
3YO Kinder
4YO Kinder

2026

Info pack



Bentleigh West Kindergarten Inc.

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Why Bentleigh West Kindergarten?

We follow a sessional program here at Bentleigh West as we feel that this format is entirely focused on what is best for the child, preparing them for life beyond Kindergarten.

Within the sessions all children follow the same structure and experience the same high quality education program at the same time, providing both consistency and predictability.



Attending at least two days a week for the 4 year olds supports the transition to a school week of 5 days and allows maximum learning opportunities focused at the start of the session, as a primary school program does.

Your child will benefit from a predictable routine and seeing familiar per faces that remain consistent for the year. This will help support a sense of security, build resilience and in turn encourage them to focus on their learning, development and confidence.

"Bentleigh West Kindergarten is one of the main feeder kindergartens to our school Bentleigh West Primary School. The children entering the school from BWK are extremely well prepared for school emotionally, socially and academically. The strong connection between the school and kindergarten assists them in the transition and prepares them for the start of their school journey"

Sarah Acome –Principal, Bentleigh West Primary School

Our qualified teachers have been trained to recognise stages of child development and provide activities appropriate to extending your child's skills. Close observation of each child allows our staff to identify interests and strengths which can then be incorporated into the curriculum. This is done in a caring, understanding and respectful manner. We believe our program provides the right balance between child-led, child-initiated and educator supported learning.



Our dynamic team of teachers and educators are supported by an engaged and passionate parent-run Committee of Management.

Other advantages of Bentleigh West Kindergarten are:

- Feeder Kindergarten for Bentleigh West Primary School (one of the top performing schools in the country, as decided by the ACARA) which means they stay with the majority of their kinder peers as the move on to primary school. We work closely with BWPS during the 4year old Kinder year by attending different events and assisting with orientations to help ease the children into their Prep year.
- Joining a community of like-minded, supportive families that often extends beyond the walls of the kindergarten.
- Small Group sizes of no more than 22 per class
- Our Nature Kinder program was developed in response to research that shows outdoor activities in a natural environment are extremely beneficial to children's health, wellbeing and development.
- Our Kitchen Garden program and expansive renovated outdoor area. With a stimulating sensory garden, working water pump and dry river bed, undercover sand play area and mud pit.
- Our program includes many incursions and excursions. This may vary but has included visits to the NGV, Royal Botanic Gardens, Twisted Science, local parks, cafes and Myuna Farm. We also provide specialist incursion programs throughout term such as Playball, Mindfulness, Drama Time and Wild Action Visits.

Bentleigh West Kindergarten is a purpose built, not-for-profit, community based kindergarten with a safe, open and caring environment.

Located alongside leafy green Victory Park in Patterson Road it has been educating the children of Bentleigh for over 35+ years.

We are passionate about the benefits of sessional kinder and would love to answer any further questions you have.

Please contact us on 99557 8365 to discuss or to organise a tour.



*BWK respectfully acknowledge Aboriginal people as the traditional custodians of the land.
We pay our respects to them and their cultures and to the Elders Past, Present and Future.*

Bentleigh West Kindergarten Inc.



OUR PHILOSOPHY

WE BELIEVE:

Children learn at their own rate, in their own time:

- We provide a range of experiences that support each child to explore and investigate the learning environment in ways that reflect their stage of maturity, their culture and family environment.

Open ended, creative and imaginative experiences are the basis for how materials are presented to children.

In providing experiences that are open, creative and imaginative:

- This enables children to experiment, refine and develop skills through open experiences;
- Uninterrupted periods of time enable children to immerse themselves in discovering, creating, problem solving and interacting with their peers.

That promoting sustainable and environmentally friendly practices are an integral part of our centre community:

- Bentleigh West Kindergarten has a commitment to caring about the environment and these practices are embedded into everyday experiences with the children.

In building authentic relationships between educators, children, families and community:

- Educators use a range of communication skills to develop strong links between educators and the center community;
- All educators acknowledge the importance of gaining and sharing information between the service and its families. This is vital to promoting a family centered practice and
- All educators acknowledge the valuable input that parents and carers bring to the program through special skills, knowledge and assistance.



In nurturing a culturally diverse community:

- Bentleigh West Kindergarten reflects beliefs and associated practices that actively promote respect for and acceptance of a range of abilities, equality of gender, race, language and culture.

The importance of working together and alongside each other:

- Bentleigh West Kindergarten recognises that children require time to work and play alongside each other as well as time to work independently.

In teaching and learning through play:

- Bentleigh West Kindergarten provides a play-based curriculum through a range of indoor and outdoor learning experiences;
- Educators plan for individual children's interests and culture based upon the acquisition of skills, social interactions, language development, thinking and problem solving, motor control, literacy and numeracy, dramatic play, sensory experiences, construction and reading.

In active play in an outdoor environment:

- At Bentleigh West Kindergarten educators plan outdoor programs both for the three and four year old groups to ensure lots of opportunity for outdoor and active play, even during the colder months of the year;
- We recognise the importance of active play and how active play allows children to reach their full potential;
- We challenge children to take risks as they grow and mature, through a range of outdoor experiences and by exploring the elements and the natural aspect of the outdoors and
- Educators encourage children to challenge themselves (take risks) within their own limitations.

We believe in the importance of sustainability:

- Bentleigh West Kindergarten recognises the significance of educating children and families on sustainable practices.
- We are committed to reducing our environmental foot print.





BWK NATURE KINDER PROGRAM

The BWK 'Nature Kinder Program' (often called 'Bush Kinder') is currently part of the 4 year old kinder program in terms 2 and 4. We use the Victory Park area behind the kinder. The program started as a trail in 2017 and it was a big success.

Why 'Nature Kinder'?

Nature Kinder often called Bush Kinder was developed in response to research that shows outdoor activities in a natural environment are extremely beneficial to children's health, wellbeing and development. Many Victorian preschools have already implemented a Nature or Bush Kinder program with great success



Time spent playing outdoors is a classic childhood image – but it's one that has been declining over time. Countless research has been conducted regarding children playing outside. The research shows that unstructured, uninterrupted outdoor play is on the decline. This decline is having a major impact on children's learning and development.

Here at BWK we are hoping to reduce this trend by adding a 'Nature Kinder' program. 'Nature Kinder' is classed as a regular outing. The session will start and end as normal, however during the session staff will take the children out to Victory Park for 'Nature Kinder'. During 'Nature Kinder' the children will remain outside for 2-3 hrs, only coming inside to use the kindergarten's bathroom. They will have the opportunity to run, to climb trees, dig in the dirt, explore and connect with nature. The program will follow the 'no toys' philosophy and require children to use what nature has provided. The program is a 'all weather' program and will only be cancelled in extreme weather. The program requires additional adult supervision and therefore we ask for 2 family helpers each week on a roster system.



5 Benefits of Nature Kinder

1. Connecting children to their natural environments

We learn to know, wonder about, understand and love the natural world only by spending time in it. Nature play will help foster this sense of connection to nature through play and exploration.

2. Developing children's creativity, social confidence and physical skills

In a 'Nature Kinder' setting there are none of the usual toys, prebuilt cubbies and set climbing equipment that the children have at home or kinder. Instead, they must use the rocks, plants and earth as their 'toys'. Much of the play is challenging. It may require many sets of hands and shared experiences, or problem solvers and innovators for success. Children will learn to share ideas, cooperate and build upon the ideas of others' through the 'Nature Kinder' program.



3. Extending children's language skills

Language skills are best learnt in context, through participation. To understand what eucalyptus oil is you have to crush a leaf in your hand and smell it. To fully understand the meaning of the word 'muddy', you have to experience all the sensations of being muddy. 'Nature Kinder' provides the kind of rich experiences that generate broad vocabularies and deepened understandings.

4. Learning dynamic risk assessment

One of the most important life skills that children need to learn is how to assess, manage and take risks. Risk is ever present in our lives. Some risk taking is essential if we are to live full and happy lives. Studies have shown that children who have had the opportunity to engage in 'risky' play when they are young are more responsible and capable by the time they are in their teens.

5. Better health outcomes

Research shows that playing outside with mud, sand, water, leaves, sticks etc. can stimulate children's immune systems making them sick less often. Children who play outside are more physically active resulting in better health outcomes.



6. The most important reason of all, it's FUN!!!!

BELONGING, BEING & BECOMING

The Early Years Learning
Framework for Australia

Information for families



EARLY YEARS LEARNING FRAMEWORK

A new, national early learning framework for children from birth to five years



“I want my child
to have lots of
opportunities
for creative play”



WHAT IS THIS NEW LEARNING FRAMEWORK ABOUT?

We have developed the Early Years Learning Framework to ensure your child receives quality education programs in their early childhood setting. This is a vital time for them to learn and develop.

The Framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to five years. They will use the Framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities, and recognise that children learn through their play.

The Early Years Learning Framework describes childhood as a time of *belonging*, *being* and *becoming*.

- **Belonging** is the basis for living a fulfilling life. Children feel they *belong* because of the relationships they have with their family, community, culture and place.
- **Being** is about living here and now. Childhood is a special time in life and children need time to just 'be'—time to play, try new things and have fun.
- **Becoming** is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

PLAY IS LEARNING

Play is very important for children. Through play babies and young children explore and learn to understand the world around them as they come to communicate, discover, imagine and create.

When children play they are showing what they have learned and what they are trying to understand. This is why play is one of the foundations of the Early Years Learning Framework.

By using this Framework educators will guide your child's play by carefully designing learning activities and stimulating indoor and outdoor learning environments.

RELATIONSHIPS ARE KEY

It is well known that children learn best when they have secure relationships with caring adults. When children from a very early age develop trusting relationships they feel more confident and able to explore and learn.

In early childhood settings, when children feel emotionally secure they learn through play to develop the skills and understandings they need to interact positively with others and gradually learn to take responsibility.

“The learning outcomes are positive and help me to think about how my child is progressing”



HOW WILL IT WORK?

Educators will use this new Framework in a range of early childhood settings, including long day care, preschools and family day care to ensure that your child receives a high quality experience. It has been created and trialled by experienced early childhood educators, academics, parents and carers.

The Framework focuses on your child's learning. Educators will work with you in order to get to know your child well. They will create a learning program that builds on your child's interests and abilities, and keep you in touch with your child's progress.

Through the Framework's five learning goals educators will assist your child to develop:

- a strong sense of their identity
- connections with their world
- a strong sense of wellbeing
- confidence and involvement in their learning; and
- effective communication skills.

“The Framework helps me to understand how skilled the staff at my centre are and what a great support they are to me and my family”

WATCHING YOUR CHILD'S PROGRESS

Using the Early Years Learning Framework educators will observe your child's learning so they can build on it and plan the next steps. They will do this by listening, watching and talking to your child.

They will keep in touch with you regularly to discuss your child's progress. They may use photos or keep a folder of your child's work to show what your child is learning, how they are developing and what particular learning interests them.

Before your child starts school educators will prepare information about your child's learning and development to share with their new teacher. This will help ensure that your child's new school is well prepared to continue your child's learning.

WORKING TOGETHER

By working together parents and educators can enhance a child's learning and wellbeing.

As the most important person in your child's life you can make a difference by talking regularly with your child's early childhood educator and asking about their learning.

Information you provide allows educators to link your child's experiences at home with the time they spend together in the early childhood setting.

FIND OUT MORE

This booklet is an introduction to the Early Years Learning Framework.

To find out more or to access translations visit

www.deewr.gov.au/earlychildhood or ask your child's early childhood educator.

Produced by the Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Governments.



Bentleigh West Kindergarten Inc.



Why should you consider Bentleigh West Kindergarten over other Kindergarten services?

OUR KINDER FEATURES

HOW YOUR CHILD WILL BENEFIT

OUR PROGRAM

- 1 Our emergent curriculum is guided by our observations of children. We use our observations to intentionally plan our experiences; based and guided by the children's interests, catering for different abilities and learning dispositions.
- 2 Our program incorporates children's ideas and interests into planned experiences and routines.
- 3 Our program offers flexible routines that have minimal disruption to children's play.
- 4 Our program fosters literacy and communication skills, maths and thinking skills, science and nature, sustainability, creative arts and sensory exploration in a fun and play-based manner.
- 5 Our program has a strong interest in developing children's independence, thinking skills and social skills.

- 1 Well known, credible Australian curriculum.
- 2 Close observation of your child allows our staff to identify their interests and strengths to support their learning.
- 3 Your child will be part of an unhurried environment and won't be forced to move away from an activity they are engaged with and stimulated by.
- 4 Your child will have solid learning foundations, preparing them well for primary school.
- 5 We will prepare your child to become independent and a lifelong learner.

STAFFING

- 1 High staff retention rates.
- 2 Dedicated and highly trained staff who regularly upskill with further professional development.
- 3 Lower class numbers with 22 children in each group and two staff members (including one-degree trained staff member).

- 1 Provides consistency in teaching and familiar faces for your child. Staff will become familiar with your child's individual learning needs.
- 2 Quality education is delivered from staff who share a wealth of experience and knowledge based on modern teaching theories.
- 3 Your child will be more engaged and get both one on one and group teaching time.

OUR KINDER FEATURES

HOW YOUR CHILD WILL BENEFIT

PLANNING TIME

- 1 Staff recognise and plan for individual children's needs and interests through their expert child development knowledge.
- 2 Our 3 & 4 Year Old group teachers have over the recommended planning time.

- 1 Personalised education for your child so they remain interested and engaged.
- 2 Up to two hours of dedicated planning time for each child's learning vs child care programs which may offer 3-4 hours per week / per group.

INDOOR AND OUTDOOR ENVIRONMENT

- 1 Large, open outdoor play space which features lots of shaded areas, undercover sandpit, sensory garden, music, water wall and a creek bed with water pump.
- 2 Large veranda area that can be utilised all year round.
- 3 Large stimulating indoor room including book corner, creative corner, home corner and lots of natural light.
- 4 We offer a natural, stimulating environment to explore.

- 1 Your child will be able to explore their natural environment and be stimulated by a range of outdoor activities.
- 2 Your child can enjoy the outdoors and fresh air even if it's raining.
- 3 Your child will feel comfortable to explore the various learning areas that meet their needs and interests without feeling restricted.
- 4 Your child will receive a strong focus on sustainable programs including vegetable gardening, worm farming and composting.

SENSE OF COMMUNITY

- 1 Family participation during session time is encouraged.
- 2 We offer social opportunities to meet other parents and families in the area.
- 3 Dedicated Committee of Management made up of Kinder parents and local families.

- 1 This brings a sense of community and belonging for your child and allows parents to see the program first-hand.
- 2 Your child will make connections and friendships with other children. Families often form long term friendships too.
- 3 Decision-making made by other parents, who will always have your child's best interests at heart.

FINANCIALLY SUPPORTIVE

- 1 We are a not-for-profit Community Kindergarten.
- 2 Bentleigh West Kindergarten has "opted in" to the Free Kinder initiative program.

- 1 We continually invest in our facilities and new learning resources and equipment from profits, fundraising and grants.
- 2 Your family will receive quality, subsidised education.
- 3 Your child will receive a range of dedicated, specialised programs (music and physical education) teaching as part of our curriculum.

OUR KINDER FEATURES

HOW YOUR CHILD WILL BENEFIT

EXCURSIONS

1 Our 4 Year Old Program enjoys a range of local community walking excursions alongside exploring the wider community via bussed excursions.

1 Your child will be involved in real life experiences such as community walks, visiting a local school, post office, art gallery, botanical gardens, theatre, and the farm.

INCURSIONS

1 Our 4 Year Old Program includes a range of educational-based curriculum events and incursions.

2 Our 4 Year Old Program includes a regular cooking program (beginning term 2).

3 Our 3 Year Old Program includes a range of educational-based curriculum events and incursions.

1 Your child will explore further age-appropriate learning with programs such as Dreamer Puppet Show, Wild Action Australian Animals, Hey Dee Ho Music, Playball and Mindfulness (as examples).

2 Your child will receive hands-on fun, educational and cultural cooking experiences where they will be proud to show you what they have made.

3 Your child will explore science concepts through fun, play based experiments to ignite their curiosity in and wonder.

FAMILY CONNECTION

1 Regular communication with families. Our teaching team email weekly reflections, conduct Family catch ups in Term 1 and 3 as well as an Individual summative assessment in term 2.

2 Our teaching team email children's learning and development along with specific goals and intentions on a regular basis.

3 We foster strong partnerships between educators, children, families and our local community.

1 You will receive ongoing dialogue on your child's progress, so you are aware of how they are developing.

2 Your child will build positive relationships and enhanced understanding of their local community and those who play important roles within it.

3 Your child will feel that they are in a safe, nurturing learning environment.

SCHOOL TRANSITION

1 We have a strong alignment with local primary schools in the area including excursions to local schools.

2 Our staff communicate with Prep teachers from local schools over the phone and face to face to facilitate the transition to school.

1 Exposing your child to a familiar environment can often assist with their transition to primary school.

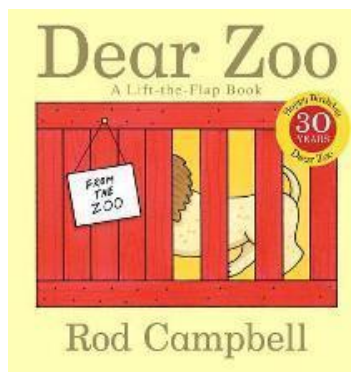
2 This will assist your child with having a smooth school transition.



Benefits of our 3 Year Old Program at BWK

The 3 Year Old Kinder program here at BWK is many children's first experience away from home. Every effort is made to support children to make a smooth transition from home to Kinder. We begin the year with staggered orientations to ease the children into the program. If children are not settling in, our friendly staff will arrange a tailored orientation schedule to suit your family's needs. There are many exciting opportunities that the 3 Year Old program has to offer as outlined below, including:

- Various incursions throughout the year, e.g. drama, music, animals.
- Special dress up days throughout the year, e.g. 'Crazy Day' & 'Pyjama Day'.
- Celebrations at Kinder, e.g. 'Family/Special Person's Day, Easter, Halloween, Christmas (and other celebrations relevant to the group).
- 'Walk to Kinder Day'.



Our teachers and educators are committed to supporting the smooth transition into 4 Year Old Kinder in the following ways:

- Children experience similar routines; rich play-based learning opportunities and continuity of teachers and educators.
- Children's learning is documented each term and this information is then used to support and extend children's development in the 4 Year Old program.
- Many children in the 3 Year Old program transition into the 4 Year Old program as a group and every effort is made to evenly distribute children into two groups based on their friendships, interests, strengths and abilities.
- The children form bonds with their teachers and educators which in turn supports learning and development.
- During term 4 children will have visits from their 4 Year old Teachers and Educators to build a rapport with their new students and support transition.

If you have any other questions about the 3 Year Old Kinder program, please don't hesitate speak to our teaching team.

Starting Three-Year-Old Kindergarten

What is a kindergarten program?

Kindergarten (also known as kinder) is an early education and care program for young children aged three to five, led by an early childhood teacher. From 2022, with the introduction of funded Three-Year-Old Kindergarten, Victoria will offer two years of funded kindergarten to families across the state.

How will my child benefit from kindergarten?

Kindergarten helps your child to learn and grow.

Research shows that quality kindergarten programs support children to thrive throughout their lives.

This includes supporting them to develop positive relationships, problem-solving skills, ways to manage their emotions, and approaches to exploring, discovering and learning about themselves and the world around them.

Children who attend kindergarten programs are generally more independent and confident and are more likely to make a smooth transition to primary school.

Evidence shows that two years are better than one when it comes to early learning.

Taking part in a quality kindergarten program from three years old leads to positive effects on a child's learning and development. It has even greater benefits for children who need extra support or are experiencing vulnerable circumstances.

When can my child start kindergarten?

From 2022, children will be able to attend kindergarten programs in the two years before they start at primary school.

Families with children born between January and April can choose which year to start at Three-Year-Old Kindergarten. These children can start in the same year they turn three, or in the year they turn four years of age. Due to staff requirements, some services may ask that children start attending at kindergarten only after their third birthday. This may mean that some children may not start until part-way into Term 1, and have less time overall as part of a Three-Year-Old Kindergarten program, in comparison to their peers.

If this is the case for your child and you accept a place, kindergartens will hold your child's place until they are old enough and only charge you fees for the weeks your child attends.

Kindergarten services will discuss with you directly about how they can support your child to join their program once they turn three.

When your child starts at kindergarten directly relates to the age they will start at primary school. When enrolling at Three-Year-Old Kindergarten, we encourage families to plan ahead and consider the age they would like their child to start at primary school.



Making the most of childhood — the importance of the early years

- Early brain development shapes the learning, development, health and wellbeing outcomes of children.
- When children access 2 years of high-quality early childhood education before school, it has many benefits, especially for those who need additional support.
- In Victoria, the amount of Three- and Four-Year-Old Kindergarten that children receive is increasing threefold, giving children the 'gift of time' with highly trained early childhood professionals.

The first 5 years of life are a period of rapid brain development — by the time a child turns 5, around 90% of their brain development has occurred.¹

While genes provide the initial map for a child's brain, the wiring that happens early in life is strongly formed by their social and physical experiences and plays a key role in shaping development.²

There is an opportunity to optimise a child's executive function and self-regulation between the ages of 3 and 5. Evidence suggests that emotional development and cognitive development are far more closely intertwined in the early years than has been previously understood.³

What a child experiences during these years can make a significant difference to their future cognitive, social and emotional outcomes, including how they manage their feelings and relate to others.⁴

The best outcomes for children are often achieved through sustained positive parenting and high-quality early childhood education. Skills developed in early childhood contribute to broader and longer-term outcomes, including improved employment prospects, health and wellbeing, and more positive social outcomes.⁵

Skilled early childhood education professionals support young children to explore and make sense of the world through play. Children are naturally motivated to, and learn best through play, which helps them develop skills such as persistence, curiosity, and imagination. It can set up a lifelong love of learning. This is because the most successful approaches in early learning build on children's interests and their curiosity to make sense of the world around them.⁶

Neuroscience shows that responsive relationships that feature 'serve and return' interactions where adults respond to children's expressions, gestures, and words in a back-and-forth exchange make a big difference to a child's early development. An absence of this responsive care can have negative impacts on a developing brain.⁷

When children have access to quality early childhood education and positive, responsive relationships with their teachers and educators, they are more likely to have improved outcomes relating to language, literacy, numeracy and social and emotional wellbeing.⁸

Two years of kindergarten are better than one

Australian and international evidence shows that quality play-based learning helps lay the foundation for success throughout a child's education and life.

Two years of quality early childhood education is shown to have more impact than one year and can lift children's outcomes across all learning domains.⁹

Nearly a quarter of children are arriving at school with significant vulnerabilities.¹¹ Evidence shows 2 years of early childhood education has a stronger positive effect on children who need extra support, giving them more time to maximise their full potential.¹²

It is shown to reduce the risk of anti-social behaviour and improve overall quality of life. High-quality early childhood education is particularly beneficial for children who are from less stimulating home learning environments.¹³

For example, a United Kingdom study¹⁰ showed that children who attended at least 2 years of kindergarten had:

- better development in language, pre-reading, early number concepts, independence and concentration when starting school
- higher exam scores, and better grades in English and maths
- better social behaviours and self-regulation.

Starting a quality kindergarten program at an **earlier age** leads to **positive effects** on child development



Children who attend a kindergarten program are **less likely** to be **developmentally vulnerable** at school



Two years of kindergarten are better than one



Quality play-based learning is a powerful way to support learning and development



At kindergarten, children learn key skills for life, including **creative thinking, social and emotional skills, and early literacy and language skills**

ATTACHMENT 1. FREE KINDERGARTEN INFORMATION FOR FAMILIES

Bentleigh West Kindergarten Inc. [2025]

- **General information**

Kindergarten programs for four-year-old and eligible three-year-old children in Victorian Government funded services will be free as part of the Best Start, Best Life reform.

This investment will save families up to \$2,500 for each child enrolled in a participating funded kindergarten program.

DET also provides funding to assist eligible three-year-old Aboriginal and Torres Strait Islander children, and children known to Child Protection, to access kindergarten programs.

- **What free kindergarten means at our service**

Bentleigh West Kindergarten Inc. has opted in to the Free Kindergarten initiative. Applicable parent fees are outlined below:

- **Funded sessional kindergarten for 3-year-old children (7.5 hours per week) – no parent fee**
- **Funded sessional kindergarten for 4-year-old children (15 hours per week) - no parent fee**

- **Other charges**

These include:

- **Excursion/service event charge: \$75 for 3YO Kindergarten \$150 for 4YO Kindergarten** This additional charge is required to cover the cost of excursions or special events that occur throughout the year in response to emerging children's program needs and interests. Affordability and relevance to the children's interests and the Kindergarten program will be taken into consideration before a decision is made that will require families to pay this additional charge (*refer to Excursions and Service Events Policy*). Events that are planned ahead are included as an expenditure item in the Kindergarten's budget. Deposits that were paid upon enrolment (\$150 for 4 year old families and \$75 for 3 year old families) will be transferred to an Excursion Levy to cover the costs of running excursions or incursions. If a family request a deposit refund and Excursion Levy invoice will be issued.
- **Request for voluntary 2025 contribution:** The 2024 Committee of Management is committed to providing future families with the quality Kindergarten that many families have enjoyed in previous years. Therefore, we are strongly encouraging all 2025 families to make a one-off voluntary contribution of \$800 for 4 year old families and \$400 for 3 year old families.
- **Late collection charge:** The Committee of Management reserves the right to implement a late collection charge when parents/guardians are frequently late in collecting a child from the Kindergarten. In these situations, the following procedures will apply:
 - The qualified staff member will inform the parents/guardians/carer that if it continues the committee will be notified and the family will be charged a late fee.
 - If after the reminder, the parents/guardians/carer is 10 minutes late, a fee of \$1 for every 1 minute, from the conclusion of the session/day will be invoiced by the Committee.
 - After 10 minutes the parent/guardian will receive a phone call from the Kindergarten. Emergency contacts will also be phoned if parent/guardian is not contactable.

- **Fundraising**

While **participation in fundraising/donation is voluntary**, the support of every family is encouraged. Fundraising activities are also an opportunity for families and communities to come together.

- **Support services**

Parents/guardians experiencing difficulty in paying fees are requested to contact the BWK Administrator to arrange a suitable alternative payment plan. The *Privacy and Confidentiality Policy* of the service will be complied with at all times in relation to a family's financial/personal circumstances



Bentleigh West Kindergarten Inc.

3YO Kindergarten Timetable 2026 {1st Year of Funded Kindergarten}

GREEN GROUP	
Monday	8.30am – 4.00pm
Tuesday	
Wednesday	
Thursday	
Friday	

4YO Kindergarten Timetable 2026 {2nd Year of Funded Kindergarten}

YELLOW GROUP (GROUP A)	
Monday	
Tuesday	8:30am – 4:00pm
Wednesday	
Thursday	8.30am – 4.00pm
Friday	

PURPLE GROUP (GROUP B)	
Monday	
Tuesday	
Wednesday	8.30am – 4.00pm
Thursday	
Friday	8.30am – 4.00pm

Please Note: This timetable may change before 2026



Bentleigh West Kindergarten Inc.

Enrolment Dates

2026 3 Year Old Program

Thursday 1st May 2025

<https://www.gleneira.vic.gov.au/services/family-and-children/kindergarten>

2026 4 Year Old Program

Already Open

<https://www.gleneira.vic.gov.au/services/family-and-children/kindergarten>

2027 4 Year Old Program

Thursday 1st May 2025

<https://www.gleneira.vic.gov.au/services/family-and-children/kindergarten>

Bentleigh West Kindergarten

21 Patterson Road, Bentleigh
www.bentleighwestkinder.org.au
For more information: 9557 8365

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