We welcome you and your child to our kindergarten. We are pleased that you have chosen McArthur Park Kindergarten for your child and we look forward to your family’s involvement with our centre throughout the year. We have included, in this booklet, some basic information about our centre. Please don’t hesitate to ask staff if you have any queries and/or suggestions.

STAFFING

Our staff team comprises of a Director, Teacher, Early Childhood Worker and as needed a Preschool Support Worker. We all have a strong commitment to social justice and equal opportunity principles.

Preschool staffing is determined by the Department for Education and Child Development (DECD). Children’s attendance figures are used to determine the level of staffing necessary to maintaining a 1 adult to 11 children ratio. To ensure that our staffing levels are maintained, it is important that all children attend regularly.

The staff team at McArthur Park Kindergarten include:

**Director:** Nikki Kirkland (Acting)
**Teacher:** Tracey Phillips
**Early Childhood Workers (ECW):** Suzanne Varcoe
**Preschool Support Worker:** as required

From time to time we also have the part time services of Speech Pathologists, Occupational Therapists and a Child Youth Health nurse.

Students from secondary schools also attend for work experience and on occasions we also have Centrelink volunteers or students undertaking a Certificate III in Children’s Services course through TAFE.

Staff are on-duty at the kindergarten from Tuesday to Friday, 8:30am until 4:00pm. **However, sessions do not commence until 8:45am.**
PRELIMINARY INFORMATION

From 2014, there will be a new start date for preschool and school children. This will be the first day of Term 1.

If your child turns four before May 1, they will start preschool on the first day of Term One in that year. If your child turns four on or after May 1, they will start preschool on the first day of Term One the following year. The minimum age for starting preschool will then be three years and eight months.

The new start date will mean that all children will have four terms of preschool and four terms of Reception. It will also mean a more stable environment for children with fewer changes to classes throughout the year.

Waiting lists and enrolments

Preliminary enrolments are accepted for children from the age of 3 years. Should you enrol and then move, or decide not to attend this centre, please notify us as soon as possible so that the place reserved for your child can be offered to another family. On enrolment, families are required to indicate which school their child will most likely be attending.

SERVICES PROVIDED

Pre-entry

Pre-entry sessions are available in the term immediately before children begin sessional kindergarten. Pre-entry provides the opportunity for children to gradually become familiar with the kindergarten staff, environment and routines.

During the pre-entry session your child will be offered a wide variety of play, social and routine experiences. This is a time for all of us to get to know each other. Emphasis is placed on the social and emotional development of children.

Sessional kindergarten

State government policy provides for children attendance of up to five sessions of preschool for four terms prior to their entry to school. Early admission is available (where resources permit) for children with additional needs*. Children with additional needs may be able to start preschool two terms before they would normally start. Entry is conditional on availability of places. If your child is eligible, they may be able to go to one session a week in the first term and up to two sessions a week from the beginning of their second term of early entry. Talk to your Preschool Director or School Principal to find out what is available for your child. Aboriginal Children and children under the Guardianship of the Minister for Education and Child Development can go to preschool from the time they are three.

*(Additional needs include disability, developmental delay, gifted development or children who are at risk because of culturally and linguistically diverse backgrounds or family circumstance).
The Department of Education and Children’s Services pay staff salaries and the preschool receives a small operating grant (determined by child attendances) from the State government. However, we rely heavily on the payment of term fees and fundraising to help with the day to day expenses such as maintenance, cleaning, repairs to equipment, curriculum materials (e.g. books and resources) and special materials for activities (such as art and craft).

The level of kindergarten fees is set annually by the Governing Council. At the beginning of each term, a statement detailing the total amount due for the term will be placed in your child’s note pocket. Money should be placed in the envelopes provided and placed in the fee box which is located inside the main room. The centre Treasurer will receipt all monies and receipts will be placed inside your child’s note pocket. Fees need to be paid within the first 5 weeks of term or Governing Council ruling states that your child will no longer be eligible to attend for full days.

We appreciate that from time to time, families experience financial difficulties. Please be assured that no child will be excluded from a program for financial reasons. There are many ways that we can support families. Please do not hesitate to talk to the staff if you are experiencing any difficulties in meeting the cost of fees.

**Sessional kindergarten fees:**

$110.00 – 2 full days + 1 half days per week (inc. lunch care)

$125.00 – 5 full days per fortnight (inc. lunch care)

**Lunch time care:** $30.00 per term (included in above fees)

**Playgroup fees:** $2.00 per week per family (plus an annual insurance fee payable to the Playgroup Association).

At McArthur Park Kindergarten, sessional kindergarten is provided in morning and afternoon sessions from Tuesday to Thursday. Session times vary from morning and afternoon sessions to full days.

**Session times**

**Morning Sessions –**

Tuesday, Wednesday, Thursday 8:45am – 11:45am

**Afternoon Sessions –**

Tuesday, Wednesday, Thursday 12:15pm – 3:15pm

**Full day Sessions –**

Tuesday, Wednesday, Thursday 8:45am – 3:15pm

Full day and/or alternative session schedules (to a maximum of five sessions per week) can, when possible be arranged. Every effort will be made to establish attendance schedules to suit individual family needs. However, preferred choices may not always be possible since group sizes need to remain inside the recommended maximum limits.

Included in full day sessions is a ½ hour lunch care period. There is an additional charge for lunchtime care, which is payable “up-front” each term with the
kindergarten fees. Families who nominate full day sessions are liable for this charge regardless of actual attendance, as a lunch place is reserved for their child.

Playgroup
A volunteer-run playgroup for children from birth to age 5 and parents/carers to participate in a range of social and learning activities operates on Friday mornings from 10:00am until 11:30am.

Preschool Children and Insurance
The Department for Education and Child Development does not provide cover for children’s accidents at Child care, Preschool, School or High School.

Parents are advised that they should consider taking out their own personal cover for their children and / or have private health cover.

Information is available through most insurance companies.

A website you may like to look at is www.studentcover.com.au

If you have any questions please see staff.
What to bring!
Your child needs to bring..........

1. **A hat.** Our preschool is a sun smart centre and children are required to wear hats when outside during Term 1 and 4.

2. **A bag.** A drawstring bag, backpack or case for children to keep their own belongings in.

3. **Two pieces of fruit** per full day for a healthy snack.

4. **A named drink bottle** filled with WATER ONLY. Please do not send cordial, fruit juice in a bottle or in a fruit box.

5. **Some spare clothes** – just in case!

Please name all clothes and possessions, especially shoes, socks, hats, bags, drink and food containers.

Settling your child into kindergarten

Some children need a lot of reassurance to settle into kindergarten while others throw themselves wholeheartedly into activities straight away. There are many individual differences. Whilst families know their child best, the teachers understand general patterns of behaviour, so between us an individual process for managing separation can be arranged.

Families are always welcome to stay at the kindergarten until they feel that their child is ready to stay without them. However, please be assured that staff are very experienced at sensitively handling any distress that children may experience when separating from a family member for the first time. Please have confidence in us!

In the “settling in” stage it is a good idea to leave a phone number where you can be reached, just in case! We will always ring you if your child does not settle quickly. Should your child be upset when you leave, please do not hesitate to ring the centre when you get home for reassurance.

Children’s Clothing

It is recommended that children wear clothes that allow them to be actively involved in all aspects of the kindergarten program. Smocks are provided but are not always sufficient protection for messy activities. Clothing and shoes, which enable children to play safely and go to the toilet independently, are most suitable. Printed t-shirts and windcheaters with the kindergarten logo offer a good alternative (Staff will screen print these for a minimal cost of $2 per item)

During the summer months we make maximum use of our water feature and sandpit. Children do get wet! Please be prepared for your child to be an active participant in this play and pack spare clothes.
Absences
Infections can be prevented from spreading if children are kept at home when they are unwell. If your child is unable to participate in all aspects of kindergarten program (that is, indoor and outdoor activities) please keep him/her at home. If your child will be absent from kindergarten, please ring the kindy to let us know. We have an answering machine where messages can be left after hours. Please let us know if your child is suffering from any condition that is infectious.

Please do not bring an unwell child to kindergarten because s/he insists on coming. There are always children in the centre who may be susceptible to the simplest illness that you may unwittingly be exposing to him/her. Please refer to our infectious diseases policy for further information or ask a staff member if you are unsure.

Health Services
A variety of health services are available for children through the kindergarten. If you have any concerns about your child’s development please feel free to arrange a time to discuss this with the Director.

Library
Children are welcome to borrow books from the kindergarten’s library. Parents are encouraged to help their children borrow library books regularly as reading at home is an important part of emergent literacy development. Please fill in the borrowing sheet. Children wishing to borrow books must have a library bag. Library bags are available from the kindergarten, generously handmade and donated by the Lioness Club of Millicent.

Excursions and special events
We acknowledge the importance of excursions to enhance children’s learning and development. Therefore we may organise and participate in excursions throughout the year. These excursions or special events are either significant community events or linked to aspects of the kindergarten program and are developmentally and age appropriate. Families will be informed of these events and related details via a special newsletter, seeking consent for their child’s participation. Most excursions/events do incur an additional charge but we attempt to keep costs to a minimum (part of the cost is often budgeted for by the centre so parents can afford excursions).

Families are always welcome to participate in excursions and special events. We appreciate (and require) as many “hands on deck” whenever we are out of the centre, as the ratio needs to be one adult to each six children. Roll calls will be carried out to account for children on leaving and arriving at the destination as well as the centre.

Change of address / telephone number
Please keep the centre informed of any change of address or telephone number. This is critical in case there is an emergency and we need to contact you quickly.
The main emphasis of the kindergarten program is to promote learning and teaching in a safe, caring and supportive environment. The curriculum at McArthur Park Kindergarten is play-based, child-centred and emergent, based on children’s individual needs and interest. It is guided by the national Early Years Learning Framework. The framework presents a vision for children’s learning.

“All children experience learning that is engaging and builds success for life.”

We endorse the principles fundamental to the framework of ‘Belonging, Being, Becoming’

**Belonging:** Knowing where and with whom you belong. Belonging acknowledges children’s interdependence with others and emphasizes the importance of relationships which in early childhood and throughout life are crucial to developing a sense of belonging.

**Being:** Childhood is a time to be, to seek and make meaning of the world. Being recognizes the significance of the here and now in children’s lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life’s joys and complexities, and meeting challenges in everyday life. The early years are not solely preparation for the future but also the present.

**Becoming:** Children’s identities, knowledge, understandings, capabilities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasizes learning to participate fully and actively in society.

The framework recognizes that from before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly with families, who are children’s first and most influential educators.

**Five Developmental Learning Outcomes**

1. Children Have A Strong Sense Of Identity
2. Children Are Connected With and Contribute To Their Worlds
3. Children Are Confident And Involved Learners
4. Children Have A Strong Sense Of Wellbeing
5. Children Are Effective Communicators

We believe learning develops from the many experiences that an individual has in their life, it is a lifelong process and each child learns at their own rate and style.
The daily program allows for uninterrupted periods of play and organised learning experiences as well as planned group sessions e.g. music, literacy. Play is an essential aspect of learning for young children and planning for play is central to the development of a curriculum that integrates all areas of a child’s development. Adults in the preschool have a critical role in responding to children’s play ideas and establishing an environment which supports and extends children’s learning and development through play. The program contains a balance of quiet/active and indoor/outdoor activities, play and explicit teaching.

We believe that each child comes from within an individual and unique family group and we value each child’s unique individual contributions, their particular interests, needs and family background. This encourages an emphasis on the process of learning, rather than conforming to adult ideas about what is important, how things should look and how they should be.

In creating a curriculum that is philosophically congruent with early childhood philosophy, attention is given to the development of the whole child. Experiences are provided that cater for the intellectual, physical, social, emotional and creative development of the child.

We have a strong focus on developing children’s social skills and helping children to develop the skills that enable them to be successful members of a group. Friendships are important to children. We recognise that for many children, kindergarten is their first experience of interacting with others without the familiar support of a family member. We believe that children need to know skills such as respecting each other, co-operation, problem solving, sharing, turn-taking, conflict resolution and laughing and having fun together. All of these become an important part of our daily experiences.

Adults in the kindergarten
- Set up short and long term goals for each child based on information gained from families and observation of children at work and play.
- Foster positive self-concept and self-esteem by allowing children to make choices, initiate own activities and to talk about what they see, feel and do.
- Encourage conversation, discussion and critical thinking by setting open ended tasks and questions, adding more information to child initiated topics and by following up children’s interests and questions.
- Document children’s progress, their needs and interest and share each child’s development with parents and other staff informally and formally.

We support parents in the care and education of their children through our many services, support services, community agencies and access to resources.
We recognise that learning is a lifelong process and that parents are children’s primary educators and play a significant role in children’s learning. Our role is to work in partnership with parents to support you in the care and education of your children. Our kindergarten program is based on providing for the individual strengths, needs and interests of children. Assessment and Reporting is an integral part of this process in providing for the individual development of each child.

Children need to be valued in terms of “distance travelled” through careful observation and documentation to plan for and report on each child’s development over their time at kindergarten.

“Childhood is a journey not a race”

Assessment and Reporting is defined in the Department for Education and Child Development as “the process of gathering and analysing information about children’s learning to make judgements that inform the teaching-learning process”.

There are three main components of Assessment and Reporting:

1. **Collection of information through observation and documentation.**

   This enables us as educators to capture the essence of children’s learning and development, and use it to plan for teaching and learning. When children begin preschool, parents are asked to complete a questionnaire about their child. Samples of children’s work such as drawings, paintings, writing etc. and photographs which record and illustrate particular events or participation in specific activities are added to each child’s portfolio. Every second week parents are provided with “What I did at Kindy” slip listing experiences, activities your child has engaged in. Staff also place factual anecdotes, running records, standardised assessment and checklists into the portfolios.

2. **Collation of information**

   This involves reflecting on collected information, to enable analysis and interpretation to plan and act on new understandings. The parent questionnaire information is used with staff observations of children’s play, interactions and skills to develop individualised learning plans.

   Individualised learning plans are also used and include information on:
   - Areas of strengths, confidence and interest
   - Areas that require strengthening and current learning goals

3. **Communication of information**

   This is the reporting of knowledge gained to inform about the teaching and learning process. This involves sharing information with parents about their children’s learning and development. A report is completed at the end of each child’s time in kindergarten. Parents receive a copy and another is sent to the school that the child will be attending. Parents are welcome to look at the children’s portfolios and to discuss their child’s progress at any time (it is best to arrange a time for a longer interview). During each child’s third term at kindergarten, families will be invited for an interview to discuss their child’s progress. If you have any questions about this process, please speak with the teaching staff.
An overview of the variety of assessment and reporting tools we undertake during your child’s year at kindergarten is displayed in the table below.

<table>
<thead>
<tr>
<th>Time line</th>
<th>assessment and reporting tool</th>
<th>method of communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Term at kindy</td>
<td>Settling in to kindy overview and Speech and Language profile</td>
<td>informal chat with families</td>
</tr>
<tr>
<td>2nd Term</td>
<td>Numeracy profile</td>
<td>copy placed in children’s folder/informal chat with families if required.</td>
</tr>
<tr>
<td>3rd Term</td>
<td>Individual Learning Plan</td>
<td>Parent/Teacher interview</td>
</tr>
<tr>
<td>4th Term</td>
<td>Summative Report</td>
<td>Formal report</td>
</tr>
</tbody>
</table>

COMMUNICATION AND PARENT PARTICIPATION

Family participation
We are committed to working in partnership with families and you are encouraged and welcome to participate in every aspect of kindergarten life. We believe families are important to children for many reasons, each child comes from within an individual and unique family group. We share with families the responsibility of the care and education of their young children, as we believe parents are the primary educators of their children.

Your child will benefit from your interest and participation and by talking and working together, parents and teachers can help each other to appreciate each child’s individual needs, characteristics and interests. As a small centre we are always grateful for any voluntary help that you can provide. Possibilities for help include reading stories to children, assisting with small group activities, gardening, preparing materials and resources, cleaning up and repairing equipment.

Working Bees / Washing and Mowing roster/End of term cleaning roster
Preschools receive little support to maintain the facilities. To keep our grounds looking neat and tidy, working bees are held throughout the year. We also have a mowing and washing roster and we ask families to help with these jobs generally once per year. The end of term is a busy time for all and we will ask for volunteers to help out during the last week with small cleaning jobs. A notice will be displayed on the parent notice board or placed in your child’s note pocket giving details of the date and the jobs to be done.
Fundraising
The state government provides a limited amount of financial support to preschools and to ensure that materials can be purchased we have a main fundraiser each term, with all proceeds going directly towards **new resources to benefit the children**. We ask families using the service provided by the kindergarten (including playgroup families) to actively participate in our fundraising activities.

Communication
Staff are always available to talk with families and we hope that you will be comfortable approaching us at any time. If you have an issue or concern that you would like to discuss more privately, please let us know and we will arrange a more appropriate time to do so.

You are welcome to ring the centre at any time. However, we would ask that if you have a query that may take some time to address, contact us outside of session times (staff are on duty from 8:30am until 4:00pm, Tuesday to Friday).

Sign-in sheets are kept on the desk near the parent information board. On arrival please help your child to write their name on the roll. We are required to record each child’s arrival time and departure times. If pick up and drop off arrangements are different from normal please write in the name and phone number of the person concerned. If pick up arrangements change during the day please ring the centre and let a staff member know.

Newsletters are published regularly. They usually contain information about coming events, the kindergarten program, requests for assistance, notes about our service, samples of children’s work etc. **Note pockets** are provided for each child and these should be checked daily for notices, newsletters and receipts from the Treasurer. If you would like copies of newsletters emailed to you rather than paper copies please provide staff with your email address.

Governing Council
The Governing Council consists of parents, staff and community members and is responsible for the management of the kindergarten. This includes the development and funding of the annual budget and maintenance of centre. An Annual General Meeting is held in Term 1 every year, with nominations being called for President, Treasurer, Secretary and Committee Members. Committees usually consist of about 5 - 10 parents, caregivers or community members. All parents/caregivers are welcome to join the council to assist with the management of the preschool, plan special events, discuss concerns and share ideas and to get to know one another. The Committee also plans fundraising events in order to raise funds for the maintenance of high quality programs for children. All volunteers including Governing Council members must have a Criminal History Screen, the cost of this is covered by the centre.
Arrival and Departure Policy

Children must be accompanied into the building by a parent or carer. On arrival please help the child to write their name on the roll, recording arrival time and who is responsible for picking up the child, if arrangements change during the day please ring and notify staff. Children need to be collected from inside the kindergarten and if you are going to be later than the end of session time please ring. A staff member will record each child’s departure time.

Behaviour Management

At McArthur Park Kindergarten we provide an environment that is safe and nurturing. We believe that children need guidance and assistance in a caring way to help them learn to become responsible for their own behaviour and actions. The children are involved in establishing kindergarten rules and are given opportunities for practising them. However, at times we recognise that even young children can act in ways that may be physically or psychologically harmful to others. As a result, the centre has a Behaviour Management Policy outlining the strategies that are implemented to manage difficult or challenging behaviours. A copy of this policy is provided during the information session.

Health and Safety

Precautions against the spread of cold, viral infections and contagious diseases are necessary. A child who has a temperature, a green runny nose, is taking antibiotics for an infection or is showing any signs of being unwell should be kept at home. Please notify staff if your child has an illness that is infectious. Parents will be advised via the notice board of any childhood diseases reported, including symptoms to look for and the length of time a child needs to stay away if the disease is infectious. A copy of our policy “Dealing with Infectious Diseases” will also be provided during the information session.

Nits are a common occurrence in preschools and schools and we encourage children to only wear their own hats while at kindy. We do however have some hats in our dress ups (which are mostly hard plastic) and Mrs Walker often has hats as a part of our music and singing sessions. If you do not want your child to wear these hats please indicate this on our General consent form.

Sun Smart Policy

The centre actively advocates a sun-smart policy. Children must wear a broad brim or legionnaire style hat for all outside activities during term one and four of the year. Parents are to provide a hat for their child to remain at kindy, clearly marked with their child’s name. Children who do not bring their own hat will have the option to play under the verandah or remain inside. Parents are asked to ensure that children come to kindergarten with sunscreen applied and wearing shirts that protect shoulders. Staff will assist children to re-apply sunscreen at lunchtime.

Staff will use discretion about restricting outside play on extremely hot days or days when there are dangerous UV levels.
Emergency Procedures

Copies of the centre’s Emergency Plans are displayed inside the kindergarten. Each year we review our Bushfire Action Plan and copies are sent home to remind parents/carers of the centre procedures.

Smoke Free / Drug Free / Alcohol Free Zone

All schools and kindergartens are smoke, drug and alcohol free zones. In the interests of both adults and children, please do not smoke on the kindergarten grounds or drop cigarette butts at the entrance to the kindergarten.

Food and Nutrition

At McArthur Park Kindergarten we believe that good nutrition is important for the well being of children. We encourage good nutrition through cooking experiences as part of the curriculum and the provision of fresh drinking water available throughout the day. Parents are asked to please send a piece of fruit for their own child to eat at each session in addition to other healthy foods and snacks that their child requires throughout their day at kindy. Children gain independence by eating their own piece of fruit and making appropriate choices for snack and lunch times. This assists them in becoming independent for recess and lunch times later on at school.

We recommend a thermal bag to keep lunches fresh, particularly for meats, cheeses etc. You are welcome to place lunches and dairy products in the fridge. Please make sure that lunch boxes, bags and drink bottles are named. As part of our sustainability practices we ask that minimal packaging and plastic wrapping are used.

Please avoid sending foods that are high in preservatives, colouring, sugar, fat and salt such as chocolate, lollies, sweet biscuits, chips, soft drinks and cordial.

Our Kindergarten is a nut free zone due to allergies and risk of choking for children under five years of age. Please do not send whole nuts and seeds, peanut butter, nutella and muesli bars.

Medication

Medication should be scheduled outside session times wherever possible. If a child requires medication during session times, details of all medication to be given must be entered on the medication permission form by the parent/caregiver and signed. This must be repeated each day the medicine is to be administered. Please ensure that medication is given to staff directly and is in the original bottle. Once administered staff will sign the form and monitor the child for any adverse reactions. A separate form is required for any long term medication.

Staff are not allowed to administer Panadol/Nurafen to children at kindergarten.
Injuries and First Aid

All staff have current First Aid training. The First Aid Cabinet is on the shelf in the bathroom and a stock take is conducted annually. A First Aid kit and any personal medications (ie puffers, epi-pens) will be taken on excursions.

Minor injuries – those that respond to a bandaid and/or minor first aid and affection, are treated by staff. All other injuries are referred to parents and/or medical officers. Please be aware that staff are not allowed to attempt to remove splinters.

If the injury is assessed to be of a more serious nature, but not requiring additional external medical attention, parents will be notified.

If the injury is major an ambulance will be called and parents notified as soon as possible. Staff will administer First Aid until assistance arrives.

Staff will write all occurrences on the required accident and incident report, with copies kept in the accident folder and the parent will sign to acknowledge the accident and the procedures taken when the child is collected.

The centre will not be responsible for or liable for any fees that may occur from the medical treatment, e.g. Ambulance, Doctor’s fees, hospital fees etc.

Multicultural Policy

At McArthur Park Kindergarten we recognise and respect the many varied cultures within the community and provide an inclusive multicultural programme.

Mandatory Reporting

Doctors, teachers, early childhood workers and others who work with children are obliged by law to report any reasonable suspicion that a child has been maltreated, neglected, physically, emotionally or sexually abused as mandated notifiers by law for the well-being and protection of all children. All staff are trained in Mandatory Notification and Child Protection Curriculum.

Grievance Policy for Parents

If you have a concern in relation to an experience at the centre you are encouraged to address the issue with the person involved. If your concern is not resolved or you feel uncomfortable, please make the time to speak with the Director. Allow a reasonable time for the issue to be resolved. If you feel your concerns are not resolved we advise that you contact our Regional Director at the Mt. Gambier Limestone Coast office. Issues of a general nature can be addressed at Governing Council meetings. Please put your concern in writing and hand it to a council member.

Confidentiality will be respected at all times.
To enable children to make a smooth transition to school, most schools usually provide opportunities for children to visit the school and the prospective class, to get to know the teacher and fellow students and to become familiar with the new setting and routines prior to the child’s entry to Reception. The individual child is the focus and as the needs of individual children may vary, entry to school is negotiated with parents/caregivers.

Close links are maintained with local schools to assist children in making a successful transition from kindergarten to school.

It is the parents/caregivers responsibility to enrol their child at school.

Local schools
Newberry Park Primary School 8733 2864
St. Anthony’s Catholic Primary School 8733 3479
Millicent North Primary School 8733 2555

We hope that your child’s time at McArthur Park Kindergarten will be happy and rewarding. If you have any queries or suggestions, please do not hesitate to discuss them with us.