they are doing and holding conversations in which the child is the leader of the conversation, yet also an active listener. Our aim is that children will feel comfortable and secure in communicating their concerns and worries to us. We present a caring, accepting environment where the child can naturally express their emotions verbally while at the same time respecting the rights of others.

We also encourage children to communicate with each other. We support the children in learning how to express their needs to their peers. This increases the child's independence and develops confidence in their own communication skills.

We believe **PLAY** is a vital component of effective learning. Children explore and experiment using materials and their new ideas through open ended as well as group activities. Play enhances social interactions and the development of social skills – learning how to share, interact with others and take turns. It promotes physical development and body coordination as well as developing fine and gross motor skills. Children try lots of different behaviours in their play, and these behaviours can later be useful in solving problems. Play develops key learning dispositions such as imagination, problem solving, creativity, flexible thinking, trial and error and resourcefulness.

The children are invited to select an activity and work at their own pace, with help from staff if they need it. Indoor activities may include painting, pasting, clay/dough, puzzles, blocks, and construction, books, sensory activities, and dramatic play area. In our lovely large playground, the children can play in our sandpit, digging patch, climbing equipment, water play in various forms, swings and props for dramatic play.



Lunch and Snack

Each child is asked to bring a snack and lunch to have at every session except during our transition timetable when the children will only need to bring a snack. We ask you to provide a **small** snack box for snack and a larger lunch box for lunch. Please include fruit/vegetables in your child's lunch and snack boxes. During snack times the children will be asked to eat their fruit/vegetables first. During lunch times, they will be asked to eat their energy food first (this is usually their main part of their lunch which might include a sandwich/rice/pasta/sushi/dry biscuits and cheese etc.) we will be asking your child to eat their healthy option before their treat.



Lunch time at pre-school is a wonderful opportunity to share a meal together, to talk about nutrition and to learn all about opening Glad Wrap and eating your sandwiches/rice /pasta first!

Please include a drink bottle of water only.



Due to the increase in the number of children with food allergies and anaphylaxis, Surrey Hills Pre-school is a "Nut, Egg and Dairy Aware" centre. Therefore, we ask that you consider alternative options. We will need to be vigilant with our hygiene practices, so we ensure there is no cross contamination of foods that could be life threatening to our preschool children. If your child's snack/lunch box contains these items, please let the staff know so they can be vigilant. Allergies and anaphylaxis in children attending Surrey Hills Pre-School changes each year. Please refer to the Pre-School's anaphylaxis policy. If you would like to

find further information in relation to allergies and anaphylaxis. You can find this on the following website <https://www.allergyfacts.org.au>.

Any parents with a child at risk of severe allergy should contact the Centre as soon as possible to discuss the allergy/anaphylaxis policy, and risk minimisation strategies/plans.



Visitors' Register

As per the legal requirements of operating a Children's Service, we have a Visitor's Sign In sheet. Each time you are on duty, please sign in as a visitor, with the time you arrive, and the time you leave. This way, we have a written record of all adults who have been in our centre working amongst the children. We require all visitors to sign in upon arrival, including specialists, tradespeople and those coming to visit as potential kindergarten parents.

Family involvement at Pre-school

To enable staff to run a challenging, enjoyable program for your child we need your help. Primarily by helping once a term with parent duty, but also joining the Management Committee, attending a maintenance day, coming along to our social functions, supporting fundraising activities and sharing your talents with us.

Fundraising/Social Opportunities

Our Fundraising Committee and Social Group Representatives will provide an interesting array of social functions where you will be able to get to know other families who attend our Pre-school. Some functions are organised to raise money for the whole Pre-school, whereas other events are held specific to your child's group. These vary from year to year but may include events such as morning teas, trivia nights, chocolate drives, dinner outings and movie nights.

Maintenance

There will be one Working Bee per term. All families are welcome to attend on the day to help maintain and beautify our preschool. You can also volunteer to complete other works within the preschool such as weekly washing or working on a set task required (fixing a broken cabinet etc.) if you are not able to attend on the day.



Grievance procedure

If you have a concern regarding your child or if you have a concern of any other matter, the procedure for dealing with this is as follows:

1. Speak to the teacher concerned where possible
2. Speak to the Educational Leader/Nominated Supervisor
3. If the issue is not resolved, please contact the Vice President of the Committee of Management, either in person, by telephone or in writing (contact details for the Committee Vice-President are provided in the Family Directory)
4. If you have not reached a satisfactory outcome, you have the option of contacting the Department of Education and Early Childhood Development.

The complete Grievance and Feedback procedure is available in the Policy manual located in the foyer.

Parent Survey

Each year the Pre-school invites parents to complete a survey to ascertain their level of satisfaction. The results provide the teachers and committee with information to build on our strengths and improve areas of need for the future. Feedback is completely anonymous, and we value your contribution.

Correspondence

Our main point of contact for up coming events, working bees, fundraising etc. is via email. In the past some of these emails have ended up in families junk mail. We ask that you check your junk mail folder but do not hesitate to contact us if you have not heard about an event after checking your junk mail

Operation of Preschool

Management Structure

The Committee of Management (CoM) is responsible for the day-to-day running of the Preschool, including staff management, finances, enrolments, fundraising and maintenance. The committee of eleven parents are elected at the AGM each year and meet monthly. The committee is guided in preschool management by ELAA (Early Learning Association of Australia) and Department of Education.

Committee Roles and Responsibilities

President:

Provides leadership, facilitates committee work & chairs meetings including presentation of reports at AGM. The President works closely with the Nominated Supervisor and has a good working knowledge of all legal documents and policies governing the Pre-school, centre planning and operations. The President works closely with the vice-president managing staff and ensuring open and effective communication with parents, and a point of escalation.

Vice President:

Works closely with and able to stand in for President as required. Specific responsibilities include reviewing and updating centres policies & procedures, and liaising with and supporting staff, including undertaking annual staff performance reviews.

Treasurer:

Responsibilities include liaison with bookkeeper, oversight and planning of budget, Tax & GST, management of cash and bank accounts, payments, expenses and fees. They also prepare a monthly financial report.

Secretary:

Responsibilities include oversight of committee and centre registrations and memberships, record keeping and distribution of correspondence, developing committee agendas, documenting and circulate minutes from committee meetings and monitoring CoM operates in accordance with constitution.

Enrolment Officer:

Provides oversight of enrolment process and related enquiries and assists with Open Day and future timetable planning. Attends Boroondara Kindergarten Central Enrolment meetings and co-ordinates distribution and collection of information for new families.

OH&S Officer

Develops and leads regular audits of kinder with nominated supervisor to ensure compliance, monitors progress of OH&S issues arising, sources quotes for solutions and creates and oversees calendar of essential maintenance with maintenance officers.

Fundraising Officer:

Plans and co-ordinates fundraising activities across the year. Budgets, collects & reports funds from fundraising events. Coordinates a subcommittee of fundraising officers and other supports as required.

Social & Community Officer:

Leads and supports class social representatives to implement social and community building events and processes. With social reps, plans and organises an overall calendar of social events and acknowledges major events for families/teachers/community as well as seeking out opportunities for centre to connect with and/or support our broader community.

Grants Officer:

Seeks and applies for additional funding for the Pre-school through grant applications. This funding is sought to improve facilities and equipment at the Pre-school.

Policy and Quality Assurance Officer:

Implement Centre's Policy review process and ensure all Policies are up to date, current & available for families via website. Develop new policies in accordance with regulation changes and current practices.

Communications & Social Media:

Coordination of quarterly newsletters for families, and assists with sharing information internally to families and also promoting our preschool to the broader community.

Support Roles (Non-committee roles):

Maintenance Officers: Coordinate working bees, recording attendance and ensuring refunds of maintenance levies. In liaison with OH&S Officer, responsible for any Pre-school repairs/maintenance, buying/organising appropriate materials and liaising with Council on maintenance issues.

Sustainability & Indigenous Officer: Works with the committee and staff to plan and implement sustainability & indigenous perspectives programs & practices within the preschool in order to promote and develop community awareness.

IT Support Officer: Support the information and technology equipment use within the centre and problem solve when the need arises. Support staff in the use of their technology and upgrade/update when necessary. Ensure all technologies are use appropriately and that privacy policies are adhered to.

2022 Playground Redevelopment Coordinator: Oversee implementation of playground development grant, including coordination of working group, liaising with subcontractors, teachers, committee and grant body and providing updates as required.

Website officer: assists with development, updates and maintenance of website

Fundraising support officers – support fundraising Officer when required.

Class reps (x2 per class) – promote connection and communication between families in each class & support Social Coordinator & committee with planning and communicating centre-wide initiatives

Preschool Policies

The National Quality Framework (NQF) was introduced in June 2012, and assesses the quality of our service against a set of standards. Surrey Hills Pre-school adheres to the Education and Care Services National Regulations 2012, and the Children's Services Amendment Act 2011. A list of our policies is available for viewing at any time on our website at www.surreyhillspreschool.com.au .

Kindergarten Funding

Surrey Hills Pre-school receives funding from the Victorian Government Department of Education for children attending the Pre-School (4/5- year old's) and Kindergarten (3/4 year olds) programs. Our programs offer additional hours and services above funding provided so additional fees are charged for each child in accordance with our fees policy to cover this difference. The Kindergarten program (3/4-year old's) receives fewer hours than Preschool program, therefore the fees charged are higher (per hour) than for the Pre-school program. We conduct regular fundraising events throughout the year to ensure that we can financially maintain and replace our equipment and facilities as required.

Department of Education Funding for each program is for one year and one service only. If your child also attends a childcare centre it is important that the funding is not claimed by this service as funded children are prioritised to attend Surrey Hills Preschool. An additional year of funding can be applied for where a child meets delayed development in two or more areas of the Victorian Early Years Learning Framework and is accessing specialist services (for example speech therapy/occupational therapy/early intervention etc.). Being approved by the Department of Education for an additional year of funding cannot be guaranteed and having a young chronological age is not criteria for filing an application for a second year of funding. Your teacher can answer any questions you may have about funding.

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