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Welcome to The King David Pre-School

Now more than ever, researchers are confirming what we at The King David Pre-School have known for years — children do their most important learning before the age of five. That is why, in addition to lots of love and attention, everything we do at the Pre-School involves early childhood development.

We begin with an age-appropriate environment that encourage children to learn, play, and explore using books, blocks, puppets, paper, toys and tambourines. There are sticks for counting, seeds for planting and exciting places to explore. If you are a young child, you will find an endless assortment of activities that will engage your interest and stimulate your mind here at The King David Pre-School.

At the heart of every project and activity there is an experienced educator and an age-appropriate curriculum to lead the way. Since children learn differently than adults, they need hands-on experiences, every project and activity is based on age-appropriate curriculum which is delivered by imaginative, experienced and devoted educators. Children need warmth and attention, enthusiasm and encouragement. Most importantly, children need to be happy while furthering their autonomy skills. This is the foundation of how children learn and grow. This is our mission at The King David Pre-School.

We understand and we appreciate the level of trust you place in us when you enrol your child at The King David Pre-School; we are committed to providing the very best care and educational experience possible. The high quality of the Pre-School is the result of many years of early learning research, professional development and a strong commitment to meeting the needs of children and their families as well as the community. Ensuring that delivery of the curriculum is informed by international research.

We are looking forward to working together to provide the highest quality of care and education for your children.

Best wishes for a productive and exciting year for your child.

Marina Gnatyshina
Director of Pre-Schools
The King David Pre-School Philosophy

The philosophy of the King David Pre-School is to promote each child’s intellectual, physical, social, emotional and language development. The environment is safe, nurturing and challenging, whilst being sensitive to the needs and preferences of the families.

It is our aim to provide developmentally appropriate activities which encourage each child’s capabilities, needs and interests whilst fostering respect for others and for the world around them. Our program facilitates learning through exploration and peer interaction.

The Pre-School values all aspects of Jewish practice while encouraging gender equity and fostering Modern Thinking Judaism. The celebration of festivals and Shabbat is an integral element of the program, as is Australian history and culture. These are presented in a growth-oriented program including opportunities for dramatic play, creative activities, discussion and music.

The Early Years Learning Framework at The King David Pre-School

The national Early Years Learning Framework ‘Belonging, Being and Becoming’ is a key document used by the Pre-School for developing high quality educational programs. It describes principles, practice and learning outcomes that are essential to support and enhance a child’s learning experience from birth to 5 years of age. It also helps support transition to school.

The 5 learning outcomes for children, birth to 5 years, are:

- **Outcome 1:** Children have a strong sense of identity
- **Outcome 2:** Children are connected with and contribute to their world
- **Outcome 3:** Children have a strong sense of wellbeing
- **Outcome 4:** Children are confident and involved learners
- **Outcome 5:** Children are effective communicators.

Our early childhood program acts as a bridge between home and formal schooling. It is a safe and secure place where the individual child will future develop healthy habits, attitudes, and skills. These abilities will allow the child to approach new learning with confidence and a positive self-image. Therefore, the emphasis at The King David Pre-School is on providing play and enquiry based experiences that promote development socially, emotionally, physically and intellectually with all areas of development being independent and of equal importance in the child’s overall development.

At The King David Pre-School we remain committed to bringing the highest quality of early childhood education and care to our children and their families. We regularly update our curriculum in alignment with National Quality Framework.
The Program

Our Pre-School’s exclusive educational programs provide unlimited opportunities for the development of the whole child. There is a unique curriculum for every age, based upon developmentally appropriate and fun activities that assists children develop physically, intellectually, emotionally, and socially.

In the classroom as well as in the playground, age-appropriate concepts are integrated into all aspects of play. At times this is through a game or song and every so often it’s through exploration in our Discovery Areas. By providing children with activities that match their developmental needs and abilities, learning occurs easily and naturally.

- The Program reflects the philosophy of the Pre-School and the principles, practices and learning outcomes of Early Years Learning Framework.
- The Program is planned to meet the needs of all children as individuals and as a part of a group.
- The Program allows children to make choices in daily activities and routines within a flexible timetable.
- The Program includes planned activities and experiences which foster all areas of child development.
- The Program is planned to develop an understanding and acceptance of differences in others, and is inclusive of children with special or additional needs.

The developmental needs of the children are monitored by qualified teachers and educators with programs designed to cater for individual needs in partnership with feedback to and from parents. This process is used to evaluate the programs and modify them as necessary.

The activities are planned to incorporate learning experiences appropriate to each child’s of development stage. These experiences include language and literature, music and movement, art and craft, dramatic play, science and maths experiences, sensory motor activities and activities to promote physical development and co-ordination.

Some examples of the experiences provided are painting, play dough, drawing, cutting, clay modelling, water play, sand play, block building, construction, pasting, songs, rhymes, puzzles, climbing and drama.

Children can choose the activities in which they would like to be involved. Educators support children in making choices where appropriate which encourages independent thinking.

The design of the daily program is a balance between the children’s need for active and passive play, indoor and outdoor play and for group and individual experiences.

Qualified teachers and educators collaborate in the development of transitional programs for seamless progression through the years.

From a multicultural perspective educators plan activities and provide materials that reflect the cultural diversity of the children attending the Centre. All books, toys, posters and other materials are screened and reviewed to avoid inclusion of racist items.
Non-sexist attitudes, behaviours and practices are encouraged by ensuring that all activities are equally available to boys and girls. There is a full selection of play materials and books that reflect non-sexist images.

Our teachers and educators are passionate about forming a strong partnership with you, the parents to ensure the best possible care for your child. Educators provide daily communication with families in working together to understand specific needs. Parental involvement in our Centres’ program is highly encouraged. As a child’s dependence lingers with their parents, parent involvement helps build continuity between home and the Centre. When parents and educators work together children gain a sense of belonging as parents are aware of what is going on in the Pre-School and educators understand what is happening in the home. In doing this educators are able to support and reinforce the parents’ efforts. As a result, children feel secure knowing that the important role-models in their lives are all working together.

Please feel free to discuss your concerns such as everyday tasks which your child does/does not like, their behaviour and sleeping pattern after each day at the Pre-School. Your child will continue to thrive at the Pre-School and at home if we all provide a warm, caring atmosphere where they can feel relaxed, secure and most of all loved.

There is constant verbal communication between staff and parents regarding the children. If there are specific issues or concerns an appointment will be made with the relevant staff.

We communicate electronically on regular basis. Please take the time to read the Weekly Reflections and Learning stories about your child’s experiences at the Pre-School. Once again parent feedback is always welcome. And may be used to extend or modify the program.

Programs for each age group are planned and based on the individual needs of each child and on the interests expressed by the children. If you look closely, you’ll find that every activity, every procedure - even every toy - is designed to support the development and well-being of your child.

The King David Pre-School offers early childhood educational programs for children from 15 months to 5 years of age.

The Early Discovery Program (18 Months – 3 Year Old Rooms: “Gan Dubi” and “Gan Osher”)

I will discover new things every day in my first preschool experience.

See your child discover something new each day under the expert and caring eyes of our experienced educators. Children at this age are curious about the world around them. They are busy exploring their environment and learning to communicate their thoughts. While they begin to exert their independence, they are also gaining a better understanding of group play. The Early Discovery program at The King David Pre-School emphasizes the development of the whole child, by focusing on both education fundamentals and social skills. Our highly trained educators keep small hands busy and young minds engaged through activities designed specifically for this age group.

Your child will build skills and confidence through games, songs, movement and art, as experienced educators provide an outlet for creative expression. By encouraging child-directed play, we ensure that your child develops at his or her own pace. Sharing, cooperating and taking turns teaches...
your child the importance of being a team player.

**Program Features**
- Daily small-group play which promotes social development
- The perfect balance of nurturing, learning and playtime
- An environment focused on the development of the whole child
- A variety of activities that provide support learning concepts for this age group
- Encouragement and support that lead to confidence, self-esteem and a love of learning
- Daily regular communication between educators and parents to keep you informed about your child’s progress

As children take their first tentative steps toward independence, it is important that they remain in a supportive environment. The King David Pre-School bridges the gap between school and home – creating a seamless transition with all the warmth and security of home. Hebrew songs, blessings and the celebration of festivals introduce our wonderful Jewish traditions, culture and values. Qualified, professional educators gently nurture each child’s cognitive, social, physical, artistic, creative, imaginative, musical and dramatic skills in a supportive and caring Jewish environment.

**“Gan Keshet” Transition Program For Children Aged 3+ Years Old.**
(Southwick Pre-School at Alma Rd Campus)

*I will advance as I learn new skills and prepare for Senior Kindergarten.*

Pre-kindergarten is a critical time for children as they begin the adventure of a lifetime of learning. Every day your child is learning and doing more, which is why the Transition Program is designed to be more challenging.

The advantage of a 3 year old program offered in the long day care setting is that your child will be introduced to more structured routines in a carefully controlled and guided childcare environment.

A preschooler’s world opens up new ways with improved coordination, participate and learn complex games, and begin to interact more with others. Children learn by doing, and at The King David Pre-School, your preschooler will strengthen his or her cognitive skills with plenty of hands-on activities.

Our caring, experienced educators are dedicated to providing a rich, nurturing environment that will prepare your child for kindergarten. We promote independence in an organized atmosphere, as it becomes increasingly important for children to be their own thinkers. We also teach children to work well within a group through listening, sharing and cooperation.

The program is designed specifically for your child and introduces kindergarten/school concepts of mat time, listening time, group time etc. Children are introduced to basic mathematical concepts and become familiar with basic scientific concepts that will encourage them to develop theories about how the natural world works.
“Gan Rimon” and “Gan Tamar”
Junior Kindergarten
For Children Aged 3+ Years Old
(Southwick Pre-School at Kooyong Rd Campus)
I will advance as I learn new skills and prepare for Senior Kindergarten.

Children in Junior Kindergarten learn new skills as well as strengthening existing ones, the aim is to equip them well for progressing into Senior Kindergarten the following year.

Our main goal is to help children grow developmentally through hands-on experience in an informal and unhurried setting. In Junior Kindergarten, there is greater emphasis on language, listening, and communication skills. Our curriculum is tailored to challenge students to gain a deeper understanding of problem solving, phonetic awareness, and number sense. By the end of the year, children will be more prepared to begin learning in a more structured and rigorous environment. Children are assisted in becoming confident and independent, as they establish themselves as part of a social group away from home and family. The children are exposed to a variety of activities including arts and crafts, sensory experiences, outdoor play, imaginative play and excursions. The program is based on the Essential Learning Areas of kindergarten i.e. social interactions, fine and gross motor skills, language and literacy development, dramatic and social play, and creative and expressive arts.

“Gan Shaked”, “Gan Gefen”, “Gan Te’ena”
Senior Kindergarten For Children Aged 4+ Years Old
(Southwick Pre-School at Kooyong Rd Campus)

Through programs that approach curriculum as ‘everything’ that happens during our time together, high value is placed on creating a sense of community as well as respect for individual learning needs and interests of the children. Our eyes are open to learning which occurs in the course of our everyday life together. Beyond programs built on specific information on ‘set’ topics, staff are intentional about drawing on the ideas that are inspired by our observations of things important to our children. You will see that, via this ‘emergent’ approach, we are fostering an authentic love of learning, investigation and collaboration with others.

A Smooth Transition
Further to the opportunities offered to children in our learning environments, Kindergarten programs are complimented by the use of the Junior School facilities. In their Pre-School year all children have weekly access to specialist Hebrew, Music, Philosophy and Library classes. The value of this positive link with Junior School is affirmed by the smooth transition of the children into Prep - an environment that already has so many positive associations for them.

Program Features
• Learning Stories based assessments that demonstrate progress
• Project and enquiry driven program that encourage curiosity, self-direction and confidence
• Math and science skills heightened through hands-on experiences
• Small group play based activities in math and literacy
• Development of a stronger vocabulary through letters and words
• Independent, creative learning through hands-on experiences
• Portfolios to collect your child’s work and capture their unique journey during the early years
• Children will be able to contribute to, and make decisions within the program, taking some responsibility for their own learning
• Children will have opportunities for self-expression through art experiences including, music, dance, singing, drawing, painting and language works
• Children will have opportunity to learn through play and exploration
• Whole-group activities to develop social skills
• Your child will experience a more formal atmosphere and will participate in activities which will help to prepare him/her for the more structured school environment. This will, in turn, enhance your child’s school readiness
• Regular communication between educators and parents to keep you informed about your child’s progress

Hours of Operation

Daily Hours

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<thead>
<tr>
<th>Southwick Pre-School Alma Rd Campus</th>
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<tbody>
<tr>
<td>8.00am – 5.30pm</td>
<td>Monday through Thursday</td>
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<tr>
<td>8.00am – 5.00pm</td>
<td>Fridays</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Southwick Pre-School Kooyong Rd Campus</th>
<th></th>
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<tbody>
<tr>
<td>Junior and Senior Kindergarten</td>
<td></td>
</tr>
<tr>
<td>8.00am – 5.30pm</td>
<td>Monday through Thursday</td>
</tr>
<tr>
<td>9.00am – 3.15pm</td>
<td>Kindergarten Program</td>
</tr>
<tr>
<td>8.00am – 5.00pm</td>
<td>Fridays</td>
</tr>
<tr>
<td>9.00am – 12.00pm</td>
<td>Kindergarten Program</td>
</tr>
<tr>
<td>8.00am – 5.30pm</td>
<td>Monday through Thursday</td>
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<tr>
<td>8.00am – 5.30pm</td>
<td>LDC Holiday Program</td>
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<tr>
<td>8.00am – 5.00pm</td>
<td>Fridays</td>
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<tr>
<td></td>
<td>LDC Holiday Program</td>
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Please Note
The Pre-School may close earlier (4.30pm) on some Fridays during the months of May to July, depending on the commencement time of Shabbat.

A late fee may be charged if children are not collected on time. Please refer to the Delivery and

**Dates of Operation**
From end December to January. Closed 4 weeks late December – mid-January.

The Kindergarten program operates during School terms only. The Long Day Care program runs during term breaks.

Refer to the School Calendar on The King David School website.

**Professional Development**
The King David School offers ongoing professional development to all the staff across the Pre-Schools. Opportunities are provided for the team to collaborate on the program, undertake training and evaluate Policies and Procedures.

Please check the School Calendar for PD days throughout the year (Pupil free days).

**Staff and Facilities**

**Our Passion and Commitment**
The King David Pre-School teachers and educators are passionate about your child’s happiness and education and in providing a safe, nurturing environment that cultivates self-esteem. Our educational team is dedicated to developing your child’s learning potential and are sensitive to your child’s individual needs.

**Staffing Policy**
The King David School has a commitment to the employment of Early Childhood qualified staff compliant with the Education and Care Services National Law Act 2010 (National Law), *Education and Care Services National Regulations 2011 (National Regulations)* and the Children’s Services Act 1996. We only employ qualified and trained staff who meet these requirements.

The Pre-Schools are staffed beyond the guidelines set down by the Care Services National Regulations 2011 (National Regulations). All staff are dedicated to providing continuous guidance and supervision for your child. Our high ratio educator-to-student ratios allow educators to focus on the individual learning styles and needs of each child across the Pre-Schools.

Minimum Staff to Child ratio is as follows:

**Children under 3 years of age:**
- 1 educator to every 4 children
- 1 qualified educator to every 12 children

**Children over 3 years of age:**
- 1 educator to every 15 children
- 1 teacher/qualified educator to every 30 children
Teachers/Qualified Educators
An Early Childhood Teacher/Qualified Educator in each room is responsible for planning and delivering the educational program. They are also responsible for maintaining the children's developmental records.

Educators
There are a number of educators who will work with the teachers/Qualified educator/s in each room at all times. Additional educators are rostered to provide support during busy times of the day (e.g. lunch time, nap time) or busy times of the year (e.g. beginning of the year-settling in period). We rotate staff shifts so that they can form strong relationships with the children and families.

Relief Staff
There are times we will need to employ relief staff to cover sick leave, training and holidays. We believe that continuity of care is important for young children, so every endeavour is made to use the same relief staff when possible, to the children that they are familiar with.

Photos of all staff members, including relief staff, are displayed in the corridor.

Staff breaks
Our rosters include 40 minutes lunch breaks, as well as morning tea time. We ask for parent cooperation in not disturbing staff or entering our staff room while they are taking their well-earned breaks from the classroom.

Educators' Planning Time
Our Class Educators have planning time scheduled for one full day a week. During planning time, our Support Educator replaces them in their classroom. Parent meetings (in person or by phone) may be scheduled during these times. Please make an appointment through the office.

Educators' Planning Time
Our Class Qualified Educators have planning time scheduled for one full day a week.(Alma Rd Pre-School) During planning time, our Support Qualified Educator works in their classroom. At Southwick Kindergarten planning time is scheduled before 9.00 am and after 3.15 pm. Parent meetings (in person or by phone) may be scheduled during these times. Please make an appointment through the office.

Staff Absences
Regular notices posted across the Pre-Schools will keep you updated with planned staff absences (holidays, study or training) and any roster changes. For unplanned absences, notice of relief staff will be posted on the room's door.
Students and Volunteers
Students and Volunteers are welcome to work at the Pre-Schools. They are required to hold a current Working With Children Check. All visiting students and volunteers are supervised by staff and are not left alone with or in charge of children.

Facilities
Southwick Pre-School Alma Rd Campus has 3 rooms (Gan Dubi, Gan Osher, Gan Keshet) and caters for children from 15 months to 4 years old. There are 2 children’s bathrooms/change areas plus a kitchen and an office.

Southwick Pre-School Kooyong Rd Campus (Junior and Senior Kindergarten) has 5 rooms (Gan Tamar, Gan Rimon, Gan Shaked, Gan Te’ena, Gan Gefen) and caters for children from 3 to 6 years old.

Developmental Aids
We have a wide range of toys, play equipment and other developmental aids. Equipment is updated regularly and we are constantly seeking additional equipment to enhance the range.

We do not have gender specific toys for boys or girls. Children of either gender are free to play with all of the toys.

We do not permit play with war toys at our Pre-Schools.

Play Areas
Both Pre-Schools have several outside play areas with different surfaces for different activities. The major play equipment is set on soft fall areas to absorb the impact of a fall. A sand pit is provided on each playground.

Bathrooms
A change room/toilet is provided for all age groups in each Pre-School.

Prams/ Bicycles/ Car Seats/ Animals
Indoor area of the security entrance at Alma Rd Campus may be used for storage of prams, bicycles and car seats. Please do not leave these items next to your child’s room. No animals are allowed on the Pre-School premises without prior permission. You are welcome to tie up pets outside the security door/gate but please keep leashes short so that families can enter/ exit without trouble.

Parking
Short -term parking is available for parents to use at Alma Rd. Parking is limited to 10 minutes. Please refrain from parking in the Rabbis’ allocated bays. Refer to the parking protocol.
Lockers
All children have an assigned, clearly named lockers in their rooms. Part timers may share a locker with another child who attends on the days when they are absent, so it is important that these lockers are emptied daily.

Part timers who share a locker and book in for extra days will be sharing a locker for that day with another child. Please make sure that all that items including lunch boxes left in the locker are labelled.

Parent Pigeon Holes
Each family has an assigned, named pigeon hole in the corridor/or in the child’s room. Pigeon holes are organised by class, in alphabetical order by first name. Please check your pigeon hole daily. You are welcome to use the pigeon holes to circulate party and play-date invitations (in named envelopes please) – to distribute other material please check with our office first. If you are having an event and will not be inviting the whole class, please consider mailing the invites as the children do notice when they are excluded. Any inserts are the responsibility of parents; staff members are unable to distribute material on your behalf.

Centre Policies
Extensive policies are documented to cover every aspect of the Pre-School operations and are updated continuously in accordance with our commitment to continual improvement. All policies are governed by the Children’s Services Act and Regulations. Our most important policies have been summarised in the Policy Manual which can be found in each room and also on the School’s website. All Centre policies are available in our office for you to review at any time. Policies may not be taken off site. Throughout the year we will keep you advised of any policy changes or updates.

The National Quality Framework For Early Childhood Education And Care
Research shows that a child’s experience in their first five years sets the course for the rest of their life.

In recognition of this, the Australian Government, in partnership with all state and territory governments, is making important changes to Early Childhood Education and care in Australia. This will ensure that Australian children get the best possible start.

This is being done through the introduction of a National Quality Framework.

The National Quality Framework will put in place a new National Quality Standard to ensure high quality and consistent early childhood education and care across Australia. For more information on the new National Quality Standard, see the full standard online at deewr.gov.au/earlychildhood.

The National Quality Framework will put in place compulsory, national standards to ensure high quality and consistent early childhood education and care across Australia.
This important reform will deliver a higher standard of care for children in the critical areas of education, health, and safety and will provide clearer and comprehensive information for families so they can choose the best services for their child.

We know that the first five years of a child's life shapes their future – their health, learning and social development – and we want to make sure that their future is bright.

Changes will be made in key areas


The National Quality Standard will improve quality through:

• improved staff-to-child ratios to ensure each child gets more individual care and attention
• new staff qualification requirements to ensure staff have the skills to help children learn and develop
• a new quality rating system to ensure Australian families have access to transparent information relating to the quality of early childhood education and care services
• the establishment of a new national body to ensure early childhood education and care is of a high quality.

The new framework will cover long day care, family day care, outside school hours care and preschools.

National Quality Standard

The new National Quality Standard will help services to provide the best possible level of early childhood education and care by being clear about the factors that best support a child's development.

It will also give services and families confidence in understanding what distinguishes high quality or excellent services.

The new National Quality Standard is divided into seven areas that contribute to the quality of early childhood education and care. These areas have been identified by research and are:

1. Educational program and practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements (including the number of staff looking after children)
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Under each of these areas more detail is provided about what a service can do to provide the highest quality early childhood education and care for a child.
The King David Pre-School Handbook

The Pre-School Centre was last reviewed by NCAC in September 2010 and was accredited in October 2010. We always aim to achieve the Highest Quality of Care in each area. Our Quality Profile is proudly displayed in the corridor.

For more information you can:
Visit: mychild.gov.au

Learning Portfolios
The King David Pre-School program is Portfolio based. Portfolios will enable us to create a documented journey of your child's learning and development experiences at our Centres.

How the Portfolio method works
All children, regardless of their age, will have an individual Learning Portfolio. Older children will be involved and consulted in the content of their Portfolio. Children will be encouraged to take ownership of their Portfolio. The Portfolio system in our Pre-School is designed to create a visual tool to monitor a child’s journey of learning.

Families will be encouraged to actively participate in their child’s learning. Before a child commences at the centre, parents/carers will be asked to complete a booklet with us called ‘The Unique Child’. This is an outline of each child as viewed by their parents in order to provide staff with important information about the individual child.

Teachers/Qualified Educators will add to each child’s Portfolio documentation reflecting on the child’s learning and experiences at The King David Pre-School.

During their time with us, we gather photos, pictures etc of things each child does in ‘My Learning Portfolio’

We also collect written observation of significant things we see your child doing, or things that they say during their stay at the Pre-School. These things help us understand what your child can do and show us what they are interested in.

We review all these observations on regular basis and talk with parents about each child’s learning and development. Parents will be able to see how they are progressing and talk about how we are able to support them to continue with this progress.

Teachers and Educators will write Learning Stories by summarizing children’s experiences and reflecting on their progress. Educators will make the Learning Portfolios available for the older children to review and will involve children in selecting items for preservation in portfolios.

Teachers and Educators will make Learning Portfolios available for parents and guardians to review at any time. If you wish to discuss your child’s progress in detail, you can request a parent/educator meeting. Teachers/educators will encourage parents and guardians to contribute items to their children’s portfolios and attach their own comments about the pieces.

Teachers, educators, children and parents or guardians will collaborate in selecting key items for the portfolios. Some portfolio items such as, pieces of art work and photographs will be given to the child and parents or guardians at the conclusion of the academic year.
Enrolments
On receipt of an Application for Enrolment form, your child is entered on a waiting list. Due to the special circumstances inherent in running a Pre-School, parents should refer to the Enrolment Policy for full details of the criteria that apply to Pre-School enrolments.

First-round Offers of Place are made to selected students on the waiting list approximately 9 to 12 months before their proposed date of entry. Children who do not receive a first-round Offer of Place will remain on the waiting list and may receive a second round offer. If no places become available, the enrolment will be deferred to the next available point of entry.

Children attending the Pre-School Centre at Alma Rd campus do not automatically proceed into the King David School 3 Year Old Program (Junior Kindergarten at Kooyong Road or Gan Keshet, Alma Road). Although they do not have to complete another application form, they will be sent an offer of place at the same time as external applicants. They will also be required to pay a Confirmation Fee to confirm the place in the 3 Year Old Program.

Bookings

Regular and Casual bookings
Weekly bookings are available for:
- Full-time – 5 days per week – Senior Kindergarten only
- Part-time – minimum 2 days – Gan Dubi and Gan Osher (whole days only)
- Part-time – minimum 3 days – Gan Keshet (whole days only)
- Part-time – minimum 3 and half days – Gan Tamar, Gan Rimon

Casual bookings may be available for one or more days subject to availability of spaces.

Regular Attendance
It is difficult for very young children to settle if they do not attend regularly. It also upsets the routine of the other children. Whilst sickness is unavoidable, please try and attend regularly during the first few weeks to establish a routine.

Attendance & Absences

Public Holidays
Full fees are payable for all Jewish Holidays apart from Pesach when Alma Rd campus is closed for a full week and no fees are charged. The same rule applies to public holidays as per standard industry practice, with the exception of the three public holidays falling within the period of Annual Closure (Christmas Day, Boxing Day and New Year’s Day).

Holidays
There is no discount or fee reduction for private holidays.
Standard Absences
Under the Family Assistance Office guidelines, each child is allocated 42 days of standard absences per financial year, after which CCB will be paid only when a doctor’s certificate is supplied.

Absences due to Illness
The Centre follows standard industry practice in that full fees are payable for absence due to illness.

Absences due to Infectious Disease
Children diagnosed with an infectious disease will be excluded from care for the minimum period set by the Victorian Health Department. Full fees are payable and CCB applies.

Absences Due to Non-Immunisation
Children must supply a recent immunisation history statement with their enrolment forms to confirm immunisation status. If a child’s immunisations are not up to date, the child can attend the Centre, but may be deemed ineligible for CCB by the Family Assistance Office and will be excluded from care during outbreaks of Measles and Whooping Cough as per the Victorian Health Department guidelines. Full fees are payable and CCB applies.

Parent Communication

Emails
Parent memos, statements, program reflections and learning stories are distributed via email. Please ensure that we have an email address that is checked regularly.

The eHarp
An email bulletin is distributed every Friday to update you about the week just ended, as well as for the week ahead. The eHarp is a convenient form of communication.

Pre Entry/Orientation Information Sessions
This session is designed to introduce you to the, Pre-School Director, Registrar, teachers and educators, as well as provide you with the opportunity to see and familiarise you with the environment. It will provide new and returning families with information regarding programs, Jewish Studies curriculum, room routines, extra curricular sessions, Pre-School events and policies. It also provides the opportunity to meet one another and members of the educational team. All families are expected to be represented.

It also provides an opportunity to return all required documentation to the Pre-School, to discuss the orientation process and to ask questions.
Daily Checklist
Southwick Pre-School, Alma Rd Campus
A daily checklist is completed in all rooms to record your child’s meals and nap times. The checklist is posted on the whiteboard in each room.

Room Communication Book
A communication book where you can leave messages, comments and feedback is kept on top of the lockers. Please make use of this additional way of communicating with us.

Notice Board
The notice boards placed around Pre-School provide you with information about the Centre, the children’s programs, Pre-School policies and other general information.

Family Involvement
Parent Helpers
Notices are posted, as well as regular email correspondence from the Pre-School inviting parents to help with and participate in different activities. Throughout the year you will be invited to special cultural events and class celebrations and may wish to volunteer by spending time in the classroom, sharing a special skill or just your enthusiasm. Please liaise with your room Teacher/Qualified Educator.

Family Social Events and Celebrations
The year is full of festive occasions. Parents are invited to join us, for some of these, while others we celebrate within our groups. Social events are held a couple of times a year in order to provide an opportunity for children and staff to meet with their extended families. We hope that you will join us at our Family Picnic at the beginning of the year, for Chaggims, Special Friend Activities, Grandparents and Special Friends’ Kabbalat Shabbat, Graduation Ceremonies and the End of Year concert. The support of parents and extended family members ensures these events are highlights as well as your child’s achievements are of our year.

Special Occasions
Photographs
We ask parents to fill in a photo permission form regarding photographs taken by the staff for the sole use of display within the Pre-School for viewing by the children and their parents.

Birthdays
Children will celebrate their birthday at the Pre-School during group time (e.g. singing songs and dancing). The children create birthday crowns or other pieces of artwork along with special cake or biscuits which will be taken home at the end of the day. Party invitations may be handed out at Pre-School only if the entire group is invited. Otherwise, invitations must be sent via Australia Post.
Parents should consider carefully the day and venue of any child’s birthday celebrations. The School asks parents to ensure that parties conform to the guidelines, i.e. not scheduled on Shabbat or Festivals: providing acceptable food. TKDS Parents’ Association has developed a policy with regard to social occasions. Parents with queries about this should contact the Parents’ Association.

Excursions and Special Visits
The Pre-School organises excursions and special visitors for the children. We try to organise people or activities which are interesting and enjoyable to children, and are related to the program eg: Mobile Farm, puppet shows, wild life animals, performers and drama groups. For the younger groups, visitors to the Centre are more appropriate.

All details will be given to parents via emails or notice boards, parents are encouraged to attend and welcomed at these special events.

The Orientation Process – Settling in New Children
The major aim of the first few weeks at the Pre-School is to provide the children with a warm, secure and supportive environment outside the home. The children need time to establish relationships with new adults and other children and become familiar with new routines, equipment and experiences. Children react to Pre-School in different ways. It is natural for your child to feel uneasy about Mum or Dad leaving and being in a large group of children.

When it is time to leave, please do so promptly, reassuring your child that you will be back.

Never slip away without saying goodbye as this may cause distrust and anxiety.

Educators will help with formulating strategies to ease children into the Centre beyond the settling in period if necessary. It is beneficial for:

• The child to arrive at the same time each day.
• The child to be physically handed to the care givers.
• The parent to have a routine for leaving – clearly verbalised.
• The parent to leave enough time each day for the daily “checking” with staff. This enables you to report any significant changes or events happening at home that may affect your child while they are at the Pre-School. Likewise, staff will report to you any events about the day when you collect your child at the end of the day.
• The parent to provide a transition toy from home.
• The parent to say goodbye and leave. Consistency in this area is important for a smooth transition.

Orientation for Pre-School Children
Child/parent play
Parent and child visit playroom for approximately an hour; staff and parent(s) discuss child’s needs, interests, diet etc; general routine of room, explained by staff to parent; next visit arranged.
Partial child care session
Child signed in for part session (two to four hours). Parent may leave the building for this time.*

Staff discuss visit with parents. Please note that when you sign your child in the book it will automatically become your first booked day and you will be charged for a partial child care session.

*For legal and security reasons children must be signed in if parents leaving the building.

Pre-entry Information Session for Parents of Pre-School Children
Prior to starting at the Pre-School, parents are invited to a pre-entry information session. This provides an opportunity for parents to learn about the general routines and activities at the Centre.

All children react differently to being in Pre-School. Separation is a different experience for each child. Some settle in quite quickly, others may take much longer. For each child it must be a gradual process.

Parents can help their child adjust by:

- Consistently reinforcing the positive aspects of Pre-School.
- Initially leaving the child for short periods of time.
- Being confident themselves (if parents are anxious they can easily influence the way a child feels).
- Ensuring that the child has his/her special “security object”.
- Always telling a child when you are going and that you will be back.
- Discussing any settling difficulties the child is having with the educator.
- Helping the child establish an attachment to staff members.

Transition Between Rooms - Alma Rd Campus only
Parents will be advised if their child will be moving from one room to another during the year. Young children can become unsettled with changes such as this, and therefore parent/staff communications are vital to ensure that the child settles into their new environment. The child will progress from one room to the next depending on their readiness and their age and stage of development. This will be determined in discussion between Director, Staff and Parents.

Daily Schedule and Routines
The daily schedule provides a balance of quiet and active experiences, individual and group activity, indoor and outdoor activity, child-initiated and adult-directed activities, and transitional time between activities. Care routines (eating, toileting, nappy changing, sleeping and dressing) are an integral part of the daily schedule. Our routine provides structure to our day yet remains flexible so that we can take full advantage of changing weather, special visitors, birthdays or other unexpected events. The routine is designed to promote independence, allowing enough time for children to do things for themselves and ensuring that transition between activities is relaxed and unhurried.
Centre routine is adjusted according to the age group and individual needs of the children. Please refer to the routine in your child’s room.

**Play** — Children learn most from their own activity, so the daily schedule includes time for play each day.

**Toileting & Nappy Changing** — Disposable nappies for all children when they are at the Alma Rd Campus Pre-School. The educators will assist with the toilet training process, in consultation with parents and after children have settled in. Children always have access to the bathroom for toileting.

**Nap & Quiet Time** — Nap and quiet time is an opportunity for children to relax and take a break from active play. However, no child is forced to sleep and alternate quiet activities are arranged. A day at Pre-School can be very hectic and both children and staff appreciate a change of pace at some time during the day. Please refer to Rest and Sleep Time Policy.

Children will be assisted in removing clothing down to top and underwear. If a child does not want to remove clothing they do not have to. Quiet voices will reinforce this period, relaxing music will be played. Their children are given the opportunity to choose a book or a comfort toy if they wish.

**Bedding**

Named bedding (2 cot sheets with elastic, and blanket) must be brought to the Pre-School, regardless of sleep requirements. In accordance with regulations, the bedding is sent home weekly to be laundered. Please note we do not provide spare bedding due to health regulations. Please discuss your child’s rest requirements with the teachers and educators.

**Children’s Clothing**

Children are busy people. Children should be dressed in clothing that is suitable for play and preschool activities. It should be comfortable, weather appropriate and allow children the freedom to carry out the many activities, routines and tasks during the day as independently as possible and without fear of spoiling clothes. Messy activities are part of the developmental program and smocks are provided for these activities. Therefore remaining clean can sometimes be difficult. Staff will do their best to protect children’s clothing during art or other sensory play experiences with the use of smocks. But smocks do not guarantee that children will not get dirty and parents should dress children accordingly. Parents can assist by dressing children in clothes that are easily washed and that can cope with the demands of an active day. Children’s clothes that become soiled will be placed in a plastic bag ready for parents to take home at the end of the day. Children wearing inappropriate clothing may be changed into something more suitable from their own supply or that of the Centre’s, or may be unable to participate in certain activities. If parents have specific clothing needs for their child/ren (health or cultural reasons), they should ensure that the staff and the child are aware of these requirements.

Staff will ensure that parent’s requests are carried out unless it is deemed by staff to be inappropriate for the child’s comfort. We recognise and respect children’s choices to remove or put on clothes, unless staff believe it is unsafe. It is acknowledged that children vary in their sensitivity to hot and cold temperatures. Independence skills are encouraged and children learn
to develop responsibility for weather appropriate dressing through discussion and education within the program.

Please refer to Dressing Policy with more explanation about the clothing we discourage and suggested alternatives.

**Smocks**
The Pre-School provides children with protective art smocks for messy play and uses only water based paints and textas.

**Children’s Shoes**
Suitable footwear is essential in the Pre-School. Shoes must be worn at all times, unless during specific activities, i.e. sensory play or music and movement sessions. Please ensure shoes are named. Please avoid loose fitting shoes, slippers, gum boots, thongs and ill-fitting crocs, these are not permitted as these can be dangerous when running/ climbing/ dancing.

**Spare Clothes**
All children are required to bring several changes of clothing every day (including socks and underwear), in case of accidents or messy play. All clothing should be clearly named (full name or first name plus initial). The Pre-School has a supply of spare clothes for emergencies, however many of the children do not feel comfortable wearing clothes that are ill-fitting or not their own so please bear this in mind. If Centre clothes are sent home on loan, we ask that you launder and return them promptly.

Your child’s spare clothes should be sent each day in a named bag/ back-pack and placed on the hook outside each room.

**Sunscreen**
Parents should apply sunscreen on child’s arrival at the Pre-School. You can use the sun cream supplied by the Pre-School or supply your own in case your child has a skin allergy or high sensitivity. Personal sun screen should be labelled with your child’s name and left with the staff.

**Sunsmart Clothing**
Children who are not dressed in suitable sun-protective clothing will be required to play in designated shaded areas only. Clothing should cover as much skin as possible. **Singlets or strappy dresses do not offer protection and are not recommended.**

**Hats**
Parents should provide each child with a legionnaire hat which is kept at the Pre-School. These are worn outside during Terms 1 and 4. During the colder months of Terms 2 & 3 you are welcome to send a warm hat/ beanie with your child for outdoor play.
Toys from Home
We discourage children from bringing their own toys to Pre-School. The exception is one soft toy or comforter per child to be used at sleep or rest time which should be labelled with the child’s name. In situations where a child may feel unsettled or sad we can give them their soft comforting toy.

The Pre-School provides a large range of educational toys and equipment for children’s programs. Sharing is a problem with young children and arguments may arise over personal toys or they may get broken or lost. Staff will let you know when your child can bring a toy along for a ‘Show and Tell’ session.

On some occasions children bring inappropriate objects to the Pre-School, such as coins, small sharp toys, valuables, small jewellery, chains and necklaces, lipstick, nail polish etc. These items may be hazardous for themselves and others. Hair clips are a choking hazard in Gan Dubi Baby room and should not be worn.

Persuading children to leave a favourite toy at home when you are in a hurry can be difficult and frustrating at times. If you have been unsuccessful, ask staff for assistance when you arrive. The Pre-School is not responsible for toys/ property sent to remains with parents.

Drop Off and Collection of Children

Attendance Book
It is a legal requirement that children are signed in and out of the Pre-School each day. Our attendance book is kept in the corridor to ensure that drop-off in the rooms can be made with minimal fuss (Alma Rd Campus) and in each room (Southwick Kindergarten). For legal and security reasons children must be signed in if parents are leaving the building. It is important that staff on duty are aware of your arrival and your departure, staff are happy to assist with filling in the forms.

Morning Drop Offs
We ask for your cooperation in keeping drop-offs quick to avoid distressing your child or other children whose parents have just left. As well as reduces congestion in the car park. If you are concerned at any time after drop-off you are welcome to call the Pre-School for an update on how your child has settled. Please use the room Communication Book for any messages to educators, to ensure their attention is not diverted from the other children in their care and especially if they are running a mat session with the group. Staff are on hand to provide assistance in settling children into an activity, or helping them join a group activity that is underway. Children taking a long time to settle may be taken outside to avoid distressing the group. Say “Goodbye” to your child, give them a hug or kiss, tell them that you will be back soon, and leave. It is easier on you and your child if you are firm with this; hesitation such as starting to leave and then coming back causes uncertainty and confusion.

Never leave a child alone in an area where staff may not be aware of your child’s presence.
Departure
Allow at least 10 minutes for the staff to tell you what he/she has been doing and give you any other information on planned activities.

Parents need to check their child’s locker for completed activities ready to go home.

Please check your child’s locker and bag before leaving the Pre-School. If any items are missing please check with the educators. It is much easier to locate a lost item on the day, than at a later date.

If you realise that you will not be able to collect your child at the time nominated in the attendance book, please phone us. This allows us to explain the delay to the child.

If you are going to be very late it may be preferable to make arrangements for one of the people nominated on the enrolment form to collect the child.

Parents must be aware of the danger your child faces if they walk/run out of the front door when you are leaving the Pre-School. Please ensure that when you open the front door that you are holding your child’s hand.

Parents are responsible for their child’s care and welfare once they have removed the child from the activity room at pick up time.

Authorised Collections
When signing in your child, you are required to indicate when your child will be collected and by whom, using full names and not descriptions like “myself” or “dad” or “nana”. If during the day these collection details change and the child will be collected by someone other than a person listed on your Child Collection Authority form, please leave a message by phone or email. You will always be called if an unauthorised person arrives to collect your child, or an authorised person arrives whose identity cannot be established.

Collection by Either Parent
Children will be allowed to leave with either parent, whether or not they were listed in the Attendance Book that day, unless a court order is held in the child’s file.

Collection by Siblings
Children will not be allowed to leave with any sibling under the age of 15, and only then if they are listed on the Child Collection Authority in your enrolment form.

Collection by Emergency Contact Persons
Only people you nominate in writing will be able to collect your child. Where we do not know one of your nominated people we will ask for ID. This must match the name and address you have given us.
Late Pick Ups
The Pre-School closes at 5.30pm Monday – Thursday and at 5.00pm on Friday. If you arrive after this time you will be asked to counter sign a late collection form. Applicable penalty fees will be added to your next monthly statement.

Two staff members will remain with any uncollected child.

Admission before 8.00am
Children cannot be accepted before 8.00am. This is a licensing and insurance rule requirement.

Emergency Contacts
As part of the enrolment process we require you to nominate 2 emergency contacts. These people are not authorised to collect the child (unless you have also approved this in writing) but they may be able to help in an emergency if we are unable to contact you.

Food
The standard of kashrut in the School is consistent with that of the Progressive Movement. We therefore request that parents respect the following Kashrut guidelines:

- There is a complete separation of meat and milk.
- Students are not to bring meat to Pre-School.

We aim to facilitate the child’s development of independence through self-help skills and routines.

To this end we suggest lunches be brought to Pre-School in lunch boxes easy to open and clearly named as well as a clearly named drink bottle of water. For safety reasons, no plastic bags please.

A morning snack of milk, water and fruit is provided by the Pre-School.

When preparing children’s lunches, give consideration to nutrition and care of teeth. We believe that now is the time to develop and encourage healthy eating habits. No lollies, chocolates, cakes, sweet biscuits, fruit juice or sweetened drinks, or any kind of chips should be brought to school. The only exception to this is on special occasions such as birthdays, when children are allowed to celebrate with a special birthday cake that will be baked at the Pre-School. Please refer to Nutrition and Beverages Policy.

Please provide a healthy snack for afternoon tea every day, Cheese, yoghurt, dry fruit is acceptable, but due to allergies NO PEANUT PRODUCTS please. Parents are not permitted to enter the kitchen. If assistance required, please see a staff member.

Health & Safety

Illness Management
The Centre is not equipped with the facilities or staff to care for children who are unwell. Parents are expected to keep sick children at home to ensure a healthy environment for all. Please refer to Infectious Diseases and Illness policy in the Policy Manual.
Symptoms include: Fever, Diarrhoea, Vomiting, Conjunctivitis, School Sores, Cold Sores, Head Lice, Rashes, Spots, Swelling, Weeping Sores and Nose/ Ears Discharge.

Sending Children Home
When children become unwell whilst at Pre-School, staff will contact you to discuss their concerns and will require the children’s collection if they display symptoms as per the Table of Symptoms, are unable to cope with the daily routine, or present a risk of cross infection. The decision to send a child home is never made lightly, educators draw on many years experience, and often consult with one another, before a parent is called or a child turned away upon arrival. Sick children will be isolated from the group until your arrival.

Returning After Illness
A copy of the Table of Symptoms will be given to you if you are called in to collect your child with an indication of when they can return to the Pre-School. Please understand that by bringing your child back to the Pre-School any earlier, staff are placed in a very uncomfortable position if having to send your child back home (unless you have a Doctor’s Certificate specifying they are fit to return).

Sick Siblings
If you must visit with sick siblings, please make drop-off as quick as possible and endeavour to ensure your sick child is not in contact with other children or Centre staff.

Infectious Disease
If your child is diagnosed with an infectious disease, you are required to notify the Pre-School immediately to enable us to implement extra infection minimisation strategies and to advise all families, especially pregnant women or team members, consequences of some infectious diseases can be severe. Your child will be excluded from care for the minimum period set by the Victorian Health Department and notice of the infectious disease placed at the Pre-School entrance. Infectious diseases include: chicken pox, measles, whooping cough, meningococcal, diphtheria and mumps. Non-immunised children may be excluded from care in some instances.

Prescription Medication
If your child requires medication you will need to complete a Daily Medication Authority Form with clear instructions of what dosage is required and when. Dosages are checked by two staff members before being administered. On pick up you will need to sign off that your instructions were followed correctly. If someone else is picking up your child please ensure that you have notified them of this requirement.

Non-Prescription Medication
Non-prescription or naturopathic medication needs to be accompanied by a letter from a doctor or naturopath if it is to be administered for more than three consecutive days.
Storage of Medication
Medication must be supplied in the original container with a valid expiry date and the child’s name. Please hand medication directly to a staff member. Medication must not be left in a child’s bag or locker. Medication is stored out of children’s reach in the bathroom First Aid cupboard or in the kitchen fridge.

Children’s Panadol
If your child is hurt or develops a fever, you will be called to collect your child. Please note Panadol is not administered by the Centre.

Accidents
Even in the safest environments accidents do happen. Staff members with First Aid training are on duty at all times. If your child is involved in any accident you will be asked to sign an Accident Report that records how the injury occurred and how it was treated. If the accident involves the area above the shoulders you will be notified immediately by phone. If an ambulance is needed, a staff member will remain with your child until your arrival (travelling in the ambulance if necessary).

Immunisation
We believe it is in the best interests of the child that they be immunised you will be asked to keep your child at home during an outbreak against the common infectious childhood diseases. If your child has not been immunised when a particular disease is notified to us, we will notify you and ask that you keep your child away from the Pre-School until the infectious period has passed. It is therefore important that we be aware of the immunisation record of your child. Please provide a copy of your child’s immunisation record and update it on a regular basis. Please refer to the Immunisation Policy.

Fire Drills & Evacuations
If an emergency evacuation is required and we are unable to return to the Centre you will be contacted and asked to collect your child. An evacuation procedure manual (DISPLAN) is displayed throughout the Pre-Schools; evacuation and containment drills are conducted once a term. If you are at the Centre during a drill please follow staff instructions. Written notification will be given of the occurrence of evacuation procedures being practiced in the Pre-School.

Security
The King David School contracts a private security company and every effort is made to ensure that the guards provided have a high degree of familiarity with the school community and up-to-date security information. The security company has a presence at each of our campuses – both discreet and obvious. Guards are on duty at the main gates in the morning and afternoon and visitors may be required to show photo identification. Part of their role is to check all buildings thoroughly before and after use. Entry to the KDS Pre-School at Alma Road and Kooyong Road is only through use of the security buzzer.
Cleaning
A professional cleaning service is engaged to clean the Pre-School each night. A daytime cleaning routine in the children’s areas is also implemented by staff during the day.

Hand Washing
Posters and signs are placed throughout the Pre-Schools to remind staff and children when to wash hands and how to do so correctly. Hands are washed regularly and always: after toileting, before and after meals, after handling rubbish or animals, and after playing outside.

Maintenance & Gardening
Professional maintenance and gardening services visit the Pre-Schools on a weekly basis throughout the year. Internal audits are conducted each month. If you notice any items and/or areas needing attention that we have overlooked, please notify our OH&S officer.

General Information

Personal Information
By law we are required to have on record for each child the phone numbers and addresses for home, business, family doctor and emergency contact people. Parents are requested to notify staff of any changes to their child’s records, for example, change of address, change of work or home phone number, medical conditions, immunisation, custody orders, allergies, etc. In an emergency, details which are not current make contacting you difficult or sometimes impossible and may cause your child, you or us undue distress. Illegible or incomplete paperwork will be returned and your child may be unable to attend until completed correctly.

Class Lists
Class lists are distributed by mail along with other documentation in the Summer mail out and thereafter upon request. If your details change, please let us know so we can update the list and advise families. Details published are as per the Class List Authority in your enrolment form.

Notification of Absences
Please let our office know by phone, email or in person if your child will be absent for any reason. This ensures that we are aware of what is happening with your child as well as allowing, us to adjust group activities if necessary, and enables us to offer the places to other families who need extra casual days.

Fee Statement Queries
Fee statements are distributed by email on weekly basis. The Pre-School does not issue individual reminders to pay. Please note that fees are charged to your accounts on 30th of each month by the Finance department.
Parent Feedback

We appreciate your feedback on all aspects of our program and service. Formal surveys are distributed during the year and at any other time we welcome your constructive input.

Complaints

If you have any grievances about the care, protection and safety of your child, or the management of the Pre-School, please raise it with the staff member in your child’s room, then the Director of Pre-Schools, or, if necessary, the Principal of the King David School. Please put your concerns in writing in Compliments, Complaints and Comments form which are located on notice boards in each room or in the corridor. Efforts will be made to resolve the problem cooperatively and quickly, and if necessary, a time will be made to meet with whom in the privacy of our office. All complaints are managed with discretion, and confidentiality is observed. If after discussions with us you feel that your complaint has not been adequately addressed, you may wish to contact a Children’s Services Adviser at the Department of Education and Early Childhood Development on 9637 2000.
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