

FEES – FUNDED KINDERGARTEN

QUALITY AREA 7 | ELAA VERSION 1.4



Please note: Separate Fees policy templates exist for Free Kinder and Long Day Care services. Integrated services providing funded kindergarten (who have opted out of Free Kinder) and a long day care programs will need to combine both templates into one and tailor to their specific context.



PURPOSE

This policy provides a clear set of guidelines for:

- the setting, payment and collection of fees
- ensuring the viability of Gower Street Kindergarten, by setting appropriate fees and charges
- the equitable and non-discriminatory application of fees across the programs provided by Gower Street Kindergarten.



POLICY STATEMENT

VALUES

Gower Street Kindergarten is committed to:

- providing responsible financial management of the service, including establishing fees that will result in a financially viable service, while keeping user fees at the lowest possible level
- providing a fair and manageable system for dealing with non-payment and/or inability to pay fees/outstanding debts
- ensuring there are no financial barriers for families wishing to access an early childhood program for their child/children
- maintaining confidentiality in relation to the financial circumstances of parents/guardians
- advising users of the service about program funding, including government support and fees to be paid by parents/guardians
- providing equitable access for families eligible for the Kindergarten Fee Subsidy and/or Early Start Kindergarten.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge and parents/guardians attending Gower Street Kindergarten.

Responsibilities	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that policies and procedures are in place for the payment of fees and the provision of a statement of fees charged by the service (Regulation 168), and take reasonable steps to ensure those policies and procedures are followed (Regulation 170)	R	√			
Reviewing the current budget to determine fee income requirements	R	√			
Developing a fee policy that balances the parent's/guardian's capacity to pay, with providing a high-quality program and maintaining service viability	R	√			
Implementing and reviewing this policy in consultation with parents/guardians, the nominated supervisor and staff, and in line with the requirements of DE's The Kindergarten Funding Guide (refer to Sources)	R	√			
Considering any issues regarding fees that may be a barrier to families enrolling at Gower Street Kindergarten and removing those barriers wherever possible	R	√			
Reviewing the effectiveness of the procedures for late payment and support offered	R	√			
Considering options for payment when affordability is an issue for families	R	√			
In long day care settings, where Child Care Subsidy or Additional Child Care Subsidy is applicable, ensure that all subsidies a child is eligible for are applied to reduce cost to families (CCS and ACCS can be accessed in combination with the Early Start Kindergarten grants) [remove if not applicable]	R	√			
Providing communication to families explaining their access to one year of three-year-old and one of four-year-old funded kindergarten program	R	√			
Clearly communicating this policy and payment options to families in a culturally sensitive way, and in the family's first language where possible	R	√			
Ensuring that the Fees Policy is readily accessible at the service (Regulation 171)	R	√			
Providing all parents/guardians with fee information (refer to Attachment 1)	R	√			

Providing all parents/guardians with a statement of fees and charges (<i>refer to samples in Attachments 2 and 3</i>) upon enrolment of their child	R	√			
Providing all parents/guardians with a fee payment agreement (<i>refer to samples in Attachments 4 and 5</i>)	R	√			
Ensuring fees are collected and receipted	R	√			
Ensuring that families are informed of the operating hours including term dates, planned closures and additional hours to account for closures.	R	√			
Ensuring families are informed of the total annual fee amount, including any applicable fees for e.g. excursions, levies and any additional hours	R	√			
Informing parents of any action that will be taken if fees are not paid (<i>Refer to Attachment 1</i>)	R	√			
Collecting all relevant information and maintaining relevant documentation regarding those with entitlement to concessions (<i>refer to Definitions</i>)	R	√		√	
Complying with the service's Privacy and Confidentiality Policy regarding financial and other information received, including in relation to the payment/non-payment of fees	R	√			
Notifying parents/guardians a minimum of 14 days of any proposed changes to the fees charged or the way in which the fees are collected (<i>Regulation 172(2)</i>), and ideally providing one term's notice.	R	√			
Addressing any complaints or concerns that have been raised regarding fees at the service in a timely manner	R	√			
Reading the Gower Street Kindergarten Fee information for families (<i>refer to Attachment 1</i>), the Fee Payment Agreement (<i>refer to Attachments 4 and 5</i>) and the Statement of Fees and Charges (<i>refer to Attachments 2 and 3</i>)				√	
Signing and complying with the Fee Payment Agreement (<i>refer to Attachments 4 and 5</i>)				√	
Notifying the approved provider if experiencing difficulties with the payment of fees				√	
Providing the required documentation to enable the service to claim the Kindergarten Fee Subsidy and/or Early Start Kindergarten, if eligible (<i>refer to Attachment 1</i>)				√	

BACKGROUND AND LEGISLATION

BACKGROUND

The Department of Education (DE) (*refer to Definitions*) provides funding for each child who is enrolled and attending a funded kindergarten program two years before school. Income from other sources, primarily fees, is required to meet all the additional costs incurred by the service in the delivery of the children's program. In addition, the Kindergarten Fee Subsidy (KFS) (*refer to Definitions*) enables eligible children to attend a funded kindergarten program free of charge or at low cost two years before

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school. KFS is not applicable to services that have opted into Free Kinder and / or LDC that don't invoice separately for kindergarten.

DE also funds Early Start Kindergarten (ESK). ESK enables children who are at least three years old by 30 April in the year they are enrolled to attend the kindergarten program and are from a refugee or asylum seeker background, or Aboriginal and/or Torres Strait Islander, or the family have had contact with child protection priority access to 15 hours of free kindergarten. Further program details are outlined in The Kindergarten Funding Guide (*refer to Sources*).

Regulation 168(2) (n) of Education and Care Services National Regulations 2011 requires that funded kindergarten services have a comprehensive written fees policy, and the content of this policy must be communicated to families. The policy must include a written statement about the fees to be charged and the payment process. All families must be informed of applicable term and annual fees at the time of enrolment. Services must also advise eligible families of the Kindergarten Fee Subsidy (*refer to Definitions*) and/or or Early Start Kindergarten (*refer to Definitions*) arrangements. The fees charged must comply with the Kindergarten Fee Subsidy requirements (*refer to Definitions*) and/or or Early Start Kindergarten (*refer to Definitions*) and be responsive to the local community and the viability of the service. The Kindergarten Funding Guide (*refer to Sources*) outlines the criteria to be covered in the policy.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities 2006 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011: Regulation 168(2)(n)
- Equal Opportunity Act 1995 (Vic)
- National Quality Standard, including Quality Area 7: Governance and Leadership

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Children/families experiencing vulnerability and/or disadvantage (in relation to this policy): children are vulnerable if the capacity of parents and family to effectively care, protect and provide for their long-term development and wellbeing is limited. Some factors which may contribute to a child experiencing vulnerability include: a child with a disability; living in a family with a low income, or one which is experiencing problems with housing, domestic violence, substance abuse, or mental health; known to child protection; in statutory out-of-home care; Aboriginal and/or Torres Strait Islander, having a culturally and linguistically diverse background; having a young or sole parent, or a parent with a disability (adapted from the Kindergarten Funding Guide)

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Concession: A Commonwealth Government entitlement providing concessions for low-income earners and other eligible people. This includes one of the following:

- a Commonwealth Health Care Card
- a Commonwealth Pensioner Concession Card
- a Department of Veterans Affairs Gold Card or White Card
- Multiple Births (triplets of more)

Early Start Kindergarten (ESK): provides eligible children with 15 hours of free kindergarten each week led by a qualified Victorian Institute of Teaching (VIT) registered teacher. ESK is available to children who are at least three years old by 30 April in the year they are enrolled to attend the program and are:

- from a refugee or asylum seeker background, or
- Aboriginal and/or Torres Strait Islander, or
- the family have had contact with child protection.

These children can also access free year-before-school kindergarten through the ESK Extension Grant regardless of whether they have accessed ESK in the previous year.

Early Start Kindergarten extension grants: provides a free or low cost year-before-school kindergarten program for children:

- not eligible for the Kindergarten Fee Subsidy
- who participated in Access to Early Learning in the previous year or are from a refugee or asylum seeker background, or Aboriginal and/or Torres Strait Islander, or the family have had contact with child protection.
- A child is not required to access ESK in the previous year to access the ESK extension grant.

Free Kinder: A Victorian Government Best Start, Best Life initiative providing Free Kinder programs for four-year-old and three-year-old children in funded services, that have opted into the initiative.

Free Kinder supports families to access a funded kindergarten program by:

- providing a free 15-hour program to 4-year-old children enrolled at a sessional service
- providing a free 5 to 15-hour program to 3-yearold children enrolled at a sessional service (subject to the length of funded program offered)
- offsetting the funded kindergarten program component of parent fees for 3 and 4-year-old children enrolled at a long day care service.

Funded Kindergarten: The Victorian Government provides funding to support children to access a high-quality kindergarten program in the two years before they start school. The funding is a contribution towards meeting the cost of the kindergarten program. Funded kindergartens charge fees to help meet the cost of running kindergarten programs. Fees are set by individual kindergartens and depend on things like how many hours children attend and whether there are extra costs such as excursions.

High priority children: as defined in the Kindergarten Guide this includes:

- Children at risk of abuse or neglect, including children in Out-of-Home Care
- Aboriginal and/or Torres Strait Islander children
- Asylum seeker and refugee children
- Children eligible for the Kindergarten Fee Subsidy
 - A child or parent holds a Commonwealth Health Care Card, Pensioner Concession Card, Veteran's Affairs Card, or multiple birth children (triplets, quadruplets)
- Children with additional needs, defined as children who:
 - with an identified specific disability or developmental delay
 - who require additional assistance to fully participate in the kindergarten program
 - who require a combination of services which are

Kindergarten Registration fee: A payment to cover administrative costs associated with the processing of a child's enrolment application for a place in a program at the service, if applicable. High priority families (*refer to Definitions*) **should not be charged** any fees or levies, unless it is for outside the funded hours

Pre-Prep: Four-Year-Old Kindergarten will gradually transition to Pre-Prep over the next decade from 2025. Funded kindergarten hours will double from 15 to up to 30 hours a week. Pre-Prep will be delivered through sessional kindergartens and long-day-care centres. By 2036, children across Victoria will have access to 1,800 hours of funded kindergarten before school, comprising 600 hours of Three-Year-Old Kindergarten and 1,200 hours of Pre-Prep.

Excursion/service event charge: An additional charge required to meet the cost of special events or excursions that occur in response to emerging children's program needs. Events that are planned ahead and are included as an expenditure item in the service's budget do not incur this additional charge (*refer to Excursions and Service Events Policy*).

Fees: A charge for a place within a program at the service.

Kindergarten fee deposit: A charge to secure a place that has been offered in a program at the service. This is deducted from term fees. This deposit should not act as a barrier for enrolment of vulnerable families

Kindergarten Fee Subsidy (KFS): A state government subsidy paid in addition to per capita grants to subsidise the costs of parent fees and enable eligible children to attend a funded kindergarten for 15 hours free of charge or at low cost (The Kindergarten Funding Guide (*refer to Sources*))

Late collection charge: A charge that may be imposed by the approved provider when parents/guardians are late to collect their child/children from the program (*refer to Attachment 1*)

Wrap around care: care that is provided by a kindergarten service to kindergarten children outside of the 15 hours per week program. Wrap around care fees are not funded by the Victorian Government but may be covered by CCS (*refer to Definitions*).

SOURCES AND RELATED POLICIES



SOURCES

- The Kindergarten Funding Guide (Department of Education): www.vic.gov.au/kindergarten-funding
- The constitution of Gower Street Kindergarten

RELATED POLICIES

- Compliments and Complaints
- Delivery and Collection of Children
- Enrolment and Orientation
- Excursions and Service Events
- Inclusion and Equity
- Privacy and Confidentiality

EVALUATION



In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to affordability, flexibility of payment options and procedures for the collection of fees
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- investigating what measures can be taken to reduce any barriers to access the program, especially for vulnerable and disadvantaged children
- monitor the number of families/children excluded from the service because of their inability to pay fees
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*)

ATTACHMENTS



- Attachment 1: Fee information for families
- Attachment 2: Statement of Fees and Charges – 3-year-old kindergarten program
- Attachment 3: Statement of Fees and Charges – 4-year-old kindergarten program
- Attachment 4: Fee Agreement – 3-year-old kindergarten program
- Attachment 5: Fee Agreement – 4-year-old kindergarten program

AUTHORISATION



This policy was adopted by the approved provider of Gower Street Kindergarten on 18/03/2025

REVIEW DATE: 18/03/2026

ATTACHMENT 1. FEE INFORMATION FOR FAMILIES

Gower Street Kindergarten 2025

The below information is a guide and must be adapted to suit each individual service's requirements.

1. General information

The Department of Education (DE) (*refer to Definitions*) provides funding for each child enrolled and attending kindergarten in the two years before school as a contribution toward the costs of providing the program. Services meet the balance of costs through charging fees and fundraising activities.

DE provides a Kindergarten Fee Subsidy (see below) that enables children from eligible families to attend a kindergarten program free of charge or at low cost in the two years before school.

DE also provides Early Start Kindergarten funding to assist eligible three-year-old Aboriginal and Torres Strait Islander children, from a refugee or asylum seeker background or the family have had contact with child protection, to access kindergarten programs.

Gower Street Kindergarten provides a range of support options to parents/guardians experiencing difficulty with payment of fees (see below).

Operation hours	[Insert session days and times]
Term 1	"[insert dates]"
Term 2	"[insert dates]"
Term 3	"[insert dates]"
Term 4	"[insert dates]"
Planned Closures	"[insert dates]"
Additional Hours account for closure	"[insert dates]"

2. How fees are set

As part of the budget development process, the Committee of Management/Board [delete whichever is not applicable] sets fees each year for the programs of the service, taking into consideration:

- the financial viability of the service
- the level of government funding provided for the program, including the Kindergarten Fee Subsidy and Early Start Kindergarten
- the availability of other income sources, such as grants
- the fees charged by similar services in the area
- the capacity of parents/guardians to pay fees
- reasonable expenditure in meeting agreed program quality and standards
- requirements of The Kindergarten Funding Guide (Department of Education) available from the DE website: www.education.vic.gov.au

Once fees are set for the year, they will only be reviewed in extraordinary circumstances, for example, if enrolments drop and the service is at risk of not being able to meet its expenses.

3. Other charges

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Other charges levied by Gower Street Kindergarten are included on the Statement of Fees and Charges. These include: **[delete whichever is not applicable]**

Kindergarten fee deposit: This payment secures a child's place at the service and is payable on acceptance of enrolment. The deposit is retained as part payment on term fees. **Children/families experiencing vulnerability and/or disadvantage (refer to Definitions) and families eligible for the Kindergarten Fee Subsidy (see below) are not required to pay the deposit.** Families experiencing hardship should discuss any difficulties with the service.

- **Excursion/service event charge:** At times throughout the year an additional excursion(s) or event(s) may be arranged where it is considered relevant to the service's program and the children's interests. At this time any additional costs to families are taken into consideration before a decision is made (*refer to Excursions and Service Events Policy*).
- **Additional hours fees:** Gower Street Kindergarten offers families "[insert amount]" hours above the set 15 hours per week (600 hours per year). The additional hours fee is determined by the hourly program rate based on the scheduled [year] fee (including the costs of regular incursions and excursions).
- **Wrap around care fees:** Gower Street Kindergarten offers wrap around care outside of the 15 hours per week (600 hours per year). sessional kindergarten program. This fee is applicable to all families that require care before and after the kindergarten session.
- **Non-refundable levy:** This levy is retained by the service and is included in the total fees charged by the service.
- **Late collection charge:** The Committee of Management/Board reserves the right to implement a late collection charge when parents/guardians are frequently late in collecting a child from the service. This charge will be set at a level determined by the Committee of Management/Board. If parent/guardian are late they would have to pay \$1 dollar every one minute after 10 minutes late.

4. Statement of fees and charges

A statement of fees and charges for three-year-old kindergarten and/or four-year-old will be provided to families on enrolment (*refer to Attachment 2 and 3*).

5. Fundraising

Not all service costs are covered by DE per capita funding and the fees charged. Fundraising is undertaken to meet the balance and/or pay for additional items for the service. While participation in fundraising is voluntary, the support of every family is encouraged. Fundraising activities are also an opportunity for families and communities to come together.

6. Subsidies

6.1 Kindergarten Fee Subsidy

The Kindergarten Fee Subsidy is provided by DE and enables eligible children to attend 15 hours of kindergarten free of charge. Eligibility conditions may change from time-to-time and must be checked in the most recent edition of the Kindergarten Funding Guide (*refer to Sources*).

A child is eligible for the kindergarten fee subsidy:

- if the child identifies as Aboriginal and/or Torres Strait Islander (note: the parent, carer or legal guardian should not be asked to provide verification of this)
- if the child is identified on their birth certificate as being a multiple birth child (triplets or more).

or if the child individually holds, or has a parent, carer or legal guardian who holds one of the following:

- a Commonwealth Health Care Card (including
- Low Income Health Care Card, Foster Child
- Health Care Card and Ex-Carer Allowance Health Care Card)
- a Commonwealth Pensioner Concession Card
- a department of Veterans' Affairs Gold Card or White Card
- Refugee visa (subclass 200)
- In-country Special Humanitarian visa (subclass 201)
- Emergency Rescue visa (subclass 203)
- Woman at risk visa (subclass 204)
- Global Special Humanitarian visa (subclass 202)

- Temporary Protection visa (subclass 785)
- Protection visa (subclass 866)
- Safe Haven Enterprise visa (Subclass 790)
- Bridging visas (BV) A-E (subclass 010, 020, 030, 050 and 051) only if issued for one of the substantive visas listed above

If a child or family has a humanitarian or refugee visa which is not in the above list, service providers should refer to the refer to the Commonwealth Department of Home Affairs website and contact their departmental regional office, as the child may be eligible for the KFS.

Services should sight the relevant concession card, visa, travel document or letter of visa status and record the expiry date on the child's enrolment record.

6.2 Early Start Kindergarten

Early Start Kindergarten gives eligible children 15 hours of free or low-cost kindergarten a week for two years before starting school.

To be eligible, the child must be three by 30 April in the year they start kindergarten and meet one of the following criteria:

- be from a refugee or asylum seeker background
- identify as Aboriginal or Torres Strait Islander
- the family have had contact with Child Protection.

Children can also access free or low cost Four-Year-Old Kindergarten through the Early Start Kindergarten Extension Grant. Contact the service for further information.

10. Support services

Families experiencing financial hardship often require access to family support services. Information on these services may be available from the kindergarten service provider or alternatively families may contact the local council.

11 Notification of fee changes during the year

Fees set for the year would only be reviewed in extraordinary circumstances, for example, if attendance rates fall below the budget 'break even' point. Parents/guardians will be notified one term in advance of any required fee increase and will be offered the option to request a payment plan.

ATTACHMENT 2. STATEMENT OF FEES AND CHARGES

Three-year-old funded kindergarten

[Service Name]

Fee schedule [Year]

Three-year-old kindergarten

Hours: [number of hours] hours per week

	Fees (\$)	Other charges (\$)	Total (\$)	Families eligible for the Kindergarten Fee Subsidy		
				Fees (\$)	Other charges (\$)	Total (\$)
Kindergarten fee deposit	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 1	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 2	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 3	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 4	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Total	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]

Payment of fees

Invoices will be issued [timeframe] and must be paid by the due date.

Kindergarten fee deposit

Parents/guardians are required to pay the fee deposit on offer of a place. This payment is retained and deducted from term fees. Payment will secure the child's place in the four-year-old kindergarten program. **Children/families experiencing vulnerability and/or disadvantage (refer to Definitions) and families eligible for the Kindergarten Fee Subsidy (see below) are not required to pay the deposit.** Families experiencing hardship should discuss any difficulties with the service.

Kindergarten Fee Subsidy

Families who are eligible for the Kindergarten Fee Subsidy (refer to Fee information for families) will not be required to make fee payments.

Early Start Kindergarten

Families who are eligible for the Early Start Kindergarten (refer to Fee information for families) will not be required to make fee payments.

Children turning three during the year

Children can only commence the program when they have turned three. Fees to be paid upon commencement.

Late collection charge [delete if not applicable]

The Committee of Management/Board [delete whichever is not applicable] reserves the right to implement a late collection charge when parents/guardians are frequently late in collecting a child (refer to Fee information for families).

ATTACHMENT 3. STATEMENT OF FEES AND CHARGES

Four year old funded kindergarten

[Service Name]
Fee schedule [Year]
Four-year-old kindergarten

Hours: [number of hours] hours per week

	Fees (\$)	Other charges (\$)	Total (\$)	Families eligible for the Kindergarten Fee Subsidy		
				Fees (\$)	Other charges (\$)	Total (\$)
Kindergarten fee deposit	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 1	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 2	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 3	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Term 4	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]
Total	[amount]	"[item and cost]"	[charge]	[amount]	"[item and cost]"	[charge]

Payment of fees

Invoices will be issued [timeframe] and must be paid by the due date.

Kindergarten fee deposit

Parents/guardians are required to pay the fee deposit on offer of a place. This payment is retained and deducted from term fees. Payment will secure the child’s place in the four-year-old kindergarten program. **Children/families experiencing vulnerability and/or disadvantage (refer to Definitions) and families eligible for the Kindergarten Fee Subsidy (see below) are not required to pay the deposit.** Families experiencing hardship should discuss any difficulties with the service.

Kindergarten Fee Subsidy

Families who are eligible for the Kindergarten Fee Subsidy (refer to Fee information for families) will not be required to make fee payments.

Late collection charge [delete if not applicable]

The Committee of Management/Board [delete whichever is not applicable] reserves the right to implement a late collection charge when parents/guardians are frequently late in collecting a child (refer to Fee information for families).

ATTACHMENT 4. FEE AGREEMENT FOR THREE-YEAR-OLD KINDERGARTEN PROGRAM

This attachment is for all 3 year old children attending a 3 year old program and for any 3-year-old child that is eligible for ESK and will be attending a 4 year old kinder program

[Year]

Please complete this form and return to Gower Street Kindergarten by [Date]

Fee payment contract

Child's full name: _____

Parent's/guardian's full name: _____

- I/we acknowledge that the three-year-old kindergarten program is partly funded by the state government, with the balance of funds coming from fees paid by parents/guardians
- I/we understand that I/we am/are entitled to obtain the Kindergarten Fee Subsidy if I/we meet one of the criteria. If my/our eligibility lapses, then I/we understand that full payment of fees is required from the beginning of the following term.
- I/we understand that I/we am/are entitled to obtain the Early Start Kindergarten if I/we meet one of the criteria (as per below).
- I/we agree to pay fees by the due date on the invoice.
- I/we acknowledge that if fees are not paid by the due date, the Committee of Management/Board **[delete whichever is not applicable]** will implement the late payment of fees procedures, as outlined in the Fees Information for Families which could result in the withdrawal of my/our child's place at the service and no further enrolments being accepted until the outstanding fees are paid.
- I/we understand that term fees are non-refundable.
- I/we agree that if my/our financial circumstances change and I/we am/are unable to pay as agreed, I/we will immediately notify the "[responsible position]" to discuss alternative payment options.
- I/we acknowledge that I/we have received and read the service's Fee information for families, which outlines the procedures for payment of fees.

Early Start Kindergarten

Early Start Kindergarten gives eligible children 15 hours of free or low-cost kindergarten a week for two years before starting school. To be eligible, the child must be three by 30 April in the year they start kindergarten and meet one of the following criteria:

- be from a refugee or asylum seeker background
- identify as Aboriginal or Torres Strait Islander
- the family have had contact with child protection.

Kindergarten Fee Subsidy

The Kindergarten Fee Subsidy is provided by DE and enables eligible children to attend 15 hours of kindergarten free of charge. Your child is eligible for the kindergarten fee subsidy:

- if your child identifies as Aboriginal and/or Torres Strait Islander
- if your child is identified on their birth certificate as being a multiple birth child (triplets or more).
- a Commonwealth Health Care Card
- a Commonwealth Pensioner Concession Card
- a Department of Veterans Affairs Gold Card or White Card
- Refugee or Asylum Seeker visa (200-204, 786 or 866) or bridging visas for Refugee or Asylum Seeker visas

Please indicate below which concession you are eligible for as outline in the criteria above.

Concession: _____

Signature (parent/guardian): _____ Date: _____

Note: invoices, receipts and collection of fees will be in accordance with the Gower Street Kindergarten *Fees Policy*.

ATTACHMENT 5. FEE PAYMENT AGREEMENT FOUR-YEAR-OLD KINDERGARTEN PROGRAM -

[Year]

Please complete this form and return to Gower Street Kindergarten by [Date]

Fee payment contract

Child's full name: _____

Parent's/guardian's full name: _____

- I/we acknowledge that the four-year-old kindergarten program is partly funded by the state government, with the balance of funds coming from fees paid by parents/guardians.
- I/we understand that I/we am/are entitled to obtain the Kindergarten Fee Subsidy if I/we meet one of the criteria. If my/our eligibility lapses, then I/we understand that full payment of fees is required from the beginning of the following term.
- I/we agree to pay fees by the due date on the invoice.
- I/we understand that term fees are non-refundable.
- I/we acknowledge that if fees are not paid by the due date, the Committee of Management/Board [delete whichever is not applicable] will implement the late payment of fees procedures, as outlined in the Fee Information for Families, which could result in the withdrawal of my/our child's place at the service and no further enrolments until the outstanding fees are paid.
- I/we agree that if my/our financial circumstances change and I/we am/are unable to pay as agreed, I/we will immediately notify the [responsible position] to discuss alternative payment options.
- I/we acknowledge that I/we have received and read the service's Fee information for families, which outlines the procedure for payment of fees.

Kindergarten Fee Subsidy

The Kindergarten Fee Subsidy is provided by DE and enables eligible children to attend 15 hours of kindergarten free of charge. Your child is eligible for the kindergarten fee subsidy:

- if your child identifies as Aboriginal and/or Torres Strait Islander
- if your child is identified on their birth certificate as being a multiple birth child (triplets or more).
- a Commonwealth Health Care Card
- a Commonwealth Pensioner Concession Card
- a Department of Veterans Affairs Gold Card or White Card
- Refugee or Asylum Seeker visa (200-204, 786 or 866) or a bridging visas for Refugee or Asylum Seeker visas

Early Start Kindergarten extension grants: provides a free or low cost year-before-school kindergarten program for children:

- not eligible for the Kindergarten Fee Subsidy
- who participated in Access to Early Learning in the previous year or are from a refugee or asylum seeker background, or Aboriginal and/or Torres Strait Islander, or the family have had contact with child protection. A child is not required to access ESK in the previous year to access the ESK extension grant.

Please indicate below which concession you are eligible for as outlined in the criteria above

Concession: _____

Signature (parent/guardian): _____ Date: _____

Note: invoices, receipts and collection of fees will be in accordance with the Gower Street Kindergarten *Fees Policy*

CODE OF CONDUCT

QUALITY AREA 4 | ELAA version 1.3



Working in partnership with Cancer Council Victoria, ELAA has aligned this policy to the key policies and guidelines of the Healthy Early Childhood Services Achievement Program



PURPOSE

This policy provides a clear set of guidelines and procedures for Gower Street Kindergarten to:

- establish the expected standards of behaviour for the approved provider, nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians and visitors
- create and maintain a child safe environment that reflects the philosophy, beliefs, objectives, and values of Gower Street Kindergarten
- articulate desirable and appropriate behaviour
- promote interactions at the service and online which are respectful, honest, courteous, sensitive, tactful, and considerate.



POLICY STATEMENT

VALUES

Gower Street Kindergarten:

- respects the rights of the child and values diversity
- values the contribution of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability
- has zero tolerance of discrimination
- maintains a duty of care (*refer to Definitions*) towards all children at the service
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff and the members of our service's community
- is committed to supporting staff to act cohesively and ethically as a team and provide an environment that is conducive to children's learning and development
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages relationships that are based on the principles of mutual respect, equity and fairness.
- encourages both adults and children to identify and raise concerns through the appropriate channels to maintain a culture of reporting and pro-actively responding to concerns
- encourages volunteers, students, parents/guardians and visitors to support and participate in the program and activities of the service.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, other staff, students, volunteers, parents/guardians, children and others attending the programs and activities of Gower Street Kindergarten, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teachers, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Ensuring that copies of the <i>Code of Conduct Policy</i> is readily accessible and available to all staff, volunteers and families	R	√			
Providing a safe environment for everyone attending the programs and activities of Gower Street Kindergarten	R	R	√		
Acting in accordance with Gower Street Kindergarten child safety and wellbeing policies and procedures at all times.	R	R	R		R
Behaving respectfully, courteously and ethically towards children and their families and towards other staff.	√	√	√		√
Promoting the human rights, safety and wellbeing of all children in Gower Street Kindergarten	√	√	√		√
Demonstrating appropriate personal and professional boundaries <i>refer to Attachment 5</i>	√	√	√		√
Providing a workplace that is free from unlawful discrimination, harassment, victimisation and bullying where all persons attending are treated with dignity, courtesy and respect	R	√	√		
Ensuring racism within the service is identified, confronted and not tolerated.	R	√	√	√	√
Ensuing all early childhood teachers/educators/other staff, volunteers, students and parents/guardians are aware of behaviours that are considered concerning, misconduct, or criminal conduct within the service (<i>refer to Attachment 5</i>)	R	R	√	√	√
Ensuring that the children educated and cared for at [Service Name] are protected from harm and from any hazard likely to cause injury (<i>National Law: Section 167</i>)	R	R	√		
Identifying and mitigating risks to children’s safety and wellbeing as required by Gower Street Kindergarten risk assessment and management processes	R	R	√		√

Responding to any concerns or complaints of child harm or abuse promptly and in line with <i>Compliments and Complaints policy</i>	R	R	R		R
Providing guidance through leadership and by being a positive role model; putting children first, prioritising training and education and having a culture of continuous improvement	R	√			
Developing, updating and reviewing Code of Conduct for [Service Name] in collaboration with all stakeholders within the service (<i>refer to Attachments 1 and 3</i>)	R	√	√	√	
Ensuring that early childhood teachers/educators/other staff, volunteers, students and parents/guardians are provided with a copy of this policy on employment, engagement or enrolment at the service and that the current codes of conduct are publicly displayed and promoted to everyone including contractors and visitors	R	√			
Ensuring that the codes of conduct are regularly discussed at staff meetings to reinforce expectations	R	√			
Developing a culture of accountability within the service for complying with the code of conduct and responding when behavioural expectations are not adhered to (<i>refer to Attachment 5</i>)	R	√	√	√	√
Ensuring that all children being educated and cared for at [Service Name] are protected from harm and any hazard likely to cause injury (<i>National Law: Section 167</i>)	R	R	√		√
Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct	√	√	√	√	√
Ensuring that parents/guardians of a child attending the service can enter the service premises at any time that the child is being educated and cared for (<i>Regulation 157</i>), except where this may pose a risk to the safety of children or staff, or conflict with any duty of care of the approved provider, nominated supervisor or early childhood teachers and educators under the <i>National Law: Section 167 & 171</i>	R	R			
Ensuring that contractors, volunteers, parent/guardians, students or visitors at the service are not placed in a situation where they are left alone with a child	R	R	√		
Ensuring all staff and volunteers receive relevant cultural training so they have an understanding of Aboriginal culture, and an appreciation for culturally sensitive issues	R	R			
Respecting individual abilities, needs, cultural practices and beliefs in all interactions, both verbal and non-verbal. Paying particular attention to the needs of Aboriginal and Torres strait Islander children, children with disability and children from CALD backgrounds	√	√	√	√	√
Engaging in open, two-way communication with families and communities about the service's child safety approach and providing relevant and accessible information	√	√	√		

Ensuring children are supported to express their culture and enjoy their cultural rights.	R	R	R		R
Listening and responding to the views and concerns of children, particularly if they communicate (verbally or non-verbally) that they do not feel safe or well.	√	√	√		√
Ensuring all staff, contractors, volunteers and students do not consume or are under the influence of alcohol or be affected by drugs (<i>refer to Tobacco, Alcohol and other Drugs Policy</i>)	R	R			
Not consuming or being under the influence of alcohol or be affected by drugs (<i>refer to Tobacco, Alcohol and other Drugs Policy</i>)	R	R	R	√	R
Notifying DE within 24 hours of a serious incident (<i>refer to Definitions</i>) or of a notifiable complaint being made (<i>refer to Definitions</i>) at the service (<i>National Law: Sections 174(2)(b) and 174(4), National Regulations: Regulations 175(2)(c) and 176(2)(b)</i>) via the NQAITS	R	√			
Referring notifiable complaints (<i>refer to Definitions</i>), grievances or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (<i>refer to Compliments and Complaints Policy</i>)	R	√			
Notifying Worksafe of any reportable incidences (<i>refer to Definitions</i>) that have occurred in the workplace	R	√			
Activating the <i>Compliments and Complaints Policy</i> on notification of a breach of the <i>Code of Conduct Policy</i>	R	√			
Taking appropriate disciplinary or legal action, or reviewing the terms of employment in the event of misconduct or a serious breach of the <i>Code of Conduct Policy</i>	R				
Contacting police in an emergency situation where it is believed that there is an immediate risk, such as when violence has been threatened or perpetrated or where sexual abuse or grooming is suspected as outlined in the <i>Child Safe Environment and Wellbeing Policy</i> .	R	R	R	√	R
Reading the <i>Code of Conduct Policy</i> (<i>refer to Attachment 1</i>) and signing the Code of Conduct Acknowledgement for staff (<i>refer to Attachment 2</i>) and that these are filed with individual staff records upon engagement in the service		√	√		
Adhering to the Code of Conduct at all times	R	R	R	R	R
Informing the approved provider in the event of a serious incident (<i>refer to Definitions</i>), of a notifiable complaint (<i>refer to Definitions</i>) or of a breach of the <i>Code of Conduct Policy</i>		R	√		
Providing an environment that encourages positive interactions, supports constructive feedback and holds one another to the codes of conduct	√	√	√		
Ensuring that parents/guardians, students and volunteers sign the Code of Conduct Acknowledgement (<i>refer to Attachment 4</i>)	√	√		√	√
Ensuring children can access abuse prevention programs and information	R	√	√		

Understanding and accepting that serious breaches of this code will be deemed misconduct and may lead to disciplinary or legal action, or a review of their employment		✓	✓	✓	✓
Being attentive to signs of harm and facilitating child-friendly ways for children to communicate and raise their concerns	R	R	R		R
Reporting and acting on any concerns or observed breaches of this <i>Code of Conduct Policy</i> (refer to <i>Compliments and Complaints Policy</i>)		R	R	R	R
Ensuring duties are performed in a professional, safe and satisfactory manner at all times.	✓	✓	✓		✓
Reviewing and updating the <i>Code of Conduct</i> following any incidents, complaints, concerns or near misses	R	✓			



BACKGROUND AND LEGISLATION

BACKGROUND

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

The approved provider, nominated supervisor, early childhood teachers, educators and all other staff have a duty of care to the children attending the service and must ensure 'that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury' (*National Law: Section 167*).

The *National Quality Standard* requires that all staff be respectful and ethical and that 'professional standards guide practice, interactions and relationships' (*National Quality Standard: 4.2 and 4.2.2*).

Employers also have a legal responsibility to provide, as far as is practicable, a safe workplace that is free from discrimination, bullying and harassment.

Child Safe Standards requires services to ensure the Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities, and breaches to the Code of Conduct are acted upon and reported.

A Code of Conduct should be informed by the service's philosophy, beliefs and values, and based on ethical principles of mutual respect, equity and fairness. Consideration should be given to the Victorian Teaching Profession *Code of Conduct* and the *Code of Ethics* and to the Early Childhood Australia's *Code of Ethics* in developing the code of conduct.

The approved provider must ensure that the nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians, children and others attending the programs and activities of Gower Street Kindergarten adhere to the expectations outlined in the Code of Conduct when communicating to and interacting with:

- children at the service and their parents and family members
- each other
- others in the community.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

Code of Conduct | Date Reviewed March 25

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Sourced from Early Learning Association Australia

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Safe Standards (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Early Childhood Australia's Code of Ethics (2016)
- Education and Care Services National Law Act 2010: Sections 166, 167, 173, 174
- Education and Care Services National Regulations 2011: Regulations 83, 155, 156, 157, 168, 170, 171, 174, 175, 176
- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009 (Cth)
- Fair Work Regulations 2009 (Cth)
- National Quality Standard, Quality Area 4: Staffing Arrangements
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2017
- Racial Discrimination Act 1975
- Racial and Religious Tolerance Act 2001 (Vic)
- Sex Discrimination Act 1984 (Cth)
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Conduct
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Ethics

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable Complaints, Serious Incidents, Duty of Care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Behaviour: the way in which one acts or conducts oneself, especially towards others.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Ethical conduct: Behaviour which reflects values or a code of conduct.

Harassment: When someone is demeaning, derogatory or intimidating towards another person. Harassment includes:

- racial taunts
- taunts about sexual orientation or gender identity
- sexual harassment: unwelcome physical, verbal or written behaviour of a sexual nature
- repeated insulting remarks.

Investigator: A person/staff member assigned or organisation engaged with the responsibility of investigating suspected breaches of the Code of Conduct by the Approved provider

Physical attack: the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by another person, where that application creates a risk to health and safety.

Respect: Demonstrating regard for the rights of individuals, for different values and points of views.

Sexual harassment: includes offensive gestures, leering, staring or suggestive comments about a person's physical appearance, inappropriate physical contact, unwanted invitations of a sexual manner, sexually orientated jokes, sending of obscene letters, notes, telephone texts or emails.

Support: Work in a co-operative and positive manner.

Threat: a statement or behaviour that causes a person to believe they are in danger of being physically attacked.

Unreasonable behaviour: includes actions of individuals or a group and may involve using a system of work as a means of victimising, humiliating, undermining, or threatening.

Verbal harassment: includes name-calling, offensive language, putting people down.



SOURCES AND RELATED POLICIES

SOURCES

- Early Childhood Australia, *Code of Ethics*: www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/
- United Nations, *The Universal Declaration of Human Rights*: www.un.org/en/universal-declaration-human-rights/
- United Nations, *Convention on The Rights of the Child*: www.unicef.org/crc/
- Victoria Legal Aid: www.legalaids.vic.gov.au
- Victorian Institute of Teaching – *The Victorian Teaching Profession Code of Conduct and Code of Ethics*: www.vit.vic.edu.au
- Commission for Children and Young People: www.ccyp.vic.gov.au

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Compliments and Complaints
- Delivery and Collection of Children
- Inclusion and Equity
- Information Communication Technology
- Interactions with Children
- Occupational Health and Safety
- Privacy and Confidentiality
- Rest and Sleep
- Staffing
- Tobacco, Alcohol and other Drugs



EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- assess whether a satisfactory resolution has been achieved in relation to issues arising from this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).



ATTACHMENTS

- Attachment 1: Code of Conduct for approved provider, nominated supervisor and all staff
- Attachment 2: Code of Conduct Acknowledgement for staff
- Attachment 3: Code of Conduct for parents/guardians, students, contractors and volunteers
- Attachment 4: Code of Conduct Acknowledgement for parents/guardians, students, contractors and volunteers
- Attachment 5: Defining concerning behaviour, misconduct and criminal conduct in a Code of Conduct



AUTHORISATION

This policy was adopted by the approved provider of Gower Street Kindergarten on 18/03/2025.

REVIEW DATE: 18/03/2026

ATTACHMENT 1. CODE OF CONDUCT FOR THE APPROVED PROVIDER, PERSONS WITH MANAGEMENT AND CONTROL, NOMINATED SUPERVISOR, PERSON IN DAY-TO-DAY CHARGE AND ALL STAFF

This attachment was informed by the Victorian Institute of Teaching's *the Victorian Teaching Profession Code of Conduct* and *A Guide for Creating a Child Safe Organisation*, available from the Commission for Children and Young People (*refer to Sources*).

The approved provider, persons with management and control, nominated supervisor and all staff at Gower Street Kindergarten are responsible for promoting the safety and wellbeing of children and their families by:

- welcoming all children and their families and being inclusive
- treating everyone with respect, including listening to and valuing their ideas and opinions
- contributing to a culture of child safety
- adhering to the *Child Safe Environment policy* and all other policies
- taking all reasonable steps to protect children from abuse
- respecting the privacy of children and their families, and only disclosing information to people who have a need to know as required under the *Privacy and Confidentiality policy*
- reporting and acting on any breaches of this *Code of Conduct*, complaints or concerns.
- acknowledging the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and having zero tolerance of discrimination

Professional responsibilities

The approved provider, persons with management and control, nominated supervisor and all staff demonstrate our commitment to our professional responsibilities by:

- undertaking duties in a competent, timely and responsible way
- ensuring our knowledge and expertise is up to date and relevant to our roles
- being aware of the role of other professionals and agencies and working collaboratively and within the limits of our professional expertise
- understanding and complying with legal obligations in relation to:
 - discrimination, harassment and vilification
 - negligence
 - grooming
 - disclosure of child sexual abuse
 - protection of a child from child sexual abuse
 - mandatory reporting
 - privacy and confidentiality
 - occupational health and safety, including emergency evaluation procedures
 - raising any complaints or grievances in accordance with the *Compliments and Complaints policy*
 - maintaining teacher registration and Working with Children checks as applicable.
- raising any complaints or grievances in accordance with the *Compliments and Complaints policy*.

Relationships with children

The approved provider, persons with management and control, nominated supervisor and all staff at Gower Street Kindergarten demonstrate our commitment to high-quality education and care for children by:

- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- being a positive role model at all times
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour

- providing opportunities for children to interact and develop respectful and positive relationships with each other, and with other staff members and volunteers at the service
- regarding all children equally, and with respect and dignity
- having regard to their cultural values and supporting them to express their culture
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service
- working with children in an open and transparent way by informing other staff about the work being done with children
- encouraging and assisting children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes
- informing children if physical contact is required for any purpose, asking them if they are comfortable with this interaction and complying with the *Interactions with Children policy*.

Relationships with parents/guardians and families

In our relationships with parents/guardians and families, the approved provider, nominated supervisor and all staff demonstrate our commitment to collaboration by:

- maintain professional and ethical relationships with families attending the service
- respecting the role of parents/guardians as the child's first educator
- working collaboratively with parents/guardians and families
- considering the perspective of parents/guardians and families when making decisions that impact on the education and care of their child
- communicating with parents/guardians and families in a timely and sensitive manner
- responding to concerns expressed by parents/guardians and families in a timely and appropriate manner.

Relationships with employer and between colleagues

In relationships with the approved provider, persons with management and control, nominated supervisor and staff and between colleagues demonstrate collegiality by:

- encouraging others to act in accordance with this *Code of Conduct* and taking action when they observe behaviours which are outside of the *Code of Conduct*
- developing relationships based on mutual respect, equity and fairness
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing expertise and knowledge in appropriate forums, and in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- being prepared to have difficult conversations and use constructive processes to address differences of opinion.

**ATTACHMENT 2. CODE OF CONDUCT POLICY ACKNOWLEDGEMENT FOR APPROVED PROVIDER,
PERSONS WITH MANAGEMENT AND CONTROL, NOMINATED SUPERVISOR, PERSON IN DAY-TO-DAY
CHARGE AND ALL STAFF**

I hereby acknowledge that on [Insert Date], I received a copy of the *Code of Conduct policy* for Gower Street Kindergarten.

I have read the policy and I understand its contents.

I commit to abiding by the *Code of Conduct* and fulfilling my responsibilities as outlined in this policy whilst working at Gower Street Kindergarten.

I understand that the approved provider will address any breach of this policy, and that any serious breach could lead to disciplinary or legal action.

Signature _____

Name (please print) _____

Date _____

Witness signature _____

Name (please print) _____

Date _____

Thank you for your contribution to making Gower Street Kindergarten an open, safe, welcoming, and friendly environment.

ATTACHMENT 3. CODE OF CONDUCT FOR PARENTS/GUARDIANS, STUDENTS, VOLUNTEERS, CONTRACTORS AND VISITORS

I commit to contributing to creating an environment at Gower Street Kindergarten that:

- respects the rights of the child and values diversity
- acknowledges the vulnerability of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability and has zero tolerance of discrimination
- maintains a duty of care (*refer to Definitions*) towards all children at the service
- is committed to the safety and wellbeing of each child at the service
- is committed to the safety and wellbeing of all staff at the service
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages parents/guardians, volunteers, students and community members to support and participate in the program and activities of the service.

Relationships with children

In my relationships with children, I commit to:

- being a positive role model at all times
- encouraging children to express themselves and their opinions
- allowing children to undertake experiences that develop self-reliance and self-esteem
- maintaining a safe environment for children
- speaking to children in an encouraging and positive manner
- giving each child positive guidance and encouraging appropriate behaviour
- regarding all children equally, and with respect and dignity
- having regard to each child's cultural values
- respecting individual difference including age, physical and intellectual development, and catering for the abilities of each child at the service.

Relationships with the approved provider, persons with management and control, nominated supervisor, staff and others

In my relationships with the approved provider, nominated supervisor, staff, other parents/guardians, volunteers and visitors I commit to:

- reading and abiding by the *Code of Conduct policy*
- developing relationships based on mutual respect
- working in partnership in a courteous, respectful and encouraging manner
- valuing the input of others
- sharing our expertise and knowledge in a considered manner
- respecting the rights of others as individuals
- giving encouraging and constructive feedback, and respecting the value of different professional approaches
- respecting the privacy of children and their families and only disclosing information to people who have a need to know as required under the *Privacy and Confidentiality policy*
- following the directions of staff at all times
- treating the early childhood environment with respect
- raising any concerns, including concerns about safety, as soon as possible with staff to ensure that they can be resolved efficiently
- raising any complaints or grievances in accordance with the *Compliments and Complaints Policy*.

ATTACHMENT 4. CODE OF CONDUCT POLICY ACKNOWLEDGEMENT FOR PARENTS/GUARDIANS, STUDENTS, CONTRACTORS AND VOLUNTEERS

I hereby acknowledge that on [Insert Date][Date], I received a copy of the *Code of Conduct policy* for Gower Street Kindergarten.

I have read this policy and understand its contents. I commit to abiding by the *Code of Conduct* and fulfilling my responsibilities as outlined in this policy whilst my child is attending Gower Street Kindergarten.

I agree to abide by the values, principles and practices set out within.

I understand that a breach of the *Code of Conduct* may lead to limitations being placed on my attendance at the service.

Signature	Name (please print)	Date
Witness signature	Name (please print)	Date

Thank you for your contribution to making Gower Street Kindergarten an open, safe, welcoming and friendly environment.

ATTACHMENT 5: DEFINING CONCERNING BEHAVIOUR, MISCONDUCT AND CRIMINAL CONDUCT IN A CODE OF CONDUCT

Concerning behaviours includes, but is not limited to:

- disciplining or correcting a child or young person in an unreasonable manner
- making excessive and/or degrading demands of a child or young person
- taking photos of a child or young person who is in the care of the organisation outside of official duties
- creating situations to be alone with a child or young person
- repeatedly visiting a child/young person and/or their family at their home for no professional reason
- providing gifts or favours to a child/young person or their family
- wearing inappropriate clothing around children or young people (for example, clothing with sexually explicit images or messages or clothes that expose or accentuate the genitals or breasts).

Misconduct that may be, but is not limited to:

- using sexual language or gestures
- making written or verbal sexual advances
- sharing sexual photos or videos or other photos of the child or young person
- sharing details of one's own sexual experiences with a child or young person
- taking a child or young person to one's house to be alone with them
- sharing phone numbers with a child or young person except as allowed by the organisation's policies and procedures
- engaging with a child or young person via social media except as provided by the organisation's policies and procedures
- asking children or young people to keep a relationship secret
- showering or dressing or undressing with the door open (for example, on excursions and in residential situations)
- not respecting the privacy of children/young people when they are using the bathroom or changing (for example, on excursions and in residential situations).

Examples of conduct, which if proven, would be criminal includes, but is not limited to:

- intentionally or recklessly applying physical force against a child or young person
- obscene exposure
- having, attempting to have or facilitating any kind of sexual contact with a child or young person
- possessing, creating or exposing children to pornography
- giving goods, money, attention or affection in exchange for sexual activities or images
- sexting
- grooming offences (as defined by law in most jurisdictions)
- trafficking, possession, supply, or use of a prohibited drug
- manufacture or cultivation of a prohibited drug.