

Family Handbook 2026



Bubup
Womindjeka

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About Bubup Womindjeka Family and Children's Centre

Bubup Womindjeka is a community run, not-for-profit organisation providing integrated early learning and care services to the community.

Our programs include:

- Early Years Program (Long Day Childcare)
- Sessional Kindergarten Programs
- Community Playgroups
- Maternal Health Nurse and Parenting Support Programs via City of Port Phillip Council

Our on-site partnership services include:

- Better Health Network - Child Development and Family Support
- Community Outreach in our Reception including; Bubup Pantry, Swap Shop, Parent Zone and Community Board

Our service is overseen by our Board of Governance (the Approved Provider) and managed by our Leadership Team, comprised of: Executive Officer, Director of Education, Business Manager, HR Coordinator, Enrolment Officer and Educational Program Coordinators.

We enjoy the use of our purpose built facility which is provided by City of Port Phillip Council.

Our educational practices are guided by the Australian Children's Education & Care Quality Authority (ACECQA) National Quality Standard and the Victorian Department of Education Early Years Curriculum Frameworks.

Throughout our organisation we embed the Victorian Child Safe Standards and the Early Childhood Australia Code of Ethics.

Bubup Womindjeka Family and Children's Centre respectfully acknowledges the traditional owners of the Kulin Nation and we pay respect to Elders, both past and present and acknowledge their proud and resilient cultures, and ongoing connections to land, sea and sky.

We are proud to be 'Exceeding National Quality Standards' as awarded by the Victorian Department of Education during our most recent service-wide Assessment and Rating. The process involves measuring our practices and processes against the 7 National Quality Standards (NQS) which sets a benchmark for the quality of children's education and care services across all of Australia.



Our Vision, Purpose and Values

We strive to deliver our shared vision and purpose based on the values of the centre and to guide our decision making and planning.

Our Vision

An inclusive community that supports the development of engaged, capable and confident young learners.

Our Purpose

To provide early years and family services to the children and families within and beyond the City of Port Phillip that facilitate healthy development, active participation and lifelong learning.

Our Values

Integrity - We act with transparency, professionalism, and consistency. Our relationships are respectful and reciprocal and are built on trust, authenticity, and ethical interactions.

Inclusion - We acknowledge and respect that everyone has their own culture, beliefs, and strengths contributing to our rich and diverse community, creating a sense of belonging.

Collaboration - We work in partnership with all stakeholders to make decisions that are responsible and fair. We recognise and value the interconnectedness between our children, our families, our educators, and our integrated centre community.

Respect - We place respect at the heart of everything we do. We uphold the dignity, rights, and perspectives of all individuals and foster an environment where every voice is heard and valued. Our interactions with children, families, educators, and the wider community are grounded in mutual regard, empathy, and cultural sensitivity.



A Brief History of BWFCC

The Lady Forster Kindergarten was situated on the site until the City of Port Phillip obtained a grant through the government to upgrade the facilities. Council was central in extensive negotiations with Lady Forster Kindergarten in obtaining their agreement to surrender both their land management responsibilities and for the beautiful but deteriorating building. The City of Port Phillip (CoPP) became the land manager on delegation from the state government and a local firm; Perkins Architects was commissioned to design the new building.

The brief from the federal government was to accommodate two organisations that worked together to provide a seamless service, integrating childcare and kindergarten programs. The two organisations being Lady Forster Kindergarten and Albert Park College Child Care Centre Association (APCCC). APCCC had been in a temporary portable building in the grounds of the Port Melbourne Primary School since March 2008 and were looking for a permanent site.

The CoPP established a committee to provide advice on the design of the new building. Members came from Council, Lady Forster Kindergarten, APCCC, the State and Federal Education Departments, and other community representatives.

It was planned that during building works Lady Forster Kinder would move to Elwood and on returning would operate the kindergarten, and APCCC would run the childcare service. However, having settled successfully into the Elwood community, Lady Forster declined to return after the new building was completed and APCCC contracted with the CoPP to run both services, with an emphasis on integrating those services valued by young families into a seamless care, education and support system.

As the move to the new building came close, the CoPP established a Management Committee, led by consultant Gilda Howard established the new education and care service. The Committee comprised people from the APCCC Committee, APCCC staff, selected community members and a CoPP Councillor. This Committee redefined itself as a Board of Governance on assuming full responsibility. Bubup Womindjeka Family & Children's Centre Association (BWFCC) was established in 2014.





Our Centre Philosophy

Our philosophy is developed in collaboration with our children, educators, and families, which reflects and upholds our beliefs and values. It is our purpose to ensure that our curriculum, environments, and relationships enable children and educators to have equitable opportunities to grow and reach their potential.

We embed a safe, inclusive educational environment where everyone is valued and respected.

We advocate for the rights and voice of each child irrespective of ability, age, gender, race, language, culture or economic status.

We understand that families are the child's first and most influential teachers and are committed to working in partnership together to achieve best possible outcomes for their child.

We recognise that children develop dispositions for learning in the early years that are fundamental to the building blocks for lifelong success.

In relation to children, we:

- Acknowledge that children learn best through play and having meaningful opportunities to explore, discover, create, improvise, and imagine.
- Foster the agency and capabilities of each child by promoting a strength-based approach to learning and development.
- Guide children's development of social awareness, self-regulation and resilience building through relational pedagogies.
- Recognise that children have different learning styles, are competent contributors to their own learning and will be supported to make choices and decisions.
- Focus on child-led, developmental-appropriate experiences and rhythms that enrich their unique learning and growth.
- Interact with care and understanding of gender equity and respectful relationships, where imagination is unlimited, and children can be anything.
- Instil an appreciation for our environment and inspire ways in which we can care for the land through sustainable practices.

In relation to families and community, we:

- Value collaborative partnerships with families and draw on families' individual perspectives and expectations to guide our understanding of their child.
- Provide tailored information and resources based on their unique needs and circumstances in the best interests of their child's learning journey.
- Believe in a holistic approach by partnering with community services to ensure a harmonious delivery of care and support.
- Provide families with opportunities to contribute to the program and take part in centre decision making.
- Seek opportunities to be involved, share our knowledge, and engage with local and wider communities.

In relation to team members we:

- Use critical reflection, ongoing professional learning, and research to broaden our knowledge and inform our teaching practices.
- Work as a team, guiding and assisting each other and demonstrating a commitment to continuous improvement.
- Balance intentional teaching with child-led learning, using a floorbook approach to capture children's voices and spontaneous play, shaping a rich, holistic and responsive curriculum
- Build professional and collaborative relationships that are based on trust, respect and integrity.
- Respect and value the diverse cultures, beliefs and unique strengths that each team member brings to our learning community, which enriches the educational environment and operational systems whilst fostering a sense of belonging for all.

Our educational practices are guided by both the National and Victorian Early Years Curriculum Frameworks and the National Quality Standards.

Throughout our organisation we embed the Victorian Child Safe Standards and the Early Childhood Australia Code of Ethics.

Learning and Development Frameworks

BWFCC embraces the National Early Years Learning Framework (EYLF) Belonging, Being & Becoming and Victorian Early Years Learning and Development Framework (VEYLDF). The Learning Frameworks guide educators in their curriculum decision-making and assists in planning, implementing, and facilitating children's learning.

Both documents communicate high expectations for all children through the following five Learning Outcomes:

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

The National Quality Framework (NQF)

The goal of the National Quality Framework is to raise quality and drive continuous improvement in education and care services through:

- The Education and Care Services National Law and Regulations
- The National Quality Standard for Early Childhood Education and Care and School Age Care ('National Quality Standard')
- A national quality rating and assessment process
- A national body jointly governed by the Australian Government and state and territory governments- the Australian Children's Education and Care Quality Authority (ACECQA)—to oversee the system.

The National Quality Standard (NQS)

The National Quality Standard sets the benchmark for the quality of education and care services. BWFCC are dedicated to exceeding the criteria outlined in the seven key quality areas:

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



Our Educational Team

Our passionate and caring educators are the most valuable element of ensuring we provide a high quality education and care service for our children and families. Our programs are delivered by experienced educators with either a Bachelor, Masters, Diploma or Certificate III trained qualifications in Early Childhood Education.

All team members have a Valid Working with Children Check or an active Victorian Teachers Registration, First Aid Training, CPR Training, Asthma & Anaphylaxis Training and Child Protection Training.

We employ educators who align themselves with our centre values and philosophy and who are committed to working in partnership with children, families, our team and the wider community.

Our Educational Leadership Team offer our educators mentoring and guidance to support their professional knowledge and skills and to ensure the highest quality education and care environments.

To ensure educators are supported and children have greater learning outcomes, we run our programs at a higher staff/child ratio than required by the Children's Services Regulations:

In our 0–3 years programs, we provide a 1:3 staff:child ratio (Regulation ratio is 1:4)

In our 3+ years program, we provide a 1:6 staff:child ratio (Regulation ratio is 1:11)



Our Educational Program

The educational program includes a variety of open-ended, play-based experiences that will encourage your child to explore, investigate, and engage in a rich learning environment. We understand that every child develops and learns in unique ways and has unique learning dispositions, strengths, abilities and interests. The learning environment has been designed to inspire curiosity and engage with the natural world, with a meaningful balance of child-led learning and intentional teaching. We value our community partnerships and the educational outcomes extra curricular experiences provide. These experiences are implemented across the service when there can be rich connection by children to content that is age and developmentally appropriate.

What a play based learning program looks like at Bubup:

Emerging Interests: We balance intentional teaching with a child-led emergent curriculum, responding to current events in society and children's lives, and using these topical experiences as the catalyst for learning and discovery.

Music: We use songs in our program not only as a tool in intentional music and movement group times but throughout the day as a means of communication.

Big Body Movement: Our generous yards allow for varied arrangements of equipment to support children's gross motor skills as their focus of development changes throughout the year.

Sustainability: A focus on supporting children in building a respectful relationship with the natural environment around them aligns with our centre wide commitment to sustainability. Children actively engage in our sustainable practices throughout the day.

Indoor/Outdoor Program: Our flexible environment which provides children access to indoor and outdoor spaces throughout the day allows children to regulate as they navigate the space and choose their learning experiences.

Flexible Routines: We provide flexible routines for all children to support consistency and continuity between home and care as well as to allow for children's choice.

Mealtimes: Our mealtimes are structured and are treated as a valuable learning experience. Through progressive mealtimes with small groups, we support children to develop a healthy relationship with food and use this time to nurture our child-educator and child-peer relationships. At BWFCC, we support children to be confident and competent eaters guided by Ellyn Satter's *Division of Responsibility in Feeding*.

Rest and Relaxation: Access to sleeping mats and calm and relaxing spaces both inside and outside of each room supports children's self-regulation and emotional wellbeing.

Early Numeracy: Through open ended learning experiences as well as through our daily routines, children can explore mathematical concepts such as volume, physics, sorting and classifying as they notice and discover the world around them.

Early Literacy: We understand the importance of language development in the early years of literacy and we support this through having purposeful conversations, singing songs and reading age appropriate books.

Cultural Celebrations and Calendar Events: Days of cultural, educational and environmental significance are acknowledged and celebrated in a manner that is respectful and inclusive of our diverse community, sustainable practices and our children's varying ages and development. We apply a child centred lens to calendar events, ensuring that days of significance are led by children and driven by process rather than product.

All educators take an active role in developing, creating and documenting the educational program and children's learning. Families are encouraged to contribute to, and share feedback on, the educational program.



STEAM

STEAM stands for science, technology, engineering, arts and maths.

We support children in investigating through authentic experiences paired with open-ended questions promoting STEAM concepts as key components of all aspects of our educational program.

Science: Many overarching concepts of science can be found throughout each educational program. We support children to investigate through experimentation as they explore natural scientific concepts such as change, physics, and health.

Technology: Technology in the early childhood setting refers to ways we can expand our knowledge beyond what our own senses can tell us. We use technology to reflect on and share what we find out.

Engineering: We acknowledge that children are natural engineers, wanting to build things and design solutions. We provide age-appropriate spaces to support children as they hypothesise and problem solve.

Arts: We focus on process-based art which allows children to explore different ways of expressing themselves through varied forms of communication and creative channels.

Maths: Closely related to early numeracy, we acknowledge that key concepts are discovered in early childhood such as reasoning, sorting, classifying, and measuring.

By understanding the importance of these concepts, we authentically implement maths in each program throughout the day.





Sustainability

Taking care of our planet today for the families and children of tomorrow

Sustainability is a pivotal element that guides and leads Bubup's programs and practices across all of the centre. Through ongoing staff training and with a commitment to innovative and creative solutions to a wide range of sustainability issues, Bubup is able to exceed the national standards that are required.

"The children are consistently engaged in learning projects, excursions and daily tasks that promoted their understanding of environmentally sustainable practices and respect for the environment." (Page 19, ACECQA 2019 Assessment and Rating report).

Minimising our use of electricity, gas and water provide opportunities every day to model sustainable practices with the children. Solar panels on the roof provide the energy for our hot water system and we are currently exploring the feasibility of adding extra panels to meet our energy needs. The use of fans, blinds and windows help to control the temperature and light requirements of each room and air conditioners are used if required. A bank of rainwater tanks collects and stores water from the roof and this is used for irrigation of the garden. The children, supported by the educators, are able to water areas of the garden such as pots and planter boxes that are scattered around the grounds.

Bubup operates a zero-food waste system; each day some of the kitchen scraps are collected for the children to make compost for our gardens and all other food waste is collected by a commercial food waste composting service. We actively engage in eliminating single use plastics across the centre from the kitchen to the rooms through use of reusable food containers, eliminate packaging by making our own glue and paint where possible. Recycled paper and card are used for play, art and craft activities. Each room has a two-bin system for recyclables and also landfill items. The use of loose part items, both natural and manufactured, are used for play which supports the children's learning, creativity, and problem solving as well as reducing the need for single use craft items. Special events such as Xmas, and Parents' Day gifts are created being mindful of their environmental impact. Families are able to drop off recyclable items at the recycle station at the front of the centre as well as cans and plastic milk bottles.

Families are also encouraged to participate in local and national environmental projects such as Clean Up Australia Day and community tree planting. Cleaning throughout the centre, is conducted using plant based, chemical free products, colour coded microfibre cloths and steam cleaning is used when required. The children are able to explore and engage with the large outdoor play spaces that include cubby houses made from recycled wood plus garden beds and pots that grow a range of herbs, fruit trees, native grasses and local species of plants. This diverse range of plants are used for sensory experiences and provide opportunities for the children to witness the wonder of the natural world and the passing of the seasons throughout the year. Bubup Womindjeka Family and Children's Centre offers rich and authentic sustainability experiences for all of the children, families and staff ensuring they are taking care of the planet today for the children and families of tomorrow.

BWFCC Vision and Commitment to Reconciliation

At Bubup Womindjeka Family and Children’s Centre, we envision a future where the voices, cultures, perspectives and traditions of Aboriginal and Torres Strait Islander peoples are celebrated, respected, and included into every aspect of our community.

Through our Reconciliation Action Plan, we are committed to fostering a nurturing environment where young children not only learn about the cultural diversity of Aboriginal and Torres Strait Islander peoples, but are inspired to live with respect and inclusivity.

By building meaningful partnerships with local Aboriginal and Torres Strait Islander communities, we create and maintain a space where reconciliation is not just a goal, but an ongoing journey that shapes the hearts and minds of the current and next generations. As we continue learning about the true histories of Australia and the ongoing impacts of these histories on First Nations peoples and communities, we will work for a harmonious, reconciled future for the benefit of all people.



Acknowledgement Statement

Bubup Womindjeka Family and Children’s Centre respectfully acknowledges the Traditional Owners of the Kulin Nation. We pay respect to Elders, both past and present and acknowledge their proud and resilient cultures, and ongoing connections to Land, Sea and Sky.

Childrens Acknowledgement to Country:

We thank the Traditional Owners
 For letting us share their knowledge of the Land.
 We promise to look after it,
 The animals, people and Land.
 Hello Land (hands on the ground)
 Hello Sky (hands to the sky)
 Hello Me (hug yourself)
 Hello Friends (wave to friends)





Inclusion and Diversity

At BWFCC, we promote and practice inclusion and celebrate diversity.

- We advocate for the rights and voice of each child irrespective of ability, age, gender, race, language, culture or economic status and value and respect all members of the Bubup community.
- We actively promote the participation of Aboriginal and Torre Strait Islander children, families and staff in our educational programs.
- We foster the agency and capabilities of each child by promoting a strength-based approach to learning and development.
- We involve children in decision making that impacts their wellbeing and participation in our educational programs.
- We engage with key workers that support us with strategies, resources, staffing and other important knowledge that look towards promoting and fostering inclusive practices.
- We work collaboratively with our leadership and management teams to offer support, ideas, suggestions, additional educators and strategies.
- We are a gender equitable service. We have the same standards and expectations for all children, irrespective of gender.
- We continually critically reflect on our practices, ask others for guidance and work as a team to support each child's participation in our educational programs.
- We create, regularly update and follow individual support care plans that indicate strategies, ideas and planning around how to achieve the best support and care for individual children.
- We connect with the community to support vulnerable children and families to access quality early childhood care and education.





Road Safety

At Bubup Womindjeka Family and Children's Centre we understand the importance of introducing road safety from an early age. Children are our most vulnerable road users.

Their unpredictability and their intrinsic curiosity to explore their surroundings coupled with their limited understanding of safety and their developing understanding of sound, distance and speed puts them at risk around traffic.

In 2021, we participated in the Road Safety Inquiry Project posing the question,

“How can we make our children safe upon arrival to and departure from Bubup?”

This exciting initiative was part of the Starting Out Safely program and was designed to expand our understanding of road safety education. As a result, we have embedded road safety education into our programs starting in the nursery rooms all the way through to our kinder.

We also provide information on road safety laws including use of car restraints and airbag safety as well as helmet tips to all families who utilise the services here at Bubup.

Use of car restraints: <https://childroadsafety.org.au/wp-content/uploads/2020/07/RACV-Using-child-restraints-brochure.pdf>

Airbag safety: <https://childroadsafety.org.au/wp-content/uploads/2020/07/RACV-child-restraints-and-airbags.pdf>

Helmet tips: <https://childroadsafety.org.au/wp-content/uploads/2020/08/Helmets.pdf>

Our Mealtime Expectations

We follow the Australian Guide to Healthy Eating and the Dietary Guidelines for Children to plan meals and snacks. We support children to be confident and competent eaters guided by Ellyn Satter's Division of Responsibility in feeding. We use language that supports children to develop a healthy relationship with food.

We are guided by these statements and values for mealtime expectations at BWFCC:

- Our mealtimes are opportunities for children to come together to socialise and develop relationships with their peers in a structured environment.
- Our mealtimes enable children to learn independence through each stage of the mealtime process, guided and supported by their environment.
- We ensure children are provided with food that is nutritious and diverse. The food provided will vary in texture, colour, flavour, diversity of cultural origin and how the food is presented.
- Children are trusted to eat to their own preference and fullness cues, free from prompting, pressure, or encouragement to eat

Adults (Educators) are responsible for WHAT, WHEN & WHERE children eat:

- We provide nutritious meals and snacks at regular times
- We support children with their age- appropriate mealtime flow
- We sit down with the children to eat and role model good table manners
- We offer familiar food alongside unfamiliar food
- We encourage children to use their five senses to explore food

Children are responsible for HOW MUCH they eat:

- We allow children to trust their bodies when eating. Some days children eat a lot, and other days not so much. They know how much their body needs for growth, learning and play.
- We let children choose what they would like to eat from the food we offer.
- We let children eat as little or as much as they feel their body needs.
- We do not pressure, prompt or encourage children to eat certain foods or amounts.

We cater meals to suit your child's individual dietary needs and food intolerances, but no supplementary meals will be provided outside of the daily menu to support successful outcomes in our mealtime expectations.

Being Equal / BWFCC Respectful Relationships

**Children can be: Same and Different | Strong and Gentle
Fair and Friendly | Kind and Brave**

We proudly participated in Star Health’s pilot program Being Equal - a promotion of gender equality and respectful relationships across all programs within the service. From this, we formed BWFCC’S Respectful Relationships, a commitment to advocating for all children to be anything, regardless of gender and ability.

For All Children
Clothes and toys can be any colour and design
Personal space and boundaries are important
Thoughts and feelings are listened to
It is as safe to cry as it is to smile
Children come in all shapes and sizes as well as abilities

Within The Home
Household tasks are role modelled by parents/carers and are shared between children
Female and male representation in media is equal
Respect is role modelled through positive interactions between adults
All toys are for play and learning

Royal Commission into Family Violence 2015
227 recommendations aimed at responding to and preventing family violence were handed down to the Victorian Government. The findings acknowledge the importance of teaching children respectful relationships, through curriculum (Recommendation 189). The early years play a vital role in the future of preventing violence against women and improving gender equity.
So, what are we doing at Bubup to support Respectful Relationships for all children? And what can we do as a collective to further this in our homes and community?

Within the Community
Compliment children on their contributions to the world rather than focusing on appearance
Empower parents by interacting with their children in like-minded ways
Support men’s and women’s sports equally
Promote diversity of genders and abilities when organising speakers and appearances in public events

At Bubup Womindjeka
Children have equal accessibility to play
Our resources are open ended, imagination is unlimited
Children listen to one another and value the contribution of their peers
Diversity is represented in images, language and stakeholders
Children learn and develop over different time frames



Bubup Bush

A significant component of the Bubup sustainability program is the unique opportunity presented to the children, by the Bubup Bush excursions. The program provides children with the opportunity to engage with the classical landscape of Australia, the bush.

We visit the community created bush garden at Lagoon Reserve, right next door to Bubup so we walk there, holding hands as we leave the centre. The children attend in groups of 4-6, one room at a time and are supervised by educators from their room with 1 educator to 2 children so this is usually 2-3 adults, the kinders attend as a class. The visit is usually 1-2 hours.

The bush allows the children to encounter many adventures such as freely exploring the landscape, crunch through dry leaves, climb over logs and trees, view wildlife and enjoy the unique pleasure of being in an open and special place and doing so safely whilst being supervised.

Bubup Beach Program

Building on the success of our Bubup Bush excursions, our Bubup Beach Program offers children another unique opportunity to connect with the natural environment, through the beautiful coastal landscape of Port Melbourne Beach.

The beach program allows children to explore the wonders of the seaside and develop a deeper understanding of coastal ecosystems. Depending on the group size and daily schedule, the kinder may attend as a whole class or in two smaller groups across separate sessions.

For our EYP Program, educator-to-child ratios remain the same as in our bush program to ensure close supervision and a safe, positive experience for everyone.

During their time at the beach, children can:

- Experience the coastal environment firsthand, observing shells, seaweed, birds, and the rhythm of the waves.
- Engage their senses through touching sand and water, feeling sea breezes, and listening to the sounds of the ocean.



- Develop physical skills by walking on uneven sand, balancing on driftwood, and participating in gentle beach games.
- Learn about sustainability and care for nature, discussing marine life, tides, and how to protect our oceans.
- Build social and emotional connections, working together, sharing discoveries, and fostering a sense of wonder and respect for the natural world.

The Bubup Beach Program complements our Bubup Bush initiative by providing children with the chance to explore two distinct yet equally important Australian landscapes — the bush and the beach. Through both experiences, children develop a sense of belonging, environmental awareness, and an enduring appreciation for the natural world.

Loose Parts

Loose parts are open ended materials that have unlimited play possibilities. They can be natural, such as leaves and stones or manufactured such as plastic caps and fabric samples. Loose parts provoke rich, meaningful play experiences as there is no specific way to use the items.

Loose parts supports the development of imaginative play, promotes critical and creative thinking, the creation of transient art pieces, and helps children to build a confident self-identity as it is the child who directs the play and their creations.

Loose parts are gender neutral, suitable across all ages (being mindful of safety issues with the younger children) and are friendly to the planet. Items which may have found their way to land fill are re-purposed and gathered together at the end of play to be enjoyed another day.

The range of loose parts items provide rich sensory and language experiences for the children and build the necessary foundation for STEM (Science Technology Engineering and Maths) learning. Bubup has a loose parts library available to all rooms and staff receive ongoing training in the use of loose parts in promoting active learning.

Community engagement

We actively seek opportunities for children to be involved and engaged with the community. Our community connections are so important to the ethos of our centre. This includes regular outings as we visit services and facilities around Port Melbourne, including our local parks and participate in community based events.

In the Early Years Program, we have a weekly music and movement program, Hey Dee Ho. In our kindergarten program, we have a weekly sports and exercise program, Sports 4 Kinder.

Family contributions to the program

We highly value the mutual sharing of information, drawing on families unique perspectives, knowledge, experiences and expectations to guide our understanding of the child.

Families are warmly encouraged to share their culture, home language and home experiences with us. We support and encourage the interest and involvement of families in the learning program.

There are opportunities for informal conversations at drop off and pick up times including how your child presented throughout the day, what learning experiences they engaged in and feedback about their daily routines such as meals, sleep and rest, toileting.

Families are encouraged to arrange a time to meet with their child' educators if they wish to discuss anything in relation to their child. Our educational team will provide opportunities for interviews and a written record of their child's interests, interactions, and developmental stages.

A regular reflection of the learning program in your child's group will be shared, as well as photos you can see what learning experiences your child has engaged with. A family memo is regularly shared to announce important information and events happening within the service.

At BWFCC, every room includes a dedicated space for family contributions to our program. We recognise that parents are their children's first and most important teachers, and we deeply value our partnership with families. By working together, we aim to support each child's learning and development, ensuring the best possible outcomes for their growth and success.



About Kindergarten

The learning programs and curriculum outcomes are the same in our sessional kindergarten as it is in our integrated long day care kindergarten programs. The difference is the hours and days the programs are offered, the meal structure and the consistency of children attending the group each day.

The kindergarten programs are delivered by a qualified early childhood teacher. They're designed to improve your child's development in:

- social skills, like how to play with other children in a calm, sharing and rewarding way
- self-awareness, resilience building and respect for others
- emotional skills and self-regulation, for example understanding their feelings
- language, literacy and numeracy skills, such as reading stories and counting objects
- a joy for learning and group activities, such as talking, drawing and making things together with other children their own age
- ability to make new friends
- exposure to new ideas and concepts.
- provides opportunities to build skills that are important for life and supports school readiness.





Transition to School

Our transition to school program is run in conjunction with our local feeder schools. This program assists all children to acclimatise themselves with a school environment, regardless of which school they will attend. We find that this helps the children to move on to school with greater confidence and resilience in connecting to a new learning environment. Our transition to school plan includes looking at children's school readiness, with focus on social emotional skills, self-help skills, empathy and compassion, resourcefulness, routines and literacy and numeracy.

4 Year Old Sessional Kindergarten Groups

4 year old 15 hour funded program (no cost to families for duration of year)

Tiddlik Group runs on Monday and Wednesday, from 8.30am - 4.00pm

Bunjil Group runs on Tuesday and Thursday, from 8.30am - 4.00pm

**Children must turn 4 before 30 April in the year of commencement.
Please see our enrolment and orientation policy for more information.*

3 Year Old Sessional Kindergarten Group

3 year old funded program (no cost to families for duration of year)

Koonwarra Group runs on Friday, from 8.30am - 4.00pm

**Children must turn 3 before 30 April in the year of commencement. If your child turns 3 between the commencement of Term 1 and April 30 they can only attend with a parent or guardian present until the time they turn 3 years old.
Please see our enrolment and orientation policy for more information.*

Kindergarten Funding

The Victorian Government provides up to 15 hours kindergarten funding to each kindergarten service to support children to access a high-quality kindergarten program delivered by a registered early childhood teacher. The funding is a contribution towards meeting the running costs of the kindergarten program and is paid directly to the service, not to the families.

Children can only access a funded kindergarten place at one service in one program only. Children who are enrolled in the sessional kindergarten program will automatically have their kindergarten funding applied to that program. Please note, children can attend both sessional kindergarten and long day care integrated kindergarten however kindergarten funding will apply to the sessional kindergarten program only.

3 year old and 4 year old kindergarten are strictly one-year funded placements only however provisions for a funded second year of 4 year old kindergarten are available if the kindergarten teacher determines a child has developmental delays in two or more key areas of development. There are no provisions for a second year of funded 3 year old kindergarten.

Kindergarten Fee Structure

BWFCC is participating in the Victorian State government initiative of Free Kinder. Free Kinder applies to Sessional Kindergarten and Long Day Care Integrated Kindergarten however families are only entitled to Free Kinder in one program. Children who are enrolled in the sessional kindergarten program will automatically have their Free Kinder funding applied to that program. Free kinder in the long day care integrated kindergarten is in the form of a \$2,000 credit and is only for families not participating in a sessional kindergarten program. Please see Kinder fees below based on this.

3 Year Old and 4 Year Old Sessional Kindergarten

There are no fees for the sessional kindergarten programs.

3 Year Old and 4 Year Old Long Day Care Integrated Kindergarten

Daily fees apply to all booked days of care and are charged for all absences incurred by illness, family holidays and public holidays as per our fee policy. Families' Child Care Subsidy entitlements will apply to the daily fee and families continue to pay their usual gap fee. Families who are accessing the long day care integrated program as their funded kindergarten program will be entitled to a further credit of around \$2,000 over the year that will be offset against fees accrued. The credit is paid to the service and is applied to families' accounts on a monthly basis.

What is the difference between long-day care integrated kindergarten and sessional kindergarten?

Long-Day Care Integrated Kindergarten and Sessional Kindergarten follow the same educational learning outcomes and requirements. There is no advantage or disadvantage of electing one format of kindergarten over the other. The three significant differences are the hours offered, financial structure and meal requirements. Both kindergarten programs are delivered by a qualified early childhood teacher, with the legislated educator to child ratio of 1:11 (BWFCC operates on a ratio of 1:6 for over 3 year olds).

The educational component of both programs is based on the Victorian Early Years Learning Framework and the program is designed to suit the needs of the individual children in each group. With our play-based approach to learning and development, sessional and integrated kindergarten do not offer a classroom style of learning.

For children in the sessional kindergarten program, they are required to bring a lunchbox and snacks.

For children in the Long Day Care Integrated Kindergarten, all meals and snacks are provided.

When should my child go to kinder?

Many parents wonder when to enrol their children into a kindergarten program. It is important that families assess their child's individual skills and needs when considering which year to start kindergarten. This may include your child's date of birth, ability to separate from caregivers, whether your child requires a rest in the afternoon, your child's communication skills, and the emotional and social maturity of your child. Families are encouraged to discuss this decision with their early childhood teacher, program coordinator, BWFCC Enrolment Officer, Maternal and Child Health Nurse, or other professionals involved in supporting the learning and development of their child.

3 year old kindergarten is a bridging program into the 4 year old kindergarten and both programs are designed to be a one-year placement only. We strongly encourage families to consider the year their child will go to school to then determine the appropriate years to enrol into kindergarten.

To determine the appropriate year for kindergarten and school, you can work backwards from when your child will be starting school. Schooling is compulsory for children by the age of 6 (unless an exemption has been granted). Your child must be enrolled to start their first year of school in the year they turn 6.

There is an exception for children born from January 1 to April 30. A child who turns 5 years old by 30th April may enrol in, or attend, a school in the year before they turn 6. This means families have a choice of sending their child to school the year they turn five, or the year they turn 6. Consider whether you would like your child to be amongst the oldest or youngest of the class when they start school.

If your child has a birthday between January 1 and April 30, they may attend:

- 3 year old kindergarten the year they turn three OR the year they turn four
- 4 year old kindergarten either the year they turn four OR the year they turn five

We understand there may be questions for families who have children born between January – April about which year their child should commence school. This is an individual family decision based on the points highlighted above. We would recommend any families who are unsure which year their child commence school to have a conversation with their Early Childhood Teacher, Program Coordinator, BWFCC Enrolment Officer, Maternal and Child Health Nurse, or other professionals involved in supporting the learning and development of their child.

Is it compulsory for children to attend a 3 Year Old or 4 Year Old kindergarten program?

Participating in a funded 3 year old or 4 year old kindergarten program is not compulsory but strongly encouraged to support children's life-long skills and development and school readiness. 3 year old kindergarten is not a prerequisite to attend 4 year old kindergarten. 4 year old kindergarten is not a prerequisite to attend school. Please note, any child who is enrolled in either our sessional kindergarten (room 8) or long day care integrated kindergarten program (room 6 or room 7) is participating in a kindergarten program.

Second Year of Funded 4 Year Old Kindergarten

Children in a 4 year old kindergarten program who have developmental delays in two or more key areas of development and would benefit from another year of kindergarten can access an additional year of funded four year old kindergarten. This requires an assessment by an early childhood teacher only and cannot be requested by a family.

If a family chooses not to send their child to school following their child's 4 year old kindergarten year, they can continue accessing long-day care until their school year. Child Care Subsidy entitlements continue to apply to fees if a family remains entitled to the Child Care Subsidy.

What is the criteria for undertaking 3 Year Old Kindergarten?

Children must be aged 3 years old by 30 April in the year of commencement to be eligible for the 3 year old kindergarten program. The program is a one-year placement only and it is expected that children will transition into 4 year old kindergarten the following year. If a family chooses not to send their child to 4 year old kindergarten the following year, they can continue accessing long-day care until their 4 year old kindergarten year.

Children will not be able to attend the 3 year old sessional kindergarten program until they turn 3 years old. If your child turns 3 between the commencement of Term 1 and April 30, they can only attend with a parent or guardian present until the time they turn 3 years old.

How Does the kindergarten program support school readiness?

Our 4 year old kindergarten programs, both sessional and Long Day Care integrated kindergarten, are focused on school readiness. The Tiddlik & Bunjil groups (sessional) and Bouddi Group (integrated) use the same transition to school plan. This has been developed by the kindergarten program coordinator in conjunction with our local feeder schools. Our transition plan for children consists of regular reciprocal contact with our closest feeder schools, opportunities to experience school settings through excursions and communication between kinder and prep educators, including a comprehensive transition report at the end of the year.

Our 4 year old-teachers will continue to share observations and documentation of each child with their family and any concerns relating to school readiness are raised in the first term for further discussion on endorsing a second year of kindergarten.

For our 3 year old kindergarten programs, our focus remains on the learning and development specific to age, needs and interests of the children in the group.

If you have questions about your child's kindergarten program and school readiness, our kindergarten team are available to guide you. We will continue to work with families in selecting the program that is best suited to you and your child.



Waitlisting for Kindergarten

For sessional kindergarten, our waitlists open in advance and applications are recorded based on date of request. Our waitlists are advertised via the BWFCC website <https://bwfcc.org.au/enrolment-enquiries/> where families can view the specific years that our waitlists are open for. Families interested in sessional kindergarten are required to make a waitlist request to the Enrolment Officer via email for each year and program in which they are interested. Families can contact the service directly for further information on the waitlist process if required.

The sessional kindergarten waitlist is reviewed each year to ensure all information is up to date and is purposeful in sharing further information on the offers process and the known days and hours of the kindergarten program for their specific year.

Families are notified of a successful sessional kindergarten placement via phone and email in July for the following year's program. Families are notified of an unsuccessful kindergarten placement via email only. Families who may have been unsuccessful in securing a placement at first instance will remain waitlisted until their child can be reached with an offer of enrolment.

For Long Day Care integrated kindergarten, our waitlist falls under our usual process of registering for long day care. Current families will be surveyed each September for their new-year care needs, with a confirmation of secured days sent shortly after. External families will be required to register with our long day care waitlist to be considered for a prospective offer. The process for external families commences each October.

Enrolling into school

It is the responsibility of each family to decide which school to choose for their child. The school enrolment application should be made to the school directly by the family. This usually occurs before the end of July in the year before the child attends school. More information about applying for school can be found here: Starting Primary School Victoria <https://www.vic.gov.au/starting-primary-school-victoria>

Local feeder schools to BWFCC include:

- Port Melbourne Primary School
- South Melbourne Primary School
- Middle Park Primary School
- Galilee Primary School
- Albert Park Primary School

What to bring to Bubup

Bag

Please provide a clearly named bag to keep your child's belongings, including the below items. Your child's bag and belongings must go home each day.

Wet Bag

BWFCC is committed to reducing the impact of plastic bags on our environment. To support limiting the use of plastic bags, BWFCC supplies each family with a re-usable Wet Bag which is included as part of your enrolment. This bag will be used to store any soiled, wet or dirty clothing and should be packed in your child's bag each day.

Bedding

Please provide your child with a clearly named blanket/comforter for rest and sleep times.

Formula

Please provide your child's bottles, pre-made up, each day with the correct formula your child requires. Educators will rinse your child's bottles; however, they will need to be washed at home. If your child drinks cow's milk, we will supply the milk; bottles will need to be washed at home.

Drink Bottle

Please provide a clearly named, drink bottle for water.

Clothing

Please provide your child with a spare change of clothes in their bag. During the colder months, your child should be provided with gumboots, a weather proof jacket and beanie. During the warmer months, please ensure your child is protected from the sun by providing long sleeved tops and closed-toe shoes.





Hat

Please provide a named wide brimmed hat for your child. Bubup Womindjeka branded hats are available to purchase at reception for \$10.

Sunscreen

Sunscreen will be applied when the UV rating is above 3. Please apply sunscreen on your child upon arrival at the centre. There is sunscreen in the rooms and at the front desk. The educators will support children to re-apply sunscreen throughout the day. If your child has sensitive skin, please bring your own sunscreen.

Nappies

Nappies are provided. We encourage toilet training for children over the age of 2 years. Educators will support the child's and families requirements regarding toilet training. Please discuss your child's readiness with the educators so together we can plan the best approach to meet the needs of your child.

Toys

Please ensure your child does not bring toys from home. It can be distracting for the children and can often cause distress if the toy gets broken or goes missing. Children will have many other opportunities to share special interests from home within the learning program.

Meals and Nutrition

Our qualified chef and kitchen team create all children's meals from fresh, nutritious ingredients. The service provides Breakfast, Morning tea, Lunch, Afternoon tea and a late snack. We cater meals to suit your child's individual dietary needs and food intolerances. Our menus are assessed by Healthy Eating Advisory Service Victoria to ensure all menu items meet the national recommended nutritional requirements. We offer a variety of cuisines and dishes, introducing children to new textures and flavours.

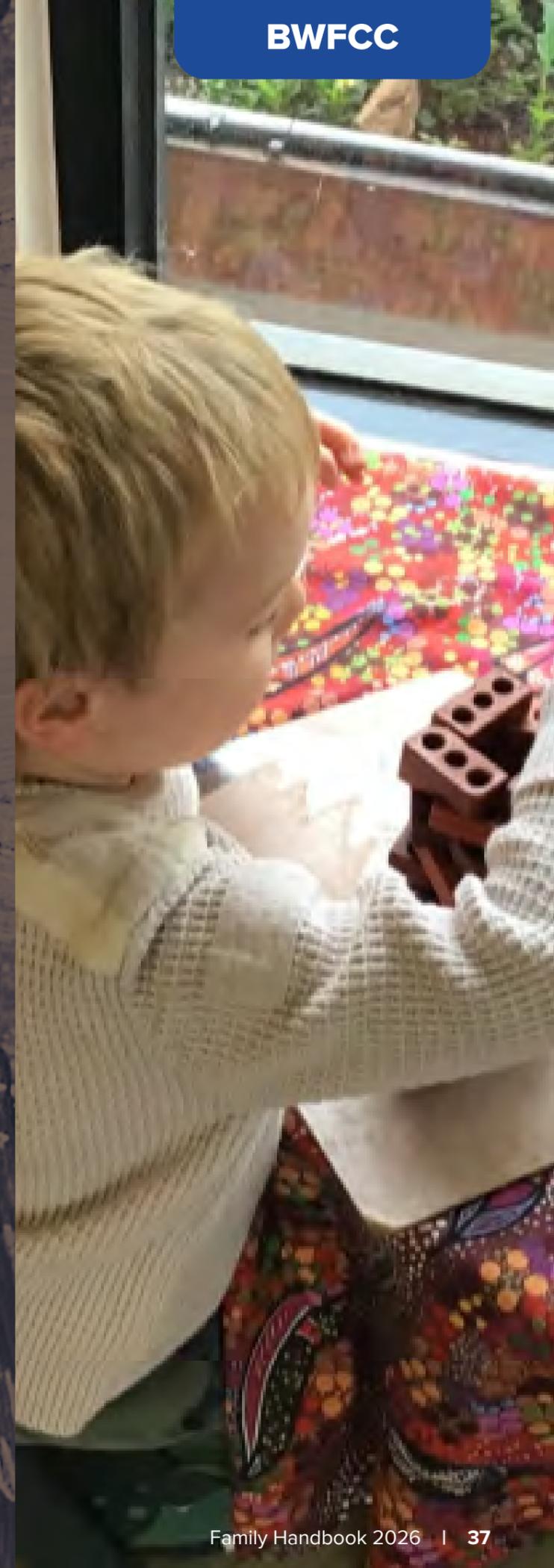
In our sessional kindergarten, your child will need clearly named, 1 x lunch box and 2 x snack boxes. Please ensure your child has a healthy food choice in their snack and lunch box. Please avoid processed and packaged foods (no chocolate or 'junk' foods). We have children with life threatening allergies to nuts and egg within the service. Please DO NOT provide nut or egg products (including peanut butter and nutella spread).

Orientation and Commencing Care

Families will be given a tour of the service and introduced to our educators. You will be given the opportunity to speak to the Room Leader about specific needs and any relevant information you'd like to share about your child. The Room Leader will explain the daily routines and learning program for your child's group.

In the lead up to commencing care, families and their child will be invited to visit the service for two hours of orientation to ensure a successful transition from home to care, this will be organised at a time that is agreeable to you and the room. All families and children are encouraged to attend orientation prior to the child's first day. Please note, a parent is required to stay on premises during orientation.

Educators will work with you to help your child settle confidently and happily into care. All children need a chance to settle in as they all react differently to new situations. It is important when the time comes to say "goodbye" that you do so promptly and confidently. Reassure your children that you will return - never slip away without saying goodbye. When you drop your child off, do it in a way that your child can become familiar with. If requested, the educators will contact you throughout the day to let you know how your child has settled in.



Our Policies and Procedures

BWFCC have developed a range of policies to cover all aspects of operation, quality, health, safety and wellbeing in our early learning and care centres. Our policies and procedures are regularly reviewed and updated in line with relevant changes in legislation and regulations.

All policies relating to the service are available on our website <http://www.bwfcc.org.au/about/policies>

Collection of Children

All children must be signed in and out of the centre by their guardian or person nominated by their guardian using our Xplor Digital Attendance system. This is a requirement of the Education & Care Services National Regulations (2011). It is an important record of your child's attendance and is necessary for CCS to be applied. Changes to authorisation to collect can be made via the Xplor Home application using your login or by notifying our administration team. No child will be released from the Centre except to the guardian or authorised person, whose name appears on our records. Photo identification will be required if the person collecting is unknown to us. Families should contact the centre if they are unable to collect their child by the expected departure time so that we can reassure your child and make arrangements for staff. A late fee will be charged for families who arrive after 6:00pm to collect their child.

Managing Children's Illness

Children will need to stay away from the service if they are unwell or have a contagious illness/infectious disease and can only return to the service if they are completely well.

The service will not accept a child into care if they are unwell and unable to fully participate in the program.

All families will be notified if there has been an infectious disease notification within the service.

If your child has been suffering from diarrhoea and/or vomiting or other contagious illness/infectious disease, they are required to stay away for at least 24 hours after the symptoms have ceased.

The service does not accept paracetamol / ibuprofen for children who have been unwell.

Children may not remain at the service if, they:

- Have had more than two episodes of diarrhoea and/or vomiting within the 24-hour period.
- Require dedicated one-to-one attention or cannot fully participate in the program due to illness.
- Have an unexplained rash that impacts the health and wellbeing of themselves and others.
- Have a high temperature/fever that is continuous and cannot be brought down (other signs of fever include sweating/chills/shivering).
- Cold or flu like symptoms (persistent runny nose, sore throat, coughing, sneezing, lethargy).
- Any other suspected illness/infectious disease.

Children who become ill at the service

If your child is unwell while at the service, you will be contacted to collect them as soon as possible. Families will be asked to collect their child as soon as practical or arrange for an authorised nominee to collect. If there is no one able to collect the child within this time the child's condition will be monitored and if worsens an ambulance will be called.

An illness record will be completed when children are collected due to illness.

Children returning to the Centre after illness:

- May return if they have not had an episode of vomiting/diarrhoea for a minimum of 24 hours.
- Suspected symptoms have lessened, and child appears to be themselves.
- Child has not had Paracetamol/Ibuprofen before arrival. The service does not accept Paracetamol/Ibuprofen for children who have been unwell.
- Families may need to provide a medical certificate for their child to return to the service if they have been unwell.

Please refer to our Dealing with Illness and Infectious Diseases policy for further information. All service policies are available on our website.

Medical Conditions

Families are required to provide information about their child's health care needs, allergies, medical conditions and medication on the enrolment form and are responsible for updating the service changes to their condition, action plan or medication. All children's medical action plans must be completed and signed by a doctor and reviewed on a yearly basis. Upon enrolment or notification of a medical condition, families are required to complete a Risk Minimisation Plan and Communication Plan with your child's educator. Children will be able to participate in the program once these plans are completed.

Medications

We only accept medications that are prescribed by a Doctor. We do not accept Panadol for children who have been unwell. Children who need Panadol to keep a temperature down are not fit for care and should stay at home until they are well. A medication form must be completed by the guardian. Dosage must be clearly marked on the original label and, in the child's name. Two team members will check the prescribed dosage before administering.

Incidents and Injury

In the event of an incident or injury families will be informed either by phone (if serious) or on collection of their child at the end of the day. A form will be filled out with the details of the incident and families will be asked to sign this upon collection of the child.

Emergency Evacuation Procedure

Emergency drills occur twice per term. In the case of a fire, the educators will escort all children to either the parkland behind the service Lagoon Reserve, or Edwards Park, where they will stay until it is safe to re-enter the building. Families will be notified when an emergency evacuation drill has been undertaken. Emergency evacuation procedure diagrams are displayed throughout the service.

Child Safe Standards and Protection

Throughout our organisation we embed the Child Safe Standards, these standards are compulsory minimum standards for all Victorian early childhood services to ensure they are well prepared to protect all children from abuse and neglect.

BWFCC is committed to safety and wellbeing of all children and young people. BWFCC has zero tolerance for child abuse. BWFCC is committed to providing a child safe environment where children and young people are safe and feel safe, and their voices are heard about decisions that affect their lives.

All allegations and safety concerns will be treated very seriously and consistently. We have legal and moral obligations to contact authorities when we are worried about a child's safety, which we follow rigorously.

Every person involved in BWFCC has a responsibility to understand the important and specific role they play individually and collectively to ensure that the wellbeing and safety of all children and young people is at the forefront of all they do and every decision they make. BWFCC is committed to regularly training and educating our staff and volunteers on child abuse risks and all staff undertake Mandatory Reporting training.

We carefully consider the increased vulnerability of Aboriginal children, children from culturally and linguistically diverse backgrounds as well as children with a disability. We promote and advocate for gender equity and respectful relationships.

Victorian child safe standard: [CCYP | The 11 Child Safe Standards](#)



BWFCC Commitment to Child Safe Standards

BWFCC is committed to the safety and wellbeing of children in our care. We demonstrate this by providing a child safe environment where children are safe and feel safe, and their voices are heard about decisions that impact their lives.

In our education, planning, decision making, and delivery, BWFCC for children will adhere to the 11 child safe standards as imparted on the Commission for Children and Young People publication (CCYP) :

Child Safe Standard 1: Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued

Actively support and facilitate the participation and inclusion of Aboriginal children, young people and their families within our service

Establish policies, procedures, systems and processes to create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families



Child Safe Standard 5: Equity is upheld and diverse needs respected in policy and practice

Respect diversity in cultures and child rearing practices while keeping child safety paramount

Provide and promote the cultural safety of Aboriginal children and the cultural safety of children from culturally and/or linguistically diverse backgrounds and safety of children who identify with the LGBTIQ community



Child Safe Standard 9: Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed

Consider and uphold children's right to privacy, access to information, social connections and learning opportunities

To only utilise BWFCC devices and online platforms/apps for photography and documentation



Child Safe Standard 2: Child Safety and wellbeing is embedded in organisational leadership, governance and culture

Promote our commitment to Child Safe Standards and support our team members to maintain the standards

Provide written guidance on code of conduct and appropriate behaviour towards children

Share information appropriately and lawfully with other organisations where the safety and wellbeing of children is at risk

Maintain a zero tolerance for child abuse and racism



Child Safe Standard 6: People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice

Administer robust human resources and recruitment practices for all staff, contractors and volunteers that offer appropriate and mandatory child safe screening processes

Recruiting and engaging qualified individuals to work with children, ensuring rigorous staff and volunteer supervision, along with continuous professional development to uphold the highest level of care and education for our children

Child Safe Standard 10: Implementation of Child Safe Standards is regularly reviewed and improved

Create an open and transparent culture, engage in reflective practice and put the interests of children first

Review and reflect on Child Safe practices regularly



Child Safe Standard 3: Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously

Champion children's voices, ensuring their input is valued in our programming and decision-making

Value and empower children to participate in decisions which affect their lives

Create an environment where children are informed of trusted and safe concerns or risks of harm to children, ensuring a responsive and supportive approach to address and resolve such matters effectively

Encourage and supported to raise such issues



Child Safe Standard 7: Processes for complaints and concerns are child-focused

Foster a culture of openness that supports all individuals in safely disclosing concerns or risks of harm to children, ensuring a responsive and supportive approach to address and resolve such matters effectively

Support and educate children on how to express and disclose concerns

Report suspected abuse, neglect or mistreatment promptly to the appropriate authorities



Child Safe Standard 11: Policies and procedures document how the organisation is safe for children and young people

Champion and model compliance and child safe practices with policies and procedure

Include family feedback in the development of policies and procedures, while ensuring children's perspectives are thoughtfully considered to create a comprehensive and child-safe approach



Child Safe Standard 4: Families and communities are informed and involved in promoting child safety and wellbeing

Strive to foster strong collaborative relationships with families and communities, providing them with the knowledge, resources, and support needed to effectively contribute to the protection and holistic wellbeing of children

Value the input of and communicate regularly with families and carers



Child Safe Standard 8: Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training

Create a culture of child safety and care by engaging staff in professional development and training, as well as embedding a culture of critical reflection

Take a preventative, proactive and participatory approach to child safety

Ensure that Board of Governance, staff, contractors, and volunteers understand that safety and wellbeing of children and young people is everyone's responsibility






Safe use of Digital Technology and online environment

As part of our ongoing efforts to ensure child safety and digital security, we have introduced a new Safe Use of Digital Technologies and Online Environment Policy, which includes an AI Safety Addendum.

This policy outlines how we manage the use of digital technologies within our centre and ensures that we meet the highest standards in protecting children's personal information and supporting safe, respectful learning environments.

This policy ensures that our approach to technology, data, and privacy is in full compliance with current Victorian Government requirements and reflects best practices for early childhood settings. It reinforces our commitment to:

- protecting children's rights and privacy
- providing a safe and secure learning space
- being transparent and accountable in how we use and store digital content

Joining BWFCC

To register with our waitlist, please see our website for further information.

Child Care Subsidy

The Government funded Child Care Subsidy (CCS) is paid directly to the centre. The gap between the Centre's daily fee and the CCS will be payable by the family via direct debit. It is the responsibility of the family to apply for the CCS and be aware of all CCS terms and conditions, as there are strict rules that apply to retaining your entitlement such as absences and overseas travel. It is important to note that the CCS will only apply to attendances when first commencing care. If you choose to be absent at commencement of your enrolment, your CCS will not apply and your fees will be charged at the full daily rate. It is important to also note that the CCS will not apply to absences leading up to cessation of care. Absences leading up to your child's last formal day of enrolment will accrue at the full daily fee. Please note, exceptions apply where a medical certificate can be supplied to the service. Overseas travel/holidays will also impact CCS entitlement and families must inform Centrelink of these plans.

To determine your eligibility for the Child Care Subsidy (CCS) and to view all terms and conditions of the CCS entitlement, you will need to submit a claim through <https://my.gov.au> or via the Families Line on 136 150. You are able to submit your claim prior to being offered a place. Visit <https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy> for further information on How to Claim CCS



Sessional Kindergarten Enrolments

3 and 4 year old sessional kindergarten waitlists are managed by Bubup Womindjeka. Our waitlists are open in advance therefore we encourage families to place their name on each waitlist where their child is age appropriate to avoid disappointment. The service has the discretion to close off a waitlist once it is deemed exhausted.

Schedule of Fees 2026

Once-off Administration Fee	\$155 for every child attending Bubup Womindjeka (non-refundable)
Early Years Program	\$156.00 per day
3 Year Old Sessional Kindergarten	no cost for the duration of year
4 Year Old Sessional Kindergarten	no cost for the duration of year
Holiday Care	\$156.00 per day

Please note, fees are charged for all public holidays and absences incurred by illness or family holidays.

Enrolment Form

The Enrolment Form contains information about you and your child, including contact details, emergency contacts, medical details, routine information and any special requirements your child might have. Children are unable to commence care, including the orientation process, without a completed enrolment form.

BWFCC uses the Enrolment Form to collect personal information for the purpose of program enrolment, provision of services and invoicing. These records are stored securely. The information may be shared with administrators for operational and financial purposes, our childcare software provider, and third parties such as Debit Success for fee collection. The information will not be disclosed to any other party except as where required by law.

Privacy

In order to provide families with the highest standard of service, BWFCC is required to collect personal information about children and families before and during the course of a child's enrolment. BWFCC is committed to protecting each individual's privacy and we abide by the National Privacy Principles contained within the Privacy act (1988) and the Health Records Act, 2001, (Vic) and other applicable privacy laws. Privacy of the personal information that we hold is of the utmost importance to us and we conduct our business with respect and integrity.

Fees and Statements

Fees will be charged for booked days whether your child attends the service or not. This includes public holidays, family vacations as well as any days absent due to illness. Fee statements are generated fortnightly and show the amount that will be deducted from your nominated account. This will allow us to ensure that Centrelink entitlements are calculated more accurately and will ensure your statements accurately reflect your current fee balance. Please see our Fees Policy for further information.

Administration Fee

New families are required to pay the once-off non-refundable Administration Fee per child upon accepting their enrolment. This helps us to ensure that we have accurate information such as emergency contact details and CRN numbers so that your Centrelink entitlements can be calculated accurately. We are also required to provide information to the Department of Education and Training to ensure Kindergarten Funding and other subsidies can be secured as appropriate. With more than 250 families involved in the Centre this is a very significant task and the administration fee goes towards the resources and electronic systems required to complete these tasks.

Notice Periods

We require 28 days notice for any cancellation of an enrolment and 14 days notice for changes to enrolments in writing

Immunisation

The introduction of legislation known as, 'No Jab, No Play' requires children to be fully vaccinated before they can commence at early childhood education and care services. You are required to provide an up to date Immunisation History Statement provided by Medicare as part of your enrolment process. The statement will need to show that your child's immunisations are up to date for their age.

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

Phone: 1800 653 809

Email: acir@medicareaustralia.gov.au

Website: www.medicareaustralia.gov.au

No Jab No Play

'No Jab, No Play' is the name of legislation that requires all children to be fully vaccinated unless they have a medical exemption to be enrolled in childcare or kindergarten in Victoria. Bubup Womindjeka is diligent in protecting the health and safety of all children by ensuring that every child enrolling at the service presents with an up to date copy of their immunisation statement. The service is also required to undertake audits of immunisation statements twice per financial year to ensure all families provide up to date immunisation statements for their child. Some children may be exempt from the requirement to be fully vaccinated on medical grounds. These circumstances require written evidence from a medical professional that is to be supplied to the service before confirmation of enrolment.



Governance and Service Committees

Board of Governance

The Board is responsible for providing leadership and strategy to the organisation ensuring the current and future direction is consistent with the organisation's aims and the interests and needs of the services stakeholders. The Board is made up of family and community members who bring key skills, expertise, and guidance in the management of the service.

The Board members are part of individual sub-committees based on their particular area of expertise and interest, including; Leadership Liaison, Integration, Finance Committee, People and Culture Committee, Risk Committee, Governance and Appointments Committee.





Playgroups

Playgroup is here to help families to have fun, relax and build friendships that last beyond playgroup. Our playgroups are open to all families and we value diversity, accessibility, and inclusion.

Playgroup gives families a space and time to focus on playing and spending time with their child alongside other families. They bring young children, parents, families, and communities together to learn and develop through informal play activities and social interaction. Playgroups at Bubup are self-facilitated in our purpose-built space with access to our playgroup yard.

At playgroup you get to meet other people going through similar experiences, ease the isolation that can come with caring for young children and find out about local community, health, and support services. It allows families to enjoy this precious time with their children while they develop and grow. It also provides reprieve from the daily grind—you can have a cup of tea and unwind while your children play in a safe space.

For enquiries regarding joining an existing playgroup, please contact our friendly team.

Maternal Child and Health – City of Port Phillip Council

We share our facility with the City of Port Phillip Maternal Child and Health (MCH), a free maternal and child health service support children's health and development from birth until school age.

MCH provides an initial home visit, and then centre appointments, new parent groups and clinics, and covers a broad range of topics, including parent and child physical and emotional wellbeing, breastfeeding and nutrition advice, sleep difficulties, safety issues and other topics that parents wish to discuss.

All maternal and child health nurses hold specialist qualifications in midwifery and maternal and child health and are part of a local network of health and support services that can refer families to other support agencies if required. The BWFCC educational team work in partnership with the MCH nurses, with families permission, to create better outcomes for children and families.

We have a number of New Parent Groups that are run by our Maternal and Child Health Nurses. These groups support families who have recently had babies, covering topics of interest and providing a supportive environment in which to learn the new skills required to parent a baby. In addition to this the Maternal and Child Health Nurses offer first food groups for families who are starting to introduce new foods to their baby.

For more information, contact City of Port Phillip MCH:

Email: mchadmin@portphillip.vic.gov.au

Phone: 03 9209 6766



Better Health Network– Child Development and Family Support

At Bubup Womindjeka, Better Health Network offers support services for families in relation to concerns families may have with their child's development or managing the pressures of raising a family. These professionals provide a range of services that support children and parents, and our educators during the important developmental years, and work with all involved to understand their needs and ensure they have the best start and opportunities to reach their potential. We have an on-site child and family psychologist available to support families, who can also facilitate referrals to other services as required (e.g. Speech therapy, physiotherapy, occupational therapy, behaviour guidance and parenting support).

Website: <https://bhn.org.au/>
Phone: 03 9525 1300



Community Outreach at BWFCC

At Bubup Womindjeka, we highly value supporting our families needs.

We have developed a number of outreach initiatives to give you a helping hand in our reception area. If you need some additional support, please do not hesitate to reach out to our friendly team at reception who can assist you.

Bubup Pantry

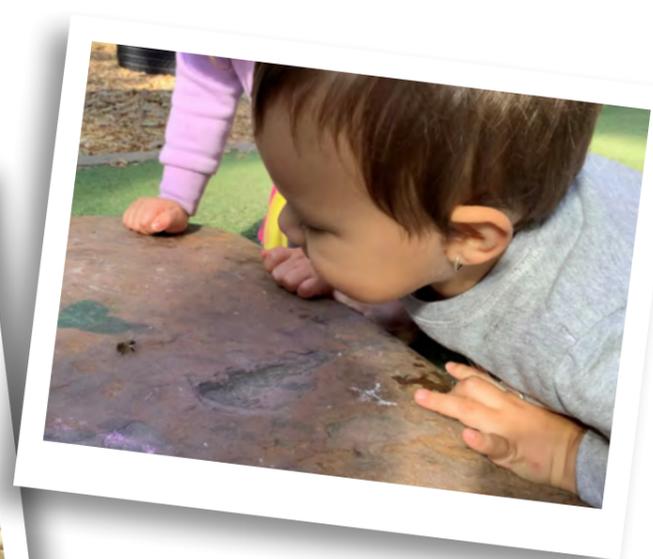
We have a pantry that contains a variety of non-perishable food and grocery items available to all families at our centre to take, free of charge, at any time. We are also able to provide frozen meals prepared by our kitchen on request.

Bubup Swap Shop

This is a cupboard that contains quality-recycled children's clothing, please feel free to take any clothes that interest you.

Bubup Parent Zone & Community Board

We have a number of brochures for families to collect which address common parenting concerns. We also have a community board that allows families to see initiatives within their community as well as what local businesses have on offer for families.



Frequently Asked Questions

Do we need to let the service know if my child will be absent from care?

We appreciate families letting us know that they will be absent from the service. It helps us to keep track of our daily numbers. Families can mark their child absent in advance, or on the day, via their parent app connected to enrolment here at BWFCC.

Can we request additional days of care?

Yes, families can request both casual and permanent days once enrolled. Permanent day requests are logged on our internal waitlist and allocated to current families when permanent vacancies become available. Casual booking requests can be made for any extra days you may need every now and then. Casual booking requests are subject to available places should families be away unwell or on holidays. We may know casual vacancies in advance and be able to book you at first instance. Requests remain pending until we can determine if a place is available. Permanent and casual requests are allocated to families based on their date of request and the service will follow this priority of access to fill all vacancies.

How Can I Change or Cancel My Enrolment?

We require four (4) weeks notice for any cancellation of an enrolment and two (2) weeks notice for changes to enrolments in writing. This is required to cover the time it may take us to fill a vacant position.

When will our fees be charged?

Fees are charged fortnightly. This will allow us to ensure that Centrelink entitlements are calculated more accurately and will ensure your statements accurately reflect your current fee balance. The annual fee schedule will be communicated with families at enrolment and can be requested at anytime by families across the year.

Are half day fees and day swaps available?

Due to the high demand for childcare places, we only offer full day fees. Day swaps are not permitted. Families can request casual days of care week to week however these days will be an additional charge on their account.

How does EYP Orientation work? Do I need to stay on-site for the first day?

All families are required to have at least one orientation session prior to the child's first day. This is usually about an hour and you are required to stay on-site.





Bubup Womindjeka

Bubup Womindjeka Family and Children's Centre is a community run, not-for-profit organisation providing integrated early learning and care services to the community.

Bubup Womindjeka Family and Children's Centre is committed to promoting a safe, equitable environment that supports a sense of belonging and respect. We advocate for the rights and participation of each child, throughout our organisation we embed the Child Safe Standards.

Bubup Womindjeka Family and Children's Centre respectfully acknowledges the traditional owners of the Kulin Nation. We pay respect to Elders, both past and present and acknowledge their proud and resilient cultures, and ongoing connections to land, sea and sky.

Bubup Womindjeka Family and Children's Centre

85 Liardet Street, Port Melbourne 3207

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<http://www.bwfcc.org.au>